



Far Western Journal of Education

A Peer-reviewed Journal

ISSN: 3059-9113 (Print)

Published by Faculty of Education, Far Western University
Mahendranagar, Nepal

Attitude of Government School Teachers of Pokhara Metropolitan City Towards Teaching Profession

Upendra Prasad Poudel

Mphil Scholar, Far Western University

Mahendranagar, Kanchanpur, Nepal

Email: upendra.learner@gmail.com

Abstract

The performance of the students highly depends upon the attitude of the teachers towards their profession. This study aims to find out the attitude of the government school teachers of Pokhara valley towards teaching profession which directly affects the learning of the students and overall teaching learning process. To assess the attitude of teachers, thirty teachers from ten schools were selected as the respondents with random sampling. Likert type attitude scale was constructed with 50 statements. Content validity of the scale was established by the judgement of four experts of the subject area and 27 percent upper and lower group method was used to determine the power of discrimination of the statements. Finally, 32 statements were accepted. A z square norm and interpretation criteria were developed. Under the quantitative research design, the attitude scale questionnaire survey is used to find the attitude. The research came in to the conclusion that only one fifth of the teachers are have favorable attitude towards their teaching profession and major percentage of teaching faculties have neutral and unfavorable attitude towards the profession. The concerned stakeholder should timely address the dissatisfaction of the teachers towards their profession and should focus on morale, motivation and issues of order of precedence which shall bring a new energy to the teachers.

Keywords: Attitude scale, quantitative research design, teaching profession, school teachers

© Author(s) and Publisher

This open access article is distributed under a *Creative Commons*



Attribution-Non Commercial 4.0 (CC BY-NC 4.0) International Public License

Introduction

Education means raising knowledge that brings internal potentialities and abilities of learners. In other words, Education means the acquisition of knowledge, understanding, intelligence, conscience, wisdom and so forth (Rana, 2007). Regarding educational affairs in Nepal, Ministry of Education of Nepal is an institution which is accountable for managing the educational activities and conducts of the country. In Nepal, at present, we have majorly two systems of education i.e. public school and private schools. Public schools are under direct support and supervision from the government administration and private schools are schools run by private institutions in terms of finance, administration and human resources. As stated by (Gautam, 2023) in his research *Quality Education for Sustainable Development: A Comparative Study of Public and Private Schools of Pokhara*, he concludes that public schools suffer from lesser preference by parents because of comparatively better varieties of services offered by private schools. Private school's students are better than the same levels in public schools and these outcomes in private schools are because of the performance of teachers along with other performance and therefore this study is intended to find the attitude of public school teachers towards their profession.

For any of the teaching learning or guided learning activity teacher plays a crucial role in teaching process. As stated by Nagoba and Mantri (2015) 'the teacher being a sculptor to build student, has to play multidimensional role to inculcate the nuances of subjects to the heterogeneous cult of students.' No doubt teaching depends upon the effort of the sculptor i.e. the teacher. The delivery of a significantly intellectual, consultative service rather than mere production of a practical good' teaching is a process in which pupils develop talents based on their capacity (Karsli, 2007) and in educational system; teacher is a person who enables students to gain cognitive, sensory and behavioral aim (Gundogdu & Silman, 2007). Teaching is considered as a distinctive profession (Tezcan, 1996) and teachers are mainly responsible to improve the teaching profession (Hotaman, 2010).

A 'teacher' is a person who delivers an educational program, assesses student participation in an educational program, and/or administers or provides consistent and substantial leadership to an educational program (Lal, 2016) and as 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 '. Furthermore, attitudes mean the individuals' prevailing tendency to respond favourably or unfavourable to an object, person or group of people, institutions or events" (Morris & Maistro, 2005). At birth, no one has any attitude but the attitude is developed by interest, study and professional experience. The person's attitude is a personal attributes and it may differ from person to

person.

According to Oluremi and Oyewole (2013), attitude towards profession implies a person's feelings, behaviour and commitment to the profession or job. The positive or negative performance on student is possible because of the attitude of the teacher.

