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## Pupil Teacher's And Working Teacher's Attitude towards Teaching Profession: A Comparative Study

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**Abstract:** Human beings are superior to all other creatures on this earth only because of innate potentials that they have. These potentials are channelized into proper direction through Education. Teacher is the main actor who works upon modifying the behaviour of the students. It is emotive behaviour of the teacher that affects his/her teaching to large extent. It is one's attitude towards the profession that makes an individual a good teacher who accelerates student's learning or a bad teacher who retards student's learning. The present study aimed at comparing the attitude of male pupil teachers and male working teachers, attitude of male pupil teachers and female working teachers and attitude of male and female pupil teachers pursuing B.Ed. course in A.M.U. towards teaching profession. It was found that Pupil teachers had more favourable attitude towards the teaching profession than working teachers.

**Key words:** Teaching profession, Pupil teachers (P.T.), Secondary Schools, Aligarh Muslim University (A.M.U.).

### INTRODUCTION

Human beings are endowed with high level of intelligence and power of speech. These two qualities make him/her superior to all other creatures. To channelize already existing potentials in right direction is the main aim of education. According to Taneja (2007), it is education that transforms 'instinctive behaviour' of a person to 'human behaviour'.

Society has developed a number of agencies to impart education. These agencies are family, community, society, school, college, university etc. There are basically three modes of imparting education in the above mentioned agencies. These are formal, informal and non-formal education. Besides these three, other two specialised forms also exist, these are: education for special needs and adult education (Shaheen, 2015).

Formal education is deliberately planned to bring specific change in the educand through school, college, university etc. While informal education indirectly affects the educand but is very significant in colouring ones personality. These are home, society, press, libraries, films etc (Chauhan, 2007).

It is school where the largest part of one's life is invested in learning. Here the Teacher is one who makes or mars student's personality through his own personality. A teacher has to strive for developing thought provoking environment (Shaheen, 2014) thus his/her emotive part of personality also keeps working during process of teaching.

Therefore the educational attainment of students depends to a large extent on the attitude of the

teachers to their profession. 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 may be positive or negative. It may be favourable or unfavourable. 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 was focussed on assessing pupil teacher's attitude pursuing B.Ed. course towards teaching profession and its comparison with working teachers. Gender difference was also kept into consideration.

### Objectives of the Study

The present study aimed at achieving the following objectives:

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

### REVIEW OF RELATED LITERATURE

Ganapathy (1992) studied Student- teacher's attitude towards teaching profession and found that both the male and female student teachers had a favourable attitude towards teaching profession. The two groups had also a positive self concept and it was related to their attitude towards their profession. 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. The findings were, (1) No significant difference was found in the mean score of teacher's attitude of regional colleges and (2) Attitude of regional college prospective teachers towards teaching profession showed insignificant correlation with effectiveness. Farooqui (2001) found that gender had no significant effect on the positive perception towards teaching profession of trainee teachers, in a study on attitude towards teaching profession. 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. The results were same for female teachers also. Hijazi (2008) conducted a study on the attitude of post graduate students of A.M.U. towards teaching profession. The investigator found that the sample as a whole had

shown favourable attitude towards the teaching 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 Pupil Teachers (N=100) 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 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 male Pupil Teachers pursuing B.Ed. course in A.M.U. and male Secondary School Teachers working in A.M.U. towards teaching profession.

Table-1 represents the significant difference between the mean attitude score of male Pupil Teachers pursuing B.Ed. course in A.M.U. and male 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
MPT	21	238.095	30.469	6.649	63	6.691	SIG	R
MWT	44	186.904	27.684	4.272			0.05	

\*(MPT- Male Pupil Teachers, MWT- Male Working Teachers)

**Interpretation:**

The result shows the significance of difference of means of attitude of male pupil teachers and male secondary school teachers working in A.M.U. towards teaching profession. The mean score of the male pupil teacher's attitude was 238.095 and the mean score of male working teacher's attitude was 186.904 with standard deviations 30.469 and 27.684 respectively. The calculated t value was found to be 6.691 which was significant at 0.05 level with 63 degrees of freedom. Thus the hypothesis, "There is no significant difference in the attitude of male 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 male pupil teachers (mean=238.095) had better attitude towards teaching profession than male secondary school teachers working in A.M.U. (mean=186.904).

