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A study of the attitude of the male and female school teachers towards teaching profession

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Abstract

The profession of education requires a specific set of skills, values, and knowledge base. This research looks at how secondary school educators feel about their jobs depending on demographic factors like gender, marital status, school setting, and years of experience. The primary question being investigated is whether or not the aforementioned socio demographic factors have any bearing on educators' dispositions. One hundred secondary school educators from a variety of Bokaro district schools were selected at random. The data was gathered using the Ahluwalia Teacher Attitude Inventory. The data is analysed and interpreted using inferential and descriptive statistics. The results show that the aforementioned factors had no discernible impact on secondary school educators' perspectives on classroom practise.

Keywords: Ethics, attitude, secondary school and demographics

Introduction

Teaching consists solely of dusting off the expertise and insight already present in the minds of many learners. The Sanskrit word for "teacher" is "guru," which means "remover" or "ru" of darkness. Teachers that are good at what they do will foster open lines of communication with their students, encourage them to take an active role in the learning process, provide timely feedback, and value their students' unique skills and approaches to the material. In the classroom, pupils are viewed not as creators but as recipients of instruction. Being open-minded requires not always having a set plan and being resolute, but rather being able to roll with the punches and try new things. Almost everyone above the age of four or five has participated in some form of formal education somewhere in the world. Only through education can a society's social and cultural structure undergo the essential transformations for its continued existence.

Teachers play a crucial part in the complex educational system by shaping and creating the educational process. Educating people is a moral endeavour since it has the goal of fostering their development in a positive direction. Both the prevalence of the occurrence and the recognition that our conception of teacher and teaching drives future endeavours motivate us to learn more about them. Many researches have been done to better understand how instructors feel about their career and what teaching means to them. This could be a work that meets socioeconomic necessities, a profession freely chosen, or a devoted way of life with hope for the future. Positive or negative answers matter greatly. Moral and social value of teaching is why studies focus on teachers and teaching. Educators say it's important to consider teachers' attributes, actions, attitudes, values, talents, sex, weight, voice, and quality. Attitudes, origins, cultivation, identification, and evaluation of teachers are a society's top concerns. Not only for teacher training institutes and schools, but also for society at large, teachers are crucial for spreading information and cultural values. Because of their central role in the educational system, teachers have the potential to shape their pupils' personalities and outlooks. Educators have the power to shape students into contributing members of society. Consequently, pupils need to cultivate a favourable view of the teaching profession if they are to excel in school and acquire transferable abilities that will serve them well in the long run.

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The teaching profession is the most vital and pervasive of all careers since it is the source of all others. Secondary education, on the other hand, is the second phase of formal education, during which pupils acquire all the social ideals and develop the personality traits necessary to fit in with society. We can't anticipate dramatic improvements in student achievement until more optimistic people enter the teaching profession. The secondary school teacher's outlook is crucial to the pupils' overall growth. A thorough study of teachers' perspectives on their work is necessary for this end. As a result, by probing the students' mindsets, educators will be able to take the best possible measures toward the students' holistic development together with the broader social development.

Chakraborty and Mondal (2014) ^[1] explored that 66.5% of teachers were an average attitude towards the teaching profession and urban teachers have more attitude than the rural teachers and also revealed that Science Streams teachers were high attitude towards Teaching Profession.

Mangore (2015) ^[3] examined the Attitude of Teachers towards teaching profession and the result indicates that there is significant difference of positive attitude towards teaching profession of arts and sciences group. Science group have negative attitude towards teaching profession.

Rakesh & Kiran (2016) ^[5] conducted a study on attitude towards teaching profession among pre-service teachers in Shivamogga city and found that there is no significant difference in the mean teacher attitude towards teaching profession scores in the administrative, co-curricular, socio-psychological, economic area and total scores of married and unmarried Pre-service teachers at B.Ed. level.

Sarkar and Behera (2016) ^[6] found that there is significant difference between the attitude of Male and Female college teachers towards teaching profession in Cooch Behar district. It is also found that, the attitude of Female college teachers is comparatively more favorable than that of Male college teachers towards teaching profession in Cooch Behar district.

