



STUDY OF THE ATTITUDES OF THE STUDENT TEACHERS TOWARDS TEACHING PROFESSION

Dr Munmun Sadhukhan

Assistant Professor

Dept. of Education

Lalgola College, Lalgola, Murshidabad, W.B, India

ABSTRACT

Present study attempts to find out the significance of differences of the student teacher gender wise and stream wise in their attitude towards teaching profession. The sample included on student teachers Stratified random sampling method was used to select the sample according to their gender and stream For the collection of the relevant data from the sample a standardized Teacher Attitude Scale of J. C Goyal was used. The obtained data were analyzed gender wise and academic stream wise following suitable statistical methods. Neither the male and female student teachers nor the arts stream and science stream student teachers differ in attitude towards teaching profession.

Key Words: Attitude towards teaching profession, Student teachers.

INTRODUCTION

Education means a process, formal or informal which helps to develop the potentialities of the human being including their knowledge, capabilities, behaviour patterns and values. In this context the teachers have more responsibilities in moulding and building the character of students. Development of a nation always relied on knowledge acquired through education and its practical applications. Considering any efficient education system or educator, effective instructional strategies with identity and high potentials in which the contents are delivered are the main pillars of the quality education system.

Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching, Quality teachers and teaching only can be the strong agent of national reconstruction and social re-engineering. Teachers are the person who could develop and mould the students as good citizens. They should develop positive attitude towards teaching profession. Moreover they should create a better learning environment that arouses students' curiosity to achieve higher goals.

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 made up of three components affective, behavioural and cognitive. Teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitudes he/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 the learning of the students. Attitude being a social construct is influenced by

many factors like gender, social strata, age, stream of education and previous experience of the job etc. What bearing the gender and stream of education has on the attitude of student teachers towards teaching profession – to throw light on this a study was conducted using a readymade tool. The study was conducted to examine the attitude of student teachers of their profession.

Development of positive attitude towards profession helps in developing creative thinking and motivating students. The type of attitude possessed by the teacher influence the quality of the work accomplished and teaching. Attitude of the teacher has the imprint of competencies that they possess.

REVIEW OF THE RELATED LITERATURE

A number of studies have been conducted to assess the influence of attitude towards teaching profession and the factors which have bearing upon it.

1. Nayar (1977) studied about the teacher attitude of Mysore city constructing a standardized tool. On the administration of the test, the scores of 100 teachers identified by their Headmasters and colleagues as having very good professional attitude were compared with those of 100 teachers identified as having poor professional attitude.
2. Pushpam (2003) confirmed positive relationship between women teachers' attitude towards teaching and job environment.
3. Devi (2005) found that success in teaching field depends upon two prime factors- attitude towards profession and job satisfaction.
4. Suja (2007) also confirmed similar findings. According to him, attitude towards profession, interest in profession and teaching experience influence job commitment of the teacher.
5. Gynanduru and Kumar (2007) established that over achievers and average achievers possess more favourable attitude towards teaching in comparison to under achievers.
6. Jyoti, V.K (2009) studied on teacher trainees' attitude towards teaching profession. The results show that gender, marital status, cast category or educational qualification has no significant difference on teaching attitude. But only subject stream has significant difference on teaching attitude.
7. Sharma, D and Sharma, S (2023) had done a research on 180 teachers trainee to find out their attitude towards teaching profession. The result shows that the gender and difference of course of study have significant differences on attitude towards teaching profession.

Studies on attitude reveal that teachers' efficiency and classroom performance are based on his/her attitude towards profession up to a large extent. Most of the studies have highlighted the gender of teacher, academic achievement and job satisfaction as the factors influencing attitude towards profession. The present study is an effort to find out the bearing of factors like gender (male/female) and stream of education (arts /science) on the attitude of student teachers.

OBJECTIVES OF THE STUDY

1. To know the attitude of the student teachers towards teaching profession.
2. To know the attitude of the student teachers based on their gender.
3. To know the attitude of the student teachers based on their stream of subject of study.

HYPOTHESES

1. There is no significant difference between male and female student teachers on their attitudes towards teaching profession.
2. There is no significant difference on the attitude towards teaching profession between the student teachers of science and arts stream.

METHODOLOGY

Sample:-The sample consists of 82 student teachers of Krishnanagar B.Ed College of Nadia district, West Bengal. Among them 38 are male and 44 are female student teachers and 55 are of arts stream and 27 are of science stream.

Sampling method: The samples were collected by way of stratified random sampling method.

Tool: A standardized Teacher Attitude Scale (TAS) made by J. C. Goyal was used for this study. The test contains 22 items. The reliability of the test is 0.95 and the validity is 0.78.

Procedure: The questionnaire was administered to 82 student teachers studying in Krishnanagar B.Ed College of Nadia district. The preliminary information of the student teachers along with the questionnaire was administered by giving some instruction to student teachers. The filled in questionnaires were collected afterwards.

Data Analysis: The answered questionnaire obtained from the sample of 82 student teachers were scored by the scoring key and analyzed. The analysis involved with Mean, Standard Deviation and t-test.

Result and discussion:

Table- 1: Comparison between male and female student teacher on teaching profession

GENDER	N	MEAN	SD	t- value	df	Level of significance
MALE	37	3.77	0.84	0.25	78	Not significant
FEMALE	43	3.82	0.86			

The computed value of t, ie 0.25 does not reach the critical tablet value 1.90 at 0.05 level of significance. So the null hypothesis 1 (Ho') cannot be rejected. Consequently, it can he said that there is no significant difference on attitude towards teaching profession of male and female student teacher. Thus the null hypothesis Ho' is retained.

Table -2: Comparison between arts and science student teachers on teaching profession

STREAM OF EDUCATION	N	MEAN	SD
SCIENCE	24	3.74	0.89
ARTS	56	3.83	0.84

The computed value of t, i.e. 0.45 does not reach the critical table t value 1.99 at 0.05 level of significance. So the null hypothesis 2 (Ho²) cannot be rejected. The result leads to infer that science and arts stream student teachers not differ significantly on attitude towards teaching profession. Thus the null hypothesis Ho² is retained.

FINDINGS:

Hence these results have failed to reject null hypotheses of the study. Male and female student teachers shows almost same attitude towards teaching profession. And also the student teachers of science and arts stream both shows almost same attitude towards teaching profession.

DISCUSSION:

Studies reviewed on attitude towards teaching profession reveal that attitude towards teaching profession are a significant predictor of teaching efficiency. The analysis of data of present study depicts that attitude towards teaching profession of male and female student teachers do not show significant difference (Table-1). However studies conducted by Rawat and Sreevastava (1984) found significant difference between male and female teacher trainees attitude towards teaching profession. While Balan (1996) reported that no significant gender difference in the attitude towards teaching of student teachers. Thersal and Benjamin (2011) also found that male student teachers and female student teachers have no significant difference in their attitude towards teaching profession.

CONCLUSION:

Attitude being a dynamic entity gets influenced by variables like age, previous experience, beliefs, gender and stream of education. New teachers enter the teacher training programme with already established beliefs but pre-service teacher training programme help in shaping the attitude of teacher trainees by providing a series of experiences incorporated in their curriculum.

Srivastava (1989) opined that favourable attitude towards teaching profession of student teachers are formed at the end of teacher training programme. Yadav (1992) revealed that training had a significant influence on their self-concept, attitude towards teaching profession.

A positive attitude towards teaching profession can bring the desired quality in the education sector by developing sense of duty, professional competence and by giving them an insight of the students' needs and problems. This area can be further explored by the researchers.

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