

A STUDY OF ATTITUDE TOWARDS TEACHING PROFESSION IN RELATION TO ADJUSTMENT OF SENIOR SECONDARY SCHOOL TEACHERS

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ABSTRACT

Education plays a vital role in the development of society, and teachers are considered the backbone of the educational system. The effectiveness of teaching largely depends upon the attitude of teachers towards the teaching profession and their level of adjustment in personal and professional life. The present study was conducted to examine the attitude towards teaching profession in relation to adjustment among senior secondary school teachers.

The descriptive survey method was used for the present investigation. A sample of 200 senior secondary school teachers was selected randomly from government and public schools of Haridwar district, Uttarakhand. The sample included male and female teachers belonging to Arts and Science streams. For data collection, **Teacher Attitude Inventory (TAI) developed by Dr. S.P. Ahluwalia and Mangal Teacher Adjustment Inventory (MTAI) developed by Dr. S.K. Mangal** were used.

The collected data were analyzed using Mean, Standard Deviation, t-test and Karl Pearson's Coefficient of Correlation. The findings of the study revealed that there was no significant difference between male and female teachers regarding attitude towards teaching profession. Similarly, no significant difference was found between Arts and Science teachers. The study also revealed a positive relationship between attitude towards teaching profession and adjustment among senior secondary school teachers.

The study concludes that positive attitude and proper adjustment play an important role in improving teaching effectiveness, classroom environment and educational development.

Keywords:

Teaching Profession , Teacher Attitude, Teacher Adjustment , Teaching Profession , Senior Secondary Teachers , Education

INTRODUCTION

Education is regarded as one of the most important instruments for the development of an individual and society. It helps in shaping personality, values, knowledge, skills and social behaviour. A civilized society cannot progress without a proper educational system. Teachers occupy a central position in the teaching-learning process because the quality of education largely depends upon their professional competence, attitude and adjustment.

A teacher not only imparts knowledge but also guides students socially, emotionally and morally. Teachers influence the personality development, discipline and future success of learners. Therefore, the attitude of teachers towards the teaching profession becomes highly important in the educational process.

Attitude refers to the feelings, beliefs and behavioural tendencies of an individual towards a particular object, idea or profession. Positive attitude among teachers promotes healthy classroom interaction, effective teaching and student motivation. Negative attitude may adversely affect teaching effectiveness and classroom environment.

Adjustment is another important psychological concept. It refers to the ability of an individual to maintain balance between personal needs and environmental demands. Teachers who are emotionally and professionally adjusted can perform their duties more effectively and maintain better relationships with students, colleagues and society.

In modern educational settings, teachers face various challenges such as workload, classroom management, administrative pressure and changing educational policies. Therefore, studying the relationship between teachers' attitude towards teaching profession and adjustment becomes essential for improving educational standards.

The present study attempts to examine the relationship between attitude towards teaching profession and adjustment among senior secondary school teachers of Haridwar district.

NEED AND SIGNIFICANCE OF THE STUDY

Teachers are the foundation of the educational system, and the quality of education depends greatly upon their professional attitude and adjustment. Teachers with positive attitudes and proper adjustment are generally more effective in classroom teaching and student guidance.

The present study is important because it helps in understanding the professional behaviour and adjustment level of teachers. The study may be useful for educational administrators, teacher educators and policymakers in improving teacher welfare and professional development.

The findings of the study may also help schools in creating supportive educational environments that promote positive teaching attitudes and better adjustment among teachers.

STATEMENT OF THE PROBLEM

“A Study of Attitude Towards Teaching Profession in Relation to Adjustment of Senior Secondary School Teachers.”

OBJECTIVES OF THE STUDY

1. To compare the attitude towards teaching profession among senior secondary school teachers with respect to gender.
2. To compare the attitude towards teaching profession among senior secondary school teachers with respect to stream.
3. To compare the attitude towards teaching profession among senior secondary school teachers with respect to type of school.
4. To study the relationship between attitude towards teaching profession and adjustment among senior secondary school teachers.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the attitude towards teaching profession among senior secondary school teachers with respect to gender.

