

**ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING
PROFESSION BASED ON GENDER, LOCALE, EDUCATIONAL
QUALIFICATION AND TEACHING EXPERIENCE**

A

PROJECT REPORT

SUBMITTED TO

Raj Rajeshwari Education Society, Vill, Chorab(Mansui)

P.O. Bhota, Tehsil Barsar, Distt. Hamirpur

Himachal Pradesh-176041



Submitted By

Dr. Arti Mehta

Investigator

Assistant Professor in Education

Mrs. Jyoti

Co- Investigator

Lecturer in Education

Raj Rajeshwari Education Society, Vill. Chorab (Mansui)

P.O. Bhota, Tehsil Barsar, Distt. Hamirpur

Himachal Pradesh-176041



RAJ RAJESHWARI EDUCATION SOCIETY

Village Chorab(Mansui), P.O. Bhota, Tehsil Barsar, Distt.Hamirpur(H.P.)- 176041. Telefax-01972-255199, 256099,94180-68054,94181-03003.

Website:-www.raj-rajeshwari.com, E-Mail: rajrajeshwari2006@gmail.com

CERTIFICATE

It is certified that the Project entitled, **“Attitude of School Lecturers towards Teaching Profession based on Gender, Locale, Educational Qualification and Teaching Experience”** was conducted by Dr. Arti Mehta as Investigator and Mrs. Jyoti as co-Investigator. Both are the employees of Raj Rajeshwari College of Education, Governed by Raj Rajeshwari Education Society Vill. Chorab (Mansui), PO Bhota, Tehsil Barsar, District Hamirpur (HP)-176041. The said project was financed by Raj Rajeshwari Education Society and has been submitted to us after completion on dated March, 16 2024. Hence, approved by Raj Rajeshwari Education Society.

Dated: March 30, 2024

(Kulbir Singh)

Secretary

ACKNOWLEDGEMENTS

Finally, I am thankful to the almighty God, without his blessing this research study would not have come to completion.

With deep sincerity I am highly grateful to the Governing Body of the College, especially, Sh. Kulbir Singh, Secretary of Raj Rajeshwari Education Society to bestow interest and faith in me to carry out this project. He has always been a source of inspiration and motivation for me right from the beginning of the research project to its completion.

I extend my sincere thanks to Sh. Manjit Singh (Chairman), Smt. Arvinder Kaur Rani (President) and Mrs. Indresh Kumari (Member) and other members of the Governing Body for their valuable suggestions during the progressive stage of the project and financing the said project.

I express my sincere gratitude to Dr. Raj Kumar Dhiman, Principal Raj Rajeshwari College of Education, who contributed to this research work with his invaluable inputs from time to time.

I am thankful to Mrs. Jyoti, Lecturer in Education as my Co-Investigator for her efforts and support for the completion of the project.

I am also thankful to Sh. Sardari Lal Changra and Ms. Shashi Bala Sharma and all other members of IQAC for their valuable input during the discussion on the project report.

I shall be failing in my duty if I do not mention and sincerely extend heartiest thanks to all the teachers in Hamirpur Block of District Hamirpur for sparing their valuable time and co-operation during collection of data for the present project.

I am thankful to the library staff, teaching and non-teaching staff of the college for their timely support during the project work.

Last but not the least, I am once again grateful all those who are directly or indirectly involved in this project.

Place:

Date:

(Dr. Arti Mehta)

Assistant Professor

LIST OF CONTENTS

CHAPTER NO.	TITLE	PAGE NO.
I	THEORETICAL ORIENTATION	1-37
	INTRODUCTION	1
	CONCEPT OF ATTITUDE	3
	Meaning and Definitions of Attitude	4
	Functions of Attitude	7
	Theories of Attitude Formation	7
	CONCEPT OF TEACHING	8
	Meaning and Definitions of Teaching	8
	Characteristics of Teaching	9
	CONCEPT OF PROFESSION	10
	Meaning and Definitions of Profession	10
	Characteristics of Profession	11
	CONCEPT OF TEACHING PROFESSION	13
	Meaning and Definitions of Teaching Profession	14
	Key Elements of Teaching Profession	16
	Types of Teaching Profession	17
	Importance of Teaching Profession	18
	REVIEW OF RELATED LITERATURE	20
	REFLECTION ON STUDIES	31
	RESEARCH QUESTIONS	34
	NEED AND SIGNIFICANCE OF THE STUDY	34

	STATEMENT OF THE PROBLEM	35
	OBJECTIVES	35
	HYPOTHESES	35
	DELIMITATIONS OF THE STUDY	36
	OPERATIONAL DEFINITIONS AND KEY TERMS	36
II	METHODOLOGY AND PROCEDURE	38-50
	RESEARCH METHOD	39
	POPULATION	39
	SAMPLING	40
	SAMPLINGFRAME	41
	VARIATE STRUCTURE	45
	RESEARCH TOOL	46
	CLASIFICATION OF SUBJECTS	47
	STATISTICAL TECHNIQUESUSED	47
	The 't' - Test	47
	Mean	48
	Standard Deviation (S D)	49
III	ANALYSIS AND INTERPRETATION OF DATA	51-58
	INTRODUCTION	51
	GENDER DIFFERENCE IN ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING PROFESSION	52
	LOCALE DIFFERENCE IN ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING PROFESSION	53
	QUALIFICATION DIFFERENCE IN ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING PROFESSION	54
	TEACHING EXPERIENCE DIFFERENCE IN ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING PROFESSION	55
	DISCUSSION OF RESULTS	57
IV	CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS	59-63
	INTRODUCTION	59
	CONCLUSIONS	59
	FINDINGS OF THE STUDY	59
	EDUCATIONALIMPLICATIONS	60

	FUTURE SCOPE	61
	SUGGESTIONS FOR FURTHER RESEARCH	62
	BIBLIOGRAPHY	64-69
	ANNEXURES: ANNEXURE – A & B	i-viii
	ANNEXURE – A: Attitude of School Teachers towards Teaching Profession	i
	ANNEXURE – B: Data Chart	v

LIST OF TABLES

TABLE NO.	TITLE OF TABLES	PAGE(S)
1	School-Wise Distribution of the Sample	42
3.1	Showing the Differences in Mean Scores Male and Female School Lecturer towards Teaching Profession	52
3.2	Showing the Differences in Mean Scores Urban and Rural School Lecturer towards Teaching Profession	53
3.3	Showing the Differences in Mean Scores High Qualified and Low Qualified School Lecturer towards Teaching Profession	54
3.4	Showing the Differences in Mean Scores High Experienced and Low Experienced School Lecturer towards Teaching Profession	56

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE(S)
1	Pie-Diagram of Gender-wise Distribution of the Sample	43
2	Pie-Diagram of Locale-wise Distribution of the Sample	44
3	Pie-Diagram of Qualification-wise Distribution of the Sample	44
4	Pie-Diagram of Teaching Experience-wise Distribution of the Sample	45

CHAPTER I

THEORETICAL ORIENTATION

“The role of the teacher will inevitably have to change. They will become more involved in facilitating change of attitudes and guide students to gain values rather than merely teaching factual knowledge.” – Chisman, D. and Holbrook, J.

INTRODUCTION

Teaching is a noble profession that comes with so much responsibility and duty towards students. Teachers do not only teach and impart knowledge but inspire and motivate students for life and take important step in life. They keep working to boost the confidence of students and direct those in the right direction, there were many teachers who dedicated all their life to empowering their students and making them better and more successful human beings in their life.

Education is a lifelong process. In this process of education, the teacher plays an important role. Without teacher the process of education is ineffective. He is the heart of the matter of this process. Education takes place through the interaction between the teacher and the taught. A teacher is the most important element in the teaching-learning process. It is said that no system of education is better than its teacher, because the quality of education depends upon the teacher who serve it. A good teacher can certainly give best result out of the worst system. The teacher occupies a pivotal position in the system of education. The teacher is the backbone of the educational system, maker of the mankind and architect of the nation.

Dr. S. Radhakrishnan says that “the teacher’s place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation, and helps to keep the lamp of civilization burning. He not only guides the individual, but also, so to say the destiny of the nation”.

The standard of any educational institution, in turn, cannot rise beyond the levels of its teachers. Naturally, the question arises: what is the real situation? Do the teachers really have unfavourable attitude towards teaching profession? In order to get answer to the above question, the researchers decided to take up a systematic and objective attitudinal study of the school teachers towards their teaching profession. Therefore, the present investigators intended to restrict their research work to Hamirpur district of Himachal Pradesh.

Profession is a phenomenon of vital activities created by division of labour that social, economic and technological factors require teaching profession has organised from the social and economic changes that have arisen in societies and can be describes as: “A professional occupational group of education sector possessing social, cultural, economic, scientific and technological dimensions.” Profession of teaching is based upon a specialization on a certain field, teaching skill didactics and some certain personal characteristics that the profession requires” there is a close relation between the fact that individual who select teaching profession possess the knowledge of subject matter, teaching skills and stable personality traits which are essential for the education to reach its goal. A teacher should take up the role of a scientist while acting like an Artist and while designing and learning environment with the characteristics. The society places high hopes on a teacher.

"As the nature of education is better understood, the personality or the teacher assumes greater importance and new qualities and ripen knowledge are looked for this influence can never be neutral for his task to help others to what' is best by evoking all that is best in their potentialities of will of heart and mind."-Charles Birchenough.

The process of education triggers the change and adaptation of certain behaviour which may help an individual to develop the potential including knowledge, capabilities, behavioural patterns and values. Education as system teachers, being an integral part of that system can have influence on character behaviour and even mental character of students. Teachers are the persons who could develop and mould the learners as good citizens so, they should develop positive attitude towards the teaching profession to that they can perform extremely well in their academic life and enhance lifelong skills to face the future.

Teaching is nothing but brushing the knowledge and wisdom already possessed in many students. A teacher is guru who is remover of darkness in one, as Sanskrit meaning of “gu” is remover, “ru” is darkness. A good teaching means there will be a practice of encouraging contact between students and faculty. Encouraging active learning, giving prompt feedback and respecting diverse talent and ways of learning. Teaching is a process where students are treated as consumers of knowledge. It does not always have a fixed agenda and being firm, but being flexible, fluid, experimenting and having the confidence to react and adjust to changing surroundings.

Vivekananda said, "Education is the manifestation of divine perfection, already existing in men." He wanted that the aim of education should be man-making. It is good

that educationists and educational planners in India have started realizing that only securing enough teachers will not do as what is equally important is securing the right type of teachers. Teacher is the most vital factor in the system of education. Education Commission 1952-53) also pointed out, "Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers.

Among all the profession, teaching profession is the most important and general profession as it produces all others professions. On the other hand, secondary teaching is the second initial period of learning. Where students learn all the social values and develop personality to adjust with the society.

Until and unless teachers with positive frame of attitude are engaged in the teaching profession, no drastic results as per our expectation can be expected from them. The teachers' attitude of secondary school plays a vital role in students all round development for this purpose, teachers' attitude towards teaching profession need to investigate properly. So, by investigating their attitude, they can make all possible steps for students all round development along Wide Social Development.

CONCEPT OF ATTITUDE

A most important factor in teaching-learning process is teacher. A good education system can flourish if two conditions are satisfied. First is constant updating and refinement in knowledge and skills of existing/serving teachers and second one is equipping upcoming prospective -teachers with a positive attitude towards their profession. Attitudes towards profession are usually related with enjoying profession complete dedication to their profession and being aware that profession is socially useful and believing that they need to improve the profession. One's behaviour to a great extent depends upon one's attitude towards things, idea, person, object in his/her environment (Mangal2009). In this way attributes are to a great extent responsible for a particular behaviour of Person. In simple words, attitudes are "pre-dispositions" to behave in a certain way. Attitude is defined as preference along a dimension of favourableness and unfavourableness to a particular group, institution, concept or object. A person with a favourable attitude towards something is likely rate favourable and an unfavourable attitude & presumes a tendency to reject something (Sax. 1974) an individual's attitude towards his/her occupation may affect end product. Someone who does not enjoy his/her occupation will not be able to succeed in that occupation. A good

teacher with proper attitude, behaviour and personality traits can motivate, inspire and make students lost in his/her teaching. A teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. Therefore, it is very important to study the attitudes of the school lecturers who are going to serve this noble profession of teaching. Positive attitude not only promote learning but also create climate which stimulates effective learning. Therefore, school lecturers must develop proper and positive attitude towards their profession so that they can bring about a positive change in life of their students.

Meaning and Definitions of Attitude

The term attitude is used in social psychology to describe the human behaviour. Social sciences used the concept of attitude as the cause of one's actions to another person or an object. In fact, this is the very important concept of social psychology that helps to explain the consistency of a person's behaviour. According to Oskamp (1977) "originally the term of attitude refers to person's body position or posture. The origin of term attitude shows that it is used to describe posture of the body, which indicates the mental position or state of the person. In other words, attitude means mental readiness towards a person or an object. Some social scientists used the term of attitude to explain the posture of mind. They explain different aspects of attitude in different manner. Attitudes are the general set of the organisms as a whole towards an object or situation, which calls for adjustments (Mohsin, 1990). Attitude as preparation in advance of the actual responses, constitute an important determinant of the ensuring social behaviour, such neural setting, with their accompanying consciousness, are numerous and significant in social life (Maslow, 1954).

According to Allport (1935) prefers to treat attitude as, "a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."

According to Jung (1944) "Attitude is readiness of the psyche to act or react in a certain way. So, attitude is our mental state towards a stimulus while we are responding to it".

According to Thurstone (1946) Attitude is," the degree of positive or negative effect associated with some psychological Object. By psychological objective Thurstone means any symbol, phrase, slogan, person, institution ideal or idea towards which people can differ with respect to positive or negative effect "

According to Allport (1954) “Attitude is essentially a form of anticipatory response, a beginning of action, which is not necessarily completed. The readiness to react, more over, implies some kind of stimulating situation either specific or general”.

According to Katz' (1959) "an attitude is a tendency or disposition to evaluate an object or symbol of that object in a certain way.” An attitude is an important concept to understand human behaviour. As behaviour is composed of many attributes and one of these important attributes is attitude.

According to C.V. Good (1973)"the predisposition or tendency to react specifically towards an object, situation, or value, usually accompanied by feelings and emotions".

Furthermore, attitude means the individual prevailing tendency to respond favourably or unfavourably to an object, person or group of people, institutions or events. (Morris & Marstro, 2005), No one is born with any attitudes. Attitudes like interest are learned through life experiences which make an Individual's behave in characteristics towards persons, profession, objects, issues, situations etc. to which they are related. Attitudes are very personal and complex in character. Attitude are uniquely organised in each person and the organisation itself is the product of his own reactions to his own experiences. Attitudes considerably influences one's behaviour, accordingly, the "individuals, attitudes 'may be positive (favourable) or negative (unfavourable). As observed by Kreinter and Kinicki (2007), there are three components of attitudes-affective component (feeling or emotion), cognitive component (beliefs or ideas), and psychomotor component (behavior towards someone or something). These three components in the most situations appear concomitantly to shape teacher's classroom posture through direct and indirect interactions between society, school, and teachers,(Leite,1994). We have just mentioned above that attitude can either be positive or negative and that they are learned from the environment through life experiences. If teacher attitudes are negative, then he will not be able to succeed in his profession. The teacher intellectual attitudes, emotional reactions, various habits and personality that includes all these affects the students in terms of academic success, personality, interest etc. (Bloom, 1976: Jeans, 1995: Brooks & Sikes, 1997) teachers are key persons who provide quality education and it is their efforts that the success of education depends. But the success of education system depends on a teacher's professional competences as well as personal characteristics and attitude regarding the profession plays an important role in their success.

Teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teacher's proficiency depends on the attitude they possess for the profession. The positive attitude helps teachers to develop a conducive learner friendly environment in the classroom. The five most commonly considered attitude comprises teacher's genuine care and kindness, willingness to share the learning responsibility a natural sensitivity to student diversity, interact in equality providing meaningful learning experiences and keenness to encourage learner creativity. A genuine caring and kindness of the teacher a willingness to share the responsibility involved in the classroom, a sincere sensitivity to the student diversity a motivation to provide meaningful learning experiences for our student and an enthusiasm.

Attitude of teachers largely depends upon their personal characteristics and dispositions, both seem to be highly interlinked. The teaching profession requires certain dominant behaviours which show teacher's intellect, desire to excel, extended professionalism and teaching as a life concern. This is a profession, which exalts service above the personal gains. Teaching involves human nurturance, connectedness, warmth and love and teacher's beliefs about his role in caring for the student plays a crucial part in developing the personality of the students. Attitude of teachers have also been determined to be influenced by the gender. Teaching is perceived as a difficult job among people. Many reasons can be named for this perception. It can be said that teachers face several difficulties when they start teaching.

Richardson (1991) narrated that education is a nation building activity. The quality of education depends upon ability and efficiency of teachers. If the teachers are well trained, motivated and committed with their profession, learning will be enhanced. This study may provide a searchlight towards developing a positive attitude among school lecturers towards teaching profession. The way of responding or feeling towards a thing, idea, person or concept.

Functions of Attitudes

The functions of attitudes are as varied as are the function of skills, but these functions are much less easily identified. Skinner (1961) has attempted to identify a number of different categories of function of attitude. The different classes of function he proposes are:

a. Adaptive function

- b. Cognitive function
- c. Need gratification functions and
- d. Ego-defence function.

Theories of Attitude Formation

Different psychologists explain formation of attitude according to their own theoretical perspectives. A brief introduction has been given below. Different theories of attitude formation represent different theoretical orientations and differ primarily in the factors they emphasize when explaining attitude.

1. The Learning Approach: Hovland and Janis (1953) see attitude as habits, like anything else that is learned. Principles that apply to other forms of learning also determine the formation of attitude. Learning approach generally emphasis that attitude are acquired from other person through the process of social learning. Basic principles of this approach that commonly play a role in the formation of attitude are association, reinforcement and initiation. In addition to these principles attitudes are also formed as a result of direct personal experiences (Baron and Byrne, 1993).

