

**A STUDY OF CHANGE IN ATTITUDE OF TEACHER TRAINEES TOWARDS
TEACHING PROFESSION AFTER CAREER COUNSELING**

***Vandana**

Abstract

The passion for teaching profession has been degrading among the coming generation and even their attitude towards teaching profession is somewhat indifferent, irrational and cold as compared to earlier times. Now days generally youngsters join the teacher training courses forcefully or in an urge to get a job. This research paper investigated the impact of career counseling on attitudinal shift of the teacher trainees of DIET, Keshav Puram, Delhi. The sample of the study consists of 50 trainees. A questionnaire was developed on attitude towards teaching profession and was administered before the intervention (career counseling session) provided to the group. Career counseling session was organized for the group and again the same questionnaire of teaching attitude was administered for collection of data. The collected data was analyzed. The finding of the study shows significant impact of counseling and significant change in attitude of trainees towards teaching profession.

Keywords: *career counseling, Attitude, Attitudinal shift.*

Introduction:

Guidance and Counseling has a wide scope. Almost every field is benefitted from it. As far as the field of education is concerned, its scope is limitless. It is provided in vocational, therapeutic and other sub areas. When the field of teacher training is discussed it is very sensitive and concerning issue that the very first step of becoming a teacher and actual stepping in the teaching line is still untouched or very less benefitted. The passion for teaching profession has been degrading among the coming generation and even their attitude towards teaching profession is somewhat indifferent, irrational and cold as compared to earlier times. Now days generally youngsters join the teacher training courses forcefully or in an urge to get a job.

Every profession is from the person who is adopting it and the respect and honor attached to it is through the nobility and ethics related to that profession. Teaching is also one of such profession which is considered to be the noblest profession. A certain attitudinal inclinations

are expected by the profession which should be known to the entire community of people who are in that profession and who are planning as well as want to join that profession. On Becoming aware of such attitudinal inclinations related to teaching profession leads to follow these attitudinal behavioral expectations when they will be teacher in schools. This attitude towards teaching profession will definitely create a positive environment all around. This attitude will further promote better development, progress and success of self, as prospective teacher.

It is universally accepted that like all other professions, the teaching profession also have its own attitudinal behavioral inclinations which indeed is a pre-requisite to ensure its dignity and integrity.

Basic Attitudinal Behavioral Inclinations (ABI) in a teaching profession:

- ❖ Positive Attitudinal Behavioral Inclinations in understanding that every child has a fundamental right to education of good quality.
- ❖ Positive Attitudinal Behavioral Inclinations in understanding that every child has an inherent potential and talent.
- ❖ Positive Attitudinal Behavioral Inclinations in understanding that education should be directed to the all round development of the human personality.
- ❖ Positive Attitudinal Behavioral Inclinations in understanding the need for developing faith in the guiding principles of our polity viz., democracy, social justice and secularism
- ❖ Positive Attitudinal Behavioral Inclinations in understanding the need to promote through education the concept of composite culture of India and a sense of national identity
- ❖ Positive Attitudinal Behavioral Inclinations in understanding that teachers, being an integral part of the social milieu, share the needs and aspirations of the people
- ❖ Positive Attitudinal Behavioral Inclinations in understanding the need to enhance self-esteem of teachers
- ❖ Positive Attitudinal Behavioral Inclinations in understanding the need to organize teaching as a profession for which expert knowledge, specialized skills and dedication are pre-requisites

- ❖ Positive Attitudinal Behavioral Inclinations in understanding that the community respect and support for the teachers are dependent on the teachers' professionalism
- ❖ Positive Attitudinal Behavioral Inclinations in understanding the need for self-direction and self-discipline among members of the teaching community.

(Adapted from: Code of Professional Ethics for School Teachers, National Council for Teacher Education, December, 2010)

We can classify the Attitudinal Behavioral Inclinations (ABI) in a teaching profession broadly in the following areas with an attempt to provide counseling and guidance services to the teachers in enhancing the Positive Attitudinal Behavioral Inclinations towards their professional work.

