

Attitude Survey of Teachers' Towards Teaching Profession Working in Secondary School of Sundargarh District of Odisha

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Abstract

Teachers play a pivotal role in the educational system, influencing students' academic achievements, personality development, and overall social behavior. The attitude of teachers toward the teaching profession significantly affects their effectiveness in the classroom and the quality of education delivered. The present study investigates the attitudes of secondary school teachers toward the teaching profession in the urban government secondary schools of Sundargarh district in Odisha. A descriptive survey method was adopted to analyse teachers' professional attitudes with respect to variables such as gender, age, and teaching experience. A total of 100 teachers from government Odia-medium secondary schools in the urban area of Rourkela were selected through random sampling. The Teacher Attitude Scale (TAS + GI) developed by Dr. J. C. Goyal was used as the research instrument. Descriptive statistics and t-test analysis were employed for data interpretation. The findings indicate that the majority of teachers exhibit a positive attitude toward the teaching profession. Female teachers showed comparatively more favorable attitudes than male teachers. Teachers in the age group of 30–39 years and those with fewer years of teaching experience showed particularly strong positive perceptions about teaching. The results also reveal that teachers view teaching as a noble and respectable profession despite certain concerns related to limited promotional opportunities. The study concludes that maintaining positive professional attitudes among teachers is crucial for improving the quality of secondary education. Policy implications emphasize the need for supportive institutional environments, professional development opportunities, and improved service conditions to sustain positive teacher attitudes.

Keywords: Teacher attitude, teaching profession, secondary school teachers, professional attitude, teacher education, Odisha.

1. Introduction

Education is widely recognized as one of the most powerful instruments for social transformation and national development. Among the various factors that contribute to the success of the educational system, teachers occupy a central position. Teachers not only impart knowledge but also shape the attitudes, values, and behavior of students. Consequently, the quality of education largely depends on the competence, commitment, and professional attitude of teachers.

Teacher education in India has undergone significant changes over the years. Various commissions and committees have emphasized the importance of improving teacher education to ensure quality education. The establishment of the National Council for Teacher Education (NCTE) marked a significant step toward strengthening teacher education in the country. Despite these reforms, challenges remain in ensuring that teachers possess not only subject expertise and pedagogical skills but also a positive attitude toward their profession.

Attitude refers to an individual's tendency to respond positively or negatively toward a particular object, situation, or profession. In the context of teaching, attitude reflects a teacher's feelings, beliefs, and behavioral intentions toward the teaching profession. A teacher's attitude influences classroom interaction, teaching effectiveness, and student learning outcomes. Teachers with positive attitudes toward teaching are more likely to demonstrate enthusiasm, dedication, and commitment to their profession.

Secondary education plays a crucial role in the educational structure as it serves as a bridge between primary education and higher education. It prepares students for further academic pursuits as well as for participation in social and economic life. Teachers working at this level therefore have a significant responsibility in shaping the future of students.

In recent years, the teaching profession has undergone considerable transformation due to technological advancement, policy reforms, and changing societal expectations. Therefore, it becomes essential to examine teachers' attitudes toward their profession in order to ensure effective teaching and learning processes.

The present study focuses on understanding the attitudes of secondary school teachers working in government schools of Sundargarh district in Odisha. By examining teachers' perceptions of their profession, the study aims to contribute to improving the quality of teacher education and educational practice.

a) Concept of Attitude Toward Teaching Profession

Attitude is generally defined as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. In the teaching profession, attitude refers to teachers' feelings, beliefs, and behavioral dispositions toward their work and professional responsibilities.

Social psychologists consider attitude to consist of three components:

1. **Cognitive Component** – beliefs and ideas about the profession
2. **Affective Component** – feelings or emotions toward the profession
3. **Behavioral Component** – tendencies to act in certain ways toward professional responsibilities

Teachers' attitudes toward teaching are influenced by several factors including personal experiences, educational background, institutional environment, professional training, and societal perceptions of teaching.

