

The General Attitude Towards Teaching Profession and Its Association with Teaching Experience and Age

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Abstract

Effective teaching and learning depend on teachers having a positive attitude about their profession. It influences a teacher's performance. Teachers' feelings, behaviour, and commitment to their profession are some dedicating factors for showing their full potential in their service as teachers. Thus, the current study aims to explore elementary school teachers' general attitude toward teaching profession, taking into account their age as well as teaching experience. The sample of 540 elementary school teachers from Imphal East and Imphal West, two districts in Manipur, served as basis for this investigation. A personal information schedule and a standardized 43-item scale on "Attitude of Teachers" toward the Teaching Profession were employed for data collection. Investigator employed the t-test to analyze and interpret the data. A significant difference between groups of teachers with more and less teaching experience was observed. It was also discovered that the respondents' general attitudes regarding the teaching profession were significantly influenced by their age.

Keywords: Teaching Profession, Attitude towards teaching profession, Teaching Experience, Age

INTRODUCTION

The most critical element of an educational system is the teacher. They are expected to serve as the primary catalyst for society, as they educate and shape the nation's future citizens. They shattered the mists of ignorance and illuminated the spark of knowledge with their intelligence, patience, and wisdom. The ability to develop and transform human abilities and capacities that will allow society to thrive in the information era is thus an obligation that teaching has been given above all other professions. A teacher's opinions toward the teaching profession are a significant determinant of their feelings, behaviors, and dedication to their profession. Guneyli and Aslan (2009) assert that attitudes of teachers towards their profession are influenced by their level of enjoyment of their profession, their commitment to the profession, their understanding of the profession's social necessity and significance, and their belief that they must always improve both their profession and themselves.

Professional success or failure is regarded to be more influenced by mental attitude than by mental capability. Therefore, someone working as a teacher needs to be competent in the profession and have a positive attitude. Students exhibit increased engagement, motivation, energy, and curiosity regarding the subject matter when their teachers demonstrate a positive attitude toward their profession. In addition, teachers' attitudes toward their profession are critical to their effectiveness and the development of a

successful teaching-learning process. Teachers with a favorable attitude towards their profession might substantially impact the discipline. They continue to be committed to their profession despite unfavorable circumstances. According to Sumangala & Ushadevi (2008), such a teacher will possess an inner motivation to remain in profession and derive enjoyment from it. Work is easier and more fulfilling when one has a positive attitude. However, an unfavorable or pessimistic attitude makes teaching more difficult, tedious, and unpleasant. Singh & Bharker (1996) assert that teachers must possess a positive attitude towards their profession since it improves competence and performance; whereas, ignorance or a negative attitude adversely affects a teacher's performance.

Sparks (1979) elucidates the correlation between instructional quality and educational quality, which hinges on the instructor, the medium of teaching. Therefore, teacher's positive attitude and enthusiasm for teaching are essential. Teachers who are unwilling or uninterested impede effective instruction. Any educational process's effectiveness is greatly impacted by the teachers' attitudes toward their profession.

OBJECTIVE “OF THE STUDY

The objective of the study is to find out the attitude of teachers towards teaching profession in relation to their teaching” experience and age.

“HYPOTHESIS OF THE STUDY

The present study attempts to test the following hypothesis: There exists no relationship between the general attitude of the teachers towards teaching profession and their” teaching experience and age.

METHODOLOGY

This is a descriptive study. All the elementary school teachers working in these two districts constitute study’s population. Sample comprised 540 elementary school teachers from Imphal East and Imphal West districts of Manipur.

Tools Used

Investigator created and employed a standardized attitude scale for evaluating elementary school teachers' attitudes regarding teaching profession. The scale was standardized on 180 teacher-respondents of Imphal East as well as Imphal West districts of Manipur. Final form of scale comprised 43 items.

RESULTS AND DISCUSSION

Table 1 illustrates percentage distribution of general attitudes towards teaching profession among teachers with varying levels of teaching experience. Overall observation of above table shows that the teachers with less experience have higher levels of ATTP in comparison to those who have more experience. It is further observed that with the increase in experience, the ATTP decreases.

Table 1. Distribution of teachers by their teaching experiences and general “attitude towards teaching profession

| Teaching Experience | General Attitude Towards Teaching Profession” | | |
|---------------------|---|---------|-----|
| | High | Average | Low |
| Below 11 | 119 | 138 | 54 |

| | | | |
|------------------------|---------------|---------------|---------------|
| N = 311 | (38.264) | (44.373) | (17.363) |
| 12 - 23 N = 151 | 37 (24.50) | 78 (51.66) | 36 (23.84) |
| 24 and above N = 78 | 13 (16.67) | 41 (52.56) | 24 (30.77) |

Table No. 2 illustrates the difference in attitudes towards teaching profession between teachers with high and low levels of experience. The mean and SD for highly experienced teachers are 136.19 and 39.69, while the mean and SD for less experienced teachers are 155.34 and 37.93. With a computed "t" value of 4.22, the significance level is higher than .01 threshold.