1. Attitudinal Behavioral Inclinations (ABI) towards Students

- ❖ Positive Attitudinal Behavioral Inclinations in treating all students with love and affection.
- ❖ Positive Attitudinal Behavioral Inclinations in respecting the value of being impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.
- ❖ Positive Attitudinal Behavioral Inclinations in understanding the need to facilitate students' physical, social, intellectual, emotional, and moral development.
- ❖ Positive Attitudinal Behavioral Inclinations in respecting the basic human dignity of the child in all aspects of his school life.
- ❖ Positive Attitudinal Behavioral Inclinations in making planned and systematic efforts to facilitate the child to actualize his/her potential and talent.
- ❖ Positive Attitudinal Behavioral Inclinations in transacting the curriculum in conformity with the values enshrined in the Constitution of India.
- ❖ Positive Attitudinal Behavioral Inclinations in adapting his/her teaching to the individual needs of students.
- ❖ Positive Attitudinal Behavioral Inclinations in maintaining the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.

- ❖ Positive Attitudinal Behavioral Inclinations towards keeping refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment.
- ❖ Positive Attitudinal Behavioral Inclinations in keeping a dignified demeanor commensurate with the expectations from a teacher as a role model.

(Adapted from: Code of Professional Ethics for School Teachers, National Council for Teacher Education, December, 2010)

2. Attitudinal Behavioral Inclinations (ABI) towards Parents, Community and Society

- ❖ Positive Attitudinal Behavioral Inclinations towards establishing a relationship of trust with parents/guardians in the interest of all round development of students.
- ❖ Positive Attitudinal Behavioral Inclinations towards resisting himself/herself from doing anything which is derogatory to the respect of the child or his/her parents/guardians.
- ❖ Positive Attitudinal Behavioral Inclinations to develop respect for the composite culture of India among students.
- ❖ Positive Attitudinal Behavioral Inclinations in keeping the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups.

(Adapted from: Code of Professional Ethics for School Teachers, National Council for Teacher Education, December, 2010)

3. Attitudinal Behavioral Inclinations (ABI) towards the Profession and Colleagues

- ❖ Positive Attitudinal Behavioral Inclinations for his/her continuous professional development.
- ❖ Positive Attitudinal Behavioral Inclinations for creating a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.
- ❖ Positive Attitudinal Behavioral Inclinations in sensing pride for the teaching profession and treats other members of the profession with respect and dignity.
- ❖ Positive Attitudinal Behavioral Inclinations for refraining from engaging himself/herself in private tuition or private teaching activity.

- ❖ Positive Attitudinal Behavioral Inclinations for refraining from accepting any gift, or favors that might impair or appear to influence professional decisions or actions.
- ❖ Positive Attitudinal Behavioral Inclinations for refraining from making unsubstantiated allegations against colleagues or higher authorities.
- ❖ Positive Attitudinal Behavioral Inclinations for avoiding making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents.
- ❖ Positive Attitudinal Behavioral Inclinations for respecting the professional standing and opinions of his/her colleagues.
- ❖ Positive Attitudinal Behavioral Inclinations for maintaining confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.

(Adapted from: Code of Professional Ethics for School Teachers, National Council for Teacher Education, December, 2010)

Review of literature

Lawal(2012) revealed that there is a significant difference in the way Parents perceive the teaching profession.

Guneyli & Aslan(2009) found a significant difference in favour of female prospective teachers in relation to the gender.

Kaya and Buyukkasap(2005) investigated the attitudes and concerns of 36 senior pre-service teachers and found that females were found to have more positive attitudes toward the profession than males, viewed it as an ideal profession and they had more ambition to be a teacher.

Devi (2005) found in a study that moderate and highly significant correlation exists between success in teaching and the variables like role conflict, attitude towards teaching profession and job satisfaction.

Celikoz and Cetin (2004) opined that if prospective teachers develop positive attitude towards their profession, they will develop a positive attitude towards their profession, they will develop creative thinking, motivate their students more easily.

As a result, the prospective teachers” attitude which is shaped in the teacher education

programmes should be arranged in order to obtain a positive attitude for teaching profession.

According to Callahan (1980) and Richardson (2003) attention to attitudes has becoming a growing concern in teacher education.

