

Attitude towards Teaching Profession: A Comparative Study among Trainee Teachers and Teachers Working in Secondary Schools in Aligarh Muslim University

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Abstract:

Man is the noblest creation of God. Education prepares the man for societal life. Functions of education are- Attempt to develop man, Modify the behaviour, Act of training, Gives direction, Integrates the society. Teacher is the main agent of this educational process. Therefore development of right type of attitudes, values, aspiration is equally important for the school teachers. The present study focuses on assessing the attitude of trainee teachers as well as teachers working at Secondary School level towards teaching profession in Aligarh Muslim University. A sample of 100 trainee teachers and 100 teachers working at Secondary School level was selected for the study. The investigator used the "Attitude Scale" developed by S.P. Ahluwalia to measure the attitude of 200 individuals. Results revealed that: (1) There is significant difference in the attitude of Trainee Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers working in A.M.U. towards teaching profession. (2) There is significant difference in the attitude of Trainee Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers, working in A.M.U. of age group (20-40 years) towards teaching profession. (3) There is significant difference in the attitude of Trainee Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers, working in A.M.U. of age group (40-60 years) towards teaching profession.

Key words: teaching profession, trainee teachers, secondary schools, Aligarh Muslim University

Introduction

Man is the noblest creation of God. Human life is the most sacred. It has two aspects, the biological and sociological. The biological aspect is maintained and transmitted by nutrition and reproduction while the sociological aspect is through education. Man is provided with intelligence which helped him to be inventive. Thus primary needs of man add one thing i.e., education besides food, shelter and clothing. (Taneja, 2007)

‘What is education?’ is the fundamental question. The word education has a very wide connotation. The word education is derived from the latin word *educare*, which means ‘to bring up’. There is yet another latin word *educere*, which means ‘to bring forth’. The latin author Varro said “*Educit obstetrix, educat nutrix, instituit peadagagous, docet magister*” which means, “the midwife brings forth, the nurse brings up, the tutor trains, the master teaches.” Accordingly, education does not merely mean the acquisition of knowledge or experience but it means the development of habits, attitudes and skills which help a man to live a happy and worthwhile life in society. (Taneja, 2007)

Thus education prepares the man for societal life. Functions of education are- Attempt to develop man, Modify the behaviour, Act of training, Gives direction, Integrates the society.

It has been said that child is the father of man, and hence he is real educant. Therefore we need child centered approach in education. But, how and where to educate the child?, is the fundamental question. Now comes, the role of agencies that educate the child. It is the teacher who directly and completely influences the child and makes him what he

wants him to be. So education is necessary to make the child ready for the social life and good teachers are needed to make him man in real sense. Teaching is a process where the teacher's personality influences the student's personality and vice versa. A plethora of variables such as attitudes, values, interest, motivation, anxiety, aspiration and other personality characteristics are generally sub summed under the rubric of affective behaviour. It means along with task oriented cognitive variables, teachers also need affective behaviour or balanced personality. Therefore development of right type of attitudes, values, aspiration is equally important for the school teachers. In the absence of these characteristics, it is futile to expect any teacher to be effective.

According to Secondary Education Commission (1952-53), the aim of education in democratic country should be to develop the habits, attitudes and qualities of character. This means that the educational system should make its contribution to the development of habits, attitudes and qualities of character which will enable its citizens to bear worthily the responsibilities of a democratic citizenship and to counteract all these fissiparous tendencies which hinder the emergence of broad, national and secular outlook. So, the teacher who is the centre of all educational system should be capable of fulfilling such demands. And these capabilities can be inculcated only through training within the personality of the teacher, if are not inborn.

The educational attainment of students depends to a large extent on the attitude of the teachers to their profession, he teaches with interest, takes pain and makes effort and even sacrifices his personal comforts and ambitions to become a good teacher. Naturally a teacher with a favourable attitude towards his profession would produce a right type of youth, while the one with unfavourable attitude towards the profession would produce lop-sided personalities. If the attitude of teacher towards his profession is such an important factor, a study of

such type will be useful and of great practical value to educational authorities and to all others concerned with education.

