

Attitudes Of Prospective Teachers Towards Teaching Profession

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Abstract

The progress of a country depends upon the quality of its teachers. They are called nation builders. A good principal, magnificent building, sound infrastructure and good curriculum are useless, if the teachers in any institution are not with positive attitude towards teaching. Teaching is a very respectable profession but even then not all the teachers who are in this pious profession like it. Many prospective teachers join this profession not by choice but by chance or due to other reasons. They are disinterested towards teaching profession. They just take admission in B. Ed course as second choice, if they fail to seek admission in first choice like M.B.A., or any other courses according to their liking and they are generally dissatisfied throughout the training period. This study was conducted to study the attitudes of prospective-teachers towards teaching profession. A sample of 100 prospective teachers, 50 from private and 50 from Government B.Ed. colleges of Muktsar (Punjab) was taken through purposive convenient sampling method. "Teacher Attitude Inventory (TAI)" by Dr. S.P. Ahluwalia was used to collect the data. Mean, SD and t-test were used for the analysis of the data. Research findings revealed that there is no significant difference in the attitudes of prospective teachers studying in private and Government B.Ed. colleges. There is no significant difference in the attitudes of female and male prospective teachers towards teaching profession.

Keywords: Attitude, Prospective Teachers, Teaching Profession, Private and Government B.Ed.colleges

Introduction

Education gives us comfortable and dignified life. It is responsible for the holistic development of individual and society. Education means to lead out hidden talent of a child. It is an activity which helps students in attaining needed information, ability, attitude, perception (Mirunalini and Anandan, 2012). The quality of a nation depends upon the quality of its citizens. The quality of the citizens depends upon the quality of education system and the quality of education depends upon the combined efforts planners, educationists and administration, however, the most significant factor is the quality of the teachers. It means excellent and efficient teachers can change the fate of the nation. It is in the schools, colleges and universities that the development of the attitudes and dispositions necessary for the progressive life in a society takes place. Education is imparted by teachers. If a teacher is capable, energetic, and mentally healthy and keeps positive attitude, it is well and good for the school. A teacher helps a child in bringing out the hidden capabilities. He or she unfolds what is within, hidden and untapped. He or she makes explicit what is implicit in the students. So teachers' importance in teaching-learning process is very much. The Secondary Education Commission (1952-1953) report stated, "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community." It is very right that, "no people can rise above the level of its teachers." (NPE, 1986). The Teacher is the real and dynamic force of any institution. The school without him/her is a sole less body. Without good, devoted and competent teachers, even the best system is bound to fail. A good teacher can certainly give best result out of the worst system (Parvez, 2010). He/she is a powerful and abiding influence in the formation of character; the influence of a great teacher indirectly extends over many generations. The pivot upon which an educational system moves is the personality of the teacher. Teaching is often called a calling, not a profession or a trade or simply a job. This means that a teacher should regard himself/herself as one specially called to do this work, not so much for the pecuniary

benefits which he/she may derive from it as for the love of it (Mohiyuddin, 1943). The strength of the schools depends upon the attitudes of the teachers. For qualitative improvement in secondary education of our country, the selection of right type of prospective-teachers is a must. This requires not only improving the knowledge and teaching competence of prospective-teachers but also to inculcate in them healthy professional attitudes and desirable teacher-like qualities. Therefore, securing the right type of prospective-teachers for training is very important. Unless such prospective-teachers are found our secondary schools cannot deliver as per our expectations. Therefore, for the professional preparation of prospective-teachers, the study of attitudes held by them is very important. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative or unfavorable attitude makes the teaching task harder, more tedious and unpleasant. Thus, effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes towards teaching profession.

Attitude

The most important factor in the teaching-learning process is the teacher. A good education system can flourish if two conditions are satisfied. First is the constant updating and refinement in knowledge and skills of existing/serving teachers and second one is equipping upcoming/prospective-teachers with positive attitude towards their profession. Attitudes towards profession are usually related with enjoying the profession, complete dedication to their profession, and being aware that profession is socially useful and believing that they need to improve the profession. **C.V. Good (1973)** defines attitude as, “the predisposition or tendency to react specifically towards an object, situation, or value; usually accompanied by feelings and emotions” According to **Thurstone (1946)** attitude is, “the degree of positive or negative effect associated with some psychological object. By psychological object, Thurstone means any symbol, phrase, slogan, person, institution, ideal or idea towards which people can differ with respect to positive or negative effect.” **Allport (1935)** prefers to treat attitude as, “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.”

