

Attitudes of Prospective Teachers towards Teaching Profession

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Abstract

The progress of a country depends upon the quality of its teachers. They are called nation builders. A good principal, magnificent building, sound infrastructure and good curriculum are useless, if the teachers in any institution are not with positive attitude towards teaching. Teaching is a very respectable profession but even then not all the teachers who are in this pious profession like it. Many prospective teachers join this profession not by choice but by chance or due to other reasons. They are disinterested towards teaching profession. They just take admission in B.Ed course as second choice, if they fail to seek admission in first choice like M.B.A., or any other courses according to their liking and they are generally dissatisfied throughout the training period. This study was conducted to study the attitudes of prospective-teachers towards teaching profession. A sample of 180 prospective teachers, 90 from private and 90 from public institutions was taken through purposive convenient sampling method. "Teacher Attitude Inventory (TAI)" by Dr. S.P. Ahluwalia was used to collect the data. Mean, SD and t-test were used for the analysis of the data. Research findings revealed that there is a significant difference in the attitudes of prospective teachers studying in private and public B.Ed institutions. There is no significant difference in the attitudes of female and male, Muslim and Non-Muslim, science and social sciences prospective teachers towards teaching profession.

Keywords: Attitude, Prospective Teachers, Teaching Profession, Private and Public Institutions.

Introduction

Education gives us comfortable and dignified life. It is responsible for the holistic development of individual and society. Education means to lead out hidden talent of a child. It is an activity which helps students in attaining needed information, ability, attitude, perception (Mirunalini and Anandan, 2012). The quality of a nation depends upon the quality of its citizens. The quality of the citizens depends upon the quality of education system and the quality of education depends upon the combined efforts planners, educationists and administration, however, the most significant factor is the quality of the teachers. It means excellent and efficient teachers can change the fate of the nation. It is in the schools, colleges and universities that the development of the attitudes and dispositions necessary for the progressive life in a society takes place. Education is imparted by teachers. If the teacher is capable, energetic, mentally healthy and having positive attitude, it is well and good for the school. A teacher helps a child in bringing out the hidden capabilities. He/she unfolds what is within, hidden and untapped. He/she makes explicit what is implicit in the students. So teachers' importance in teaching-learning process is very much. The Secondary Education Commission (1952-1953) report stated, "**We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community.**" It is very right that, "**no people can rise above the level of its teachers.**" (NPE, 1986). The Teacher is the real and dynamic force of any institution. The school without him/her is a sole less body. Without good, devoted and competent teachers, even the best system is bound to fail. A good teacher can certainly give best result out of the worst system (Parvez, 2010). He/she is a powerful and abiding influence in the formation of character; the influence of a great teacher indirectly extends over many generations. The pivot upon which an educational system moves is the personality of the teacher. Teaching is often called a calling, not a profession or a trade or simply a job. This means that a teacher should regard himself/herself as one specially called to do this work, not so much for the pecuniary benefits which he/she may derive from it as for the love of it (Mohiyuddin, 1943). The strength of the schools depends upon the attitudes of the teachers. For qualitative improvement in secondary education of our country, the selection of right type of prospective-teachers is a must. This requires not only improving the knowledge and teaching competence of prospective-teachers but also to inculcate in them healthy professional attitudes and desirable teacher like qualities. Therefore, securing the right type of prospective-teachers for training is very important. Unless such prospective-

teachers are found our secondary schools cannot deliver as per our expectations. Therefore, for the professional preparation of prospective-teachers, the study of attitudes held by them is very important. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative or unfavourable attitude makes the teaching task harder, more tedious and unpleasant. Thus, effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes towards teaching profession.

Prospective-Teacher

Prospective-teachers are those who are getting training or studying in B.Ed course to become teachers and they are known by different names like 'would be teachers', 'pupil-teachers', 'student-teachers' and 'future-teachers'. As and when their training period is over, they join the coveted profession of teaching and become full-fledged teachers.