Review of Related Literature

Ganapathy (1992) studied the self concept of Student- teachers and their attitude towards teaching profession and found that both the male and female student teachers had a favourable attitude towards teaching profession. They had a positive self concept and it was related to their attitude towards teaching profession. Misra (2000) made a comparative study of the administration, curriculum and practice of Teaching of regional and Non- Regional Colleges in relation to the teaching Effectiveness and Attitude of Prospective Teachers. The findings were, (1) No significant difference was found in the mean score of teacher's attitude of regional colleges. (2) Attitude of regional college prospective teachers towards teaching profession showed insignificant correlation with effectiveness. Farooqui (2001) did a study on the perception of B.Ed. student's attitude towards teaching profession and found that gender had no significant effect on the positive perception towards teaching profession of trainee teachers. But female students had shown more positive attitude response as compared to their male counterparts. Hasan (2006) made a comparative study of secondary and senior Secondary school Teachers towards Teaching Profession. The investigator found no significant difference in the attitude score of male teachers towards teaching profession in teaching secondary and senior secondary schools and also found no significant difference in the attitude of female teachers towards teaching profession. Hijazi (2008) conducted a study on the attitude of post graduate students of A.M.U. towards teaching profession. She found that the sample as a whole has shown favourable attitude towards the teaching profession which was a matter of great satisfaction

as there was no significant difference in the attitude of male and female post-graduate students towards teaching profession.

Objectives of the Study

The present study aimed at achieving the following objectives:

1. To compare the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers working in A.M.U. towards teaching profession
2. To compare the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers, working in A.M.U. of age group (20-40 years) towards teaching profession.
3. To compare the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers, working in A.M.U. of age group (40-60 years) towards teaching profession.

Hypotheses of the Study

On the basis of above objectives the following research hypotheses were formulated:

1. There is no significant difference in the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers working in A.M.U. towards teaching profession.
2. There is no significant difference in the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers, working in A.M.U. of age group (20-40 years) towards teaching profession.
3. There is no significant difference in the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers, working in A.M.U. of age group (40-60 years) towards teaching profession.

Sample

The data was collected on pupil teachers pursuing B.Ed. in A.M.U. and Secondary School Teachers in A.M.U. was systematically analysed with the help of suitable statistical techniques in order to answer the questions raised in the study.

Tool used

The investigator used the “Attitude Scale” developed by S.P. Ahluwalia to measure the attitude of pupil teachers and secondary school working teachers for present study. It consist of 90 statement of Likert type representing attitude towards various aspects of teaching profession. Responses were made on a 5-point scale and the response categories were assigned weights from 0 to 4.

The statistical method used in testing the hypothesis was t-test for estimating the significant difference between mean attitude scores of two groups. The two tailed test was used for this purpose. The Mean (M), Standard Deviation (SD), Standard Error of difference between Means (SEM), Degree of Freedom (df) and T-value (Significance of Difference between two means) of attitude scores of two groups are represented in tabular form.

Results and Interpretation

To test the hypotheses the researcher has formulated research questions. These are as follows:

R.Q.1. Is there any significant difference between mean attitude scores of Pupil Teachers pursuing B.Ed. in A.M.U. and Secondary School Teachers working in A.M.U.

TABLE- 1

SAMPLE	SAMPLE SIZE	ATTITUDE SCORE	SD	SEM	df	t- value	LEVEL OF SIGNIFICANCE	HYPOTHESIS
P.T.	100	244.450	23.829	0.77	198	8.620	SIG	R
W.T.	100	206.750	36.411				0.05	

1. **Interpretation:** The result shows the significance of difference of means of attitude of pupil teachers and secondary school teachers working in A.M.U. towards teaching profession. The mean score of the pupil teacher’s attitude is 244.450 and the mean score of working teacher’s attitude is 206.750 with standard deviations 23.829 and 36.411 respectively. The calculated t value was found to be 8.620 which was significant at 0.05 level with 198 degrees of freedom. Thus the hypothesis, “There is no significant difference in the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers working in A.M.U. towards teaching profession” is rejected. The result showed that pupil teachers (mean=244.450) have better attitude towards teaching profession than secondary school teachers working in A.M.U. (mean=206.750).

R.Q.2. Is there any significant difference in the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers, working in A.M.U. of age group (20-40 years) towards teaching profession.

TABLE- 2

SAMPLE	SAMPLE SIZE	ATTITUDE SCORE	SD	SEM	df	t- value	LEVEL OF SIGNIFICANCE	HYPOTHESIS
P.T.	100	244.450	23.829	2.383	152	4.527	SIG	R
W.T.	54	222.732	35.264	4.712			0.05	

2. **Interpretation:** The result shows the significance of difference of means of attitude of pupil teachers and

secondary school teachers working in A.M.U. in the age group (20-40 years) towards teaching profession. The mean score of the pupil teacher's attitude is 244.450 and the mean score of working teacher's attitude is 222.732 with standard deviations 23.829 and 35.264 respectively. The t value calculated was found to be 4.527 which was significant at 0.05 level with degrees of freedom 152. Thus the hypothesis, "There is no significant difference in the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers, working in A.M.U. of age group (20-40 years) towards teaching profession" is rejected. The result showed that pupil teachers (mean=244.450) have better attitude towards teaching profession than secondary school teachers in the age group (20-40 years) working in A.M.U. (mean=222.732).

