

# PROFESSIONAL ATTITUDE AND PROFESSIONAL VALUES OF SECONDARY SCHOOL TEACHERS

## Abstract

The present article studies the professional attitude and professional values of secondary school teachers. In the present day world, education is a powerful source in bringing about rapid changes in the society. Teacher is considered to be the most important single factor in the system of education, the backbone of the society, a superior guide and the nation builder and the heart of the education system (Sidney Hook). He/she can bring constructive, productive and quality education in the society. Teacher may contribute to the society through creative, productive, and high-quality education. The progress of society depends on the quality of its teachers; a community can afford to ignore the problem of the teachers' attitude and ethical values towards teaching profession only at the cost of delaying its cultural, ethical and psychological growth. For this study a sample of 600 teachers in coastal districts of Andhra Pradesh were selected. To measure their professional attitude a standardized tool Attitude Scale Towards Teaching Profession (2005) ASTTP developed by Dr. (Mrs.) Umme Kulsum and for professional values self standardized tool were used by the investigator. The overall mean score of the secondary school teachers' attitude towards teaching profession is at moderate level and the overall mean score of the secondary school teachers in their professional values are at moderate level and there is a high positive significant relationship between professional attitude and professional values of secondary school teachers.

**Keywords:** System of education, psychological growth, professional attitude and professional values.

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## I. INTRODUCTION

In the evolving Indian society, the teacher plays a critical role in social reconstruction and the transmission of wisdom, information, and experience from one generation to the next. Children are constantly subject to the teacher's influence. As a result, it is critical to recognize that the rising Indian society may attain all-round growth with the assistance of the teacher, who serves as a potent agent in conveying its treasured values. A teacher is not just a keeper of national ideals, but also a master builder of new ones. A teacher can aid our country's reconstruction efforts. However, we have yet to capitalize on this incredibly valuable human resource. This is achievable if the teacher's function is properly acknowledged, and he is in the correct frame of mind to grasp the country's challenges and make a genuine attempt to establish an environment in which society may progress. Dr. Radhakrishnan has aptly remarked: "The teacher's place in the society is of vital importance, he acts as the point for transmission of intellectual tradition and technical skill from generation and helps to keep the lamp of civilization burning". (Narayan Dash, 2004). In the teacher training the teacher acquired methodology of teaching and skills of teaching. The teacher is the symbol of ethical code of conduct and behavior pattern which will influence the children. It means that his behavior pattern must be governed by ethical considerations, popularly known as professional values. So the teacher considered a professional and teaching as a profession.

The teaching profession demands a clear set of goals, love of profession and obviously the more favorable attitude towards the profession. If teachers are highly motivated, learning will be enhanced (Govt of Pakistan, 1979). In fact, every profession has certain values attached to it; and a person can do justice to his or her profession, if he or she obeys those values. Hence professional laws are very essential for becoming a good teacher. A good teacher is non-stop learner to play his/her role effectively. Because this, role of the modern teacher has become very challenging, and can be easily met if the teacher works towards his profession with dedication and obeys the professional principles. In fact, a teacher's job is more difficult than the recognized professionalisms. Professional ethics demands that a teacher should not try to exploit school influence for private gains. The all-round development of the pupils depends upon the professional competency and efficiency of teachers. "Professional values for teachers measure all the characteristics of teaching profession like responsibilities, attitudes, honesty, fairness, integrity, diligence, loyalty, cooperation, justice, faithfulness, respect for others and self-teaching procedures, assessment of students and conduct of behavior" (Usha Rao, 2011).

The world today is rapidly changing, and so is India. New goals are being set up and new techniques are being devised, in order to achieve readjustment of society to new situations. The progress of society depends on the quality of its teachers; a community can afford to ignore the problem of the teachers' attitude and ethical values towards teaching profession only at the cost of delaying its cultural, ethical and psychological growth. Therefore in this situation, pin-point the levels and find solutions to some of the outstanding problems.

India is facing today the huge problem of value crisis in each and every corner like personal, educational, political and professional areas. The people are hopelessly looking at the dark shades of corruption, thirsty for power, religious disparity and lack of governance have gathered over the Indian polity. In this context values based education is necessary to overcome this problem. With this context teachers have to play a crucial role to make the

children as future architects of the nation. So the teacher should be dynamic with his values and attitude towards teaching profession. Professional values are similar to professional attitudes but are more ingrained, permanent and stable in nature and influence professional attitudes.

