



ATTITUDES TOWARDS THE TEACHING PROFESSION AMONG SECONDARY SCHOOL TEACHERS

A. N. Prajapati* and Sanjay K. Raval

Children's Research University, Gandhinagar - 382021

*Corresponding author E-mail: anprajapati84@gmail.com

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Abstract:

The role of teachers in the overall development of children is very important. Therefore, the teacher helps the student in shaping his future by imparting his knowledge. As a part of which this study has been conducted. Therefore, the aim here has been to study the attitudes of secondary school teachers towards the teaching profession in the context of the medium of education, area and type of school. This investigate was an ex-post-facto type of research. A 2x2x3 factorial design has been used in this study. A purposive sampling method was used to select 600 teachers in Gujarat. The collection of data was carried out with the help of teacher's attitudes scale. The data was analyzed using the 'F' test. The findings of this study show that there are significant differences in the conditions of Attitudes Towards the Teaching Profession with the main effect of area and type of school. In addition, there was no significant effect of medium of education. There is also significant ariation in all interaction effects in this study.

Keywords: Attitudes towards Teaching Profession, Secondary School Teachers, Teacher Attitudes, Medium of Education, School Type, Area of School.

1. Introduction

Education is the only solution to all problems. Education alone changes a person. This means that an educated person can create an ideal personality. Therefore, in Indian society, a who provides education is seen as an ideal citizen. At the same time, the profession of a teacher is also seen as an ideal profession. For a teacher who is in such an important position, his professional approach is of great importance. Therefore, a study has been conducted here keeping this matter in mind. Therefore, it is imperative to first understand the teacher's attitude here. As well-defined by Allport (1935), "Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related".

In the present study, the attitude of the teacher towards the teaching profession leaves a distinct impression of the teacher's personality on the students. In particular, some factors influence the attitude of the teacher towards

the profession. In which this study has been conducted with special emphasis on the medium of education, type of school in tribal and non-tribal areas.

Dhobi, and others (2018) found that there is no difference in job satisfaction of teachers with respect to gender, marital status and residence. Patel and Vyas (2018) found that job satisfaction is more in permanent and government school employees than in assistant and grant-in-aid school employees. There is more difference in job involvement in assistant and grant-in-aid school employees than in permanent and government school employees. Significant differences are observed between professional engagement and job satisfaction between staff of subsidized and permanent grant aided and government schools. Zalawadia (2019) found that there is a negative correlation between organizational commitment and job satisfaction and union involvement. Bala (2017) found that there is no difference in job satisfaction of secondary school teachers in terms of caste and region. Vyas (2019) found that female government secondary school teachers reported higher levels of job stress, anxiety and job satisfaction compared to female private school teachers.

Galchar (2014) it was found that P.T.C. trainees' attitudes toward Gujarati language skills differed according to gender and type of college. Female trainees showed more positive attitudes than male trainees toward reading, listening, writing, and speaking skills. Similarly, trainees from semi-government colleges exhibited more positive attitudes toward all language skills than those from self-financed colleges. However, no significant differences were found in attitudes among the different language skills, namely reading-writing, reading-speaking, writing-listening, writing-speaking, and listening-speaking. Saxena and Jaishwar (2018) the focus was on examining teachers' attitudes toward e-learning. The results revealed that there was a significant difference in teachers' attitudes toward e-learning with respect to the type of school, showing variation between government and self-financed school teachers. Similarly, a significant difference was also observed in teachers' attitudes toward e-learning with respect to gender. However, no significant difference was found in teachers' attitudes toward e-learning in terms of the combined effect of school type and gender. Thus, it is evident that attitudes toward e-learning are independently influenced by school type and gender.

In this study, a study of attitude towards the teaching profession as a type of attitude of teachers has been conducted. Therefore, with this in mind, the objectives of the study are as follows.

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Objectives

The objectives of the present study are as follows.

- To study the main effect of medium of education on Attitudes Towards the Teaching Profession among Secondary School Teachers.
- To study the main effect of area on Attitudes Towards the Teaching Profession, among Secondary School Teachers.
- To study the main effect of type of school on Attitudes Towards the Teaching Profession, among Secondary School Teachers.
- To study the interaction effect of medium of education and area on Attitudes Towards the Teaching Profession among Secondary School Teachers.

