



E-ISSN: 2789-1615
P-ISSN: 2789-1607
www.educationjournal.info
Impact Factor: RJIF 5.7
IJLE 2024; 4(2): 186-192
Received: 06-08-2024
Accepted: 11-09-2024

Shubha Sarkar
Junior Research Fellow,
Department of Education,
Vinaya Bhavana, Visva-
Bharati, Bolpur, West Bengal,
India

Samiul Biswas
Assistant Professor, Education
College, Basantapur,
Murshidabad, West Bengal,
India

Correspondence Author;
Shubha Sarkar
Junior Research Fellow,
Department of Education,
Vinaya Bhavana, Visva-
Bharati, Bolpur, West Bengal,
India

Secondary school teachers' attitude towards the teaching profession in relation to their adjustment in schools

Shubha Sarkar and Samiul Biswas

DOI: <https://doi.org/10.22271/27891607.2024.v4.i2c.224>

Abstract

This study investigates the relationship between secondary school teachers' attitudes towards the teaching profession and their adjustment within school environments. Using a descriptive survey method, a sample of 30 teachers (15 male, 15 female) from two government schools in Murshidabad District, West Bengal, was analyzed. Data collection tools included standardized questionnaires on professional attitudes and teacher adjustment. Results revealed significant positive correlations between teachers' attitudes towards their profession and their adjustment levels. Male and female teachers exhibited comparable levels of significant correlation, emphasizing the importance of fostering positive attitudes for effective professional integration. The findings underscore the role of attitude as a critical determinant of teacher performance and adjustment, highlighting implications for teacher training programs, school policy reforms, and support systems. These insights provide valuable direction for educational stakeholders to enhance teacher well-being and professional commitment.

Keywords: Teacher attitude, school adjustment, teaching profession, secondary school teachers, educational psychology, teacher performance, gender analysis, professional development. policy reforms

Introduction

Among the many professions the world over, the teaching profession is considered one of the noblest professions, and the performance of the teacher depends on a number of factors, such as attitude towards teaching, teaching aptitude, teaching competency, adjustment, etc. Attitude plays an important role in teaching, and it can be defined in many ways. Attitude means the individual's prevailing tendency to respond favourably or unfavourably to an object, person, group of people, institutions, events, etc. It is a dispositional readiness to respond to certain situations, persons, objects or ideas in a consistent manner, which has been learned and has become one's typical mode of response (Freeman, 1955) ^[4]. It is a great driving force in achieving goals. The importance of attitude in the life of an individual is adjustment is one of the major determinates of teachers' performance in teaching. The word adjustment means to adapt or modify one's behaviour to meet the demands of a changing environment. It implies the process by which a person changes his behaviour to achieve a harmonious relationship between himself and his environment. Adjustment in the school is very important for a teacher because it helps maintain a balance between his or her needs and the circumstances in which he or she is teaching. Many studies proved that there is a relationship between attitude towards the teaching profession and teacher adjustment. Teacher who have positive attitudes towards the teaching profession are well-adjusted in their school environment. Universally acknowledged. Gupta (1978) ^[15] stated that the success of teaching was significantly related to professional attitude. If the teacher has a negative attitude towards the teaching profession, it may affect his or her students' performance negatively. Sharma (2013) ^[11] also found that teachers' attitudes have a positive relation to success in teaching. These results show the importance of attitude in the teaching profession. Teachers'.

Significance of the study: The main aim of the study was to find out teachers' attitudes towards the teaching profession from amongst the general teacher population. An attempt was also made to examine the relationship between teacher attitudes towards the teaching profession and the adjustment of the teachers. Thus, the problem is stated in secondary

school teachers' attitudes towards the teaching profession in relation to their adjustment in schools. The place and importance of teachers in society and the nation can hardly be over-emphasized. It does not take much to realize that the quality of the nation depends not exclusively but in critical measure upon the quality of education. The quality of education depends, more than any single factor, on the quality of the teachers. A school may have excellent material resources, equipment, buildings, a library, a laboratory and other essential teaching-learning facilities, along with a curriculum appropriately devised to suit the community's needs. However, if the teachers are misfit or indifferent, the whole program is likely to be ineffective and wasted.

Hence, the problem of identification of effective teachers is of prime significance for realizing desirable education goals. It is not only desirable but obligatory, too, to find out the associating factors of teachers' attitudes, teachers' attitudes towards teaching, and values, which are significant factors that have their bearing on the teacher and his teaching. The present study was a simple attempt in this direction, where teachers' attitudes towards the teaching profession were influenced by teachers' adjustment.