2. Motivational Theories: Especially incentive theory holds that a person adopts that attitude which maximizes his/her gains. According to Heider's (1958) theory, the similarity attraction effect is generated by the tendency to maintain a coherence or balance between one's perceptions of another person's views regarding the objects of common concern.

3. Cognitive-affective Consistency Theory: Rosenbarg (1960) emphasizes that people try to make their cognition consistent with their affects. This theory asserts that our evaluations influence our beliefs. Festinger (1957) proposed the dissonance theory, focused on two principal sources of attitude behavior inconsistency; a. the effects of making decision, and b. the effects of engaging in counter attitudinal behavior.

4. Self-perception theory: It describes that our attitudes are based simply on perceptions of our own behavior and or circumstances in which behavior occurs.

CONCEPT OF TEACHING

Teaching is concerned sharing of knowledge and experience which is usually organised with a discipline and more generally the provision of stimulus to the psychological and intellectual growth of a person by another person or artefact "teaching is a system of action intended to induce learning"

Teaching is fundamentally a process including planning, implementation, evaluation and revision. Planning and teaching a class are familiar ideas to most instructors. More overlooked are the steps of evaluation and revision. Teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and the society.

Meaning and Definitions of Teaching

Teaching is the process of imparting knowledge, skills, and values to others. It involves the sharing of information and ideas to facilitate learning and understanding. Teaching can take place in a variety of settings, including schools, universities, workplaces, and informal settings. Effective teaching involves the use of appropriate methods and strategies to engage learners, facilitate their learning, and help them achieve their learning goals. The role of a teacher is to create a positive and supportive learning environment, provide guidance and feedback, and help learners develop the skills and knowledge they need to succeed. Good teaching is essential for the development of individuals and society as a whole, as it helps to foster critical thinking, creativity, and innovation.

According to H C Morrison: Teaching is an intimate contact between the more mature personality and a less mature one.

According to Jackson: Teaching is a face-to-face encounter between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students).

According to N.L. Gage:(Democratic point of view): Teaching is interpersonal influence aimed at changing the behaviour potential of another person.

According to Clerk: Teaching refers to activities that are designed and performed to produce in student's behavior.

According to Skinner: "Teaching is the arrangement of contingencies of reinforcement.

Characteristic of Teaching

Teaching is a social and cultural process, which is planned in order to enable an individual to learn something in his life. Teaching is a complex and multifaceted activity that involves a range of characteristics and skills. Effective teaching goes beyond simply transmitting information and involves creating an engaging and supportive learning environment. Here are some key characteristics of teaching:

- 1. Subject Knowledge:** A solid understanding of the subject matter being taught is essential. Teachers need expertise in the content to effectively convey concepts and answer students' questions.
- 2. Communication Skills:** Clear and effective communication is crucial. Teachers should be able to explain concepts in a way that students can understand, using language appropriate to their level of comprehension.
- 3. Passion and Enthusiasm:** Passion for the subject and enthusiasm for teaching can inspire students and make the learning experience more enjoyable. A passionate teacher is more likely to engage students and foster a love of learning.
- 4. Adaptability:** Effective teachers are adaptable and responsive to the diverse needs of their students. They can modify their teaching methods and approaches based on individual learning styles and preferences.
- 5. Classroom Management:** Creating and maintaining a positive and organized classroom environment is important for effective teaching. This includes managing student behavior, time, and resources effectively.
- 6. Patience:** Patience is a virtue in teaching. Students learn at different rates, and a patient teacher can provide the support and encouragement needed for students to grasp challenging concepts.
- 7. Creativity:** Creative teachers find innovative ways to present information and engage students. This can involve incorporating various teaching methods, multimedia, and real-world examples to make the content more relatable.
- 8. Empathy:** Understanding and empathizing with students' perspectives can help teachers connect with their learners. A compassionate approach fosters a positive and supportive learning environment.
- 9. Assessment and Feedback:** Regular assessment of student progress and providing constructive feedback are crucial aspects of teaching. This helps both teachers and students gauge understanding and identify areas for improvement.
- 10. Continuous Professional Development:** Effective teachers are committed to lifelong learning. They stay informed about advancements in their field, educational technologies, and evolving teaching methodologies to continually improve their skills.
- 11. Cultural Competence:** Teachers should be aware of and respectful of cultural diversity within their classrooms. Understanding different cultural backgrounds helps create an inclusive and welcoming learning environment.

12. Flexibility: The ability to adapt to unexpected changes, such as modifications in lesson plans or addressing unforeseen challenges, is important for effective teaching.

13. Collaboration: Collaborative skills are valuable for working with colleagues, parents, and other stakeholders in the education community. Building positive relationships enhances the overall educational experience for students.

Remember that effective teaching is a dynamic and evolving process that requires a combination of these characteristics, as well as a commitment to ongoing improvement and reflective practice.

CONCEPT OF PROFESSION

Profession includes those activities which require special knowledge and skill to apply by individuals in their occupation. Such activities are generally subject to guidelines or code of conduct laid down by professional bodies. Those engaged in the profession are known as professionals.

The dictionary meaning of the word profession is a vocation requiring of knowledge of some department of learning or science (Webster's Encyclopaedia Unabridged Dictionary). According to Chambers 21st Century Dictionary, "a profession is an occupation, especially one that requires specialist academic and practical training." A profession is an occupation or calling, which necessitates scientific or artistic learning.

Meaning and Definitions of Profession

The term "profession" is used to describe a type of occupation or vocation that typically involves specialized training, education, and a code of ethics. Professions are often characterized by the pursuit of a particular kind of knowledge and the application of that knowledge in the service of others.

The process of teaching can influence the lives of many students. The concept of "profession" Originating from the Latin, *professio*, profession originally meant "the declaration of belief in or acceptance of religion or a faith" usually related to religious beliefs (Dictionary.com). However, by the sixteenth century, this rather narrow meaning expanded to include "body of persons engaged in some occupation" (Dictionary.com). The meaning of profession seems to be very unclear which is why people still cannot determine if teaching can be known as a profession.

The noun profession, referring to an occupation, also dates back to at least the sixteenth century, and is equally vague. Profession as a noun is defined as “a vocation requiring knowledge of some department of learning or science” (Dictionary.com). Here are some definitions of profession:

According to Merriam: Webster Dictionary: A calling requiring specialized knowledge and often long and intensive academic preparation.

According to Merriam Oxford English Dictionary: A paid occupation, especially one that involves prolonged training and a formal qualification.

On the basis of above definitions, we can say that profession “may be defined as a vacation or a job requiring some thought, skill and special knowledge like that of C.A, Lawyer, Doctor, Engineer, Architect etc. A profession is an occupation that involves specialized training and formal qualification before one is allowed to practice or work. Society and community place a great deal of trust in the professions.

Characteristics of Profession

1. Great responsibility: Professionals deal in matters of vital importance to their clients and are therefore entrusted with grave responsibilities and obligations. Given these inherent obligations, professional work typically involves circumstances where carelessness, inadequate skill, or breach of ethics would be significantly damaging to the client and/or his fortunes.

2. Accountability: Professionals hold themselves ultimately accountable for the quality of their work with the client. The profession may or may not have mechanisms in place to reinforce and ensure adherence to this principle among its members. If not, the individual professionals will (e.g., guarantees and/or contractual provisions).

3. Based on specialized, theoretical knowledge: Professionals render specialized services based on theory, knowledge, and skills that are most often peculiar to their profession and generally beyond the understanding and/or capability of those outside of the profession. Sometimes, this specialization will extend to access to the tools and technologies used in the profession.

4. Institutional preparation: Professions typically require a significant period of hands-on, practical experience in the protected company of senior members before aspirants are recognized as professionals. After this provisional period, ongoing education toward

professional development is compulsory. A profession may or may not require formal credentials and/or other standards for admission.

5. Autonomy: Professionals have control over and, correspondingly, ultimate responsibility for their own work. Professionals tend to define the terms, processes, and conditions of work to be performed for clients (either directly or as preconditions for their ongoing agency employment).

6. Clients rather than customers: Members of a profession exercise discrimination in choosing clients rather than simply accepting any interested party as a customer (as merchants do).

7. Direct working relationships: Professionals habitually work directly with their clients rather than through intermediaries or proxies.

8. Ethical constraints: Due to the other characteristics on this list, there is a clear requirement for ethical constraints in the professions. Professionals are bound to a code of conduct or ethics specific to the distinct profession (and sometimes the individual). Professionals also aspire toward a general body of core values, which are centered upon an uncompromising and uncomplicated regard for the client's benefit and best interests.

9. Merit-based: In a profession, members achieve employment and success based on merit and corresponding voluntary relationships rather than on corrupted ideals such as social principle, mandated support, or extortion. Therefore, a professional is one who must attract clients and profits due to the merits of his work. In the absence of this characteristic, issues of responsibility, accountability, and ethical constraints become irrelevant, negating any otherwise-professional characteristics.

10. Morality: The responsibilities inherent to the practice of a profession are impossible to rationally maintain without a moral foundation that flows from a recognition of the singular right of the individual to his own life, along with all of its inherent and potential sovereign value.

11. Ethics of Profession: Policies around ethical behavior in the workplace often revolve around several key principles. Ethical points are often described in the following ways.¹²

12. Honest: Good work ethics are characterized by honesty in how companies communicate with employees and other stakeholders, and how they handle standard business practices like accounting.

13. Trustworthy: Honesty results in trust. Furthermore, if companies are consistent in doing what they say they are going to do, trust grows.

14. Loyal: Ethical companies defend ethical employees and vice versa. They do not participate in sabotage, slander, and other disloyal and destructive behaviors.

15. Fair: Hiring practices and compensatory systems treat people fairly based on their qualifications and performance. Discrimination due to race, gender, religion, and other demographics is strictly prohibited, as is nepotism, which is the favoring of friends and relatives over other candidates or co-workers.

16. Responsible: Employees who ascribe to workplace ethics are concerned about how their individual work affects the well-being of the company as a whole. They take responsibility for their actions toward others and the decisions they make.

CONCEPT OF TEACHING PROFESSION

Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession. Teaching as a career choice offers the opportunity to make a positive difference in the lives of students, inspire learning, and shape the future. Teaching is a profession and a mode to make students have more potential and learn important lessons even about life respect, sharing, ethical values, and cultures.

National Policy on Education (1986) recognized that “the status of teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers.” The world accepts that advance in education depends largely on the teaching staff in general and their human, pedagogical and technical qualities. Teaching thus is noble profession which counts amongst its members the greatest and noblest members of the human history- Buddha, Confucius, Socrates, Christ, Muhammad, Gandhi- who were teachers of mankind in the truest sense of the word (Saiyidain, 1997). Teachers from the largest professional group in India and throughout the world. We frequently see the past as days in which all the pupils were ambitious and all teachers were great. However, though many teachers in the past were capable, and a few were even great, on an average they were not as well prepared for teaching, as are the average teachers today. Even regarding the classical profession-theology, law or medicine- practitioners were not trained in the modern sense. There were no professional associations. In ancient India as well, these professions were closely associates with religion and the ruling class. During Middle Ages the men who provided what we think now as professional services were either members of priesthood,

ruling class or exclusive guilds. Even during the Buddhist periods there were universities, which were considered ‘specials’ for medicine, law or theology. Teaching, as elsewhere, in India continued to be dominated by priesthood till 19th century.

“Teaching is a noble profession.” The word ‘profession’ is synonymous to occupation, job, carrier, work, line of work. The word professional’ means long and arduous years of preparation, a striving for excellence and a dedication to public interest and commitment to moral and ethical values. If you consider teaching as a profession then;

- You must be willing to go through a long period of preparation.
- You must be willing to go through continuing education. (Continuous development of potentials)
- You must strive for excellence.
- You commit yourself to moral, ethical and religious values and dedicate yourself to service.

Meaning and Definition of Teaching Profession

The teaching profession is considered to be one of the noblest professions in India. A teacher is a professional who works with students to help them achieve knowledge, competence, and virtue. Primary and pre-primary classes are kept informal because primary school teachers attempt to teach young children in a comfortable environment. Teachers are the ones who teach students to live life with discipline and high value. Let us discuss the meaning of professional teaching meaning, this means being well-qualified and using the right set of strategies and teaching methods to provide students with an effective learning experience.

It is compared to a “learned profession” such as that of medicine and law (Freidson, 1986). “Inherent within this context is the elite and prestigious connotation many hold of ‘the professions’ to this day” (Freidson, 1986, p. 3). As Freidson said, “the original professionals addressed each other and members of the ruling elite who shared some of their knowledge and belief in its virtues. They did not address the common people or the common, specialized trades. So, it is our time” (Freidson, 1986, p. 3). If we as teachers are going to be “professionals” in our occupation, we need to realize that professionalism is for the most part a state of mind. Preparation is vital in the teaching world in order to provide every student with a proper education. Hence, one who calls themselves a professional teacher would want to conduct their classroom with character and dignity. A professional teacher would take the

time to produce an intellectual exchange within their classroom. Professionals in education would want students to learn from the methods, ideas and lessons presented in their classroom.

According to Education Commission (1966) “Of all the different factors which influence the quality of education and its contribution to national development, the quality, competency and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high-quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective”

According to ILO document (1984) teaching profession. “Teaching should be regarded as a profession. It is form of public services which requires of teachers expert knowledge and specialized skills, acquired and maintain through rigorous continuous study, it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils.”

Teaching profession has become a huge concern in our society. I would think all parents would want their children to be taught by a professional. However, teaching as a profession is the question that remains to be answered clearly. The academic society needs to spell out a sense of professionalism in order to ease this concern. “Unlike other professions where you make ‘machines’ work, this profession allows one to deal with the most complex phenomena on earth. Ranging from most studious to most mischievous students, the teachers need to maintain a balanced attitude and approach in transforming them to mature individuals”. Professionalization of the teaching workforce is a major concern that needs to be addressed because it is a field of significant knowledge.

Key Elements of the Teaching Profession

The following are the essential elements of teaching profession

- 1. Educational Role:** The primary function of the teaching profession is to impart knowledge and skills to students. Teachers play a crucial role in facilitating learning and intellectual development.

2. **Specialized Knowledge in Education:** Teachers possess specialized knowledge in education, including pedagogy, curriculum development, and classroom management. They often undergo formal education and training in teaching methods and educational theories
3. **Formal Education and Certification:** Many countries and regions require teachers to have formal education, such as a degree in education or a specific subject area, and to obtain teaching certification. Certification may involve passing exams and meeting other requirements.
4. **Classroom Instruction:** Teachers work in classrooms or other educational settings, providing instruction to students. They design lesson plans, create learning materials, and assess student progress.
5. **Student-Centred Approach:** The teaching profession emphasizes a student-centred approach, focusing on the individual needs, abilities, and learning styles of students. Effective teachers tailor their instruction to meet the diverse needs of their students.
6. **Classroom management:** Classroom management is a crucial aspect of the teaching profession. Teachers create and maintain a positive and orderly learning environment to facilitate effective instruction.
7. **Assessment and Evaluation:** Teachers regularly assess student learning through various methods, such as tests, assignments, and projects. They provide feedback to students and use assessments to guide instructional decisions.
8. **Moral and Ethical Responsibility:** Teachers often have a moral and ethical responsibility to foster the intellectual, social, and emotional development of their students. They are role models who contribute to the overall well-being of the students.
9. **Continuous Professional Development:** The teaching profession encourages continuous professional development. Teachers participate in workshops, conferences, and other activities to stay current with educational research and innovative teaching practices.
10. **Collaboration with Parents and Colleagues:** Teachers collaborate with parents, guardians, and other education professionals to support the holistic development of students. This may involve communication about students' progress and addressing individual needs
11. **Adherence to Educational Standards:** Teachers often align their instructional practices with educational standards set by governing bodies or educational authorities. These standards guide curriculum development and assessment practices.

12. Lifelong Impact: The teaching profession has a lasting impact on the lives of students. Effective teachers contribute to the intellectual, social, and emotional growth of their students, shaping their future outcomes.

In summary, the teaching profession involves the application of specialized knowledge and skills to facilitate the learning and development of students. Teachers play a crucial role in shaping the future through their educational contributions

Types of Teaching Profession

Based on the level that you want to teach at, you will need a different outlook and set of skills and it is best to determine that before you start on your journey to any career. Here's taking a look at the various levels:

- 1. Pre-Primary School Teacher:** A pre-primary teacher is the second most important person in a student's life, right after their parents. They supervise and teach students in the age group of 3 to 5. In addition to teaching the very basics of the alphabet, these are the teachers who lay the basic framework for social interaction and the personality that the child will develop at they grow up.
- 2. Primary School Teacher:** Teachers in primary school work with students of classes 1 to 5, ranging from 6 to 12 years. It is the responsibility of primary school teachers to nurture life skills as well as basic age-appropriate educational concepts in the children. They build lasting impressions that will stay with the child for the rest of their lives.
- 3. Secondary School Teacher:** Graduates who work as secondary school teachers teach students from grades 6 through 10. Secondary school teachers are in charge of gaining a thorough understanding of their students' lives and helping them pursue, in addition to their studies, their hobbies and aspirations. They encourage students to identify their individual interests and talents.
- 4. Senior Secondary School Teacher:** Post-graduates with in-depth knowledge of a variety of specialised disciplines become senior secondary school teachers. These teachers provide in-depth explanations of the subjects being taught in school and provide basic guidance to students in choosing careers.
- 5. Special Educator:** Teachers who work with students who have special needs—such as those who may be on the autism spectrum, or who have learning disabilities—are known as

special educators. These educators are specially trained to understand the best course of action to be taken in dealing with children with special needs.