- To study the interaction effect of medium of education and type of school on Attitudes Towards the Teaching Profession among Secondary School Teachers.
- To study the interaction effect of area and type of school on Attitudes Towards the Teaching Profession among Secondary School Teachers.
- To study the interaction effect of medium of education, area and type of school on Attitudes Towards the Teaching Profession among Secondary School Teachers.

Hypotheses

The following hypotheses will be tested to fulfill the objectives of the study:

- There will be no significant main effect of medium of education on Attitudes Towards the Teaching Profession among Gujarati medium and English medium secondary school teachers.
- There will be no significant main effect of area on Attitudes Towards the Teaching Profession among tribal and non-tribe area secondary school teachers.
- There will be no significant main effect of type of school on Attitudes Towards the Teaching Profession among Government, Grant in aid and Self Finance secondary school teachers.
- There will be no significant interaction effect of medium of education and area on Attitudes Towards the Teaching Profession of secondary school teachers.
- There will be no significant interaction effect of medium of education and type of school on Attitudes Towards the Teaching Profession of secondary school teachers.
- There will be no significant interaction effect of area and type of school on Attitudes Towards the Teaching Profession of secondary school teachers.
- There will be no significant interaction effect of medium of education, area and type of school on Attitudes Towards the Teaching Profession of secondary school teachers.

Variables

The following variables are included as independent and dependent variables:

No.	Variables	Nature of Variables	Level	Name of Level
1.	Medium of Education	Independent Variable	2	(i) Gujarati (ii) English
2.	Area	Independent Variable	2	(i) Tribal (ii) None Tribe
3.	Type of School	Independent Variable	3	(i) Government (ii) Grant in aid (iii) Self-Finance
4.	Attitudes Towards the Teaching Profession	Dependent Variable	1	Attitudes Towards the Teaching Profession

Research design

To conduct the research a 2x2x3 factorial design was used for collecting and analyzing the data:

Variable		Medium of education (A) ↓				Total
		Gujarati (A1)		English (A2)		
Area (B) →		Trible (B1)	Non Trible (B2)	Trible (B1)	Non Trible (B2)	
Type of School (C) →	Government (C1)	50	50	50	50	200
	Grant in Aid (C2)	50	50	50	50	200
	Self-Finance (C3)	50	50	50	50	200
Total		150	150	150	150	300

Sample

A total of 600 teachers has been included as a sample in the present study. This selection has been done through the purposive sampling method of non-probability sampling as per the requirement of the research plan, which is as follows.

Tools

To measure on following standardized tools was used.

1. Personal data sheet:

A Personal Data Sheet develop by researcher who used to collect information about name, medium of education, type of school, Area, Gender, etc.

2. Teachers attitudes inventory:

In the present research, Teacher Attitude Inventory has been used to measure the independent variable. It has been designed by S. P. Ahluwalia. In this test, a total of 90 statements has been divided into 6 sections. The reliability of this test is found to be 0.79 by split-half and 0.80 by test-retest. while its validity has been shown to be high by subject experts.

Result and Discussion

Table 1: Analysis of variance for attitudes towards education professional in relation to medium of education, area and types of school

Variables	Sum of squares	Df	Mean Sum of Squares	F	Sig. Level
Medium of education (A)	8.17	1	8.17	0.25	NS
Area (B)	726	1	726	21.93	0.01
Types of School (C)	1156.40	2	578.20	17.46	0.01
A x B	1142.64	1	1142.64	34.51	0.01
A x C	2856.64	2	1428.32	43.14	0.01
B x C	1987.83	2	993.92	30.01	0.01
A x B x C	816.91	2	408.46	12.34	0.01
SSw	19468.68	588	33.11		
SSt	28163.27	599			
Significant Level: 0.05 = 3.87 0.01 = 6.72					

In the above table no. 1, examining the main effect in terms of teacher's attitudes towards education professional, it is seen that there is a significant difference in terms of area and type of school as the main effect. Evaluating the above interaction effect, it is seen that there are significant differences among all of them related to medium of education, area and type of school.

