



**TEACHER EDUCATORS' ATTITUDE TOWARDS TEACHING PROFESSION IN RELATION  
TO ORGANISATIONAL CULTURE.**

**Mr. Jayesh R. Jadhav**

Ph.D Scholar, Department of Education, University of Mumbai.  
Assistant Professor, Chembur Sarvankash Shikshanshastra  
Mahavidyalaya, Chembur, Mumbai

**Dr. Sybil Thomas**

Principal,  
St. Xaviers Institute of education,  
Marine Line, Churchgate, Mumbai

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**Abstract**

Teacher training colleges (B. Ed colleges) are having remarkable effects on the development of the country because these training colleges make the prospective teachers who are going to shape and direct our country. Due to this fact, the researcher focuses on teachers educators' attitude towards teaching profession in relation to organizational culture. The sample of 288 teacher educators' was collected from teacher training colleges (B. Ed) affiliated to University of Mumbai. The major findings of the study revealed that there is significant relationship between attitude towards the teaching profession and organizational culture scores of teacher educators for Types of institution (Aided and Unaided teacher training colleges), Years of experience (3 – 8 years and 8 and above years) Gender wise and Total sample.

**Introduction**

The development of any country depends on the quality of education provided in that country. The quality of education provided squarely depends on teachers of that country. It means teachers are the most important factors in the country's development who acts as catalyst between quality of education and progress of any country. In order to be successful, teachers require patience, dedication and continuous operation. It is important as to how the teachers feel about the profession and willingly practice this profession. In this context, the attitudes of teachers' play a significant role in their success and in the success of the educational system and development of the country. The teachers are expected to acquire positive attitudes towards their environments and the social values as well as the knowledge and skill required by the profession (Başbay, Ünver and Bümen, 2009).

It is doubtless that teacher training programs shapes the attitude of prospective teachers' who are going to shape the country. So it is important to study the attitude of teacher educators who trains the prospective teachers in teacher training colleges. The basic concern of teacher training is to bring change in the attitude of the student teachers, (Lortie, 1975).

According to Wagner (1995) organizational culture has a strong influence on employee's behaviors and attitudes. Employees do not behave in a value free vacuum; they are governed, directed and tempered by the organisational culture (Brown 1998). The kind of organizational culture teacher educators perceives to have, the number of opportunities he/she has been given for empowerment and the professional commitment of teacher educators governs the attitude of a teacher educator's towards the teaching profession.

If we look at the world we see that the face of the workplace has changed dramatically in the 21st century. The education system is also changing very fast in the world of globalization and privatization. So to cope-up with changing environment the components of the education system must change. In the light of the important relationship between teaching institution's reform and teacher empowerment, we explore the empowerment of teacher educators. Empowerment of any teacher depends upon the kind of organization in which he/she is working. Organizations today are facing challenges and opportunities due to constantly changing world competition. These changes also affect other aspects of the functioning of the organization, such as organizational culture. The culture of an organization has an important impact on his/her performance, empowerment and attitude to look towards the organization.

But surprisingly in the total enterprise of teachers, the most neglected groups are the teacher educators themselves. The study of teacher educators has remained an area that has been neglected by researchers. Hence this study aims to investigate the attitude of teacher educators towards teaching profession in relation with organizational culture of the teacher educator.

**STATEMENT OF THE PROBLEM:**

Teacher Educators' attitude towards Teaching Profession in relation to Organisational Culture.

**OPERATIONAL DEFINITIONS OF THE VARIABLES:**

**Teachers' Attitude towards Teaching Profession:** It is the feeling, opinion or perception of Teacher Educators (may be positive, negative or neutral) towards teaching profession and the components related with teaching profession such as economic status and social status of the teacher, teaching –learning process, pupils, sincerity to the profession, the rewards of teaching and the future of the teaching profession.

**Organisational Culture:** Organizational culture is the set of principles, rules, values, tradition, beliefs, goals and type of environment which affects teacher educators' attitude, commitment and empowerment.

## AIMS OF THE STUDY

The broad aim of the study is to study Attitude towards Teaching Profession in relation to an Organisational Culture of Teacher Educators of B. Ed colleges affiliated to the University of Mumbai.

