

# Factors Affecting the Attitudes of Secondary School Teacher's in Relation to their Age, Gender, Qualification and Locality

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## Abstract

Teaching is regarded as the noblest profession. It is so significant that those individuals who join the teaching profession should be enthusiastic and knowledgeable in their work. A teacher can accomplish to the maximum of his capability; if he/she is contented with his/her job. This study is show the attitude by the study is carried out to discover and relate the attitude of teachers towards teaching on the basis gender. This research ascertains the covenants and incongruities existed in the outcomes of research anxious with Attitude towards teaching concerning some demographic, academic and psychological features of personages. Author reviewed the contents of research work and theses discovering problems related to attitude towards teaching. Subsequently review it was perceived that majority of studies on Attitude towards teaching strenuous around some characteristics of individuals viz. Gender, Age, Qualification, Teacher training, subject stream and Locality etc. This review looked into how these traits affected people's attitudes towards teaching. The majority of studies indicated their impact on attitudes. However, some studies produce inconsistent findings. In order for attitude towards teaching to be significant and applicable in the teaching profession, it must also have certain correlates. Respective reviews have revealed a number of correlates of teaching attitude. It comes to the conclusion that comparative and longitudinal studies on attitudes towards teaching have lagged.

**Keywords:** *Secondary School Teachers, Attitude, Rural/Urban.*

## 1. Introduction

Teaching being a dynamic activity requires a favorable attitude and certain specific competencies from its practitioners. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom, this also casts a fruitful effect on learning of the students. The teacher is the pre-requisite of the success of educational programmes. The main quality of teacher is the positive attitude towards education. The success of any educational system depends beyond doubt on his requisite qualities. The teacher is undoubtedly the

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most important. The role of teacher is assuming new dimensions due to technological progress and new vistas of knowledge resulting from scientifically verified innovations. The teacher in modern society is very important in social reconstruction and transmission of wisdom, knowledge and experiences. The role and responsibilities of a teacher are infinite and limitless. The concept of attitude has been at length discussed by various social psychologists. Attitude determines and guides men. Effective teaching can be considered as a teacher's ability to stimulate student intellectually and develop suitable skills and attitudes. Teacher's effectiveness means perfection or optimum level of efficiency and productivity on the part of teacher. Teaching effectiveness is quite broad when compared with the term teaching behavior, which has a relatively narrow connotation. An effective teacher is an indispensable even in the best-equipped system of education. He who teaches effectively, may have the way for progressive and productive society. [1] Effective teaching is a term used to describe the knowledge, strategies and conduct of a successful educator. It's the ability to make a positive impact on a student's life and academic career, including the capacity to teach important skill sets, introduce new concepts and manage any classroom concerns. Educators typically strive to use effective teaching practices to help their students learn at a consistent rate and to increase their own understanding of the field. Educating the youth who in turn able to lead next generation of people with different important capacity. It can be attested to the fact that the right teacher who truly cares about his profession can definitely have a productive effect on his disciples. Attitude is a broad concept studied by social psychologist. Attitude is a tendency to react favourably or unfavourably towards a designated class of stimuli such as a national or racial group a custom or an institution. According to C.V. Good (1973) attitude is the predisposition or tendency to react specifically towards an object, situation, or value; usually accompanied by feelings and emotions. has suggested four common conditions for the formation of attitudes (i) The accretion and integration of responses learned in the course of growing up (ii) The individual differentiation or segregation of experiences, (iii) The influence of some dramatic experience or trauma and (iv) The adoption of readymade attitudes.[2] The

strength of the schools depends upon the attitudes of the teachers. For qualitative improvement in secondary education of our country, the selection of right type of prospective-teachers is a must. This require not only improving the knowledge and teaching competence of prospective-teachers but also to inculcate in them healthy professional attitudes and desirable teacher like qualities. Therefore, securing the right type of prospective-teachers for training is very important. Unless such prospective-teachers are found our secondary schools cannot deliver as per our expectations. Therefore, for the professional preparation of prospective-teachers, the study of attitudes held by them is very important.

