

## Review of Some Empirical Studies on Attitude towards Teaching Profession

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### **ABSTRACT**

Now a day, the study of professional attitude of teachers is so important for bringing an effective and a sound system education. There are various studies which have conducted on professional attitude of both prospective and in-service teachers. But the review of these studies had been benefited the investigator an understanding about previous work done in the related areas, research method and techniques used and conclusion and finding drawn from these studies. The investigator has collected 30 studies which had been done earlier on attitude towards teaching profession from various sources such as journals, articles, theses, etc. Out of the 30 studies, 17 studies were conducted on in-service teachers and 13 studies were conducted on prospective teachers. All the studies were focused on the study of attitude towards teaching profession and their relation with respect to various variables, such as gender, age, stream, location, management of institutions, year of experience, academic qualification, adjustment and job satisfaction of the teachers of various level of education viz. elementary, secondary and higher education and also prospective teachers of professional college. On the basis of findings of these studies, it is found that majorities of in service and prospective teachers have favourable attitude towards teaching profession and various factors such as age, sex, stream, year of experiences, management of institution, academic qualification etc, that affect the development of professional attitude of the teachers could also be identified.

### **KEYWORDS:**

Attitude, Empirical Studies, Teaching Profession

### **Introduction**

For the development of an individual, a society and a nation, there are various professionals working at different professions. A professional is one who is able to acquire a fund of knowledge, range of skills and their application in the service of humanity and “A profession may be defined as a vocation or occupation which required specialized knowledge, highly skillful and advanced training or education and also followed by formal

systematic rules and regulations. It is a vocation which required continuous, extensive and long period of academic and professional education or training based on sound body of knowledge and certain specialized skills. It is the occupation which performs some social services to provide public good and also maintained code of professional ethics (Singh & Meitei, 2017, p. 61). According to C.V. Good (1973) defines, “A profession can be termed as an occupation if it requires a relatively long and specialized preparation and is governed by its own code of ethics” (Ali & Akanda, 2016, p. 167).

In our society, there are various kinds of profession worked by different professionals such as medical, legal, engineering, teaching, social work, games and sports, art and culture, etc. Among these professions, teaching is considered one of the most important profession for development of an individual in particular and a nation in general. A human society cannot be progressed without the profession of teaching. “Teaching is relatively late arrival among the galaxy of modern profession. Some scholars consider teaching as one of the noblest of all profession” (Ali & Akanda, 2016, p. 170). It is well said that the roots of all the profession is started through teaching profession. It is indeed a noble profession conceptually and ideally. No other profession can claim to be the recreator of a man and the society as the teaching profession. It is the teaching profession which equips the individual to become a maker of human resource of the society and the nation. In teaching profession, every professional try to impart knowledge, develop skills and attitude towards teaching. The professional success of every teacher depends mainly on his up-to-date professional knowledge, fullest devotion and favourable attitude towards teaching. Therefore, there is need of providing adequate professional education and training in order to develop necessary skills and proper attitude towards the profession to our prospective as well as in-service teachers. On other hand, attitude plays an important role in the professional growth and development of the teachers and improvement of their professional competency. Without proper physical, socio-cultural and professional attitude of the teachers, the profession of teaching will be down-falling. For bringing well and proper professional growth and development of the teachers, it is necessary to study the attitude of the teachers towards the teaching profession.

### **Review of Some Studies on Attitude towards Teaching Profession**

A careful review of the research journals, books, dissertation, theses and other sources of information on the problem to be investigated is one of the important steps in planning of any research. The review of the related studies is so needed for giving an understanding of the previous work done in the related area and to avoid the risk of duplication, developing the insight of the investigator, pointing out the areas for research ignored previously, providing a good scope for advancing the science of research, providing a good opportunity to the investigator for gaining insight into the methods, measures and approaches by the earlier investigator, helping to locate comparative data useful in the interpretation of results. The review of the related studies on attitude towards teaching profession has been represented as:

