

**A STUDY OF ATTITUDE OF PUPIL TEACHERS TOWARDS TEACHING
PROFESSION**

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Abstract

The aim of this study was to study the Attitude of Pupil Teachers towards Teaching Profession. A sample of 150 Prospective Teachers from two Districts of Haryana state was selected by using simple random sampling technique. The data were collected by using the tool 'Teacher Attitude Inventory' developed by Dr. S. P. Ahluwalia (2002). Data were analyzed by using statistical techniques such as Percentage, Mean, S.D. and t-test. Majority of Pupil Teachers are having positive attitude towards teaching profession. No significant difference was found between mean scores of Attitude of male and female Pupil Teachers towards Teaching Profession with respect to their Educational streams.

Keywords: *Attitude, Pupil Teachers.*

The roles and responsibilities of teachers have found extension outside the classroom. The implementation of educational policies, transaction of curriculum and creating awareness are the main areas which keep teacher in the forefront. Changing times have added new dimension to this profession, which requires specified competencies and right attitude. Attitude, behaviour, and interest of the teacher help in shaping the personality of the student. Attitude is a tendency to react in a particular manner towards the stimuli (Anastasi, 1957). Attitude is defined as a state of readiness shaped through the experiences and influences the response of individual towards the stimuli. It is precursor of the behavior and varies from favourable to unfavourable through neutral. Attitude is made up of three components affective, behavioural and cognitive hence acts as a yardstick of the individual behaviour (Feldman, 1985). Factors which bear influence on the attitude of the teacher are the domestic environment, family background, socioeconomic background, beliefs and educational institutes etc.

Teacher's attitude is an enduring perceptual organization of belief and learned tendency to respond favourably or unfavourably in different degrees that determine his/her actual or potential responses towards teaching. Teachers who have a favourable attitude towards their profession can put their whole hearted effort and make the students attain the goal. Ramsay

and Ransley (1986) proposed that teacher attitude bears a strong relationship with teaching behaviour that shape individual teaching styles. According to Eggen and Kauchak (2001), teachers' positive attitudes are fundamental to effective teaching. The teacher should also fill the students with devouring curiosity to know what the next steps in connection with the subject are. The favourable attitude towards teaching profession is likely to prove helpful to teachers in maintaining cordial relationships characterized by mutual affection and sympathetic understanding. A favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative and unfavourable attitude makes the teaching task harder, tedious and unpleasant.

Objectives

1. To study the attitude of Pupil-Teachers towards Teaching Profession.
2. To study the difference in mean scores of Attitude of Pupil Teachers towards Teaching Profession with respect to their stream of education.

Hypotheses

H₁. Pupil-Teachers have positive attitude towards teaching profession.

H_{02.1}. There is no significant difference between mean scores of Attitude of Male and Female Pupil Teachers of Science stream towards Teaching Profession.

H_{02.2}. There is no significant difference between mean scores of Attitude of Male and Female Pupil Teachers of Social Science stream towards Teaching Profession.

H_{02.3}. There is no significant difference between mean scores of Attitude of Male and Female Pupil Teachers of Commerce streams towards Teaching Profession.

Research design

In the present study, descriptive survey method was used.

Sample

For the present study, two districts of Haryana State i.e. Sonapat and Panipat were selected randomly. Thereafter, from these districts, a sample of 150 pupil teachers of B.Ed. Programme was drawn by using simple random sampling technique.

Tool Used

In the present study, 'Teacher Attitude Inventory' developed by Dr. S. P. Ahluwalia (2002) was used for data collection.

Statistical Techniques Used

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

Analysis and Interpretation

Table 1.1
Attitude of Pupil-Teachers towards Teaching Profession

Attitude	No. of Students	Percentage
Positive Attitude	92	61.33%
Average Attitude	40	26.66%
Negative Attitude	18	12%

It can be observed from table- 1 that 61.33% pupil-teachers have positive attitude towards teaching profession, 26.66% have average attitude and 12% have negative attitude towards teaching profession. It can be concluded that majority of pupil-teachers have positive attitude towards teaching profession. Hence, the hypothesis **H₁**. "Pupil-Teachers have positive attitude towards teaching profession" is accepted.

