



A Comparative Study Of Teaching Attitude Between Prospective Teachers And School Teachers In Ghaziabad

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Abstract:

Teaching profession is very noble profession and teacher become as role model of the students in classroom . In this study ,I have to tried discussed about attitudes of the prospective teachers and school teachers towards profession of teaching. Sample was 100(50 Male and 50 Female) for the research work. The data of prospective teacher were analyzed by various technique .the collection data of prospective teachers and school teachers attitude towards the teaching profession were very relevant. The standardized tool “Teacher Attitude Inventory” developed by S.P. Ahluwalia. has been used for collect data in this study. The result showed that in respect of teaching attitude of female school teacher has more than male school teacher and other aspect of teachers has same teaching attitude.

Keywords: *teaching Profession, prospective teachers and School teacher*

Introduction

The term profession is described as a set of activities which are performed to produce goods or services for the public interest and to earn money in turn, based on some systematic knowledge and skills acquired through some certain training, and whose rules are established by the society (Kuzgun, 2000, p. 3). In this sense, when regarded as a social institution and a system, education has some major components including students, teachers, curriculum, administrators, educational experts, educational technology, and both physical and financial Sources. Among them the teacher is the most critical component (Şişman, 2004, p. 5). The profession of teaching is dealt with and defined from different aspects (i.e. role expectations, how and where they should be trained, qualifications they should have, the characteristics of a good teacher etc.). The Article 43 of Basic Act on National Education No. 1739 defines teaching as a specialty profession in charge of state's duties with regard to education, instruction and relevant management (MEGSB, 1987, p. 21). This definition in the Basic Act on National Education also specifies the general boundaries of the profession of teaching. Teaching is the name of the profession which comprises activities towards starting, directing, facilitating, and realizing the learning process in individuals in line with a certain objective. The person executing these activities is the teacher. The teacher is the indispensable component of the education system. No matter how well educational or instructional objectives are established, no matter how functional the content of the subject is selected and organized, it is impossible to achieve the desired results from education unless they are performed by teachers with those objectives and insights (Sünbül, 2001, p. 224). For an educational system to achieve its objectives, it is necessary to achieve the specified objectives in classrooms, which are the sub-systems of that educational system. The possibility of achieving the specified objectives in the classrooms depends on the activities to take place there. At this point, the major actor is the teacher. Previous studies have revealed that teacher's behaviours in a class setting are closely related with the students' in a variety of aspects. For instance, according to some quotations by Basra (2001: 68) from findings of some research (Thompson, 1993, p.4203), the personal inclination of the teacher is one of the most important variables of students' inclination. There is a positive correlation between teachers' professional concentration and students' modelling that feature of him/her. A positive correlation was observed between teacher's attachment to the subject and that of the students. The fact that the teachers have positive expectations from the students affects students'

behaviours. In short, the quality of the teacher's behaviour is one important variable which means a lot for the educational system to achieve its objectives.

Teaching is a term which represents a position in educational organizations coupled with a set of behaviours necessitated by this very position and expresses the status, duties, and Relationships of that position. When a study about teacher and teaching within the context of organizational behaviour is conducted, the organizational behaviour of an employee actually taking place in that educational organization is analysed. An analysis of the variables determining the behaviours of a teacher in the class setting in terms of organizational behaviour obviously reveals that one of the major factors determining the teacher's behaviours is the nature of the teacher's attitudes towards the profession of teaching.

In line with the attitude definitions and comparisons above, it is stressed that attitudes have these characteristics (Kağıtçıbaşı, 1999, pp. 102–103; Sakallı, 2001, p. 106): a) Attitude is about a psychological object, b) Attitudes involve readiness to react, c) Attitudes have the power to motivate, d) Attitudes can be stable, e) Attitudes involve evaluation, f) Attitudes cannot be observed directly but represent a tendency which can be implied from the observable behaviours of the individual and is attributed to the individual. For a tendency to be regarded as attitude requires a mental evaluation at minimal grounds.

