



## Attitude of Pupil-Teachers Towards Teaching Profession in Relation to Gender and Background

### KEYWORDS

Attitude, pupil-teachers, teaching profession, gender and background

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**ABSTRACT** *Teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude she possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. In the present study an attempt was made to compare the attitude of pupil-teachers towards teaching profession in relation to gender and background. A Sample of 100 pupil-teachers were selected randomly from two districts of Himachal Pradesh and a standardised attitude scale is used for the study. The results of the study indicated that pupil-teachers had positive attitude towards teaching profession. There is no significant difference in the attitude of pupil-teachers towards teaching profession with respect to gender. Furthermore, there is no significant difference in the attitude of pupil-teachers towards teaching profession with respect to background.*

Excellence in education and educational organization is the need of the hour. The number of teachers produced at different levels is gradually increasing to meet the demands of education. It is apt to make a mention of Prof. Humayun Kabir's observation that without a good teacher even the best system of education is bound to fail. With a good teacher even the worst system can be largely overcome. This necessitates not only improving the knowledge and teaching competency of a teacher but also inculcating in him healthy professional attitudes and desirable teacher like qualities. While reflecting on the present trends and concerns of teacher education as well as on teachers in India, it is felt that something more will be expected of the future teachers, whether it be a question of managing uncertainty, creativity, solidarity or participation. Ethical considerations will be the central concern of teaching and schooling.

The teachers of 21<sup>st</sup> century will, therefore, be appreciated not only for their knowledge and pure technical skills, but also for their attitude. It is not enough if the prospective teachers are empowered with knowledge and skills but they should have a favorable attitude towards teaching which in turn influences their teaching competency.

The teacher's roles and responsibilities have found extension outside the classroom. The implementation of educational policies, transaction of curricula and spreading awareness are the main areas which keep teacher in the forefront. Changing times have added new dimension to this profession, which requires specified competencies and right attitude. Behaviour, attitude and interest of teacher help in shaping the personality of the student. Attitude is a tendency to react in a particular manner towards the stimuli (Anastasi, 1957).

It is a dynamic entity which is subject to change. It is a deciding factor of the teacher's performance. Attitude is defined as a state of readiness shaped through the experience and influences the response of individual towards the stimuli. It is precursor of the behaviour and varies from favourable to unfavourable through neutral.

Attitude is a social concept but related with the mental

aspect of the behavior. It studies the views, direction and thinking of a specific person or a group towards an object, person, organization, institution or situation. In other words, we can also say that attitudes are those personality depositions and motivating forces which decide the behavioural dimension-either positive or negative side towards any specific events, satiation, object, person or group.

Attitude is made up of three components affective, behavioural and cognitive hence acts as a yardstick of the individual behaviour (Feldman, 1985). Factors which bear influence on the attitude of the teacher are the domestic environment, family background, socioeconomic background, beliefs and educational institutes etc.

Attitude is positive or negative feeling that an individual holds about objects, persons or ideas. They are generally regarded as enduring thought modifiable by experience and persuasions and as learned rather than innate. A teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. They can bring about a positive change in the life of their students. Therefore, prospective teachers must develop proper and positive attitude towards their profession.

### Review of related literature

Mathai (1992) in his study emphasized that attitude towards profession and successes in teaching are correlated to each other.

Cornelius (2000) conducted a study entitled, 'Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees' and revealed that intelligence, attitude towards teaching and academic achievement of teacher trainee cast impression on their competence.

Devi (2005) found that success in teaching field depends upon two prime factors attitude towards profession and job satisfaction.

Gynanduru and Kumar (2007) established that over achievers and average achievers possess more favourable attitude towards teaching in comparison to under achievers.

Suja (2007) conducted a study on Interaction effect of attitude towards teaching, interest in teaching and teaching experience of job commitment of primary school teachers. He reported that attitude towards profession, interest in profession and teaching experience influence job commitment of the teacher.