Need of the study:

Keeping in mind the exhaustive need for Positive Attitudinal Behavioral Inclinations for teaching profession, there is a need felt that in inculcating, developing and nourishing these varied Attitudinal Behavioral Inclinations in prospective teachers. In these concerns planned interventions of guidance and counseling sessions from professionals/teacher educators may be very effective and beneficial. This research paper investigated the impact of counseling intervention sessions on attitudinal shift towards positive Attitudinal Behavioral Inclinations for teaching profession in the teacher trainees of DIET, Keshav Puram, Delhi.

Title:

A study of change in attitude of teacher trainees towards teaching profession after career counseling

Objectives:

1. To study the increment of change in attitude of teacher trainees' towards teaching profession after counseling intervention sessions.
2. To study the increment of change in attitude of male teacher trainees' towards teaching profession after counseling intervention sessions.
3. To study the increment of change in attitude of female teacher trainees' towards teaching profession after counseling intervention sessions.

Hypotheses:

1. Counseling intervention sessions has changed the attitude of teacher trainees' towards teaching profession.

2. Counseling intervention sessions has changed the attitude of male teacher trainees' towards teaching profession.
3. Counseling intervention sessions has changed the attitude of female teacher trainees' towards teaching profession.

Methodology:

Sample:

The sample of the study consists of 50 trainees.

Tools used:

A scale developed by Mary L. Renthlei and Dr. H. Malsawmi on Attitude towards teaching profession.

Data Collection:

A scale developed by Mary L. Renthlei and Dr. H. Malsawmi on Attitude towards teaching profession was administered before the intervention (career counseling session) provided to the group. A career counseling intervention sessions were organized for the group and again the same questionnaire of teaching attitude was administered for collection of data.

Pre-Test	Counseling (2 sessions)	Post-Test
----------	-------------------------	-----------

Analysis:

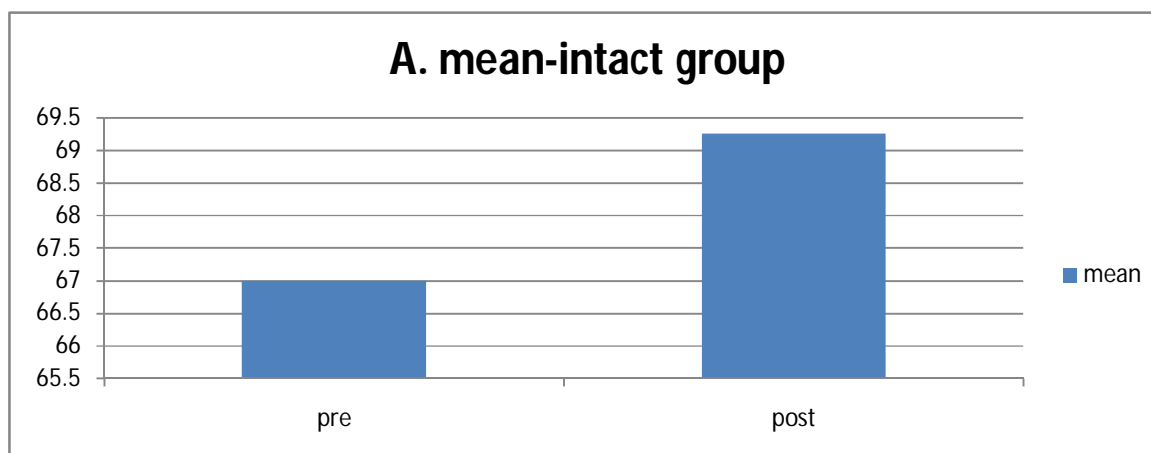
The data was analysed quantitatively and qualitatively as per the responses recorded during data collection.

Scores on scale on Attitude towards teaching profession:

Descriptive Statistic:

