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Attitude of Pupil-Teachers towards Teaching Profession in Relation to Sex and Academic Qualification Variation

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Abstract:

Teaching is an important part of the process of education. Its special function is to impart knowledge, develop understanding and skill. The teacher's personality factors are equally responsible for his or her effectiveness in the teaching learning process. The teacher is key to effective implementation of the use of materials in the educational system and given that teachers have tremendous potential to transmit beliefs and values to students. A teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. They can bring about a positive change in the life of their students. Therefore, prospective teacher must develop proper and positive attitude towards their profession. A successful teacher is he who develops a good inter-personal relationship with his students and is satisfied with teaching as a profession. Attitudes towards teaching profession are, to some extent, due to this inter-personal relationship. So it may be said that attitude is related to teaching success.

Keywords: Attitude, pupil-teacher relationship, teaching profession, sex, academic qualification

1. Introduction

Teaching is a wholesome activity. The teacher's personality factors are equally responsible for his or her effectiveness in the teaching learning process. The teacher is key to effective implementation of the use of materials in the educational system and given that teachers have tremendous potential to transmit beliefs and values to students, it is important to understand the biases and stereotypes that teachers may hold about the development and use of language materials and the factors that act as facilitators to teachers' positive language material development, selection and usage.

The teachers in ancient India were treated by the students as their parents. But in the present days, several factors have brought about a complete metamorphosis in the teachers' status. Due to lack of moral values, professional freedom, academic scholarship and economic security the present position of the teachers have been affected. A teacher can hardly teach due to overcrowded classes, militant students and low salary grades. Riley (2005) says that there is recognition of the need for teachers to be well equipped with a sound understanding of the curriculum requires no defense. A strong academic and professional qualification enables a teacher to select content and identify key points appropriately. Mayer & Moore (2000) stressed that there is need for teachers to acquire high academic skills. In addition teachers should teach in the field in which they specialize and was trained. They further observed that there is need for academic preparation and certification as a way of ensuring competence among teachers.

Attitude is positive or negative feeling that an individual holds about objects, persons or ideas. They are generally regarded as enduring thought modifiable by experience and persuasions and as learned rather than innate. A teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. They can bring about a positive change in the life of their students. Therefore, prospective teacher must develop proper and positive attitude towards their profession.

In order to instruct, a teacher has to equip himself with the latest advances in the field of education, the latest developments in the methodology of teaching and the latest changes in the behaviours and needs of the students.

Various in-service and pre-service programmes for teachers are based on specialized intellectual training to enhance the teaching efficiency of the pupil-teachers. As stated by the Kothari Commission (1964-66), "The destiny of India is now being shaped in her classrooms and in order to meet with the demanding modernization, new in-service education programmes have been planned, sponsored, monitored and evaluated for all levels of teachers, so that they can shape the modern generation in the required direction." It is right that, "no people can rise above the level of its teachers". (NPE,1986).

A successful teacher is he who develops a good inter-personal relationship with his students and is satisfied with teaching as a profession. Attitudes towards teaching profession are, to some extent, due to this inter-personal relationship. So it may be said that attitude is related to teaching success.

2. A Review of Related Literature

White and Burke (1992) indicated that pre-service pupil-teachers have favourable feelings towards this profession. Smith (1993) studied the attitude of pre-service elementary pupil-teachers towards teaching profession and found that teachers' attitudes towards this profession have an effect on their teaching success. Sofat (1997) studied to find out the difference in the teaching effectiveness of teachers in relation to sex and school category and he found that females teachers were more effective than male teachers and teachers working in urban schools were more effective than teachers of rural schools. Dodeen and his colleagues (2003) studied the attitude of teachers and found that female teachers had a higher positive attitude towards teaching than male teachers. Asuman Duatepe (2003) conducted an investigation and founded that pre-service and in-service teachers yield positively towards teaching profession. He found that attitude is related with teaching success when female teachers had a higher positive attitude than male teachers regarding teaching as a profession. Barwal (2011) in her study revealed that there exists significant difference in the attitude of male and female, graduate and post graduate, rural and urban secondary school teachers towards their teaching profession.

