

**ATTITUDE TOWARDS TEACHING PROFESSIONALISM OF SECONDARY EDUCATION
TEACHERS AT DOIMUKH EDUCATIONAL BLOCK OF ARUNACHAL PRADESH****Sandip Sinha¹, Dr. Navajyoti Konwar², Smriti Dutta³, Hage Maria⁴, Prof. D. S. Hernwal⁵**

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1. Abstract

A teacher's teaching attitude is directly proportional to maintenance of teaching professionalism resulting in optimum educational results, and therefore the current study signifies to explore secondary education teacher's attitude towards teaching professionalism. The study adopted a descriptive research, relevant data was collected with survey method by randomly selecting one hundred fifty (N = 150) secondary school teachers including both male (n = 74) and female (n = 76) from Govt.-aided & self-aided schools at Doimukh Educational Block of Arunachal Pradesh. Further, subjects were classified in terms of gender, qualifications, and type of schools. The findings of the study reveal that majority of secondary school teachers have showcased positive teaching attitude and teaching professionalism; a 50:50 in terms of classroom teaching attitude; majority have negative attitude for child-centred practices and education process; and majority indicated positive attitude to pupils and teachers scale, respectively. A significant difference in attitudes of teachers on gender basis towards teaching professionalism, classroom teaching, child-centred teaching practices and education process was found, whereas no significant difference among attitude of male and female teachers towards pupils and teachers scale was found. The findings of the study revealed that the teachers have negative attitude towards child-centered practices, and thus this study is significant as the problems raised in the study will help the institution heads to become more aware about the pertinent problems and to find remedial measures to improve the attitude of teachers towards teaching professionalism.

KEYWORDS: Teacher's Attitude, Teaching Professionalism, Secondary Education, Child-Centred Teaching Practices.

1. Introduction

The concepts of professionalism, profession, and professionalization have received considerable and sometimes critical attention in sociology. Relations of trust characterized practitioner-client and practitioner-management interactions, as competence was assumed to be guaranteed by education, by training, and sometimes by licensing (Evetts, 2018). The term is also used to classify the status of occupation groups (Kennedy, 2007). In business world, professionalism is generally synonymous with “success” or refers to the expected behaviours of individuals in specific occupations (Tichenor, 2005). To be a professional or a professor was to profess to be an expert in some skill or field of knowledge (Baggini, 2005). In 1975, Hoyle defined professionalism as ‘those strategies employed by members of an occupation in seeking to improve status, salary and conditions’ (Evans, 2007). Professionalism is related to the improvement in the quality of service rather than the enhancement of status (Hoyle, 2001). On educational context, it is possible to say that definitions of professionalism in teaching focuses on teachers professional qualifications such as ‘being good at his/her job’, ‘fulfil the highest standard’, and ‘achieving excellence’. Today’s teacher’s professionalism is interpreted as how they tackle difficulties and how skilful they are (Baggini, 2005). On the most basic level, ‘professional teacher is the status of a person who sets highest standards (Tichenor, 2005). Professionalism in teaching is enhanced when teacher utilises critical analysis for assessing attitude. Professionalism in teaching is measured by the best and the highest standards (Phelps, 2006).

A positive attitude is essential component of professionalism (Hurst & Reding, 2000). The attitude of Ethiopian school teachers towards the teaching professionalism had a moderate positive attitude (62.6%) (Kindu, et al. (2022). The current status of supervisory practices, teachers’ attitude toward supervision, and teachers’ performance after supervision is found at moderate level in Malaysia (Hoque, et al. 2020). Female teachers have positive attitude towards teaching profession compared to male counterparts. Majority of teachers in Aizawl District (Mizoram) showcased moderate attitude to teaching professionalism (Zarzolawmi, 2019; Baruah and Gogoi, 2017; Najmah, 2017). Around 62.03% of school teachers in Mizoram have neutral attitude towards teaching professionalism (Renthlei and Malsawmi, 2015; Ibrahim, et al., 2014).

For any sector, education system plays an important role right from the school level and teachers’ output is above all. There has been a considerable increase in the spread of educational institutions since independence in India. During the period 1950-51 and 2011-12, the number of primary schools increased by 3.4 times, while the upper primary schools increased by 34.9 times each. In the year 2011-12, there were 7,12,437 primary schools, 4,74,294 upper primary schools, 1,28,321 secondary schools, and 84,133 senior secondary schools. Likewise total number of teachers in primary schools has increased from 5.38 (1950-51) to 22.54 lakh (2011-12) i.e. by more than four times, upper primary teachers has increased by more than twenty one times. During 2011-12, there are 13.0, 11.6, 20.6 and 22.5 lakhs of teachers in senior secondary, secondary, upper primary and primary schools respectively (Statistics, School Education 2011-12, MHRD, Bureau of Planning, Monitoring and Statistics, GoI, New Delhi).

