

B.ED. TRAINEES' ATTITUDE TOWARDS TEACHING PROFESSION IN RELATION TO THEIR GENDER, LOCALITY & TYPE OF EDUCATIONAL INSTITUTIONS

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ABSTRACT

This study investigated B.Ed. trainees' attitude toward the teaching profession according to their gender, locality of residence, type of educational institution. A descriptive survey method was adopted to carryout the present study. A sample of 200 B.Ed. trainees was selected using the stratified random sampling technique. Attitude toward the teaching profession scale developed by Umme Kulsum was used for data collection purpose. The scale comprised 55 statements, including both positive and negative statements. The collected data were analyzed with statistical techniques such as mean, S.D, t-test& F-test. The researcher did not find any significant difference between male and female B.Ed. trainees' attitude towards teaching profession. The researcher found only a significant difference between urban and rural B.Ed. trainees on administration dimension of attitudes towards teaching profession. The researcher also found the insignificant difference among various types of B.Ed. College trainees.

Key Words :- : Attitude, Education, Teaching, Profession, B.Ed. Trainees

INTRODUCTION

There are several critical concerns in the context of teachers and teacher education in India. The inevitable expansion and growth of the school education system has increased the number of schools, institutions, teachers, teacher educators, and other functionaries. When necessary precautions are not taken in the development process, large scale detail leads to loss of quality. Needless to say, the quality of teacher preparation, teaching and professionalism in teacher education has been a matter of concern in recent decades. The Indian Education Commission (1964-66) acknowledged the importance of teachers in powerful words, declaring that "no system can rise above the status of its teacher.."

According to the Indian Education Commission (1966), teachers are one of the most important factors contributing to national development. He serves as the pivot around which all educational programs such as curriculum, syllabus, textbook evaluation, and so on revolve. Education is essentially the teacher's influence over the students entrusted to his care. Effective teachers are required in the classroom because even the best curriculum and syllabus are rendered ineffective in the absence of an effective teacher. Education is one of the most fundamental human rights. Education is a process that people go through their lives (Atmaca, 2015). Many factors influence student achievement in an educational system, including student, teacher, curriculum, directors, education experts, educational technology, and physical resources (Sişman,

2004). Teachers have the most influence in education and teaching. The education provided by teachers contributes to the permanence, continuity, and development of education. As a result, investments in our country's educational share should be prioritized (Duymaz, 2007).

The educational systems, and their organization, are some of the most important factors in building a strong society. Teachers are the most fundamental and effective component of the educational system. Through their knowledge and experiences, teachers influence and develop students as the system's other factors in all dimensions. This interaction shapes society as they grow and plays an important role in societies gaining a place among other countries. Because knowledge is what makes societies stronger in today's world, and the value of being a knowledge-based society has gradually increased. Teachers must, therefore, shoulder this significant responsibility throughout their professional lives. A person carrying on their profession solely physically is insufficient for a healthy professional life. Given that a significant portion of each day is spent at work, and it has been the case for many years, people's satisfaction with the jobs they hold is remarkable. Not only it important for employees to work productively, but it is also important for them to improve their quality of life (Kumaş and Deniz, 2010).

New educational systems seek to connect theory with practice by applying experience in the real world, assisting learners in developing practical skills, and meeting the challenges of 21st-century skills such as creative thinking,

problem-solving, critical thinking, and communication (Becker & Park, 2011). The desire to learn more about the teacher and teaching stems not only from the prevalence of the phenomenon but also from the realization that our perception of the teacher and teaching guides our future endeavors. The educational systems, and their organization, are some of the most important factors in building a strong society. Teachers are the most fundamental and effective component of the educational system (Postholm, 2015).