The role of the teachers is vital in changing the personality of the pupils based on the aims of education. Education aims at all round and harmonious development of the children. The progress and quality of the nation depends upon the efficiency of its citizens and their quality is linked with the efficiency of its teachers. A teacher is the pillar of educational structure, it is essential that he must possess high professional skills and abilities.

## II. NEED AND SIGNIFICANCE OF THE STUDY

In this there is a need of systematic study on professional attitude and values as viewed by secondary school teachers. Hence the investigator felt it is necessary to study the psychological aspect and ethical aspect regarding teaching profession of secondary school teachers. Thus the study will help to know the levels of professional attitude and professional values in relation with various dimensions like academic, administrative, socio and psychological, co-curricular, self-obligation, obligation to students, obligation to parents, obligation to teaching profession, obligation to management etc.

## III. REVIEW OF RELATED STUDIES

1. **Ramakrishnaih (1989)** undertook a study on “Job satisfaction of college teachers and analyzed the attitude of teaching profession”. He found that positive professional attitude among college teachers and also found significant difference between different age groups of teachers.
2. **Hatice Kubra Guler et al (2016)** studied to review the “Professional Values of Teacher candidates”. The study found relationship between value preference and different variables.
3. **Gupta and Kapoor (1983)** conducted a study on “Professional values among secondary school teachers”. This study concluded that the older and younger teachers had higher professional values as compared to the middle-aged group.

## IV. METHODOLOGY OF THE STUDY

### 1. Objectives of the Study

- To assess the professional attitude of secondary school teachers and to classify them.
- To find out the professional attitude of secondary school teachers in respect to the following areas. a) Academic, b) Administrative, c) Social & Psychological, d) Co-Curricular, e) Economic.
- To examine the influence of the following demographic variables on the professional attitude of secondary school teachers. a) Gender, b) Age, c) Marital Status, d) Educational Qualifications, e) Professional Qualifications, f) Teaching Experience, g) Location of the School, h) Type of Management.

- To assess the professional values among secondary school teachers and to classify them.
  - To find out professional values of secondary school teachers in respect to the following dimensions. a) Self Obligation, b) Obligation to Students, c) Obligation to Parents, d) Obligation to Community, e) Obligation to Teaching Profession, f) Obligation to Management.
  - To examine the influence of the following demographic variables on the professional values of secondary school teachers. a) Gender, b) Age, c) Marital Status, d) Educational Qualifications, e) Professional Qualifications, f) Teaching Experience, g) Location of the School, h) Type of Management.
  - To examine the relationship between professional attitude and professional values of secondary school teachers.
2. **Scope of the Study:** The scope of the study is very vast. The researcher for the present study covered coastal districts. The study limited to a sample of 600 teachers in 6 out of 9 districts (Srikakulam, Vizianagaram, Visakhapatnam, Krishna, Guntur, Prakasam) during the year 2019. Thus the investigator limited to a representative sample of 600 secondary school teachers out of 6000 total population in which 10% of the total population was selected for the study.
  3. **Method of Investigation:** In this study, the investigator employed a survey approach to investigate secondary school teachers' professional attitude and professional values. In educational research, the descriptive or normative survey approach is commonly used to describe and interpret what exists at present in the form of circumstances, practices, procedures, trends, impacts, attitudes, beliefs, and so on.
  4. **Sample and Sampling Procedure:** Simple random sampling is a sampling strategy in which each unit of the population has an equal probability of being picked in the sample as a result of chance, and the investigator's personal bias has no influence on the selection. It indicates that the choice procedure is such that the chance only determines which items are included in the sample. Teachers working in secondary schools in coastal region of Andhra Pradesh constitute the population for this study. There are nine coastal districts of Andhra Pradesh. The list of districts in Andhra Pradesh as follows. Srikakulam, Vizianagaram, Visakhapatnam, East Godavari, West Godavari, Krishna, Gunturu, Prakasam, Nellore. Out of these 9 districts 6 districts are selected by using simple random technique. Secondary school teachers of these selected districts were taken as sample. All these schools come under government and private management. 100 secondary teachers were selected in each district of Srikakulam, Vizianagaram, Visakhapatnam, Krishna, Guntur, Prakasam and tools were administered.
  5. **Tools of the Study:** As the present study includes two components professional attitudes and professional values the investigator should make use of research tools separately to assess them. With the incenct of research directions the investigator proposed to make use of a standardized tool Attitude Scale Towards Teaching Profession(2005) ASTTP developed by Dr.(Mrs.) Umme Kulsum, Professor, Department of Education, Bangalore University, Bangalore. To measure the second component professional values, self-constructed tool was developed by referring (S.S. Mathur & Anju Mathur, 2014).