## OBJECTIVES OF THE STUDY

The research will be conducted with the following objectives:

1. To study the difference in teacher educators' attitude towards teaching profession on the basis of types of institutions.
  - (a) Aided Teacher Training, Colleges
  - (b) Unaided Teacher Training Colleges
2. To study the difference in teacher educators' attitude towards teaching profession on the basis of years of teaching experience.
  - (a) Teacher Educators with 0-3 Years of Teaching Experience
  - (b) Teacher Educators with 3-8 Years of Teaching Experience
  - (c) Teacher Educators with 8 and above Years of Teaching Experience
3. To study gender differences in the teacher educators' attitude towards the teaching profession.
4. To ascertain the difference in organisational culture scores of teacher educators on the basis of types of institutions.
  - (a) Aided Teacher Training, Colleges
  - (b) Unaided Teacher Training Colleges
5. To ascertain the difference in organisational culture scores of teacher educators on the basis of years of teaching experience.
  - (a) Teacher Educators with 0-3 Years of Teaching Experience
  - (b) Teacher Educators with 3-8 Years of Teaching Experience
  - (c) Teacher Educators with 8 and above Years of Teaching Experience
6. To ascertain gender differences in the organisational culture scores of teacher educators.
7. To ascertain the relationship between attitude towards the teaching profession and organisational culture scores of teacher educators for
  - a) Types of Institution,
  - b) Years of experience,
  - c) Gender wise and
  - d) Total sample

## HYPOTHESIS OF THE STUDY

1. There is no significant difference in teacher educators' attitude towards teaching profession on the basis of types of institutions.
  - (a) Aided Teacher Training, Colleges
  - (b) Unaided Teacher Training Colleges
2. There is no significant difference in teacher educators' attitude towards teaching profession on the basis of years of teaching experience.
  - (a) Teacher Educators with 0-3 Years of Teaching Experience
  - (b) Teacher Educators with 3-8 Years of Teaching Experience
  - (c) Teacher Educators with 8 and above Years of Teaching Experience
3. There is no significant gender difference in teacher educators' attitude towards the teaching profession.
4. There is no significant difference in organisational culture scores of teacher educators on the basis of types of institutions.
  - (a) Aided Teacher Training, Colleges
  - (b) Unaided Teacher Training Colleges
5. There is no significant difference in organisational culture scores of teacher educators on the basis of years of teaching experience
  - (a) Teacher Educators with 0-3 Years of Teaching Experience
  - (b) Teacher Educators with 3-8 Years of Teaching Experience
  - (c) Teacher Educators with 8 and above Years of Teaching Experience
6. There are no significant gender differences in the organisational culture scores of teacher educators.
7. There is no significant relationship between attitude towards the teaching profession and organisational culture scores of teacher educators for
  - a) Types of Institution,
  - b) Years of experience,
  - c) Gender wise and
  - d) Total sample

## METHODOLOGY OF THE STUDY

### Design of the Study

The method used by the investigator in this study was the descriptive method of the causal –comparative and correlational types. In the present study, the researcher studied teacher educators' attitude towards teaching profession in relation to organizational culture.

### **Correlational Method**

In the present study, correlation method has been used to measure the strength and direction of the relationship between the variables attitude towards teaching profession and organizational culture.

### **Causal Comparative Method**

The present study is causal comparative in that it seeks to examine interrelationship between the variables, namely attitude towards teaching profession and organisational culture on the basis of types of institution, years of experience and gender.

### **SAMPLE OF THE STUDY**

The sample for the present study comprises of 288 teacher educators from teacher training colleges (B. Ed) affiliated to University of Mumbai.

In the present study, a two stage sampling procedure is used. At the first stage the teacher training institutions (B. Ed Colleges) were selected randomly on the basis of their types of institutions namely Aided and Unaided. As the teacher training institutions affiliated to University of Mumbai were founded in seven districts of Maharashtra. Care was taken to include teacher training institutions from each district. Thus the researcher used random sampling for selecting the teacher training institutions (B. Ed colleges). At the second stage of sampling, the incidental sampling technique has been adopted for the selection of teacher educators.