Teacher autonomy refers to teacher desire for freedom and competence in controlling their teaching and learning processes (Sern, 2020). It represents the authority and freedom to make decisions about teachers' professional activities (Feldmann, 2011). Education is defined as a formal or informal practice that helps in the development of human potentialities such as knowledge, capabilities, behavioral patterns, and values. In this context, teachers play a greater role to play in shaping and developing students' personalities, particularly their mental personalities. The development of a nation depends on the knowledge gained through education and its practical applications. Effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of any effective education system or educator (Hakim 2014). Teachers are people who can shape and mold students into good citizens. They should cultivate a positive attitude toward the teaching profession, excel academically and develop lifelong skills to face the challenges of the future (Kaya, 2019). Psychologists have defined the term "attitude" in various ways. Attitude is a psychological trait. The most basic definition is a strong feeling for or against something. Britt (1958) defines it as a mental set of responses. Response According to Fishbein (1967), it is a mental disposition of the human individual to act for or against a specific object. According to Allport (1935, p.34), attitude is a mental and neural state of readiness that is organized through experience and exerts a directive or dynamic influence on the individual's response to all objects and situations to which it is related. According to Thurstone (1946), attitude is the degree of positive or negative affect associated with some psychological object. Professional attitudes refer to a person's feelings, behaviors, and dedication to their profession. If the teacher is committed and has a positive attitude, his performance will improve and his efforts will be fruitful. According to Richardson (2003), education is a nation-building activity. Teacher autonomy is defined as the desire, freedom, and competence of teachers to control their teaching and learning processes (Huang, 2005). It represents the authority and freedom to make decisions about the professional activities of teachers (Feldmann, 2011). Teacher autonomy refers to teachers' freedom to plan, implement, and decide on professional activities. Of course, with this freedom comes responsibility and

competence.

OBJECTIVES OF THE STUDY

1. To study the attitude towards teaching profession of male and female B.Ed. trainees.
2. To study the attitude towards teaching profession of rural & urban B.Ed. trainees.
3. To study the attitude towards teaching profession of Government, Aided and Non -Aided college B.Ed. trainees.

HYPOTHESES OF THE STUDY

1. There is no significant difference in attitude towards teaching profession of male and female B.Ed. trainees.
2. There is no significant difference in attitude towards teaching profession of rural and urban B.Ed. trainees.
3. There is no significant difference in attitude towards teaching profession of Government, Aided and Non-Aided College going B.Ed. trainees.

METHODOLOGY

The study investigates B.Ed. trainee's attitude towards teaching profession concerning sex, residential demography, and a different type of college-going B.Ed. students. The quantitative approach was the most appropriate design for this investigation. The study employed a survey design.

SAMPLE AND SAMPLING PROCEDURE

The investigator adopted a stratified random sampling technique in this study. The sample was selected in two stages. At the first stage, the researcher selected different B.Ed. degree colleges of Meerut district. At the second stage, the researcher selected 200 college-going students randomly from two strata: rural and urban. The sample includes both male and female students as well as the students of different B.Ed. College students.

TOOL USED

Attitude towards teaching profession scale developed by Umme Kulsum. The technique employed to develop the scale was Likert four point of summated rating scale. This scale have 55 items. All items categorize into five dimensions which are academic, administrative, social & psychological, co-curricular, & economic. Scale have both positive and negative items.

STATISTICAL TECHNIQUE USED

Mean, S.D, t-test, and F-test were used for the statistical analysis.

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ANALYSIS AND INTERPRETATION OF DATA

TABLE NO.1

Attitude toward teaching profession of male and female B.Ed. trainees

Dimensions of attitude	Gender of respondent	N	Mean	S.D	df	t-value	Result
Academic	Male	69	21.78	3.70	198	0.674	NS*
	Female	131	22.14	3.56			
Administration	Male	69	12.75	2.52	198	0.27	NS*
	Female	131	12.76	2.36			
Socio-psychological	Male	69	64.40	10.42	198	0.118	NS*
	Female	131	64.57	8.94			
Co-curricular	Male	69	11.31	2.25	198	1.06	NS*
	Female	131	11.67	2.22			
Economic	Male	69	15.04	3.03	198	0.058	NS*
	Female	131	15.06	2.86			

*0.05 level of significance.

Table no.1 presents the comparison of attitude towards teaching profession of male and female B.Ed. trainees. The result obtained t- value for academic dimension (t=0.674), Administration dimension t-value (t= 0.27), socio-psychological dimension t value (t= 0.118), for co-curricular dimension t-value (t=1.06) and economic dimension t-value (t= 0.058) have been found insignificant at 0.05 level of significance and df (198). It may be concluded that all the five t-values are found insignificant that the null hypothesis that there is no significant difference in attitude towards teaching profession of male and female B.Ed. teacher training is accepted

TABLE NO.2

Attitude towards teaching profession of rural and urban B.Ed. trainees

Dimensions of attitude	Location of respondent	N	Mean	S.D	df	t-value	Result
Academic	Rural	119	22.08	3.60	198	0.30	NS*
	urban	81	21.92	3.64			
Administration	Rural	119	12.47	2.44	198	2.00	p <0.05
	Urban	81	13.17	2.32			
Socio-psychological	Rural	119	63.99	9.92	198	0.94	NS*
	Urban	81	65.28	8.70			
Co-curricular	Rural	119	11.5	2.27	198	0.28	NS*
	Urban	81	11.60	2.18			
Economic	Rural	119	14.89	2.95	198	0.94	NS*
	Urban	81	15.28	2.86			

*0.05 level of significance.