### **1.1 Attitude**

Two requirements must be met for a good education system to succeed. The first is the ongoing improvement of the knowledge and abilities of current and serving teachers, and the second is preparing future and prospective teachers with a positive attitude towards their line of work. "Attitude is a tendency or disposition to evaluate an object or the symbol of that object in a particular way," according to the dictionary. "Attitudes towards profession are typically related with enjoying the profession, complete dedication to their profession, awareness that profession is socially useful, and believing that they need to improve the profession. Understanding attitudes is crucial for understanding human behaviour. Since behaviour is made up of many different characteristics, attitude is one of these crucial characteristics. In this sense, a person's behaviour can be greatly influenced by their attitudes. In plain English, attitudes are "predispositions" to act in particular ways. A person's attitude can be described as their preference for one group, institution, idea, or object over another along a scale of favorability and unfavorability. When someone has a positive attitude towards something, they are more likely to rate it favourably, and when they have a negative attitude, they are more likely to reject it. A teacher who has a good attitude towards their kids is regarded as better and gets well-liked by them. Therefore, it is crucial to research the attitudes of those who intend to enter the noble profession of teaching. Positive attitudes not only encourage learning but also foster an environment that fosters efficient learning. Therefore, in order to positively impact their students' lives, future teachers must have appropriate and positive attitudes towards their work.[3]

The teacher is the most significant contributor to the quality of education in both regular and special education because of their expectations, sensitivity, priorities, and values. Understanding the needs, expectations, levels of attitudes, and levels of expertise of teacher candidates will help you prepare well-equipped teachers. Additionally, it's important to support their acquisition of concepts related to continuous learning, ensure that they work actively, and promote the growth

of teachers' attitudes. The main goal of this study is to ascertain trainee instructors in the English Language Teaching Department's perspectives towards the teaching profession in terms of gender, classes, their motivations for choosing it, and level of education. It is believed that the study's findings will advance the field. [4]

### **1.2 Need and Importance of the Study**

Education is viewed as a way to help individuals cultivate morality, tolerance, and understanding; it should also equip the next generation to comprehend and deal with the realities of globalisation. In this case, the teachers' role is primarily focused on helping the kids develop strong character traits. If a teacher develops both professionally and personally, he can only carry out all of his duties. According to research, formal training programmes can help achieve teaching as a help. According to NCTE (1998), the emphasis of teacher education programmes should be on competencies. Investigate further dimensions. To improve the quality of teacher education, we should not only see what kind of students are selected, but it is of utmost importance that competent and committed teachers are placed in the right place for this sacred work of preparing teachers of the future. To be given Teacher's attitude towards teaching is formed. An important condition for successful teaching and learning. A positive attitude toward teaching contributes toward professional success and a negative one toward failure. To understand the current scenario of teacher education in India, A need was felt to study the attitude of secondary school teachers towards the teaching community. Therefore, the research apprehension attempted to investigate the attitudes of rural/urban teachers towards the teaching community. Today teachers are facing many challenges and are trying to keep pace with the continued progress in information resources. Changes are inevitable and therefore, a teacher is effective if he can use effective strategies to promote student's motivation to learn and integrate technology into the curriculum. Information Technology (IT) is very useful in education for students and teacher. Information technology (IT) if used properly has the ability to enhance relationships between teachers and students. When teachers effectively integrate technology into subject areas, teachers grow into roles of adviser, content expert and coach. But only the technological up gradation of educational institutions will not change the performance of our students unless the teachers have the positive attitude towards its adaption, use and application in the teaching learning process. Highly effective teachers have right attitude towards technology and provide opportunities for students to learn to operate in an information age. A part of the significance of this study is that findings of this research are assumed to throw light on how attitude of teachers towards information technology is related to teacher effectiveness. The results of the study will motivate the teachers to

develop positive attitude towards information technology in order to improve their performance and could help the schools to prepare and provide direction for professional development of teachers in order to increase their ability to use information technologies for learning assessments and for fostering student interaction and collaboration. [5]