Table. 2 Comparison of Means of High and Low Experienced group “teacher’s general attitude towards their profession

| Teaching Experience | N | Mean | SD | ‘t’ Value | df | Level of Significance |
|---------------------|-----|--------|-------|-----------|-----|-----------------------|
| High” | 146 | 136.19 | 39.69 | 4.22 | 290 | .01 |
| Low | 146 | 155.34 | 37.93 | | | |

The results reveal a significant difference in attitudes towards the teaching profession across groups of highly experienced and less experienced teachers. The table indicates that less experienced teachers possess a more favorable attitude towards their profession compared to their more experienced ones. Table indicates that teaching experience influences teachers' attitudes toward the profession. According to Rama Mohan Babu (1992), less experienced teachers exhibit a more favorable attitude towards their profession compared to their more experienced ones.

This finding suggests that novice teachers, who may have recently commenced their professions, exhibit greater enthusiasm for the profession than more experienced ones. Perhaps newly joined teachers are younger and have more physical strength and energy than teachers who continued teaching for decades. Teachers have to deal with several challenges and unfavorable circumstances in the classroom as time goes on. As a result of these ongoing issues, they lose interest in their profession and certainly become less enthusiastic and positive about the teaching profession.

Another significant factor could be that teachers with less experience are younger than those with more experience, and they have less responsibility or family burden. As such, the higher experience teachers have to perform the duty in both places, home as well as in workplace.

Table 3 Distribution of respondents by their age

| Category of Age | Attitude Towards Teaching Profession | | |
|-----------------|--------------------------------------|-----------------------------|----------------|
| | High N = 169 | Moderate/Average N = 257 | Low N = 114 |
| 18 – 22 | 4 (2.4) | 7 (2.7) | 2 (1.7) |
| 23 - 27 | 34 (20.1) | 29 (11.3) | 11 (9.7) |

| | | | |
|---------|--------------|--------------|--------------|
| 28 - 32 | 41 (24.3) | 33 (12.8) | 11 (9.7) |
| 33 - 37 | 25 (14.8) | 33 (12.8) | 18 (15.8) |
| 38 - 42 | 21 (12.4) | 40 (15.6) | 17 (14.9) |
| 43 - 47 | 23 (13.6) | 45 (17.5) | 17 (14.9) |
| 48 - 52 | 18 (10.6) | 40 (15.6) | 17 (14.9) |
| 53 - 57 | 1 (0.6) | 22 (8.6) | 13 (11.4) |
| 58 - 62 | 2 (1.2) | 8 (3.1) | 7 (6.1) |
| 63 - 67 | ---- | ---- | ---- |
| 68 - 72 | ---- | ---- | 1 (0.9) |

An examination of table number 3 shows that the teachers between 23 and 32 years of age had higher levels of positive ATTP. The table also shows that the proportion of respondents with positive or high levels of ATTP decreases with the increase in age while the proportion of those with low levels of ATTP increases with the increase of age. Thus from this data one can infer that age is an important determinant of level of ATTP. Therefore, in order to improve their general attitude toward the teaching profession, teachers require constant reinforcement and incentives as they get older.

The difference between teachers in the high and low-age groups on the attitude toward teaching profession scale is displayed in Table No. 4. While mean and SD of low-age group are $M = 156.13$ and $SD = 36.30$, mean and SD of high-age group teachers are $M = 138.40$ and $SD = 39.97$. A significant "t" value of 3.97 at the 0.01 level of confidence was achieved. Teachers in the high and low age groups have distinct attitudes on the teaching profession, as indicated by the "t" value.

“Table No. 4 Significance of difference between two means of high and low age group teachers on their general attitude towards teaching profession

| Age of the Teachers | N | Mean | SD | ‘t’ Value | df | Level of Significance |
|---------------------|-----|--------|-------|-----------|-----|-----------------------|
| High | 146 | 138.40 | 39.97 | 3.97 | 290 | .01 |
| Low | 146 | 156.13 | 36.30 | | | |

Mean value of teachers in younger-age group exceeds that of teachers in older-age group. It indicates that teachers in younger age groups exhibited a more favorable attitude toward their profession compared to those in older age groups. Teachers of younger ages tend to be more enthusiastic, have fewer family responsibilities, and have higher expectations for future success and promotions than teachers of older

ages. Younger teachers generally demonstrate a more positive attitude than older teachers. Present table reveals that age of respondents plays a significant role in formation of attitudes towards teaching profession. Kumar and Patnaik (2004) reported similar type of result.

CONCLUSIONS

The outcomes of current study reveal that teachers with less experience have a more favorable attitude towards their profession compared to more experienced ones. Additionally, it has been discovered that teachers in lower age groups have a more favorable attitude toward their profession than those in higher age groups. According to the current study's findings, elementary teachers' general attitudes regarding their profession may be influenced by their age and level of teaching experience in any case of study.

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