Table -2. Comparison of mean scores of Attitude of Pupil Teachers towards Teaching Profession with Respect to their stream of Education

Variable	Categories	N	Mean	S.D.	t-value	Level of significance	Remarks
Science	Male	25	142.01	15.03	1.86	0.05	Not Significant
	Female	25	139.65	14.16			
Social Science	Male	25	141.94	18.92	1.37.	0.05	Not Significant
	Female	25	139.82	12.68			
Commerce	Male	25	140.15	15.14	1.56	0.05	Not Significant
	Female	25	141.86	17.70			

Table -2 depicts that the mean scores of Attitude of Male and Female Pupil Teachers of Science stream towards Teaching Profession are 142.01 and 139.65 and values of S.Ds are 15.03 and 14.16 respectively. The calculated t-value between the mean scores is 1.86 which is not significant at 0.05 level of significance. Hence, the null hypothesis $H_{02.1}$. “There is no significant difference between mean scores of Attitude of Male and Female Pupil Teachers of Science stream towards Teaching Profession” is accepted.

It is inferred from Table-2 that the mean scores of Attitude of Male and Female Pupil Teachers of Social Science stream towards Teaching Profession are 141.94 and 139.82 and values of S.D. are 18.92 and 12.68 respectively. The calculated t-ratio between the mean scores is 1.37 which is significant at 0.05 level of significance. Hence the null hypothesis $H_{01.2}$. “There is no significant difference between mean scores of Attitude of Male and Female Pupil Teachers of Social Science stream towards Teaching Profession” is accepted.

Again, Table-2 depicts that the mean scores of Attitude of Male and Female Pupil Teachers of Commerce stream towards Teaching Profession are 140.15 and 141.86 and values of S.D. are 15.14 and 17.70 respectively. The calculated t-value between the mean scores is 1.56 which is not significant at 0.05 level of significance. Hence, the null hypothesis $H_{02.3}$ “There

is no significant difference between mean scores of Attitude of Male and Female Pupil Teachers of Commerce streams towards Teaching Profession” is accepted.

Findings and Discussion

- No significant difference was found between mean scores of Attitude of Male and Female Pupil Teachers of Science stream towards Teaching Profession. This finding supports the findings by Bhargava & Paithy (2014), who found that Male and Female pupil teachers of Science stream did not differ in their attitude towards teaching profession. This finding contradicts the finding by Sumanbala and Usha Devi (2008) who found that secondary school male and female teachers differ in their attitude towards teaching profession.
- No Significant difference was found between mean scores of Attitude of Male and Female Pupil Teachers of Social Science stream towards Teaching Profession. This finding supports the findings by Bhargava & Paithy (2014), who found that Male and Female pupil teachers of Social Science did not differ in their attitude towards teaching profession.
- No Significant difference was found between mean scores of Attitude of Male and Female Pupil Teachers of Commerce stream towards Teaching Profession.

These findings are in contrast to the findings of the study of Belagali (2011) who found that female teachers have higher attitude towards teaching profession as compared to male teachers and rural secondary school teachers. Singh and Bhaker (1996) found that male teachers were inferior in attitude towards teaching than female teachers Saxena (1995) found that female teachers had relatively favourable attitude in comparison to male teachers.

Conclusion

It is assumed that effectiveness of teacher depends to a considerable extent on his attitude towards profession. Healthy attitude of pupil teachers towards teaching profession is a pre-

requisite for a healthy school system and overall development of the students. There is no denying fact that in every society, quality of life depends on the quality of education, which in turn depends upon the quality of its teachers. The efficiency of any education system depends largely on the efficiency of its teachers. Teacher who laid the foundation for the personality development of the students in schools are potentially powerful analysts for transformation in the society. Therefore, positive attitude towards teaching profession can bring the desired changes in the education sector by developing sense of duty, professional competence and by giving an insight of the student's needs and problems.

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