Main effects

Ho₁: There will be no significant main effect of medium of education on Attitudes Towards the Teaching Profession among Gujarati medium and English medium secondary school teachers.

Table 2: Means score on Attitudes Towards the Teaching Profession of teachers with regards to medium of education (A)

Variable	N	M	F	Sig. level
Gujarati (A1)	300	39.04	0.25	NS
English (A2)	300	39.27		

The average score shown in Table No. 02 shows that the difference between the two is negligible. In which the score of Gujarati medium teachers is 39.04 and the score of English medium teachers is 39.27. Therefore, the hypothesis formed earlier is accepted. For testing the hypothesis, the f test has been calculated. The f value is 0.25, which is not significant. This proves that the null hypothesis number 1 is not rejected.

Ho₂ There will be no significant main effect of area on Attitudes Towards the Teaching Profession among tribal and non-tribal area secondary school teachers.

Table 3; Means score on Attitudes Towards the Teaching Profession of teachers with regards to area (B)

Variable	N	M	F	Sig. level
Tribal Area (B1)	300	40.26	21.93	0.01
Non-Tribal Area (B2)	300	38.06		

The mean scores in Table No. 03 reveal that tribal teachers acquire a slightly higher score (M=40.26) than non-tribal teachers (M=38.06) on Attitudes Towards the Teaching Profession. For testing hypothesis, an f test has been calculated. The f value is 21.93, which is significant at 0.01 level. It proves that null hypothesis no. 2 is not accepted.

Ho₃ There will be no significant main effect of type of school on Attitudes Towards the Teaching Profession among Government, Grant in aid and Self Finance secondary school teachers.

Table 4: Means score on Attitudes Towards the Teaching Profession of teachers with regards to Type of School (C)

Variables (C)	N	M	F	Sig.
Government	200	40.28	17.46	0.01
Grant in Aid	200	40.00		
Self-Finance	200	37.20		

The mean scores in Table No. 04 reveal that government school teachers acquire a higher score (M=40.28) than grant in aid and self-finance school teachers (M=40.00, 37.20) on Attitudes Towards the Teaching Profession. For testing hypothesis, an f test has been calculated. The f value is 17.26, which is significant at 0.01 level. It proves that null hypothesis no. 3 is not accepted.

Interaction effects

Ho₄ There will be no significant interaction effect of medium of education and area on Attitudes Towards the Teaching Profession of secondary school teachers.

Table 5: Means score on Attitudes Towards the Teaching Profession of teachers with regards to medium of education and area (AxB)

Variables (C)	Medium of Education (A)		F	Sig.
Area (B)	Gujarati (A1)	English (A2)	34.51	0.01
Tribal (B1)	38.76	41.75		
Non-Tribal (B2)	39.32	36.79		

The mean scores in Table No. 05 reveal that English medium and tribal teachers acquire a higher score (M=41.75) than English medium and non-tribal teachers (M=36.79) on Attitudes Towards the Teaching Profession. For testing hypothesis, an f test has been calculated. The f value is 34.51, which is significant at 0.01 level. It proves that null hypothesis no. 4 is not accepted.

Ho₅ There will be no significant interaction effect of medium of education and type of school on Attitudes Towards the Teaching Profession of secondary school teachers.

Table 6: Means score on Attitudes Towards the Teaching Profession of teachers with regards to medium of education and area (AxC)

Variables	Medium of Education (A)		F	Sig.
Types of School (C)	Gujarati (A1)	English (A2)	43.14	0.01
Government (C1)	42.67	37.88		
Grant in Aid (C2)	37.07	42.92		
Self-Finance (C3)	37.38	37.02		

The mean scores in Table No. 06 reveal that English medium and grant in aid school teachers acquire a higher score (M=42.92) than English medium and self-finance school teachers (M=37.02) on Attitudes Towards the Teaching Profession. For testing hypothesis, an f test has been calculated. The f value is 43.14, which is significant at 0.01 level. It proves that null hypothesis no. 5 is not accepted.

Ho₆ There will be no significant interaction effect of area and type of school on Attitudes Towards the Teaching Profession of secondary school teachers.