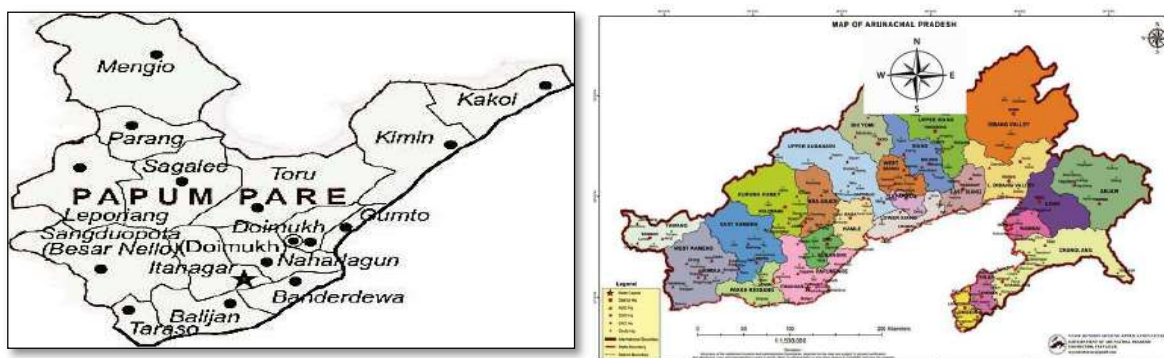


Figure 1.1: Showing the political map of Arunachal Pradesh and Papumpare District of Arunachal Pradesh.

Arunachal Pradesh is one of the North-Eastern States of India. It is the largest state in the North-Eastern region of the Indian sub-continent which covers an area of 83,743 square km (approx.). Papumpare District is one of the largest districts in terms of population i.e. 1,76,385 peoples comprising of 90,447 male and 85,938 female (Census, GoI, 2011). The literacy rate of Papumpare District is 79.95% out of which male literacy stands at 73.77% while female literacy is at 63.23% (Census, GoI, 2011). Doimukh Educational Block comes under the Papumpare District and there are total 185 schools including non-government schools.

2. Research Problem

Even after being declared low ranking state in the academic performance for the year 2020-21 (NITI Aayog, SDG India Index and Dashboard 2020-21 Report), this year AISSE results showed 39.72% by the government schools of Arunachal Pradesh. Although many researches have examined the attitude of secondary teachers towards teaching profession, there is a lack of research on how different types of analysis can work to give results. This research gap limits our analysis technique. There is another lack of research and that is the region, these researches has been carried out in some regions only, say for example there has been no such researches done in Arunachal Pradesh. This research gap limits our general understanding about the attitude of secondary school teachers towards the teaching professionalism i.e. nineteen (19) government-aided and self-aided schools at Doimukh Educational Block, Papumpare District of Arunachal Pradesh.

3. Literature Review

3.1. Eleje, et al. (2022): 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.

3.2. Riba and Tok (2024): The findings of the study revealed that the teacher educators were facing some problems in regards to lack of innovative teaching, vast syllabus, unavailability of laboratories and computer rooms.

3.3. Sheeja, et al. (2011): Conducted a study on the secondary teacher education students, and revealed that there was no significant difference between male and female students in their teaching competency. But the same study proved no significant difference between rural and urban college students in their teaching competency.

3.4. Arif, et al., (2012): Found in their study that the ratio of four personality traits (extraversion, agreeableness, conscientiousness, and neuroticism) was nearly same, but the ratio of openness personality trait is greater which means that the openness personality trait of prospective teachers is more dominant as compared to remaining four big personality traits. There was a significant difference between male and female prospective teachers on their big five personality traits. Female prospective teachers got greater score on their big five personality trait instrument as compared to male prospective teachers.

3.5. Osunde and Izevbigie (2006): Revealed that teachers are not well financially remunerated and they are looked down upon because of delay in payment of salaries and allowances, thereby having a loss of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Poor conditions of service, wider negative influence and teacher's negative personal and professional behavior are critical factors responsible for teachers' low status.

3.6. Shah and Thoker (2013): Reported that there is significant difference between teaching attitude of government and private secondary school teachers, and government secondary school teachers have higher teaching attitude towards their teaching profession as compared to private secondary school teachers.

4. Research Objectives

- 4.1. To estimate and assess the attitude of secondary school teachers towards teaching professionalism in Doimukh Educational Block of Arunachal Pradesh.
- 4.2. To compare the attitude of male and female secondary school teachers towards teaching professionalism in Doimukh Educational Block of Arunachal Pradesh.