## 2. Review of Research

The term “effective teaching” and the instruments for its measurement have generated a lot of controversy the world over and hence there has been no consensus definition of teaching effectiveness because there is little or no agreement on what good teaching should be. It has been defined variously by researchers. Effective teaching is synonymous with teaching (teacher) effectiveness and has been defined in three basic ways. Teacher-pupil interactions and (3) Teachers’ impact on pupil’s behaviour. The presage, process and product aspects of teaching are well represented in these definitions. The presage and process aspects of teaching bear direct relationship to teachers’ personalities and teacher-pupil interactions [6]

### 2.1 Teacher training programme and Attitude towards teaching

*Ismail Yelpeze and Levent Yakar, (2020)* The aim of this study is to conduct a meta-analysis of studies comparing teacher training programs in terms of attitude towards teaching profession and perception of teacher self-efficacy. For this purpose, the results of the study comparing the faculty of education (FE) and other teacher training programs/faculties were searched and recorded separately for both subjects. A total of 36 studies were recorded in accordance with the criteria, and 27 of these studies were used for the attitude towards teaching profession and 24 for the teacher self-efficacy perceptions. According to the results of the meta-analysis conducted according to the random effect model, teacher candidates in FE have more negative attitude and lower self-efficiency than ones in other teacher training faculties/programs. The difference in both subjects was found to be weak but not statistically significant. The effect size of most common comparison, FE Pedagogical Formation Certificate Program comparisons in the literature is similar to the general effect. It is concluded that faculties of education whose main purpose is to train teachers do not increase these features of their students sufficiently.[7]

*Sabriye sener, (2015)* the present study both investigates the attitudes of teacher trainees towards teaching profession and the relationship between students’ attitudes and the graduated school. A mixed design was employed. 118 students from the ELT Department of a state university constitute the research group. The data

were collected by means of open-ended questions and an attitude scale. The data analyses revealed that majority of the students possess positive attitudes towards teaching profession. The qualitative data analyses showed that female students had more positive attitudes than the males did. When the attitude differences of students according to school graduation were examined, no significant differences were found among groups. It is necessary that the curriculum of Anatolian Teacher Training High Schools should be redesigned and the Ministry of Education and policy makers should take some measures and develop new teaching policies, and provide additional opportunities to develop consciousness on teaching profession.[8]

*Ghulam Dastgeer, et al., (2017)* The present study aimed to measure the attitude of teachers who attended an in-service training (INSET) workshop for teaching English writing through Problem Based Learning (PBL) to secondary level students. The importance of INSET has been recognized as beneficial to teachers by many researchers. Therefore, the researchers conducted the descriptive study at Federal Directorate of Education, Islamabad, Pakistan. Data was collected from Sixty-three out of 80 randomly selected participants through a questionnaire and analyzed employing descriptive quantitative tools. The findings showed that teachers were satisfied with the achievement of INSET objectives; the management of the workshop was effective with good quality of proceedings and services. Overall rating of the program was very good showing their intention to attend such programs in future too. Suggestions include that such workshops should be frequently conducted for teachers of all levels and subjects, and these should be made compulsory and attractive through incentives.[9]

### 2.2 Gender and Attitude towards teaching

*Lela Tavdgiridze, et al., (2021)* Gender and gender equality issues have always been and still are one of the topical issues having a significant impact on the current and future development of the country. Gender issues can be discussed in relation to a lot of topics since we actively encounter them at all stages of public life. Where is the basis for views on gender equality and the role of women? What is gender, what do teachers need to know about the topic to communicate it properly to students? Who or what influences the formation of attitudes? Do national, cultural, traditional, and religious views address gender-sensitive issues, and do they, in turn, influence the formation of human consciousness? What is the role of the education system and institutions such as school, kindergarten, vocational school, university? To determine the answers to these questions, we conducted a research on the topic: the teachers’ attitude towards the gender issues in the Georgian education system. The younger generation needs to be informed about these concepts since the school period. Gender is important as it teaches children the rules of cooperation and respect for one sex