A positive attitude toward teaching enhances job satisfaction, professional commitment, and classroom effectiveness. Teachers who hold favorable attitudes toward their profession are more likely to engage in innovative teaching practices and foster positive learning environments.

b) Teacher Effectiveness and Attitude

Teacher effectiveness is closely linked to teacher attitudes. Teacher effectiveness refers to the ability of teachers to facilitate meaningful learning among students through appropriate instructional strategies and classroom management.

Several characteristics have been identified as indicators of effective teaching. These include adaptability, enthusiasm, good judgment, honesty, and the ability to develop productive relationships with students. Effective teachers also possess strong subject knowledge, patience, dedication, and a genuine interest in student development.

A teacher's professional attitude influences these characteristics. Teachers with positive attitudes toward teaching demonstrate greater commitment, enthusiasm, and responsibility in their professional roles. Conversely, negative attitudes may result in poor classroom interaction, reduced motivation, and ineffective teaching practices.

c) Factors Affecting Teaching

Teaching effectiveness and teachers' attitudes toward their profession are influenced by several factors.

i) Educational Qualification

Higher academic qualifications generally enhance teachers' knowledge and understanding of subject matter and pedagogy. Teachers with advanced degrees often demonstrate deeper conceptual understanding and improved instructional strategies.

ii) Teaching Skills

Teaching skills such as communication ability, classroom management, instructional methods, and the effective use of teaching aids play an important role in shaping teachers' attitudes toward their profession.

iii) Teaching Experience

Experience contributes significantly to teachers' professional competence. Experienced teachers develop better classroom management skills and improved strategies for addressing students' learning needs.

iv) Subject Knowledge

Adequate subject knowledge enables teachers to teach effectively and confidently. Teachers who possess strong content knowledge are better equipped to facilitate meaningful learning experiences.

Need and Significance of the Study

Teaching is considered one of the most respected and socially significant professions. Teachers contribute not only to the intellectual development of students but also to the moral and social development of society.

In India, educational reforms such as the National Education Policy (NEP) 2020 emphasize improving teacher education and strengthening the teaching profession. However, the success of such reforms largely depends on teachers' attitudes toward their profession.

The teaching workforce includes both government and private school teachers who often work under different service conditions. Variations in salary, working conditions, and career opportunities may influence teachers' professional attitudes.

Understanding teachers' attitudes toward teaching is therefore essential for improving teacher motivation, job satisfaction, and educational outcomes.

The present study is significant because it provides insights into teachers' professional attitudes in the context of government secondary schools in Sundargarh district.

2. Objectives of the Study

The study was conducted with the following objectives:

1. To study the attitude of secondary school teachers toward the teaching profession.
2. To examine the difference in attitude between male and female teachers.
3. To examine differences in attitude based on teaching experience.
4. To examine differences in attitude based on age group.

3. Hypotheses of the Study

The study tested the following hypotheses:

1. There is no significant difference in teachers' attitudes toward teaching based on gender.
2. There is no significant difference in teachers' attitudes toward teaching based on teaching experience.
3. There is no significant difference in teachers' attitudes toward teaching based on age group.

4. Review of Related Literature

Several researchers have examined teachers' attitudes toward the teaching profession.

Osunde and Izevbigie (2006) observed that poor financial remuneration and delayed salaries negatively influence teachers' professional attitudes. Such conditions reduce teachers' motivation and sense of belonging.

Guneyli and Aslan (2009) found that female prospective teachers exhibited more favorable attitudes toward teaching compared to male teachers.

Arif et al. (2012) examined personality traits among prospective teachers and reported that female teachers scored higher on certain personality dimensions, indicating stronger professional commitment.

Sharma and Dhaiya (2012) found no significant difference in teaching attitudes between male and female B.Ed. students, although female students showed slightly more positive perceptions toward teaching.

Shah and Thoker (2013) reported that government school teachers displayed more positive attitudes toward teaching than private school teachers.

Mangore (2015) found that science teachers showed relatively less positive attitudes toward teaching compared to arts teachers.