5. Research Methodology

The study approached through a descriptive research and quantitative technique, relevant data was collected with survey method by randomly selecting one hundred fifty (N = 150) secondary school teachers (government-aided and self-aided) both male (n = 74) and female (n = 76) teachers at Doimukh Educational Block, Papumpare District of Arunachal Pradesh. Further, subjects were classified in terms of gender, qualifications, and type of schools.

Table 5.1: Showing the number of sample school teachers at Doimukh Educational Block of Arunachal Pradesh.

Sl. No.	Name of Schools in Doimukh Block of Arunachal Pradesh	Teachers		
		Male	Female	Total
1.	Government Sec. School-RGU Campus	4	5	9
2.	Government Sec. School-Pachin	2	4	6
3.	Government Sec. School-P Sector	3	7	10
4.	Government Sec. School-Chimpu	4	3	7
5.	Government Middle School-Niti Vihar	4	5	9
6.	Garden Dew School	5	1	6
7.	Government Middle School-D Sector	2	8	10
8.	Green Mount School	4	6	10
9.	Govt. Middle School, NLG	3	3	6
10.	Alphabet Girls Residential School, Nirjuli	5	5	10
11.	Indira Academy	7	9	16
12.	Lekhi Public School	5	1	6
13.	Gyan Ganga School, NLG	5	1	6
14.	Oriental School, NLG	3	1	4
15.	Govt. Hr. Sec. School-Doimukh	2	4	6
16.	Govt. Hr. Sec. School-Arunodaya	5	9	14
17.	Donyi Polo Vidya Bhawan	2	1	3
18.	Holy Flower Senior Secondary School	6	1	7
19.	Govt. Middle School-Tigdo	3	2	5

The basic tool used is the researcher's self-developed questionnaire based on the 'Teacher Attitude Inventory' developed by Dr. S.P Ahluwalia (2007). The questionnaire consists of 35 items divided into six sections. The data collected was analysed by Reliability Cronbach's Alpha Test, ANOVA, and t-test.

6. Data Interpretation and Findings

6.1: Showing Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	of Items
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The high values of Cronbach's alpha (.984 and .986) suggest that the set of 35 items demonstrates a strong internal consistency or reliability. There is a high degree of agreement or correlation among the items, indicating that they are reliable for measuring the intended concept.

Table 6.2: Showing category (I): Teaching Professionalism (ANOVA)

				Sum of Squares	df	Mean Square	F	Sig.
Teaching is a noble profession	Between Groups	(Combined)		.427	1	.427	2.260	.135
		Linear Term	Contrast	.427	1	.427	2.260	.135
	Within Groups			27.947	148	.189		
	Total			28.373	149			
Teaching is a challenging profession	Between Groups	(Combined)		.007	1	.007	.014	.907
		Linear Term	Contrast	.007	1	.007	.014	.907
	Within Groups			71.467	148	.483		
	Total			71.473	149			
I have no self-satisfaction in teaching	Between Groups	(Combined)		4.507	1	4.507	4.851	.029
		Linear Term	Contrast	4.507	1	4.507	4.851	.029
	Within Groups			137.493	148	.929		
	Total			142.000	149			
Teaching has always been my first priority as a career	Between Groups	(Combined)		2.160	1	2.160	2.811	.096
		Linear Term	Contrast	2.160	1	2.160	2.811	.096
	Within Groups			113.733	148	.768		
	Total			115.893	149			
I give extra time for my profession.	Between Groups	(Combined)		.327	1	.327	.422	.517
		Linear Term	Contrast	.327	1	.327	.422	.517
	Within Groups			114.667	148	.775		
	Total			114.993	149			
Teachers' platform is for teaching and explaining the subject matters only	Between Groups	(Combined)		9.627	1	9.627	10.842	.001
		Linear Term	Contrast	9.627	1	9.627	10.842	.001
	Within Groups			131.413	148	.888		
	Total			141.040	149			

In table 6.2 no evidence of a difference or trend in the ratings for “teaching is a noble profession” and “teaching

is a challenging profession” is found as their p-values are 0.135 and 0.907 respectively. There is an evidence of a linear trend in the ratings for “I have no self-satisfaction in teaching”, as its p-value is 0.029. There is weak evidence of a linear trend in the ratings for “Teaching has always been my first priority as a career”, as its p-value is 0.096. There is no evidence of a difference or trend in the ratings for “I give extra time for my profession”, as its p-value is 0.517. There is strong evidence of a linear trend in the ratings for “Teachers’ platform is for teaching and explaining the subject matters only”, as its p-value are 0.001 indicating a clear relationship between the group order and the mean ratings.