### **Studies Conducted on In-Service Teachers**

**Trivedi, T. (2001)** conducted a study on “Assessing Secondary School Teachers’ Attitude towards Teaching Profession in Lucknow city. The objective of the study was to assess the professional attitude of secondary school teachers and to compare the professional attitude of different groups of secondary teachers made on the basis of gender, subject stream taught and medium of instruction. The investigator had employed descriptive research method and stratified random sampling technique was used to select the require sample of the teachers. A self-developed tool namely professional Attitude Scale for Teacher was used for data collection. The major findings of the study were that most of the teachers irrespective of their gender, medium or subject streams do not have favourable attitude towards teaching profession. It was also found that female teachers, Arts stream teachers and Hindi medium teachers were more positive attitude towards teaching profession in comparison with their counter parts i.e. male teachers, science stream teachers, Hindi medium teachers respectively.

**Rohini, T. P. (2012)** conducted a study on, “Attitude of Teachers towards Teaching Profession Teaching at different level” of Bhavnagar city, Ahmedabad. The objectives of the study were – to know attitude of the teachers towards teaching profession at different level, to compare attitude of teachers towards teaching profession teaching at different level and to check the effect of teachers training at different level on attitude towards teaching profession. The investigator had used survey method. A total of 117 teachers of schools and colleges were selected by cluster sampling in which 29 primary, 33 secondary and 28 higher secondary and 27 college teachers as sample 5 primaries, 6 secondary, 6 higher secondary and 5 colleges were selected by lottery method. Thus 22 institutions was selected by stratified random sampling method in which 13 granted, 3 non-granted, 1co-operation and 5 granted colleges included in the sample. A five point attitude scale developed by Thampan (1987) is used by the investigator in the study. The major findings of the study were that – primary, secondary, higher secondary and college teachers are having high attitude towards teaching profession.

**Devi, K. R. (2013)** conducted a study on “Attitude of elementary School teachers towards Teaching profession and its relation to their job satisfaction; A study of Imphal East and West districts of Manipur”. The objectives of the study were – to study the attitude of teachers towards teaching profession in relation to their socio-economic and educational background viz. age, sex, marital status, salary and per capita income, educational qualification, training, teaching experience etc., to study the job satisfaction of teachers in relation to their socio-economic and educational back ground. The investigator had selected 540 elementary school teachers randomly as sample of the study. For gathering data, the investigator had developed Attitude towards teaching profession scale and standardized it. Job satisfaction scale developed by Meera Dixit (1993) had also used. The major findings of the study were that, majority of the teachers had positive attitude towards teaching profession. However younger teachers, unmarried teachers, trained

teachers, less teaching experience, lower salary teachers had shown significantly more positive attitude towards teaching profession. It was also found that male teachers are slightly higher than female teachers but do not differ significantly. Again the co-relation between teaching experience and job satisfaction was positive but very low and the teacher with unfavourable attitude towards teaching profession had more satisfaction in their job than that of the teachers with higher or favourable attitude towards teaching profession.

**Elina, S. (2014)** conducted a study on “Attitude of Teachers towards Teaching Profession” of Imphal West District, Manipur. The objectives of the study were – to test teachers’ educational qualification and attitude towards teaching profession are independent and age has nothing to do with attitude towards teaching profession. The investigator had employed normative survey method for the study. 150 teachers of which 75 males and 75 females from government and private secondary schools located at Imphal West District, Manipur were selected through simple random sampling technique. Teacher Attitude Inventory developed by Ahluwalia (2006) was used by the investigator for gathering data. The main findings of the study were that more qualified teachers seemed to be having more favourable attitudes towards teaching profession than that of less qualified teachers and younger teachers appears to have more positive attitude towards teaching profession than that of the older teachers.

**Bademcioglu, M., et al. (2014)** conducted a study on “The investigation of teachers’ candidate attitude towards teaching profession in Yildiz Technical University. The objective of the study was – to investigate teachers candidate attitude towards teaching profession according to gender, field and programme from which they have graduated and whether or not practiced teaching profession before. The investigator had used Attitude scale related to teaching profession developed by Erkus, Sanli, Bagli and Guven (2000). The main findings of the study were that teachers’ candidate attitude towards teaching profession was very high. There was no significant difference between teachers’ candidate attitude towards teaching profession in terms of gender, their field and programme they have graduated.