Attitudes considerably influences one's behaviour, accordingly, the individuals, attitudes may be positive (favourable) or negative (unfavourable). As observed by K reinter and Kinicki (2007), there are three components of attitudes –affective component (feeling or emotion), cognitive component (beliefs or ideas), and psychomotor component (behaviour towards someone or something). These three components in most situations appear concomitantly to shape teacher's classroom posture, through direct and indirect interaction between society, school and teachers (Leite, 1994).

A teacher's success is mostly dependent on their professional ability as well as their personal qualities and approach toward the field. but in some studies, no significant correlation was found between academic achievement and attitudes towards teaching profession (GCPI, 1981; Bhandarkar, 1980; Saraswat, 1976). However, Deupa (2023) found huge proportion of the school teachers are not satisfied in their job and they do not have positive attitude towards teaching profession in Nepal. In his research he has concluded that Four- fifth of school teachers do not have positive attitude towards teaching profession. Female teachers were found to have better positive attitude (33.33%) than male teachers (12.30%). Male teachers posses slightly higher neutral attitude than the female teaching professionals, but percentage of female teachers in unfavourable and favourable category is relatively very low. Similarly, he found 74.85 percent of schoolteachers have favorable attitude, 14.86 have neutral and 10.28 percent schoolteachers have unfavorable attitude towards the teaching profession in India (Deupa, 2020).

Another Research was conducted by Eleje, L. I., Metu, I. C., Ezenwosu, N. E., & Ifeme, J. C. (2022) on the topic Attitude towards the Teaching Profession in Nigeria. The research concluded that the secondary school teachers in Awka South LGA possessed a positive attitude towards the teaching profession. The researchers also concluded that male teachers and teachers in rural location of the secondary schools in Awka south LGA have a high positive significant attitude towards the teaching profession.

The reviewed literature shows that a lot of study has been done in the measuring the attitude of government level teachers in the teaching profession but there was no significant study found in case of Nepal and when it has to be narrowed to Pokhara, the field of study in measurement of attitude of government school teachers towards teaching profession is almost null. Being the second largest metropolitan city with the population of around 5 lakh and having all type of educational insititues be it the montessories to

University level the attitude of the teachers of Pokhara valley should be assessed for the future waythrough and teachers should be assessed to identify the gap. Identifying same as the research gap, the study tries to find out the attitude of government school teachers of Pokhara towards teaching profession. Since government have invested a huge amount of amount and resources in government schools, its upliftment in the standard is a serious concern for the nation and this research tries to contribute in the same field. So, with the research question, What is the attitude of government school teachers towards teaching profession? the research have been carried out.

Research Methodology

The current research adopts quantitative design for this study. Aliaga, and Gunderson (2002), describes quantitative research methods as the detailing of an issue or phenomenon by means of numerical data gathering and analyzing with the help of various of mathematical methods; especially the statistics. Moreover, Williams, (2011) remark that quantitative research starts with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data. Going along with the pattern of Williams, the researcher has also followed the same pattern and also collected the numerical data and analyzed them on the basis of different statistic tools. For this research, a total of 30 teachers were carefully chosen from 10 different government schools located in Pokhara. The selection process was carried out using systematic random sampling, a method that helps reduce bias and ensures each teacher had an equal chance of being included. Among these 30 teachers, it was mandatory to include one female respondent to ensure gender representation in the sample

To measure the teachers' attitudes toward their teaching profession, the researcher developed a specialized attitude scale. This scale was of the Likert type, meaning respondents could rate their agreement or disagreement with each statement on a fixed scale, typically ranging from strongly agree to strongly disagree. The scale consisted of 50 carefully crafted statements designed to capture different aspects of teachers' attitudes.

The process of creating and validating this scale involved several important steps to ensure it was both reliable and valid. First, a draft of the scale was constructed based on existing literature and expert insights. This initial version was then tested through a pilot study, where a small group of teachers used it to identify any issues with clarity or relevance. After piloting, the researcher scored the responses and analyzed each item's performance through a detailed item analysis process. This process used Edwards' (1957, p. 153) formula, which helps determine the discrimination power of each statement — or how well a question differentiates between teachers with positive versus negative attitudes.