Table 6.3: Showing category (II): Classroom Teaching (ANOVA)

				Sum of Squares	df	Mean Square	F	Sig.
I enjoy friendly relation with my students.	Between Groups	(Combined)		2.940	1	2.940	5.064	.026
		Linear Term	Contrast	2.940	1	2.940	5.064	.026
	Within Groups			85.920	148	.581		
	Total			88.860	149			
I encourage students to participate in the classroom activities.	Between Groups	(Combined)		1.927	1	1.927	3.708	.056
		Linear Term	Contrast	1.927	1	1.927	3.708	.056
	Within Groups			76.907	148	.520		
	Total			78.833	149			
I do not waste my class-time in disciplining students in the classroom.	Between Groups	(Combined)		8.167	1	8.167	6.195	.014
		Linear Term	Contrast	8.167	1	8.167	6.195	.014
	Within Groups			195.093	148	1.318		
	Total			203.260	149			
I get irritated when students ask too many questions in the class.	Between Groups	(Combined)		9.127	1	9.127	10.131	.002
		Linear Term	Contrast	9.127	1	9.127	10.131	.002
	Within Groups			133.333	148	.901		
	Total			142.460	149			
I try to create healthy environment in the classroom for the positive teaching-learning process.	Between Groups	(Combined)		.000	1	.000	.000	1.000
		Linear Term	Contrast	.000	1	.000	.000	1.000
	Within Groups			31.893	148	.215		
	Total			31.893	149			
Teachers cannot control the class without inflicting corporal punishment to disobedient students.	Between Groups	(Combined)		4.507	1	4.507	3.237	.074
		Linear Term	Contrast	4.507	1	4.507	3.237	.074
	Within Groups			206.053	148	1.392		
	Total			210.560	149			

In table 6.3 evidence of a linear trend in the ratings for “I enjoy friendly relation with my students” is traced as its p-value is 0.026. Weak evidence of a linear trend in the ratings for “I encourage students to participate in the classroom activities” is found as its p-value is 0.056. There is some indication of a relationship between the group order and the mean ratings, but it is not very strong or conclusive. There is evidence of a linear trend in the ratings for “I do not waste my class-time in disciplining students in the classroom”, as its p-value is 0.014. Strong evidence of a linear trend in the ratings for “I get irritated when students ask too many questions in the class” is sensed as its p-value is 0.002. There is no evidence of a difference or trend in the ratings for “I try to create healthy environment in the classroom for the positive teaching-learning process”, as its p-value is 1.000. There is weak evidence of a linear trend in the ratings for “Teachers cannot control the class without inflicting corporal punishment to disobedient students”, as its p-value is 0.074.

Table 6.4: Showing category (III): Child Centered Practices (ANOVA)

				Sum of Squares	df	Mean Square	F	Sig.
Students should be punished for their mistakes in front of everyone in the classroom.	Between Groups	(Combined)		34.560	1	34.560	25.311	.000
		Linear Term	Contrast	34.560	1	34.560	25.311	.000
	Within Groups			202.080	148	1.365		
	Total			236.640	149			
Teachers should keep their students' needs first over their personal needs.	Between Groups	(Combined)		8.167	1	8.167	10.728	.001
		Linear Term	Contrast	8.167	1	8.167	10.728	.001
	Within Groups			112.667	148	.761		
	Total			120.833	149			
Teachers should treat all students equally.	Between Groups	(Combined)		3.840	1	3.840	10.499	.001
		Linear Term	Contrast	3.840	1	3.840	10.499	.001
	Within Groups			54.133	148	.366		
	Total			57.973	149			
Teachers should give positive feedback to students regularly.	Between Groups	(Combined)		1.307	1	1.307	1.806	.181
		Linear Term	Contrast	1.307	1	1.307	1.806	.181
	Within Groups			107.067	148	.723		
	Total			108.373	149			
Teachers must provide individual attention to students with special needs.	Between Groups	(Combined)		3.840	1	3.840	6.807	.010
		Linear Term	Contrast	3.840	1	3.840	6.807	.010
	Within Groups			83.493	148	.564		
	Total			87.333	149			
Teachers should teach as per their interests.	Between Groups	(Combined)		.167	1	.167	.151	.698
		Linear Term	Contrast	.167	1	.167	.151	.698
	Within Groups			163.707	148	1.106		
	Total			163.873	149			

In table 6.4 a strong evidence of a linear trend in the ratings for “students should be punished for their mistakes in front of everyone in the classroom” is found as its p-value is 0.000. A clear relationship between the group order and the mean ratings, such as an increasing or decreasing pattern, a strong evidence of a linear trend in the ratings for “Teachers should keep their students’ needs first over their personal needs” is noticed as its p-value is 0.001 indicating a clear relationship between the group order and the mean ratings. Showcased a strong evidence of a linear trend in the ratings for “Teachers should treat all students equally”, as its p-value is 0.001. There is no evidence of a difference or trend in the ratings for “Teachers should give positive feedback to students regularly”, as its p-value is 0.181. Evidence of a linear trend in the ratings for “Teachers must provide individual attention to students with special needs” is traced as its p-value is 0.010. There is no evidence of a difference or trend in the ratings for “Teachers should teach as per their interests”, as its p-value is 0.698.