Theresal and Benjamin (2011) conducted a study on attitude towards teaching profession and self-esteem among student-teachers and revealed that male student-teachers and female student teachers had no significant difference in their attitude towards teaching profession as well as self-esteem.

Barwal (2011) in her study revealed that there exists significant difference in the attitude of male and female, graduate and post graduate, rural and urban secondary school teachers towards their teaching profession.

Furthermore, Pervez and Shakir (2013) in their study found that there is no significant difference in the attitude of female and male, muslim and non-muslim, science and social science prospective teachers towards teaching profession.

#### JUSTIFICATION OF THE STUDY

There is no denying fact that in every society, quality of life depends on the quality of education, which in turn depends upon the quality of its teachers. The efficiency of any education system depends largely on the efficiency of its teachers. Education is a continuous process of imparting knowledge, developing skills, inculcating values, more importantly promoting the overall personality development of human beings. Teacher who laid the foundation for the personality development of our children in schools are potentially powerful analysts for transformation in the society.

Teacher quality is an important aspect of the teacher education program, and refers to the combination of three characteristics of effective teachers such as teachers' professional qualification, teachers' professional commitment and teachers' efficacy to bring about change in teaching. Teacher educational background and teaching practices impact on students' learning. Teachers with effective teaching styles play an important role in improving students' achievement scores and positive attitudes toward their studies. Effective teachers develop relationships with students and interact with them (Rivkin, Haushek, & Kain, 2005; Rockoff, 2004). Teachers who have received professional training should be able to deliver appropriate knowledge and use effective practices according to the contemporary needs of their classrooms. The educators of teachers should contribute to the development of a systemic approach to teacher quality (Malm, 2009) by designing conceptual, empirical, and pedagogical approaches to enhance the quality of the teacher education programs (Levine, 2006).

Teacher education is a crucial component of education with its distinctive streams of pre- service and in-service program. The teacher education program has been designed to prepare prospective and in-service teachers through information, knowledge and pedagogical skills to develop their abilities and to establish positive attitudes and behaviour towards the profession of education. The program consists of formal and informal policies, activities and experiences to enable prospective teachers to perform their responsibilities in the classroom and school effectively and efficiently (Farrant 1990). Teacher is the main actor of a school. It is his/her attitude towards the profession

that makes one good or bad teacher. It is very clear that a teacher with a positive attitude towards teaching profession will be able to produce good students.

#### Statement of the Problem

Attitude of pupil-teachers towards teaching profession in relation to their gender and background

#### Objectives of the Study

**The following objectives were formulated for the present study:-**

To study the attitude of pupil-teachers towards teaching profession.

To study the difference in the attitude of pupil-teachers towards teaching profession with respect to gender.

To study the difference in the attitude of pupil-teachers towards teaching profession with respect to background.

#### Hypotheses of the Study

**The following hypotheses were formulated for the present study:-**

Pupil-Teachers have positive attitude towards teaching profession.

There is no significant difference in the attitude of pupil-teachers towards teaching profession with respect to gender.

There is no significant difference in the attitude of rural and urban pupil-teachers towards teaching profession with respect to background.

#### Methodology

In the present study, descriptive survey method was used.

#### Sample

For the present study, two districts of Himachal Pradesh were selected randomly. Thereafter, from these districts, 100 pupil-teachers (40 male and 60 female) belonging to rural and urban backgrounds were selected randomly.

#### Tool Used

In the present study, 'Teacher Attitude Inventory' developed by Dr. S. P. Ahluwalia (2002) was used.

#### Collection of Data

For the collection of data, Teacher Attitude Inventory was administered to the pupil-teachers through personal contact. General instructions of the Inventory' was given to the pupil-teachers and the purpose of the Inventory was explained to them. Having established the rapport, the pupil-teachers were given the Inventory' with cover notes requesting them to answer the Attitude Inventory as required and the filled up questionnaires were collected on the spot by the researcher.

