



## A COMPREHENSIVE REVIEW OF TEACHING PROFESSION ATTITUDES

**SMRITI NAGI <sup>1</sup>**

<sup>1</sup> RESEARCH SCHOLAR, DEPARTMENT OF EDUCATION, RADHA GOVIND UNIVERSITY, RAMGARH, JHARKHAND.

### ABSTRACT:

To establish an effective educational system, it is essential to examine the current professional attitudes of teachers. A variety of studies have investigated the professional demeanour of both current and future educators. The investigator gained valuable insights from reviewing these studies, as it provided a comprehensive understanding of similar prior work, methodologies, approaches, and the conclusions drawn from the findings. The investigator has compiled thirty studies on attitudes towards the teaching profession from a diverse array of sources, including journals, papers, theses, and others. A total of eleven studies were analysed. The study examined the attitudes of teachers across elementary, secondary and higher education, including those aiming to teach at the professional college level. Various factors were considered, such as gender, age, stream, location, institution management, years of experience, academic qualifications, adjustment and job satisfaction. Studies indicate that most current and future educators maintain an optimistic perspective on the teaching profession. The study revealed that various factors, including age, sex, stream, years of experience, institution management, academic qualifications, and additional variables, significantly impact the development of teachers' professional attitudes.

### KEYWORDS:

**PROFESSIONAL, EXAMINE, INSTITUTION, IMPACT AND DEVELOPMENT.**

### INTRODUCTION

To help people, communities, and countries progress, there are a lot of experts in many fields working on different problems. A person is capable of gathering a great deal of knowledge, developing a diverse set of talents, and then using those abilities to benefit humanity. An occupation is considered a profession if it calls for in-depth expertise, rigorous schooling, and strict adherence to established rules and regulations. The dictionary has this definition. This occupation calls for a lengthy, comprehensive, and ongoing program of academic and practical preparation. Knowledge and specific skills should form the basis of this training.

Offering social services with the goal of delivering the public benefit while adhering to a code of ethics is the responsibility of this profession, according to Singh and Meitei (2017).

People in our culture work in a broad range of fields, from medicine and law to engineering and teaching to social work and even the arts and sports. These are just a few of the many areas that contribute to our civilisation. One of the most crucial jobs for a nation's and its citizens' overall development is teaching, according to many. The role of educators is intrinsically linked to the progress of human civilisation.

Teaching is a profession that has changed quite recently in comparison to the rest of the employment market. According to several scholars, being a teacher is one of the most honourable jobs one can have. One of the most often held beliefs is that all other occupations have their roots in teaching. From a conceptual and practical standpoint, it is

undeniably an admirable professional path. When compared to other fields, education has the unique potential to affect positive change in individuals and communities. Teachers are in a prime position to foster citizens who will contribute positively to their communities and nations. Learning new material and improving one's own teaching skills and mindset are the two main objectives of anybody working in the field of education.

The key components that decide an educator's degree of success are their present knowledge, their unfaltering enthusiasm, and their positive outlook on teaching. Therefore, it is crucial to invest heavily in teacher education and training so that current educators and those aspiring to become educators acquire the necessary skills and the right mindset. Educators' attitude also plays a significant role in their professional development and the enhancement of their skills. If teachers don't change their mindsets about their personal, social, and professional lives, the teaching profession will collapse. In order to facilitate educators' growth and development, it is crucial to investigate their viewpoints on the teaching profession.

### REVIEW OF RELATED LITERATURE

- ❖ The perspective of secondary school educators on their work was investigated by Hussain et al. (2011). Respondents' attitudes towards the teaching profession were measured using an attitude scale towards the profession (ASTTP) created by Hussain (2004). The ASTTP has 66 questions and 4 parts. In all, forty secondary

schools were chosen for the research, representing both public and private sectors, and representing both rural and urban areas. From the schools that were part of the sample, three secondary school teachers were chosen at random. According to their findings, the vast majority of Pakistani secondary school teachers see their work with a negative bias. They also found that female secondary school teachers were more positive about their jobs than their male counterparts. Teachers' efficacy and competence as educators are enhanced by their attitude towards their vocation, according to research. Having a positive outlook makes work simpler and more rewarding.