Table 6.5: Showing category (IV): Education Process (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
I use teaching aids for my classes whenever necessary	Between Groups	.481	1	.481	1.728	.191
	Within Groups	40.601	146	.278		
	Total	41.081	147			
I try my best to make teaching-learning process enjoyable	Between Groups	2.407	1	2.407	8.673	.004
	Within Groups	41.067	148	.277		
	Total	43.473	149			
Students enjoy learning more when teachers use teaching aids in the class	Between Groups	2.407	1	2.407	7.672	.006
	Within Groups	46.427	148	.314		
	Total	48.833	149			
Teachers feel lazy to prepare lesson plans for every class	Between Groups	.007	1	.007	.007	.934
	Within Groups	145.493	148	.983		
	Total	145.500	149			
Teachers should use innovative ideas to make their classes interesting for the students to understand	Between Groups	4.507	1	4.507	13.631	.000
	Within Groups	48.933	148	.331		
	Total	53.440	149			
Teachers should use different teaching methods for effective learning	Between Groups	2.407	1	2.407	8.759	.004
	Within Groups	40.667	148	.275		
	Total	43.073	149			

In table 6.5 for the factor “I try my best to make teaching-learning process enjoyable”, the F-value is 8.673 and the p-value is 0.004. However, for the factor “Teachers feel lazy to prepare lesson plans for every class”,

the F-value is 0.007 and the p-value is 0.934.

Table 6.6: Showing category (V): Pupils (ANOVA)						
		Sum of Squares	df	Mean Square	F	Sig.
I give answers to all the questions of all students.	Between Groups	.540	1	.540	.615	.434
	Within Groups	129.920	148	.878		
	Total	130.460	149			
I don't show any interest when student ask question in the class.	Between Groups	16.007	1	16.007	17.714	.000
	Within Groups	133.733	148	.904		
	Total	149.740	149			
I take remedial classes for the slow learners	Between Groups	1.307	1	1.307	2.417	.122
	Within Groups	80.027	148	.541		
	Total	81.333	149			
The student's progress is of utmost importance.	Between Groups	.007	1	.007	.015	.902
	Within Groups	65.467	148	.442		
	Total	65.473	149			
Nowadays, students do not look at their teachers as role models.	Between Groups	.107	1	.107	.074	.786
	Within Groups	213.227	148	1.441		
	Total	213.333	149			
Teachers should have good bonding with their students.	Between Groups	.960	1	.960	2.537	.113
	Within Groups	56.000	148	.378		
	Total	56.960	149			

In table 6.6 for the factor “I don’t show any interest when student ask question in the class”, the F-value is 17.714 and the p-value is 0.000. For the factor “The student’s progress is of utmost importance”, the F-value is 0.015 and the p-value is 0.902.

Table 6.7: Showing category (VI): Teachers (ANOVA)						
		Sum of Squares	df	Mean Square	F	Sig.
I have a good relation with the teaching and non-teaching staff of the school	Between Groups	.327	1	.327	1.071	.302
	Within Groups	45.147	148	.305		
	Total	45.473	149			
Most of the school staff in the institute has a unified vision	Between Groups	2.160	1	2.160	3.048	.083
	Within Groups	104.880	148	.709		
	Total	107.040	149			
All the teachers have a sense of ownership and responsibility	Between Groups	2.667	1	2.667	6.019	.015
	Within Groups	65.573	148	.443		
	Total	68.240	149			
The school teachers have good knowledge in their areas of teaching	Between Groups	.027	1	.027	.056	.813
	Within Groups	70.613	148	.477		
	Total	70.640	149			
I abide by the rules of the teaching profession	Between Groups	.027	1	.027	.056	.813
	Within Groups	70.613	148	.477		
	Total	70.640	149			

In table 6.7 for the factor “All the teachers have a sense of ownership and responsibility”, the F-value is 6.019 and the p-value is 0.015. For the factor "The school teachers have good knowledge in their areas of teaching", the F-value is 0.056 and the p-value is 0.813. For the factor “I have a good relation with the teaching and non-teaching staff of the school”, the F-value is 1.071 and p-value is 0.302. Followed

by “most of the school staff in the institute has a unified vision”, the F-value is 3.048 and p-value is 0.083. For the factor “I abide by the rules of the teaching profession”, the F-value is 0.056 and the p-value is 0.813.