**Divya, C. (2014)** conducted a study on “Attitude of teachers towards their profession and administration in Erode district. The objectives of the study were – to find out the attitude of teachers towards teaching profession with respect to gender and age and to find out the attitude of the teachers towards educational administration with respect to their gender and age. The investigator had used survey method as the methodology for the study. The major findings of the study were that male and female teachers of high school are same in attitude towards teaching profession. It was also found that a teacher whose age is below 30 and above 30 years differs in attitude towards teaching profession. Again it was also found that male and female high school teachers are same educational administration attitude and those teachers whose age is below and above 30 years differ in educational administration attitude.

**Singh, K.S. (2015)** conducted a study on “Teachers professional Attitude and their Happiness on Teaching” in Manipur. The objectives of the study were – to find out the different attitudes among the teachers for different variables viz. age, sex, teaching experience, marital status subject, and stream, types of management, teacher’s skill and location of the school and to find out the significance difference among the teachers of the above variables. The investigator had used the normative survey method. 97 males and 103 females teachers had selected by using random sampling technique. Then the samples of the study had stratified into private and Government, age below and above 40 years, experience below and above 40 years and the marital status of the teachers. For collection of data, the investigator had used Attitude Scale towards Teaching Profession developed by Umme Kulsum (2005). The main findings of the study were that there exists a significant difference between the male and female teachers Age, experience, marital status, teacher skills, type of management, location of the school, sex of the private school teachers had found significant at 0.05 levels and there is no significant difference between male and female teachers of Government schools.

**Kumar, A. (2015)** conducted a study on “Attitude towards teaching profession in relation to adjustment among the Senior Secondary School Teachers, of Ferozepur District in Punjab. The objectives of the study were – to find out the relationship between attitude towards teaching profession and adjustment of senior secondary school teachers of Ferozepur district, to find out and compare attitude towards teaching profession of male and female, urban and rural senior secondary school teachers. The probability method of sampling was used to select 10 senior secondary schools of Ferozepur district.

The study was employed Teacher Attitude Inventory by Ahluwalia (2001) and Teacher Adjustment Inventory by Ojha (1990) to collect the data. The main findings of the study were that there is a positive and significant relationship between attitude towards teaching profession and adjustment of senior secondary school teachers and there is no significant differences exist between the attitude of the male and female, rural and urban senior secondary school teachers. It was also found that there are no significant differences between the adjustment of male and female, rural and urban senior secondary school teachers.

**Khamari, J. & Tiwari, S.K. (2015)** conducted a study on “Attitude of teachers towards teaching profession with special references to caste and sex in Odisha State”. The objective of the study was – to study the attitude of secondary school teachers towards teaching profession with special reference to caste and sex. The investigator of the study employed survey method for the study. 500 males and 500 females’ secondary school teachers were selected as the sample of the study by using random sampling technique. The investigator of the study also developed a self made questionnaire scale on attitude towards teaching profession according to Edward A. L. (1969) techniques. The main findings of the study were that, there is no statistically significant difference in attitude towards teaching on the basis of caste of teachers in Odisha state. It was also found that,

there is no statistically difference in male and female teachers' attitude towards teaching profession.

**Singh, O. P. and Singh, S.K. (2016)** conducted a study on, "Attitude of primary school teachers towards teaching profession in Varanasi District of Uttar Pradesh". The objectives of the study were – to find out the differences between the attitude of male and female, arts and science group primary school teachers and to find out the difference between the attitude of primary school teachers towards teaching profession on the basis of educational qualification and Board of Education. The study had been conducted through descriptive survey method and is empirical in nature. 90 primary school teachers working in Varanasi District of U. P. were selected as sample representative by adopting random sampling technique. Teacher attitude Inventory developed by S. P. Ahluwalia had been used as tool of the study. The main findings of the study were that there is a significant difference on attitude towards teaching profession between male and female, postgraduate and undergraduate, Arts and Science, CBSE & UP Boards primary school teachers.