Operational definition of the key terms used

Attitude

An attitude is a personal disposition common to individuals but is possessed by different individuals to different degrees. It implies they react to objects, situations or propositions in a way that can be called favourable or unfavourable. This basic motivation is responsible for moulding the nature of attitude in each individual. Continuous motivation manifests in terms of appetites and aversions, and through experience, we develop favourable and unfavourable attitudes towards different objects.

Adjustment

The concept of adjustment was biological, and originally it was termed adaptation. The type of adjustment with which biologists were concerned was nothing but physical adaptation. The term 'adaptation' now stands for psychological survival. The present subject of their interest is an individual's adjustment to social and interpersonal pressure and not only adaptation to the physical world (Lazarus, 1961) ^[16]. The process of adjustment, thus, is more complex than biological adaptation.

Adjustment of Teachers: Adjustments of teachers relate to four different aspects: home adjustment, social Adjustment, emotional Adjustment and educational Adjustment.

Delimitation of the study

Sample: The researcher intended to analyse the "Secondary school teachers' attitude towards the teaching profession in relation to their adjustments in schools". For this purpose, the teachers of two schools in the Murshidabad District were selected.

Area: The school was selected from the Murshidabad District area, and Raninagar block-II was considered.

Number of Schools: Two secondary government schools were selected.

Gender: Out of 30 teachers, 50% were female, and 50% were male.

Review of related literature

Singh, (2010) ^[12] conducted a study on the Academic records, Adjustment and Attitude or correlates of job satisfaction among the central school teachers. The result of the study indicates that the central school teachers are satisfied with their jobs. Female central school teachers are less satisfied. Female teachers are found to have better academic records than males, but male teachers have a more favourable attitude towards teaching than others, via T.G.T., P.R.T.s and miscellaneous teachers. However, a positive and significant correlation has been found between job satisfaction and academic records, job satisfaction and adjustment, as well as between job satisfaction and attitude towards teaching. Thus, from the studies conducted by the different investigators, it can be concluded that there is a strong relationship between the attitude toward the teaching profession and the various personality traits of an individual. If a person has a desirable attitude, then he/she will be well adjusted to his/her job and will motivate him/herself to participate in excellent programmes in the various activities of any organization. So, there was an immediate need to conduct a study on the attitude of senior secondary school teachers toward the teaching profession in relation to their adjustment.

Shrivastava, and Patil, (2009) ^[13] they had conducted a study to investigate the Relationship of teaching competency to teaching attitude and professional commitment. The findings of the study show a positive and significant relation between teaching attitude and teaching competence of secondary school teachers. Hence, the study concluded that a classroom teacher who has mastery of the content and a competent classroom teacher who has mastery over his content may not have professional commitment. Thus, from the studies conducted by the different investigators, it can be concluded that there is a strong relationship between the attitudes toward the teaching profession and the various personality traits of an individual. If a person has a desirable attitude, then he/she will adjust to his/her job and will motivate him/herself for the excellent programme in the various activities of any organization. So, there was an immediate need to conduct a study on the attitude of secondary school teachers toward the teaching profession in relation to their adjustment.

Jamal, (2007) ^[7] conducted a study on the Relationship of organization commitment to each factor, teacher stress, job satisfaction, teacher adjustment and socio-emotional school climate among male and female teachers. The findings of teachers revealed that teachers' stress was negatively correlated with organizational climate, implying that if teachers were expected to be committed to their organization, they must be free from stress. Teacher adjustment and socio-emotional school climate were also found to be positively correlated with organizational commitment, implying that if the adjustment of teachers was high and the school provided a good socio-emotional climate, then the teachers would have more commitment to their institutions.

Kulshrestha, and Heernandani, (2006) ^[8] they had attempted to study the Education attitude of prospective teachers. The result revealed that Prospective teachers of both groups (Male and female) have higher attitudes toward teaching

than the other three; male prospective teachers are better in guidance and management than in teaching and research. While comparing the mean differences of both groups, no significant difference was observed.

Sahu, and Sood, (2005) ^[9] they had conducted a study on the teacher's attitudes towards self-perception and academic achievement. The results revealed that A significant relationship was found between students' perception of teachers' attitudes towards their academic achievement. A relationship was found between student's perception of the teacher's attitude towards them and their self-perception. A significant relationship was found between the academic achievement of students and their self-perception.