2. There is no significant difference in the attitude towards teaching profession among senior secondary school teachers with respect to stream.
3. There is no significant difference in the attitude towards teaching profession among senior secondary school teachers with respect to type of school.
4. There is no significant relationship between attitude towards teaching profession and adjustment among senior secondary school teachers.

REVIEW OF RELATED LITERATURE

Review of related literature is an important part of research because it helps the investigator understand previous studies related to the problem. It also helps in identifying research gaps and developing a proper framework for the study.

Goyal (1980) found that teachers generally possessed favourable attitudes towards the teaching profession and were satisfied with their jobs.

Prasad (1985) studied adjustment and role conflict among teachers and found that teachers experienced stress and adjustment problems in professional life.

Rao (1986) reported that poor emotional adjustment negatively affected teaching attitudes and classroom behaviour.

Patil and Deshmukh (1993) revealed that experienced teachers possessed more favourable teaching attitudes than inexperienced teachers.

Sharma (2012) found a positive relationship between job satisfaction, adjustment and teaching attitude among senior secondary school teachers.

Kaur and Verma (2022) concluded that mentally healthy teachers demonstrated better adjustment and more positive attitudes towards teaching.

The review of literature clearly indicates that attitude towards teaching profession and adjustment are closely related and significantly influence educational effectiveness.

RESEARCH METHODOLOGY

Method of the Study

The descriptive survey method was used for the present investigation because it is suitable for studying attitudes, behaviours and relationships among variables.

Variables of the Study Independent Variables Gender

Stream

Types of School

Dependent Variables

Attitude towards Teaching Profession Adjustment

SAMPLE OF THE STUDY

The sample for the present study consisted of 200 senior secondary school teachers selected randomly from government and public schools of Haridwar district.

The sample included:

100 male teachers

100 female teachers

Teachers from Arts and Science streams

Teachers from Government and Public Schools

TOOLS USED

The following standardized tools were used for data collection:

1. Teacher Attitude Inventory (TAI) developed by Dr. S.P. Ahluwalia.
2. Mangal Teacher Adjustment Inventory (MTAI) developed by Dr. S.K. Mangal.

STATISTICAL TECHNIQUES USED

The following statistical techniques were used:

Mean

Standard Deviation t-test

Karl Pearson's Coefficient of Correlation

ANALYSIS AND INTERPRETATION

The collected data were analyzed statistically to test the hypotheses of the study.

The results revealed that:

Male teachers possessed slightly higher attitude scores than female teachers, but the difference was not statistically significant.

No significant difference was found between Arts and Science teachers regarding teaching attitude. Teachers with better adjustment showed more favourable attitudes towards the teaching profession. A positive correlation was found between adjustment and attitude towards teaching profession.

The findings indicate that adjustment plays an important role in developing positive teaching attitudes among teachers.

MAJOR FINDINGS OF THE STUDY

1. No significant difference was found between male and female teachers regarding attitude towards teaching profession.
2. No significant difference was found between Arts and Science teachers regarding teaching attitude.
3. Teachers with better adjustment demonstrated more favourable attitudes towards teaching profession.
4. A positive relationship existed between adjustment and teaching attitude among senior secondary school teachers.

EDUCATIONAL IMPLICATIONS

The study has several educational implications:

Teachers should be provided supportive and healthy school environments. Professional development programmes should be organized regularly.

Emotional well-being and adjustment of teachers should receive proper attention.

Teacher training institutions should emphasize positive teaching attitudes and adjustment skills.

CONCLUSION

Teachers play a vital role in the development of education and society. The success of the educational process depends greatly upon the professional attitude and adjustment of teachers. The present study concludes that positive teaching attitude and proper adjustment contribute significantly towards teaching effectiveness, classroom management and student development.

Teachers who are emotionally and professionally adjusted are better able to handle classroom challenges and maintain healthy relationships within educational institutions. Therefore, educational administrators and policymakers should focus on improving teacher welfare, mental health and professional satisfaction to enhance the quality of education.

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