**Sharmah, N. & Goswami, D. (2016)** conducted a study on "Attitude of TET qualified lower primary school teachers towards teaching: A study in the Dhekiajuli elementary educational block". The objectives of the study were – to study the level of attitude towards teaching among TET qualified lower primary school teachers, to find out the differences in teaching attitude among the rural and urban TET qualified teachers, to find out differences is the level of teaching attitude of TET qualified male and female teachers. The study has been conducted through descriptive survey method and the sample of the study had been selected on the basis of stratified random sampling technique. Teachers attitude scale towards teaching and teacher student relationship by Mrs. Arti Anand (M. P.) Prof. Harbans Singh (H. P.) Dr. Vishal Sood (IGNOU) was used to collect data. The main findings of the study were that most of the TET qualified lower primary school teachers have moderately favourable attitude towards teaching. It was also found that differences in between rural and urban area working teachers towards teaching profession but no real significant differences was obtained. Similarly in gender wise, no significant differences was obtained among male and female of urban as well as rural working teachers towards teaching.

**Dwivedi, S. (2016)** conducted a study on "Attitude of primary School Teachers towards teaching profession of Bareilly district in Uttar Pradesh". The objective of the study was – to study the attitude of primary school teachers towards teaching profession with regard to variation of male and female, rural and urban, science and arts, public and private sector. The study was employed descriptive method and 50 primary schools teachers comprising male and female rural and urban and public and private sector were selected by stratified random sampling technique. Teacher attitude Inventory developed by Dr. S. P. Ahluwalia was used to collect the data. The main findings of the study were that majority of primary school teachers don't posses highly positive attitude towards teaching

profession. It was also found that female, public sector, science and rural primary school teachers have more positive attitude than their counter parts such as male, private sector, arts and urban primary school teachers.

**Patel, V. & Upadhyay, T. (2016)** conducted a study on “Attitude towards teaching profession of commerce stream teachers of Kadi Taluka”. The objective of the study was – to study the attitude of commerce teachers towards teaching profession in terms of their gender and area. The study was employed survey method and 100 teachers of commerce faculties were selected by using stratified random sampling technique. The main findings of the study were that there is no significant difference in attitude towards teaching profession of female teachers and male teacher of commerce faculty in Kadi Taluka. It was also found that there is significant difference in attitude towards teaching profession of rural area and urban area commerce faculty in Kadi Taluka.

**Sarkar, D. & Behera S. K. (2016)** conducted a study on “Attitude of college teachers towards teaching profession in Cooch Behar district of West Bengal”. The objectives of the study were – to ascertain the attitude of college teachers with regards to teaching profession in Cooch Behar district of West Bengal and to find out the attitude of the college teachers towards teaching profession with respect to variation of male and female, rural and urban, less than 5 years and above 5 years’ experience, general and SC/ST, general and OBC, permanent and part time teachers. The study had been employed survey method and the sample of the study were 70 teachers of rural colleges and 110 teachers of urban colleges teaching in permanent and part time in Cooch Behar district by using stratified random sampling technique. An attitude scale of Likert type was used as tool for data collection. The main finding of the study were that there is a significant difference between the attitude of college teachers towards teaching profession with respect to gender wise, stream-wise, caste-wise but there is no significant difference between general and OBC teachers candidate. It was also found that there is no significant difference between the attitude of college teachers towards teaching profession with respect to rural and urban, less than 5 years and more than 5 years experience, permanent and part time teachers.

**Baglari, N. (2016)** conducted a study on “The attitude of elementary school teachers towards teaching profession at Daifang Khuti area of Udalguri district Assam”. The objectives of the study were – to study the attitude of the teachers towards teaching profession at elementary school level and to find out the attitude of teachers towards teaching profession with respect to variation of gender-wise, age-wise, teaching experience and academic qualification. The investigator had employed descriptive survey method and the sample was consisted 48 teachers working in 4 different elementary schools. To collect data, the investigator of the study had used Teacher Attitude Scale developed by J.C. Goyal. The main findings of the study were that gender plays a significant factor in the attitude of the teachers towards teaching. It was also showed that age does not play any significant factors in attitude of the teachers towards teaching

profession. Again it was found that, different academic qualification have no any difference on attitude towards teaching profession and teaching experience alone could develop proper attitude towards the profession.