6. Lecturer/Professor: Teachers in college are usually designated as Assistant Professors, Associate Professors and Professors. Teaching in college is very different from teaching in a school. The students come to college to specialise, so the instructor must have in-depth knowledge. College students are also a lot older and share a different dynamic with their teachers.

Importance of Teaching Profession

“TEACHER” the world itself includes “Teach” which means “GURU” who shares the experience, knowledge, and skills to others for a better-educated world. Apart from lavishing career, there are numerous of Importance of Teaching Profession.

In India, Teachers are treated as nation builders as teachers play the role of substitute parents. Only Teachers can facilitate student’s growth, skills, and creativity. Someone has well said that we all are much aware that the art of teaching is the art of assisting discovery. The teaching profession refers to providing knowledge and making a better individual with all normal forms of discipline.

The teaching Profession is strengthening career opportunities that contribute to in-country growth. Teaching is the most desirable Profession nowadays. The importance of the Teaching Profession includes fun and learning together. Being in the teaching profession doesn’t mean you have to share your knowledge. Sometimes teachers themselves learn something new with teaching experience.

Here we have enlisted some Importance of Teaching Profession. So those who are interested in being teachers must go through the following points-

- 1. Improves Communication Skills:** Teaching is a systematic technique to communicate with more and more people. Thus, being in the teaching profession will improve communication skills. As a result, one can interact more confidently with others.
- 2. Increase knowledge and skills:** Teachers are only one who passes on their knowledge and skills to the young generation. Through this profession, teachers motivate and inspire students to focus and develop their natural abilities.

3. **A learner itself:** As learning has no boundaries, one can never stop learning. In the teaching profession also, the teacher can learn at any stage and age too. Even R.N. Tagore has said that “Lamp can never light another lamp unless it continues to burn its own flame same as a teacher can never teach unless he/ she is a learner”.
4. **Fun and learning together:** Among all careers and professions, I found teaching much better. The Importance of the Teaching Profession is that one can experience fun and learn together. Besides instructing students, teachers can involve in other curriculum activities.
5. **Experience to Handle Different Children:** School or college is a place where different students with different mindsets reach. The teacher must have the ability to handle all children normal, intelligent, or physically disabled.
6. **Excellent Organization Skills:** The teaching profession makes one multi-taker; in spite of teaching academics to students, teachers and Organizational skills. Being organized means one can manage time and resources efficiently and effectively for better productivity.
7. **Ethical and Disciplined:** One characteristic of the teaching profession involves ethics and discipline. Teachers teach ethical values which make students more disciplined. Ethical behaviour encourages students to know what is bad or good for them.
8. **Setting up Role Model for Others:** Being a teacher isn't much complex but being a favourite of all is what matters. Teachers should inspire students to find their hidden talents and achieve their aim. An inspired teacher can make students motivated by setting up Role models.
9. **Build Future Leaders:** Teachers are the source of influencing tomorrow's leaders. Teachers create classroom space and enable students to be educated and future responsible leaders.

REVIEW OF RELATED LITERATURE

Review of the related literature, besides allowing the researcher to acquaint himself/herself with current knowledge in the field or area in which he is going to conduct his research, serves the following purposes:

The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem. It also brings the researcher up to date on the work which others have done and thus to state the objectives clearly and

concisely. By reviewing the related literature, the researcher can avoid unfruitful and useless problem areas. He/she can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way. Through the review of related literature, the researcher can avoid unintentional duplication of well-established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established. It gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established.

The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further research. This research is related to study the attitude of lecturers towards the teaching profession especially at the level of education i.e., the secondary school stage.

In order to address the purposes outlined by the researcher, information from previous research was needed to provide direction for the concepts, relationships and instruments to be included in the study. Over the years, a steady flow of research on attitude towards teaching profession has emerged. Many studies sought to analyze the teacher's attitude towards their profession by taking different factors as dependent and independent variable. Some of these selected studies are-

STUDIES CONDUCTED ON ATTITUDE TOWARDS TEACHING PROFESSION IN RELATION TO GENDER, LOCALE, EDUCATIONAL QUALIFICATION AND TEACHING EXPERIENCE

The review of related studies conducted on the attitudes towards teaching profession in relation to gender, locale, teaching qualification and teaching experience is given in this section as under:

GENDER STUDIES CONDUCTED ON ATTITUTIONAL DIFFEREEENCIES TOWARDS TEACHING PROFESSION

Studies conducted on gender and attitudes towards teaching profession are mentioned below:

Rawat & Sreevastava (1984) Compared attitudes toward teaching of 52 male and 48 female students enrolled in a teacher training program in Tehri, India. Results of the Teacher's

Attitude Inventory by S. P. Ahluwalia (1978) and found significant difference between male and female teacher trainees 'attitude towards teaching profession.

Poozhikuth (1989) conducted a study on teachers' attitudes towards teaching profession and found that female teachers have more favorable attitude towards teaching than male teachers.

Schibeci & Riley (1986) did a comparative study of Secondary and Senior Secondary School Teachers towards Teaching Profession. No significant difference was found in the attitude score of male teachers teaching in secondary and senior secondary schools towards teaching profession.

Dodeenat, et. al (2003) found that female teacher has more positive attitude towards the teaching profession than the male teachers.

Amandeep & Gurpreet (2005) concluded that female teachers are more effective in their teaching than male teachers; male and female teachers do not differ significantly as far as their teaching competency is concerned; and variable of teaching competency plays significant role in teacher effectiveness of teachers.

Osunde & Izevbigie (2006). An assessment of school students' attitude towards teaching profession", the authors investigated the attitude of senior secondary school students towards the teaching profession. There was no significant difference between the attitude of male and female students towards the teaching profession. Therefore, the attitude of students may not depend on gender.

Capa & Cil (2007) Conducted a study on teachers' attitudes towards teaching profession an investigation of different variables and found that female teachers have positive attitude towards teaching profession.

Cetinkaya (2009) studied 195 Turkish teacher candidates' attitudes towards teaching profession. It was found that Turkish teacher candidates attitude scores towards teaching profession were higher and female teacher candidate's attitudes were more positive.

Ghanti & Jagadesh (2009) revealed that male and female teachers did not differ significantly in their attitude towards teaching profession.

Guneyli and Aslan (2009) found a significant difference in favour of female prospective teachers in relation to the gender. No significant difference between attitude scores was observed in relation to the effects of class and socio-economic level.

Pradhan (2009) conducted a study of secondary school teachers' attitude towards Some Selected Aspects of Teaching Learning Process. The sample consisted of 150(75 male and 75 female) secondary school teachers working in the district of Koraput (Orissa). The finding of the study was the male and female teachers did not differ significantly in their attitude

towards teaching profession and classroom teaching.

Ghosh & Bairgya (2010) measured attitude of secondary school teachers towards teaching profession in relation to some demographic variables. It was found that there was significant difference in the attitude of secondary school teachers towards teaching profession in relation to sex. In their study concluded that female secondary teachers possess more favorable attitudes towards teaching profession than male teachers.

Belagali (2011), studied teachers' attitude towards teaching profession of secondary schools in relation to gender and locality and showed that female and urban secondary school teachers have higher attitude towards teaching profession as compared to male teachers and rural secondary school teachers.

Trivedi (2011), focused on the assessment of secondary school teacher's attitude towards the teaching profession. The results of the study showed that the females, the Arts subject stream teachers and English medium teachers possess more favorable professional attitudes than their counterparts

Benjamin et al. (2011) also supported this view that female student teachers had more favorable attitude towards teaching profession than male student teachers.

Tripta Trivedi (2011) a study of Assessing Secondary School Teachers' Attitude towards teaching profession". This study focuses on the assessment of secondary school teacher's attitude towards the teaching profession. The study concluded that most of the secondary school teachers irrespective of their gender do not have favorable attitude towards teaching profession. Male and female teachers differ significantly in their professional attitude as females possess more favorable professional attitudes than male.

Theresal & Benjamin (2011) they found that male student-teachers and female student's teachers have no significant difference in their attitude towards teaching profession as well as self-esteem.

Sharma & Dhaiya (2012) found no significant difference between attitude of male and female B.Ed. students towards teaching profession. Further they found that arts and science B.Ed. students do not differ significantly in attitudes towards teaching and female B.Ed. Students were found to have most favorable towards teaching profession.

Lal & Shergill (2012) revealed that female degree college teachers have more favorable attitude towards education as compared to their male counterparts. Male and female teachers are not different from each other on job satisfaction variable.

Babu & Raju (2013) studied and found that male and female student teachers differ significantly in attitude towards the teaching profession. Also, student teachers belonging to different subjects differed significantly in their attitude towards teaching.

Patil (2013) studied general Interest in Teaching, Attitude towards Teaching Profession in relation to academic achievement of prospective teachers and concluded that the female prospective teachers are high on interest in teaching as compared to male prospective teachers.

Emad & Dodeen (2014) conducted a study on the attitude towards teaching profession found that female teachers have more positive attitude towards teaching profession as compared to male teachers.

Bhargava & Pathy (2014) found difference in attitude towards teaching profession in tribal (Male & Female) student teachers of science stream and social science stream.

Khamari & Tiwari (2015) studied the difference of attitude of teachers towards teaching profession based on tribe and gender in a descriptive survey research. They found gender and tribe as non-contributing factors towards the direction of attitude towards teaching.

Neeta Baglari (2016) a Study on the Attitude of Elementary School Teachers towards Teaching- Profession it can be concluded gender plays a significant role in the attitude of teachers towards teaching profession or we can say there is a difference between the attitude of male and female teachers towards teaching profession

Rani (2016) conducted studies on the attitude towards teaching profession of 100 prospective teachers of B.Ed. program drawn from four districts of Haryana State. The results showed that no significant difference was found between their mean scores with respect to their gender.

Banerjee, Srijita and Behera (2016) have conducted a study on “The Attitude of Secondary School Teachers towards Teaching Profession in Purulia District of West Bengal, India.” The study revealed that the attitude of school teachers of Purulia district of West Bengal is neither more favorable nor unfavorable towards teaching profession that is, satisfactory or average in attitude towards teaching profession. There is significant difference in attitude towards teaching profession between female and male teachers.

Senthil Kumaran & Muthaiah (2017) found that attitude towards teaching profession between the male and female prospective teachers has an equal attitude towards teaching profession.

Sardar (2021) conducted a study to compare male and female elementary school teachers on various dimension of Attitude. The sample consisted of 200 teachers, 100 government (50 male and 50 female) and 100 private (50 male and 50 female) taken from 20 government and private elementary schools of Nadia district, West Bengal. The data was collected with the help of Teacher Attitude Inventory (TAI) by Dr. S.P Ahluwalia. The result revealed that there is a significant difference between male and female teachers on teaching attitude. It was found that female teachers have favorable teaching attitude as compared to male teachers

Elejeet. el. (2022) investigated in this study is the attitude of secondary school teachers towards the teaching profession. Survey design was adopted for the study and three research questions guided the study. The sample of the study comprises of all the 55 secondary school teachers of Senior Secondary 2 (SS2) in urban and rural schools, in Awka South Local Government Area, Anambra State. It was also found that the female secondary school teachers had more positive attitude towards the profession than the male secondary school teachers.

STUDIES CONDUCTED ON ATTITUTIONAL DIFFEREEENCIES AMONGRURAL AND URBAN TEACHERS TOWARDS TEACHING PROFESSION

Das, S. (1992) studied whether the one-year training program for the teachers at primary schools of Assam can bring about significant change in their attitude towards the teaching profession. Major findings of the study were- the training programs were effective for both rural and urban teachers regarding the development of attitude.

Uma et al. (1996) has found that majority of male rural elementary school teachers had high and average attitude towards teaching and they assumed teaching as a challenging job. They further revealed that the rural elementary school teachers had average teacher efficiency attitude.

Pushpam (2003) the author investigated into the attitude towards teaching profession. Further attempt was also made to find out the relationship of attitude of women teachers towards teaching profession with some secondary variables like age, experience, type of school, location of school, educational qualification, subject of specialisation, community, job of spouse, family income, size of the family, and pay, and also the association between

the attitude and job satisfaction. The results show that Location of school, nature of job, extra qualification, experience, marital status, and family size did not influence significantly the attitude of the teachers.

Odeyleye, Donald Abidemi and Okereke, Philomena (2006), “Secondary School Students” Attitude towards the Teaching Profession”, the authors investigated the attitude of senior secondary school students towards the teaching profession. There was no significant difference between the attitude of students from rural and urban schools towards teaching profession. In other words, school location did not influence students’ attitude to the teaching profession

Belagali (2011) studied teachers’ attitude towards teaching profession of secondary school in relation to gender and locality and showed that female and urban secondary school teachers have higher attitude towards teaching profession as compared to male teachers and rural secondary school teachers.

Gupta et.al. (2011) the effects of the Attitudes of Higher-level Education teachers towards teaching in India. It uncovered the fact that the majority of teachers working in the rural areas were more committed and satisfied as compared to the teachers working in urban areas.

Barwal (2011) in her study revealed that there exists significant difference in the attitude of male and female, graduate and post graduate, rural and urban secondary school teachers towards their teaching profession are correlated to each other.

Mohammad Iqbal Mattoo& Tariq Abdullah Bichoo (2014) studied the “Attitude of Secondary School Teachers towards Teaching with Special Reference to Rural and Urban Background”. The objective of the study was to find and compare the attitude of rural and urban teachers towards teaching profession. Through stratified random sampling method, 300 secondary school teachers (150 Rural & 150 Urban) were selected from various schools of Anantnag and Srinagar districts. The findings showed that rural and urban teachers differ significantly on some areas of attitude towards teaching.

Banerjee, Srijita and Behera (2016) have conducted a study on “The Attitude of Secondary School Teachers towards Teaching Profession in Purulia District of West Bengal, India.” The study revealed that the attitude of school teachers of Purulia district of West Bengal is neither more favourable nor unfavourable towards Teaching profession that is, satisfactory or average in attitude towards Teaching profession. There is significant difference in attitude towards teaching profession between female and male teachers, Rural

and Urban teachers.

Hafiz Mudasir, Ganai and Ramana Rao (2016) conducted a study on “Attitude of Secondary School Teachers in Relation to Gender and Rural Urban Dichotomy” The main objective of the study was to compare Rural and Urban Secondary School teachers on their Attitudes. The sample of this study consisted of 600 teachers teaching at the secondary level in various schools in Srinagar district. The findings showed that urban teachers had more favorable professional attitude towards teaching than rural teachers.

Debdas Sarkar and Santosh Kumar Behera (2016) the present study indicates that there is no significant difference between the attitude of Rural and Urban College teachers towards teaching profession in Cooch Behar district. It is also found that, the attitude of rural college teachers is comparatively more favorable than that of urban college teachers towards teaching profession in Cooch Behar district.

Eleje et.al. (2022) investigated in this study is the attitude of secondary school teachers towards the teaching profession. Survey design was adopted for the study and three research questions guided the study. The sample of the study comprises of all the 55 secondary school teachers of Senior Secondary (SS2) in urban and rural schools, in Awka South Local Government Area, Anambra State. It was also found that the secondary school teachers in urban areas had higher positive attitude than the secondary school teachers in rural areas.

STUDIES CONDUCTED ON ATTITUTIONAL DIFFEREENCIES AMONG HIGHLY QUALIFIED AND LOW QUALIFIED SCHOOL LECTURERS TOWARDS TEACHING PROFESSION

Mishra (1977) found positive correlation between the teachers in the postgraduate institutions and the teachers belonging to intermediate –level institutions, in which the teachers in the postgraduate institutions had significantly more favorable attitude towards teaching profession.

Ramachandran (1991) has found that regular college teacher trainees had a more favourable attitude towards teaching than the correspondence course teacher trainees.

Pushpam (2003) the author investigated into the attitude towards teaching profession. Further attempt was also made to find out the relationship of attitude of women teachers

towards teaching profession with some secondary variables like age, experience, type of school, location of school, educational qualification, subject of specialisation, community, job of spouse, family income, size of the family, and pay, and also the association between the attitude and job satisfaction. The results shows that Location of school, nature of job, extra qualification, experience, marital status, and family size did not influence significantly the attitude of the teachers.

Devi (2005) conducted a study on the assessment of attitude towards teaching profession. Attitude scale developed by Alhuwalia was used for the study. He found that there was no significance difference in the attitude of the student- teachers with undergraduate and post graduate qualification towards teaching.

Ghosh and Bairgya (2010) measured attitude of secondary school teachers towards teaching profession in relation to some demographic variables. It was found that there was no significant difference in the attitude of secondary school teachers towards teaching profession in relation to educational qualification.

Rokade (2011) studied about pre-service and in-service B.Ed. trainees in relation to attitude towards teaching profession he found pre-service B.Ed. trainees were with more favourable attitude than in-service B.Ed. trainees.

Kulkarni, U.K. (2011) present study was attempted to find out the relationship between teaching competence and attitude towards teaching of B.Ed. trained teachers working in up-graded primary schools of Bijapur Taluka with regard to gender, locality, subject and educational qualification etc. Positive significant correlation between teaching competence and attitude towards teaching of urban B.Ed. trained teachers working in upgraded primary schools. It shows that there is a positive and significant relationship between teaching competence and attitude score towards teaching among arts, science, and graduate and post-graduate primary school teachers. It also implies that as the teaching competence increases the attitude towards teaching will be favorable.

Barwal (2011) in her study revealed that there exists significant difference in the attitude of graduate and post graduate secondary school teachers towards their teaching profession are correlated to each other.

Gupta et.al. (2011) the effects of the Attitudes of Higher-level Education teachers towards teaching in India. It uncovered the fact that there is a vast difference among the teachers at higher level education. Many do not possess positive attitude towards the profession.