towards the other. We consider that these elements should be included in the elementary grades, and in the following age groups, it should be more widespread. Special guidelines on gender equality are also needed. The aim of the research is to study the attitudes of teachers in Georgian schools towards gender equality, with special emphasis on increasing the participation of schoolgirls in public life. We conducted the research in Batumi Shota Rustaveli State University and Batumi general education schools. We applied both quantitative and qualitative research methods: focus groups, telephone interviews and online survey. The research period covered the years 2019 - 2020. Up to 80 primary, basic and secondary, technical, humanitarian and biological, as well as civic education teachers participated in the research. The results of the survey have revealed that a large proportion of respondents do not perceive gender inequality as a stereotypical approach and do not consider it a hindrance to women's advancement. The transmission of traditional views to future generations is not perceived by them as gender inequality and a precondition for women's oppression. It was revealed that teachers are mainly in favour of the traditional distribution of gender roles in society; it is necessary to work on raising the awareness of teachers; providing standard knowledge/information on gender equality to teachers, planning and conducting training courses/seminars on teachers' participation; encourage teachers' practical research on gender issues by the school administration; internal school and extracurricular activities aimed at addressing and solving existing problems, establishing and strengthening positive attitudes towards gender equality; prepare courses and textbooks for teacher training or retraining programs; provide teachers with access to gender research results or statistics related to the education process - prepare special textbooks including data of modern research; organize discussions among teachers.[10]

*Raquel Jular-Alba, et al., (2021)* In spite of the education reform and the introduction of mixed schools, there are still obstacles to gender equality in Spain. Sexist attitudes and values continue to influence personal development and career choices, limiting women's participation in many spheres. The opinions, beliefs, ideas, conceptions, expectations and personal attitude of teaching professionals exert a great influence on the students who perceive them, which calls for up-to date information on teaching staff's perceptions towards gender equality and coeducation. In this work, results from a survey distributed to 105 teachers in three Secondary Schools in the Autonomous Community of Madrid are presented. The retrieved data was analyzed by using parametric (ANOVA) and non-parametric (Kruskal-Wallis) tests. Significant differences were found among the respondents in terms of their views on gender equality for the gender and gender\*age factors, and for the gender and years of teaching experience factors in the case of their perceptions about coeducation. Although the

tendency toward a true status of equality was more pronounced in women than in men, an adequate predisposition of the majority of teachers of both sexes towards the achievement of a social equality model based on the promotion of peer roles and coeducational practices was found. Teaching staff appears to be aware of the importance of adopting policies and laws that favor effective and real equality between men and women.[11]

### 2.3 Age of Teacher Trainee and their attitude towards teaching:

*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. A total of 150 teachers (75 males & 75 females) from thirty secondary schools located at Imphal West District, Manipur (India) with mean age 39.48, SD 10.21, were selected through simple random sampling. The data collected through the Teacher Attitude Inventory (TAI) developed by Ahluwalia (2006). It is a 90 items on 5 point Likert Type scale as strong agree (SA), agree (A), undecided (U), disagree (D), strongly disagree (SD). The reliability of the scale is 0.88. The results indicated those teachers' educational unfavourable attitudes towards teaching profession, as the p-value was 0.678 and 0.971 respectively. However, more qualified teachers (59%) seemed to be having more positive attitudes than the of the less qualified teachers (41%). Similarly, younger teachers appear to possess more positive attitudes (59%) than that of the older teachers (41%). The generalizability of the findings would merit further investigation. Certain suggestions were made.[12]

*Sikha Goswami, (2021)* Every society endeavors to make its citizens educated in the best possible manner. Elementary stage of education has vital role to play. The quality and efficiency of education and its contribution to national development largely depends on the quality and competence of teachers and on the other hand the quality of teachers rests on quality of teacher education obtained. Teachers receive training through Teacher Training Institutes to equip themselves with competency, skills and knowledge to impart quality teaching. An attempt is made to assess the attitude of teachers towards teaching profession at the elementary stage of education. The study is descriptive one comprising of 100 sample of teachers from Darjeeling District and attitude scale is constructed for collection of desired data. The study revealed, there exists a difference of attitude towards teaching profession between the male and female teachers. Also, identify certain variation among the teachers with respect to aspects such as classroom management and teaching process in particular.[13]

