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Attitude of B.Ed. Teacher Trainees towards Teaching Profession

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Abstract

The present study aims at studying the attitude of B.Ed. Teacher- trainees towards teaching profession. A sample of 300 teacher trainees was taken from two teacher training colleges of Shimla district and two teacher training colleges of Mandi district. Attitude scale towards teaching profession constructed and standardized by Dr. (Mrs) Umme Kulsum was used to assess the attitude of teacher trainees. Analysis of results revealed that there exists no significant difference in the attitude of male and female, married and unmarried, general and reserved categories and tribal and non-tribal teacher trainees towards teaching profession. Results further revealed that there exists significant difference in the attitude of arts and science teacher trainees towards teaching profession.

Introduction

Teacher occupies a very important place in the society because he is responsible for the transmission of intellectual tradition from one generation to the next. He maintains the level of technological skill and keeps the light of civilization burning bright. His duty does not end in the classroom with his students. He owes a duty to the society and the nation. As is the teacher, so is the nation. In fact he is the topmost academic and professional personal in the educational pyramid. He can either make or mar the nation. Teaching profession is regarded as the most important profession as its social values lie in its significant contribution to the development in the quality of life and betterment of the society at large. The profession of teacher prepares men to transform the present crisis stricken society into future utopia. The teacher is the architect of a harmonious society. The all-round development of children depends upon the professional competency and efficiency of teachers. In this context, it is very essential to prepare a vast army of professionally committed and competent teachers, who can truly transform our society into a learning society.

Need and significance of the study

Teacher trainee's attitude towards teaching plays an important role in his/her ability to transfer teaching skills in real classroom situation. A teacher with right attitude puts students' learning as the ultimate goal and mixes and matches all the available tools and techniques to suit the teaching- learning process unique to a given subject or topic or class. In this respect, determining the attitude of student teachers towards teaching profession is of great importance. The teacher's attitude and his or her approach to life, to students and teaching has a great deal to do with how his students

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will be. A positive classroom climate starts with the teacher's attitude towards his profession and ends with the student's attitude. Attitude of teachers is developed during their passage of becoming teachers in their schools, colleges, university and especially in teacher training institutes. The present study is an attempt in this direction and assesses the attitude of B.Ed teacher trainees towards teaching profession because in future the teacher trainees will handle the class room situation in actual way. So their attitude towards this profession is of great importance.

Objectives of the study

Following were the objectives realized in the present study;

1. To study the attitude of male and female teacher trainees towards teaching profession,
2. To study the attitude of married and unmarried teacher trainees towards teaching profession,
3. To study the attitude of general and reserved categories teacher trainees towards teaching profession,
4. To study the attitude of arts and science teacher trainees towards teaching profession,
5. To study the attitude of graduate and post graduate teacher trainees towards teaching profession; and
6. To study the attitude of tribal and non-tribal teacher trainees towards teaching profession.

Hypotheses of the study

The following research hypotheses were tested in the study:-

1. There is no significant difference in the attitude of male and female teacher trainees towards teaching profession,
2. There is no significant difference in the attitude of married and unmarried teacher trainees towards teaching profession,
3. There is no significant difference in the attitude of general and reserved category teacher trainees towards teaching profession,
4. There is no significant difference in the attitude of arts and science teacher trainees towards teaching profession,
5. There is no significant difference in the attitude of graduate and post-graduate teacher trainees towards teaching profession; and
6. There is no significant difference in the attitude of tribal and non-tribal teacher trainees towards teaching profession.

Research Design

In the present study, descriptive survey method was used.

Sample

A sample of 300 teacher trainees from two teacher training colleges of Shimla district

and two teacher training colleges of Mandi district was selected on random basis.

Tool Used

In order to fulfil the objectives of the present study "Attitude scale towards teaching profession" was used as a tool for data collection, which was developed by Dr. (Mrs) Umme Kulsum to assess the attitude of teacher trainees towards teaching profession.

Statistical techniques used

Mean, S.D.'s and 't'- test were used to analyze the collected data.

Analysis and Interpretation of Data

Phase 1: In this phase, the researcher tried to find out the significant difference between the attitude of male and female teacher trainees towards teaching profession.

Table-1.1

Significance of difference between the attitude of male and female teacher trainees towards teaching profession.

Variable	Group	N	Mean	S.D.	df	t	Remarks
Gender	Male	77	164.506	17.837	298	1.707	Not Significant
	Female	223	168.82	13.033			

Table 1.1 depicts the difference in attitude towards teaching profession of male and female teacher trainees. It is evident from this table that the obtained 't' value was 1.707 which is lesser than the table value at 0.05 and at 0.01 level of significance with df 298. It means that there is no significant difference in the attitude of male and female teacher trainees towards teaching profession. Hence null hypothesis is accepted.

Phase 2: In this phase, the researcher tried to find out the significant difference between the attitude of married and unmarried teacher trainees towards teaching profession.