Mumthas (2012) the study was conducted on the students who are post-graduates and those having average and high achievement have significantly better attitude towards teaching than students with graduation and those have comparatively low academic achievement. After undergoing the teacher education program, student teachers have significantly better attitude towards teaching than the attitude they had before the course in all the sub-samples except males. The female student-teachers, student-teachers with post-graduation and those with average and high achievement have significantly higher attitude towards teaching than male, graduate and low achieving students respectively. This indicates that the teacher education programs fail to eradicate qualification-based differences in attitude towards teaching.

Sao & Behrara (2016) conducted a study on the Attitude of Pre-Service and In-Service B.Ed. students towards Teaching Profession revealed that Pre-Service and In-Service B.Ed. students did not differ significantly on attitude towards teaching.

Banerjee, Srijita and Behera (2016) have conducted a study on the Attitude of Secondary School Teachers towards Teaching Profession in Purulia District of West Bengal, India. "The study revealed that the attitude of school teachers of Purulia district of West Bengal is neither more favourable nor unfavourable towards teaching profession that is, satisfactory or average in attitude towards teaching profession. There is no significant difference in the attitude of Trained (Pedagogical training) and Untrained (No Pedagogical training); social and general science teachers towards Teaching Profession.

Elina Soibamcha and Nityanand Pandey (2016) the current paper aimed at testing two hypotheses that teachers' educational qualifications and attitude towards teaching profession are independent and that age has nothing to do with attitudes towards teaching profession. However, more qualified teachers (59%) seemed to be having more positive and favourable attitudes than the of the less qualified teachers (41%).

Neeta Baglari (2016) A Study on the Attitude of Elementary School Teachers towards Teaching- Profession it can be concluded that teaching experiences and academic qualifications didn't play a significant role in the attitude of teachers towards teaching profession or in other words teaching experience and academic qualification are not a matter of any influence in the attitude of teachers towards teaching profession.

STUDIES CONDUCTED ON ATTITUTIONAL DIFFEREEENCIES AMONG HIGHLY EXPERIENCED AND LOW EXPERIENCED TEACHERS TOWARDS

TEACHING PROFESSION

Das, S. (1992) studied whether the one-year training program for the teachers at primary schools of Assam can bring about significant change in their attitude towards the teaching profession. Major findings of the study were- the training programs were effective for both rural and urban teachers regarding the development of attitude. In this study also found that teaching experience alone could develop the proper attitude towards the profession.

Dubey (1993) compared the scientific attitude of college teachers with teachers of Saraswati Bal Mandir and found no difference among them, or between male and female science/humanities teachers.

Uma et al. (1996) has found that majority of male rural elementary school teachers had high and average attitude towards teaching and they assumed teaching as a challenging job. They further revealed that the rural elementary school teachers had average teacher efficiency attitude.

Pandey and Maikhuri (1999) found that there was no significant difference between effective teachers having high or low experience in term of their profession High experienced teachers' attitude was positive towards teaching profession than lo experience ineffective teachers.

Pushpam (2003) the author investigated into the attitude towards teaching profession. Further attempt was also made to find out the relationship of attitude of women teachers towards teaching profession with some secondary variables like age, experience, type of school, location of school, educational qualification, subject of specialisation, community, job of spouse, family income, size of the family, and pay, and also the association between the attitude and job satisfaction. The results show that Location of school, nature of job, extra qualification, experience, marital status, and family size did not influence significantly the attitude of the teachers.

Suja (2007) also found similar findings. According to him, attitude towards profession, interest in profession and teaching experience influence job commitment of the teacher, also found that teaching experience of the teacher contributes significantly in forming attitude.

Ghosh and Bairgya (2010) measured attitude of secondary school teachers towards teaching profession in relation to some demographic variables. It was found that there was significant difference in the attitude of secondary school teachers towards teaching profession in relation to teaching experience.

Ambasana and Anil (2011) to find out the effect of teaching experience of teachers on

their attitude towards professionalism. Teaching experience had somewhat significant effect upon teachers' attitude towards professionalism. Teaching experience was positively influencing teacher's attitude towards professionalism particularly up to 20 years. After 20 years, a slight decline was observed in teachers; professionalism attitude.

Tok (2011) indicated a significant difference in pre-service teachers' attitudes towards the profession between beginners and seniors.

Gupta, Prasad Digamber and Ram achandaran Anandhi (2011) the effects of the Attitudes of Higher-level Education teachers towards teaching in India". This article reports on the findings of the study exploring the attitudes of higher-level education teachers towards their teaching profession.

Patil (2013) studied general Interest in Teaching, Attitude towards Teaching Profession in relation to academic achievement of prospective teachers and concluded that the postgraduate prospective teachers are high on interest in teaching as compared to graduate prospective teachers.

Debdas Sarkar and Santosh Kumar Behera (2016) the present study indicates that there is no significant difference between the attitude of Rural and Urban College teachers towards teaching profession in Cooch Behar district. It is also found that, the attitude of rural college teachers is comparatively more favorable than that of urban college teachers towards teaching profession in Cooch Behar district.

Neeta Baglari (2016) A Study on the Attitude of Elementary School Teachers towards Teaching- Profession it can be concluded that teaching experiences and academic qualifications didn't play a significant role in the attitude of teachers towards teaching profession or in other words teaching experience and academic qualification are not a matter of any influence in the attitude of teachers towards teaching profession.

Sudhakar and Dayakara Reddy (2017) had undertaken a study on Attitude of Teachers towards the Teaching Profession. The objective of the study was to find out the effect of demographical variables in respect to their attitude towards the teaching profession among secondary school teachers. The sample of this study consisted of 200 Secondary school teachers in Nellore District through simple random sampling technique. The findings showed that the level of teacher attitude towards the teaching profession was found to be positive.

Hasrat Jahan (2017) present study was conducted to examine the professional attitude of teachers at upper primary level of education. The study sample comprised of 200 teachers

taken from Government Upper Primary Schools of Bhopal division. Teacher Attitude Inventory (TAI) having six subscales was administered to collect the data from sample teachers. Certain statistical techniques like percentage and t-test were used to analyze the data. The results showed that majority of the teachers were having moderate level of favourable attitude towards teaching profession and its allied aspects. Findings also showed that the female teachers and the more experienced teachers had more favourable professional attitude than the male teachers and less experienced teachers.

REFLECTION ON STUDIES

This section attempts to represent the findings of the research evaluated in order to support and justify the necessity for the current investigation. As a result, variable-by-variable reflection on research studies is given as under:

Gender and Attitude towards Teaching Profession

The review of related research on gender and attitude towards their teaching profession found that female teachers have more favorable attitude towards teaching than male teachers Poozhikuth (1989). Dodeenet. el (2003) found that female teacher have more positive attitude towards the teaching profession than the male teachers. Capa & cil (2007) found that female teachers have positive attitude towards teaching profession. Pradhan (2009) finding of the study was the male and female teachers did not differ significantly in their attitude towards teaching profession and classroom teaching. Belagali (2011) showed that female and urban secondary school teachers have higher attitude towards teaching profession as compared to male teachers and rural secondary school teachers. Emad & Dodeen (2014) found that female teachers have more positive attitude towards teaching profession as compared to male teachers. Rani (2016) results showed that on the attitude towards teaching profession no significant difference was found between their mean scores with respect to their gender. Elejeet. el. (2022) found that the female secondary school teachers had more positive attitude towards the profession than the male secondary school teachers.

Locale and Attitude towards Teaching Profession

The review of related research on locale and attitude towards their teaching profession revealed that the training programs were effective for both rural and urban teachers regarding the development of attitude. Das, S. (1992). Belagali (2011) showed that female and urban

secondary school teachers have higher attitude towards teaching profession as compared to male teachers and rural secondary school teachers. Mohammad Iqbal Mattoo & Tariq Abdullah Bichoo (2014) The findings showed that rural and urban teachers differ significantly on some areas of attitude towards teaching. Banerjee, Srijita and Behera (2016). There is significant difference in attitude towards teaching profession between female and male teachers, Rural and Urban teachers. Hafiz Mudasir, Ganai and Ramana Rao (2016) findings showed that urban teachers had more favorable professional attitude towards teaching than rural teachers. Eleje et.al. (2022) It was also found that the secondary school teachers in urban areas had higher positive attitude than the secondary school teachers in rural areas.

Qualification and Attitude towards Teaching Profession

The review of related research on educational qualification and attitude towards their teaching profession found positive correlation between the teachers in the postgraduate institutions and the teachers belonging to intermediate –level institutions, in which the teachers in the postgraduate institutions had significantly more favorable attitude towards teaching profession Mishra (1977).Devi (2005) found that there was no significance difference in the attitude of the student- teachers with undergraduate and post graduate qualification towards teaching. Ghosh and Bairgya (2010) found that there was no significant difference in the attitude of secondary school teachers towards teaching profession in relation to educational qualification. Mumthas (2012) this indicates that the teacher education programs fail to eradicate qualification-based differences in attitude towards teaching. Banerjee, Srijita and Behera (2016) there is no significant difference in the attitude of Trained (Pedagogical training) and Untrained (No Pedagogical training); social and general science teachers towards Teaching Profession. Neeta Baglari (2016) concluded that teaching experiences and academic qualifications didn't play a significant role in the attitude of teachers towards teaching profession or in other words teaching experience and academic qualification are not a matter of any influence in the attitude of teachers towards teaching profession.

Experience and Attitude towards Teaching Profession

The review of related research on teaching experience and attitude towards their teaching profession found that teaching experience alone could develop the proper attitude towards the profession Das, S. (1992). Ghosh and Bairgya (2010) found that there was significant difference in the attitude of secondary school teachers towards teaching profession in relation to teaching experience. Neeta Baglari (2016) concluded that teaching experiences and academic qualifications didn't play a significant role in the attitude of teachers towards teaching profession or in other words teaching experience and academic qualification are not a matter of any influence in the attitude of teachers towards teaching profession. Hasrat Jahan (2017) findings showed that the female teachers and the more experienced teachers had more favourable professional attitude than the male teachers and less experienced teachers.

RESEARCH QUESTIONS

The following research questions were framed for the present study:

1. Is there any attitudinal difference among Male and Female School Lecturers towards Teaching Profession?
2. Is there any attitudinal difference among Rural and Urban School Lecturers towards Teaching Profession?
3. Is there any attitudinal difference among High and Low Qualification School Lecturers towards Teaching Profession?
4. Is there any attitudinal difference among High and Low Experience School Lecturers towards Teaching Profession?

NEED AND SIGNIFICANCE OF THE STUDY

The quality of education depends upon the quality of the teachers. A school may have excellent material resources -equipment building, library, laboratory and other essential teaching learning facilities along with a curriculum appropriately devised to suit the community needs. But if the teachers are misfit or indifferent, the whole programme is likely to be ineffective and wasted. So, it is very essential to study about the attitude of these teachers, so as to bring about the qualitative and quantitative improvement in teaching-learning process and to develop a good teacher. Hence, the present study is concerned with

the attitude of school lecturers towards their teaching profession by caring certain demographic variables. In the current environment, the present study will be extremely useful, as greater attention is being placed on students' academic abilities. Today, every educational institution is attempting to improve it through multiple methods.

Teachers play a vital role in student's life by helping them achieve their goals. Therefore, choosing the Teaching Profession offers endless career opportunities. However, Teaching is not the only Profession; in fact, it is the activity to serve education. As a result, the investigator in the present study has tried his best to bridge the research gaps created due to ignorance of the previous researchers.

STATEMENT OF THE PROBLEM

In view of the above-mentioned research questions, the problem of the study was stated as, Attitude of School Lecturers towards Teaching Profession based on Gender, Locale, Educational Qualification and Teaching Experience.

OBJECTIVES AND HYPOTHESES

The objectives and hypotheses of the present study were:

Objectives of the Study

The following objectives were achieved in the present study:

1. To study the attitudinal difference among Male and Female School Lecturers towards Teaching Profession.
2. To find the attitudinal difference among Rural and Urban School Lecturers towards Teaching Profession.
3. To investigate the attitudinal difference among Highly and Low Qualified School Lecturers towards Teaching Profession.
4. To study the attitudinal difference among Highly and Low Experience School Lecturers towards Teaching Profession.

Hypotheses of the Study

The following null hypotheses were tested in the presented study:

H1 There will be no significant attitudinal difference among Male and Female School Lecturers towards Teaching Profession.

H2 There will be no significant attitudinal difference among Rural and Urban School Lecturers towards Teaching Profession

H3 There will be no significant attitudinal difference among Highly and Low Qualified School Lecturers towards Teaching Profession

H4 There will be no significant attitudinal difference among Highly and Low Experience School Lecturers towards Teaching Profession.

.

DELIMITATIONS OF THE STUDY

The present study was delimited in its scope and extent with respect to the following:

D1 The Study was delimited to the teacher's teaching 11th and 12th Standard Classes in Govt. S. S. Schools of Hamirpur District of Himachal Pradesh.

D2 The study was delimited to one dependent variable (Attitude towards Teaching Profession) and four independent variables (Gender, Locale, Educational Qualification and Teaching experience).

D3 The study was delimited with regard to the size of sample; the study involved the sample of 100 School Lecturers.

D4 The study was delimited to simple random technique of probability sampling.

D5 The study was delimited to the use of research tool 'Attitude Scale towards Teaching Profession (ASTTP)' by Dr. Umme Kulsum (2001).

D6 The study was delimited to the Statistical Techniques of Mean, SD, and the "t" -Test only.

D7 The study was delimited to descriptive survey method of research.

D8 The study was delimited in terms of time and money resources.

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

According to business dictionary demographic variables refers to Personal statistics that include such information as income level, gender, educational level, location, ethnicity, race,

and family size. The Present study includes gender, marital status, Teaching Qualification, and teaching experience School Lecturers as demographic variables. The terms which were frequently used in the present study has been defined operationally as follows:

1. **Attitude:** According to Katz' (1959) "an attitude is a tendency or disposition to evaluate an object or symbol of that object in a certain way." An attitude is an important concept to understand human behaviour. As behaviour is composed of many attributes and one of these important attributes is attitude.
2. **Teaching:** According to Edmund Amidon (1966) define it as, "Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occur during certain definable activity".
3. **Profession:** A profession refers to a type of occupation or vocation that is characterized by several key features, often setting it apart from other forms of work or employment. The term typically implies a high level of expertise, formal education or training, adherence to ethical standards, and a commitment to providing a specialized service to others.
4. **Gender:** The compact Oxford English Dictionary defines Gender as "A state of being male and female" typically used with social and cultural differences rather than biological ones or it simply refers to a subject gender, i.e., male or female.
5. **Locale:** It refers to rural and urban place of residence of the subjects.
6. **School Lecturers:** School Lecturers denotes to those teachers who used to teach 11th and 12th Standards in Government Senior Secondary schools of Himachal Pradesh or A teacher who is serving at secondary level is called school lecturer, Provides secondary education, between the ages of 11 and 16 or 11 and 19, after primary school and before higher education.
7. **Teaching Experiences:** Experience denotes that a person gains while working in a specific field or occupation. Here experience refers to the working days or year of the teacher in the school. Teaching experience is defined as a full-time job that involved complete responsibility for the organisation and delivery of teaching as well as the assessment of students, subject-matter learning. In the present study it defines the length of the service of the subjects.
8. **Teachers' Attitude towards the Teaching Profession:** It is the feeling, opinion or perception of Teacher, (may be positive, negative or neutral) towards the teaching profession and the components related with the teaching profession, such as economic status, social status of the teacher, the teaching-learning process, the pupils, sincerity to the profession, rewards in teaching and the future of the teaching profession. In the present study, Attitude

towards the Teaching Profession of School Lecturers is as measured by Attitude Scale towards Teaching Profession (ASTTP) by Dr. Umme Kulsum (2001).

CHAPTER -II

METHODOLOGY AND PROCEDURE

INTRODUCTION

Research may be defined as the application of the scientific method in the study of problems. The terms “research and Scientific Method “are sometimes interchangeably.

Research is considered to be more structured and systematic process of carrying on a scientific method of analysis that is directed towards discovery and development of an organized body of knowledge. It is a planned actively to obtain answers to meaningful questions about phenomena or events through the application of scientific approach. Research is an objective, impartial, empirical and logical analysis, and recording of controlled resulting to some extent in prediction and control of events that may become sequences or causes of specific phenomena. Research is scientific, and such, is not satisfied with isolated facts, but seeks to integrate and systematize its findings. It is concerned with the objective verification of generalizations. Such verification requires logical analyses of problems and devising of appropriate methodologies for obtaining evidences.

Methodology

Methodology is most significant part in contributing towards the quality enrichment and drawing of scientific and conclusion of study. The researcher moves in the right direction

only if the work is planned in advance, methodology is like the engineer's blue-print of a project. The purpose of the present study is to examine the attitude of lecturers towards teaching profession. This chapter will look at the research methodology, including the population and sample, instrumentation, data collection, and how the data will be analysed by the researcher. A good study should follow a sound methodology, without which the obtained objectives may not be useful or this purpose.

Borg & Gall says, "The factor that most often differentiates between good and poor research is not the funds available, the size of the sample or the sophistication of the statistics, it is the care and thought that goes into the research plan." Methodologies Careful research not only saves time, labour, and resources; however, it also creates a wonderful picture in front of the researcher's eyes, ensuring that all efforts result in the achievement of goals. It greatly simplifies the tool selection, sample collection, and tool administration processes. Numerous initiatives that were started without proper planning and preparation have clearly failed to deliver accurate results, as well as ambiguous consequences and dissatisfaction. Planning includes anticipating; considering some kind of operation, organizing all data, and considering the different devices that occur after the successful execution of the same. This complex process is referred to as technique. In fact, this chapter serves as a roadmap for the whole study.