The concept of attitude is one of the major subjects of consideration while analysing the organizational behaviour. The reason for this is the relationship between attitude and behaviour. Kağıtçıbaşı (1999) quotes some previous studies which have found that an attitude gives way to behaviour in interaction with the environmental factors (La Piere, 1934; Kunter, Wilkins & Yarrow, 1952). Some very robust attitudes, however, can lead to the same behaviour in any case overcoming the environmental obstacles. The factors affecting the relationship between attitude and behaviour include (1) Time factor: whether the length of the time past between attitude and measurement of behaviours is long or short; (2) Strength of attitude: the total strength of all three cognitive, affective and behavioral components of the attitude; (3) Accessibility of the attitude: the speed at which any information about the attitude reaches the brain; (4) Awareness: the extent to which an individual's aware of his own attitude and behaviours (Kağıtçıbaşı, 1999, pp. 110–114).

To know about an individual's attitudes towards an object or stimulus is to allow us to estimate the potential behaviours towards the relevant stimulus. This is of great importance in practice. Vocational training programs given in order to prepare the individuals for different subjects intend to provide those individuals who have chosen the profession and are receiving some training about relevant profession with knowledge, feelings and skills required to present behaviours specific for the relevant profession. Vocational training, in a sense, tries to offer some instruction to determine individuals' future behaviours. Teacher training programs, too, try to ensure that students' behaviours in their professional lives are more effective thanks to the knowledge, feelings and skills to be provided to the students. Another condition for those who will perform the profession of teaching to fulfil the requirements of this profession much more efficiently is to have positive attitudes towards this profession. To determine the attitudes of the students studying at the teaching programs is to reveal valuable information about what kind of attitudes the students should be made to acquire during the course of schooling. Oral (2004), in his study about the attitudes of the students at the faculty of education towards the profession of teaching, used the scale which was originally developed by Semerci and Semerci (1999) in order to measure the attitudes of students towards the profession of teaching. A significant difference was observed between the attitudes of the students in the Faculty of Education towards the profession of teaching according to gender, the order of the Program they attend in the preference list, and the reason for choosing the profession of teaching (Oral, 2004, p. 88–96). Çakır (2005) used the scale which was originally developed by Erkuş, Sanlı, Güven, and Bağlı (2000, p. 27) in order to measure the attitudes of students towards the profession of teaching and found no significant difference in the attitudes of students studying in the Open University and the Faculty of Education with regard to some variables taken into consideration (Oral, 2004, pp. 88–96). Osunde and Izevbigie (2006) administered "Teacher Attitude Scale" on 400 teachers selected randomly from 40 schools in Central West Nigeria in order to measure the attitudes towards the profession of teaching. Participating teachers are reported to state that they are not paid enough in return for their labour. The delays in their salaries and wages cause them to underestimate their jobs and lose the feeling of belonging. Moreover participating teachers stated that they had chosen the profession because of their interest in children, but later they turned to feel as if they had done so "accidentally" and the circumstances had directed them into this profession. This can be interpreted as the profession of teaching has lost its respect in Nigerian society. Both our

practices about teacher training and the working conditions on the profession of teaching are constantly changing. Therefore, it seems useful to conduct contemporary studies in order to determine the attitudes of students attending the teacher training programs at universities towards the profession of teaching. Moreover the ability to measure the attitudes towards the profession of teaching is important in terms of analysing the issue within the framework of organizational behavior.

Justification Of The Study

The teachers are entrusted with the most important task of building the personality of children according to their capacities. Children remain under their care in the most impression able years of their lives and the attitude of teachers is bound to influence them. This influence is likely to remain throughout their lives. Crow and Crow say in this connection, "children tend to initiate the attitude of their elders. These attitudes affect all human values and are effective in their realization of successful accomplishment of desired goals."

Not only has the future of our children and our country but the destiny of the world lain in the hands of the teacher to a large extent. So by saying the teacher "the builder of nation", we are not exaggerating the supreme importance. It is almost true that quality of a citizen depends upon the education he had and education in a country in return. Teaching has many aspects but I choose only one aspect.