Samuels, (2004) ^[10] focused his study on how teachers continue to provide good educational practices by adapting their own teaching style during a period of change within an urban social district. There were three significant findings in the study: 1. There is a correlation between teachers' style or creativity and their practice and effectiveness. 2. Teachers have the appropriate learning environment, including books, writing material and equipment. They are not using these materials to engage students in learning with great frequency. 3. Teachers view change as difficult, frustrating, and overwhelming; they find creative ways to cope with the continuous change in the school district.

Situation, (2003) ^[14] conducted a study on the elementary school teachers' perception regarding the match between teacher teaching styles and students' learning style. The results from this study suggested that flexibility was a means to match teaching style to learning style, which is basically congruent with prior research. This research suggested that to experience higher levels of motivation, cooperation, and academic achievement or success, effective teachers should incorporate a learning style approach that is useful within their classroom regarding most or all of these areas. Learning strategies, resources, students' ability, students' interest, students grouping or planning. Examined faculty teaching styles and attitudes towards the cognitive effect of computers in instruction. Findings showed that faculty had a positive attitude toward the cognitive effects of computers in instruction but were more positive about the cognitive effects of computer technology on themselves and their students than on the learning environment.

Bhakari, (2000) ^[1] conducted on the development and validation of an instrument to measure pre-service teachers' attitudes towards teaching African American students, suggested that T.A.A.S.S. (The teaching African American students survey) is a measurement of pre-service teachers' attitudes towards teaching African American students that has evidence of validity and reliability. It has acceptable psychometric properties, and it captures the duality of pre-service teachers' attitudes towards teaching African American students. There were three significant findings in the study: 1. There is a correlation between teachers' style or creativity and their practice and effectiveness. 2. Teachers have the appropriate learning environment, including books, writing material, and equipment, but they are not using these materials to engage students in learning with great frequency. 3. Teachers view change as difficult, frustrating and overwhelming; they find creative ways to cope with the continuous change in the school district. These findings have significant implications for the professional development and training of teachers.

Knowledge Gap: Thus, from the studies conducted by the different investigators, it can be concluded that there is a strong relationship between the attitude toward the teaching profession and the various personality traits of an individual. If a person has a desirable attitude, then he/she will be well adjusted to his/her job and will motivate him/herself to participate in excellent programmes in the various activities of any organization. So, there was an immediate need to conduct a study on secondary school teachers' attitude toward the teaching profession in relation to their adjustment in schools.

Objectives of the study

1. To examine the relationship between attitude towards the teaching profession and adjustment of secondary school teachers.
2. To determine the relationship between attitude towards the teaching profession and adjustment of secondary school teachers amongst male teachers.
3. To determine the relationship between attitude towards the teaching profession and adjustment of secondary school teachers amongst female teachers.

Hypotheses of the study

H⁰¹: There is no significant relationship between attitude towards the teaching profession and the adjustment of secondary school teachers.

H⁰²: There is no significant relationship between attitude towards the teaching profession and the adjustment of male secondary school teachers.

H⁰³: There is no significant relationship between attitude towards the teaching profession and the adjustment of female secondary school teachers.

Methodology

Method: A descriptive Survey method was used.

Sample and Sampling Technique: A total of 30 secondary-level school teachers, 15 male and 15 female teachers, were selected to collect the data, and a Random sampling technique was used.

Sample structure

Table 1: Name of schools selected and the number of teachers taken from each school:

No	Name of the school	Male teachers	Female teachers	Total
1.	Katlamari High School	8	7	15
2.	Shaikh Para B.K.R.V High School	7	8	15
Total	2	15	15	30

Tools: In order to collect the requisite data, the investigator used the following research tools:

1. Questionnaire on the teaching profession, conducted and standardized by Dr. Sujata Mishra (Institute of Technical Educational and Research, Sikha' O' Anusandhan Deemed to be University, Bhubaneswar, 2009).
2. Questionnaire on teachers' adjustment, conducted and standardized by Dr. Sujata Mishra (Institute of Technical Educational and Research, Sikha' O' Anusandhan Deemed to be University, Bhubaneswar, 2009).

Data Analysis

Data analysis techniques: Descriptive statistics, inferential statistics, and graphical representation will be used for data analysis.

