

A Comparative Study of Inservice And Pupil Teachers in Respect of Their Attitude Towards Teaching Profession



Education

KEYWORDS : Attitude, Inservice and Pupil Teachers, Teaching Profession

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ABSTRACT

This research was conducted to study the attitude of in-service and pupil teachers towards teaching. A Sample consisted 400 teachers taken in to two groups (N=200), one group consisted of 200 in-service teachers from various government and government aided schools of Khanna and Mandi Gobindgarh of Punjab state and the second group consisted of the same number of pupil teachers from education colleges of Khanna and Mandi Gobindgarh. Incidental non-random sampling techniques were employed for the selection of the sample. Teacher Attitude inventory developed by Ahluwalia (1976) was used. Mean, S.D. and t-ratio computed and found that in-service and pupil teachers do not differ significantly in their attitude towards teaching. It was found that attitude towards teaching of female pupil teachers is significantly higher than male pupil teachers and attitude of male in-service teachers is significantly higher than male pupil teachers.

INTRODUCTION

Teaching has been a noble profession throughout the ages. The teachers are assigned the work which help in bringing up our future guardians. The quality of education depends upon the quality of the teacher. Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the knowledge of the subject. An attitude is an important concept to understand human behavior. Teacher's attitude towards their profession has an effect on their performance. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavorable attitude makes the teaching task harder, more tedious and unpleasant. Moreover, effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitude in the desired direction.

JUSTIFICATION OF THE STUDY

Teaching all over the world is considered a profession and teachers are given a professional status. Being professional, teachers are expected to use best practices and strategies to meet challenging demand of their career, which involves imparting knowledge and developing essential skills and attitude in the students. The students can sense this attitude. But these days, most of the teachers in this profession are only for the sake of pay cheque at the end of the month, only a few are there for the love of teaching and for imparting knowledge. Moreover, we find that the teachers constitute an unhappy class of society. It is surprising to find that only a few teachers feel proud of their job. In fact the situation is so bad that many teachers of today do not allow their children to take teaching as a profession. It must not be forgotten that teaching is a noble profession which counts among its members the greatest and noblest figures of human history. So the purpose of the study is to study the attitude of in-service and pupil teachers towards teaching.

ATTITUDE

The word attitude is defined within the frame work of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and don't become anomalous routine conduct. Attitude means the individual's prevailing tendency to respond favorably to an object (person or group of people, institutions or events). Attitude can be positive (values) or negative (prejudice).

LITERATURE REVIEW

Yadav (1966) found that prospective teachers had favourable attitude towards the profession. He also found that there was some relationship between teaching experience and attitude towards teaching. Singh (1974) found that there was a significant

relationship between attitudes towards teaching effectiveness. Malhotra (1976) and Gupta (1977) found that success in teaching was significantly related to professional attitude. However, Singh (1974) found that there was no significant difference in attitude of teachers due to difference in age. Whereas male and female differed in their attitude. Singh, B (1990) in a study on attitude of teacher trainees towards teaching profession reported female teacher trainees have more favorable attitude towards teaching than male teacher trainees. Panda, M (1996) in a study reported there is no significant difference between male & female teacher trainees attitude towards teaching profession. Flores (2001) reported that the workplace also plays a crucial role in shaping teachers attitude towards teaching. Attitude of teachers have also been determined to be influenced by gender in the report of Dodeen and his colleagues (2003). They found that female teachers have more positive attitude towards the teaching profession than male teachers.

OBJECTIVES OF THE STUDY

- To find whether there is any difference in the attitude of in-service and pupil teachers towards teaching.
- To investigate whether male and female in-service teachers differ in their attitude towards teaching.
- To investigate whether male and female pupil teachers differ in their attitude towards teaching.
- To explore whether there is any difference in the attitude of male in-service and male pupil teachers towards teaching.
- To explore whether there is any difference in the attitude of female in-service and female pupil teachers towards teaching.

HYPOTHESES OF THE STUDY

- There exist a significant difference in the attitude towards teaching of in-service and pupil teachers.
- There exist a significant difference in the attitude towards teaching of male and female in-service teachers.
- There exist a significant difference in the attitude towards teaching of male and female pupil teachers.
- There exist a significant difference in the attitude towards teaching of male in-service and male pupil teachers.
- There exist a significant difference in the attitude towards teaching of in-service and female pupil teachers.

SAMPLE OF THE STUDY

A Sample consisted 400 teachers taken in to two groups (N=200), one group consisted of 200 in-service teachers from various government and government aided schools of Khanna and Mandi Gobindgarh of Punjab state and the second group consisted of the same number of pupil teachers from, Khanna and Mandi Gobindgarh taken through non-random sampling.

TOOL USED

Teacher Attitude inventory developed by Ahluwalia (1976) was used.

STATISTICAL TECHNIQUES USED

The following statistical techniques were used to analyze the data.

- Descriptive statistical techniques namely- mean and S.D, were computed.
- 't' - test.

ANALYSIS AND INTERPRETATION OF DATA

HYPOTHESIS-I There exist a significant difference in the attitude towards teaching of in-service and pupil teachers.