Following item analysis, the researcher refined the scale further. The next step involved assessing the reliability of the scale, which measures consistency in results. Several tests were conducted: the split-half reliability was calculated to be .868, indicating that the scale's two halves produced stable results; the test-retest reliability was .800, showing that teachers scored similarly when tested again after some time; and Cronbach's alpha was 0.845, a strong indicator that the scale items were internally consistent. These high reliability scores confirm that the scale produces dependable and repeatable results.

Content validity was also carefully checked to ensure the scale measured what it was supposed to measure. Four experts in education and psychology reviewed the statements, providing their judgments on whether the items covered the relevant content areas properly. Additionally, the upper and lower group method was used to test the discrimination power of the statements. This method involves comparing the responses of teachers with the highest and lowest scores on the scale, which helps determine if individual items can distinguish between teachers with different attitude levels.

Out of all the original statements, only 32 were ultimately accepted for the final version of the scale. Of these, 17 statements expressed positive attitudes toward the teaching profession, while 15 statements reflected negative or less favorable attitudes. This balance helped ensure that the scale could accurately measure the full spectrum of teachers' feelings and thoughts about their work.

To interpret the results from this attitude scale, the researcher adopted the z-score norms developed by Deupa and Deupa (2023). Z-scores standardize the data, allowing for comparisons across individuals or groups regardless of raw score differences. These norms provide clear interpretation criteria, making it easier to judge whether a teacher's attitude is considered positive, neutral, or negative. Such criteria are essential for analyzing the data reliably and consistently, helping researchers draw valid conclusions about teachers' attitudes based on their scale scores.

The following z-score norms and interpretation criteria were adopted to interpret the result obtained by attitude scale:

Table 1

Z-score Norms and Interpretation Criteria for Attitude Range of z-scores Interpretation

Interpretation Criteria	Interpretation
+2.16 and above	Extremely favorable
+1.39 to below +2.16	Highly favorable
+0.62 to below +1.39	Favorable
-0.15 to below +0.62	Neutral
-0.92 to below -0.15	Unfavorable
-1.69 to below -0.92	Highly unfavorable
Below -1.69	Extremely unfavorable

Results and Discussion

For the results and discussion section, the researcher carefully scored all filled attitude scale responses after collecting them. Each response sheet was scrutinized with great attention to detail to ensure accuracy. Raw scores from these scales were then converted into z-scores, a process that standardizes the data to allow for easier comparison. This conversion was based on the mean score of 97.700 and a standard deviation (SD) of 9.277, which were obtained during the standardization process. Converting raw scores to z-scores helps to understand how each respondent's attitude compares to the overall group.

The number of participants with the attitude in favorability is thus presented in the table 2.

Table 2

Number of Participants with the Attitude in Favorability

Range	Attitude	Number	Percentage
+2.16 and above	Extremely favorable	2	6.7
+1.39 to below +2.16	Highly favorable	0	0
+0.62 to below +1.39	Favorable	4	13.3
-0.15 to below +0.62	Neutral	11	36.7
-0.92 to below -0.15	Unfavorable	9	30
-1.69 to below -0.92	Highly unfavorable	4	13.3
Below -1.69	Extremely unfavorable	0	0

The next step was to organize these scores into categories based on different levels of attitude. The results, including the number of teachers falling into each category, are summarized in Table 2. This table provides clear data showing how teachers' attitudes towards their profession are distributed across various levels. For example, it highlights that only a small number of teachers have the most optimistic and highly favorable

attitudes. Specifically, just two teachers, which equals 6.7 percent of the sample, are classified as extremely favorable towards their profession. These teachers show very positive feelings and strong enthusiasm about their teaching roles.

On the other hand, there were no teachers who showed an attitude classified as highly favorable. This means no one in this group expressed an extremely positive view of their work. This absence emphasizes that while some teachers are somewhat positive, none reach the highest level of enthusiasm or satisfaction as per the scale used. Moving to other categories, 13.3 percent of the teachers, or four individuals, exhibited a favorable attitude. These teachers generally hold positive feelings towards their teaching but may not be as enthusiastic as those in the 'extremely favorable' category. Interestingly, the same number of teachers—another four respondents—were found to have highly unfavorable attitudes, or a sentiment that strongly disapproves of their profession. This also accounts for 13.3 percent of the total, showing a balanced distribution at opposite ends of the attitude spectrum.