Data Organization: Attitudes towards the teaching profession and teachers' adjustment measurement statements of the booklet were adopted for data collection, scoring, and interpretation of scores in relation to the objectives stated and hypothesis formulated. Statements were provided to the school teachers, and the answer sheets were scored and compiled according to the variables. The data was presented through tables, figures and charts.

For Data Analysis: Descriptive statistics (Scatter diagram)

and inferential statistics Scatter diagram will be used for constructing variables and checking the level of significance for the attitude of government school teachers' attitude towards the teaching profession and teachers' adjustment according to gender variation and graphical presentation of data for each interpretation was also done.

Results: Data analysis means studying organized material to gather information that is useful for decision-making. The purpose of the analysis is to find out the Relationship between variables, which leads to the verification of the hypothesis.

Description and interpretation For H⁰¹

T.P \ T.A	100-110	111-121	122-132	133-143	144-154	155-165	166-176	177-187	188-198	f _{T.P}
188-198									2	2
177-187										0
166-176										0
155-165										0
144-154					2	4				6
133-143				2	8					10
122-132			1	9						10
f _{T.A}	2	1	11	10	4	0	0	0	2	30

Fig 1: Scatter diagram between attitude towards the teaching profession and teachers' adjustment of total teachers. $r = 0.775$

Interpretation: From the above figure, the value of r is 0.775. For $df = 28$, the table values are 0.361 at 0.05 and 0.463 at 0.01 levels. Our calculated value is greater than the table value. So, the correlation is highly significant at 0.01

levels. Therefore, Hypothesis_1 is rejected. So, there is a significant relationship between attitude towards the teaching profession and teachers' adjustment of secondary school teachers.

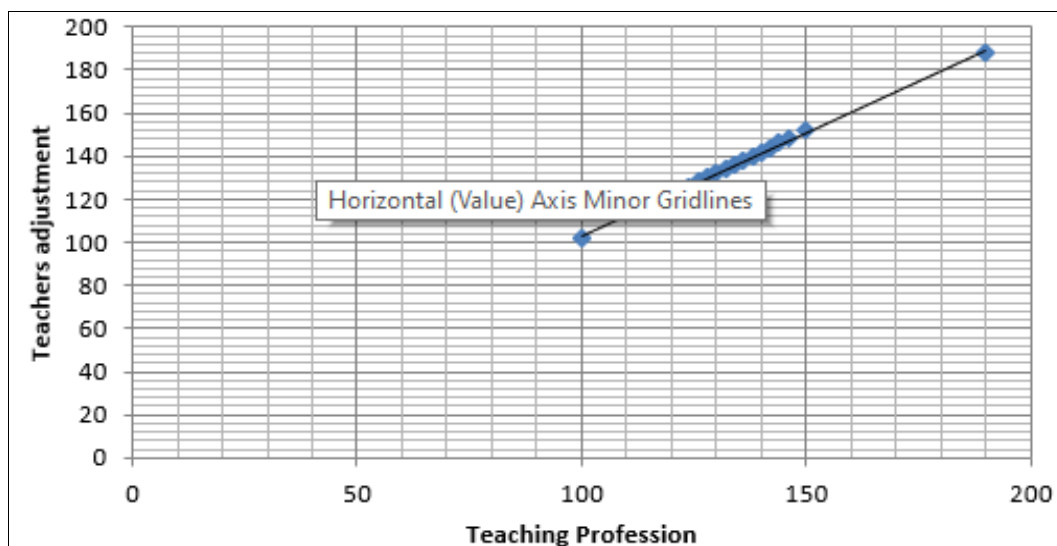


Fig 2: The above figure shows the linear correlation between attitude towards the teaching profession and teachers' adjustment of total teachers.

For H⁰²

T.P \ T.A	100-110	111-121	122-132	133-143	144-154	155-165	166-176	177-187	188-198	F _{T.P}
188-198									1	1
177-187										0
166-176										0
155-165										0
144-154				1	1					2
133-143			1	4						5
122-132		1	5							6
111-121										0
100-110	1									1
F _{T.A}	1	1	6	5	1	0	0	0	1	15

Fig 3: Scatter diagram between attitude towards the teaching profession and teachers' adjustment of male teachers. r = 0.84

Interpretation: From the above figure, the value of r is 0.84. For df = 13, the table values are 0.514 at 0.05 and 0.641 at 0.01 levels. Our calculated value is greater than the table value. So, the correlation is highly significant at 0.01

levels. Therefore, Hypothesis_2 is rejected. So, there is a significant relationship between attitude towards the teaching profession and teachers' adjustment to male secondary school teachers.

