

An Investigation of the Teaching Profession's Perspectives on their Dedication toward their Employment

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Abstract

An outlook towards people and situations is one of the key elements that influence an individual's professional as well as personal life. In the same way, a teacher's performance and effectiveness inside the classroom are directly related to his perspective on the job. The success and effectiveness of a teacher are also significantly influenced by his perspective on the job. According to literary definitions, attitude is "the core of human individuality," "the enduring organization of an individual's inspirational emotional, and cognitive procedures regarding a moment or an intellectual object," "positive or negative in value sensuous intensity," "absorbed tendency," (Fishbein and Ajzen, 1975; Muller, 1986; Tezbaaran, 1997; Bohner and Wanke, 2002). "Probably not becoming recruited" is the aspiring teachers' top priority when it comes to the future of their profession. They believe their education has certain flaws, which makes them want to become instructors. In order to clarify the objectives, qualitative research using a closed-ended questionnaire was conducted on 68 teachers in order to assess their attitudes about their job. The results demonstrate that the teaching profession offers opportunities for professional development and for taking on job responsibilities.

Keywords

Teacher's Attitude, Teaching Profession, Professional Development.

Introduction

"On account of children, a teacher must act as a companion, mentor, theorist, and exemplar. In a career that necessitates knowledge, scholarly study, professional development," and a university degree, teaching also relies heavily on the attitudes, convictions, and opinions of the teachers. "Since "teachers" shape the way students learn environments, affect their motivation and accomplishment, and have an impact on their academic results in addition to their willingness to fulfil their roles and duties," "teachers" principles, practices, and attitudes are crucial for understanding and improving the ways in which students learn. "They also have a direct connection to their techniques for adapting to difficulties encountered in their regular employment and to their overall well-being". [4] "The attitude of those in the teaching workforce is a significant factor because it has a significant impact on how successfully abilities and expertise relevant to the teaching profession are demonstrated". "In other words, regardless of whether expertise and abilities are developed at a very high level, we feel they will not exhibit coherence if there is not a good attitude towards the teaching

profession.”pg1[2] “Teachers have greater responsibility for developing learners' moral character, particularly their psychological aptitude. The growth of an entirety constantly depends on the information attained via education and its application, thus the key tenets of a high-quality educational system constitute successful educational strategies with identity and great possibilities. Teachers might shape and grow their students into responsible citizens. They ought to embrace a more positive approach regarding the teaching profession, excel in their academics, and build lifetime skills to deal with future challenges. According to several definitions offered by psychologists, "attitude" is a state of mind that refers to a sense of support or opposition to things”. [1]

“An individual's inclination to judge a social aspect, real life, occurrence, or person favourably or unfavourably and consequently exhibit actions in response to that evaluation is known as an attitude (Kartz 1960; Eagly & Chaiken 1993; Doron & Parot 1999). Additionally, Abric (2002) views attitude as a psychological and neurophysiological state that is influenced by encounters and has a dynamic impact on the person, setting him up to respond in a particular way. According to McGuire (1989) and Wood (2000), the three essential aspects of cognition, emotion, and behaviour are where attitudes are created and expressed. Perceptions, preconceived notions, and beliefs about specific events and data are all part of the cognitive component of attitudes. Affective experiences and mental responses to diverse facts and situations are described in the psychological aspect. The behavioral section, on the other hand, displays intents and forecasts as to how a person would behave in response to a fact or occurrence determined by his or her preconceptions and attitudes. It is a series of cognitive reactions, in accordance with” Britt,1958 [2]. “According to Fishbein (1967), it is the human being's mental predisposition to behave in favor of or against a certain object [3]. According to Allport (1935, p. 34), it is a mental and neurological condition of preparedness that has been organized by experience and that directs or influences how someone reacts to all things and circumstances that are connected to it [4]. According to Thurstone (1946), attitude is the level of positive or negative emotion connected to a psychological item. [5][3] Someone's feelings, actions, and dedication to their work are all examples of their professional attitude. It is certain that the teacher's performance would improve and his efforts will be successful if he or she is dedicated and upbeat. The skill and effectiveness of the instructors affect the overall level of education. acquiring knowledge will be improved if the teachers are well-trained, inspired, and dedicated to their vocation”.

Objective

To investigate the teacher's attitude towards their Profession and commitment.

Literature Review

Güneyli, A., & Aslan, C. (2009), The attitudes toward the teaching profession need to be the subject of further research, and the educational surroundings ought to be altered in accordance with the findings. For greater engagement in the field and more optimistic attitudes, the occupation needs to be upgraded in terms of conceptual, interpersonal, and cultural considerations. The perceptions of Turkish Language and Literature aspiring teachers, who additionally are in charge of parent language teaching in secondary schools, need to be looked at in order to realize a more effective, influential mother