After summarizing the above studies it is found that:

- Attitude of pupil teachers towards teaching profession in positive.
- Significant difference exists in pupil teachers in relation to sex, locality of the school and their academic qualification.
- There is significant relationship between the attitude of pupil teacher and their teaching behavior.

2.1. Statement of the Problem

Attempts have been made by the investigators in this paper to study the attitude of pupil teachers (B.Ed) towards teaching profession. So the present study is entitled 'Attitude of Pupil Teachers towards Teaching Profession in relation to Sex and Academic Qualification Variation'.

2.2. Objectives of the Study

The present study is designed to be conducted with the following objectives:

- To measure the attitudes of pupil-teachers towards teaching profession in relation to sex variations.
- To find out the significant difference in the attitudes of the teachers towards teaching profession in relation to academic qualifications variation.

2.3. Hypothesis

HO 1- There is no significant difference in the attitudes of male and female teachers towards teaching profession.

HO 2-Attitude of pupil teachers towards their profession in relation to their academic qualifications variation.

2.4. Operational Definition

According to International Encyclopedia (1968) of the social science, "A attitude is a relatively enduring organization of beliefs around on object or situation predisposing one to respond in some preferential manner. Allport (1954) opined that attitude is "A mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". Chave (1928) defines attitude as a complex of feeling, desires, fears, convictions, prejudices or other tendencies that have given a set or readiness to act to a person because of varied experiences.

"Teaching profession" refers to the components of teachings like method of teaching, pupil enrichment of content knowledge, personality development of teachers, economic and social status and school administration.

"Pupil Teachers" refers to the teacher-trainees undergoing Bachelors of Education training in different teacher training institutions.

2.5. Design

It is a descriptive study where data was collected through the administration of a scale.

2.6. Sample

The sample for the study was collected randomly from two B.Ed. colleges one from the district of Bankura and the other from Purulia district. A total of 120 students,60 from each college were selected to form the sample for the study .The categorizations of the pupil were made on the basis of sex and academic qualification.

The sample of the study has been presented in the following table:

Variables	Sub-sample	No. of teacher trainers
Sex	Male	69
	Female	51
Academic qualification	Under graduate	18
	Post-graduate	102

Table 1: Description of the sample

2.7. Tools

For measuring the attitude of pupil teachers towards their profession Mishra's (1991) "Attitude scale for Teaching Profession" was used for data collection.

3. Data Analysis

The scores obtained from Mishra's Attitude Scale were calculated. Both description and inferential statistics was used to interpret the result.

Variable	Sub-sample	No.	Mean	SD	SED	DF	"t"	Remarks
Sex	Male	69	53.85	8.15	1.26	118	4.7	Significant
	Female	51	59.78	5.8				
Academic qualification	Graduate	18	60.01	6.24	1.65	118	2.84	Significant
	Post-graduate	102	64.7	7.7				

Table 2: The Mean, S.D. and the 't' of the total sample along with the sub-sample.

On perusal of the above table it was observed that both in the case of male and female pupil teachers and graduates and Post-graduate pupil teachers the "t" calculated was 4.7 and 2.84 respectively which was much higher than the table value. Hence Null Hypothesis which stated that HO 1.- There is no significant difference in the attitudes of male and female teachers towards teaching profession and HO 2.- Attitude of pupil teachers towards their profession in relation to their academic qualifications variation is rejected. This shows that there is significant difference in the attitude of pupil teachers towards their profession is relation to sex and academic qualification variations.

4. Conclusion

The focus of the present study was to assess the attitude of pupil teachers towards teaching profession in relation to sex and academic qualification variation. Using Mishra's (1991) "Attitude Scale for teaching profession" it was found that there was a significant difference in the attitude of pupil teachers towards their profession is relation to sex and academic qualification variations.

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