

A STUDY ON TEACHING ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS TEACHING PROFESSION IN KOLHAN UNIVERSITY

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Abstract

This paper presents the study based on the attitudes of perspective teachers toward the teaching profession at Kolhan University, Jharkhand. For society to have a brilliant future, the teaching profession is responsible for transferring knowledge and skills to the coming generation. "It is important to know what the professionals-to-be think and feel about their future profession so as to be able to enhance teacher education study courses". The teacher has everything in hand to affect the spirit, mercurial capability, conduct, and discipline of the class. "Because I am a teacher, that's just how it is with teaching. The delivery of information, and ideas imparted on generations to come (including its cultivation), through one human mind and spirit into another." Although the teacher must also understand that human element, all teachers today count on other dimensions when he or she must face concerns, learning styles, backgrounds, and talents among students. Therefore, a teacher has a very distinct role to play in the lives of the students. She\he requires skills in communication, collaboration, adaptability, empathy, patience, preparedness, strong willpower, and, moreover, an open mind towards her students. This study aimed to explore the teaching attitude among future teachers in relation to various factors such as gender, educational background, field of study, locality, and stream. Employing a survey methodology, the research engaged 300 prospective teachers from B.Ed. colleges in Kolhan University, Jharkhand, utilizing the "attitude of prospective teachers towards the teaching profession scale" by S.P. Ahluwalia for assessment. The data was analysed with the help of mean, standard deviation, and t-test. The results indicate that prospective teachers hold attitudes towards the teaching profession. Additionally, significant differences were found in attitudes towards the profession across the subcategories of gender, stream, and locality. However, the research findings revealed no significant differences in the attitudes of male and female, rural and urban, and science and arts stream prospective teachers towards the teaching profession.

Keywords: attitude, prospective teacher, teaching profession, teacher education programme, quality of education.

INTRODUCTION

Education is a fundamental right, essential for personal and community growth. It empowers individuals to navigate life's challenges and live with dignity. As Mark Twain noted, it broadens our understanding and reveals the limits of our knowledge.

Modern education goes beyond academics, focusing on intellectual, emotional, social, and physical development. Teachers play a pivotal role in shaping the future of children by fostering knowledge and critical thinking. However, they face challenges like job dissatisfaction and low societal status. Addressing these issues by understanding prospective teachers' attitudes is key to improving education quality. Quality education depends on passionate and dedicated teachers. A rigorous selection process ensures candidates are genuinely inclined toward teaching and possess essential qualities. Teachers' effectiveness is linked to their commitment, making their role crucial in shaping students' ethical and intellectual growth.

REVIEW OF LITERATURE

Singh et al. (2020) investigated A study on teachers' viewpoints revealed generally moderate to favorable attitudes towards inclusive education, with urban and pre-service teachers being more positive than their rural and in-service counterparts. Gender didn't significantly impact these attitudes, as male and female educators had similar views.

Senthilkumaran (2020) A study reveals English-medium students have a more upbeat view of teaching than Tamil-medium students, likely due to better opportunities and language environment. Prospective teachers with postgraduate degrees are more enthusiastic about teaching, possibly due to their deeper educational insights. Notably, male and female prospective teachers share similar positive attitudes, highlighting growing gender equality in the profession.

Noor et. al (2021) A study in Lahore district explored prospective teachers' attitudes towards teaching, examining personal views, professional growth, social-cultural influences, and skills. Using feedback from 500 university students via a 41-item survey, the research found strong ties between personal opinions and professional growth, moderate connections to social-cultural factors, and weaker links to the profession itself. The teaching profession significantly influenced certain personality traits among the students.

Pallathadka et al. (2021) A study with 180 elementary students highlighted the crucial impact of teachers' aptitude and attitude on classroom dynamics and student engagement. The findings underscored that teaching skills and demeanor are key to educational success, with academic proficiency, pedagogical talent, and innate aptitude being vital for effective teaching.

Bhat (2022) conducted a study of 300 secondary school teachers in Srinagar and Kupwara, Jammu and Kashmir, examined how gender, academic specialization, and locality affect attitudes towards teaching. Using Ahluwalia's Teacher Attitude Inventory, it found that effective teaching is linked to positive traits like punctuality, friendliness, and good student relationships.

STATEMENT OF THE PROBLEM

“A STUDY ON TEACHING ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS TEACHING PROFESSION IN KOLHAN UNIVERSITY”.