*Lopamudra Sardar, (2021)* present study was conducted to compare male and female elementary school teachers on various dimension of Attitude. The sample for the

present study consists of 200 teachers, 100 government (50 male and 50 female) and 100 private (50 male and 50 female) has been 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 tool consisting of 90 items with 6 areas viz. Teaching profession, Classroom teaching, child centers practices, Educational process, Pupil and Teachers. The investigator used the most acceptable and widely used statistical techniques to analyze and interpret the data which includes Mean, S.D and T Test. 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.[14]

#### 2.4 Qualification of Teacher trainees/Teachers and Attitude towards teaching

*Deepika Sharma, et al., (2022)* Teaching is regarded as the noblest profession. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. Teaching being a dynamic activity requires a favorable attitude. This paper aims to analyze the attitude of the male and female teacher trainees. In this paper, the researcher has tried to find out the attitude towards the teaching profession of teacher trainees students of Bareilly District. The researcher conducted this study with 180 Students selected from Education Institutions in Bareilly District. The investigators used the “Teacher Attitude Inventory (TAI)”, constructed and standardized by Dr.S.P. Ahluwalia for the data collection, and statistical techniques –Mean, SD, and t-test –were utilized for data analysis and interpretation. The mean scores were considered and the “t” value was calculated to find the difference in the attitude of different categories towards the teaching profession. Another point of analysis in the result is the difference in attitude among the female and male trainee teachers. The study tries to show that gender and difference in course of study are of significance in developing the teaching profession. The quality of a nation depends upon the quality of its citizens. The quality of citizens, in turn, depends upon the quality of the education system. Education depends upon the teachers, if a teacher is trained well and his/her being energetic in the manner and attitude towards the teaching profession should be good for the community, school, and institution and thus, overall, for the nation.[15]

*Jacob Filgona and John Sakiyo, (2020)* the recruitment of unqualified teachers to teach in Nigeria’s institutions of learning has been a persistent and age-long problem affecting students’ learning. However, it is perplexing to know that the government who made the Nigerian Certificate of Education (NCE) the minimum requirement for entry into the teaching profession has been guilty of recruiting the said unqualified teachers into

the educational system. As this problem persist, without a deliberate effort made by the government to address it, this study determines the degree to which teachers’ academic qualification predicts students’ attitude and academic achievement in Geography in senior secondary schools of Adamawa State. The research design employed was the predictive correlational design. The study, which sampled 400 teachers and 400 students from senior secondary schools in Adamawa State, employed the multistage sampling technique to actualize this. The participating teachers’ and students’ responses were gathered using the Geography Teachers’ Qualification Checklist (GTQC), Students’ Attitudinal Scale in Geography (SASIG) and Geography Achievement Test (GAT). Two of the instruments (SASIG, GAT) were validated and trial-tested to obtain the reliability coefficients using Cronbach’s Alpha statistic. The SASIG instrument had a reliability coefficient of 0.78 while the GAT instrument indicated a coefficient of 0.77. Frequency count and percentages were used to answer the lone question in the study while the null hypotheses were tested using simple linear regression statistic. The regression statistic showed that teachers’ qualifications did predict students’ academic achievement and the predictive value was significant. However, students’ attitude to Geography was not predicted by teachers’ qualification. These results emphasized the need for authorities concerned to strictly recruit qualified graduate teachers of Geography to teach in senior secondary schools in Adamawa State.[16]

#### 2.5 Locality and Attitude towards teaching:

*Shtiyag Ahmad and Kiran Mishra, (2022)* The study was undertaken to assess and compare the attitudes of Rural and Urban Secondary School Teachers. A sample of 400 teachers (N=200 rural and N=200 urban were taken for assessment. Keeping the nature of the study under consideration, the researcher found it suitable to use descriptive method. After securitizing the number of scale, inventories and schedules on teacher’s attitude inventory, the investigator found suitable to use the Teacher Attitude Inventory Developed by S. P. Ahluwalia. 08 sampling sites were selected from the entire District Kulgam on the basis of educational zones. In these sampling sites the investigator made an ample effort to given the due representation to each corner of the District Kulgam so that extraneous effect may be minimized. It was found that no significant difference has been observed between Rural and Urban Teachers (R&UT) on all dimension of their attitude towards teaching profession viz.; Attitude/Perception Towards Teaching Profession (ATTP), Attitude/Perception Towards Classroom Teaching (ATCRT), Perception/Attitude Towards Child Centred Practices (ATCCP), Attitude/Perception Towards Educational Process (ATEP), Attitude/Perception Towards People (ATP), Attitude/Perception Towards Teachers (ATT) and