RESEARCH METHOD

The Historical, Empirical, Experimental, Casual-Comparative Method, Descriptive and Case Study are some of the research methods for performing educational research that experts have classified. Depending on the type of the problem, each approach should be used in the right case. The current research was carried out using the descriptive survey method of research, which is widely used in educational research. The data has been collected by the researcher in order to investigate the existence of current teacher conditions and determine the effect of specific incidents. The purpose of descriptive analysis is to collect data in order to test hypotheses or answer questions about the current study of the research issue. It's mostly used for two reasons. To begin with, the number of previous research studies is descriptive of nature. The descriptive survey, on the other hand, is an attempt to collect data from representatives of a population about one or more variables. This method may be used to examine at a variety of educational problems. Attitudes, values, beliefs, demographic information, circumstances, and procedures are all measured in typical descriptive

experiments. A questionnaire, different scales, sample, interviews, or observation are commonly used to gather descriptive data.

The present study was conducted through descriptive survey method of research to test the Attitude of School Lecturers towards Teaching Profession.

Population

The term **population**, in an ordinary sense and simple explanation means all the inhabitants of a place; a particular group within the total inhabitants of a particular place or area. But from statistical point of view, it means the whole of total quantity of something. It means the universe of something. Population generally means the aggregate or totality or whole of something, or total number of things, beings, matters, etc. it is the whole quantity. In research, generally the whole or universe or the totality never can be studied within a very short period of time. Therefore, for systematic and scientific study, samples are collected according to the demand and necessity of research problem undertake for study. To study a particular problem, no researcher can study the whole population one by one to draw general conclusion. In this study, the distribution of the population was determined before selecting the sampling technique.

The population target in this present study comprises the lecturers of Hamirpur District that belongs to government senior secondary schools.

SAMPLING

The selection of a sample is an essential part in every research study. The generalization of a result is determined by the sample's "goodness." Non generalizable results are incredibly inefficient because conducting an analysis takes a lot of time and effort; if any of the findings were correct for the population on which they were based, educators would never learn from someone else's work, and each study would have to be replicated an almost infinite number of times.

According to David, S. Fox (1969), "In the social sciences, it is not possible to collect data from every respondent of our society but only from some fractional part of the respondents. The process of selecting the fractional part is called sampling"

Types of Sampling

Probability sampling and non-probability sampling are the two types of sampling.

A. Probability Sampling: Probability Sampling techniques are those in which the units are drawn at random and both have the same chance. It can be made using the following methods:

- (I) Simple Random Sampling
- (II) Systematic Sampling
- (III) Stratified Sampling
- (IV) Multistage Sampling
- (V) Cluster Sampling

B. Non-Probability Sampling: Non-Probability Sampling is that in which the units are selected based on the investigator's judgment of convenience. Non-probability sampling can be created using the following methods:

- (I) Incidental or accidental sampling
- (II) Purposive sampling
- (III) Judgment sampling
- (IV) Quota sampling

In the present study the cluster technique of probability sampling was used for data collection to study the Attitude of School Lecturers towards Teaching Profession.

SAMPLING FRAME

The sampling frame is a key part of any research. When selecting a sample from a given population for study, it's critical to provide a reliable, total and up-to-date list of all the population's units. This kind of list is referred to as a sample frame. The sample frame for this study consisted of all Government Senior Secondary lecturers who teach 11th and 12th standard students in the Hamirpur District of Himachal Pradesh.

The Sample and Techniques of Sampling

The term sample has originated from an old French term 'essample' which means 'example'. Sample, in brief, is a small part or quantity intended to show what the whole is like. In other sense, it is a specimen taken for scientific testing. A sample, thus is a miniature

part of the whole or universe, i.e., population. It is a small quantity of the whole. In research, a sample is the representation of the object, matter, things, beings or human individuals selected for observation and analysis. In a sense, it is a smaller representation of the whole.

Sampling techniques include a variety of methods that enable the investigator to reduce the overall amount of data desired to be obtained by considering only data from a sub-group rather than all possible areas. Any analysis problems would necessarily require sample results in order to generalize over all instances from which the sample was drawn. The cluster technique of probability sampling was used in this study, to collect data from 100 male and female lecturers of Hamirpur District of Himachal Pradesh.

Sample Structure

The structure of the sample has been presented and represented with help of Table and Pie-Diagrams. The following Table-1 presents the school-wise contribution of the sample in terms of gender, locale, teaching qualification and teaching experience. Further, the collected sample has been represented with the help of Pie-Diagrams.

Table-1

School-Wise Distribution of the Sample

Sr. No	School Name	Gender		Locale		Teaching Qualification		Teaching Experience		Sample Drawn
		Male	Female	Rural	Urban	High Qualified	Low Qualified	High Experience	Low Experience	
1	G.B.S.S.S. Hamirpur	5	7	8	4	8	4	4	8	12
2	G.G.S.S.S. Hamirpur	0	7	1	6	4	3	6	1	7
3	G.S.S.S. Bohni	8	5	10	3	9	4	6	7	13
4	G.S.S.S. Nalti	3	3	0	6	2	4	3	3	6

Sr. No	School Name	Gender		Locale		Teaching Qualification		Teaching Experience		Sample Drawn
		Male	Female	Rural	Urban	High Qualified	Low Qualified	High Experience	Low Experience	
5	G.S.S.S. Amroh	8	5	6	7	7	6	2	11	13
6	G.S.S.S. KOT	5	7	12	0	5	7	11	1	12
7	G.S.S.S. Kuthera	7	0	2	5	3	4	4	3	7
8	G.S.S.S. Lambloo	6	7	6	7	6	7	8	5	13
9	G.S.S.S. Matahni	0	3	2	1	0	3	1	2	3
10	G.S.S.S. Kakrair	8	6	11	3	5	9	10	4	14

Figure-1

Pie-Diagram of Gender-Wise Distribution of the Sample

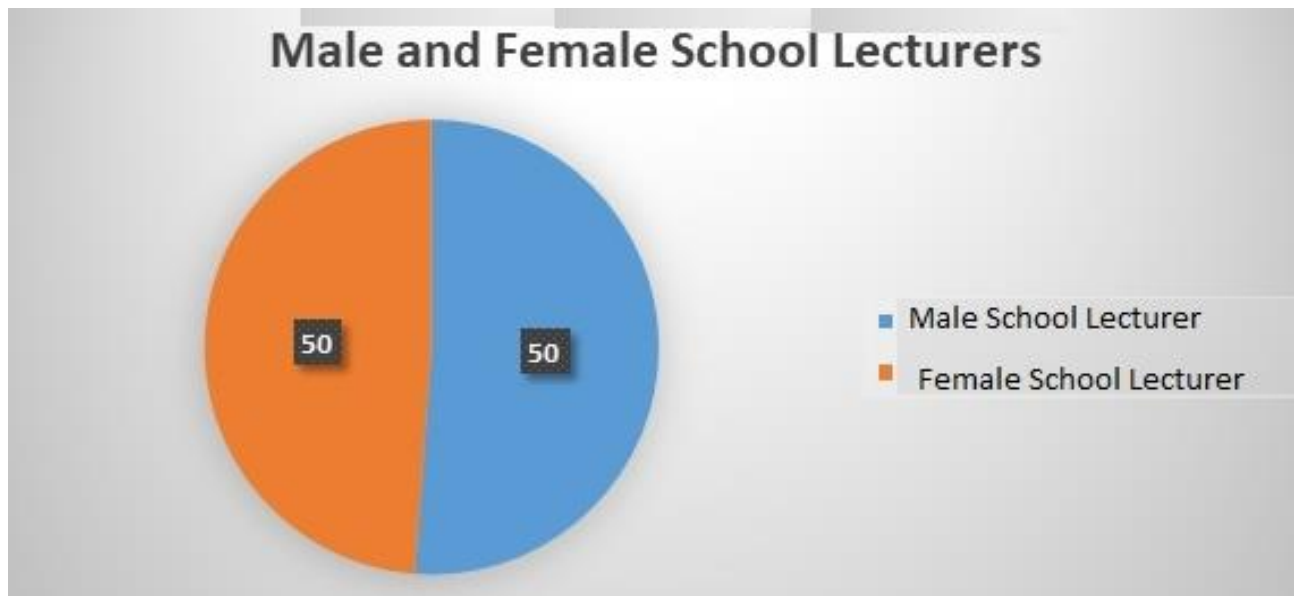


Figure-2

Pie-Diagram of Locale-Wise Distribution of the Sample

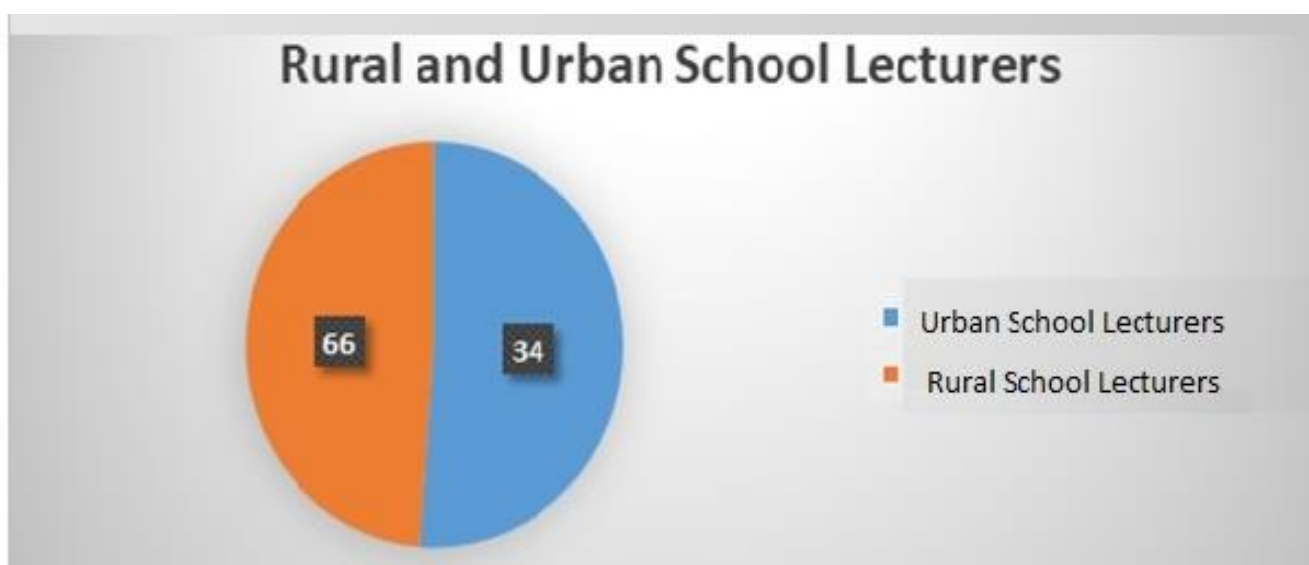


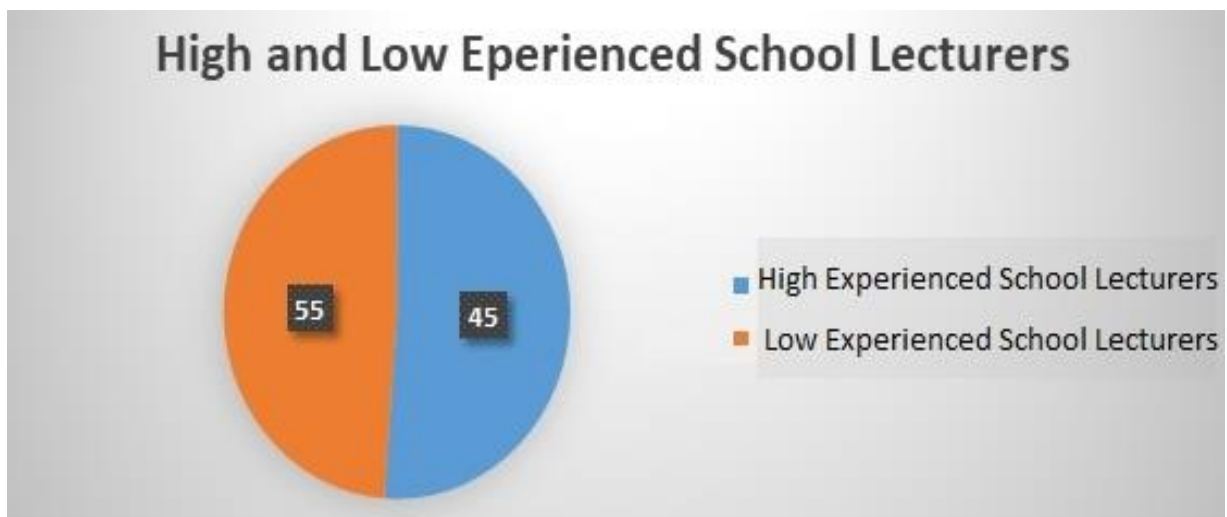
Figure-3

Pie-Diagram of Qualification-Wise Distribution of the Sample



Figure-4

Pie-Diagram of Teaching Experience-Wise Distribution of the Sample



VARIATE STRUCTURE

According to H.E. Garrett, “Variable are attributes or qualities which exhibit differences in magnitude and which vary along some dimensions”. A variable is something

that varies from one person to the next and from one situation to the next. It may be measured in terms of a person's height, weight, IQ, attitude and aptitude for education.

Types of Variables

Two types of variables can be found in research:

(i) Dependent Variables

(ii) Independent Variables

(i) Dependent Variables: It is called dependent because its value depends upon the value of independent variable. It is an aspect of the behaviour of an individual that has been stimulated. As the experimenter observed changes the independent variable, the change in the dependent variable is observed and recorded. The dependent variable is what you are measuring when you collect data for an experiment.

(ii) Independent Variables: An independent variable is defining as the variable that is changed or controlled in a scientific experiment. It represents the cause or reason for an outcome. The variables that the investigator modifies to test their dependent variable are known as independent variables. The dependent variable changes as a direct outcome of changes in the independent variable. The effect on the dependent variable is measured and recorded. It is a stimulus variable which operates either within the environment of a person to influence by behaviour.

In the present study in order to achieve the major objective Attitude towards Teaching Profession is treated as depended variables, whereas in the present study to achieve the objectives gender, local, qualification and teaching experience are treated as independent variables.

RESEARCH TOOL

A researcher will require many data-gathering tool and techniques which may vary in their complexity, design, administration and interpretation. Each tool or technique is appropriate for the collection of certain type of evidences or information. The researcher has to select from the available tools, which will provide data, he requires for testing of the hypothesis in some situation, he may find that the existing research tool do not suit his propose and he may have to modify them or construct his own For this the researcher should

familiarize himself with nature, merits and limitations of existing research tool: and should also develop skill in the construction and use of each of these research tools.

Research tool used to test Attitude towards Teaching Profession

In the present study, in order to collect relevant data, a standardized tool that was prepared by Dr. (Mrs.) Umme Kulsum, Senior Lecturers Department of Education, Bangalore University, is used the name of the tool is Attitude Scale towards Teaching Profession for teachers which is used by the investigators in order to carry out the investigation successfully.

The Attitude Scale towards Teaching Profession test consist of 55 items out of which 25 are favorable statements and 30 items are unfavorable statements All the items are four points of summated Rating Scale. For this purpose of scoring, a score of 4,3,2, and 1 is rated for favorable statements and 1, 2, 3 and 4 for unfavorable statements respectively.

CLASIFICATION OF SUBJECTS

The subjects have been classified into two groups on the basis of Gender (Male & Female), Locale (Urban & Rural), Qualification (High Qualified = B.Ed., M.Phil.& Low Qualified =Simple Post Graduate), Teaching Experience (Highly Experienced = and >8 Years & Low Experienced =< 8 Years) and the high and low groups of Attitude towards Teaching Profession were formed on the basis of $M \pm ISD$.

STATISTICAL TECHNIQUES USED

In the present study statistical techniques of Mean, SD and the 't'- Test were employed to find out the significant differences in Attitude towards Teaching Profession of school lecturers based on their gender, local, qualification and teaching experience. In addition to the above statistical techniques, graphs were used for visual presentation of the results.

The 't'- Test

The t-test is a statistical test used for comparing the means of two groups. It's frequently used in hypothesis testing whether a process or treatment has an effect on the population of interest, or if two groups vary from one another. When comparing the means of two groups,

a t-test may only be used (e.g., pair wise comparison). Use an ANOVA or a post-hoc test if you need to compare more than two groups or many pair wise comparisons. The t-test is a parametric differential test, which means it uses the same assumptions about your data as other parametric tests. The t-test assumes that the data:

1. Is Independent
2. Is Normally Distributed (Approximately)
3. Each group being compared has same amount of variance (e.g., homogeneity of variance).

The ratio of the variance in group means over the pooled standard error of all groups is used in the t-test to approximate the true difference between two group means. We can do it by manually using a formula or by using statistical analysis tools. The t-test formula was used for analysis of the data:

$$t' = \frac{\overline{M_1} - \overline{M_2}}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

In this formula:

't' = The t-value

M_1 = Mean group of first group

M_2 = Mean score of second group

SD_1 = Standard Deviation of first group

SD_2 = Standard Deviation of second group

N_1 = Sample size of first group

N_2 = Sample size of second group

Df = (degree of freedom) was calculated by subtracting 2 from $N = (N_1 + N_2) - 2 = N - 2$

The 0.05 and 0.01 levels of significance were used for determining the significance of obtained 't' values.

A higher t-value indicates that the difference in group means is greater than the pooled standard error, indicating a more significant difference between the groups. You may check whether your determined t-value is higher than what would be expected by chance by comparing it to the values in a critical value chart. If this is the case, you may dismiss the null hypothesis and conclude that the two groups are distinct.

Mean

The concept of mean is important in mathematics and statistics. The average or most frequent value among a group of statistics is called the mean. It is a statistical measure of central tendency along the median and mode of a probability distribution. An expected value is another term for it. It's also known as an anticipated value.