Table: 1

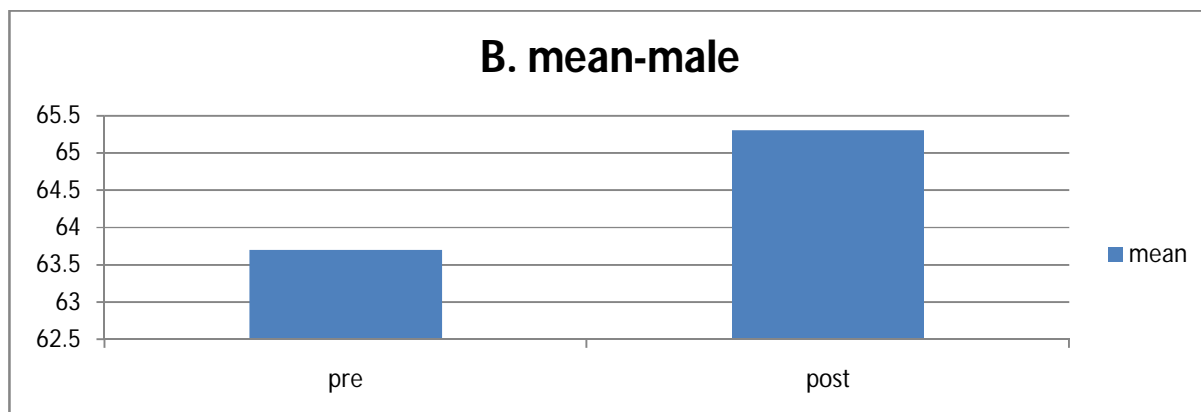
A. Intact Pre		Intact Post		B. Male Pre		Male Post		C. Female Pre		Female Post	
Mean	67	Mean	69.26	Mean	63.7	Mean	65.3	Mean	67.83	Mean	70.25
Standard Error	0.98	Standard Error	1.14	Standard Error	2.21	Standard Error	1.35	Standard Error	1.023	Standard Error	1.107521
Sum	3350	Sum	3463	Sum	637	Sum	653	Sum	2713	Sum	2810
Count	50	Count	50	Count	10	Count	10	Count	40	Count	40



Graph: 1

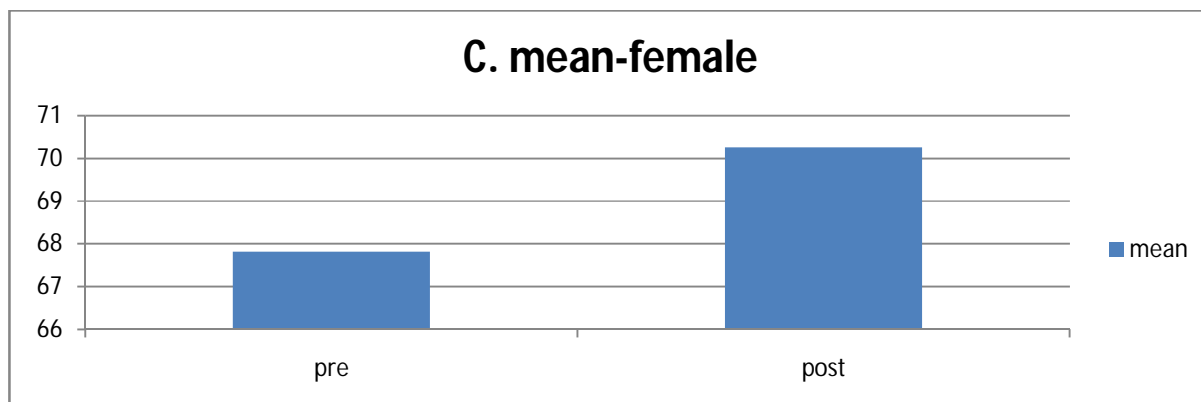
The mean of pre score of intact group is 67 and that of post score is 69.25 which support our hypothesis that counseling intervention sessions has changed the attitude of teacher trainees' towards teaching profession.(Reference: table 1 , Graph 1)

Graph 2



The mean of pre score of intact group is 63.70 and that of post score is 65.30 which support our hypothesis that counseling intervention sessions has changed the attitude of male teacher trainees' towards teaching profession.(Reference: table 1 , Graph 2)

Graph 3



The mean of pre score of intact group is 67.83 and that of post score is 70.25 which support our hypothesis that counseling intervention sessions has changed the attitude of female teacher trainees' towards teaching profession.(Reference: table 1 , Graph 3)

Major Findings:

1. Counseling intervention sessions has changed the attitude of teacher trainees' towards teaching profession

2. Counseling intervention sessions has changed the attitude of male teacher trainees' towards teaching profession
3. Counseling intervention sessions has changed the attitude of female teacher trainees' towards teaching profession.