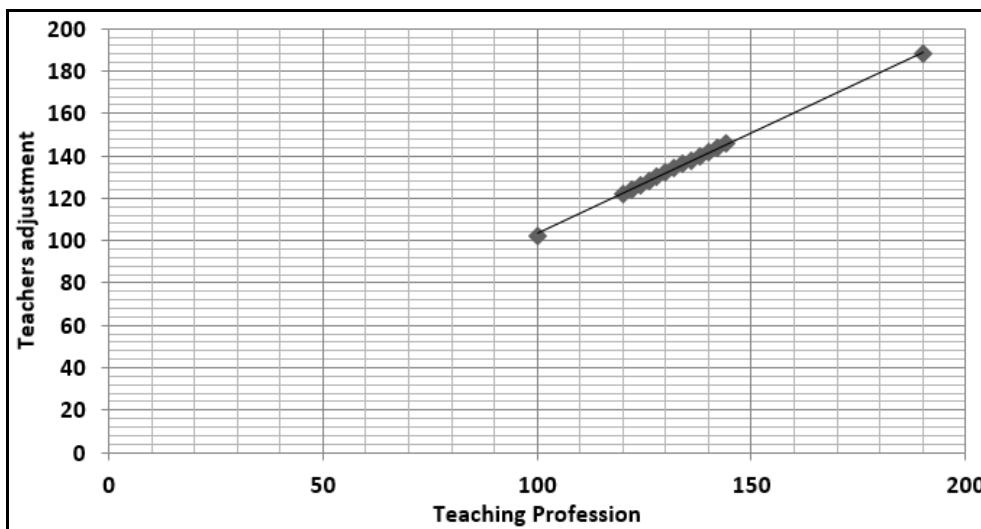


Fig 4: The above figure shows the linear correlation between attitude towards the teaching profession and teachers' adjustment among male teachers.

For H⁰³

T.P \ T.A	100-110	111-121	122-132	133-143	144-154	155-165	166-176	177-187	188-198	F _{T.P}
188-198									1	1
177-187										0
166-176										0
155-165										0
144-154				1	3					4
133-143			1	4						5
122-132			4							4
111-121										0
100-110	1									1
F _{T.A}	1	0	5	5	3	0	0	0	1	15

Fig 5: Scatter diagram between attitude towards teaching profession teachers' adjustment of total male teachers. r = 0.98

Interpretation: From the above figure, the value of r is 0.98. For $df = 13$, the table values are 0.514 at 0.05 and 0.641 at 0.01 levels. Our calculated value is greater than the table value. So, the correlation is highly significant at 0.01

levels. Therefore, Hypothesis_3 is rejected.

So, there is a significant relationship between attitude towards the teaching profession and teachers' adjustment to female secondary school teachers.

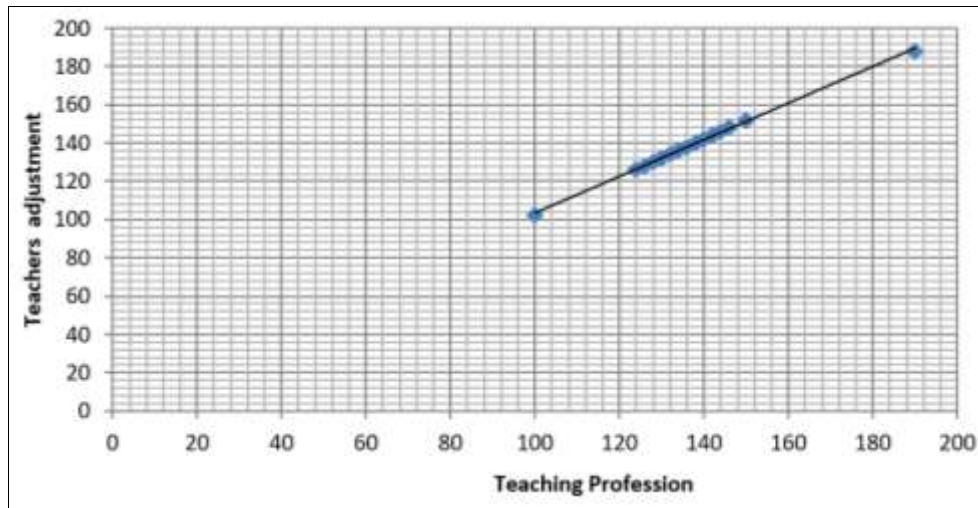


Fig 6: The above figure shows the linear correlation between attitude towards the teaching profession and teachers' adjustment among female teachers.