tongue teaching. Andronache, D., Bocoş, M., Bocoş, V., & Macri, C. (2014), Being in possession of a beneficial set of perceptions and convictions can lead to the production of personal emotions and favourable reactions regarding the teaching profession, which can be used for determining and analyzing the particular stage and perspective regarding the profession. It is important to recognize that circumstance can have immediate effects on how a disposition regarding learning manifests in behavior. Additionally, contextualized perceptions take on greater significance since they may affect how people see themselves and their environment in addition to the situation itself. Chakraborty, A., & Mondal, B. C. (2014), The attitude of prospective teachers toward the teaching profession was not substantially affected by factors including age, religious group, location, and studies stream. Nevertheless, there is a big difference when it comes to academic credentials. The proficiency level of aspiring teachers increased, which resulted in an improvement in their attitudes toward teaching. Therefore, the prospective teacher's attitude towards the teaching profession will be higher the more qualified the candidate is. Education settings should be reorganized in accordance with the findings of future research on attitudes toward the teaching profession. For a greater curiosity in the field and a better attitude, the profession should be upgraded in terms of conceptual relationships, and cultural issues. Agcam, R., & Babanoglu, M. P. (2016), An additional study may look at the professional views of a bigger group of EFL instructors employed by these types of educational institutions dispersed throughout various localities. It could have expanded to look into the professional attitudes of instructors employed by both public and private educational institutions. Al Harthy, S. S. H., Jamaluddin, S., & Abedalaziz, N. A. (2013), The majority of instructors exhibit an upbeat mindset toward their jobs and excel at teaching. The regression analysis for the entire population revealed that teachers' attitudes toward education did not constitute the cause of their poor or excellent performance in the classroom. Nevertheless, understanding teachers' attitudes toward their profession is a crucial issue that needs to be addressed in the educational sector. To determine the impact of instructors' attitudes on academic achievement with more experience years, which may effectively lay out the attitudes required to boost the efficiency of instructors. This study's contribution is to analyze the potential impact of teacher teaching attitudes on their performance. It also looks at how differently professionals, teachers, and beginners assess the impact. Van Aalderen-Smeets, S. I., & Walma van der Molen, J. H. (2015), the effects of better teacher attitudes and behavior—as judged by this study—on primary teachers' real classroom practices and the outcomes for students they teach. It is important to look at how professional development that emphasizes attitudes affects how science is taught in the classroom as well as how teachers' and students' attitudes towards science, especially interest and interest, evolve. McDonald, C. V., Klieve, H., & Kanasa, H. (2021), By offering proof to back up the claim that substantial gains in preservice primary teachers' attitudes toward teaching science are achievable in programs regarded as "common manifestations of science education courses in Australia," this study adds to the body of knowledge. To investigate the effects of various treatments on participants' attitudes in diverse circumstances, more investigations utilizing the attitudinal structure need to be conducted. Beijaard, D., Verloop, N., & Vermunt, J. D. (2000), The investigation provided some important insights into how teachers see their professional identities, particularly modifications to their identities and pertinent learning experiences over the

course of their respective professions. These revelations are helpful for student teachers as part of their orientation towards becoming teachers, as well as for helping them comprehend how they view themselves and reflect on themselves as instructors. In general, secondary school instructors with experience will find many elements of the subject matter quite relevant. The instructors' perspectives do not align with these developments. Ualesi, Y., & Ward, G. (2018), According to the investigator of the current research, the same may be true for changing attitudes, in which case instructors must participate in professional development that emphasizes attitude transformation, so that such is made clear to the teachers participating in professional development. Additionally, instructors should be given several opportunities to consider the modifications they are trying to implement on both a personal and social level, taking into account their unique requirements. Thibaut, L., Knipprath, H., Dehaene, W., & Depaepe, F. (2019), According to this study, professional growth involvement is favorably connected with teachers' attitudes towards each of the major principles, but other factors have a beneficial relationship with attitudes towards only one or two major principles. Additionally, a number of features of instructors' attitudes towards teachers are negatively correlated with both math competence and overall years of teaching. Professional growth that is tailored to an individual's previous experiences and aimed at modifying attitudes towards a particular set of core concepts may be more effective in influencing teachers' attitudes and eventually the adoption of STEM than standard professional development. The research findings also point to opportunities for enhancing particular facets of teachers' attitudes toward teaching STEM by employing a differentiated method to assess teachers' attitudes. Trivedi, R. P. (2012), Teachers at all levels—primary, secondary, higher secondary, and college—have a positive attitude about their jobs. Compared to instructors at other levels, secondary school teachers have a more trustworthy and consistent attitude. Primary and secondary school instructors have a considerable impact on students' attitudes about the teaching profession. Teachers in primary schools are more positive than those in senior schools. Teachers in basic and higher secondary schools have little influence on student's attitudes. Primary school and college teachers have no different attitudes about the teaching profession. Secondary and higher secondary teachers have little impact on students' attitudes toward the teaching profession.

Research Methods

The study is built with a structure suitable for a combined approach where descriptive or qualitative and quantitative analysis methods are used together. The study group of the research consists of teachers (n= 68) through random selection. To explore attitudes towards the teaching profession of teachers selected by using a TAI, scale with 6 points were assigned weights from 0 to 4, with 90 statements to measure the teaching profession by Prof. S.P. Ahluwalia. The data were analysed with the appropriate statistical measures to justify the objective of the present study.