**Sudhakar, K. & Reddy, D. (2017)** conducted a study on “Attitude of teachers towards teaching profession in Nellore district. The objective of the study was – to find out the effect of demographic variables in respect to attitude towards teaching profession among secondary school teachers. The investigator of the study had employed survey method and 200 secondary school teachers were selected in Nellore district as sample representative by using simple random sampling technique. The main findings of the study were that there is no significant difference between the attitude of secondary school teachers with respect to demographical variables such as male and female, married and unmarried, graduate and post graduate, Arts and Science, Government and Private, Rural and Urban secondary school teachers.

**Baruah, P. & Gogoi, M. (2017)** conducted a study on “Attitude towards teaching profession in relation to adjustment among secondary school teachers of Dibrugarh district. The objectives of the study were – to find out the level of secondary school teachers of Dibrugarh district and to study the relationship between attitude towards teaching profession and adjustment of secondary school teachers. Normative survey method was adopted for the study and the investigator had selected 34 schools as sample school by using simple random sampling technique. The investigator had employed Attitude Scale towards teaching profession developed by Umme Kulsum (2005) and Mangal Teacher adjustment Inventory (short form 1971) by S. K. Mangal as tool for data collection. The main findings of the study were that majority of the secondary school teachers have positive attitude towards teaching profession and a significant positive relationship was observed between adjustment and attitude towards teaching profession of secondary school teachers of Dibrugarh district.

### **Study Conducted on Prospective Teachers**

**Yadav, R. K. (2012)** conducted a study on attitude of post graduate student towards teaching profession of two different state of India i.e. Tamil Nadu and Kerala. The objectives of the study were – to know the attitude of post-graduate students of education and physical education towards teaching profession and to compare the significance of attitude of male and female, rural and urban, students belong to rich, middle and poor economic classes. A sample of 200 students i.e. 100 from Tamil Nadu and 100 from Kerala were selected by the investigator. The main findings of the study were that attitude of student studying in post graduate course of education and physical education in Tamil Nadu and Kerala had been found favourable attitude towards teaching profession and it was also found that, there is significant difference on attitude towards teaching profession with respect to male and female, rural and urban, rich, middle and poor class post-graduate students.

**Babu, B. P. & Raju, T. J. M. S. (2013)** conducted a study on “Attitude of student teachers towards teaching profession in Vazianagram district of Andhra Pradesh. The objectives of the study were – to know the attitude of student-teachers based on their gender, their subject of study and to know the dimensions of attitude of student-teachers based on their subject of study. The sample of the study consists of 437 student-teachers and collected by using random sampling technique. A three point Teacher Attitude Scale was developed by the investigator which has 7 dimensions viz. professional problems, teachers’ pay scales vacations and other privileges, nature of work load, teacher’s interest, towards pupil, teacher’s attitude towards management and professional status of teachers. The main findings of the study were that there is a significant difference between male and female student-teachers in the total attitude and professional pay scales, vacations, pupil interests, management and status dimensions but the other dimension, workload was not differed significantly. It was also found that there is a significant difference between mathematics and Biological science student-teachers in the total attitude but the other methodologies were not differed significantly. Again it was also found that there were many significant differences found between dimensions of attitude and methodologies of student-teachers.

**Mehmood, T., et al. (2013)** conducted a study on “Attitude of prospective teachers towards teaching profession – A measure for institutional development, Institute of Education and research, University of Education Lahore. The objective of the study were – to measure the professional attitude of the students of university of education and institute of education and research towards teaching profession and to compare the attitude towards teaching profession of the master level students of Institute of Education and Research and University of Education. A Likert Type Scale was constructed by the investigator to collect the data. The main findings of the study were that prospective teacher have very positive attitude towards teaching profession. Majority of them is devoted and dedicated for this profession.