It is a statistical concept with significant financial implications. The concept is applied in a variety of banking systems, including portfolio management and organizational appraisal, among others. There are many ways to calculate a set of values' central tendency. The mean of a group of numbers is the sum of all values in the group divided by the total number of numbers in the collection. The following is how it's calculated:

$$M = \frac{\sum X}{N}$$

In this formula

M=Mean

\sum =Sum

X=Score of distribution

N=Total Number of Score

Standard Deviation (S D)

A standard deviation is a statistic that measures a dataset's deviation from its mean. The standard deviation is calculated as the square root of variance by computing the deviation of every data point from the mean. Further the data points are from the mean, the greater of the variance within the data set; as a result, the larger the standard deviation, the more spread the data.

1. A dataset's standard deviation measures the dispersion from the mean of the dataset.

2. In the standard deviation a volatile stock has a high standard deviation, whereas a solid blue-chip stock has a low one.
3. The standard deviation, on the other hand, treats all uncertainty as a risk, even when it helps the investor, as when returns are higher than average.

$$\sigma = \sqrt{\frac{\sum X^2}{N}}$$

In this formula:

σ =Standard Deviation

\sum =Sum

X^2 =Sum of the scores X

N= Total Number of Score

In Which

X= deviation of the total score from the mean.

N=numbers of scores or measures.

BAR DIAGRAM

Beside above, bar charts were used to show the distribution of sample in the Attitude Towards Teaching Profession of school lecturers based on gender, locale, teaching qualification and teaching experience.

CHAPTER- III

ANALYSIS AND INTERPRETATION OF DATA

INTRODUCTION

Any undertaken research work may yield useful and reliable result only when the data collected are analysed and interpreted in a proper way by employing appropriate measures of statistic, because the use of statistic gives a sort of marks for acceptance of research evidences. The analysis of the data, collected by employing suitable instrument was carried out with the help of applying necessary statistical formulae and on the basis of certain predetermined criteria the findings were meaningfully interpreted. The main purpose of analysis and interpretation of the data is to reveal useful information for decision making. Thus, the analysis and interpretation of the collected data for study is important to draw out significant conclusions. Importance of analysis and interpretation of the data has been beautifully described by following quote:

“Any piece of research is generally directed towards the solution of the problem and analysis as well as interpretation in the research helps to know the logical and the inferential part of research”- Best & Kahn (1993)

Data collection is the most crucial part of the research process. In the present chapter efforts have been made to present the various statistical techniques applied for analysing the data collected from the teachers for measuring their Attitude toward Teaching Profession. The data has been analysed in the view of the hypotheses formulated. To obtain more meaningful results, the mean, S.D. and ‘t’ test were calculated. In the present study, a sample of 100 Male & Female teachers of various schools of District of Hamirpur, Himachal Pradesh belonging to different Gender (Male/Female), Locale (Rural/Urban), Qualification (High/Low) and Experience (High/Low) was taken by the researcher.

DIFFERENCES IN THE ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING PROFESSION

This section will discuss the differences in attitude School Lecturer towards Teaching Profession. Based on their gender, Locale, teaching qualification and teaching experience.

GENDER DIFFERENCE IN ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING PROFESSION

The Table-3.1 shows the calculated statistics of attitude of male and female school lecturer towards teaching profession

Table-3.1

Significance of Difference in Mean Scores of Attitudes of Male and Female School Lecturer towards Teaching Profession

Attitude towards Teaching Profession	Male		Female		df	't'-Value	Significance
	Mean	S D	Mean	S D			
Academic Aspects	27.5	4.12	27.6	3.92	98	0.901	NS
Administrative Aspects	16.6	3.15	16.52	2.61	98	0.890	NS
Social-Psychological Aspects	73.98	11.81	74.34	12.29	98	0.881	NS
Co-curricular Aspects	13.48	2.57	13.46	2.36	98	0.967	NS
Economic Aspects	15.58	2.86	16.32	5.58	98	0.406	NS
Overall Score	147.22	20.31	148.24	19.69	98	0.799	NS

NS= Not Significant at 0.05 Level of Significance

It is clear from the Table-3.1 that the obtained 't'- values of male and female groups of senior secondary teachers for Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score were found to be **0.901, 0.890, 0.881, 0.967, 0.406 & 0.799** respectively, which are not significant at 0.05 level of significance among male and female school lecturers. It means that male and female school lecturers do not differ significantly with regard to their Academic aspects, Administrative Aspects, Social-

Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession. In other words, it can be said that more or less on the average male and female school lecturers had similar levels of various aspects of their attitude towards teaching profession. This may be attributed to various aspects (Academic, Administrative, Co-curricular) of Male and Female's attitude towards teaching profession. Hence, the hypothesis stating that, 'There will be no significant attitudinal difference among Male and Female School Lecturers towards Teaching Profession' was accepted.

LOCALE DIFFERENCE IN ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING PROFESSION

The Table-3.2 shows the calculated statistics of attitude of rural and urban school lecturer towards teaching profession

Table-3.2

Significance of Difference in Mean Scores of Attitude of Rural and Urban School Lecturer towards Teaching Profession

Attitude towards Teaching Profession	Rural		Urban		df	't'-Value	Significance
	Mean	S.D.	Mean	S.D.			
Academic Aspects	27.80	4.15	27.06	3.68	98	0.363	NS
Administrative Aspects	16.70	3.36	16.29	1.61	98	0.419	NS
Social-Psychological Aspects	76.211	9.69	70.18	14.89	98	0.037	NS
Co-curricular Aspects	13.799	2.705	12.85	1.74	98	0.039	NS
Economic Aspects	16.38	5.14	15.12	2.38	98	0.097	NS
Overall Score	150.88	19.58	141.62	19.37	98	0.027	NS

NS= Not Significant at 0.05 Level of Significance

It is evident from the Table-3.2 that the obtained 't' values of rural and urban school lecturer towards teaching profession for Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score were found to be **0.363, 0.419, 0.037, 0.039, 0.097 & 0.027** respectively, which are not significant at 0.05 level of significance among rural and urban school lecturer towards teaching profession. It means that rural and urban school lecturers do not differ significantly with regard to their Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession. In other words, it can be said that more or less on the average rural and urban school lecturers had similar levels of various aspects of their attitude towards teaching profession. This may be attributed to various aspects (Academic, Administrative, Co-curricular) of rural and urban's attitude towards teaching profession. Hence, the hypothesis stating that, 'There will be no significant attitudinal difference among rural and urban School Lecturers towards Teaching Profession' was accepted.

QUALIFICATION DIFFERENCE IN ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING PROFESSION

The Table-3.3 shows the calculated statistics of attitude of high qualified and low qualified school lecturer towards teaching profession

Table-3.3

Significance of Difference in Mean Scores of Attitude of High Qualified and Low Qualified School Lecturer towards Teaching Profession

Attitude towards Teaching Profession	High Qualified		Low Qualified		df	't'-Value	Significance
	Mean	S D	Mean	S D			
Academic Aspects	26.57	3.76	28.49	4.04	98	0.015	NS
Administrative Aspects	16.24	2.07	16.86	3.48		0.281	NS

Social-Psychological Aspects	72.12	10.9	70.11	12.7 7	9 8	0.095	NS
Co-curricular Aspects	13.31	2.25	13.68	2.65	9 8	0.513	NS
Economic Aspects	15.79	5.59	16.09	2.95	9 8	0.738	NS
Overall Score	144.1 2	17.9 9	151.1 9	21.1 9	9 8	0.074	NS

NS= Not Significant at 0.05 Level of Significance

The Table-3.3 shows that the obtained 't' values of high qualified and low qualified groups of senior secondary teachers for Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score were found to be **0.015, 0.281, 0.095, 0.513, 0.738 & 0.074** respectively, which are not significant at 0.05 level of significance among high qualified and low qualified school lecturers. It means that male and female school lecturers do not differ significantly with regard to their Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession. In other words, it can be said that more or less on the average high qualified and low qualified school lecturers had similar levels of various aspects of their attitude towards teaching profession. This may be attributed to various aspects (Academic, Administrative, Co-curricular) of high qualified and low qualified attitude towards teaching profession. Hence, the hypothesis stating that, 'There will be no significant attitudinal difference among Male and Female School Lecturers towards Teaching Profession' was accepted.

TEACHING EXPERIENCE DIFFERENCE IN ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING PROFESSION

The Table-4.1.4 shows the calculated statistics of attitude of high experienced and low experienced school lecturer towards teaching profession

Table-3.4

Significance of Difference in Mean Scores of Attitude of High Experienced and Low Experienced School Lecturer towards Teaching Profession

Attitude towards Teaching Profession	High Experienced		Low Experienced		df	't'-Value	Significance
	Mean	S D	Mean	S D			
Academic Aspects	28.42	4.64	26.49	2.74	98	0.011	NS
Administrative Aspects	17.25	3.06	15.71	2.42	98	0.005	NS
Social-Psychological Aspects	74.54	15.04	73.69	6.74	98	0.706	NS
Co-curricular Aspects	13.8	2.82	13.07	1.85	98	0.122	NS
Economic Aspects	16.51	5.34	15.27	2.86	98	0.141	NS
Overall Score	150.6	26.63	144.22	11.15	98	0.089	NS

NS= Not Significant at 0.05 Level of Significance

The Table-3.4 reflects that the obtained 't'-values of Highly Experienced and Low Experienced groups of school lecturer towards teaching profession for Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score were found to be **0.011, 0.005, 0.706, 0.122, 0.141 & 0.089** respectively, which are not significant at 0.05 level of significance among male and female school lecturers. It means that Highly Experienced and Low Experienced school lecturers do not differ significantly with regard to their Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession. In other words, it can be said that more or less on the average Highly Experienced and Low Experienced School

lecturers had similar levels of various aspects of their attitude towards teaching profession. This may be attributed to various aspects (Academic, Administrative, Co-curricular) of Highly Experienced and Low Experienced attitude towards teaching profession. Hence, the hypothesis stating that, 'There will be no significant attitudinal difference among Highly Experienced and Low Experienced School Lecturers towards Teaching Profession' was accepted.

DISCUSSION OF RESULTS

This section deals with discussion on findings of the present study in a systematic manner as given below:

Differences in the attitudes toward teaching profession of school lecturers based on Gender, Locale, Teaching Qualification and Teaching Experience

The first finding of this study pertaining to gender differences in the attitudes toward teaching profession of school lecturers and revealed that no significant differences were found in Male and Female groups with respect to their Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score attitudes toward teaching profession among school lecturers. This finding of the study was supported by the previous studies conducted by Schibeci and Riley (1986), Odeyleye, Donald Abidemi and Okereke, Philomena (2006), Ghantiand Jagadesh (2009), Pradhan (2009), Theresal and Benjamin (2011), Sharma and Dhaiya (2012), Rani (2016), SenthilKumaran and Muthaiah (2017).

The second finding of the present study pertaining to locale differences in the attitudes toward teaching profession of school lecturers revealed that no significant differences were found in Urban and Rural groups with respect to their Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score attitudes toward teaching among school lecturers. This finding of the study got support from the previous studies conducted by Odeyleye, Donald Abidemi and Okereke, Philomena (2006) and Belagali (2011).

The third finding of the study pertaining to qualification differences in the attitudes toward teaching profession of school lecturers revealed that no significant differences were

found among High and Low Qualified groups with respect to their Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession among school lecturers. This finding of the study was in consonance with the study conducted by Devi (2005), Ghosh and Bairgya (2010) and Banerjee, Srijita and Behera (2016).

Fourth finding of the present study concerning teaching experience differences in the attitudes toward teaching profession of school lecturers revealed that no significant differences were found among High and Low Experienced groups with respect to their Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession among school lecturers. The findings of the present study were in agreement with the previous research studies of Pandey and Maikhuri (1999), Neeta Baglari (2016), Banerjee and Srijita and Behera (2016).

CHAPTER – IV

CONCLUSION, FINDINGS OF THE STUDY, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

INTRODUCTION

This chapter provides an account of logical conclusions drawn from data analysis and interpretation in terms of a summary of the study's results, their educational implications and insightful suggestions for further investigation.

CONCLUSION

Positive attitude of teachers towards their profession is crucial for effective teaching and learning process and for the professional growth of teachers also. Attitude being a dynamic entity gets influenced by variables like previous experience, beliefs, gender, age and stream of education. The present study also reveals the effect of four variable Gender, Locale, Teaching Qualification and Teaching Experience on the attitude of school lecturers towards teaching profession and found no significant difference. Positive attitude of teachers towards their profession is crucial for effective teaching and learning process and for the professional growth of lecturers also. So, in order to improve the attitude of school lecturers towards teaching profession, lecturers should be involved in decision making process related to teaching learning process. Administration should also create conducive work climate to reduce stress and improve the attitude and work commitment among lecturers. There should be an ample of opportunities for all the lecturers in order to show their talents, creativity etc. leading to teaching outcome which is one of the major factors which affect attitude of teachers.

FINDINGS OF THE STUDY

Present research study on school lecturer's attitude towards the teaching profession. This research distinguishes favorable and unfavorable attitudes of school lecturers on the basis of type of Gender, Locale, Teaching Qualification and years of Experience. It also discusses the reasons behind the favorable and unfavorable attitude of teacher educators towards the teaching profession. In short, the present research study highlights that the

attitude towards the teaching profession will be favorable or positive only when there is a strong relationship between. The following findings were made based on the present study:

Differences in attitude towards the teaching profession of school lecturers based on Gender, Locale, Teaching Qualification and Teaching Experience

Gender: Male and Female school lecturers did not differ significantly with regard to their attitude towards the teaching profession groups for Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score.

Locale: Urban and Rural school lecturers did not differ significantly in respect of male and female groups of senior secondary teachers for Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score.

Teaching Qualification: Highly Qualification and Low Qualification school lecturers' groups school lecturers did not differ significantly Attitude towards teaching profession for their Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score.

Teaching Experience Highly Experienced and Low Experienced school lecturers' groups Attitude towards teaching profession did not differ significantly on the basis of years 0– 8 and 8 and above years of teaching experience, of teaching experience for Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score.

EDUCATIONAL IMPLICATIONS

A school lecturer is the most important entity in the process of teaching-learning. No education system is better than the teacher, because the success and the quality of education is maintained by the teacher himself. No country can dream about its social, economic and cultural and educational development without considering the teacher. Though the teacher is the most important factor in the development of society, it is also a fact that a teacher can construct or destruct society. It all depends on the kind of attitude developed towards the

teaching profession during the teaching period in teacher the teaching learning process. The findings of the present study are that attitude towards teaching profession of school lecturers not significantly affected by and large by their demographic characteristics such as Gender, Locale, Teaching Qualification and Teaching Experience. This study is trying to fill the gap in this area of research

- (i) Teacher may be advised to improve their ability to teach they acquire mastery over the subject and to develop positive and favorable attitude towards teaching.
- (ii) It is desirable on the part of recruitment authorities, managements and Government authorities to encourage young men and women not only with high talents potentialities and those with positive attitudes towards teaching and also recruit encourage those who have developed commitment and competitive spirit to their work, so that they strive for the betterment of education.
- (iii) This study can help the policy makers to draw such a plan to make the teachers more professionals so that education becomes qualitative.
- (iv) Time to time workshops should be conducted by the school Principals.
- (v) A comprehensive curriculum needs to be designed by curriculum makers which should be imparted to prospective teachers of secondary level at the time of B.Ed. and in-service programs.
- (vi) Refresher courses should be organized for school lecturers' attitude towards teaching profession and treating it as a professional skill.
- (vii) Development of attitude towards teaching profession of school lecturers as a professional competency among teachers should be taken seriously in modern era because it is a demand of the time and great challenge to the teacher educators.
- (viii) Teachers should be motivated to read more and more literature on attitude of school lecturers, so that they could know about the positive and negative consequences of the usage of positive attitude in the teaching-learning process.

FUTURE SCOPE

The present study will help to develop school lecturers' attitude towards teaching profession. Keeping in mind the above findings, attitude towards teaching profession may play a catalytic role in enhancing and improving teaching-learning activities and after these activities there will be surely development in educational process. Due to the development in

educational process, there will surely be development in advancement of the nation and country.

SUGGESTIONS FOR FURTHER RESEARCH

The present study is mainly focused on school lecturer's attitude towards the teaching profession the findings that have been arrived inevitable, certain suggestions are made for further research in the areas, which may appear to be promising and fruitful for investigators to explore. Any research opens new dimensions and directions for further researches. For enhancing Attitude towards the teaching profession of school lecturers' institutions, specially must satisfy economical and personal needs of the lecturers by giving regular salary as per government norms so that he/she can look positively towards the profession. Some institutions do not give salary to the lecturers during the vacation, which makes them unsatisfied and hence their attitude towards the profession becomes biased. The principals of the institutions must treat lecturers not only as their employees but also as the most important part of the institution and society which will help to upgrade the social status of the lecturers which ultimately results in developing a positive attitude of lecturers towards the profession. The principals must try to maintain a positive and healthy atmosphere in the institution which will help to develop a positive attitude of the lecturers towards the profession. The principals must provide sufficient resources and technologies which will build confidence in their Staff and it will enhance a positive attitude of the lecturers towards the profession. If possible, Principals must organize training programs or counselling programmes for the lecturers to enhance their positive attitude towards the profession. The lecturers must be assured of their promotion, full salary on a regular basis, job security, retirement benefits, etc. which will boost a positive attitude towards the profession. Government and Principals must develop a system which would give constructive feedback to the lecturers about his teaching; interpersonal relationships and sincerity towards this profession from all the stake holders of the institution including their colleagues and pupils. Government and Principals must appreciate the lecturer's good work in front of all members and students of the institution which develops respect for the profession and it ultimately enhances a positive attitude towards the profession. The lecturers should not be discriminated on the basis of gender, caste, religion, years of teaching experience, etc. All school the lecturers must be treated with equal dignity and must be given equal rights, which will

develop a positive attitude of the school lecturers towards the profession. Following researches may be carried out to advance the present research:

- (i) This study suggests that the attitude of teachers towards teaching profession must be tested on some other variables like gender, location, teaching qualification and teaching experience etc. it is also recommended that such type of study must be investigated outside of Hamirpur District for its rationality. This study can be conducted in other primary schools.
- (ii) Similar studies can be done at various levels of education in India such as Colleges, Universities etc.
- (iii) The study also suggests to the future researcher to conduct research on teacher's job satisfaction and work commitment which is a major factor which affect the attitude of primary school teachers towards teaching profession.
- (iv) A Study may be carried out to find out the reasons behind non-significance of gender, age, marital status, residential background and caste/racial differences in the attitude of teachers towards teaching profession.
- (v) A comparative study of attitude of teachers towards teaching profession from different states may be carried out.
- (vi) A study may be designed to improve the attitude of teachers towards teaching profession of Himachal Pradesh school lecturers at the primary, secondary, college, and university levels.
- (vii) There are many levels of teachers for whom experimental studies can be conducted.
- (viii) An attitude of teachers towards teaching profession Scale may be established and standardized for the teachers who teach at various levels.
- (ix) A comparative study of attitude of teachers towards teaching profession of high and low achievers of Std. XI and XII may be carried out.
- (x) Studies may be conducted on development and effectiveness of educational programme to inculcate attitude of teachers towards teaching profession.
- (xi) The present study may be carried out at national level with larger sample.
- (xii) A comparative study may be conducted to compare the teachers' who work in residential and non-residential schools, as well as in-service and pre-service teachers.