In this way attitudes are to a great extent responsible for a particular behavior of a person. In simple words, attitudes are “pre-dispositions” to behave in a certain way. Attitude is defined as preference along a dimension of favorableness and un-favorableness to a particular group, institution, concept, or object. A person with a favorable attitude toward something is likely to rate it favorably and an unfavorable attitude presumes a tendency to reject something (Sax, 1974). An individual’s attitude towards his/her occupation may affect the end-product. Someone who does not enjoy his/her occupation will not be able to succeed in that occupation. A good teacher with proper attitude, behavior and personality traits can motivate, inspire and make students lost in his/her teaching. A teacher with a positive attitude towards teaching is considered better and becomes a popular figure among students. Therefore, it is very important to study the attitudes of the prospective-teachers who are going to serve this noble profession of teaching. Positive attitudes not only promote learning but also create the climate which stimulates effective learning. Therefore, prospective-teachers must develop proper and positive attitudes towards their profession so that they can bring about a positive change in the life of their students.

Review of Related Literature

Sharma & Dhaiya (2012) found that (1) no significant difference between attitude of male and female B.Ed. students towards teaching profession, (2) Arts and Science B.Ed. students do not differ significantly in attitudes towards teaching, and (3) female B.Ed. Students were found to have most favourable towards teaching profession.

Shah & 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.

Objectives of the study

1. To compare the attitudes of prospective teachers studying in private and Government B.Ed. colleges towards teaching profession.
2. To compare the attitudes of female and male prospective teachers towards teaching profession.

Hypotheses of the study

1. There is no statistical significant difference in the attitudes of prospective teachers studying in private and Government B.Ed colleges towards teaching profession.
2. There is no statistical significant difference in the attitudes of female and male prospective teachers towards teaching profession.

Methodology:

This study falls under the category of descriptive research. Thus, survey method was adopted to carry out the research work.

Population:

In the present study the prospective teachers studying in private and Government colleges of Muktsar District of Punjab constitute the target population.

Sample:

In the present study, sample consisted of 100 prospective teachers, 50 from private and 50 from Government colleges through purposive convenient sampling method.

Tools

Teacher Attitude Inventory (TAI) by Dr. S.P. Ahluwalia (2007)

Statistical Techniques Used

The data were analyzed with the appropriate statistical measures to justify the objectives of the present study. The investigator employed Mean, Standard Deviation and t-test for the analysis of the data.

Data Analysis, Interpretation and Discussion of Results

The analysis of data collected by the investigator was done in order to make inferences and generalizations about the population. Statistical Package for Social Science (SPSS) Version 16 was used for the analysis of data.

TESTING HYPOTHESES

H1. There is no statistical significant difference in the attitudes of prospective teachers studying in private and Government B.Ed. colleges towards teaching profession.

TABLE 1

SHOWING THE COMPARISON OF ATTITUDES TOWARDS TEACHING PROFESSION OF PROSPECTIVE TEACHERS STUDYING IN PRIVATE AND GOVERNMENT B.ED COLLEGES

Variable	N	Mean	Standard Deviation	t-value
Prospective Teachers of Private B.Ed. Colleges	50	269.58	30.23	0.318*
Prospective Teachers of Government B.Ed Colleges	50	257.19	24.48	

* Significant at .05 level

Table No. 1 shows that the calculated value of 't' 0.318 is less than the tabulated value of 't' 1.96, which is not statistically significant at .05 level. This means there is a no significant difference in the attitudes of prospective teachers studying in private and Government B.Ed. colleges towards teaching profession. Therefore, the null hypothesis that, there is no statistical significant difference in the attitudes of prospective teachers studying in private and Government B.Ed. colleges towards teaching profession is accepted. It can be said that, there exists no difference in the attitudes of studying in private and Government B.Ed. colleges towards teaching profession.

H2. There is no statistical significant difference in the attitudes of female and male prospective teachers towards teaching profession.

TABLE 2

SHOWING THE COMPARISON OF ATTITUDES TOWARDS TEACHING PROFESSION OF FEMALE AND MALE PROSPECTIVE TEACHERS

Variable	N	Mean	Standard Deviation	t-value
Female Prospective Teachers	50	262.93	27.98	0.203*
Male Prospective Teachers	50	255.13	26.18	

* Not significant at .05 level

Table No. 2 reveals that the calculated value of $t = 0.203$ less than the tabulated value's 1.96, which is statistically not significant at .05 level. This means there is no significant difference in the attitudes of female and male prospective teachers towards teaching profession. Therefore, the null hypothesis that, there is no statistical significant difference in the attitudes of female and male prospective teachers towards teaching profession is accepted. It can be said that, there really exists no difference in the attitudes of female and male prospective teachers towards teaching profession. .

Findings of the study

1. There is no significant difference in the attitudes of prospective teachers studying in private and Government B.Ed. colleges towards teaching profession. It means that types of colleges i.e., private and Government does not influence the attitudes of prospective teachers towards teaching profession.
2. There is no significant difference in the attitudes of female and male prospective teachers towards teaching profession. It means that attitudes of female and male prospective teachers is not affected or determined by their gender.

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