Data Analysis

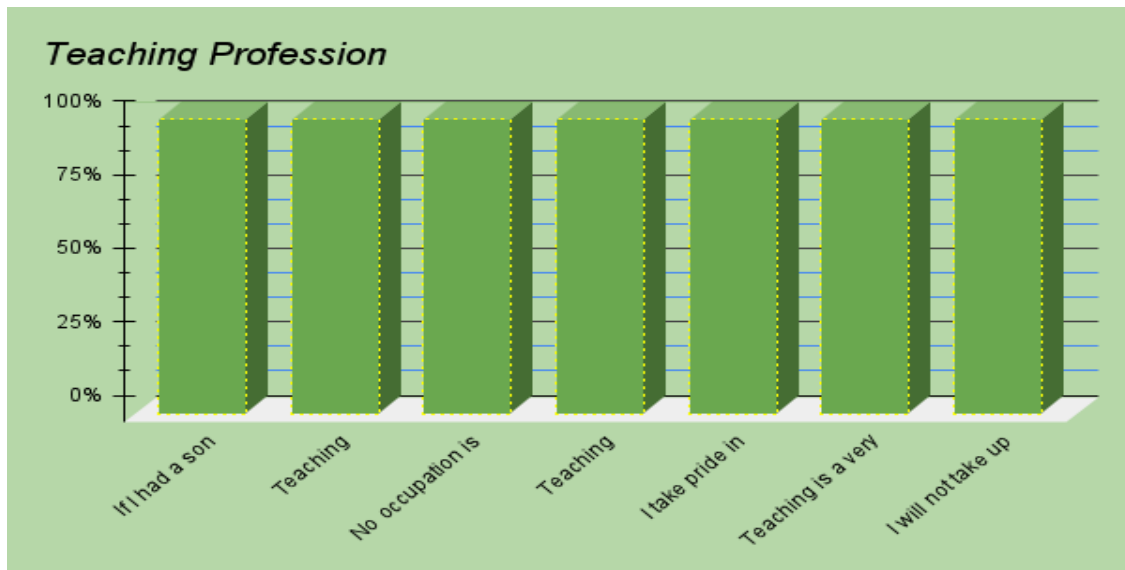


Fig.1

Positive statements about the teaching profession are depicted in Figure 1. When asked whether they would have encouraged a son to become a teacher if he had entered college, 48.6% of respondents said they agreed, while the higher percentage said they were not sure or did not agree. 95.6% of respondents agreed that teachers aid in the development of students' personalities and characters. Of those, 44.1% said they thought teaching was the best career choice, while 55.9% disagreed, presumably for other reasons. On the other hand, 72.1% of respondents agreed with the statement that "the teaching profession has a bright future," and 89.7% said that they are proud to be in the teaching profession. 80.95 percent of teachers thought that being a teacher was a very stimulating job. 51.5% of respondents say they won't accept a job other than teaching, while 48.5% are unsure or disagree with the statement.

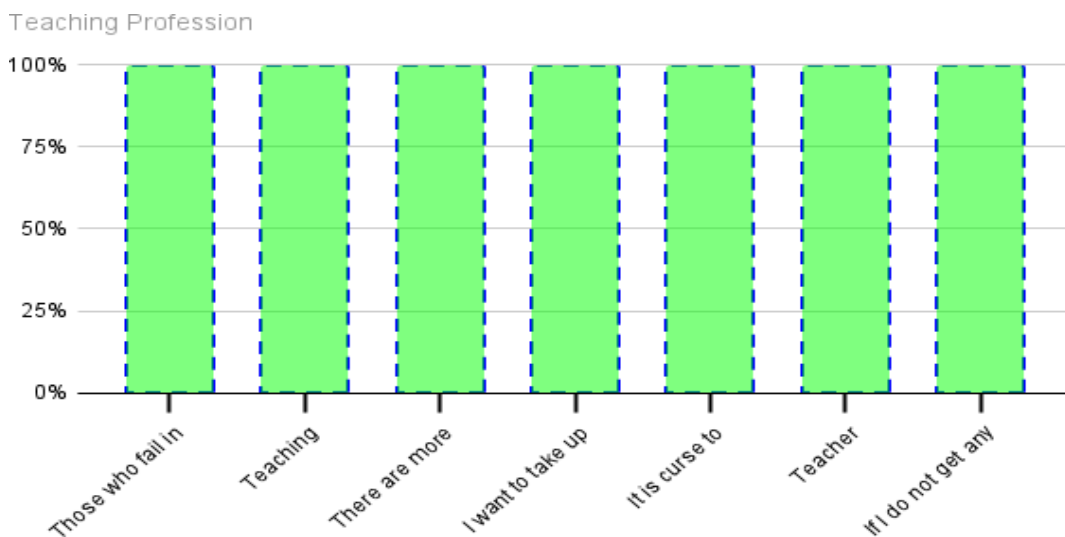


Fig.2

Figure 2, which focuses on the teaching profession, revealed that 69.1% of respondents disagreed with the statement that people who fail in other professions typically choose to become teachers. Of the responses, 44.1% were unsure and 55.7% said that the teaching profession only seems interesting at first. Of the teachers surveyed, 58.8% disagreed with the statement that there are more drawbacks to teaching than benefits, while 23.5% were unsure. When asked if it is a curse to stay in the teaching profession, 67.6% of respondents said yes, 15% disagreed, and the remaining 14.7% were unsure. 23.6% agree with the statement that teaching makes people lazy, while 76.4% disagree. 85% of respondents said they did not think teaching was a good way to serve humanity, and sixty-nine percent said they would become teachers if they could find no other.