R.Q.3. Is there any significant difference in the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers, working in A.M.U. of age group (40-60 years) towards teaching profession.

TABLE- 3

SAMPLE	SAMPLE SIZE	ATTITUDE SCORE	SD	SEM	df	t-value	LEVEL OF SIGNIFICANCE	HYPOTHESIS
P.T.	100	244.450	23.829	2.383	144	7.311	SIG	R
W.T.	46	202.935	45.063	6.644			0.05	

- 3. Interpretation:** The result shows the significance of difference of means of attitude of pupil teachers and secondary school teachers working in A.M.U. in the age group (40-6- years) towards teaching profession. The mean score of the pupil teacher's attitude is 244.450 and the mean score of working teacher's (40-60 years) attitude is 202.935 with standard deviations 23.829 and 45.063 respectively. The t value calculated was found to

be 7.311 which was significant at 0.05 level with degrees of freedom 144. Thus the hypothesis, “There is no significant difference in the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers, working in A.M.U. of age group (40-60 years) towards teaching profession” is rejected. The result showed that pupil teachers (mean=244.450) have better attitude towards teaching profession than secondary school teachers in the age group (40-60 years) working in A.M.U. (mean=202.935).

Results and Discussion

When the data was analysed to make comparative study of the attitude of pupil teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers working in A.M.U., it was found that pupil Teachers of B.Ed. course had a more favourable attitude towards teaching profession than Secondary School Teachers working in A.M.U. This may be the result of growing popularity of the profession as well as revision done in VIth pay commission.

When the data was analysed to see the attitude of pupil teachers and Secondary School teachers of the age group (20-40 years) working in A.M.U. towards teaching profession, it was also found out that prospective teachers have better attitude towards the profession as compared to their counterparts in age group (20-40 years) working in A.M.U. at Secondary School level. This may be the result of disappointments that the young teachers face after joining the job. They may expect more that is not always realistic.

When the data was analysed to see the attitude of pupil teachers and Secondary School teachers of the age group (40-60 years) working in A.M.U. towards teaching profession, it was also found out that prospective teachers have better attitude towards the profession as compared to their counterparts in age

group (40-60 years) working in A.M.U. at Secondary School level. This may be the result of monotonous routine work of schools. After working for a long period on the same designation with least increment as well as change, teachers (age group 40-60) develop somewhat negative attitude towards the profession. They lose enthusiasm and energy for the profession due to health related issues also.

Findings and Suggestions

The findings of the study are:

1. There is significant difference in the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers working in A.M.U. towards teaching profession.
2. There is significant difference in the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers, working in A.M.U. of age group (20-40 years) towards teaching profession.
3. There is significant difference in the attitude of Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers, working in A.M.U. of age group (40-60 years) towards teaching profession.

On the basis of findings, researcher has recommended following suggestions:

For Trainee Teachers

- The traditional selection criterion for admission in teacher training should be changed.
- Attitude tests should also be conducted for admission by the teacher training institutions to identify those students who are inclined towards the teaching profession.

- Duration of teacher training course should be lengthened or integrated B.Ed. course should be there to develop better understanding of the profession among trainees.
- Teaching staff of teacher training institutions need to develop positive attitude towards teaching profession, therefore they will be able to instil the same in trainee teachers.
- Teaching staff of teacher training institutions need to have positive overt behaviour towards the prospective teachers. This will help to enhance confidence level of trainee teachers.

For Working Teachers

- Teachers should be involved in administration also. Administrative side of teaching profession should also get focus to attract maximum competent persons towards this profession.
- Promotion is very important factor to keep one motivated throughout his/her professional life. Every individual should be provided opportunities to raise ones position by one's own efforts.
- A hierarchical system should also be there in the school to maintain a positive accountability and feedback system without being unnecessarily rude to any employee.
- Senior teachers should be given appropriate responsibility of supervision and respect rather than only subordinate routine task. This keeps them motivated.
- A friendly environment of cooperation should be there in the school. That can be achieved only by friendly behaviour among teachers.
- School Principals should be given in-service training for better supervision of teachers. They should be trained to

avoid bossiness behaviour to enhance efficiency of working teachers.

- State Government run schools should be punctual in discharge of salaries of teachers on time to avoid dissatisfaction and disinterest in employees and to attract best minds towards the profession.

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