Rationale of the Study

The literature review highlighted different aspects of teaching, but there's a lack of research on prospective teachers' attitudes, especially in Jharkhand. This study aims to fill that gap by examining these attitudes in detail.

OBJECTIVES OF THE STUDY

- To study the attitude of prospective teacher towards teaching profession with respect to their gender.
- To study the attitude of prospective teacher towards teaching profession with respect to their locality.
- To study the attitude of prospective teacher towards teaching profession with respect to their educational stream (Arts, Science).

HYPOTHESIS OF THE STUDY

1: There is no significant difference in attitude towards teaching profession between male and female prospective teacher.

2: There is no significant difference in attitude towards teaching profession between prospective teachers of urban and rural locality.

3: There is no significant difference in attitude towards teaching profession between prospective teachers of science and arts stream.

METHODOLOGY

We chose to do a survey for this study because it falls into the category of descriptive research.

POPULATION

All prospective teachers enrolled in B.Ed. Program under Kolhan University, Jharkhand in the session 2022-24 comprised the population of the study.

SAMPLE

The sample consisted of 300 prospective teachers, from three Colleges of Education of Kolhan University. The investigator used a purposive sampling technique for selecting the sample.

TOOLS AND TECHNIQUES

The 'Teacher Attitude Inventory (TAI)' by S.P. Ahluwalia for assessment was used to collect data having 90 statements rated on a five-point scale to assess the attitude of prospective teachers towards teaching profession.

DATA COLLECTION

The investigator personally visited the selected institutions to administer the Teacher Attitude Inventory (TAI) to 300 prospective teachers from Karim City College in Jamshedpur, Srinath College of Education in Jamshedpur, and the Institute for Education in Seraikela district, Jharkhand. They allowed the prospective teachers to seek clarification on any words or sentences they didn't understand and provided ample time for them to partially complete the inventories. Ultimately, the data was collected from 277 respondents, as incomplete inventories were discarded.

STATISTICAL TECHNIQUE USED

The study being investigated was a descriptive survey that included comparing different groups. To analyze the data, the researchers used various statistical methods. They looked at measures of central tendency to find the average responses, calculated the standard deviation to understand the spread of the data, examined dispersion to see how much the responses varied, and used t-tests to compare the differences between the groups. After making the necessary calculations, the data were summarized and interpreted.

DELIMITATIONS

- The study is limited to 300 prospective teachers.
- The study is limited to teacher's training colleges in Jamshedpur.

ANALYSIS OF ATTITUDE OF PROSPECTIVE TEACHER TOWARDS TEACHING PROFESSION WITH RESPECT TO LOCALITY

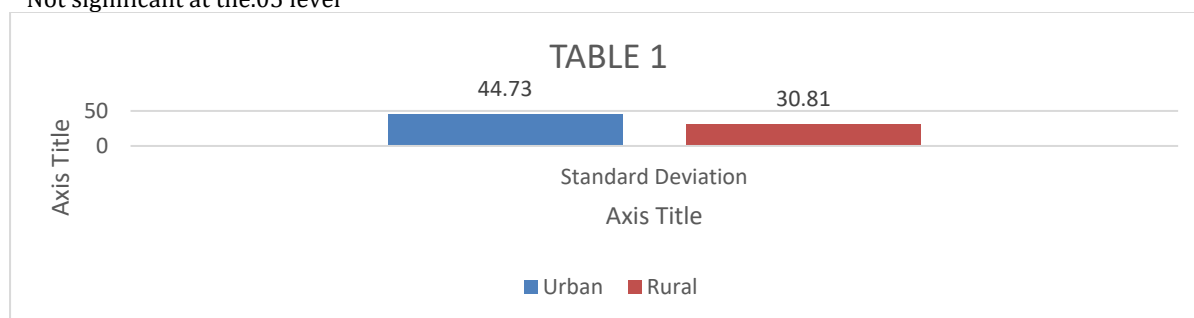
There would be no significant difference in attitude towards teaching profession of urban and rural prospective teacher. In order to test the seventh hypothesis, mean score of Attitude of urban and rural prospective teacher were computed. The mean score, standard deviation, t-value were calculated and is presented in the table below.

TABLE 1:

Mean score, Standard Deviation and t-value of Attitude of urban and rural prospective teacher.

