



PUPIL TEACHER ATTITUDE TOWARDS TEACHING PROFESSION IN RELATION TO THEIR GENDER AND STREAM

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ABSTRACT

Attitude denotes inner feelings or beliefs of a person towards a particular phenomenon. Attitude is essential for the education of the individual because it shows the interview of person. If a person has a positive attitude towards on objects, he will try his best to achieve it. If he has a negative attitude, he will try to avoid it. Thus it plays an important role in determining the success and failure of person in any field. The choice of teaching profession also depends up on the attitude of person towards their particular profession. If teacher thinking positively towards his job. He will generate good results. One the other hand if he thinks negatively. He will not find satisfaction in his work. Thus attitude towards the teaching profession shows the personality and the zeal with which he would take up his work. The teachers should develop a desirable professional attitude so that he may inspire himself for excellent programme in multifarious study of education. The purpose of study was to examine the pupil teacher attitude towards teaching profession in relation to their gender and stream. The sample consisted 180 B.Ed. students from Jammu. In order to collect the requisite data, the investigator used attitude teaching Profession constructed by A.K. Tiwari. The t-test Statistical technique was used in this research paper. The result of study showed that there exist no significant difference in the attitude among male and female of B.Ed. students towards their teaching profession. And also no significant difference found in the attitude of B.Ed. students belonging to Arts stream and Science stream towards teaching profession.

Key words: Attitude towards Teaching profession, Gender & Stream.

INTRODUCTION

Man is a social animal and the education plays an important role throughout his life. No civilized society is believed possible for an individual to be fit for adult life if he does not have some degree of formal education. It has universally been accepted that prosperity of a nation is also reflected in its educational system. Quality of a nation depends upon quality of its people and economic growth but both depend upon quality of education, the fact remains same that the most important factor in the education process is the teacher. The teacher is the key of any educational reconstruction. Teaching has been one of the oldest and most respected profession in the world and the teachers are the king pins of any educational system. It is said that teaching has acquired a status of profession because the need for teacher and his education and teaching have been imperative all these days. It is always a dynamic activity. It unfolds the world of knowledge and information and experience and erudition. The personality of the teacher is a significant variable in the classroom. It is said that teachers affects eternity. Nobody can tell where their influence stops. National policy on Education (NPE 1986-92) says that ‘No nation can rise above the level of its teachers’ Therefore Teacher Education is to produce teachers of high quality is of utmost importance and caliber. Conscious initiatives are necessary to influence the quality of Teacher Education at various levels. But in the modern age of science and technology, a new thinking has emerged that much of teaching is a science and teachers can be made more competent and efficient by imparting training. It is usually said that teaching is a profession and not a trade. It is based upon some specialized knowledge skills, techniques, principles of education and child psychology, the laws of learning, history of education and the methods of teaching etc. Teacher should “continue to be a student of subject matter and students of mind activity. Unless a teacher is such a student he cannot grow as a teacher, inspires and director of soul life.

In the course of his living an individual makes numerous specific responses of a similar type. These are integrated in to a general neural “set”. His past experiences are systematized and crystallized to give him a disposition or frame of reference. There after he looks at new object and events in the light of this disposition so that his behavior is more a function of this disposition than of the activating stimulus. This disposition for attention or action of a definite sort is called an attitude. “Attitudes are literally mental postures, guides for conduct to which each new experience is referred before a response are made”. Attitudes may, therefore, be called the ‘dispositional units of personality, percent and “it is because of the attitude that may stimuli and many responses are equivalent “attitudes give meaning fullness, constancy and stability to the individual’s behavior. An individual makes almost infinitely varied responses, but really speaking they are not so diverse as varied responses, as they appear at first sight. Our every day behavior is directed by attitudes. “Once attitudes have been learned they determine to a large extent what an individual perceives and how he behaves.” Warren defines an attitude as “the specific mental disposition toward an incoming (or arising experience), whereby that experience is modified or, a

condition of readiness for a certain type of activity.” Similarly, Dewey regards it as a “Special sensitiveness or accessibility to certain classes of stimuli standing predilections or aversions.” Attitude implies evaluation (acceptance or rejection) of the object towards which it is directed. “An attitude is a tendency to act towards or against something in the environment, which becomes thereby a positive or negative value.

