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## RESEARCH ARTICLE

# ATTITUDE TOWARDS TEACHING AMONG PRIMARY SCHOOL TEACHERS IN RELATION TO THEIR TEACHING PROFESSION

<sup>1,\*</sup>Dr. Thirunavalavan C. and <sup>2</sup>Dr. Senthuran, D.

<sup>1</sup>Professor in Education, Bharath College of Education, Thiruvarur, Tamil Nadu, India

<sup>2</sup>Assistant Professor, Good Samaritan College of Education, Mayiladuthurai, Tamil Nadu, India

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#### \*Corresponding author:

Dr. Thirunavalavan C.

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### ABSTRACT

The present study investigates the attitude of primary school teachers towards the teaching profession in relation to selected variables such as gender, educational qualification, educational stream, and type of school. Using a descriptive survey method, data were collected from 90 primary school teachers working in government and private schools of Thiruvarur District, Tamil Nadu. The Teacher Attitude Inventory developed by S. P. Ahluwalia was used as the research tool. Statistical techniques such as Mean, Standard Deviation, and t-test were employed for data analysis. The findings revealed significant differences in teachers' attitudes based on gender, educational qualification, educational stream, and type of school. The study highlights the importance of fostering positive professional attitudes among primary school teachers for improving the quality of education.

## INTRODUCTION

Education plays a vital role in the socio-economic development of any nation. Primary education forms the foundation of the entire educational system, and the quality of primary education largely depends on the quality of teachers. Teachers' attitudes towards their profession significantly influence teaching effectiveness and student learning outcomes. A positive attitude makes teaching meaningful and rewarding, whereas a negative attitude hampers professional efficiency. Attitude refers to an individual's way of thinking, feeling, and responding towards an object or situation. In the teaching profession, attitude determines teachers' commitment, motivation, and professional behavior. Hence, studying teachers' attitudes towards teaching is crucial, particularly at the primary level, where teachers shape the basic intellectual, emotional, and social development of children.

## REVIEW OF RELATED LITERATURE

The review of related literature provides a theoretical background and helps identify research gaps. Several studies have emphasized the importance of teachers' attitudes in determining teaching effectiveness and job satisfaction.

Past research indicates that variables such as gender, age, experience, qualification, and organizational climate influence teachers' professional attitudes. Several studies have examined teachers' attitudes towards the teaching profession and the factors influencing them. Yadav (1966) reported that prospective teachers generally possess a favorable attitude towards teaching and that teaching experience positively influences professional attitude. However, a national-level survey by NCERT (1969–70) found that variables such as gender, age, and teaching experience did not significantly affect teachers' attitudes. Studies by Katti (1970) and Rao (1981) revealed that age, gender, and educational qualification had no significant influence on teachers' attitudes towards teaching. In contrast, Samantaroy (1971) and Gupta (1977) established that favorable teacher attitudes are positively related to teaching efficiency and overall teaching success. Gender differences in attitude were highlighted by Singh (1974) and Mishra (1977), while Som (1984) observed that experienced female teachers showed more favorable attitudes than male teachers. Organizational factors were emphasized by Kabes (1989) and Nandozie (1993), who found that organizational climate, job satisfaction, and commitment significantly influenced teachers' professional attitudes.

Further studies by Goyal (1980), Panda (1999), and Annamalai (2000) reported that most teachers generally hold positive attitudes towards teaching, though demographic variables often show inconsistent influence. More recent research by Mishra (2005) and Sudhakar and Reddy (2017) confirmed that positive attitude towards teaching is strongly associated with job satisfaction, professional commitment, and teaching effectiveness.

**Need and Justification of the Study:** Primary education is the cornerstone of the educational system. Teachers at this level play a decisive role in shaping students’ future learning. Despite its importance, the teaching profession at the primary level often suffers from low professional status and job dissatisfaction. Studying teachers’ attitudes helps in understanding factors influencing their professional commitment and effectiveness. Teaching aptitude refers to the capacity to acquire teaching skills and competencies required for success in the profession. Professional attitude reflects teachers’ likes, dislikes, emotions, and behaviors towards teaching. A positive professional attitude enhances classroom interaction, teaching effectiveness, and student achievement.

**Statement of the Problem:** The problem selected for the present study is: “Attitude Towards Teaching Among Primary School Teachers in Relation to Their Teaching Profession.”

**Operational Definitions**

- **Attitude:** A learned mental and emotional readiness influencing behavior towards teaching.
- **Teaching Profession:** A professional role involving educating, mentoring, and shaping students’ academic and personal development.
- **Primary Teacher:** A teacher responsible for teaching students at the primary level (Classes I–V).

**Objectives of the Study**

- To find out the difference in attitude between male and female primary school teachers.
- To find out the difference in attitude between arts and science group teachers.
- To study the difference in attitude based on educational qualification (graduate/postgraduate).
- To examine the difference in attitude based on type of school (government/private).

**Hypotheses of the Study**

- There is no significant difference in attitude between male and female teachers.
- There is no significant difference in attitude based on educational stream.
- There is no significant difference in attitude based on educational qualification.
- There is no significant difference in attitude based on type of school.