Findings

In the light of analysis and interpretation of the present study, the following findings may be laid down...

1. From Figure -1, the investigator used a scatter diagram test to determine the attitude of the teaching profession and teachers' adjustment in the teaching of total teachers. The value of r is 0.775. For $df = 28$, the table values are 0.361 at 0.05 and 0.463 at 0.01 levels. Our calculated value is greater than the table value. So, the correlation is highly significant at 0.01 levels. Therefore, Hypothesis 1 is rejected.
So, there is a significant relationship between attitude towards the teaching profession and teachers' adjustment of secondary school teachers.
2. From the figure-3, the investigator used a Scatter diagram between attitudes towards the teaching profession and teachers' adjustment of male teachers from the value of r is 0.84. For $df = 13$, the table values are 0.514 at 0.05 and 0.641 at 0.01 levels. Our calculated value is greater than the table value. So, the correlation is highly significant at 0.01 levels. Therefore, Hypothesis_2 is rejected.
So, there is a significant relationship between attitude towards the teaching profession and teachers' adjustment to male secondary school teachers.
3. From Figure-5, the investigator used a scatter diagram of attitudes towards teaching profession teachers' adjustment of total male teachers. The value of r is 0.98. For $df = 13$, the table values are 0.514 at 0.05 and 0.641 at 0.01 levels. Our calculated value is greater than the table value. So, the correlation is highly significant at 0.01 levels. Therefore, Hypothesis_3 is rejected.
So, there is a significant relationship between attitude towards the teaching profession and teachers' adjustment to female secondary school teachers.

Conclusion

In this study, to find out the Relationship between the teaching profession and teachers' adjustment, the

investigator has used three scatter diagram tests to analyse the data, and the results are... 1. In the first test, the value of r is 0.775. For $df = 28$, the table values are 0.361 at 0.05 and 0.463 at 0.01 levels. Our calculated value is greater than the table value. So, the correlation is highly significant at 0.01 levels. Therefore, Hypothesis_1 is rejected (According to this result, figure no - 1 has been given); therefore, there is a significant relationship between attitude towards the teaching profession and teachers' adjustment to secondary school teachers. 2. In the second test, the value of r is 0.84. For $df=13$, the table values are 0.514 at 0.05 and 0.641 at 0.01 levels. Our calculated value is greater than the table value. So, the correlation is highly significant at 0.01 levels. Therefore, Hypothesis_2 is rejected (According to this result, figure no - 3 has been given), So, there is a significant relationship between attitude towards the teaching profession and teachers' adjustment to male secondary school teachers. 3. In the third test, the value of r is 0.98. For $df=13$, the table values are 0.514 at 0.05 and 0.641 at 0.01 levels. Our calculated value is greater than the table value. So, the correlation is highly significant at 0.01 levels. Therefore, Hypothesis_3 is rejected (According to this result, figure no - 5 has been given), So, there is a significant relationship between attitude towards the teaching profession and teachers' adjustment to female secondary school teachers.

Educational implications of the study

Teacher Training and Development: Regular training programs to enhance attitudes and adjustment skills, Focus on developing positive views of the teaching profession, and incorporate emotional intelligence and stress management techniques to foster a supportive and effective teaching environment.

School Environment: Optimize the school environment for success and growth through upgraded infrastructure and resources that Foster inclusivity, support, and welcoming space; encourage open communication in every place

between teachers, administrators, and students and a collaborative embrace.

Policy Reforms: Policy reforms to support educators' needs, Promote teacher well-being and job satisfaction that proceeds, Address burnout and workload issues and ease the strain, Incentivize excellence, recognize outstanding gain, and Foster a motivated, empowered teaching profession to sustain.

Recommendations for future research

1. Conduct the study with a larger sample size, covering diverse schools across different districts of West Bengal or other states.
2. Investigate the attitude of secondary school teachers in government schools across all districts of West Bengal towards teaching.
3. Expand the study to different districts of West Bengal or other states.
4. Explore I.C.T. effectiveness in higher educational institutions, incorporating additional variables.

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