### **TOOLS OF THE RESEARCH**

The data from the present study will be collected from Teacher Educators.

#### **Readymade Tool**

##### **✓ Attitude towards Teaching Profession Scale Prepared by Thampan V. (1997)**

The reliability for attitude towards teaching profession scale prepared by the researcher was established using the split half. The Spearman Brown prophecy formula was then used to obtain the reliability coefficient of the whole tool. The reliability was also established following the test-retest method. The coefficient of correlation is found using the Karl Pearson's coefficient of correlation formula known as Pearson 'r'. The reliability of the tool by split half method was 0.88 and in Test-Retest was 0.83.

✓ **Organizational Culture Scale is given by Daniel Denison and prepared by Hee-Jae Cho (2000).**

In this scale, there are sixty items measuring for underlying traits of Involvement, Consistency, Adaptability and Mission. Response to all items are measured on a 5-point Likert - scale that ranges from 1 (strongly disagree) to 5 (strongly agree). Eight items are phrased negatively and answers are reversed in the analysis. The reliability coefficient of the tool using Cronbach's alpha is 0.87.

### **SCOPE AND DELIMITATIONS OF THE STUDY**

The study has certain delimitations and limitations that need to be considered while understanding the findings. Firstly, the study used the quantitative paradigms of research, hence the sample was chosen at random after the groups under the study were defined. The tools were constructed after the researcher had operationally defined the variables under study. Hence, this study too has all the limitations that a quantitative design can offer as well as the delimitations with regard to the sample, tool and variables under study.

### **ANALYSIS OF DATA**

For the purpose of the present study, the researcher carried out the descriptive and inferential analysis in order to process data. The techniques used for inferential analysis of the data in the present study include the t-test,  $\omega^2$  Estimate, ANOVA and Coefficient of correlation.

### **MAJOR FINDINGS OF THE STUDY**

1. The null hypothesis states that there is no significant difference in teacher educators' attitude towards teaching profession on the basis of types of institution (Aided and Unaided teacher training colleges). The statistical technique used to test this hypothesis is a t - test. The obtained value of 't' for the teacher educators' attitude towards teaching profession of aided and unaided teacher training colleges is 2.88 which is greater than table value 1.97. Thus 't' is significant at 0.05 level. Hence the null hypothesis is rejected. Since 't' is significant, the mean scores of aided and unaided teacher training colleges is 75.03 and 70.76 respectively. It means teacher educators' from aided teacher training colleges having a more favorable attitude towards teaching profession than teacher educators' of unaided teacher training colleges.

2. The null hypothesis states that there is no significant difference in teacher educators' attitude towards teaching profession on the basis of years of teaching experience (0 – 3 years, 3 – 8 years and 8 and above years). The statistical technique to test this hypothesis is ANOVA. The obtained 'F' = 0.41 is less than the tabulated F at 0.01 level of significance. Hence the null hypothesis is accepted.

3. The null hypothesis states that there is no significant gender difference in teacher educators' attitude towards the teaching profession. The statistical technique to test this hypothesis is a t - test. The obtained value of 't' for the teacher educators' attitude towards teaching profession of male and female teachers is 2.63 which is greater than table value 1.97. Thus 't' is significant at 0.05 level. Hence the null hypothesis is rejected. Since 't' is significant, the mean scores of male and female teacher educators' are 68.13 and 72.92. It means female Teacher educators' having more favorable attitude towards teaching profession than male teacher educators'.

4. The null hypothesis states that there is no significant difference in organizational culture scores of teacher educators' on the basis of types of institutions (Aided and Unaided teacher training colleges). The statistical technique to test this hypothesis is a t - test. The obtained value of 't' for the organizational culture scores of aided and unaided teacher training colleges is 0.022 which is less than table value 1.97. Thus 't' is not significant at 0.05 level. Hence the null hypothesis is accepted.