REVIEW OF RELATED LITERATURE

Kulshrestha and Heernandani (2006) attempted to study the Educational attitude of prospective teachers. The result revealed that :Prospective teachers of both of the groups (male and female) have higher attitude for teaching than the other three attitudes. Male prospective teachers are better in guidance and management attitude then in teaching and research. While comparing the difference of mean of both the groups no significant difference was observed. Kaur (2007) raveled that (i) the study identified the least preferred motives to which none of the students have given their fast priority. (ii) The study pointed out in unequivocal terms that the B.Ed., training programme failed to sustain the student’s attitude towards the teaching profession, the magnitude rather decreased at the B.Ed. programme processes ahead. Sumangala and Ushadevi (2010) Findings of the study that (i) Attitude towards teaching profession was a variable that affected success in teaching. (ii) Successful and less successful women teachers differed significantly in the mean scores of attitude towards teaching profession. Attitude towards teaching profession was significantly related with success in teaching. Meena and Rokade (2011) found that (i) Pre-service male and female B.Ed. trainees differed significantly in their teaching attitude. (ii) There was no significant difference in teaching attitude of in-service male and female B.Ed. trainees. (iii) There was no significant difference in teaching attitude of pre-service and in-service male B.Ed. trainees. (iv) Pre-service and in-service female B.Ed. trainees differed significantly in their teaching attitude. (v) Pre-service and in-service male and female B.Ed. trainees differed significantly in their teaching attitude. (vi) Pre-service and in-service B.Ed. trainees differed significantly in their teaching attitude. Dhull and Jain (2017) revealed that (i) Female teachers were found to possess more favorable attitude towards teaching than male teachers; (ii) Highly job satisfied secondary school teacher found to have better teaching attitude towards their profession than low job satisfied senior secondary school teachers; and (iii) a significant positive relationship between teaching attitude and job satisfaction of secondary school teachers was found. Yadav and Galira (2019) Findings of the study that: (i) 't' value calculated for the main effects of male and female on attitude towards teaching profession of senior Secondary schools teachers come out to be .699. As the calculated value of „t“ is found to be less than the table value of „t“ at the 0.01 level of significance. Therefore the calculated „t“ value is found not significant. (ii) “t” value calculated for the main effects of female and male on attitude towards teaching profession of senior Secondary schools teachers come out to be 1.290. As the calculated value of „t“ is found to be less than the table value of „t“ at the 0.01 level of significance. Therefore the calculated „t“ value is found not significant. Thus the null

hypothesis is accepted. Dhara et al. (2021) Findings of the study were (i) that there is a Moderate level of the Attitude of Graduate Level Students in West Bengal, India (ii) that there is a significant difference between Boys and Girls of Graduate Level Students to respect their level of Attitude towards Teaching Profession.

NEED AND SIGNIFICANCE OF THE STUDY

Teaching is a lifetime profession and also due to the rapid explosion of knowledge and attitude of teachers towards their profession is changing rapidly. In today's times, continuance has become more challenging and every aspect of life poses several demanding situations. A dominant prospect of one's professional living is attached to the person's sentimental and intellectual pleasure. A teacher has to deal with a number of professional pressures, hazards and anomalies along with looking out only at the teaching acquirements realm. The absolute process of dealing with an instructional corporation has developed into reasonably complicated as the integral scholastic arrangement has gone through a big transform over a period of time. Under such chances, a teacher has to make a number of adaptations of his or her work. In addition to this, in order to excel in his teaching proficiency, a teacher must possess remarkable teaching attitudes. So investigator has motivated to get the study about attitude of B.Ed. students towards teaching profession.

OBJECTIVES OF THE STUDY

The following objectives formulated to pursue in the study.

- To study the attitude of B.Ed. students towards teaching profession in relation to their gender.
- To study the attitude of B.Ed. students towards teaching profession in relation to their stream.
- To study the attitude of B.Ed. Arts stream Students towards teaching profession in relation to their gender.
- To study the attitude of B.Ed. science stream Students towards teaching profession in relation to their gender.

HYPOTHESES OF THE STUDY

For this study, the following hypotheses were formed

- There is no significance difference in the attitude of B.Ed. students towards teaching profession in relation to their gender.
- There is no significance difference in the attitude of B.Ed. students towards teaching profession in relation to their stream.

- There is no significance difference in the attitude of B.Ed. Arts stream Students towards teaching profession in relation to their gender.
- There is no significance difference in the attitude of B.Ed. science stream Students towards teaching profession in relation to their gender.