Table 7: Means score on Attitudes Towards the Teaching Profession of teachers with regards to area and type of school (BxC)

Variables	Area (B)		F	Sig.
Types of School (C)	Tribal (B1)	Non-Tribal (B2)	30.01	0.01
Government (C1)	42.47	38.08		
Grant in Aid (C2)	38.53	41.46		
Self-Finance (C3)	39.77	34.63		

Table 7 reveal that the mean score of tribal teacher and government teachers acquire a higher score (M=42.47) than non-tribal teacher and government school teachers (M=38.08) on Attitudes Towards the Teaching

Profession. For testing hypothesis, an f test has been calculated. The f value is 30.01, which is significant at 0.01 level. It proves that null hypothesis no. 6 is not accepted.

Ho7 There will be no significant interaction effect of medium of education, area and type of school on Attitudes Towards the Teaching Profession of secondary school teachers.

Table 8: Means score on Attitudes Towards the Teaching Profession of teachers with regards to medium of education, area and type of school (AxBxC)

Variables	M				F	Sig. level
	A1 (Gujarati Medium)		A2 (English Medium)			
	B1 (Tribal)	B2 (non-tribal)	B1 (Tribal)	B2 (non-tribal)	43.14	0.01
Government (C1)	42.26	43.08	42.68	33.08		
Grant in Aid (C2)	33.88	40.26	43.18	42.66		
Self-Finance (C3)	40.14	34.62	39.40	34.64		

Table 8 reveal that the mean score of English mediums, tribal and grant in aid school teachers acquire a higher score (M=43.18) than Gujarati medium, tribal area and grant in aid school teachers (M=33.88) on Attitudes Towards the Teaching Profession. For testing hypothesis, an f test has been calculated. The f value is 43.14, which is significant at 0.01 level. It proves that null hypothesis no. 7 is not accepted.

Conclusion:

- No significant difference was found between the Gujarati and English medium school teachers of Attitudes Towards the Teaching Profession. So that it was concluded that medium of education has no impact on Attitudes Towards the Teaching Profession in this study. Therefore, the pre formed hypothesis is not rejected.
- The difference between area on Attitudes Towards the Teaching Profession is found to be significant at 0.01 level; the tribal area teachers have high level of Attitudes Towards the Teaching Profession than the non-tribal area teachers. Therefore, pre form hypothesis is not accepted.
- The difference between type of school on Attitudes Towards the Teaching Profession is found to be significant at 0.01 level; the Government school teachers have high level of Attitudes Towards the Teaching Profession than the grant in aid and self-finance school teachers. Therefore, the pre formed hypothesis is not accepted.
- The difference between medium of education and area on Attitudes Towards the Teaching Profession is found to be significant at 0.01 level; English medium and tribal area teachers have high level of Attitudes Towards the Teaching Profession than the English medium and non-tribal area teachers. Therefore, the pre formed hypothesis is not accepted.
- The difference between medium of education and types of school on Attitudes Towards the Teaching Profession is found to be significant at 0.01 level; English medium and grant in aid school teachers have high level of Attitudes Towards the Teaching Profession than the English medium and self-finance school teachers. Therefore, the pre formed hypothesis is not accepted.
- The difference between medium of education and type of school on Attitudes Towards the Teaching Profession is found to be significant at 0.01 level; the tribal area and government school teachers have

high level of Attitudes Towards the Teaching Profession than the non-tribal and self-finance school teachers. Therefore, the pre formed hypothesis is not accepted.

- The difference between medium of education, area and type of school on Attitudes Towards the Teaching Profession is found to be significant at 0.01 level; the English medium, tribal and grant in aid school teachers have high level of Attitudes Towards the Teaching Profession than the Gujarati medium, tribal area and government school teachers. Therefore, the pre formed hypothesis is not accepted.

Recommendations

- To provide proper training and related literature especially to the teachers teaching in tribal and non-tribal schools so that their attitudes towards the teaching profession can be improved.
- The differences in medium of education, area and type of school have been found to be significant in this study, so that corresponding physical facilities, suitable environment and educational materials should be provided.
- The difference in the medium of study has also been found to be significant here, therefore, teachers should be provided with the necessary study material in both Gujarati and English medium to improve themselves, along with reference books, good research journals, and magazines, so that they can improve their attitudes towards their profession, which can directly help in the holistic development of the students.

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