TABLE- 1
SIGNIFICANCE OF DIFFERENCE IN Attitude TOWARDS TEACHING OF In- service and Pupil Teachers

	N	MEAN	S.D	t-value	Level of significance
In-service Teachers	200	209.95	16.53	0.61	Not significant
Pupil teachers	200	208.9	18.02		

Table 1 indicates that t- value between the mean scores of attitude towards teaching of in-service and pupil teachers is found to be 0.61. The t- value at 398df is not significant at .01 and .05 levels of significance. Therefore it is interpreted that the in-service and pupil teachers do not differ significantly in their attitude towards teaching. Hence the hypothesis I has been rejected.

HYPOTHESIS-II THERE EXIST A SIGNIFICANT DIFFERENCE IN THE ATTITUDE TOWARDS TEACHING OF MALE AND FEMALE IN-SERVICE TEACHERS.

TABLE- 2
SIGNIFICANCE OF DIFFERENCE IN ATTITUDE TOWARDS TEACHING OF IN-SERVICE MALE AND IN-SERVICE FEMALE TEACHERS

	N	Mean	S.D	t-value	Level of significance
In-Service Male Teachers	62	209.5484	16.75	0.2291ns	Not significant
In-Service Female Teachers	138	210.1304	16.49		

Table 2 indicates that t- value between the mean scores of attitude towards teaching of in-service male and in-service female teachers is found to be 0.22. The t- value at 398df is not significant at .01 and .05 levels of significance. Therefore it is interpreted that the in-service male and female in-service teachers do not differ significantly in their attitude towards teaching. Hence the hypothesis II has been rejected.

HYPOTHESIS-III There exists a significant difference in the attitude towards teaching of male and female pupil teachers.

TABLE - 3
SIGNIFICANCE OF DIFFERENCE IN ATTITUDE TOWARDS TEACHING OF MALE AND FEMALE PUPIL TEACHERS

	N	Mean	S.D	t-value	Level of significance
Male Pupil Teachers	45	202.6889	17.69	2.32	significant
Female Pupil Teachers	155	209.6581	17.87		

Table 3 indicates that -t- value between the mean scores of attitude towards teaching of male and female pupil teachers is found to be 2.323. The t- value at 398df is significant at 0.05 level of significance as the calculated value of t is higher than 1.96. Therefore it is interpreted that the male and female pupil teachers differ significantly in their attitude towards teaching. Hence

the hypothesis III has been accepted.

HYPOTHESIS-IV There exist a significant difference in the attitude towards teaching of male in-service and male pupil teachers.

TABLE -4
SIGNIFICANCE OF DIFFERENCE IN ATTITUDE TOWARDS TEACHING OF MALE IN-SERVICE AND MALE PUPIL TEACHERS

	N	Mean	S.D	t-value	Level of significance
In-Service Teachers	62	209.5484	16.75	2.026	significant
Pupil Teachers	45	202.6889	17.69		

Table 4 indicates that t- value between the mean scores of attitude towards teaching of male in-service and pupil teachers is found to be 2.026. The -t- value at 105df is significant at .05 level of significance as the calculated value of t is higher than 1.96. Therefore it is interpreted that the male in-service and male pupil teachers differ significantly in their attitude towards teaching. Hence the hypothesis IV has been accepted.

HYPOTHESIS-V There exist a significant difference in the attitude towards teaching of female in-service and female pupil teachers.

TABLE- 5
SIGNIFICANCE OF DIFFERENCE IN ATTITUDE TOWARDS TEACHING OF FEMALE IN-SERVICE AND FEMALE PUPIL TEACHERS

	N	Mean	S.D	t-value	Level of significance
In-Service Teachers	138	210.1304	16.49	0.2353	Not significant
Pupil Teachers	155	209.6581	17.87		

Table 5 indicates that -t- value between the mean scores of attitude towards teaching of female in-service and pupil teachers is found to be .23. The -t- value at 398df is not significant at .01 and .05 levels of significance. Therefore it is interpreted that the female in-service and female pupil teachers do not differ significantly in their attitude towards teaching. Hence the hypothesis V has been rejected.

MAJOR FINDINGS

- In-service and pupil teachers do not differ significantly in their attitude towards teaching.
- In-service male and female teachers do not differ significantly in their attitude towards teaching.
- The male and female pupil teachers differ significantly in their attitude towards teaching.
- Male in-service and pupil teachers differ significantly in their attitude towards teaching.
- The female in-service and female pupil teachers do not differ significantly in their attitude towards teaching.

SUGGESTIONS FOR FURTHER RESEARCH

1. The present study covers only representative sample of In-service and pupil teachers from various government and government aided schools and education colleges of Khanna and Mandi Gobindgarh of state Punjab. The study may be replicated on a larger sample, so as to answer wider generalization.
2. In the present study only single variable has been taken so it would be desirable to take up more variables.
3. In present study only one statistical technique has been used, for further studies, more statistical techniques may be used.
4. Comparative studies of teacher trainees with teachers from Government, Public and Private schools may be made.

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