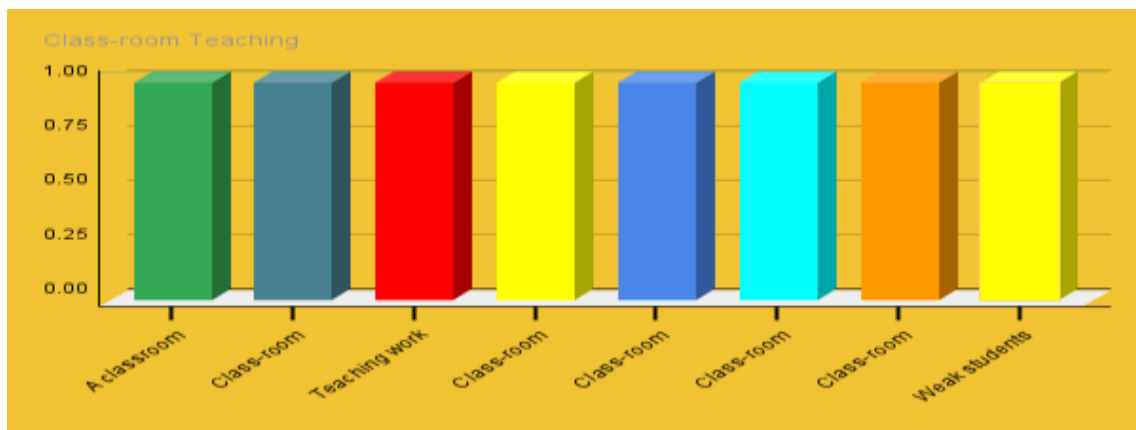


Fig.3

Classroom teaching statements are depicted in Figure 3, of the respondents, 88.2% agreed that the classroom shouldn't resemble a graveyard and 87.5% said that teaching in the classroom helps students learn discipline. 42.6% of respondents thought that students get easier to teach in a classroom. 80.9% of respondents agreed that social atmosphere in the classroom is influenced by instruction. According to 92.6% of respondents, teaching in the classroom fosters mutual respect and a learning desire in 89.7% of students. A change in classroom instruction is necessary, as agreed upon by 755 teachers. Eighty-nine percent of teachers concurred that poor students benefit greatly from the teacher's classroom revision of the lesson.

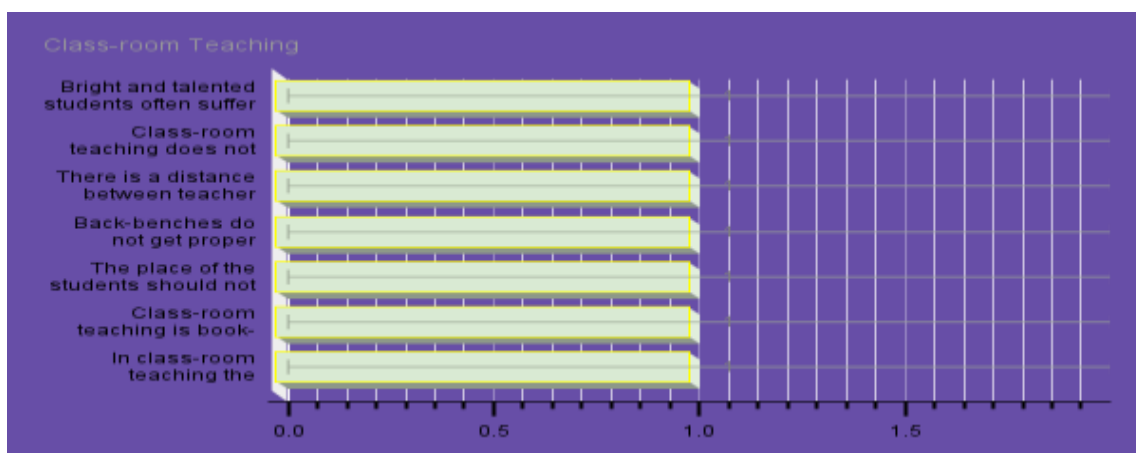


Fig.4

Figure 4, depicts classroom teaching of the respondents, 70.6% said that gifted and intelligent students frequently struggle in the classroom, and 73.5% said that teachers do not help their students develop a sense of self-confidence. In a classroom setting, 73.5% of respondents agreed that there is a physical distance between the teacher and the students, while 41.2% disagreed. The statement *it is curse to remain in the teaching profession* was accepted by 67.6% of respondents. The majority of respondents—63.2%—agree that *Backbenches do not get proper attention in classroom teaching*, while 79.5% disagree that students should have the upper hand in the classroom. 79.5% of respondents said that textbooks are taught in the classroom rather than the students. 60.3% of respondents claimed that using learning by doing in the classroom was not possible.

