

A Comparative Study of Female Pupil Teacher's and Secondary School Working Teacher's Attitude towards Teaching Profession

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Abstract

Teacher is the main actor of a school. It is his/her attitude towards the profession that makes one good or bad teacher. It is very clear that a teacher with a positive attitude towards teaching profession will be able to produce good students. The present study was conducted to compare the attitude of female pupil teacher's pursuing B.Ed. course and secondary school working teacher's attitude towards the teaching profession. The data includes female pupil teachers (N=79) pursuing B.Ed. course in A.M.U. and secondary school working teachers (N=100) working in A.M.U. The investigator used the "Attitude Scale" developed by S.P. Ahluwalia to measure the attitude of 179 individuals. Results revealed that female pupil teacher's had better and positive attitude towards teaching profession as compared to working (permanent/experienced) teachers.

Keywords: Female pupil teachers, working teachers, Secondary School, Attitude, Teaching profession.

Introduction

Human life is the most sacred creation of God. There are two aspects of human life, biological and sociological. Biological aspect is nurtured by nutrition while sociological aspect by education-formal and informal. Thus, apart from the three basic needs i.e. food, shelter and clothing, education is the fourth basic need for human beings necessary to sustain (Taneja, 2007).

A number of agencies are developed by the society to impart education. These agencies include family, community, society, school, college, university etc. The basic modes of imparting education in the above mentioned agencies are formal, informal and non-formal education. Besides these, there are two more specialised modes of education. These are: education for special needs and adult education (Shaheen, 2015).

Formal education is deliberately planned to bring specific change in the student through school, college, university etc. (Chauhan, 2007). It is the school, where the largest and important part of one's life is invested in learning. The Teacher in school is the one who makes or mars student's personality through his teaching and personality. Therefore, teacher has to strive for developing thought provoking environment (Shaheen, 2014). Thus a teacher's emotive part of personality also keeps working during process of teaching (Shaheen, 2015).

Studies reveal that educational attainment of students depends to a large extent on the attitude of the teachers to their profession. According to, Encyclopaedia Britannica *"Attitude is a word having no precise technical meaning when used to describe human beings psychologically. It refers, in a general way, to inclinations, presumed to be enduring, to react in a certain way in response to certain kinds of situations, to see and interpret events according to some predisposition and to organise opinions into coherent interrelated clusters"*. Attitude is a noun and it means 'a way of thinking', 'a way in which body is held' and in informal sense 'self-confident or aggressive behaviour' (Stevenson, Elliot & Jones, 2002). In simple words attitude is one's bent of mind or inclination towards something. It is thought to be something inside the person and may be positive or negative. It may be favourable or unfavourable towards a particular thing. Therefore, it is supposed that a teacher with a favourable attitude towards his/her profession would produce right type of youth, while the one with unfavourable attitude towards the profession would produce lop-sided personalities in his/her students (Shaheen, 2014).

The present study is aimed at, "Comparing Attitude of Female Pupil Teacher's and Secondary School Working Teacher's towards Teaching Profession".

Objectives of the Study

The present study aimed at achieving the following objectives:

1. To compare the attitude of female 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 female Pupil Teachers pursuing B.Ed. course in A.M.U. and female Secondary School Teachers working in A.M.U. towards teaching profession.
3. To compare the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and male Secondary School Teachers working in A.M.U. 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 female 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 female Pupil Teachers pursuing B.Ed. course in A.M.U. and female Secondary School Teachers working in A.M.U. towards teaching profession.
3. There is no significant difference in the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and male Secondary School Teachers working in A.M.U. towards teaching profession.