Variable	N	Mean	Standard Deviation	t-value
Urban	139	240.99	44.73	1.4702*
Rural	138	247.78	30.81	

* Not significant at the 0.05 level



The data in table-1 shows that the computed mean score of urban and rural are 240.99 and 247.78 respectively and their standard deviation are 44.73 and 30.81 respectively. The calculated t-value is 1.4702 which is lower than tabular t-value of 1.97 for 275 Degree of Freedom at 0.05 level of significance.

So null hypothesis is accepted and data is not statistically significant Hence the urban and rural prospective teacher does not differ significantly in their attitude towards teaching profession. The hypothesis 7 which states that "There would be no significant difference in attitude towards teaching profession of urban and rural prospective teacher" is accepted. Hence from the above analysis it is clear that the attitude of rural prospective teacher & urban prospective teacher does not differ in their attitude towards teaching profession.

ANALYSIS OF ATTITUDE OF PROSPECTIVE TEACHER TOWARDS TEACHING PROFESSION WITH RESPECT TO GENDER

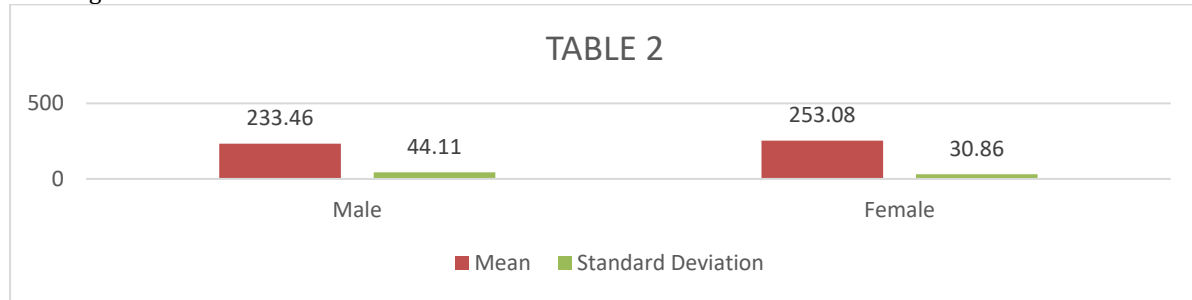
There would be no significant difference in Attitude towards teaching profession of male and female prospective teacher.

In order to test the sixth hypothesis, mean score of Attitude of male and female prospective teacher were computed. The mean score, standard deviation, t-value were calculated and is presented in the table below. Mean score, Standard Deviation and t-value of Attitude of male and female prospective teacher.

TABLE 2:

Basis	N	Mean	Standard Deviation	t-value
Male	123	233.46	44.11	4.3459*
Female	154	253.08	30.86	

* Not significant at .05 level



The data in table- 2 shows that the computed mean score of male and female prospective teacher are 233.46 and 253.08 respectively and their standard deviation are 44.11 and 30.86 respectively. The calculated t-value is 4.3459 which is higher than tabular t-value of 1.97 for 275 Degree of Freedom at 0.05 level of significance. Computed t-value (4.3459) > Critical value (2.59)

The data in table-2 shows that the computed mean score of male and female prospective teacher are 233.46 and 253.08 respectively and their standard deviation are 44.11 and 30.86 respectively. The calculated t-value is 4.3459 which is higher than tabular t-value of 2.59 for 275 Degree of Freedom at 0.01 level of significance.

So null hypothesis is rejected and data is statistically significant. Hence the male and female prospective teacher differ significantly in their attitude towards teaching profession. The hypothesis 2 which states that “There would be no significant difference in attitude towards teaching profession of male and female prospective teacher” is rejected. Hence from the above analysis it is clear that the attitude of female prospective teacher is more in teaching profession than male prospective teacher. The difference in mean may be because female is more devoted towards teaching profession in comparison to male in comparison to male prospective teacher. As male and female are getting different environment at home due to different responsibility.