Soibamcha (2016) ^[7] studied "Attitude of Teachers towards Teaching Profession". In this investigation an attempt has been made to find out the attitude of the teachers towards teaching. TAI scale was used to measure the attitude of teachers towards teaching. It was found attitude between more qualified and less qualified teachers, more qualified teachers seemed to be having more favourable attitudes towards teaching profession than that of less qualified teachers.

Rahaman (2018) ^[4] found no significant difference in the attitude of secondary schools teachers towards teaching profession in relation to type of schools, no significant difference was found in the attitude of secondary schools teachers towards teaching profession in relation to teaching experiences and no significant difference was found in the attitude of secondary schools teachers towards teaching profession in relation to gender.

Sample

Population of the study includes different private and government schools of Bokaro district. Random sampling technique has been used for this study. The sample of the present study consists of total 100 secondary school teachers (50 male and 50 female).

Tool

S.P. Ahluwalia Teacher Attitude Inventory (TAI) have been used as tool for data collection for the present study. This

inventory is consisting of 90 items and divided into 6 sub scale. Thus favorable-unfavorable continuum adequately measures the aforesaid six selected areas. Likert continuum strongly agree, agree, undecided, disagree and strongly disagree has been provided for each item. The response was made on a 5-point scale and the response categories were assigned weight from 0 to 4.

Hypotheses

- There is no significant difference in the attitude of male and female secondary school teachers towards teaching profession.
- There is no significant difference in the attitude of government and private secondary school teachers towards teaching profession.

Procedure

The teacher attitude inventory administered to both groups with instructions. Scoring was done according to the respective scoring keys. In order to fulfill the objective of the study the score obtained were analysed with mean, SD's and t values.

Results and Interpretation

The data were analysed by Means, SDs and t test. Tables present the result.

Table 1: Comparison of male and female school teacher on Teacher Attitude

Groups	N	Means	SDs	t	Significance Level
Male Teacher	50	238.59	24.18	1.23	Not Significant
Female Teacher	50	244.81	26.08		

According to Table- 1, the 't' value that was estimated for the primary effects of male and female on attitude towards the teaching profession of instructors working in senior schools came out to be 1.23. Because the value that was calculated for "t" is discovered to be lower than the value that was found in the table for "t" at the 0.05 level of significance. As a result, the computed value of t was determined to not be significant. Therefore, we can conclude that the null hypothesis is correct.

It was found that the female teacher showed slightly higher score than their male counterpart. This indicates that female teachers are more inclined to pursue careers in education.

Table 2: Comparison of government and private school teacher on Teacher Attitude

Groups	N	Means	SDs	t	Significance Level
Government School Teacher	50	242.82	23.68	0.38	Not Significant
Private School Teacher	50	244.64	25.47		

Table 2 shows that when comparing the principal effects of government and private on teachers' perceptions of their profession, the 't' value estimates that the former has a greater impact, at 0.38. When comparing the computed value for "t" with the value contained in the table for "t," the calculated value is found to be less at the 0.05 level of significance. Therefore, it was concluded that the calculated value of t was not statistically significant. As a result, we accept the null hypothesis as true. There was a small but

non-significant difference in scores between private school teachers and their public school counterparts. This suggests that private school educators have a higher propensity to enter the teaching profession. It can be said that there was no role of types of school on teacher attitude towards teaching.

Conclusion

The most important takeaways from this research project were that male and female school teachers have similar perspectives on the teaching profession and that there is no significant gender gap in these perspectives. According to this research, female secondary school teachers had a more positive outlook on their career than their male counterparts. Perhaps this is because more women see teaching as a viable career option for their own advancement and hence choose to enter the field. Furthermore, it might be speculated that female school teachers are more preferred. Similar results were found in a study on the relationship between teachers' attitudes and their job satisfaction among secondary school educators by Farrukh and Shakoor (2018) ^[2]. Specifically, they found that female educators have a more positive outlook on the teaching profession than their male counterparts. It is also found regarding the teaching profession, school teachers' attitudes did not significantly alter depending on the type of institution. The type of school is therefore irrelevant because the study's findings indicate that it has no bearing on the attitudes of secondary school teachers because there is no statistically significant difference between the various types of schools.

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