**Bhaskara, C. L. (2014)** conducted a study on comparative Demographic study of attitudes of secondary and Higher Secondary student-teachers (B.Ed.) towards teaching profession of Vijaya College of Teacher Education affiliated to Bangalore University. The objectives of the study were – to compare the attitude of student-teachers towards teaching profession in two consecutive academic years and to compare the attitude towards teaching profession with respect to male and female, science and humanities, undergraduate and post-graduate, rural and urban, teaching experience and non-teaching experience student-teachers. The investigator had adopted descriptive method and statistical in nature. The sample of the study was selected by stratified random sampling from Vijaya College of Teacher Education. The investigator had used Teacher Attitude Scale designed by Dr. J. C. Goyal. The main findings of the study were that, there is no significant difference between the attitude of student teachers of two consecutive academic years viz. 2012-13 and 2013-14. It was also found that there is a significant difference between humanities and science in the academic year 2012-13 whereas for the academic

year 2013-14, there is no significance difference between the two streams. There is a significant difference between male and female student-teachers towards teaching profession in the year 2012-13 but there is no significant difference in the academic year 2013-14. It was also found that there is no significant difference between undergraduate and post graduate, rural and urban, teaching experience and non-teaching experience student-teachers.

**Sahayarani, J. & Stanly S. L. (2014)** conducted a study on “Attitude towards teaching profession of B.Ed. Trainees in Pondicherry”. The objectives of the study were – to find out attitude towards teaching of B.Ed. trainees in Pondicherry region and to find out the significant differences in the attitude towards teaching profession of B.Ed. trainees in terms of their sex, subject and locality. Normative Survey method was employed for the study and 104 B.Ed. trainees from various B.Ed. colleges in Pondicherry town were selected as sample representative by using random sampling technique. Attitude towards teaching profession developed by V. V. Katti and C. S. Banner were used for collecting data. The main findings of the study were that attitude towards teaching profession of B.Ed. trainees in Pondicherry region is high and there exists a significant difference in attitude towards teaching profession between male and female, Arts and science B.Ed. trainee.

**Mutum, R. (2014)** conducted a study on “Attitude of pre-service student-teachers of college of teacher Education towards teaching profession in Manipur”. The objectives of the study were – to study the favourable and unfavourable attitudes of the student-teachers of pre-service teachers of B.Ed. course towards teaching profession and to find out whether female student-teachers have more favourable attitude than male student-teachers towards teaching profession. The investigator of the study had adopted the normative survey method of research design. 200 student teachers were selected as sample representative by using stratified random sampling technique. The investigator had been adopted model of Likert Scale of attitude towards teaching profession based on local adaptation. The main findings of the study were that majority of the student-teachers of pre-service teacher education of B.Ed. course have favourable attitude towards teaching profession. It was confirmed that female student-teachers have more favourable attitude towards teaching profession.

**Pancholi, A. M. S. & Bharwad, A. B. J. (2015)** conducted a study on “Student-teachers’ attitude towards teaching profession of Ahmadabad district”. The objectives of the study were – to compare attitude towards teaching among male and female, rural and urban, science and general streams pupil-teachers towards teaching profession. The study falls under the category of descriptive research. Thus, survey method was employed for the study. 100 B.Ed. students of different colleges of Ahmedabad were selected as sample representative of the study. The main findings of the study were that there is a significant difference exists between B.Ed. students in relation to their gender. Female B.Ed. students had higher attitude than male B.Ed. students. It was also found that there is a significant

difference exists between teachers in relation to their area. Rural area's teachers had higher attitude than that of urban area's teachers and it was also found that there is no significant difference exists between teachers in relation to their stream.