Table 6.8: Showing comparison of gender and teaching professionalism (Independent Samples Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teaching is a noble profession.	Equal variances assumed	9.169	.003	-1.503	148	.135	-.10667	.07096	-.24689	.03356
	Equal variances not assumed			-1.503	145.106	.135	-.10667	.07096	-.24692	.03358
Teaching is a challenging profession.	Equal variances assumed	3.179	.077	.117	148	.907	.01333	.11348	-.21091	.23758
	Equal variances not assumed			.117	130.670	.907	.01333	.11348	-.21116	.23782
I have no self-satisfaction in teaching.	Equal variances assumed	.328	.567	2.203	148	.029	.34667	.15740	.03563	.65770
	Equal variances not assumed			2.203	144.933	.029	.34667	.15740	.03558	.65776
Teaching has always been my first priority as a	Equal variances assumed	.863	.355	-1.677	148	.096	-.24000	.14315	-.52289	.04289

career.	Equal variances not assumed			- 1.677	147.710	.096	-.24000	.14315	- .52289	.04289
I give extra time for my profession.	Equal variances assumed	3.265	.073	-.649	148	.517	-.09333	.14374	- .37738	.19071
	Equal variances not assumed			-.649	137.863	.517	-.09333	.14374	- .37755	.19088
Teachers' platform is for teaching and explaining the subject matters only.	Equal variances assumed	12.825	.000	3.293	148	.001	.50667	.15388	.20259	.81075
	Equal variances not assumed			3.293	136.624	.001	.50667	.15388	.20238	.81095

The t-test results suggest that there are significant gender differences in self-satisfaction in teaching and the perception of teachers' platform, while no significant differences were found for other statements related to teaching and career priorities.

Table 6.9: Showing comparison of gender and classroom teaching (Independent Samples Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I enjoy friendly relation with my students.	Equal variances assumed	.108	.743	-2.250	148	.026	-.28000	.12442	-.52588	-.03412
	Equal variances not assumed			-2.250	138.956	.026	-.28000	.12442	-.52601	-.03399
I encourage students to participate in the classroom activities.	Equal variances assumed	10.612	.001	-1.926	148	.056	-.22667	.11772	-.45929	-.00595
	Equal variances not assumed			-1.926	111.169	.057	-.22667	.11772	-.45992	-.00659
I do not waste my class-time in disciplining students in the classroom.	Equal variances assumed	3.844	.052	2.489	148	.014	.46667	.18749	.09617	.83717
	Equal variances not assumed			2.489	147.910	.014	.46667	.18749	.09616	.83717
I get irritated when students ask too many questions in the class.	Equal variances assumed	7.779	.006	3.183	148	.002	.49333	.15500	.18704	.79963
	Equal variances not assumed			3.183	130.111	.002	.49333	.15500	.18669	.79997

I try to create healthy environment in the classroom for the positive teaching-learning process.	Equal variances assumed	.000	1.000	.000	148	1.000	.00000	.07581	-.14980	.14980
	Equal variances not assumed			.000	148.000	1.000	.00000	.07581	-.14980	.14980
Teachers cannot control the class without inflicting corporal punishment to disobedient students.	Equal variances assumed	12.016	.001	1.799	148	.074	.34667	.19268	-.03410	.72743
	Equal variances not assumed			1.799	139.368	.074	.34667	.19268	-.03429	.72763

The Levene's test assumes unequal variances which is supported by the higher F-test value for the question "I encourage students to participate in the classroom activities", there is a statistically significant difference in the mean ratings between two independent sample groups, with the group that encourages participation having a lower mean, equal variances for the question "I do not waste my class-time in disciplining students in the classroom", there is no statistically significant difference in the mean ratings between two independent sample groups, equal variances for the question "I get irritated when students ask too many questions in the class", there is a statistically significant difference in the mean ratings between two independent sample groups, with the group that gets irritated having a higher mean, equal variances for the question "I try to create healthy environment in the classroom for the positive teaching-learning process", there is a statistically significant difference in the mean ratings between two independent sample groups with the group that tries to create a healthy environment having a higher mean. The Levene's test assumes unequal variances, which is supported by the lower F-test value for the question "Teachers cannot control the class without inflicting corporal punishment to disobedient students", there is a statistically significant difference in the mean ratings between two independent sample groups, with the group that disagrees with the statement having a higher mean.