Attitude

The most important factor in the teaching-learning process is the teacher. A good education system can flourish if two conditions are satisfied. First is the constant updating and refinement in knowledge and skills of existing/serving teachers and second one is equipping upcoming/prospective-teachers with positive attitude towards their profession. Attitudes towards profession are usually related with enjoying the profession, complete dedication to their profession, and being aware that profession is socially useful and believing that they need to improve the profession. **C.V. Good (1973)** define attitude as, "the predisposition or tendency to react specifically towards an object, situation, or value; usually accompanied by feelings and emotions" According to **Thurstone (1946)** attitude is, "the degree of positive or negative effect associated with some psychological object. By psychological object, Thurstone means any symbol, phrase, slogan, person, institution, ideal or idea towards which people can differ with respect to positive or negative effect." **Allport (1935)** prefers to treat attitude as, "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individuals response to all objects and situations with which it is related." According to **Katz (1959)** "an attitude is a tendency or disposition to evaluate an object or the symbol of that object in a certain way. An attitude is an important concept to understand human behaviour. As behaviour is composed of many attributes and one of these important attributes is attitude. Ones behaviour to a great extent depends upon one's attitude towards the things, idea, person, object in his/her environment (Mangal, 2009). In this way attitudes are to a great extent responsible for a particular behaviour of a person. In simple words, attitudes are "pre-dispositions" to behave in a certain way. Attitude is defined as preference along a dimension of favorableness and unfavorableness to a particular group, institution, concept, or object. A person with a favorable attitude toward something is likely rate favorable and an unfavorable attitude presumes a tendency to reject something (Sax, 1974). An individual's attitude towards his/her occupation may affect the end-product. Someone who does not enjoy his/her occupation will not be able to succeed in that occupation. A good teacher with proper attitude, behaviour and personality traits can motivate, inspire and make students lost in his/her teaching. A teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. Therefore, it is very important to study the attitudes of the prospective-teachers who are going to serve this noble profession of teaching. Positive attitudes not only promote learning but also create the climate which stimulates effective learning. Therefore, prospective-teachers must develop proper and positive attitudes towards their profession so that they can bring about a positive change in the life of their students.

Review of Related Literature

Osunde& Izevbogie (2006) revealed that teachers are not well financially remunerated and they are looked down upon because of delay in payment of salaries and allowances, thereby having a lost of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Poor conditions of service, wider negative influence and teacher's negative personal and professional behavior are critical factors responsible for teachers' low status. **Guneyli& Aslan (2009)** found a significant difference in favour of female prospective teachers in relation to the gender. No significant difference between attitude scores was observed in relation to the effects of class and socio-economic level. **Baloglu & Karadag (n.d)** showed that there was a noticeable statistical meaningful relationship between student teachers' attitudes toward the teaching profession and some of their preferred coping strategies with stress. **Arif et al., (2012)** found that the ratio of four personality traits (extraversion, agreeableness, conscientiousness, and neuroticism) was nearly same, but the ratio of openness personality trait is greater which means that the openness personality trait of prospective teachers is more dominant as compared to remaining four big personality traits. There was a significant difference between male and female

prospective teachers on their big five personality traits. Female prospective teachers got greater score on their big five personality trait instrument as compared to male prospective teachers. **Kareem et al., (2012)** reported that students enrolled in regular programmes show high levels of professionalism as compared to distance education students. Similarly B.Ed students enrolled in regular programmes showed the highest levels of professional attitude. **Sharma & Dhaiya (2012)** found that (1) no significant difference between attitude of male and female B.Ed. students towards teaching profession, (2) Arts and Science B.Ed. students do not differ significantly in attitudes towards teaching, and (3) female B.Ed. Students were found to have most favourable towards teaching profession. **Shah & Thoker (2013)** reported that there is significant difference between teaching attitude of government and private secondary school teachers, and government secondary school teachers have higher teaching attitude towards their teaching profession as compared to private secondary school teachers.

The perusal of above mentioned literature related to attitudes of prospective teachers towards teaching profession suggest that a lot of research has been conducted to investigate the attitudes of prospective teachers towards teaching profession, but unfortunately no specific research has been conducted in Aligarh District of Uttar Pradesh. Especially no study has been conducted to study the attitudes of prospective teachers towards teaching profession in which independent variables like type of institution, gender, religion, and choice of stream has been included. This study is a humble attempt to fill research gap in this specific area. The investigators strongly believe that a study of attitudes of prospective-teachers and its correlations will be much helpful in identifying those factors that govern the behaviour of the prospective-teachers. It will also be useful in developing the predictive measures to be employed in selection of candidates for teacher training programme. The present study would bring about a substantial change in the attitudes of prospective-teachers community towards teaching. Therefore, this study is justified.