An attitude can be defined as a positive or negative evaluation of people, objects, events, activities, ideas or just about anything in your environment. Attitude is important to understand human behaviour. To define what exactly an attitude is, have been made in literature. Generally it is defined as a complex mental stage involving beliefs. People attitudes towards their profession have an effect on their performance. It is also valid for teaching profession. The quality of education is directly related to the quality of instructions. Teacher is a instrumental for a better instruction. A good teacher is expected to be committed to his work and have the ability to take the initiative. Teaching attitude can be healthy, sharing, loving, treasure of hope and information. Attitudes are influenced by beliefs and values and social norms are influenced by the beliefs of significant others and motivation to comply with the beliefs of others.

Statement Of The Problem

A Comparative Study Of Teaching Attitude Between Prospective Teachers And School Teachers In Ghazibad.

Operational Definition Of Used Terms*Teaching Attitude*

Attitudes are considered to be worth studying and analysing as one of the indicators of behaviour while examining the individual's behaviours. Attitudes affect both our social perception and behaviours. Attitude is a tendency which is attributed to the individual and which forms his thoughts, feelings, and behaviours about a psychological object (Kağıtçıbaşı, 1999, p.102). Attitudes are evaluation statements, either positive or negative, about objects, people or events. Attitudes express how an individual feels about something (Robbins, 1994, p. 17).

Prospective Teacher

Those students are taking training in Teacher Training College , it's called Prospective Teacher.

School Teacher

Those teacher Teaching as school level School it's called School teachers.

Objectives Of The Study

- To compare the teaching attitude of prospective teachers and school teachers at secondary level.
- To compare the teaching attitude of male prospective teachers and female prospective teachers.
- To compare the teaching attitude of male school teachers and female school teachers.

Hypotheses Of The Study

- There is no significant difference between the mean scores of the Teaching Attitude of prospective teachers and school Teachers.
- There is no significant difference between the mean scores of the Teaching Attitude of male and female prospective teachers.

- There is no significant difference between the mean scores of the Teaching Attitude of male and female school teachers.

Delimitation Of The Study

The research work is delimited up to the prospective teachers of two colleges namely Modern college of professional studies Mohan Nagar Ghaziabad and Modern Institute of Teacher Education Duhai Murad Nagar Ghaziabad which are affiliated to C.C.S University and working teachers in Secondary schools.

Procedure and Method

Research Design

Descriptive Survey Design used for collecting Data .

Population

Population of the present study involves the prospective teachers studying in Colleges of NCR region and school teachers are working in senior secondary schools.

Sample

In this study Investigator has been used the stratified random sample technique for collecting data.. The Sample constituted 50 prospective Teachers and 50 school teachers in Ghaziabad.

Tool Used

Teacher Attitude Inventory (TAI) standardized tool has been used for data and developed by Dr.S.P.Ahluwalia, . This inventory has 90 item Likert instrument consisting of six sub-scales. These sub scales were developed the Likert summated ratings procedure. Each scale has 15 statements .The six aspect deals with the inventory are, Attitude towards: Teaching Profession, Child centered practices, Class room Teaching, Educational process, Pupils, Teachers. The form of the item to the Likert format and the items in the final sub-scales were selected by item analysis.

Statistical Devices Used

In the present study's' t-test was employed to analyze the scores of Teaching Attitude of prospective teachers and school teachers in Ghaziabad .

Interpretation And Analysis Of Data

Variable	Group	No	Mean	SD	T value
Teaching Attitude	Prospective teachers	50	230.1	26.24	1.87
	School teachers	50	220.64	24.15	

Table 1: Showing Comparison of teaching attitude between prospective teachers and school teachers.

