

## **A Study of Teachers Attitude towards Teaching Profession on Academic Achievement of Students**

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### **Abstract**

An attitude is an important concept to understand human behaviour. To define what exactly an attitude is many attempts have been made in the literature. Generally it is defined as a complex mental state involving beliefs and feelings. Anastasi (1957) defines attitude as a tendency to react in a certain way towards a designed class of stimuli. The investigator in consultation with guide felt that the normative survey method could be the most appropriate one, to study the relationship between attitude and attitude towards teaching of secondary school teachers and academic achievement so this method was solely relied upon for the present study. For the present study random sampling technique was used to collect the needs and data from the different teachers and students. To make the study worthwhile a representative random sample of the total population has been taken. The total population of the study consists of 150 teachers in different types of management. There is a positive significant relationship between attitude of teachers and academic achievement of boys. There is a positive significant relationship between attitude of teachers and academic achievement of girls.

**KEYWORDS:** Attitude, teachers, teaching profession, academic achievement, management.

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### **Attitude**

An attitude is an important concept to understand human behaviour. To define what exactly an attitude is many attempts have been made in the literature. Generally it is defined as a complex mental state involving beliefs and feelings. Anastasi (1957) defines attitude as a tendency to react in a certain way towards a designed class of stimuli.

People's attitudes towards their professions have an effect on their performance. This case is also valid for the profession of teaching. Teaching is like planting a tree; one should wait for a long time for the trees to finally mature. In Gundersen's paper it was claimed that the longer the delay between an action and its results, the more challenging the task (Gunderse, 2004). By this standard, teaching is the most demanding job since teachers need a long time to see the results of their actions on students. It is perceived as a difficult job among people. Many reasons can be named for this perception, such as teachers, particularly primary teachers with younger students, have responsibility of all their students. They should make a critical decision about students in classroom every-day, and they are seen as an authority to maintain the control of the class. Considering all of those reasons, it can be said that teachers face several difficulties when they start teaching. When this happens, they start to feel alone and isolated, and they feel that they have to do everything by themselves without any kind of support. Such cases could cause

a burnout and negative attitude towards the teaching profession. In fact, negative attitudes towards the profession can be met in any profession, however, especially in teaching, attitudes of teachers play a crucial role, since negative attitudes can have a negative impact on one's teaching practice.

### **The Problem**

#### **“A Study of Teachers Attitude towards Teaching Profession on Academic Achievement of Students”**

### **Objective of the Study**

The purpose of the study was to investigate the relationship between;

1. To study the significant relationship between attitude of teachers and academic achievement of boys.
2. To study the significant relationship between attitude of teachers and academic achievement of girls.
3. To study the significant relationship between attitude of teachers and academic achievement of rural students.
4. To study the significant relationship between attitude of teachers and academic achievement of urban students.

### **Hypotheses of the Study**

1. There is no significant relationship between attitude of teachers and academic achievement of boys.
2. There is no significant relationship between attitude of teachers and academic achievement of girls.
3. There is no significant relationship between attitude of teachers and academic achievement of rural students.
4. There is no significant relationship between attitude of teachers and academic achievement of urban students.

### **Method of the Study**

The investigator in consultation with guide felt that the normative survey method could be the most appropriate one, to study the relationship between attitude and attitude towards teaching of secondary school teachers and academic achievement so this method was solely relied upon for the present study. Hence, the researcher finally selected normative survey method for the present study.

### **Sample of the Study**

For the present study random sampling technique was used to collect the needs and data from the different teachers and students. To make the study worth while a representative random sample of the total population has been taken. The total population

of the study consists of 150 teachers in different types of management (Government, aided and unaided) in Dharwad district.

### Tools Used

In the present study the following tool was used to collect the necessary data.

- Attitude Scale: developed by S. P. Ahluwalia (1978).
- Achievement test in Biology: Constructed by the Investigator

### Data Collection

To collect the necessary data required for the study, printed copies of Attitude Scale was administered to the teachers of secondary school in Dharwad district and academic achievement test constructed by the investigator was used for students.