#### Statistical Techniques Used

The data was analysed by using statistical techniques such as percentage, mean, standard deviation and t-test.

#### Delimitations of the Study:-

The study was delimited only to two districts of Himachal Pradesh i.e Kangra and Hamirpur.

The study was delimited only to 100 pupil-teachers i. e. B.Ed students only.

Analysis and Interpretation of Data

**Hypothesis –I**

Pupil-teachers have positive attitude towards teaching profession.

**Table 1.1 showing the attitude of pupil-teachers towards teaching profession**

| Attitude          | No. of Students | Percentage |
|-------------------|-----------------|------------|
| Positive Attitude | 40              | 59%        |
| Average Attitude  | 26              | 25%        |
| Negative Attitude | 34              | 16%        |

It can be observed from table no. 1.1 that 59% pupil-teachers have positive attitude towards teaching profession, 25% have average attitude and 16% have negative attitude. On the whole pupil-teachers have positive attitude towards teaching profession. It can be concluded that majority of pupil-teachers have positive attitude towards teaching profession. Hence, the hypothesis, 'pupil-teachers have positive attitude towards teaching profession stands' accepted.

**Hypothesis –II**

There is no significant difference in the attitude of male and female pupil-teachers towards teaching profession.

**Table 1.2 showing significant difference in the attitude of male and female pupil-teachers towards teaching profession**

| Gender | N  | Mean   | S.D   | 't' value | Interpretation               |
|--------|----|--------|-------|-----------|------------------------------|
| Male   | 40 | 143.97 | 16.43 | 1.89      | Not significant at .05 level |
| Female | 60 | 139.42 | 17.73 |           |                              |

The Table No 1.2 shows that mean scores of male and female pupil-teachers are 143.97 and 139.42 with SD 16.43 and 17.73 respectively. The t-value comes out to be 1.89, which is not significant at 0.5 level. It means that there is no difference in the attitude of male and female pupil-teachers towards teaching profession. Hence, the hypothesis-II, "There is no significant difference in the attitude of male and female pupil-teachers towards teaching profession", stands accepted.

**Hypothesis-III**

There is no significant difference in the attitude of rural and urban pupil-teachers towards teaching profession.

**Table 1.3 showing the significant difference in the attitude of rural and urban pupil-teachers towards teaching profession**

| Area  | N  | Mean   | S.D    | 't' value | Interpretation               |
|-------|----|--------|--------|-----------|------------------------------|
| Rural | 55 | 141.26 | 19.09. | .36       | Not significant at .05 level |
| Urban | 45 | 142.13 | 15.16  |           |                              |

It can be observed from the above table 1.3 that the mean scores of rural and urban pupil-teachers are 141.26 and 142.13 with SD of 19.09 and 15.16 respectively. The t-ratio of rural and urban pupil-teachers comes out to be .36, which is not significant at 0.05 level. This revealed that there is no significant difference in the attitude of pupil-teachers towards teaching profession. Therefore, the hypothesis III, 'There is no significant difference in the attitude of rural and urban pupil-teachers towards teaching profession,' stands accepted.

**Main Findings**

Majority of pupil-teachers had positive attitude towards teaching profession.

There existed no significant difference in the attitude of male and female pupil-teachers towards teaching profession.

There existed no significant difference in the attitude of rural and urban pupil-teachers towards teaching profession.

**Conclusion**

Healthy attitude of teachers towards their profession is a pre-requisite for a healthy school system and overall development of the students. There is no denying fact that in every society, quality of life depends on the quality of education, which in turn depends upon the quality of its teachers. The efficiency of any education system depends largely on the efficiency of its teachers. Teacher who laid the foundation for the personality development of our children in schools are potentially powerful analysts for transformation in the society. Therefore, positive attitude towards teaching profession can bring the desired quality in the education sector by developing sense of duty, professional competence and by giving an insight of the student's needs and problems.

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