***Not significant at 0.05 level of significance*

From above table no.1. The result indicates that there is not a significant difference between mean score of prospective teachers { $m=230.1$ } is higher than that of school teachers { $m=220.64$ }. Here calculated value of, 'T' is 1.87 which is smaller than the 't' value given in the table. Hence the null hypothesis is accepted at 0.05 and 0.01 level of significant.

Variable	Group	No.	mean	SD	T value
Teaching attitude	Male	21	225	24.6	1.94
	Female	29	239	27.9	

Table 2: Showing comparison of teaching attitude of male and female prospective teachers.

***Not significant at 0.05 level of significance*

In the table no.2 the t-value is 1.94.it means this value less than table t-value. So we can say that no significant difference between male Prospective and female Prospective teacher at .05 level of significant.

Variable	Group	No.	mean	SD	T value
Teaching attitude	Male	22	202	32.1	2.24
	Female	28	219	21.8	

Table 3: Showing Comparison of teaching attitude of male and female school teachers.

** Significant at 0.05 level of significance*

Table No 3 showed that t-value is 2.24 .it means Hypothesis no 3 has been rejected at only 0.05 level of significant. Female teacher has more attitude towards teaching than male school teacher. Other word we can say the result found female school teacher have more teaching attitude than male school teacher in Ghaziabad.

Findings Of The Study

Attitude is important to understand human behavior. It is an observable fact that people differ from one another and within themselves in their performance in one of the other field of human activity such as leadership, music, art, mechanical work, teaching etc. There was felt a need to know the attitudes of teachers towards teaching profession by the researcher. A survey therefore was carried to certain the attitude towards teaching profession of prospective teacher and school teacher at secondary level.

The major findings of the study of entitled “A comparative study of Teaching Attitude between Prospective teachers and School teachers in Ghaziabad ” were as follows-

- The hypothesis that “There is no significant difference between prospective teacher and school teacher in relation to their teaching attitude” has been accepted .the mean score of prospective teacher is lower than that of school teachers.
- The hypothesis that “There is no significant difference of teaching attitude between male and female prospective teachers” has been accepted .the mean score of Female prospective teachers were counterpart of Male prospective teachers,
- The hypothesis that “There is no significant difference of teaching attitude between male and female school teachers” has been rejected The mean score of Female school teachers has high teaching attitude than male school teachers .it means we can say female teacher have strong commitment towards their teaching profession.

Educational Implications

Findings of the present study reveal some important educational implication for teacher's educators, school authorities and teachers. It gives a strong message to those involved in training of teachers that it is not only important to empower the empower the prospective teachers with knowledge and skills required for teaching but training should enable them to develop favourable attitudes and it is allied aspects. Moreover the development of skills of the trainees should be carried out in a manner that they become reflective parishioners by developing right attitudes and beliefs.

This can be made possible by giving the trainees first hand field experiences, opportunities for discussion and putting forth their ideas. If a teacher has favourable

attitudes towards teaching, she will also make better use of skills of teaching in the classroom. The school authorities should adopt uniform pattern in the process of recruitment of teachers.

So it is must for the educational planners and organizers to provide the adequate facilities to teachers so that their attitude becomes favourable. The studies relating to attitude of teachers towards teaching show that the educational implications of the teachers do influence their teaching only because they don't get employed anywhere else. They do not have a taste for teaching. Highly paid teachers have more favourable attitude emoluments if they want a favourable attitude of the teachers towards teaching for achieving the national aims in education. The teachers should be given proper treatment; favourable work and working conditions so that the children of today become the responsible citizens of tomorrows.

Conclusion

On the basis of analysis of above study, it may be conclude that prospective teachers and school teachers differ significantly in teaching attitudes. The prospective teachers have more or less same attitudes towards teaching profession but Male prospective teachers and Female prospective teachers have same teaching attitude towards classroom teaching. On the other hand, both School male teachers and school female teachers have significantly different of attitude which may be less or more. There are many reasons of the differences of teaching attitude in following manners like different attitude towards: Teaching Profession, Child centered practices, Class room Teaching, Educational process, Pupils, Teachers.

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