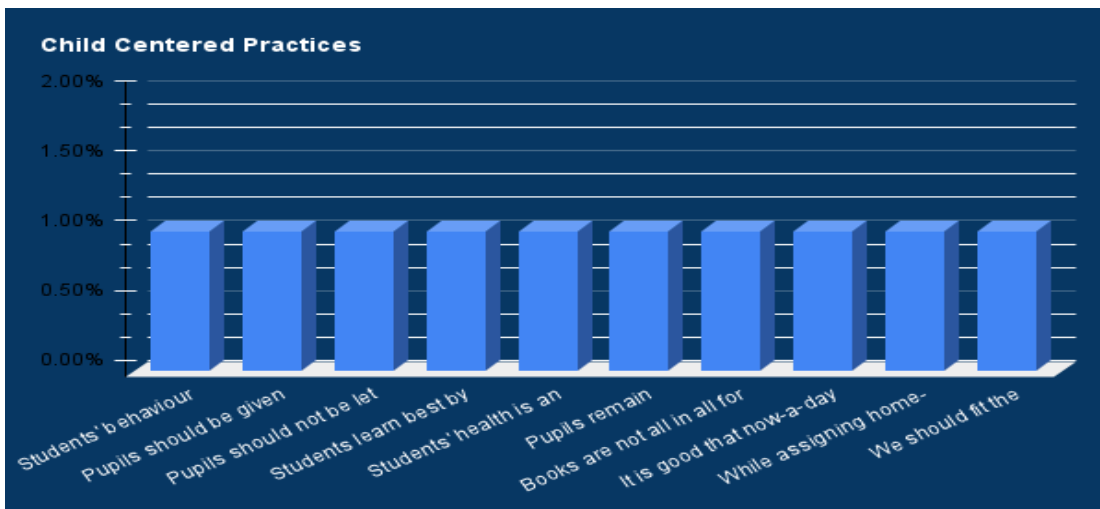


Fig.5

Based on child-centered practices, Figure 5 demonstrated that 91.2% of respondents agreed that students' behavior should be taken into account, 89.7% that they should have the freedom to express their opinions, and 76.5% that they shouldn't be disappointed before class. According to 91.2% of responses, students learn best through doing. 75% of them thought that the school had an obligation to ensure the health of its students. If their questions are not answered, 85.3% of students "remain unsatisfied." 72% of respondents said that books are not the only resource for students, and 88.3% said that students' aptitude is now valued. When giving students a homework assignment, 83.8% of educators thought that their students' aptitudes should be taken into account, and 75% of respondents agreed that the curriculum should be adapted to the needs of the students rather than the other way around.

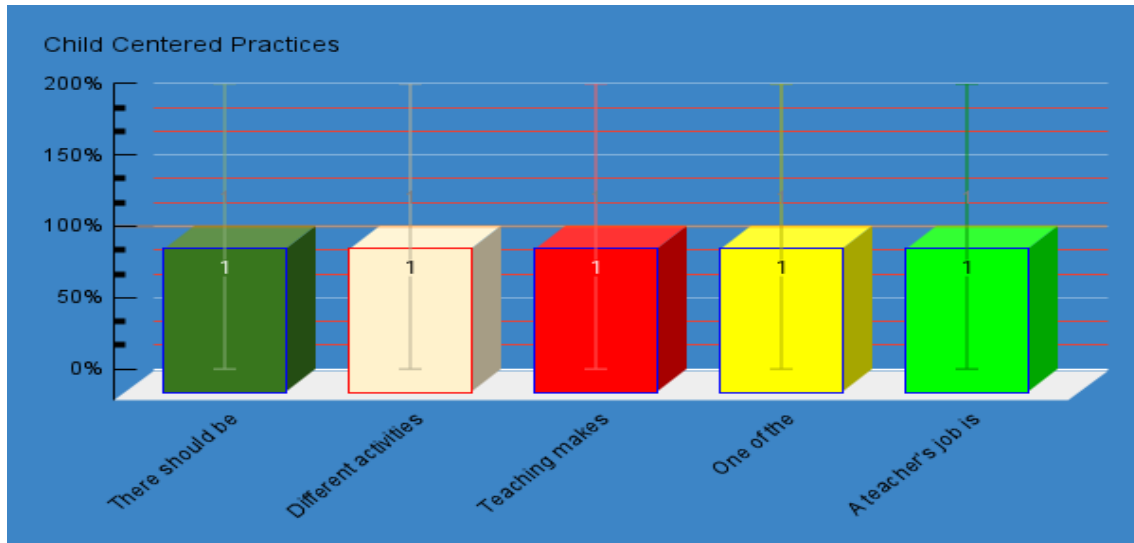


Fig.6

Figure 6 revealed that 48.6% of teachers thought that the students union shouldn't be in the classroom, while 51.45 others disagreed. Additionally, 69.2% of teachers thought that the various activities that students participated in shouldn't be included in their final evaluation. 79.4% disagree that teachers shouldn't make the material engaging for the younger students. 63.2% of respondents disagreed that modern school discipline frequently jeopardizes students' interests, while 14.7% agreed and 22.1% were unsure. Of those surveyed, 55.8% agreed that a teacher's primary responsibility is to teach and explain the material, while 43.95 disagreed.