BIBLIOGRAPHY

- 1) **Allport, G. W. (1935).** A Handbook of Social Psychology. Clark University Press: Worcester, Mass, pp. 34-36.
- 2) **Amandeep & Gurpreet (2005).** A Study of Teacher Effectiveness in relation to Teaching Competency. *Recent Researches in Education and Psychology*. 71(6), 137-140.
- 3) **Babu P, Raju T.J.M.S. (2013).** Attitude of student teachers towards their profession. *Int. J. Soc. Sci. Interdisciplinary* 2(1):2277- 3630.
- 4) **Baglari, N. (2016).** A Study on the Attitude of Elementary School Teachers' towards Teaching- *Profession International Journal of Humanities & Social Science Studies (IJHSSS)* ISSN: 2349-6959 (Online), ISSN: 2349-6711 (Print) Volume-II, Issue-V, March 2016, P.P.. 362-375.
- 5) **Banerjee, Srijita & Behera, S.K. (2014).** The Attitude of Secondary School Teachers towards Teaching Profession in Purulia District of West Bengal, India. *International Journal of Academic Research in Education and Review*, Vol. 2(3), 3 April, pp. 56-63.
- 6) **Barwal, S.K. (2011).** Attitude of secondary school teachers towards their teaching profession. *International Journal of Education and Allied Science*, 3(1), 1-200.
- 7) **Basapur, K.B. (2019).** A study of relationship between adjustment, teaching competence and attitude towards teaching profession of teachers working in Murarji Desai residential schools. *EPRA International Journal of Economic and Business Review*, 7(7), 14-17.
- 8) **Belagali, H.V. (2011).** A Study of Teachers Attitude towards Teaching Profession of Secondary Schools in Relation to Gender and Locality. *Int. Referred Res. J.*, III (32): pp. 18-19.
- 9) **Benjamin, A. E. W.; Sahayarani, J. & Stanly, L. S. (2011).** A study on attitude towards teaching profession and achievement in teaching competency of B.Ed. trainees. *New Frontiers in Education*, 44(3), 250-253.
- 10) **Best, J.W. & Kahn, J.V. (1993).** Research in Education-8th edition. Isbn: 0.205.18657-i.
- 11) **Borg, W. R., & Gall, M. D. (1989).** Educational Research: An Introduction. United Kingdom, NY: Longman.
- 12) **Capa, Y. & Cil, N. (2007).** Teachers' Attitudes towards teaching profession an investigation of different variables. *Hacettepe University J. Education*, 18;69-73.
- 13) **Cetinkaya, Z. (2009).** Identifying Turkish pre-service teachers attitudes toward teaching profession. *Elementary Education Online*. 8(2): pp.298- 305.

- 14) **Das, s. (1992).** A study of the effectiveness of the present curriculum of the one-year junior basic training programme for the teachers of primary school of Assam, in developing the proper attitude towards the teaching profession. *Indian Educational Review*, Vol,25(2), 21-29.
- 15) **Devi, N.S. (2005).** Assessment of Attitude towards Teaching. *Edu tracks*, Vol.4, (12), p.p.61.
- 16) **Dodeen, H.A., Ibrahim, A. A. & Emand, M. (2003).** Attitudes of the Preservice Teachers towards Persons with Disabilities: Predictions for the success of the Inclusion. *College Student Journal*, Vol-37, No-4, pp.-515.
- 17) **Eleje, L. I., Metu, I. C., Ezenwosu, N. E., & Ifeme, J. C. (2022).** Attitude towards the Teaching Profession: The Secondary School Teachers' Outlook. *Open Journal of Educational Research*, 2(1), 23–31.
- 18) **Elina Soibamcha & Pandey, N. (2016).** Attitude towards the Teaching Profession. *Quest Journals Journal of Research in Humanities and Social Science*. Volume 4 ~ Issue 6 (2016) pp: 103-105 ISSN(Online): 2321-946
- 19) **Emad, M. & Dooden, H. A. (2014).** Attitude of pre-service teachers towards persons with disabilities: Prediction for the success of inclusion: *college student's Journal*, 37.
- 20) **Fox, D.S. (1969).** <https://www.slideshare.net/vikaslovekumar/non-probabilitysampling-convenience-purposive>.
- 21) **Garret, H. E. (1938).** Statistics in psychology and education (2nd ed.). New York: Longman, Green and Co.
- 22) **Ghanti, Parvati, S. and Jagadesh (2009).** Attitude of Secondary School Teachers Towards Their Teaching Profession. *Edutracks*. 9 (3): pp. 30-32.
- 23) **Ghosh, S. and Bairgya, S. (2010)** Attitude of Secondary School Teachers Towards Teaching Profession In Relation To Some Demographic Variables. *Edu research*, 1(1): pp. 55-58.
- 24) **Gnanaguru, S. A. & Kumar, S. (2007).** Attitude of under normal and over achievers towards teaching profession and their home environment. *Journal of All India Association for Educational Research*, 19 (3 & 4) 36-37.
- 25) **Good, C.V. (1973).** Dictionary of Education. New York, McGraw- Hill Book Company, p.49.
- 26) **Good, C.V. (1973).** Dictionary of Education. New York, McGraw- Hill Book

Company, p.49.

- 27) **Guneyli, A., & Aslan, C. (2009).** Evaluation of Turkish Prospective Teachers' Attitudes Towards Teaching Profession (Near East University case), *Procedia Social and Behavioral Sciences* 1(1):, 313-319. DOI:[10.1016/j.sbspro.2009.01.059](https://doi.org/10.1016/j.sbspro.2009.01.059) Conference: World Conference on Educational Sciences.
- 28) **Gupta. S.L, Prasad Digamber & Anandhi, R. (2011).** The effects of the Attitudes of Higher level Education teachers towards teaching in India. *Anandhi African Journal of Education and Technology* Vol-No-2(2011) pp 112-114.
- 29) **Gupta. S.L, Prasad Digamber, &Anandhi, R. (2011).** The effects of the Attitudes of Higher level Education teachers towards teaching in India. *Anandhi African Journal of Education and Technology*, Vol-No-2(2011) pp 112-114.
- 30) **Hursen, C. (2012).** Determine the attitudes of teachers towards professional development activities. *Procedia Technology*, 1, 420-425. <http://dx.doi.org/10.1016/j.protcy.2012.02.094>
- 31) **Jahan H (2017).** A Study of Professional Attitude in Upper Primary School Teachers. *International Journal of Indian Psychology*, Vol. 5, (1), DIP: 18.01.080/20170501, DOI: 10.25215/0501.080.
- 32) **Khamari, J. and Tiwari, K.S. (2015).** Attitude of Teachers towards Teaching Profession -With Special Reference to Caste and Sex in Odisha State: MATS University, Gullu, Arang, Raipur, C.G., India. *SRJIS/BIMONTHLY*, (2644-2647) Jan – Feb, 2015. vol-iii/xvi www.srjis.com Page 2644.
- 33) **Kreitner, R. & Kinicki, A. (2007).** *Organization Behavior*. Arizona: McGraw- Hill Ryerson.
- 34) **Kulkarni U.K. (2011).** Relationship between teaching competency and attitude towards teaching of B. Ed trained teachers working in upgraded primary schools. *International Referred Research Journal*, ISSN-0974-2832, Vol. III, Issue-30, PP-17-19.
- 35) **Kumarnan, S & Muthaia (2017).** Prospective Teachers Attitude towards Teaching Profession ,Volume - 7 | Issue - 4 | ISSN - 2249-555X | IF : 4.894 | IC.
- 36) **Lal, R. & Shergill, S.S. (2012)** A Comparative Study of Job Satisfaction and Attitude Towards Education Among Male and Female Teachers of Degree Colleges. *International Journal of Marketing, Financial Services & Management Research*. 1 (1): pp. 57-65.


- 37) **Lily Pushpam, A. M. (2003).** Attitude towards teaching profession and job satisfaction of women teachers in Coimbatore. *Journal of Ed Value* : 79.96.
- 38) **Mangal, S.K. (2009).** Essentials of Educational Psychology, New Delhi, PHI Learning Private Limited, pp.328- 338.
- 39) **Mishra, G. (1977).** A study of attitude of teachers working in government aided and conventional Sanskrit Vidyalayas of Varanasi towards teaching profession, Abstract: 1181, III Survey Report, Ph.D. Edu, Sambhalpur University.
- 40) **Mohammad Iqbal Mattoo & Tariq Abdullah Bichoo (2014).** Attitude of Secondary School Teachers Towards Teaching with Special Reference to Rural and Urban Background, *Indian Journal of Research*, 3 (2), 64-66. Retrieved from https://www.worldwidejournals.com/paripex/recent_issues_pdf/2014/February/February_2014_1392717619_0c336_17.pdf.
- 41) **Mohsin, S.M. (1990)** Attitude concept, formation and change. New Delhi: wiley Eastern Ltd.
- 42) **Morris, C.G. & Maistro, A.A. (2005).** Psychology: An Introduction 12th Ed., New Jersey: Pearson, Prentice Hall.
- 43) **Mudasir, H., Ganai, M. Y & Ramana Rao, B.V. (2016).** Attitude of Secondary School Teachers in Relation to Gender and Rural Urban Dichotomy, *New York Science Journal*, 9(11), 32-39. Retrieved from <https://www.scipublications.com/journal/index.php/ojer/ar-ticle/view/205>.
- 44) **Mumthas N. S. (2012).** Attitude towards teaching before and after B.Ed programme”, Edutrack Neelkamal Publishers, Hyderabad Vol 11-No.6.
- 45) **Oskamp, S. (1977).** Attitudes and Opinions. New Jersey: Prentice-Hall Inc.
- 46) **Osunde, A. U., & Izevbigie, T. I. (2006).** An assessment of teachers’ attitude towards teaching profession. *Midwestern Nigeria, Education*, 126(3), 462-467.
- 47) **Pandey, M. & Maikhuri, R. (1999).** A study of attitude of effective and ineffective teachers towards teaching profession. *Indian journal of psychometry and Education*, 30(1) p.p.3-46.
- 48) **Pathy M.K. & Bhargava (2014).** Attitude of Student Teachers towards Teaching Profession. *Turkish Online Journal of Distance Education-TOJDE*, ISSN 1302-6488 Volume: 15 Number: 3 Article 3

- 49) **Patil, G. (1984).** A Differential Study of Interest and Attitude of the B.Ed. College Students as Contributing Factors towards their Achievement in Compulsory Subjects. In M.B. Buch, Research in Education, Second? Survey of Research in Education, New Delhi: NCERT.
- 50) **Poozhikuth, M. (1989).** Attitude towards teaching profession of college teachers, Unpublished M.Ed dissertation, University of Calicut.
- 51) **Radhakrishnan, N (1994).** A study of the relationship between the attitudes and aptitudes of teachers towards the teaching and academic standards of the secondary schools in south Arcot district of Tamilnadu”, University of Mysore, url: <http://hdl.handle.net/2009/2814>.
- 52) **Rani, R. (2016)** Attitude Towards Teaching Profession of Prospective Teachers In Relation To Certain Demographic Variables. *Bhartiyam International Journal Of Education & Research*. 6(I): pp. 7-16.
- 53) **Rawat & Sreevastava, R. K. (1984).** Attitude of male and female teacher trainees towards teaching-a comparative study. *Asian journal of Psychology and Education*, 13, 54-58.
- 54) **Richardson, J. (1991).** The contents of language teaching. London: Cambridge University Press.
- 55) **Rokade, M. K. (2011).** Teaching attitude of the pre-service ad in-service B.Ed. trainees. *Edutracks*, 10 (8), 34-36. 205
- 56) **Sardar Lopamudra (2021)** A comparative study on the attitude of male and female teachers at Elementary school level of Nadia District (West Bengal). *International Journal of Recent Scientific Research Research*. Vol. 12, Issue, 01 (A), pp. 40482-40485.
- 57) **Sarkar, D. & Behera, S. K.(2016).**Attitude of College Teachers towards Teaching Profession. *American Journal of Educational Research* Vol. 4, No. 11, pp 834-839. doi: 10.12691/education-4-11-9 | Research Article.
- 58) **Schibeci, R.A. & Riley, J.P. (1986).** Influence of students’ background and perceptions on science attitudes and achievement. *Journal of Research in Science & Technological Education*, 23(3), 177-187.
- 59) **Sharma, S. & Dhaiya, P. (2012).** Comparative Study of Attitude towards Teaching of Science and Arts of B.Ed. Students, *Bhartiyam International Journal of Education &*

Research, Vol.1 (2), 2277-1255.

- 60) **Sivakumar, A. (2018).** A study on the attitude towards teaching among school teachers in Coimbatore district. *Review of Research*, 7(10), 1-6.
- 61) **Skinner, B.F. (1968).** *The Technology of Teaching*. New York: Meredith Corporation. pp. 61–2, 64–5, 155–8, 167–8.
- 62) **Srivastava, M. B. (1989).** The impact of the teacher education programme of Lucknow university on pupil-teachers' attitude and teaching efficiency, Ph.D., University of Lucknow.
- 63) **Sudhakar, K. & Reddy, D. V. (2017).** A study on Attitude of Teachers towards Teaching Profession, *The International Journal of Indian Psychology*, 4(3), 130-136, Retrieved from <https://www.ijip.in/Archive/v4i3/18.01.035.20170403.pdf>
- 64) **Suja, K. (2007)** Interaction effect of attitude towards teaching, interest in teaching and teaching experience of job commitment of primary school teachers. M.Ed Thesis. University of Calicut.
- 65) **Theresal, L. K. & Benjamin, A. E. W. (2011).** Attitude towards teaching profession and self-esteem among student-teachers, *New Frontiers in Education*, 44 (3), 257-260.
- 66) **Thurstone, L. L. (1946).** Comment, *American Journal of Sociology*, 52, 39-50.
- 67) **Tok, Sukrain (2011).** Pre-service primary education teachers' changing attitude towards teaching: A longitudinal study, *European Journal of Teacher Education*, 34 (1), 81-97. 208.
- 68) **Trivedi, T. (2011).** Assessing Secondary School Teachers' attitude Towards Teaching Profession. *Journal of All India Association for Educational Research*. 23, pp. 91- 110.
- 69) **Uma Devi L. and Venkatramaiah, P. (1996).** Efficiency and attitude of rural elementary school teachers towards teaching, *Indian Journal of Applied Psychology*, 33 (1), 39-44.
- 70) **Vidushy, V. (2023).** attitude Towards Teaching Profession among secondary school teachers in relation to teaching competence , locale and teaching experience ISSN: 0974-8946 Shodha Prabha (*UGC CARE Journal*) Vol. 48, Book No.07:Shri Lal Bahadur Shastri Rashriya Sanskrit Vidyapeetha

ANNEXURE – A: Attitude of School Teachers towards Teaching Profession



T. M. Regd. No. 564838
Copyright Regd. No. © A-73256/2005 Dt. 13.5.05

Consumable Booklet
of
ASTTP-KU
(Hindi Version)

Dr. (Mrs.) Umme Kulsum (Bangalore)

कृपया निम्न सूचनाएँ भरिये : दिनांक

नाम

पिता का नाम

योग्यता : शैक्षिक व्यावसायिक पद

कार्य अनुभव संस्था जहाँ कार्य करते हो

विद्यालय का प्रकार : सरकारी ☐ सहायता प्राप्त ☐ प्राइवेट ☐

क्षेत्र : ग्रामीण ☐ शहरी ☐

निर्देश

आगे के पृष्ठों पर शिक्षण व्यवसाय से सम्बन्धित 55 कथन दिये गये हैं। कृपया प्रत्येक कथन को ध्यानपूर्वक पढ़ें तथा प्रत्येक कथन के उत्तर हेतु दिये गये चार विकल्पों; यथा पूर्णतः सहमत, सहमत, असहमत, तथा पूर्णतः असहमत में से जो विकल्प आपके विचार/उत्तर के निकटतम हो, उसके सामने ☒ सही का चिन्ह बना दें।

कृपया सभी 55 कथनों के उत्तर अवश्य दें। आपके उत्तर गोपनीय रखे जायेंगे।

फलांकन तालिका

Area	I	II	III	IV	V	Total
Raw Score						
z-Score						
Level / Grade						

Estd. 1971

www.npcindia.com

☎:(0562) 2601080

NATIONAL PSYCHOLOGICAL CORPORATION
UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007