- ❖ The "Attitude of Teachers towards the Teaching Profession at Different Levels" research in Bhavnagar city, Ahmedabad, was carried out by Rohini (2012). The goals of the research were to (1) identify the variables that influence teachers' perspectives on the teaching profession; (2) compare the perspectives of teachers at different levels; and (3) analyse the effect of teacher preparation programs at different levels on teachers' perspectives on the teaching profession. A survey was used by the investigator. The 117 educators selected using cluster sampling came from a variety of educational backgrounds: 29 from elementary schools, 33 from middle schools, 28 from high schools, and 27 from universities. Five elementary schools, six middle schools, six high schools, and five universities made up the sample. A stratified random selection approach was used to choose 22 institutions. Among them, 13 were granted colleges, 3 were non-granted colleges, 1 was a cooperative institution, and 5 were awarded institutions overall. Thampan (1987) devised a five-point attitude scale that the investigator used in the research. Primary, secondary, and upper secondary school teachers, as well as college instructors, have a very favourable outlook on teaching, according to the study's main results.
- ❖ Based on data collected from primary school teachers in Manipur's Imphal East and West districts, Devi's 2013 research looked at how teachers' views on teaching correlated with their level of work satisfaction. This research set out to investigate how teachers' socioeconomic position, marital status, age, sex, remuneration, educational background, training, and years of experience in the field influenced their perspectives on teaching and the teaching profession as a whole. Furthermore, the study aimed to examine how these socio-economic and educational characteristics relate to teachers' work satisfaction. The researcher used a random sampling technique to choose 540 elementary school teachers to participate in the study. In order to gather information on people's views towards teachers, the researcher developed and standardised a scale. Also included was the work satisfaction measure developed by Meera Dixit in 1993. Key results from the survey showed that many educators had a favourable impression of teaching as a career. There was a significant improvement in instructors' attitudes about the profession when we looked at those who were younger, single, more recently graduated, less experienced, and paid less. Although there is a slightly higher number of male instructors than female teachers, the difference is not statistically significant, according to the data. Positivity, however slight, was associated with years of teaching experience and work satisfaction. Interestingly, as compared to instructors who had a positive or neutral attitude towards the teaching profession, those who had a negative attitude reported greater levels of work satisfaction.
- ❖ Chakraborty and Mondal (2014) conducted a study in which they discovered that 66.5% of teachers had a neutral attitude towards the Teaching Profession. Furthermore, they discovered that urban instructors had a more favourable attitude than their counterparts in rural areas towards the teaching profession. In addition to this, they found that instructors in Science Streams had a favourable view towards the teaching profession.
- ❖ Divya (2014) carried out a study examining the attitudes of teachers regarding their profession and administration in the Erode district. The study aimed to examine the attitudes of teachers regarding the teaching profession in relation to their gender and age, as well as their perspectives on educational administration, also considering these demographic factors. The researcher employed the survey method as the approach for the study. The study's primary findings indicate that male and female high school teachers exhibit comparable attitudes towards the teaching profession. A difference in attitude towards the teaching profession was observed between teachers under 30 years of age and those over 30 years old. It was observed that both male and female high school teachers exhibit similar attitudes towards educational administration, while teachers under and over the age of 30 demonstrate differing attitudes in this area.
- ❖ Among the senior secondary school teachers in Punjab's Ferozepur District, Kumar (2015) examined their attitudes towards the teaching profession and how they related to their students' adjustment. The study set out to do two things: (1) compare the attitudes of male and female teachers in rural and urban areas, and (2) determine

whether there was a correlation between teachers' attitudes and their adjustment in the Ferozepur district's senior secondary schools. Ten secondary institutions in the Ferozepur district were chosen using the probability sampling technique. For this study, the researchers used two instruments to gather data: the Teacher Attitude Inventory developed by Ahluwalia (2001) and the Teacher Adjustment Inventory developed by Ojha (1990). The study's key findings were that, among other things, senior secondary school teachers' attitudes towards their profession have a positive and statistically significant relationship with their adjustment, and that these attitudes did not differ significantly between male and female teachers, or between those teaching in rural and urban areas. Additionally, there were no discernible variations in the adjustment of male and female senior secondary school teachers, as well as those working in urban and rural areas.