6. **Statistical Techniques:** Arithmetic mean, standard deviation, skewness, kurtosis, t test and correlation techniques were applied to analyses the collected data.

## V. ANALYSIS AND INTERPRETATION OF THE DATA

- **Whole sample data analysis of Professional Attitude and Professional Values of Secondary School Teachers**

**Table 1: Whole Sample Data Analysis of Professional Attitude Professional Values of Secondary School Teachers**

Dependent Variable	N	Mean	% of Mean	SD	Skewness	Kurtosis
Professional Attitude	600	174.67	79.39	18.59	- 0.859	0.308
Professional Values	600	135.53	79.70	21.06	- 1.09	0.39

The overall mean score of the secondary school teachers' attitude towards teaching profession is at moderate level which is dissatisfying indication to accept. The overall mean score of the secondary school teachers in their professional values are at moderate level which is dissatisfying indication to accept.

- **Classification levels of Professional Attitude and Professional Values of secondary School teachers**

The secondary school teachers were classified on the basis of their professional attitude based on the scores obtained.

- Low level of professional attitude score  $< (\text{Mean} - \text{SD})$
- Moderate level of professional attitude score between  $(\text{Mean} - \text{SD})$  and  $(\text{Mean} + \text{SD})$
- High level of professional attitude score  $> (\text{Mean} + \text{SD})$

**Table 2: Classification levels of Professional Attitude and Professional Values of secondary School Teachers**

Dependent Variables	Classification Levels					
	Low		Moderate		High	
	N	%	N	%	N	%
Professional Attitude	155	25.84	360	60	85	14.16
Professional Values	110	18.3	422	70.4	68	11.3

- **Professional Attitude – Areas Analysis**

**Table 3: Professional Attitude – Area Wise Ranking**

Sl.No	Area	% of value	Ranking
1	Economic	79.50	1
2	Academic	79	2
3	Administrative	78.71	3
4	Co – Curricular	78.70	4
5	Socio & Psychological	75.90	5

- **Professional Values- Dimensions Analysis**

**Table 4: Professional Values – Dimension Wise Rankings**

Sl.No	Dimensions	% of mean	Ranking
1	Obligation to Students	89.5	1
2	Obligation to Community	79.2	2
3	Obligation to Parents	78.5	3
4	Self-obligation	77.5	4
5	Obligation to Teaching Profession	76.8	5
6	Obligation to Management	65.2	6

- **Influence of Demographical Variables on Professional Attitude and Professional Values of Secondary School Teachers**

**Table 5**

S.No	Demographic Variables	Dependent Variables	Categories	Mean	% of Mean	Variance	Statistics (t/F)
1	Gender	Professional Attitude	Male	174.75	79.43	19.69	t = 2.27*
			Female	179.86	81.75	17.03	
		Professional Values	Male	135.91	77.60	19.60	t = 1.91 <sup>NS</sup>
			Female	133.25	76.14	22.20	
2	Age	Professional Attitude	< 40 yrs	172.70	78.50	18.80	t = 3.05*
			>40 yrs	179.91	81.77	17.79	
		Professional Values	< 40 yrs	134.11	76.63	22.80	t = 1.93 <sup>NS</sup>
			>40 yrs	139.97	79.98	18.79	
3	Marital Status	Professional Attitude	Married	174.14	79.15	19.13	t = 1.95 <sup>NS</sup>
			Unmarried	177.21	80.15	17.46	
		Professional Values	Married	139.11	79.49	18.64	t = 3.17**
			Unmarried	133.24	76.13	21.92	
4	Educational Qualifications	Professional Attitude	Graduation	171.03	77.72	19.69	t = 3.34**
			Post-	178.42	81.10	17.03	