**Arumugam G. & Prabakar (2015)** conducted a study on attitude towards teaching profession of B.Ed. students in relation to self-esteem of Virudhunagar District". The objectives of the study were – to find out attitude towards teaching profession of B.Ed. trainees, to find out the self-esteem of B.Ed. trainees, to find out the significant difference in attitude towards teaching profession of B.Ed. trainees with respect to male and female, co-education and women institution and to find out the difference in self esteem among the B.Ed. trainees with respect to co-education and women institutions. The investigator of the study had employed normative survey method of research. A total of 100 students in Virudhunagar district were selected by using simple random sampling techniques. The investigator had used the self esteem scale standardized by Ganapathy S. (1992) and Attitude of teaching profession scale constructed by Arivalan T. (2007) for data collection. The main findings of the study were that there is a significant difference between attitudes of B.Ed. students towards teaching profession with respect to gender but there is no significant difference between attitudes of B.Ed. students towards teaching profession with respect to types of college. It was also found that there is no significant difference between self-esteem among B.Ed. student with respect to gender and type of college. Again it was also found that there exists a high level of self esteem among the B.Ed. students.

**Rakesh, S. P. & Kiran, B. R. (2016)** conducted a study on "Attitude towards teaching profession among pre-service teachers in Shivamogga city". The objectives of the study were – to study the significant difference in attitude towards teaching profession among pre-service teachers with respect to their gender, and their localities. The investigator adopted descriptive method. An attitude scale towards teaching profession developed by Umme Kulsum (2001) was employed for data collection. The main findings of the study were that there is a significant difference in the mean teacher attitude towards teaching profession scores in the areas of administrative, academic, co-curricular, socio psychological aspects and total scores of male and female pre-service teachers at B.Ed. level. There was no significant difference in the mean teacher attitude towards teaching profession scores in the administrative, co-curricular socio-psychological economic area and total scores of married and unmarried pre-service teachers at B.Ed. level. It was also found that there is no significant difference in mean teacher attitude towards teaching profession scores in the academic and co-curricular areas and total scores of rural and urban and total scores of rural and urban pre-service teacher at B.Ed. level.

**Banerjee, S. (2016)** conducted a study on "Attitude of pupil-teachers towards teaching profession in relation to sex and academic qualification variation of Bankura district and Purulia district". The objective of the study was – to find out the attitude of pupil-teachers towards teaching profession in relation to sex and academic qualification

variation. The study was employed descriptive study and a total of 120 student-teachers were selected as sample representative. For data collection the attitude scale towards teaching profession developed by Mishra (1991) was used. The main finding of the study was that there is a significant difference on attitude of pupil-teachers towards teaching profession in relation to sex and academic qualification variations.

**Sharma, N. (2016)** conducted a study on “Attitude of pupil-teachers towards teaching profession in relation to gender and their background on Himachal Pradesh. The objectives of the study were – to study the attitude of pupil-teachers towards teaching profession and to study the difference in attitude of pupil teachers towards teaching profession with respect to gender and their background. The investigator of the study had employed descriptive survey method of research. 100 pupil-teachers (40 males & 60 females) were selected randomly from two districts of Himachal Pradesh as sample representative. The investigator had used teacher Attitude Inventory developed by S. P. Ahluwalia (2002). The main findings of the study were that, majority of pupil-teachers had positive attitude towards teaching profession and there existed no significant difference in attitude of male and female, rural and urban pupil-teachers towards teaching profession.

**Rani, R. (2016)** conducted a study on “Attitude towards teaching profession of prospective teachers in relation to certain demographic variables of four districts of Haryana State”. The objective of the study was – to study the difference in mean scores of attitude towards teaching profession of prospective teachers with respect to their certain demographic variables. The investigator had employed descriptive method for the study and a sample of 100 prospective teachers of B.Ed. programme from four districts of Haryana was drawn randomly. The investigator had used Teacher Attitude Inventory developed by S. P. Ahluwalia (2002) for data collection. The main findings of the study were that no significant difference is found between mean scores of attitude towards teaching profession of prospective teachers with respect to their gender and residential background. It was also found that there is a significant difference between mean score of attitude towards teaching profession of prospective teachers with respect to marital status and their type of institutions.