**R.Q.2.** Is there any significant difference between mean attitude scores of male 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 significant difference between the mean attitude scores of male 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
MPT	21	238.095	30.469	6.649	75	1.885	NOT SIG	A
FWT	56	222.732	35.264	4.712			0.05	

\*(MPT- Male Pupil Teachers, FWT- Female Working Teachers)

**Interpretation:**

The result shows the significance of difference of means of attitude of male pupil teachers and female secondary school teachers working in A.M.U. towards teaching profession. The mean score of the male pupil teacher's attitude was 238.095 and the mean score of female working teacher's attitude was 222.732 with standard deviations 30.469 and 35.264 respectively. The calculated t value was found to be 1.885 which was not significant at 0.05 level with 75 degrees of freedom. Thus the hypothesis, "There is no significant difference in the attitude of male Pupil Teachers pursuing B.Ed. course in A.M.U. and female Secondary School Teachers working in A.M.U. towards teaching profession" is accepted. The male pupil teachers had slightly higher mean value thus, better attitude although, the difference was insignificant.

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

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

**TABLE- 3**

SAMPLE	SAMPLE SIZE	MEAN ATTITUDE SCORE	SD	SEM	df	t-value	LEVEL OF SIGNIFICANCE	HYPOTHESIS
MPT	21	238.095	30.469	6.649	98	0.953	NOT SIG	A
FPT	79	244.837	21.439	2.412			0.05	

\*(MPT- Male Pupil Teachers, FPT- Female Pupil Teachers)

**Interpretation:**

The result shows the significance of difference of means of attitude of male pupil teachers and female pupil teachers pursuing B.Ed. course in A.M.U. towards teaching profession. The mean score of the male pupil teacher's attitude was 238.095 and the mean score of female pupil teacher's attitude was 244.837 with standard deviations 30.469 and 21.439 respectively. The calculated t value was found to be 0.953 which was not significant at 0.05 level with 98 degrees of freedom. Thus the hypothesis, "There is no significant difference in the attitude of male Pupil Teachers and Female Pupil Teachers pursuing B.Ed. course in A.M.U. towards teaching profession" is accepted. The female pupil teachers had slightly higher mean value thus, thus better attitude also found by

Farooqui (2001) although, the difference was insignificant.

**DISCUSSION**

When the data was analysed to make comparative study of the attitude of male pupil teachers pursuing B.Ed. course in A.M.U. and male Secondary School Teachers working in A.M.U., it was found that male pupil Teachers of B.Ed. course had more favourable attitude towards teaching profession than male 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 (Shaheen, 2014).

When the data was analysed to make comparative study of the attitude of male pupil teachers

pursuing B.Ed. course in A.M.U. and female Secondary School Teachers working in A.M.U., it was found that there is no significant difference between the mean attitude score.

When the data was analysed to make comparative study of the attitude of male pupil teachers pursuing B.Ed. course in A.M.U. and female Secondary School Teachers working in A.M.U., it was found that there is no significant difference between the mean attitude score.

### FINDINGS

The major findings of the study are:

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

Other findings are:

4. Males are less attracted to the teaching profession.
5. Male working teachers develop negative attitude towards the profession.

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6. More females than males get enrolled in B.Ed. course.

### SUGGESTIONS

1. The selection procedure for B.Ed. course should include attitude test besides testing aptitude (Shaheen, 2014).
2. The infrastructure needs to be developed and made attractive. Be it teacher training college or School (the actual laboratory of a teacher).
3. B.A. /B.Sc. should be integrated to B.Ed. by making a four year course, thus one will get increased learning opportunity in the already existing time limit for the two courses separately (Shaheen, 2014). The four-year programme helps one to gain professional maturity and inculcate permanent interest in the profession (Safaya, 2005).
4. Male candidates should be encouraged to come into the teaching profession by providing better and flexible employment as well as educational opportunities.
5. Working Teachers should be given some administrative jobs besides routine teaching thus keeping their interest alive throughout the career (Shaheen, 2014).

Teaching is a serious business. A teacher's positive attitude towards his/her job may kindle many lives and his/her negative attitude may spoil many lives equally.