METHODOLOGY

In the present study survey method under the descriptive method of research was used in present study. All the B.Ed. students of Jammu districts constituted the population of the study. It included the students (boys and girls) studying in all government and private B.Ed. College of the said districts. In the present study the investigator used random sampling technique for selecting the 160 B.Ed. students (80- students of Male and 80 - students of Female) from District of Jammu as a sample. Keeping in view the nature of the present study the investigator used the tool, attitude towards teaching Profession constructed by A.K. Tiwari. To collect the related data, investigator personally visited the B.Ed. Colleges for data collection from the students. The information was tabulated in a systematic manner to arrive at certain conclusions for the study. Since the data from the attitude towards teaching profession test was available in the form of scores, so as to find out the significance of difference between the various groups 't'-test was applied.

ANALYSIS AND INTERPRETATION OF DATA

The analysis of data is presented in table 1

Table 1. Comparison of Attitude towards teaching profession among Male and Female & Arts stream and Science stream

Variables	Group	N	Mean	Sd	SEd	Df	t value	Inferences
Gender	Male	80	6.93	0.91	1.211	158	0.15	not Significant
	Female	80	7.10	0.96				
Stream	Arts Stream	80	6.95	0.98	0.148	158	0.83	not Significant
	Science stream	80	7.08	0.88				
Arts Stream Gender	Arts Male	40	6.99	1.02	0.222	78	0.29	Not Significant
	Arts Female	40	6.93	0.97				
Science	Science	40	6.87	0.80	0.193	78	2.18	

Stream	Male							Significant
Gender	Science	40	7.29	0.92				
	Female							

Analysis was done to study of the influence of various demographic variables such as gender, and stream of B.Ed students regarding attitude towards teaching profession. Since the calculated value from gender male and female calculated t value comes out to be 0.15 which is less than table value of (1.97) at the significance level of 0.05 with degree of freedom (158). Hence, hypothesis which states that ‘There is no significance difference in the attitude of B.Ed. students towards teaching profession in relation to their gender’ is accepted. Table 1 shows that the calculated value for the students related with their stream arts and science calculated t- value comes out to be 0.83 which is less than table value of 1.97 at the significance level of 0.05 with the degree freedom of 158. So hypothesis which states that ‘There is no significance difference in the attitude of B.Ed. students towards teaching profession in relation to their stream.’ is accepted. Table 1 further revealed that the calculated t-value for the students of Arts stream i.e. Male and Female comes out to be 0.29 which is less than table value of 1.99 at the significance level of 0.05 with the degree freedom of 78. Hence, hypothesis which states that ‘There is no significance difference in the attitude of B.Ed. Arts stream Students towards teaching profession in relation to their gender.’ Is accepted. Table 1 also revealed that the calculated t-value for the students of science stream i.e. Male and Female comes out to be 2.18 which is greater than table value of (1.99) at the significance level of 0.05 with degree of freedom (78). Hence, hypothesis which states that ‘There is no significance difference in the attitude of B.Ed. science stream Students towards teaching profession in relation to their gender’ is not accepted. The attitude mean scores of male students and female students of science stream towards their teaching profession are 6.87 & 7.29 respectively. The mean score of attitude of female B.Ed. students of science stream towards teaching profession is higher than their counterparts. So it is indicated that female B.Ed. students of science stream have more positive attitude towards teaching profession as compare to their male counterparts.

FINDINGS OF THE STUDY

On the basis of analysis of data, the following findings are drawn:

1. There exist no significant difference in the attitude among male and female of B.Ed. students towards their teaching profession.
2. No significant difference found in the attitude of B.Ed. students belonging to Arts stream and Science stream towards teaching profession.

3. There is no significance difference found among male and female B.Ed. students of arts stream attitude towards their teaching profession.
4. Significant difference found among attitude of B.Ed. students belonging to male and female of science stream towards teaching profession.

EDUCATION IMPLICATIONS

- The teacher educators and the teachers in the cooperating school teachers should be the friend, philosopher and guide of the trainees in the true sense so that attitude towards teaching profession increases favorably.
- The teachers should respect the personality of the teacher trainees and provide an atmosphere which may develop the trainees in to a balanced and matured personality having positive self-concept and emotional adjustment.
- The curriculum should be modified so as to be giving more importance in the development of the psychological factors like self-concept, emotional adjustment and attitude towards teaching profession which affects the personality of the teachers throughout the practice teaching period.
- The activities in the teacher training programme and the practice teaching have to be made more interesting, effective and satisfying and should be related to the actual needs of the development of teacher trainees and their teaching profession.

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