2 | Consumable Booklet of ASTTP-KU

क्रमांक	कथन	पूर्णतः सहमत	सहमत	पूर्णतः असहमत	असहमत	प्राप्तांक
1.	अध्यापन में कभी एक रसता नहीं होती।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	विद्यालय का प्रशासनिक कार्य भी अध्यापक की जिम्मेदारियों में से एक है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	छात्रों में अन्य गतिविधियों हेतु रुचि पैदा करना भी अध्यापक की जिम्मेदारियों में से एक है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	एक अध्यापक को सांयकालीन मनोरंजन हेतु छात्र के घर जाने के सम्बंध में त्याग नहीं करना चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	शिक्षक राष्ट्रीय नैतिक मूल्यों के प्रति दृढ़ संकल्पित नहीं होता।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	शिक्षक को उसे मिलने वाले पारिश्रमिक से अधिक कार्य की अपेक्षा नहीं करनी चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	शिक्षक से समस्याओं को स्वयं उठाने की अपेक्षा नहीं की जाती।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	शिक्षक के कार्य को आकलन की आवश्यकता नहीं है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	अध्यापकों को अपने पुत्र/पुत्रियों को अध्यापन कार्य के क्षेत्र में आने हेतु प्रोत्साहित करना चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	अध्यापन कार्य कम आर्थिक लाभ देता है या अध्यापन कार्य कम आर्थिक लाभ का क्षेत्र है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	अध्यापन में अपने समय को व्यर्थ गुजारने की पूरी संभावना है। या अध्यापन के क्षेत्र सुस्त गति से कार्य करने की संभावना है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	अध्यापक, विद्यालय की व्यवस्था का एक अभिन्न हिस्सा है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	अध्यापकों को मनोरंजन यात्रायें, खेल मुकाबले इत्यादि के इंतजाम सौंपे जाने की आवश्यकता नहीं है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	अध्यापकों को छात्रों द्वारा उन्हें पसन्द करने की अपेक्षा नहीं करनी चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	अध्यापकों को अपने नजदीकी मित्रों को अध्यापन के क्षेत्र में आने हेतु सलाह देने की आवश्यकता नहीं है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	अध्यापन से व्यक्तित्व व चरित्र का विकास होता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	अध्यापक को अपने पारिश्रमिक से अधिक छात्रों में रुचि रखनी चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	अध्यापन कार्य अध्यापक को थकाता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	विद्यालय की व्यवस्थापन समिति में अध्यापक को प्राथमिकता देनी चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	अध्यापक को सह-पाठ्यक्रम गतिविधियों में भाग लेना चाहिये जिससे वह छात्रों की योग्यताओं को पहचान सके।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Area	I			II				III								IV			V		
Item No.	1	11	18	2	8	12	19	4	5	7	9	14	15	16	3	13	20	6	10	17	
Raw Score																					
Total																					

Consumable Booklet of ASTTP-KU | 3

क्रमांक	कथन	पूर्णतः सहमत	सहमत	पूर्णतः असहमत	असहमत	प्राप्तांक
21.	व्यक्ति किसी अन्य क्षेत्रों में असफल होने पर अध्यापक बनते हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="radio"/>
22.	अध्यापक छात्रों के साथ आनन्द और हर्ष का अनुभव करते हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
23.	अध्यापक अपने अध्यापक कार्य को बदलने के बारे में गंभीरता से विचार करते हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="radio"/>
24.	अध्यापकों की विद्यालय के पाठ्यक्रम को तैयार करने में कोई भागीदारी नहीं होनी चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="radio"/>
25.	एक आदर्श अध्यापक केवल कल्पनाओं में ही हो सकता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="radio"/>
26.	एक अच्छा अध्यापक अपने पेशेवर जीवन को निरन्तर लाभकारी बना सकता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
27.	अध्यापकों से विद्यालयों हेतु अनुमोदित सभी प्रशासनिक सुधार हेतु विचार विमर्श करना चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
28.	अयोग्य अध्यापक विद्यालय की सह-पाठ्यक्रम गतिविधियों में सक्रीय भाग लेकर अपनी कमियों को छिपाने का प्रयास करते हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="radio"/>
29.	यदि अध्यापन कार्य को सम्मान नहीं दिया जाता है तो हमारा राष्ट्र कभी उन्नति नहीं करेगा।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="radio"/>
30.	आर्थिक लाभ के अतिरिक्त अध्यापन कार्य के कई अन्य लाभ हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
31.	यदि एक शिक्षक को अपना जीवन पुनः जीना पड़े तो उसे अध्यापन कार्य को प्राथमिकता देनी चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
32.	मूल्यांकन कार्य अध्यापक के कार्य का सबसे खराब कार्य है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="radio"/>
33.	विद्यालय प्रशासन को अध्यापकों की माँगों पर विचार नहीं करना चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="radio"/>
34.	सह-पाठ्यक्रम गतिविधियों में भाग लेने से अध्यापक की अध्यापन कार्य पर पकड़ कमजोर होती है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="radio"/>
35.	अध्यापन कार्य का भविष्य उज्ज्वल है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
36.	अध्यापक अपने अभिभावकों की इच्छा के कारण अध्यापन कार्य करते हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="radio"/>
37.	किसी योग्य छात्र को अध्यापन कार्य हेतु अनुमोदित नहीं करना चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="radio"/>
38.	अध्यापन कार्य मानवता की सेवा करने का एक अच्छा माध्यम है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Area	I				II		III								IV		V	
Item No.	25	26	31	32	24	27	21	22	23	29	33	35	36	37	38	28	34	30
Raw Score																		
Total																		

4 | Consumable Booklet of ASTTP-KU

क्रमांक	कथन	पूर्णतः सहमत	सहमत	पूर्णतः असहमत	असहमत	प्राप्तांक
39.	अध्यापकों को अपनी आय बढ़ाने के लिये अध्यापन की नैतिकता को नजरअंदाज कर देना चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
40.	छत्रों की उत्सुकता अध्यापकों को अपना सर्वोत्तम करने हेतु प्रोत्साहित करती है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
41.	अध्यापन कार्य से विलासिता पूर्ण जीवन असम्भव है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
42.	समाज न तो अध्यापक की तथा ना ही उसके कार्यों की प्रशंसा करता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
43.	एक अध्यापक कई पीढ़ियों को प्रभावित करता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
44.	अध्यापकों को दिया जाने वाला पारिश्रमिक देश का नुकसान है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
45.	अध्यापन स्वयं की योग्यता को सिद्ध करने का सबसे अच्छा साधन है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
46.	अध्यापन कार्य सभी कार्यों में श्रेष्ठ है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
47.	प्रतिष्ठित व्यक्ति अध्यापन कार्य नहीं करते हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
48.	अध्यापकों में नेतृत्व करने की योग्यता नहीं होती है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
49.	स्वयं के अध्यापक होने पर गर्व होना चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
50.	अध्यापन कार्य में औसत स्तर की योग्यता की आवश्यकता होती है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
51.	अध्यापन से समाज के बड़े व विभिन्न वर्ग तक पहचान बढ़ती है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
52.	अध्यापन कार्य मानसिक गतिविधियों को सबसे अच्छी स्फूर्ति देता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
53.	अध्यापन कार्य महत्वाकांक्षाओं का दमन (दबाता) करता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
54.	अध्यापन कार्य आपको सदैव युवा रखता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
55.	राष्ट्र के विकास में अध्यापक का योगदान सर्वोपरि होता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0

Area	I			II	III											IV	V			
Item No.	40	45	52		41	42	43	46	47	48	49	50	51	53	54	55		39	44	
Raw Score																				
Total																				

© All rights reserved. Reproduction in any form is a violation of Copyright Act. Consumable Booklet of Attitude Scale Towards Teaching Profession (ASTTP-KU) (Hindi) NPC-RP17 MG

Annexure B - DATA CHART OF LECTURERS (NEW)

Sr.no	Name	Address	Gender	Qualification	Local	Teacher Experience(Y)
1	Sushmita Viza	Govt Boys S S School HMR	Female	MA(Hindi)	Urban	6
2	Babita Singh	Govt Boys S S School HMR	Female	MA(Pol Sci)	Rural	2
3	Mamta Kumari	Govt Boys S S School HMR	Female	M.SC.(Maths)	Rural	2
4	Anchal Sharma	Govt Boys S S School HMR	Female	M.SC.(Bio)	Rural	2
5	Seema Sharma	Govt Boys S S School HMR	Female	M.SC.(Chemistry)	Rural	2
6	Bindia Dhiman	Govt Boys S S School HMR	Female	MA(ECO)	Urban	8
7	Neelam Patial	Govt Boys S S School HMR	Female	M.SC.(Bio)	Urban	9
8	Sushil Kumar	Govt Boys S S School HMR	Male	MA (SKT)	Rural	2
9	Saanjay kumar	Govt Boys S S School HMR	Male	M.SC.(PHY)	Rural	12
10	Subash	Govt Boys S S School HMR	Male	M.Com.	Urban	12
11	Jitender Singh	Govt Boys S S School HMR	Male	M.COM.	Rural	2
12	Vipan Kumar	Govt Boys S S School HMR	Male	M.Com.	Rural	12
13	Anupama Singh	Govt Girl School HMR	Female	MA, B.Ed.	Urban	13
14	Anju Bala	Govt Girl School HMR	Female	M.Tech	Urban	12
15	Asha Patial	Govt Girl School HMR	Female	M.Com, M.Phil.	Urban	13
16	Rashmi Thakur	Govt Girl School HMR	Female	M.Sc. (Phy), B.Ed.	Urban	12
17	Kumari Chandra Kiran	Govt Girl School HMR	Female	M.Com	Rural	3
18	Anupama	Govt Girl School HMR	Female	MA, B.Ed.	Urban	12
19	Rekha Thakur	Govt Girl School HMR	Female	BSC,MA(His)	Urban	14
20	Uma Patial	Govt S S S Bohni	Female	MA(History)	Rural	2
21	Anju Kumari Thakuri	Govt S S S Bohni	Female	M.SC., B.Ed.	Rural	14
22	Banita Kumari	Govt S S S Bohni	Female	M.SC. (IT)	Rural	6
23	Vandana Chauhan	Govt S S S Bohni	Female	M.SC.(Maths)	Rural	6
24	Sandhya Kumari	Govt S S S Bohni	Female	M.Com., B.Ed.	Urban	8
25	Raj Kumar	Govt S S S Bohni	Male	M.SC.(Geography)	Rural	13
26	Jitender Kumar	Govt S S S Bohni	Male	MA(Eco)BED	Rural	8
27	Dharam Lal	Govt S S S Bohni	Male	MA(pol Sci)	Urban	8
28	Pawan Kumar	Govt S S S Bohni	Male	MA(Hindi)	Rural	14
29	Suchitraa Jagota	Govt S S S Bohni	Male	MA(Eng)	Urban	10
30	Sukhwinder	Govt S S S Bohni	Male	M.Com.	Rural	3
31	Sudhir Kumar	Govt S S S Bohni	Male	M.SC.(Chemistry)	Rural	12
32	Aravinder kUmar	Govt S S S Bohni	Male	M.Sc. (Phy), B.Ed.	Rural	5
33	Priyanka	Govt S S S Nalti	Female	M.SC.(Botany)	Rural	7
34	Tripta	Govt S S S Nalti	Female	MA, B.Ed.	Rural	8
35	Sanjivika Kumari	Govt S S S Nalti	Female	M.SC. (Maths)	Rural	10
36	Ravinder SinghBanyal	Govt S S S Nalti	Male	M.SC.,B.Ed.(Bchemistry)	Rural	12

37	Ranveer Singh	Govt S S S Nalti	Male	M.COM.	Rural	9
38	Rajesh Kumar	Govt S S S Nalti	Male	M.SC.(Physics)	Rural	15
39	Anita Sharma	Govt S S School Amroh	Female	M.SC. (Bio)	Urban	6
40	Kusum Kumari	Govt S S School Amroh	Female	MA(hindi)	Urban	8
41	Aishwarya JyotiKhanna	Govt S S School Amroh	Female	M.SC. Chemistry	Urban	6
42	Renu Bala	Govt S S School Amroh	Female	MA(ECO)	Urban	10
43	Santosh Kumar	Govt S S School Amroh	Male	MA(pol Sci)	Urban	8
44	Rajveer Rangra	Govt S S School Amroh	Male	M.SC.(Eng)	Rural	7
45	Ashish Rana	Govt S S School Amroh	Male	M.SC.(Maths)	Rural	7
46	Sushil Kumar	Govt S S School Amroh	Male	MA, B.Ed.(History)	Rural	6
47	Ajay Kumar	Govt S S School Amroh	Male	M.SC.(Geography)	Rural	8
48	Sanjeev kumar	Govt S S School Amroh	Male	M.SC.(Physics)	Rural	7
49	Ashish Dhiman	Govt S S School Amroh	Male	M.SC. (IT)	Rural	6
50	Ajay Kumar	Govt S S School Amroh	Male	M.Com.	Rural	8
51	Rashmi Thakur	Govt S S School Bohni	Female	MA, B.Ed.	Rural	3
52	Nareshmi Kumari	Govt S S School KOT	Female	M.Com.	Rural	11
53	Anita Thakur	Govt S S School KOT	Female	MA, B.Ed.	Rural	12
54	Sapna Sharma	Govt S S School KOT	Female	MA(Hindi)	Rural	10
55	Shilpa Agnihotri	Govt S S School KOT	Female	M.SC.(Chemistry)	Rural	12
56	Sushma Chandel	Govt S S School KOT	Female	MA(Hindi)	Rural	10
57	Sapna Kumari	Govt S S School KOT	Female	MA(History)	Rural	13
58	Rekha	Govt S S School KOT	Female	M.SC. (Maths)	Rural	12
59	Sanjeev Kumar	Govt S S School KOT	Male	M.com	Rural	13
60	Arvind Dhiman	Govt S S School KOT	Male	B.Tch	Rural	5
61	Kuldeep Kumar	Govt S S School KOT	Male	MA(skt)	Rural	17
62	Vikas Thakur	Govt S S School KOT	Male	MA(skt)	Rural	15
63	Anil Dhiman	Govt S S School KOT	Male	MA(Eng),MED, M.Phil.	Rural	13
64	Vijay Kumar	Govt S S School Kuthera	Male	M.SC.(IT)	Urban	9
65	Rajesh Kumar	Govt S S School Kuthera	Male	M.SC.(Physics)	Urban	8
66	Vipan Kumar	Govt S S School Kuthera	Male	Mped	Rural	12
67	Santosh Kumar	Govt S S School Kuthera	Male	M.Com.	Urban	9
68	Vinod Kumar	Govt S S School Kuthera	Male	MA(pol Sci)	Urban	12
69	Rajesh Kumar	Govt S S School Kuthera	Male	M.SC.(Botany)	Rural	11
70	Rajindra	Govt S S School Kuthera	Male	M.SC.(Chemistry)	Urban	6
71	Richa	Govt S S School Lambloo	Female	MA, B.Ed.	Rural	9
72	Bandana Chauhan	Govt S S School Lambloo	Female	M.SC., B.Ed.	Rural	3
73	Kamlesh Kumari	Govt S S School Lambloo	Female	MA (History)	Urban	10
74	Neelam Devi	Govt S S School Lambloo	Female	MA(ECO)	Rural	11
75	Sonia Sharma	Govt S S School Lambloo	Female	MCA	Urban	9
76	Kumari Geeta	Govt S S School Lambloo	Female	MA, B.Ed.	Rural	5
77	Sunita Devi	Govt S S School Lambloo	Female	MA, B.Ed.	Urban	10

78	Ashwani Kumar	Govt S S School Lambloo	Male	M.SC., B.Ed.(Maths)	Urban	14
79	Pankaj Bala	Govt S S School Lambloo	Male	M.SC.(Chemistry)	Urban	5
80	Satwinder Kumar	Govt S S School Lambloo	Male	M.Sc., B.Ed.	Urban	9
81	Rajesh Bhardwaj	Govt S S School Lambloo	Male	M.Com.	Urban	4
82	Ajay Kumar	Govt S S School Lambloo	Male	M.Sc.	Rural	13
83	Jagdisg Chand	Govt S S School Lambloo	Male	MA(pol Sci)	Rural	6
84	Nishi	Govt S S School Matahni	Female	M.SC.(Chemistry)	Rural	7
85	Archana Mehta	Govt S S School Matahni	Female	MA(pol Sci)	Rural	10
86	Kamal Devi	Govt S S School Matahni	Female	MA(Hindi)	Urban	5
87	Kamlesh Kumari	Govt School Kakrair	Female	BSC,M.COM.	Rural	15
88	Sunita Devi	Govt School Kakrair	Female	BSC,MA(His),M.COM.	Rural	17
89	Kanchan Bala Soni	Govt School Kakrair	Female	M.SC.,(BIO)	Rural	12
90	Anju Sharma	Govt School Kakrair	Female	MA(Eng)	Rural	10
91	Madhu Bala	Govt School Kakrair	Female	MA, B.Ed.(pol Sci)	Rural	7
92	Ankita Kumari	Govt School Kakrair	Female	M.SC.(IT)	Rural	5
93	Kanwar Rajnish Singh	Govt School Kakrair	Male	MA(History)	Rural	15
94	Pawan Kumar	Govt School Kakrair	Male	M.SC.(Physics)	Rural	10
95	Sumit Singh	Govt School Kakrair	Male	MA(History)	Rural	8
96	Madan Lal	Govt School Kakrair	Male	MA(Hindi)	Rural	15
97	Raj Kumar	Govt School Kakrair	Male	M.SC. (Maths)	Urban	12
98	Vinod Thakur	Govt School Kakrair	Male	MA, B.Ed.	Rural	3
99	Suresh Kumar	Govt School Kakrair	Male	M.SC., B.Ed.	Urban	14
100	Sushil Kumar	Govt School Kakrair	Male	M.SC., B.Ed.	Urban	12