Table 6.10: Showing comparison of gender and child centred practices (Independent Samples Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students should be punished for their mistakes in front of everyone in the classroom.	Equal variances assumed	34.640	.000	5.031	148	.000	.96000	.19082	.58292	1.33708
	Equal variances not assumed			5.031	127.111	.000	.96000	.19082	.58241	1.33759
Teachers should keep their students' needs first over their personal needs.	Equal variances assumed	7.039	.009	-3.275	148	.001	-.46667	.14248	-.74822	-.18511
	Equal variances not assumed			-3.275	145.309	.001	-.46667	.14248	-.74827	-.18507
Teachers should treat all students equally.	Equal variances assumed	22.142	.000	-3.240	148	.001	-.32000	.09876	-.51516	-.12484
	Equal variances not assumed			-3.240	117.886	.002	-.32000	.09876	-.51558	-.12442
Teachers should give positive	Equal variances assumed	1.619	.205	-1.344	148	.181	-.18667	.13889	-.46114	.08780

feedback to students regularly.	Equal variances not assumed			-1.344	146.480	.181	-.18667	.13889	-.46116	.08783
Teachers must provide individual attention to students with special needs.	Equal variances assumed	.917	.340	-2.609	148	.010	-.32000	.12265	-.56238	-.07762
	Equal variances not assumed			-2.609	147.025	.010	-.32000	.12265	-.56239	-.07761
Teachers should teach as per their interests.	Equal variances assumed	5.505	.020	.388	148	.698	.06667	.17175	-.27272	.40606
	Equal variances not assumed			.388	143.355	.698	.06667	.17175	-.27282	.40615

The t-test results indicate significant differences between the two groups' opinions on punishing students in front of everyone, prioritizing students' needs over personal needs, treating all students equally, and providing individual attention to students with special needs and no significant differences were found regarding giving regular positive feedback and teaching as per teachers' interests.

Table 6.11: Showing comparison of gender and education processes (Independent Samples Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I use teaching aids for my classes whenever necessary.	Equal variances assumed	16.338	.000	-1.315	146	.191	-.11397	.08670	-.28533	.05738
	Equal variances not assumed			-1.309	130.503	.193	-.11397	.08708	-.28624	.05830
I try my best to make teaching-learning process enjoyable.	Equal variances assumed	1.739	.189	-2.945	148	.004	-.25333	.08602	-.42332	-.08335
	Equal variances not assumed			-2.945	145.398	.004	-.25333	.08602	-.42334	-.08332
Students enjoy learning more when teachers use teaching aids in the class	Equal variances assumed	2.205	.140	-2.770	148	.006	-.25333	.09146	-.43407	-.07259
	Equal variances not assumed			-2.770	147.940	.006	-.25333	.09146	-.43407	-.07259
Teachers feel lazy to prepare lesson plans	Equal variances assumed	1.398	.239	-.082	148	.934	-.01333	.16191	-.33329	.30662

for every class.	Equal variances not assumed			-.082	146.564	.934	-.01333	.16191	-.33331	.30665
Teachers should use innovative ideas to make their classes interesting for the students to understand.	Equal variances assumed	8.051	.005	3.692	148	.000	-.34667	.09390	-.53222	-.16111
	Equal variances not assumed			3.692	131.994	.000	-.34667	.09390	-.53241	-.16093
Teachers should use different teaching methods for effective learning.	Equal variances assumed	5.704	.018	2.960	148	.004	-.25333	.08560	-.42249	-.08418
	Equal variances Not assumed			2.960	146.563	.004	-.25333	.08560	-.42250	-.08416

Significant differences were found between the two groups' opinions on making the teaching-learning process enjoyable, the impact of teaching aids on student enjoyment of learning, the use of innovative ideas, and the adoption of different teaching methods. However, no significant differences were observed regarding the use of teaching aids whenever necessary and the feeling of laziness in preparing lesson plans.

Table 6.12: Showing comparison of Gender and Pupil (Independent Samples Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I give answers to all the questions of all students.	Equal variances assumed	.832	.363	-.784	148	.434	-.12000	.15300	-.42235	.18235
	Equal variances not assumed			-.784	140.470	.434	-.12000	.15300	-.42248	.18248
I don't show any interest when student ask question in the class.	Equal variances assumed	7.575	.007	4.209	148	.000	.65333	.15523	.34658	.96009
	Equal variances not assumed			4.209	117.198	.000	.65333	.15523	.34592	.96075
I take remedial classes for the slow learners	Equal variances assumed	10.322	.002	-1.555	148	.122	-.18667	.12008	-.42396	.05063
	Equal variances not assumed			-1.555	144.674	.122	-.18667	.12008	-.42400	.05067
The student's progress is of utmost importance.	Equal variances assumed	1.796	.182	.123	148	.902	.01333	.10861	-.20129	.22796
	Equal variances not assumed			.123	135.397	.902	.01333	.10861	-.20146	.22812

Nowadays, students do not look at their teachers as role models.	Equal variances assumed	.088	.767	-.272	148	.786	-.05333	.19601	-.44067	.33400
	Equal variances not assumed			-.272	147.989	.786	-.05333	.19601	-.44067	.33400
Teachers should have good bonding with their students.	Equal variances assumed	.601	.439	-1.593	148	.113	-.16000	.10045	-.35850	.03850
	Equal variances not assumed			-1.593	143.911	.113	-.16000	.10045	-.35855	.03855

No significant differences were found between the two groups' opinions or practices regarding answering students' questions, taking remedial classes, considering student progress, being viewed as role models, and having good bonding with students. However, there was a significant difference in the mean scores between the groups regarding showing interest when students ask questions in the class, where one group displayed less interest compared to the other.