Composite Analysis (CS). Thus impact of locality was found insignificant on the level of teacher's attitude towards teaching.[17]

*Lydia I. Eleje, et al., (2021)* 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. The instrument for data collection was a 20 item questionnaire developed by the researchers. The data collected was analyzed by computing mean and standard deviation. The findings of the study revealed that the majority of the secondary school teachers possessed positive attitude towards the teaching profession. It was also found that the female secondary school teachers had more positive attitude towards the profession than the male secondary school teachers. Furthermore, the secondary school teachers in urban areas had higher positive attitude than the secondary school teachers in rural areas. Based on the findings of the study, it was recommended that both the government and teacher organization should see to the training, retraining and motivation of secondary school teachers. If they are well-trained and motivated, they will be more committed and learning will be enhanced.[18]

## 2.6 Educational stream and attitude towards teaching:

STREAM is an educational institute that strives to increase the knowledge of, and increase an appreciation for the natural and cultural heritage of locations such as Pak Lap. A range of "Experiential Learning Courses" and "Individual Programmes" provide students with a greater depth of understanding of the STREAM disciplines (Science, Technology, Recreation, Engineering, Art and Math), conservation, sustainability and an appreciation of the local heritage. STREAM is founded based on the experiences of the "Ichthyological Society of Hong Kong", an academic charity (non-profit organization) devoted to promoting Research, Education, and Conservation via the studies of Natural History, providing the knowledge on both sustainable living and development for the symbiotic harmonies between human and nature. REAM has succeeded the comprehensive philosophy of the Ichthyological Society of Hong Kong (ISHK) that integrates Research, Education and Conservation together to provide an education platform that would eventually lead to a sustainable future.[19]

## 2.7 Teaching experience and attitude towards teaching:

*Nemine, et al., (2019)* The main thrust of this study is to find out the teachers' attitude generally toward

instruction television (ITV), also to find out the impact of length of work experience on its use. This survey study was carried out in selected secondary in Ekeremor LGA of Bayelsa State. The mannwhitney U test was used in the analysis because it is based on ordinal scale intervals. On the general attitude of teachers towards the use of instructional television, the smaller U (47) is higher than the critical U is (2.3) the null hypothesis was rejected and retained the alternate hypothesis of there is no significant difference in attitude and secondary school teacher towards the use of (ITV). Also, the use of ITV based and the length of teaching experience, the computed U value (32) and the smaller U is (3.0), the null hypothesis was rejected and retained the alternate hypothesis of there is no significant difference in attitude among secondary teachers with different length of teaching experience towards the use of instruction television in Ekeremor L.G.A of Bayelsa State Nigeria. The study portrayed that they have a favorable disposition towards the use of ITV and it was recommended that some television stations should broadcast well tutored and design suitable lesson to learners.[20]

## 2.8 Correlates of Attitude towards teaching

*Zafar Iqbal Zaidi, (2015)* explores the agreements and contradictions existed in the findings of research concerned with Attitude towards teaching with respect to some demographic, academic and psychological characteristics of individuals. The purposes of this article are (i) to review and analyze the literature of teaching attitude from teacher education perspective and (ii) to provide suggestions for the implication of future research. Author reviewed the contents of research articles and theses exploring issues related to attitude towards teaching. After review it was observed that majority of studies on Attitude towards teaching concentrated around some characteristics of individuals viz. Gender, Age, Locality, Qualification, Teacher training, subject stream type of institution, experience, etc. This reviewed probed into the influence of these characteristics on Attitude towards teaching. Majority of studies signified their influence on the attitude. On the other hand some of studies show contradictory results. Attitude towards teaching is also not an isolates concept but it has also some correlates to be meaningful and relevant in teaching profession. Respective reviews identified various correlates of Attitude towards Teaching. It concludes that Longitudinal and comparative studies on Attitude towards teaching were found lagged behind.[21]