Review of Related Literature

Hijazi (2008) conducted a study on the attitude of post graduate students of A.M.U. towards teaching profession and found that the sample as a whole had shown favourable attitude towards the teaching profession. Hasan (2006) compared secondary and senior Secondary school Teachers' attitude towards Teaching Profession. No significant difference was found in the attitude score of male secondary and senior secondary school teachers towards teaching profession. Similar results came on the sample of female teachers also. Farooqui (2001) found that female trainee teachers had shown more positive attitude towards teaching profession as compared to their male counterparts. Misra (2000) did a comparative study relating to administration, curriculum and practice of Teaching of Regional and Non- Regional Colleges in relation to the teaching Effectiveness and Attitude of Prospective Teachers. It was found that, there was no significant difference in the mean score of teacher's attitude of regional colleges and prospective teacher's attitude towards teaching profession showed insignificant correlation with effectiveness. Ganapathy (1992) studied Student- teacher's attitude towards teaching profession and found that both male and female student teachers had a favourable attitude towards teaching profession. As cited in (Prasad & Raju, 2013) Sukhwil (1976) studied attitude of married lady teachers towards the teaching profession and found that the majority of teachers favoured the profession.

Research Methodology

The present study is descriptive in its nature and is based on primary data collected from Aligarh Muslim University (A.M.U.) during the session (2009-2010) in the month of February 2010.

Sample

The data was collected on Female Pupil Teachers (N=79) pursuing B.Ed. course in A.M.U. and Secondary School Teachers (N=100) working 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 Female pupil teachers pursuing B.Ed. course in A.M.U. and Secondary School teachers working in A.M.U. for the present study. It consisted 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 (Mangal, 2002). 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.

Analysis and Interpretation

To test the hypotheses the researcher has formulated following research questions:

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

Table-1 represents the significance of difference between the mean attitude score of female Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers working in A.M.U. towards teaching profession.

TABLE- 1

SAMPLE	SAMPLE SIZE	MEAN ATTIUDE SCORE	SD	SEM	df	t- value	LEVEL OF SIGNIFICANCE	HYPOTHESIS
FPT	79	244.837	21.439	2.412	177	4.807	SIG	R
WT	100	206.750	36.411	3.641			0.05	

*(FPT- Female Pupil Teachers, WT- Working Teachers)

Interpretation:

The result shows the significance of difference of means of attitude score of female pupil teachers pursuing B.Ed. course in A.M.U. and secondary school teachers working in A.M.U. towards teaching profession. The mean score of the female pupil teachers' attitude was 244.837 and the mean score of working teachers' attitude was 206.750 with standard deviations 21.439 and 36.411 respectively. The calculated t-value was found to be 4.807 which was significant at 0.05 level with 177 degrees of freedom. Thus the hypothesis,

“There is no significant difference in the attitude of female 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 shows that female pupil teachers (mean=244.837) had 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 between mean attitude score of female Pupil Teachers pursuing B.Ed. course in A.M.U. and female Secondary School Teachers working in A.M.U. towards teaching profession.

Table-2 represents the significance of difference between the mean attitude scores of female Pupil Teachers pursuing B.Ed. course in A.M.U. and female Secondary School Teachers working in A.M.U. towards teaching profession.

TABLE- 2

SAMPLE	SAMPLE SIZE	MEAN ATTITUDE SCORE	SD	SEM	df	t- value	LEVEL OF SIGNIFICANCE	HYPOTHESIS
FPT	79	244.837	21.439	2.412	133	4.527	SIG	R
FWT	56	222.732	35.264	4.712			0.05	

*(FPT- Female Pupil Teachers, FWT- Female Working Teachers)

Interpretation:

The result shows the significance of difference of means of attitude score of female pupil teachers pursuing B.Ed. course in A.M.U. and female secondary school teachers working in A.M.U. towards teaching profession. The mean score of the female pupil teachers' attitude was 244.837 and the mean score of female working teacher's attitude was 222.732 with standard deviations 21.439 and 35.264 respectively. The calculated t- value was found to be 4.527 which was significant at 0.05 level with 133 degrees of freedom. Thus the hypothesis, “There is no significant difference in the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and female Secondary School Teachers working in A.M.U. towards teaching profession” is rejected. The result shows that female pupil teachers (mean=244.837) had better attitude towards teaching profession than female secondary school teachers working in A.M.U. (mean=222.732).

