



## Attitude of Prospective Teachers Towards Teaching Profession in Relation to Mental Health

### KEYWORDS

*Mental Health, Attitude, Prospective Teachers, Social Science, Science*

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### ABSTRACT

*Teaching is the profession that is shaping the education and therefore moulding the skills of our future workforce and laying the foundation for good citizenship and full participation in community and civic life. So the main objective of the paper is to study the mental health and attitude of social science and science prospective teachers towards teaching profession, to compare significant differences in mean score of attitude of social science and science prospective teachers towards teaching profession at different levels of mental health (MHh, MHa, MHI). To achieve these objectives, the sample of 200 student teachers was taken from all educational colleges affiliated to Punjab University Chandigarh. Descriptive analysis like mean, median, mode and t-values are calculated to see the mean differences in the attitude of social science and science prospective teachers towards teaching profession at different levels of mental health. Therefore this study addresses the importance of having the knowledge of prospective teacher's mental health and attitude towards teaching profession. This study is helpful to the administrators and academic staff to understand that selection of teaching subjects plays an important role in developing the attitude of prospective teachers.*

### Introduction

Now time is changed. Today teachers aspire to be seen as true professionals with expert knowledge concerning the content and methods of instruction in their particular areas of study. Although it is often referred to as a profession, it does not command the same prestige as other established professions, such as law or medicine. The reason is the attitude of teacher towards teaching profession.

The success of the education process depends on the character, ability and attitude of the teacher who is the cornerstone of the arch of education. In teaching how a teacher performs his duty as a teacher depends to a great extent on his attitudes, beliefs and values. A positive and favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes teaching task harder, more tedious and unpleasant. Therefore attitude towards teaching profession is of crucial importance. Thus it can be concluded that teachers aspire to be seen as true professionals with expert knowledge concerning the content and methods of instruction in their particular areas of study.

### Mental Health

Mental health is a state or condition on which an individual feels a sense of well-being. This gives him or her capacity to live life in fulfillment of what he or she wants to achieve in accordance to the available resources. This condition also provides an individual the capacity to be resilient to the stresses he meets and to respond to these challenges without having to compromise his well-being.

The term mental health has been used in different ways by psychologists, psychiatrists and others and is influenced by multiplicity of factors like intelligence, personality, education level, academic achievement, cultural level and physical health. But basically, mental health is the balance between all aspects of life -social, physical, spiritual and emotional. It impacts on how we manage our surroundings and make choices in our lives - clearly it is an integral part of our overall health. Teacher is playing a major role in the

life of students, so teachers must be mentally healthy in life.

### Attitude

Attitude is an accumulation of information about an object, person, situation or experience, a predisposition to act in a positive or negative way toward some object. It represents the states of readiness to respond to a certain stimulus. But it does not mean that one's behaviour is an absolute function of one's attitude. Behaviour by all means is function of both characteristics of the behaving person and the situations in which he behaves. Hence a person may hold strong attitude and yet, under certain circumstances may behave in quite contradictory to those attitudes.

Attitude is the sum total of man's inclinations and feelings, prejudices or biases, preconceived notions, ideas, fears, threats and convictions about particular topic. The success of the education process depends on the character, ability and attitude of the teacher who is the cornerstone of the arch of education.

### Emergence of the Problem

According to National Policy on Education (1986) the main aim of education is to provide quality education. But to ensure good quality of education, there is a dire need to provide good quality of teachers who can have positive attitude towards teaching profession. The investigator also observed in the classroom that most of the students have no interest in the teaching. They have either come by force of circumstances or pushed by parents to do B.Ed. degree. A majority of them are seeking admission because they have failed to get admission in other professions. They have no genuine love and sincerity towards the teaching profession. Their inattentive behaviour in the classroom motivated the investigator to do research on this topic.

Moreover a very few studies have explored the difference in the attitude of prospective teachers towards teaching profession. Some studies showed no difference in the atti-

tude of teachers. In view of these inconclusive and contradictory results, there emerges a need of further provoking into the problem.

**Objectives**

To study the mental health and attitude of social science and science prospective teachers towards teaching profession.

To compare the mean scores of attitude of social science and science prospective teachers towards teaching profession at different levels of mental health (MH<sub>h</sub>, MH<sub>a</sub>, MH<sub>l</sub>).

**Hypotheses**

Ho 1) There is no significant difference in the mean scores of attitude of social science and science prospective teachers towards teaching profession at high level of mental health.

Ho 2) There is no significant difference in the mean scores of attitude of social science and science prospective teachers towards teaching profession at average level of mental health.

Ho 3) There is no significant difference in the mean scores of attitude of social science and science prospective teachers towards teaching profession at low level of mental health.

**DELIMITATIONS OF THE STUDY**

The present study was delimited to prospective teachers of B. Ed. colleges affiliated to Panjab University, Chandigarh.

The study was delimited to a sample of 200 prospective teachers.

**METHODOLOGY OF RESEARCH**

The descriptive survey was conducted on a sample of 200 prospective teachers of colleges of education affiliated to Panjab University, Chandigarh. Mental health inventory of Srivastava and Jagdish (1983) was employed to study the mental health status of student teachers. The Ahluwalia Teacher Attitude Inventory (1978) and published by National Psychological Corporation, Agra was used to measure the attitude of student teachers towards teaching profession. The Teacher Attitude Inventory was given to prospective teachers and test was administrated with the help of teachers of those colleges so that student teachers can answer with fair means. If there was any doubt, that was clarified by the investigator. Questionnaire was collected from the student teachers. After the test, mental health inventory was given to prospective teachers according to the instructions given in the manual and response sheets were collected.