### Data Analysis

**Table-1: Correlation of Mean, SD and ‘t’ Value between Attitude Towards Teaching Profession and Academic Achievement of Boys (n=100)**

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Attitude	172.2500	14.6110	0.4286	4.6962	<0.01	S
Academic achievement	317.5600	30.1301				

\* Significant at 0.01 level.

The above table shows that there is a positive significant relationship between attitude scores of secondary school teachers on academic achievement of boys at 0.01 level of significance ( $r=0.4286$ ,  $t=4.6962$ ). This shows that the attitude scores are closely related with academic achievement scores of students. This further implies that as the attitude increases, the academic achievement will be favourable. There is a positive significant relationship between attitude of teachers and academic achievement of boys.

**Table-2: Correlation Coefficient between Attitude Scores of Teachers and Academic Achievement of Girls.**

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Attitude	169.4000	16.3931	0.4950	3.9468	<0.01	S
Academic achievement	313.5800	28.3607				

\*Significant at 0.01 level.

The above table reveals that there is a positive significant relationship between attitude of teachers’ and academic achievement of girls at 0.01 level of significance ( $r=0.4950$ ,  $t=3.9468$ ). This indicates that the attitude scores are closely related with

academic achievement scores of students. This further implies that as the attitude increases, the academic achievement will be favourable. There is a positive significant relationship between attitude of teachers and academic achievement of girls.

**Table-3: Correlation Coefficient of Mean, SD and ‘t’ Value of Attitude of Teachers and Academic Achievement of Rural Students (n=100)**

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Attitude	175.1000	12.0835	0.3353	2.4654	<0.05	S
Academic achievement	321.5400	31.5835				

\*Significant at 0.05 level.

The above table reveals that there is a positive significant relationship between attitude scores and academic achievement scores at 0.05 level of significance ( $r=0.3353$ ,  $t=2.4654$ ). This indicates that the attitude scores teachers are closely related with academic achievement scores of rural students. This further implies that as the attitude increases the achievement will be favourable. There is a positive significant relationship between attitude of teachers and academic achievement of rural students.

**Table-4: Correlation Coefficient Attitude Score and Academic Achievement Urban Students Scores**

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Attitude	172.8529	17.3067	0.6455	4.7808	<0.01	S
Academic achievement	313.5000	29.0394				

\* Significant at 0.01 level.

The above table reveals that there is a positive significant relationship between attitude scores of rural teachers and academic achievement of urban students at 0.01 level of significance ( $r=0.6455$ ,  $t=4.7808$ ). This shows that the attitude scores are closely related with academic achievement scores. Further, it implies that as the attitude increases, the academic achievement will be favourable. There is a positive significant relationship between attitude of teachers and academic achievement of urban students.

### Findings of the Study

1. There is a positive significant relationship between attitude of teachers and academic achievement of boys.
2. There is a positive significant relationship between attitude of teachers and academic achievement of girls.
3. There is a positive significant relationship between attitude of teachers and academic achievement of rural students.

4. There is a positive significant relationship between attitude of teachers and academic achievement of urban students.

## Conclusions

Attitude towards teaching profession is due to the influence of the academic achievement of students of the secondary schools. The effective attitude towards teaching profession and participation in school administration has been in conformance with not only the better performance of school teachers but also good quality in education. The findings from this study show that the schools that cannot give efficient and committed teachers, need to be given special care and necessary remedial measures such as giving leadership training for the teachers. The awareness of attitude towards teaching profession should also be taken care in the minds of the management of the school administrators.

The teachers of all sorts either from rural or urban, or from government, aided or unaided, either from Kannada, Urdu or English medium, either from boys, girls or co-education type, should realize the significance and importance of the role in improving the school culture as well as attitude towards teaching profession and academic achievement of secondary school students.

In the light of the present study, the researcher humbly desires that teachers participation in school administration and attitude towards teaching profession through their strategic skill may boost the academic achievement of the students of secondary schools.

## Suggestions for Further Research

- A comparative study in relationship between the teacher participation in school administration and job satisfaction may be under taken.
- The study may be extended to large sample covering more secondary school teachers in the district/state.
- A study like this may be under taken for degree colleges and university teachers.

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