			Graduation				
		Professional Values	Graduation Post-Graduation	131.17 139.90	74.95 79.94	22 19.04	t = 3.08**
5	Professional Qualifications	Professional Attitude	B.Ed M.Ed	175.02 179.07	79.55 81.39	18.87 17.21	t = 1.18 <sup>NS</sup>
		Professional Values	B.Ed M.Ed	132.03 138.21	75.44 78.97	21.40 18.80	t = 1.48 <sup>NS</sup>
6	Teaching Experience	Professional Attitude	<15 yrs >15 yrs	173.36 177.19	78.80 80.50	19.16 17.19	t = 1.44 <sup>NS</sup>
		Professional Values	<15 yrs >15 yrs	137.69 134.41	78.68 76.80	22.46 17.93	t = 1.17 <sup>NS</sup>
7	Location of the School	Professional Attitude	Rural Urban	171.71 179.53	78.05 81.60	19.01 17.30	t = 3.53**
		Professional Values	Rural Urban	132.85 139	75.91 79.42	20.47 21.34	t = 2.07*
8	Type of the Management	Professional Attitude	Govt. Private	174.56 169.83	79.34 77.19	18.01 19.45	t = 1.92 <sup>NS</sup>
		Professional Values	Govt. Private	135.81 132.12	77.60 75.49	21.12 21.01	t = 1.21 <sup>NS</sup>

\*Significant at 0.05 level      \*\* Significant at 0.01 level NS: Not significant at 0.05 level

- **Relationship between Professional Attitude and Professional Values of Secondary School Teachers**

**Table 6: Relationship between Professional Attitude and Professional Values**

Dependent Variable	N	Mean	SD	'r' value
Professional Attitude	600	174.67	18.59	0.713
Professional Values	600	135.53	21.06	

## VI. FINDINGS AND CONCLUSIONS

1. The Professional Attitude and Professional values of secondary school teachers are at moderate level.
2. In Professional Attitude the area Economic ranked first place and the area Socio-Psychological stood last place.
3. In Professional Values the dimension obligation to students ranked first place and the dimension obligation to management stood last place.
4. The variable "gender" had influenced professional attitude and did not influence the professional values of secondary school teachers.
5. The age factor of the teachers had influenced the possession of professional attitude and does not have any impact in possession of professional values of secondary school teachers.

6. The variable “marital status” had not influenced the level of professional attitude and also had an impact on professional values of secondary school teachers
7. The variable “educational qualifications” had an impact on professional attitude and professional values of secondary school teachers.
8. The variable “professional qualifications” had no impact on professional attitude and professional values of secondary school teachers.
9. The variable “teaching experience” had no impact on the professional attitude and professional values of secondary school teachers.
10. The variable “locality of the school” had influenced the professional attitude and professional values of secondary school teachers.
11. The variable “type of management” had no impact on the professional attitude and professional values of secondary school teachers.
12. There is a high positive significant relationship between professional attitude and professional values of secondary school teachers.

## **VII. EDUCATIONAL IMPLICATIONS**

1. The present study will help the secondary teachers to understand the importance of professional attitude and professional values.
2. The present study will help the other section of teachers like primary and higher secondary to create awareness to understand the significance of attitude and ethical values in teaching profession.
3. The present study will helpful to the policy makers to take necessary steps to improve the positive attitude towards teaching profession.
4. The present study will help to find out the levels of professional attitude and professional values of secondary school teachers as well as the remaining section of teachers.
5. The present study will help to understand various professional activities working under different managements.
6. The present study will help the government to understand the declination of professional abilities among old aged group of teachers.
7. The present study will help the government to understand variations in possession of professional attitude and professional values working in different localities.

## **VIII. CONCLUSION**

The present investigation has explored that the secondary school teachers possessed significant moderate level of professional attitude and professional values. But regarding possession of professional attitude, male and female teachers, graduate and post graduate teachers, rural and urban teachers and different age group of teachers differed with each other. And regarding possession of professional values married and unmarried teachers, graduate and post graduate teachers, rural and urban teachers differed with each other. The time period of secondary school education is the crucial time to modify behavior as physical and intellectual aspects of the children. So the secondary school teachers must have the professional abilities to achieve the aims and objectives of secondary education. Secondary school teachers are expected to involve in tacking up an action research to improve quality in his teaching as well as education with quality concern. Participating in professional activities must be stimulated to develop passion towards teaching.



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