Objectives: following were the objectives of the study

1. To compare the attitudes of prospective teachers studying in private and public B.Ed institutions towards teaching profession.
2. To compare the attitudes of female and male prospective teachers towards teaching profession.
3. To compare the attitudes of Muslim and Non-Muslim prospective teachers towards teaching profession.
4. To compare the attitudes of science and social science prospective teachers towards teaching profession.

Hypotheses: following hypotheses were formulated in null form:

1. There is no statistical significant difference in the attitudes of prospective teachers studying in private and public B.Ed institutions towards teaching profession.
2. There is no statistical significant difference in the attitudes of female and male prospective teachers towards teaching profession.
3. There is no statistical significant difference in the attitudes of Muslim and Non-Muslim prospective teachers towards teaching profession.
4. There is no statistical significant difference in the attitudes of science and social science prospective teachers towards teaching profession.

Material and Methods

Methodology: This study falls under the category of descriptive research. Thus, survey method was adopted to carry out the research work.

Population: In the present study the prospective teachers studying in private and public institutions of Aligarh District constitute the target population.

Sample: In the present study, sample consisted of 180 prospective teachers, 90 from private and 90 from public institutions through purposive convenient sampling method.

Research Tools Employed: For data collection “Teacher Attitude Inventory (TAI)” by Dr. S.P. Ahluwalia (2007) was used to measure the attitudes of prospective teachers. The Inventory consists of 90 statements. Responses were made on a five point scale and the response categories were assigned weights from 0 to 4.

Data Collection: The investigators visited the selected institutions personally and administered the Teacher Attitude Inventory (TAI) to a total of 320 prospective-teachers studying in Department of Education of Aligarh Muslim University, Al-Barkaat Educational Society and A.C.N Group of Institutions of Aligarh District of Uttar Pradesh.

Investigators also gave full freedom to the prospective-teachers to ask the meaning of words/sentences which were beyond their understanding. Respondents were given enough time. Partially filled inventories were discarded. Finally investigators could get data from 180 respondents.

S. No.	Institutions	Total Number of Prospective Teachers	Number of Prospective Teachers Responded
Private			
1	Al- Barkaat Institute of Education Al-Barkaat Educational Society, Aligarh.	100	50
2	Department of Education A.C.N. Group of Institutions, Aligarh.	100	40
Public			
1	Department of Education Aligarh Muslim University, Aligarh.	120	90

Statistical Techniques Used: The data were analyzed with the appropriate statistical measures to justify the objectives of the present study. The investigators employed Mean, Standard Deviation and t-test for the analysis of the data.

Data Analysis, Interpretation and Discussion of Results: The analysis of data collected by the investigators was done in order to make inferences and generalizations about the population. Statistical Package for Social Science (SPSS) Version 20 was used for the analysis of data.

TABLE 1 SHOWING THE COMPARISON OF ATTITUDES TOWARDS TEACHING PROFESSION OF PROSPECTIVE TEACHERS STUDYING IN PRIVATE AND PUBLIC B.ED INSTITUTIONS

Basis	N	Mean	Standard Deviation	t-value
Prospective Teachers of Private B.Ed Institutions	90	269.58	30.23	3.021*
Prospective Teachers of Public B.Ed Institution	90	257.19	24.48	

* Significant at .05 level

Table No. 1 shows that the calculated value of $t'3.021$ is greater than the tabulated value of $t' 1.96$, which is statistically significant at .05 level. This means there is a significant difference in the attitudes of prospective teachers studying in private and public B.Ed institutions towards teaching profession. Therefore, the null hypothesis that, there is no statistical significant difference in the attitudes of prospective teachers studying in private and public B.Ed institutions towards teaching profession is rejected. Higher mean score of prospective teachers of private B.Ed institutions than the prospective teachers of public B.Ed institutions indicate that prospective teachers of private B.Ed institutions had a more favourable attitude towards teaching as compared to prospective teachers of public B.Ed institutions. This is contrary to the study of **Shah & Thoker (2013)** who reported that there is significant difference between teaching attitude of government and private secondary school teachers, and government secondary school teachers have higher teaching attitude towards their teaching profession as compared to private secondary school teachers.