The largest group of teachers showed a neutral attitude towards their profession. This category included 36.7 percent of the respondents, which translates to over a third of the sample. Teachers in this group neither strongly favor nor oppose their work. Their responses suggest a middle ground, where teachers may feel indifferent or ambivalent about their teaching roles or simply remain uninvolved emotionally, neither excited nor discouraged.

Additionally, a notable portion of teachers, 9 in total, which is 30 percent, expressed unfavorable attitudes towards their career. These teachers might feel dissatisfied, disillusioned, or even frustrated with their roles, though their feelings do not reach the extremes of strong disapproval. They are closer to disliking their profession overall. It's important to note that no respondents expressed an extremely unfavorable attitude, meaning no one indicated strong opposition or hostility toward their teaching career. Similarly, there were no respondents with highly favorable attitudes, indicating that the most enthusiastic and passionate teachers were absent in this sample.

This distribution of attitudes highlights the varied perspectives teachers hold about their profession. The data suggests that most teachers are either neutral or somewhat unfavorable in their views. Very few feel highly positive or strongly negative about their work. These findings provide valuable insights into the overall morale and satisfaction levels among teachers in the sample group. They also set the stage for understanding what factors might influence these attitudes in future research or policy changes.

Research using quantitative methods clearly shows that most government school teachers in the country hold a very negative attitude toward their teaching profession. Data collected through surveys and questionnaires indicate that teachers are generally reluctant and unhappy with their roles. Many teachers have openly shared feelings of

dissatisfaction and frustration with various aspects of their professional lives. Their dissatisfaction often stems from issues related to the current educational system, interference from political leaders in school matters, and the implementation of national policies that seem to ignore their needs and concerns. In fact, when analyzing the responses, it becomes evident that a significant majority of teachers—about two-thirds—either feel neutral or have an unfavorable view of their roles. This high percentage among respondents is highly concerning because it highlights a widespread lack of enthusiasm and commitment among educators.

Teachers with neutral or unfavorable attitudes are the ones responsible for guiding students daily. Their disinterest or dissatisfaction can seriously affect the environment inside classrooms. When teachers are unhappy and unmotivated, students receive less effective instruction. This problem can lead to lower student engagement, reduced interest in learning, and poorer academic performance. Teachers who lack positive feelings about their work are less likely to bring energy and enthusiasm into their lessons. As a result, the quality of education suffers, which can have long-term effects on students' knowledge, skills, and attitudes towards learning.

Analyses show that only about one in five teachers in the survey expresses a positive attitude toward their profession. Most teachers remain either neutral or openly unfavorable. Nearly one-third of teachers are unhappy with their job, indicating a significant level of discontent in the workforce. This negative outlook among educators can create a cycle where low morale and poor motivation impact teaching quality and, in turn, hinder students' academic growth. When teachers do not feel supported or valued, their performance decreases, and students pick up on this negative energy.

Several specific issues contribute to this widespread dissatisfaction. Teachers are unhappy with the order of precedence and career advancement opportunities in Nepal. They feel that their efforts are not properly recognized or rewarded. Many express frustration over political interference in decisions about promotions and professional development. Teachers report that political leaders often influence their career growth rather than merit or competency, which demotivates them. Teachers also feel that their social standing has diminished. They believe that society regards them with a lack of respect and dignity, which deeply affects their morale. Feeling undervalued makes many teachers feel ashamed of their profession and less willing to continue teaching long-term.

Salary is another major factor behind their discontent. Many teachers believe their pay is insufficient to match the demands and responsibilities of their job. Low wages leave teachers feeling economically insecure and unappreciated. They feel they are not compensated fairly for the hard work they put in daily. This financial dissatisfaction further diminishes their sense of pride and motivation.