**Deswal, Y. (2017)** conducted a study on “Attitude of pupil-teachers towards teaching profession of Haryana”. The objectives of the study were – to study the attitude of pupil-teachers towards teaching profession and to study the differences in mean score of attitude of pupil-teachers towards teaching profession with respect to their stream of education. The investigator had employed descriptive survey method and a sample of 150 pupil-teachers from two district viz. Sonapat and Panipat were selected randomly by using simple random sampling technique. The investigator of the study had used Teacher Attitude Inventory developed by Dr. S. P. Ahluwalia (2002) as tool for data collection. The main findings of the study were that no significant difference is found between mean scores of attitude of male and female pupil-teachers of science stream and male and female pupil-teachers of social sciences stream towards teaching profession. It was also

found that there is no significant difference between mean score of the attitude of male and female pupil-teachers of commerce stream towards teaching profession.

### **Discussion and Conclusion**

The investigator has collected 30 studies which had been done earlier on attitude towards teaching profession from various sources such as journals, articles, theses, etc. Out of the 30 studies, 17 studies were conducted on in-service teachers and 13 studies were conducted on prospective teachers. All the studies were focused on the study of attitude towards teaching profession and their relation with respect to various variables, such as gender, age, stream, location, management of institutions, year of experience, academic qualification, adjustment and job satisfaction of the teachers of various level of education viz. elementary, secondary and higher education and also prospective teachers of professional college.

From the above review studies, the investigator has found that the majority of the studies have employed the descriptive and survey method of research. It is also found that, the majority of the studies has adopted random sampling and stratified random sampling techniques for selection of sample representatives. The above studies also adopted the following tools for data collection. They are – Attitude Scale developed by Thampan (1978), Teacher Attitude Inventory developed by S. P. Ahluwalia, Attitude Scale Towards Teaching Profession developed by Umme Kulsum, Job Satisfaction Scale developed by Meera Dixit (1993), Attitude Scale related to teaching developed by Erkus, Sanli, Bagli and Guven (2000), Teacher Adjustment Inventory by Ojha (1990), Teachers' Attitude Scale Towards Teaching and Teacher Student Relationship by Mrs. Arti Anand (H. P.) Vishal Sood (IGNOU), Teacher Adjustment Inventory developed by Mangal, Likert type Attitude Scale developed by the some investigators themselves, Teachers Attitude Scale developed by the investigators themselves, Teachers Attitude Scale developed by J.C. Goyal, Attitude Towards Teaching Profession developed by V. V. Katti and C. S. Banner, Mishra's (1991), Attitude Scale for Teaching Profession, Self Esteem Scale standardized by Ganapathy S. (1992), Attitude of Teaching Profession Scale constructed by Arivalan T. (2007), and investigator's self developed Attitude scale towards teaching profession.

The main findings of the above review studies are that majority of the studies show favourable and positive attitude of in-service and prospective teachers towards teaching profession. Regarding gender wise variation, there is a significant difference on attitude of in-service teachers towards teaching profession in some studies. But majority of the studies show that there is a significant difference on attitude of prospective teachers towards teaching profession. It is also found that, majority of the studies show a significant difference on attitude of in-service and prospective teachers towards teaching profession with regard to stream wise variation. Again some studies show that there is a significant difference on attitude of in-service and prospective teachers towards teaching profession with regard to rural and urban variation. It is also found that some variables like

age, academic qualification, year of experience, medium of instruction, marital status, management of institution and Board of education show a significant effect on attitude of in-service and prospective teachers towards teaching profession in some studies. There is a significant and positive relationship between adjustment and attitude towards teaching profession in two studies.

The investigator has highly benefited from these studies in digesting the objectives, methods, sampling techniques, tools and findings of the studies made by the investigators of the past. Moreover, for in depth and broad study, there is need of increasing larger number of studies for obtaining more relevant findings. However, the investigator in this review has selected only 30 samples/studies for investigation. The investigator feels the need of collecting and studying a larger number of samples or studies for more in-depth and accurate study in the future. Meta-analysis may also be conducted. In sum, it is expected that the findings of the current study will add to the fund of knowledge in this area of research.

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