**Variables of the Study**

- **Independent Variables:** Gender, Educational Stream, Educational Qualification, Type of School

- **Dependent Variable:** Attitude towards Teaching Profession

**Delimitations of the Study**

- The study is limited to primary school teachers of Thiruvarur District, Tamil Nadu.
- The sample size is limited to 90 teachers.

**Methodology**

**Research Method:** The study adopted a descriptive survey method.

**Population of the Study:** The population consists of all primary school teachers working in government and private schools in Thiruvarur District.

**Sample and Sampling Technique:** A sample of 90 primary school teachers was selected using random sampling technique.

**Tool Used:** Teacher Attitude Inventory developed by S. P. Ahluwalia was used to measure teachers’ attitudes.

**Scoring Procedure:** Responses were scored using a Likert scale. Higher scores indicated a more favorable attitude towards teaching.

**Statistical Techniques Used:** Mean, Standard Deviation, and t-test were used for data analysis.

**Analysis and Interpretation of Data:** The collected data were analyzed using Mean, Standard Deviation, and t-test to test the null hypotheses framed for the study.

**Table 4.1: Difference between Male and Female Teachers in Attitude towards Teaching Profession**

Group	N	Mean	S.D.	t-value	Result
Female	38	196.18	22.90		Significant
Male	52	173.32	23.87	4.595	

**Interpretation:** The obtained t-value (4.595) is significant at 0.05 level. Hence, there is a significant difference between male and female teachers. Female teachers show a more positive attitude towards the teaching profession.

**Table 4.2: Difference based on Educational Qualification (Graduate / Postgraduate)**

Group	N	Mean	S.D.	t-value	Result
Graduate	48	195.29	23.33	6.067	Significant
Postgraduate	42	168.90	21.44		

**Interpretation:** The calculated t-value (6.067) is significant at 0.05 level. Graduate teachers possess a more favorable attitude towards teaching than postgraduate teachers.

**Table 4.3: Difference based on Educational Stream (Arts / Science)**

Group	N	Mean	S.D.	t-value	Result
Arts	50	195.64	22.97	4.576	Significant
Science	40	167.15	20.39		

**Interpretation:** The t-value (4.576) is significant at 0.05 level. Arts teachers have a more positive attitude towards teaching than science teachers.

**Table 4.4: Difference based on Type of School (Government / Private)**

Group	N	Mean	S.D.	t-value	Result
Government	45	195.93	23.94	5.44	Significant
Private	45	167.15	21.16		

**Interpretation:** The obtained t-value (5.44) is significant at 0.05 level. Government school teachers show a more favorable attitude towards the teaching profession compared to private school teachers.

### Findings and Discussion, Conclusions, and Educational Implications

## RESULTS AND DISCUSSION

The results revealed a significant difference between male and female primary school teachers in their attitude towards the teaching profession. Female teachers were found to possess a more favorable attitude than male teachers. This finding is in agreement with the studies conducted by Singh (1974), Prakash (1979), and Mishra (2005), who also reported that female teachers generally show a more positive attitude towards teaching. This may be due to the nurturing role traditionally associated with women and their greater emotional involvement in teaching activities. With regard to educational qualification, the study revealed that graduate teachers showed a significantly more positive attitude towards the teaching profession than postgraduate teachers. This finding supports the results of Katti (1970) and Panda (1996), who found no advantage of higher academic qualification in developing a favorable attitude towards teaching. Postgraduate teachers may experience role dissatisfaction due to limited opportunities for advancement at the primary level, which could affect their professional attitude. The analysis based on educational stream indicated that arts group teachers possessed a more favorable attitude towards teaching compared to science group teachers.

This finding is consistent with the studies of Prakash (1979) and Goyal (1980), who reported that arts teachers tend to show more inclination and commitment towards the teaching profession. Science teachers may perceive better career opportunities outside school education, which could influence their attitude. The study also found a significant difference between government and private school teachers, with government school teachers exhibiting a more positive attitude towards the teaching profession. This finding is supported by the studies of Kabes (1989) and Nandozie (1993), which emphasized the role of organizational climate, job security, and service benefits in shaping teachers' attitudes. Government school teachers enjoy better job security, salary structure, and service conditions, which may contribute to their favorable attitude. Overall, the findings of the present study clearly indicate that teachers' attitudes towards the teaching profession are influenced by both personal and institutional variables. Positive attitude is closely associated with job satisfaction, professional commitment, and teaching effectiveness.

## CONCLUSION

Teachers' attitudes play a crucial role in determining the effectiveness of teaching and learning. Positive professional attitude enhances commitment, job satisfaction, and student outcomes. The study confirms that demographic and institutional variables significantly influence teachers' attitudes.

### Educational Implications

- Teacher training programs should focus on attitude development.
- School administration should create a supportive and motivating work environment.
- Policymakers should consider teachers' professional needs to enhance job satisfaction.

### Suggestions for Further Research

- Similar studies may be conducted at secondary and higher education levels.
- Additional variables such as age, experience, job satisfaction, and work commitment may be studied.
- Comparative studies across districts and states may be undertaken.

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