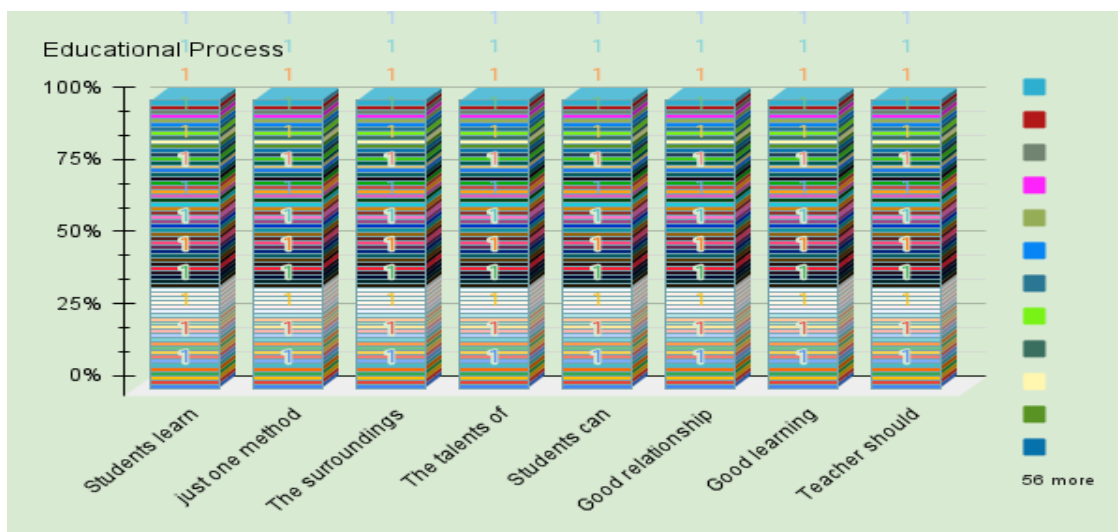


Fig.7

In terms of the educational process, Figure 7 reveals that 80.9% of respondents agreed that love, as opposed to punishment, is a better way for students to learn, 92.6% felt that different approaches are needed depending on the child's needs and the content, and 88.3% said the school's surroundings had an effect on the learning process. 88.2% of respondents said that if we do not focus on students' talent, it will remain hidden. 66% said that only when teachers are good teachers can students become good citizens. A good learning environment is created when the teacher and student have warm, friendly

relationships and are not strict with one another, according to 92.7% of respondents. This is followed by 89.7% and 66.2% of respondents.

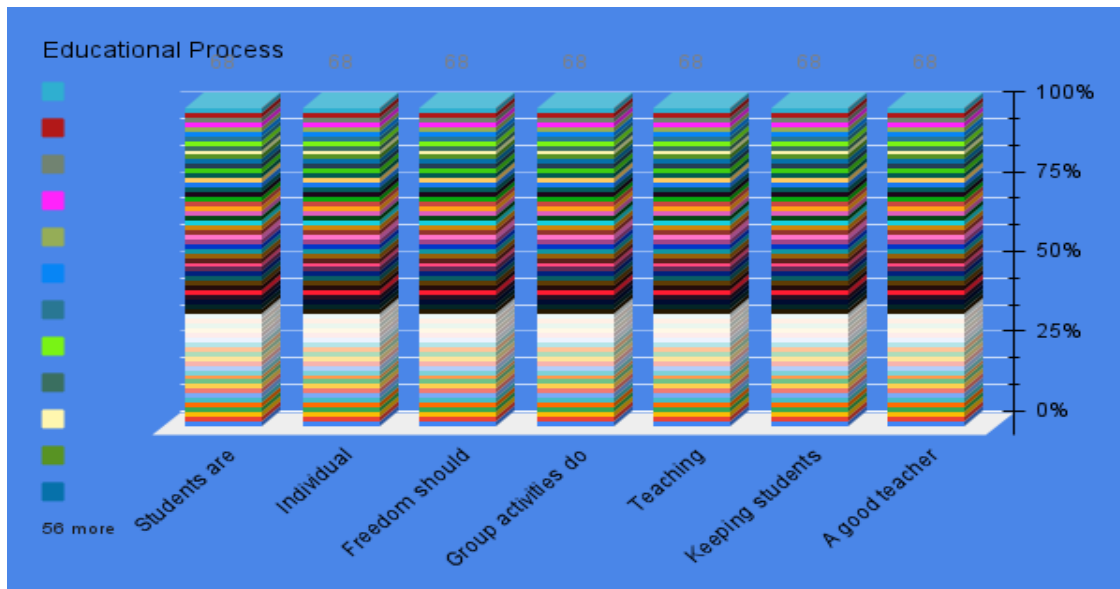


Fig.8

73.5% of respondents thought that most students are sincere. 41.2% of students believe that it is not important to focus on the individual differences between them. Of those surveyed, 43.1 disagreed and 55.9% agreed that students shouldn't be allowed to choose how they want to learn. A sense of cooperation is not fostered in students by group activities in 76.8% of cases. While 47.8% of respondents agreed that teaching techniques from the past were superior to those from the present, 52.3% disagreed. 46.3% of respondents thought that a competent teacher doesn't really need charts, maps, and other aids, while 49.3% agreed that keeping students updated on their progress has little impact on their learning and 50.9% disagreed.