*Kai Nagase, et al., (2020)* examine the relationship between teachers' attitudes toward and teacher efficacy in inclusive education, and the emotional distress in Japan. A survey of 158 primary school teachers in Yamaguchi prefecture, Japan measured the attitudes of regular and special education teachers for inclusive education and teacher efficacy toward inclusive education to assess the



impact of these factors on teachers' emotional distress. The results indicated that the teachers' emotional distress was significantly and negatively correlated with attitudes toward integrated classroom management and perceived ability to teach students with disabilities. Furthermore, teachers' emotional distress was significantly and negatively correlated with high teacher efficacy in inclusive instruction, collaboration, and managing behavior. A regression analysis was performed which further confirmed that efficacy in collaboration and managing behavior were unique predictors of emotional distress in primary school teachers. These findings can provide useful insights into the issue of emotional distress in primary school teachers.[22]

Ekperi, Paul Madukwe, et al., (2019) classroom climate which is often times set by the teacher is determined by the teacher's attitude. Attitude as a major determinant of a person's behavior influences the way a teacher relates with the students and thus affects students' academic performance. The study examined teacher's attitude as a correlate of students' academic performance in geography. Descriptive survey design was adopted and a sample size of four hundred selected from a population of nine hundred and sixty-eight using the Taro Yamane sample size formula. Two research questions and a research hypothesis were proposed in line with the study objectives. Average Mean Score was used to analyze responses for the research questions while Multiple Regression Analysis was used to test the research hypotheses. The findings show that attitude of teachers correlated positively and significantly with students' academic performance. Poor government attitude to teachers, lack of job satisfaction, poor remuneration and delayed salary, students' learning interest and absence of teaching materials/instructional aid were found to influence the attitude of teachers. The paper strongly recommends among others that salaries and remuneration of teachers should be paid as at when due; teachers should go beyond Instruction and focus on the interpersonal aspects of teaching; constant in-service training should be provided for teachers and also provision should be made for teachers to attend educational conferences both locally and internationally as this would help them grow on the job.[23]

### 3. Conclusion

The discipline of education has absorbed many ideas and principles from several related areas. By supplying it with new results pertinent to its own distinctive subject as well as their methods, economics, sociology, psychology, statistics, and philosophy have all aided in the growth and development of education. Teaching Attitude is a very complicated concept that affects the entire educational process and how teachers feel about their work. In order to keep up with how society is changing, new and varied variables should be used to study Teaching Attitude. The effectiveness of teaching or teachers is growing daily as

society has entrusted educational institutions with all of society's obligations for the welfare of children. In this new and altered environment, where parents are unable to devote enough time to their kids, it is believed that educational institutions must assume all of the parental and societal responsibilities. As a result, teaching efficacy has emerged as an intriguing area for additional study. These questions served as the review's guiding principles. Based on the review's guiding questions, it helped filter the existing literature to determine what should be included and what should be eliminated. It affects how the review's conclusions are formed. Gender, age, qualification, teacher training programme, topic stream, experience, and location are the characteristics of teaching attitude that positively influence it, according to a review of the majority of studies. There were some indications of discrepancies in this regard, though. Investigations into this variable of teaching attitude date back a long way. Similar to this, the study of the research identifies certain correlates of attitude towards teaching, including job satisfaction, adjustment, efficacy, efficiency, home environment, locus of control, academic accomplishment, and creative thinking. The stakeholders in teacher education will be able to identify the factors that are most influential and that contribute to it. It also has a number of correlates, therefore a premium may be placed on longitudinal and cross-sectional studies to determine how these factors connect to teaching attitudes. Such a structure will provide a thorough and ongoing form for teacher education research. In order to guarantee the validity and calibre of various training methods, comparative research to determine the calibre of teachers in training is also desirable. It is important to consider how candidates for teacher education feel about teaching. Such research will assist teacher educators in developing curricula to raise students' attitudes to desired levels.

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