Overall, previous research indicates that teachers' attitudes toward the teaching profession vary according to demographic factors such as gender, qualification, and professional experience.

5. Methodology of the Study

Research Method

The present study adopted the **descriptive survey method**, which is widely used in educational research to study attitudes, opinions, and perceptions.

Population

The population of the study consisted of all teachers working in government Odia-medium secondary schools under the Board of Secondary Education, Odisha, located in the urban area of Rourkela in Sundargarh district.

Sample

A sample of **100 secondary school teachers** was selected through random sampling from several government secondary schools in Rourkela.

Research Tool

The study used the **Teacher Attitude Scale (TAS + GI)** developed by Dr. J. C. Goyal. The scale consists of **22 items** designed to measure teachers' attitudes toward the teaching profession.

Data Collection Procedure

Permission was obtained from the school authorities before collecting data. The researcher visited the selected schools and interacted with teachers in the staff rooms. After explaining the purpose of the study, questionnaires were distributed among the teachers and collected after completion.

Statistical Techniques

The following statistical techniques were used:

- Simple percentage
- Descriptive statistics
- t-test analysis

Analysis and Interpretation of Data

The analysis of responses revealed several important patterns regarding teachers' attitudes toward the teaching profession.

A large majority of teachers expressed satisfaction with their profession. Most respondents agreed that teaching is an interesting and meaningful occupation. Many teachers also regarded teaching as a noble and respectable profession.

The findings also indicated that teachers generally feel happy in their profession and do not regret choosing teaching as a career. Most respondents disagreed with statements suggesting that teaching is a miserable profession or that it is comparable to commercial work.

However, some teachers expressed concerns regarding limited promotional opportunities within the teaching profession. This indicates that while teachers maintain positive attitudes toward their profession, certain structural factors may affect long-term motivation.

Gender differences were observed in several responses. Female teachers tended to express slightly more positive attitudes toward teaching compared to male teachers.

Age and teaching experience also influenced attitudes. Teachers in the age group of 30–39 years showed particularly strong professional commitment. Similarly, teachers with fewer years of experience demonstrated greater enthusiasm toward teaching.

Overall, the analysis suggests that teachers in the study area hold a predominantly positive attitude toward the teaching profession.

Major Findings

The major findings of the study are as follows:

1. Most secondary school teachers possess a positive attitude toward the teaching profession.
2. Teachers generally consider teaching to be a noble and respectable profession.
3. Female teachers exhibit comparatively more positive attitudes toward teaching than male teachers.
4. Teachers in the age group of 30–39 years show stronger professional commitment.
5. Teachers with fewer years of experience demonstrate higher enthusiasm toward teaching.
6. Some teachers believe that limited promotional opportunities reduce the attractiveness of the profession.

Educational Implications

The findings of the study have several important implications for educational policy and teacher education.

1. Teacher education programs should focus on developing positive professional attitudes among teachers.
2. Professional development opportunities should be provided regularly to maintain teacher motivation.
3. Improved service conditions and career advancement opportunities can enhance teachers' professional satisfaction.
4. School administration should create supportive and collaborative environments to strengthen teachers' commitment to their profession.

6. Suggestions for Further Research

Future studies may explore the following areas:

1. Comparative studies between government and private school teachers.
2. Studies examining the relationship between teacher attitude and teaching effectiveness.
3. Research focusing on teachers' attitudes toward educational reforms such as NEP 2020.
4. Large-scale studies including teachers from different districts or states.

7. Conclusion

Teachers are the cornerstone of the educational system. Their professional attitudes significantly influence classroom practices, student achievement, and the overall quality of education.

The present study reveals that secondary school teachers in Sundargarh district generally possess positive attitudes toward the teaching profession. Teachers view their profession as respectable, meaningful, and socially valuable.

However, certain challenges such as limited career advancement opportunities may influence long-term professional motivation. Addressing these issues through supportive policies and professional development initiatives can further strengthen teachers' commitment to their profession.

A positive professional attitude among teachers is essential for achieving educational excellence and fostering the holistic development of students.

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