5. The null hypothesis states that there is no significant difference in organizational culture scores of teacher educators on the basis of years of teaching experiences (0 – 3 years, 3 – 8 years and 8 and above years). The statistical technique to test this hypothesis is ANOVA. The obtained 'F' = 0.23 is less than the tabulated F at 0.01 level of significance. Hence the null hypothesis is accepted.

6. The null hypothesis states that there is no significant gender difference in the organizational culture scores of teacher educators. The statistical technique to test this hypothesis is a t - test. The obtained value of 't' for the organisational culture of male and female teachers is 0.87 which is less than table value 1.97. Thus 't' is not significant at 0.05 level. Hence the null hypothesis is accepted.

7. The null hypothesis states that there is no significant relationship between attitude towards the teaching profession and organizational culture scores of teacher educators for Types of institution (Aided and Unaided teacher training colleges), Years of experience (0 -3 years, 3 – 8 years and 8 and above years) Gender wise and Total sample. The statistical technique to test this hypothesis is coefficient of correlation.



The obtained 'r' between attitude towards teaching profession and organizational culture scores for aided and unaided institution is 0.41 and 0.305 which is positive. The obtained r for aided and unaided is greater than tabulated 'r' at 0.01 level. Hence 'r' between attitude towards teaching profession and organizational culture scores of aided and unaided institution is significant. 16.81 and 9.30 percent variance in attitude towards teaching profession of aided and unaided teacher educators' associated with organizational culture.

The obtained 'r' between attitude towards teaching profession and organizational culture scores for 0 – 3, 3 – 8 and 8 and above years of teaching experiences are -0.0013, 0.373 and 0.415 respectively. The obtained 'r' for 0 – 3 years of teaching experience is less than tabulated 'r' but obtained 'r' for 3 – 8 years and 8 and above years of teaching experience is greater than tabulated 'r' at 0.01 level. Hence 'r' between attitude towards teaching profession and organizational culture scores of 3 – 8 years and 8 and above years of teaching experience is significant but for 0 – 3 years of teaching experience it is not significant. 13.91 and 17.22 percent variance in attitude towards teaching profession with teaching experience 3 -8 years and 8 and above years is associated with organizational culture.

The obtained 'r' between attitude towards teaching profession and organizational culture scores of male and female teacher educators and of the total sample is 0.391, 0.299 and 0.326 respectively. These are positive in magnitude. The obtained 'r' for male and female teacher educators as well as for the total sample is greater than tabulated 'r' at 0.01 levels. Hence 'r' between attitude towards teaching profession and organizational culture scores of male, female and total sample of teacher educators is significant. 15.29, 8.94 and 10.63 percent variance in attitude towards teaching profession of male, female and of the total sample of teacher educators is associated with organizational culture.

#### **DISCUSSION:**

The test scores of teacher educators' attitude towards teaching profession of aided and unaided teacher training colleges differ significantly. Teacher educators' from aided teacher training colleges having more favorable attitude towards teaching profession than teacher educators' of unaided teacher training colleges. This means that teacher educators' from aided teacher training colleges are having more positive attitude towards the teaching profession. This is also similar to the findings of **Patil, S. (2012)**, conducted study on, 'A study of general



mental alertness, emotional intelligence, personality, interest in teaching, attitude towards teaching profession in relation to academic achievement of prospective teachers'. In her study she found that aided prospective teachers are high on attitude towards teaching profession as compared to unaided prospective teachers and Government prospective teachers. This could be attributed to the socialisation patterns which differ significantly in India from job in government or aided institution and unaided institution. People in India are constantly made to believe that jobs in government or aided section are more important and secured. It gives high social and economical status. Therefore, they tend to be more positive about their profession and may tend to do quality task with sincerity in this profession.

The test scores of teacher educators' attitude towards teaching profession of male and female teachers differ significantly. Female Teacher educators' having a more favorable attitude towards teaching profession than male teacher educators' of teacher training colleges. This means that female teacher educators' having more positive attitude towards teaching profession than her male counterpart. This is also similar to findings of **Ghosh and Bairagya (2010)**. Measured attitude of secondary school teachers towards teaching profession in relation to some demographic variables. In his study, he found that female teachers had more favorable attitudes towards teaching profession than male teachers. By the nature females are more caring and having more patient, so they can adjust very well with students and easily build good relationships with students. Also in Indian women give more preference to teaching profession so that they can get quality time to share with their family. This might be the reasons that female teacher educators' are having a more positive attitude towards teaching profession than male teacher educators'.