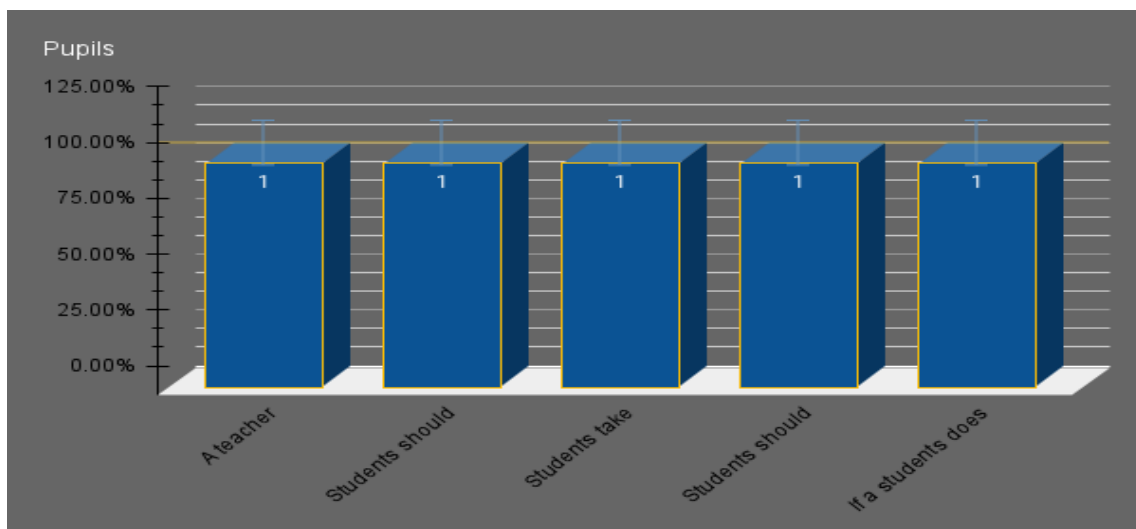


Fig.9

94% of respondents agreed that teachers should treat all students with respect, while 65.9% thought students should ask permission before entering the classroom and 34.9% disagreed. Ninety-three percent of students are proud of the school's tidy and appealing environment. 80.4% of students agreed that it is acceptable for them to disagree with what their teachers say. As seen in Fig. 9, 47.7% disagreed that the teacher is to blame if a student does not understand an assessment, 22.4% were unsure, and 29.8% agreed.

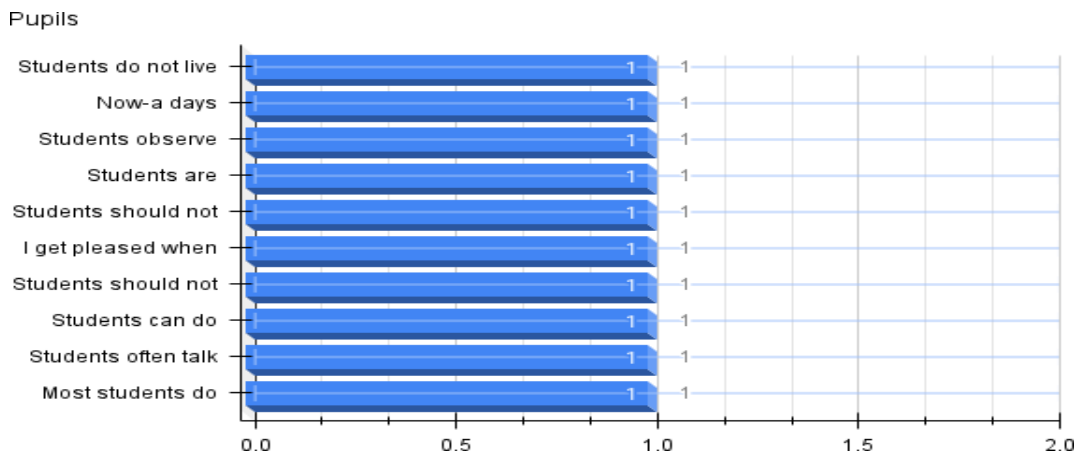


Fig.10

Regarding the claim that students do not coexist peacefully, 70.2% disagreed. According to fig. 10, 46.3% of respondents agreed that students do not obey their teachers these days, 41.8% disagreed, 50.8% disagreed that students only observe discipline in the classroom, 19.4% were unsure, and 29.9% agreed. 53.7% of students show little interest in national issues, followed by 17.9% who are unsure and 28.4% who are in agreement. 776.6% disagreed that students shouldn't be allowed to think for themselves, and 71.6 percent disagreed that it makes them happy to see mischievous students punished. Of the students, 55.2% believe they can do anything to pass the test, while 26.9% are unsure. 14.9% were unsure, 34.2% said they frequently speak incoherently in class, and 23.9% agreed. There is a 78% disagreement regarding their policy of not allowing students to ask questions in class.