TABLE 3:

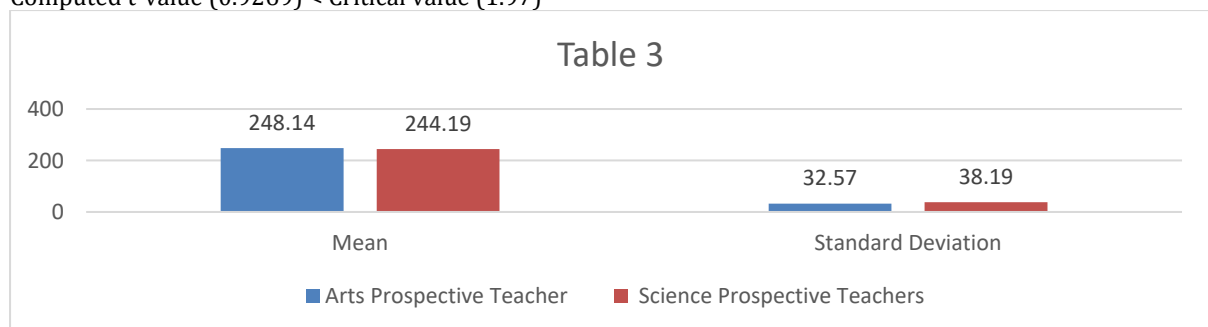
ANALYSIS OF ATTITUDE OF PROSPECTIVE TEACHER TOWARDS TEACHING PROFESSION WITH RESPECT TO EDUCATIONAL STREAM

There would be no significant difference in attitude towards teaching profession of arts and science prospective teacher. In order to test the eighth hypothesis, mean score of Attitude of arts and science prospective teacher were computed. The mean score, standard deviation, t-value were calculated and is presented in the table below.

Basis	N	Mean	Standard Deviation	t-value
Arts Prospective Teacher	148	248.14	32.57	0.9269*
Science Prospective Teachers	129	244.19	38.19	

* Not significant at .05 level

Computed t-value (0.9269) < Critical value (1.97)



The data in table-3 shows that the computed mean score of arts and science prospective teacher are 248.14 and 244.19 respectively and standard deviation are 32.57 and 38.19. The calculated t-value is 0.9269 which is lower than tabular t-value of 1.97 for 275 Degree of Freedom at 0.05 level of significance.

So null hypothesis is accepted and data is not statistically significant. Hence the arts and science prospective teacher does not differ significantly in their attitude towards teaching profession. The hypothesis 5 which states that "There would be no significant difference in attitude towards teaching profession of arts and science prospective teacher" is accepted. Hence from the above analysis it is clear that the arts & science prospective teacher does not differ in their attitude towards teaching profession. It may be because of same content delivery by same teacher and difference in pedagogy subject does not provide greater effect in their attitude towards teaching profession.

EDUCATIONAL IMPLICATION

- 1) Classroom Climate: A positive attitude towards teaching can foster a supportive and conducive classroom climate, where students feel motivated and engaged in learning.
 - 2) Role Modeling: Prospective teachers with a strong attitude towards the profession can serve as positive role models for their students, demonstrating passion, dedication, and professionalism.
 - 3) Instructional Effectiveness: Teachers' attitudes can impact their instructional practices, with positive attitudes correlating with more effective teaching strategies and higher student achievement.
 - 4) Teacher-student Relationships: A positive attitude towards teaching can enhance teacher-student relationships, leading to better communication, trust, and rapport, which are essential for student learning and well-being.
 - 5) Professional Development: Prospective teachers with a positive attitude are more likely to engage in continuous professional development, seeking out opportunities to improve their teaching skills and stay current with educational trends and research.
 - 6) School Culture: Teachers' attitudes collectively contribute to the overall school culture. Prospective teachers who value collaboration, respect, and innovation can help cultivate a positive school culture that benefits both students and staff.
 - 7) Teacher Retention: Positive attitudes towards teaching can contribute to teacher satisfaction and retention, reducing turnover rates and providing stability within schools, which is crucial for student success.
- In summary, the educational application of attitudes towards the teaching profession among prospective teachers influences various aspects of the learning environment, instructional practices, and overall school culture, ultimately impacting student outcomes and the teaching profession.

CONCLUSION

The aim of this study is to evaluate if teacher education programs effectively foster positive attitudes in student teachers, particularly in accordance with the standards set by the National Council for Teacher Education in New Delhi, India. Most teacher education institutes in Jharkhand offer Bachelor of Education (B.Ed.) programs for training secondary school teachers. The researcher, who has extensive experience as a teacher, teacher educator, and resource person in various training programs for primary and secondary teachers, noticed that many teachers are reluctant to apply the teaching strategies and methods they learned during their training once they are in the classroom. This reluctance is a significant concern for educators and administrators. Research shows that individuals with a positive attitude towards their profession are generally more effective teachers, possessing high teaching competency and desirable personality traits.

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