Table 6.13: Showing the comparison of Gender and Teachers (Independent Samples Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I have a good relation with the teaching and non-teaching staff of the school.	Equal variances assumed	.310	.578	-1.035	148	.302	-.09333	.09019	-.27156	.08490
	Equal variances not assumed			-1.035	146.952	.302	-.09333	.09019	-.27157	.08491
Most of the school staff in the institute has a unified vision.	Equal variances assumed	18.254	.000	-1.746	148	.083	-.24000	.13747	-.51165	.03165
	Equal variances not assumed			-1.746	123.144	.083	-.24000	.13747	-.51211	.03211
All the teachers have a sense of ownership and responsibility.	Equal variances assumed	1.639	.202	-2.453	148	.015	-.26667	.10870	-.48147	-.05187
	Equal variances not assumed			-2.453	147.731	.015	-.26667	.10870	-.48147	-.05187
The school teachers have good knowledge	Equal variances assumed	4.243	.041	.236	148	.813	.02667	.11280	-.19623	.24957

in their areas of teaching.	Equal variances not assumed			.236	131.186	.813	.02667	.11280	.19647	.24980
I abide by the rules of the teaching profession.	Equal variances assumed	4.243	.041	.236	148	.813	.02667	.11280	.19623	.24957
	Equal variances not assumed			.236	131.186	.813	.02667	.11280	.19647	.24980

No significant differences were found between the two groups' opinions or perceptions regarding their relation with school staff, the unified vision of the staff, abide by the rules of teaching profession and the knowledge of teachers in their areas of teaching. However, there was a significant difference in the mean scores between the groups regarding the sense of ownership and responsibility, with one group perceiving a higher level compared to the other.

7. Discussion

Teaching is universal, and it is one of the oldest and most prestigious occupations in the world. The need for teachers has always remained critical despite periodic drastic changes to their roles, responsibilities, competency, and training. Changes in teacher preparation methods are necessary as a result of both the changing times and societal demands. Compared to other Indian states as well as North East India, Arunachal Pradesh had a fairly late start to the formal education system. The investigator with very limited observations in the field of educational research has come out with the following interpretations to the findings of the present study. The 't'- test results regarding the variable 'attitude of teachers towards teaching' reveal that there is no significant difference among secondary education teachers with respect to gender (male and female teachers), and nature of school (Government-aided and Self-aided).

Most of the educational institutions in Arunachal Pradesh, especially the school educational institutions do not have proper academic facilities and which are not up to the mark as per quality indicators; which hampers the quality outputs. To meet the challenges of the new millennium, a new approach in teachers' education for all levels of teachers is required. The lack of such optimum facilities is a serious challenge and will not let teacher institutions and the education system grow to their fullest potential which is a matter of great concern. Kothari Commission rightly remarks "The destiny of India is being shaped in its classrooms." No doubt education plays a significant role in nation's development but the quality of education is greatly determined by the quality of teachers. Therefore, great efforts should be made to improve the quality of education.

8. Conclusions and Implications

The secondary level school teachers in the Doimukh Block of Papumpare District in Arunachal Pradesh

have positive attitude to certain extent but the maximum teachers showed negative attitude on various factors related to the teaching professionalism, which may be altered if proper training and motivations are provided to them. There is a difference among the teachers' attitude regarding the teaching profession, those teachers who preferred the teaching as their career over the other professions possess positive attitude whereas those teachers who became teacher by chance possess less positive attitude towards teaching professionalism. In order to bring positive attitude towards teaching professionalism, leaders play a very important role which is not just helpful for boosting teachers' attitude positively but to bring the greater positive learning outcome, therefore to bring such changes a transformational leadership is required not only in the Doimukh Block but everywhere.

The society is equally important to bring positive attitude among teachers towards teaching professionalism. The following recommendations were made based on the present study:

The government and teacher organization should see to the training, retraining and motivation of secondary school teachers, for when they are well-trained and motivated, they will be more committed and learning will be enhanced.

The conditions of service of teacher should be improved and enhanced as in other professions so as to make teachers not to feel inferior or neglected compared with workers in other professions interns of payment of salaries and allowances, recognition and granting opportunities.

Teaching in rural area should be attractive, such as hardship allowances, financial incentives, travel allowance, special study level etc.

Employment of teachers by the government through the ministry of education should be strictly based on merit so as to make it possible for only those who studied the course to be appointed.

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Conflicts of Interest

The authors hereby declare that there are no conflicts of interest related to this research.

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