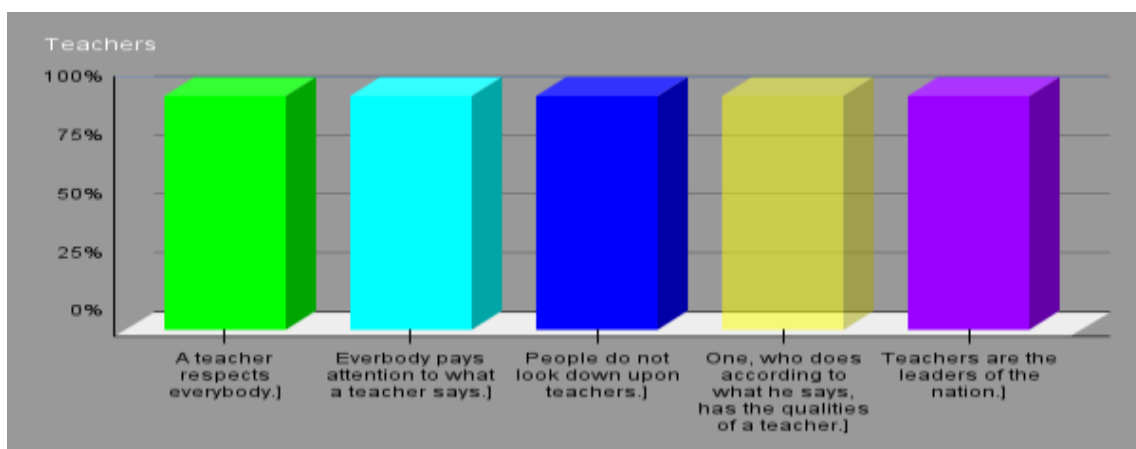


Fig.11

67.2% of respondents said they pay attention to what teachers say, while 44.8%, 20.9%, and 34.4% agreed, disagreed, and were unsure about whether or not people denigrate teachers. 52.2% of respondents agreed that someone who follows through on their commitments possesses the attributes of a teacher; 22.4% disagreed, and 25.4% were unsure. Teachers are the nation's leaders, according to 79.1% of respondents, as Figure 11 illustrates.

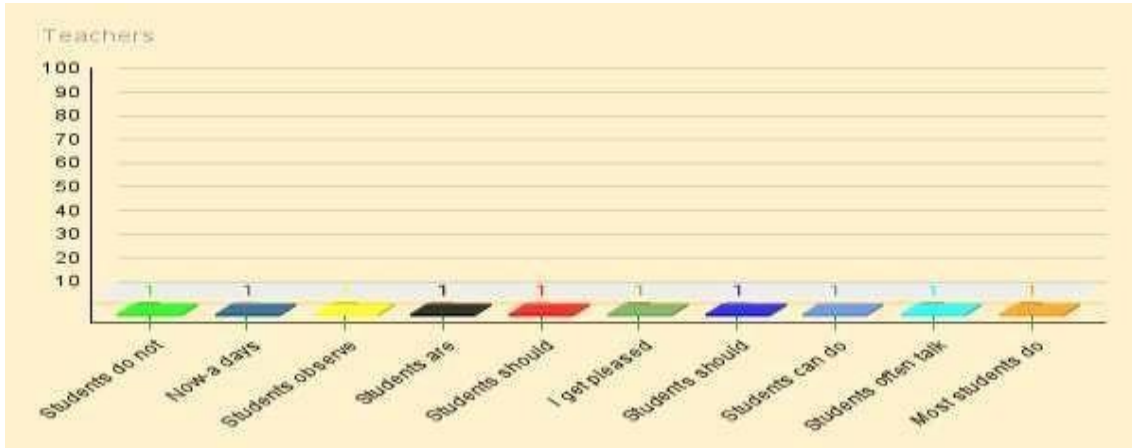


Fig.12

In the given *fig.12*, 61.2% disagreed that teachers are not free to express their views, while 29.9% agreed. 65.6% disagreed that one sees a teacher they feels like laughing at them, 14.9% undecided followed by 19.4% were agreed. 41.8% agreed that teachers are boastful and 49.3% were disagreed. 77.3% disagreed on that teachers do not determine the moral standards of a nation, 76.2% disagreed that most teachers are greed while 16.4% undecided and 7.5% agreed on this statement. It was found that 77.3% of teachers lack a sense of humor, 64.2% disagreed that teachers cannot meet the needs of intellectually gifted students, 29.9% were unsure, and 15.9% agreed. Of those surveyed, 25.4% were undecided and 64.2% disagreed that corporal punishment is not applied to students. Seventy-two percent disagreed that people shouldn't consider becoming teachers and that being a teacher wears them out.

Results

The study shows that teacher having their attitude with the positive minset, they encouraged their student and professional growth as well. The education system, and teachers in particular, play crucial responsibilities in developing a skilled workforce and a healthy community. All other factors relating to education can be influenced by the instructor. Effective teaching requires a passion for the work and a willingness to put in long hours. The increased proficiency of the aspiring teachers resulted in an improvement in their attitudes toward teaching. Determine the impact of teachers' attitudes on performance as they gain more experience; this information may possibly outline the attitudes that are required to boost teachers' productivity. The level of expertise of aspiring teachers increased, which resulted in an improvement in their attitudes toward teaching. Focusing on how one feels towards teaching, regardless of subject or pre-structured teaching materials, does appear to be a necessity for improving

attitudes in teachers. It is possible to change teachers' unfavorable teaching attitudes in order to boost efficiency in the classroom.

Recommendations

Every stakeholder in an educational setting typically needs to prepare themselves in accordance with their own development and instil in their children a positive attitude toward the teaching profession. The teaching profession requires improvement because of the increased interest and improved attitudes of its members. It might be possible to identify the attitudes required to boost teacher productivity by looking into the attitudes of teachers with more experience in the classroom in relation to performance. To completely appreciate the importance of attitude-focused professional development, research is required.

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