Conclusion

To sum up the discussion, it can be clearly stated that there are various factors for the unfavourable attitude of teachers towards teaching profession viz. salary, order of precedence, intervention by political leaders, economic benefits and so on. The major issues is the lack of pride in their profession. Teachers perceive that neither the government nor society values their work enough. They feel ignored and unrecognized, which affects their self-esteem. As a result, many do not want their children to become teachers. The idea of encouraging children to follow in these footsteps is almost absent. This reflects a deep-rooted problem: the teaching profession is losing respect and appeal. Teachers are not eager to continue their careers because they do not see a future where their efforts are appreciated or rewarded.

Addressing the aforementioned problem requires immediate attention from all stakeholders involved. The government, educational authorities, and local communities must recognize the severity of teachers' dissatisfaction. They should implement policies to improve teachers' working conditions, reward their efforts fairly, and reduce political interference in career matters. Professional development programs need to be accessible and merit-based, honoring teachers' skills and dedication. Salaries should be increased to reflect the hard work teachers do every day. Additionally, society must work to rebuild respect for teachers, acknowledging their vital role in shaping future generations. If these issues are not addressed in time, the quality of education will continue to decline, with serious long-term impacts on the nation's development. Only by turning teachers' attitudes from negative to positive can the overall educational environment improve, resulting in better student outcomes and a more

References

- Aliaga, M., & Gunderson, B. (2002). *Interactive statistics*. Sage Publications
- Allport, G. W. (1935). Attitudes. In C. Murchison (Ed.), *A handbook of social psychology* (pp. 34-36). Clark university Press.
- Deupa, M.S. (2020). Current status of in-service and prospective teachers in India. *RIE Bhopal Journal of Education*, 3(II), 114-128.
- Deupa, M. S. (2023). Teaching Profession in Nepal: Attitude and Job Satisfaction of the School Teachers. *Far Western Review*, 1, 29-45. DOI: <https://doi.org/10.3126/fwr.v1i2.62109>
- Deupa, M.S. & Deupa, J. (2023). Construction of attitude scale: Attitude of schoolteachers towards teaching profession. *Sudurpaschim Spectrum*, 1(1), 1-21. DOI: <https://doi.org/10.3126/sudurpaschim.v1i1.63384>
- Edwards, A. L. (1957). Techniques of attitude scale construction. Vakils, Feffer and Simons.

- Eleje, L. I., Metu, I. C., Ezenwosu, N. E., & Ifeme, J. C. (2022). Attitude towards the Teaching Profession: The Secondary School Teachers' Outlook. *Open Journal of Educational Research*, 2(1), 23–31. Retrieved from <https://www.scipublications.com/journal/index.php/ojer/article/view/205>
- Gautam, G. (2023). Quality Education for Sustainable Development: A Comparative Study of Public and Private Schools of Pokhara. *Janapriya Journal of Interdisciplinary Studies*, 12(1), 49–61. <https://doi.org/10.3126/jjis.v12i1.62241>
- Gundogdu, K., Silman, F. (2007). Teaching as a profession and effective teaching. In Z. Cafoglu (Ed.), *Introduction to education: Handbook of basic concepts* (pp. 259-292).
Grafiker.
- Hotaman, D. (2010). The teaching profession: Knowledge of subject matter, teaching skills and personality traits. *Procedia Social and Behavioral Sciences*, 2, 1416-1420.
- Karsli, M.D. (2007). *Egitim Bilimine Giris (Introduction to Education)*. Ankara: Pegem A.
- Lal, D. (2016). A journey of teacher education.... *International Journal of Peace Education and Development*, 4(1), 9–17
- Morris, C.G. & Maistro, A.A. (2005). *Psychology: An Introduction* 12th Ed., New Jersey: Pearson, Prentice Hall
- Nagoba, B., & Mantri, S. (2015). Role of teachers in quality enhancement in higher education. *Journal of Krishna Institute of Medical Sciences University*, 4, 177–182.
- Oluremi, O.F and Oyewole., B.K. (2013). Supervision for quality assurance in universal basic education programme in Nigeria. *Mediterranean Journal of social sciences*, 4(6), 447-452.
- Rana, S.P. (2007). *Foundation of education*. Kathmandu: Vidyarthi Publications.
- Tezcan, M. (1996). *Sociology of Education*. Bilin yayinlari.
- Williams, C. (2011). Research methods. *Journal of Business & Economics Research (JBER)*, 5(3), 65–72.