The result of the present study revealed that attitude towards teaching profession and organizational culture scores are positively and significantly correlated for the teacher educators of aided and unaided institutions. It means that for teacher educators of aided and unaided institutions ATTP and OC are related to each other. If ATTP is high, then OC would be high and if ATTP is low OC would be low. It is evident from the table that the relationship between ATTP and OC for aided institution is more as compare to unaided institution. The reason could be that the teacher educators from aided section are economically and socially more satisfied as compare to teacher educators from unaided institutions. So teacher educators

of aided institutions are taking more interest and sincere to this profession. Hence, they are involved in many activities which empower the culture of their organization and as they get many rewards in term of economic and social status so they adapt the culture of their organization to secure their job and position in the institution. This is also consistent with the study of **Lassig, C.J. (2009)**, key findings of this study included significant association between teachers attitude and their school classification and their participation in gifted and talented education in-service training. Also the study conducted by **Price, H.E. (2012)**, reported that the relationship of principal as the school leader strongly and directly affects teachers attitude, which define the school climate.

The result of the present study revealed that attitude towards teaching profession and organizational culture scores are positively and significantly correlated for the teacher educators of 3 – 8 years and 8 and above years of teaching experience and it is negatively correlated with teacher educators with 0 – 3 years of teaching experience. It means that for teacher educators with 3 – 8 years and 8 and above years of teaching experience ATTP and OC is related to each other. If ATTP is high, then OC would be high and if ATTP is low the OC would be low. For teacher educators with 0 – 3 years of teaching experience ATTP and OC are not related to each other. If ATTP is high, then OC would be low and if ATTP is low, then OC would be high. The reason could be that teacher educators with 3 – 8 years and 8 and above years of teaching experience are well settled in this profession due to economic and social status of this profession. Teacher educators with high years of experience also want to show to junior teacher educators that how they are sincere towards this profession so they are involved in activities which empower the organization and fulfill the goals and objectives of the organization so their attitude towards this profession is high and hence they remains loyal to the organization. On the contrary teacher educators with 0 – 3 years of teaching experience are not well familiar with this profession and organization in which they work. These younger teachers also wondering for the better opportunity. This may be the reason that ATTP and OC are negatively related in the case of teacher educators with 0 – 3 years of teaching experience.

The result of the present study revealed that attitude towards teaching profession and organizational culture scores are positively and significantly correlated for the male and female teacher educators. It means that for male and female teacher educators ATTP and OC are related

to each other. If ATTP is high, then OC would be high and if ATTP is low OC would be low. It is evident from the table that the relationship between ATTP and OC for male teacher educators is more as compare to female teacher educators. The reason could be that in our Indian society the male is the primary source of economic gain and a whole family depends on him, but female most of the times chose this profession due to security, social status and leisure time she would get into this profession. So it means male chose this profession due to their economic need and their interest in this profession so they remain sincere in the profession and to secure their job they adapt the organizational culture in which they work and remains consistent with it to achieve the goals and objectives of the organization.

#### **CONCLUSION:**

Teachers' attitude towards teaching profession have an effect not only on their teaching practice, but also on their students. That's why they have a crucial role in making students with high or low attitudes towards any subject or teaching profession. From the present study it is revealed that attitude towards teaching profession of teacher educators' of aided colleges is favourable than unaided teacher training colleges. It is also found that the attitude of teacher educators' and organizational culture are positively correlated. It means the organisational culture of the institution also affects the attitude of teacher educators' towards the teaching profession. So to develop a teacher educators' positive attitude towards teaching profession the organization must take initiatives, in teachers' involvement and empowerment in daily activities. Organisations also adapt changes as per the need of society. So that teachers feel they are valued in organization which help them to develop positive attitudes towards the teaching profession. This would ultimately help all stakeholders of education to improve in quality of education and to shape the destiny of our country in a progressive way.

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