**Scoring**

Stencils were used for scoring different items in the teacher attitude inventory. Each item alternative was assigned a weight ranging from 4 (strongly agree) to 0 (strongly disagree) for favourable items. In the case of unfavourable items range of weight is reversed i.e. from 0 (strongly agree) to 4 (strongly disagree). Attitude score of a subject is the sum total of item scores of all the six sub scales.

The scoring of mental health inventory was carried out on a four point scale i.e. the score for true keyed items ranged from 4 to 1 and for the false keyed items, it ranged from 1 to 4. Out of the 56 items, 26 items are false

keyed and 30 items are true-keyed items.

**Sampling**

The researcher selected a sample of 200 student teachers through stratified random sampling out of the educational colleges affiliated to Panjab University, Chandigarh. The educational colleges of seven districts are affiliated to Panjab University, Chandigarh. Out of seven districts, four districts that is Ludhiana, Moga, Nawan Sahar and Hoshiarpur were selected randomly. Out of these four districts, ten colleges of education including two colleges situated in Chandigarh were selected randomly. As students of these colleges have to qualify the entrance test before admission, this makes the sample uniform.

The investigator collected the data personally and for administering the tests, the principals of educational colleges were requested for permission. The prospective teachers were explained the purpose of collecting data. They were assured that the information given by them would be used only for research purpose. All possible efforts were made to keep the testing conditions for all teachers as constant and uniform as possible.

**Analysis and Interpretation**

Hypothesis 1) There is no significant difference in the mean score of social science and science prospective teachers towards teaching profession at high level of mental health

The t-test was employed to test the null hypothesis and the results are shown in the table 1:

**Table 1 Mean, S.D. N and t-value of attitude of social science and science prospective teachers towards teaching profession at high level of mental health**

High Level	N	M	SD	t-Value	Level of Significance
S.S.	27	227.0	41.1	2.08*	Significant
Sci.	27	248.8	38.8		

From Table 1 it is evident that the t-value 2.08 which is significant at 0.05 level. It shows that mean scores of attitude of social science and science prospective teachers differ significantly at high level. Thus the null hypothesis that there is no significant difference in the mean scores of attitude of social science and science prospective teachers at high level of mental health is rejected.

Ho 2) There is no significant difference in the mean scores of attitude of social science and science prospective teachers towards teaching profession at average level of mental health.

**Table 2 Mean, S.D. N and t-value of attitude of social science and science prospective teachers towards teaching profession at average level of mental health**

Average Level	N	M	SD	t-Value	Level of Significance
S.S.	46	239.8	32.1	0.07	Not significant
Sci.	46	240.3	31.8		

From Table 2 it is evident that the t-value 0.07 which is not significant. It shows that mean scores of attitude of social science and science prospective teachers at average level do not differ significantly. Thus the null hypothesis that there is no significant difference in the mean scores of attitude of social science and science prospective teachers at average level of mental health is not rejected.

Ho 3) There is no significant difference in the mean scores of attitude of prospective teachers towards teaching profession at low level of mental health.

**Table 3 Mean, S.D. N and t-value of attitude of social science and science prospective teachers towards teaching profession at low level of mental health**

Low Level	N	M	SD	t-Value	Level of Significance
S.S.	27	212.0	34.5	2.55*	Significant at 0.05 levels
Sci.	27	235.1	31.6		

From Table 3 it is evident that t-value 2.55 which is significant at 0.05 level. It shows that mean scores of attitude of social science and science prospective teachers differ significantly at low level. Thus the null hypothesis that there is no significant difference in the mean scores of attitude of social science and science student teachers at low level of mental health is rejected. The t-values calculated between social science and science prospective teachers with high and low level of mental health in respect of attitude towards teaching profession was significant at 0.05 levels. Both these t-values show that social science and sci-

ence prospective teachers with high level and low level of mental health were different in respect of attitude towards teaching profession. The t-value calculated between social science and science prospective teachers at average level of mental health in respect of attitude towards teaching profession was not significant at 0.05 levels.

The result may be due to varied learning and motivational environment of social science and science prospective teachers at high and low level of mental health because attitude is external in nature and it is also influenced by motivation and social environment. It is often observed that science prospective teachers' due to failure in other fields, most of them join this profession under social and parents' pressure and their attitude towards teaching profession may be positive and sometimes, it may be negative. On other hand, social science prospective teachers are not so much interested in other fields or maybe they have no other option, so their attitude most of times may be positive towards teaching profession. So there exists difference in their attitude towards teaching profession. But these situations may be same of social science and science prospective teachers with average level of mental health, as attitude was found same in social science and science prospective teachers. This study shows that selection of teaching subjects play an important role in developing the attitude of prospective teachers at high and low level of mental health. This study is helpful to administrators and academic staff to do admission on the basis of teaching subjects as the selection of teaching subjects plays an important role in developing the attitude of prospective teachers. Moreover orientation programmes and training programmes can be conducted to keep prospective teachers healthy. Some topics related to positive attitude towards students may be included in the curriculum to develop positive attitude among them.

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