R.Q.3. Is there any significant difference between mean attitude scores of female Pupil Teachers pursuing B.Ed. course in A.M.U. and male Secondary School teachers working in A.M.U. towards teaching profession.

Table-3 represents the significance of difference between the mean attitude scores of female Pupil Teachers pursuing B.Ed. course in A.M.U. and male Secondary School teachers working in A.M.U. towards teaching profession.

TABLE- 3

SAMPLE	SAMPLE SIZE	MEAN ATTIUDE SCORE	SD	SEM	df	t-value	LEVEL OF SIGNIFICANCE	HYPOTHESIS
FPT	79	244.837	21.439	2.412	121	7.261	SIG	R
MWT	44	186.904	27.684	4.174			0.05	

*(FPT- Female Pupil Teachers, MWT- Male Working Teachers)

Interpretation:

The result shows the significance of difference of means attitude score of female pupil teachers pursuing B.Ed. course in A.M.U. and male secondary school teachers working in A.M.U. towards teaching profession. The mean score of the female pupil teacher's attitude was 244.837 and the mean score of male working teachers' attitude was 186.904 with standard deviations 21.439 and 27.684 respectively. The calculated t-value was found to be 7.261 which was significant at 0.05 level with 121 degrees of freedom. Thus the hypothesis, "There is no significant difference in the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and male Secondary School teachers working in A.M.U. towards teaching profession" is rejected. The result shows that female pupil teachers (mean=244.837) had better attitude towards teaching profession than male secondary school teachers working in A.M.U. (mean=186.904).

Discussion

When the data was analysed to make comparative study of the attitude of female pupil teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers working in A.M.U., it was found that female pupil Teachers of B.Ed. course had more favourable attitude towards teaching profession than Secondary School Teachers working in A.M.U. This may be due to the growing popularity of the profession after revision done in Vith pay commission (Shaheen, 2014).

Findings

The major findings of the study are:

1. There is significant difference in the attitude of female 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 female Pupil Teachers pursuing B.Ed. course in A.M.U. and female Secondary School Teachers working in A.M.U. towards teaching profession.
3. There is significant difference in the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and male Secondary School Teachers working in A.M.U. towards teaching profession.

4. Female pupil teachers had better and favourable attitude towards teaching profession when compared to total sample of working teachers.
5. Female pupil teachers had better and favourable attitude towards teaching profession when compared to sample of female working teachers.
6. Female pupil teachers had better and favourable attitude towards teaching profession when compared to sample male of working teachers.
7. Prospective teachers had better attitude towards teaching profession.
8. Working teachers seemed to be bored to the routine nature of work.

Suggestions

1. B.A. /B.Sc. should be integrated to B.Ed. by making a four year course, thus one will get more learning opportunity in the already existing time limit for the two courses separately (Shaheen, 2014). The four-year programme will help one gain professional maturity and inculcate permanent interest in the profession (Safaya, 2005).
2. As cited in (Selkirk & Tichenor, 2009), many studies suggest that staff development program that focuses on specific teaching and conceptions tend to encourage working teachers (Atwater, 1991; Barnett& Sather, 1992; Freeman, 1993; Kelchtermans, 1993; Peterman, 1993; Senger, 1992).
3. Usually it is observed that either there is no promotion or very late promotion in one's professional life that stagnates not only their professional life but mentality and attitude also.
4. The teachers should be given incentive time to time.
5. The nature of job should be changed with the passage of time.
6. Training should be a regular feature in one's professional life.
7. Reward and punishment also keeps the professionals alert.
8. The ambience of the work place and the attitude/behaviour of the head of the institution also play vital role in keeping up the professionals dedicated to their duties.
9. The atmosphere of dedication and honesty in the campus and the organisation also plays very vital role in work efficiency of an employee.
10. Last but not the least it is the head of the institution that plays important role in shaping and in maintaining the work efficiency of the employees.
11. Therefore, the head of the institution should try to maintain amicable behaviour with all the teachers and non teaching staff.

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