Major areas of concerns:

Well planned, designed and structured program of guidance and counseling interventions

A well planned, designed and structured program of guidance and counseling interventions on Positive Attitudinal Behavioral Inclinations is required to increase the level of understanding and awareness among prospective teachers on this very sensitive issue of reflecting and exercising these behavioral inclinations in teaching profession.

Extension lectures

Some extension lectures and workshops can also be organized keeping in mind the findings of the study.

Peer counseling

Peer counseling can also be done for creating positive attitude.

Parents counseling

Even Parents counseling can be done in order to create such environment.

Person centered counseling

Person centered counseling is required to give proper attention to the prospective teachers having extremely negative attitude or who entered this training forcefully.

Conclusion:

This paper tried to map out the impact of counseling intervention sessions on attitudinal shift towards positive Attitudinal Behavioral Inclinations for teaching profession. Positive Attitudinal Behavioral Inclinations are linked to professionalism. A teacher having positive Attitudinal Behavioral Inclinations behaves in a professional manner. More conclusively we can say that teaching profession is a paid and learned occupation that serves a society. Although there may be some controversy on the nature of the professional status of teachers but they are now seen as professionals. Professional teachers are educators who strive to promote educational values to the best of their abilities. Education must propagate three main goals: practical preparation, preparation for society and individual development. In order to accomplish these goals a professional teacher should be able to work with autonomy and intrinsic motivation. It is not possible to address all moral dilemmas faced by teachers every day. Also defining a hierarchy of values is difficult if one wants to do justice to cultural differences. Comprehensibility also plays an important role, first there is the clarity of positive Attitudinal Behavioral Inclinations itself, secondly there is a way to present to affiliates, and in turn to the teachers. To include everyone it must be broad and simple. The most important point is that teachers themselves ought to take it seriously. It should be a declaration of the teachers, to control their own behavior. Generally, counseling sessions and workshops are organized for school teachers but all the above important duties, functions and ideals related to the profession can be very well inculcated in the prospective teachers by proper guidance and counseling which can prove to be a boon for students, schools, society and even for education.

Bibliography

- Abbott, A, The System of Professions, An essay on the division of expert labour (Chicago 1988).
- Appiah, K.A., Cosmopolitanism: Ethics in a World of Strangers (New York 2006).
- Armstrong, E., Professionalism and ethics in the Public Service: Issues and Practices in Selected Regions (United Nations New York, 2000).
- Cairns, J., Lawton, D. and Gardner, R. (eds.), World Yearbook of Education 2001: Values Culture and Education (New York 2001).

- Campbell, E., 'Professional ethics in teaching: towards the development of a code of practice', Cambridge Journal of Education 30(2): 203-221 (2000).
- Capri, B., & Celikkaleli, O., Investigation of pre-service teachers' attitudes toward teaching and professional self-efficacy beliefs according to their gender, programs, and faculties (2008).
- Education international declaration on professional ethics Brazil version (2004).
- Etzioni, A (ed.), The semi professions and their Organisation, Teachers Nurses, Social Workers (New York 1996)
- Gradstein, M., Justman, M. and Meier, V., The Political Economy of Education, Implications for Growth and Inequality (2005 Massachusetts).
- Le Grand, J., Motivation, Agency and Public Policy: Of Knights & Knaves, Pawns and Queens (Oxford 2003) 50.
- Report of the EI/OECD/TUAC SPECIAL SEMINAR ON PISA 2006 and the Meeting of EI affiliates on PISA (5-6 September 2006 OECD Headquarters, Paris).
- Report of the Steering Committee on the Establishment of a Teaching Council (Dublin 1998).
- Ruyter, D. de, professiononele idealen van leraren in press.
- Sockett, H., 'Teacher Accountability', Journal of Philosophy of Education 10(1):34-57 (1976)
- NCTE, India

Websites used

- <http://www.aft.org/>
- <http://www.educationpolicy.org/>
- <http://www.gtce.org.uk/>
- <http://www.gtcni.org.uk/>
- <http://www.gtcs.org.uk/>
- <http://www.teacherscouncil.govt.nz/>
- <http://www.pisa.oecd.org/>
- <http://www.teachingcouncil.ie/>

- <http://www.teachinginchina.net/>
- <http://www.unesco.org/>