- ❖ The "Attitude of primary School Teachers towards teaching profession of Bareilly district in Uttar Pradesh" was the subject of research by Dwivedi (2016). The purpose of this research was to examine gender, rural/urban, science/arts, public/private sector, and overall attitude towards teaching among elementary school instructors. Fifty elementary school teachers, split evenly between male and female, from both the public and private sectors, and hailing from rural and metropolitan areas, were chosen at random using a stratified selection procedure for this descriptive research. In order to gather this data, Dr. S. P. Ahluwalia's Teacher Attitude Inventory was used. Most primary school instructors do not have a very favourable outlook on the teaching profession, according to the study's principal results. Female primary school teachers in rural areas and those working in the public sector are more likely to have a positive attitude than their male counterparts in urban primary schools and those working in the private sector, who are more likely to be artsy.
- ❖ "Attitude of college teachers towards teaching profession in Cooch Behar district of West Bengal" was the subject of research by Sarkar and Behera (2016). The study set out to do two things: first, determine how college teachers in the Cooch Behar district of West Bengal feel about their teaching profession overall; and second, break down that sentiment by demographic variables such as gender, location (rural vs. urban), number of years of experience (less than or more than five), race/ethnicity (general vs. SC/ST), occupational background (OBC), and whether they were employed full-time or part-time. Using a stratified random sampling approach, the research surveyed 70 college professors from

rural areas and 110 college professors from urban areas who were either full-time or part-time faculty members in the Cooch Behar region. The data was collected using a Likert-type attitude scale. The study's key conclusion is that college instructors' attitudes towards the teaching profession vary significantly by gender, stream, and caste, but that general and OBC teacher candidates' attitudes do not differ much. College instructors' views on the teaching profession do not vary significantly by demographic factors such as location (rural vs. urban), number of years of experience (less than or more than 5), or whether they are employed full-or part-time.

- ❖ Baruah and Gogoi (2017) carried out a study examining the relationship between attitudes towards the teaching profession and adjustment among secondary school teachers in the Dibrugarh district. The study aimed to determine the level of secondary school teachers in the Dibrugarh district and to examine the relationship between their attitudes towards the teaching profession and their adjustment as secondary school teachers. The study employed a normative survey method, with the investigator selecting a sample of 34 schools through a simple random sampling technique. The investigator utilised the Attitude Scale for the teaching profession, developed by Umme Kulsum in 2005, along with the Mangal Teacher Adjustment Inventory (short form, 1971) created by S. K. Mangal, as instruments for data collection. The study revealed that most secondary school teachers exhibit a positive attitude towards their profession. Additionally, a significant positive correlation was identified between their adjustment and attitude towards the teaching profession among secondary school teachers in the Dibrugarh district.
- ❖ Regardless of gender, number of years of experience teaching, or kind of school attended, Rahaman (2018) found no statistically significant variations in how secondary school teachers felt about their job. The gender gap in secondary school teachers' views on teaching was not statistically significant.
- ❖ According to Yadav (2019), there were substantial gender differences in the views of male and female secondary school teachers towards several areas of the teaching profession, including classroom instruction, child-centered practices, the educational process, students, and instructors. This study found that, in comparison to male instructors, female secondary school teachers see teaching with a far more favourable light.

## CONCLUSION

From a variety of publications, papers, theses, and other

sources, the investigator has gathered 30 studies that have previously examined attitudes towards the teaching profession. Research has focused on teachers' and future teachers' perspectives on the teaching profession and how these views relate to demographic variables such as age, gender, educational background, location, institutional leadership, years of experience, academic credentials, adjustment, and work satisfaction. The majority of the study has used descriptive and survey approaches, according to the investigator's analysis of the studies. When choosing study participants, most research have used either a random or stratified random selection method. The major findings from the review studies described above show that the majority of research shows that both current and future teachers have a favourable outlook on the teaching profession. Regarding gender variance, several research show that in-service teachers' opinions towards the teaching profession vary significantly from one another. According to most research, there is a notable disparity in how future educators perceive the teaching profession. The investigator has learnt a great deal about the goals, procedures, sample strategies, instruments, and results of earlier investigations by reading them. Additionally, a larger number of research with more relevant results is necessary to get a complete and comprehensive analysis.

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