TABLE 2 SHOWING THE COMPARISON OF ATTITUDES TOWARDS TEACHING PROFESSION OF FEMALE AND MALE PROSPECTIVE TEACHERS

Basis	N	Mean	Standard Deviation	t-value
Female Prospective Teachers	100	262.93	27.98	1.913*
Male Prospective Teachers	80	255.13	26.18	

* Not significant at .05 level

Table No. 2 reveals that the calculated value of $t'1.913$ is less than the tabulated value $t' 1.96$, which is statistically not significant at .05 level. This means there is no significant difference in the attitudes of female and male prospective teachers towards teaching profession. Therefore, the null hypothesis that, there is no statistical significant difference in the attitudes of female and male prospective teachers towards teaching profession is accepted. It can be said that, there really exists no difference in the attitudes of female and male prospective teachers towards teaching profession. This is contrary to the findings of **Guneyli & Aslan (2009)** and **Sharma & Dhaiya (2012)** who reported that female prospective teachers have more positive attitudes when compared to male prospective teachers.

TABLE 3 SHOWING THE COMPARISON OF ATTITUDES TOWARDS TEACHING PROFESSION OF MUSLIM AND NON-MUSLIM PROSPECTIVE TEACHERS

Basis	N	Mean	Standard Deviation	t-value
Muslim Prospective Teachers	100	262.92	24.34	0.807*
Non-Muslim Prospective Teachers	80	259.56	31.49	

* Not significant at .05 level

Table No. 3 shows that the calculated value of $t' 0.807$ is less than the tabulated value of $t' 1.96$, which is statistically not significant at .05 level. This means there is no significant difference in the attitudes of Muslim prospective teachers and Non-Muslim prospective teachers towards teaching profession. Therefore, the null hypothesis that, there is no statistical significant difference in the attitudes of Muslim and Non-Muslim prospective teachers towards teaching profession is accepted. It can be claimed that, there really exists no difference in the attitudes of Muslim and Non-Muslim prospective teachers towards teaching profession.

TABLE 4 SHOWING THE COMPARISON OF ATTITUDES TOWARDS TEACHING PROFESSION OF SCIENCE AND SOCIAL SCIENCE PROSPECTIVE TEACHERS

Basis	N	Mean	Standard Deviation	t-value
Science Prospective Teachers	67	264.42	22.93	1.478*
Social Science Prospective Teachers	113	258.36	28.50	

* Not significant at .05 level

Table No. 4 shows that the calculated value of 't' 1.478 is less than the tabulated value of 't' 1.96, which is statistically not significant at .05 level. This means there is no significant difference in the attitudes of science and social science prospective teachers towards teaching profession. Therefore, the null hypothesis that, there is no statistical significant difference in the attitudes of science and social science prospective teachers towards teaching profession is accepted. It can be said that, there really exists no difference in the attitudes of science and social science prospective teachers towards teaching profession. This is corroborated by the finding of the study conducted by **Sharma & Dhaiya (2012)** who revealed that Arts and Science B.Ed. students do not differ significantly in attitudes towards teaching profession but, contrary to the finding of **Pehlivan (2010)** who reported that there is a difference between the attitude of science and social science prospective teachers.

Findings of the study

1. There is a significant difference in the attitudes of prospective teachers studying in private and public B.Ed institutions towards teaching profession. It means that types of institution i.e., private and public influences the attitudes of prospective teachers towards teaching profession.
2. There is no significant difference in the attitudes of female and male prospective teachers towards teaching profession. It means that attitudes of female and male prospective teachers is not affected or determined by their gender.
3. There is no significant difference in the attitudes of Muslim and Non-Muslim prospective teachers towards teaching profession. It means that attitudes of Muslim and Non-Muslim prospective teachers is not affected or determined by their religion.
4. There is no significant difference in the attitudes of science and social science prospective teachers towards teaching profession. It means that attitudes of science and social science prospective teachers is not affected or determined by their choice of streams.

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