Table-1.2

Significance of difference between the attitude of married and unmarried teacher trainees towards teaching profession:

Variable	Group	N	Mean	S.D.	df	t	Remarks
Marital Status	Married	79	164.936	15.398	298	0.473	Not Significant
	Unmarried	221	167.018	13.158			

Table 1.2 depicts the difference in attitude towards teaching profession of married and unmarried teacher-trainees. It is evident from this table that the obtained 't' value was 0.473 which is lesser than the table value at 0.05 and at 0.01 level of significance with df 298. It means that there is no significant difference in the attitude of married and unmarried teacher-trainees towards teaching profession. Hence null hypothesis is accepted.

Phase 3: In this phase, the researcher tried to find out the significant difference between the attitude of general and reserved category teacher trainees towards teaching profession.

Table-1.3

Significance of difference between the attitude of general and reserved category teacher trainees towards teaching profession.

Variable	Group	N	Mean	S.D.	df	t	Remarks
Cast	General	217	168.599	13.043	298	2.462	Not Significant
	Reserved Category	83	164.301	13.709			

Table 1.3 depicts the difference in attitude towards teaching profession of general and reserved category teacher-trainees. It is evident from this table that the obtained 't' value was 2.462 which is lesser than the table value at 0.05 and at 0.01 level of significance with df 298. It means that there is no significant difference in the attitude of general and reserved category teacher-trainees towards teaching profession. Hence null hypothesis is accepted.

Phase 4: In this phase, the researcher tried to find out the significant difference between the attitude of arts and science teacher trainees towards teaching profession.

Table-1.4

Significance of difference between the attitude of arts and science teacher trainees towards teaching profession.

Variable	Group	N	Mean	S.D.	df	t	Remarks
Stream	Arts	237	166.109	14.097	298	3.104	Significant
	Science	63	171.476	11.647			

Table 1.4 depicts the difference in attitude towards teaching profession of arts and science stream teacher-trainees. It is evident from this table that the obtained 't' value was 3.104 which is more than the table value at 0.05 and at 0.01 level of significance with df 298. It means that there exists significant difference in the attitude of arts and science stream teacher-trainees towards teaching profession. Hence null hypothesis is rejected.

Phase 5: In this phase, the researcher tried to find out the significant difference between the attitude of graduate and postgraduate teacher trainees towards teaching profession.

Table 1.5

Significance of difference between the attitude of graduate and postgraduate teacher trainees towards teaching profession.

Variable	Group	N	Mean	S.D.	df	t	Remarks
Education	Graduates	230	167.460	13.254	298	0.381	Not Significant
	Post Graduates	70	168.257	15.919			

Table 1.5 depicts the difference in attitude towards teaching profession of graduate and postgraduate teacher-trainees. It is evident from this table that the obtained 't' value was 0.381 which is lesser than the table value at 0.05 and at 0.01 level of significance with df 298. It means that there is no significant difference in the attitude of graduate and postgraduate teacher-trainees towards teaching profession. Hence null hypothesis is accepted.

Phase 6: In this phase, the researcher tried to find out the significant difference between the attitude of tribal and non-tribal teacher trainees towards teaching profession.

Table 1.6

Significance of difference between the attitude of tribal and non-tribal teacher trainees towards teaching profession.

Variable	Group	N	Mean	S.D.	df	t	Remarks
Tribal Status	Tribal	21	169.238	15.247	298	0.499	Not Significant
	Non tribal	279	167.526	13.700			

Table 1.6 depicts the difference in attitude towards teaching profession of Tribal and non-tribal teacher-trainees. It is evident from this table that the obtained 't' value was 0.499 which is lesser than the table value at 0.05 and at 0.01 level of significance with df 298. It means that there is no significant difference in the attitude of Tribal and non-tribal teacher-trainees towards teaching profession. Hence null hypothesis is accepted.

Main Findings

On the basis of analysis, interpretation and discussion of the results, the main findings and conclusions may be summarized here in accordance with the objectives:

1. There is no significant difference in the attitude of male and female teacher trainees towards teaching profession.

2. There is no significant difference in the attitude of married and unmarried teacher trainees towards teaching profession.
3. There is no significant difference in the attitude of general and reserve categories teacher trainees towards teaching profession.
4. There exists significant difference in the attitude of arts and science teacher trainees towards teaching profession.
5. There is no significant difference in the attitude of graduate and post-graduate teacher trainees towards teaching profession.
6. There is no significant difference in the attitude of tribal and non-tribal teacher trainees towards teaching profession.

Recommendations

With regard to the findings of the study, the following recommendations are made:

- ◆ Some intervention programmes should be designed to induce right type of behaviour among the teachers and favourable attitude among the teacher trainees, so that they may develop favourable attitude and the differences in their attitude in terms of caste, stream and in other respects could be minimized.
- ◆ In order to minimize differences in attitude adequate provisions and changes in the curriculum should be made.
- ◆ Seminars and workshops should be organized frequently.
- ◆ Integrated teacher education programmes can be started in all the states to make teachers more professionally committed and competent.

Conclusion

The overall study makes it clear that the teacher trainees' attitude towards teaching profession is of great importance and significance. A teacher with a favourable attitude makes a lasting impact upon the students. The favourable attitude of teacher trainees towards teaching profession plays a conducive role to improve the classroom behaviour of the learner and makes the teaching-learning process an effective process. Thus a teacher should possess a favourable attitude towards teaching profession.

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