Table no. 2 presents the comparison of attitude toward the teaching profession of rural and urban B.Ed. teacher trainees. The result shows that t- value for academic (t= 0.30), for socio-psychological (t=0.94), for co-curricular dimension (t = 0.28) and economic dimension (t= 0.94) have found insignificant at 0.05 level of significance and df (198). Out of the five dimensions of attitude towards teaching profession, only one administration dimension (t = 2.00) indicates a significant difference between rural and urban B.Ed. trainees. Thus, the null hypothesis that there is no significant difference in attitude toward the teaching profession of rural and urban B.Ed. trainees is partially accepted.

TABLE NO.3

Attitude toward teaching profession of Government, Aided and Non-Aided College B.Ed. teacher trainees.

Source of variance	df	Mean Sum Square	F- Value	Result
Between group	2	117.974	0.409	Insignificant*
Within group	197	288.595		

*0.05 level of significance.

Table number-3 presents the comparison of attitude towards the teaching profession of Government, Aided and Non- aided B.Ed. College-going trainees. The result shows that F-value at degree of freedom (2,197) is 0.409, which is insignificant at 0.05 level of significance. It means that different types of college-going B.Ed. trainees do not significantly differ in their attitude toward the teaching profession. Thus, the null hypothesis that there is no significant difference in attitude towards teaching profession of Government, Aided and Non-Aided college-going B.Ed. trainees are accepted.

DISSUASION AND FINDINGS

The researcher discovered that there was no significant difference in the use of all five dimensions of attitude toward the teaching profession between male and female, rural and urban, and various types of college-going B.Ed. students. On administration dimensions, there is a marginally significant difference between rural and urban B.Ed. teacher trainees. The current study's findings support the findings of (Altunkesr, 2014), who discovered a non-significant difference between prospective teachers' attitudes toward the teaching profession and their gender. (Chakarboroty et al., 2014) discovered that prospective teachers' attitudes toward the teaching profession did not differ significantly by gender, religion, category, locale, or stream. According to the findings of (Yildiz et al. 2020), the current study's self-perception of Geography teaching and their attitude toward the teaching profession is no significantly affected by the gender variable. (Kumar, R.V 2016) It discovered that variables such as gender, place of residence, the location of educational institution, field of study, and parents' annual income did not affect postgraduate students' attitudes toward teaching.

EDUCATIONAL IMPLICATIONS

Many teachers are dissatisfied with the conditions under which they have to work. They teach only because they have to earn their salary, not because they enjoy the teaching process. There are many more reasons for teachers to turn away from this system... In the absence of academic satisfaction for teachers, teachers are looking for only salary satisfaction, another satisfaction. It is sufficient to note here that, despite teachers' high commitment they are blamed for a lack of it due to the current anomic conditions in which they work. Teachers must be treated fairly and not singled out for blame, according to the rule of law. Teachers should be guided and counseled so that they are aware of their responsibilities and working conditions for optimal adjustment, thereby assisting them in developing a positive attitude toward the teaching profession.

Teachers in general are very committed towards their profession. If the teachers and the public were not committed, the entire structure of the educational building would have collapsed by now. Non-committed teachers are still probably the exception and are treated as distractions by the teachers themselves. That's why the teachers have demanded to discourage some teachers. Employees should be respected by their employers so that they can work more enthusiastically. More attention should be made to employees' fair compensation so that they do not have to work several jobs to make ends meet, exhausting their energy levels and resulting in a negative attitude toward their teaching positions. Authorities must clarify their roles and establish instructions for proper work in order to promote work commitment. This is also important in order to prevent teachers from being exploited. Teachers should be involved in all aspects of the educational and instructional decision-making process, including curriculum development. To reduce stress and increase attitude and work dedication among instructors, the administration should promote a positive work environment. The principal/management must maintain motivation and a democratic relationship with the teacher. In order to comprehend and handle the difficulties of teachers, all schools should establish an HRD department. Workplace environment should be conducive to high levels of dedication and willingness to work. Every organization should have adequate human interactions between employees and authorities so that mutual trust and willingness to do their jobs can be established. There are individuals who have wanted to be a teacher since they were in elementary school, and there are those who chose this profession by accident. When and under what conditions a teacher chooses a professional path, it is not always linked to future job satisfaction or tenacity, resulting in low commitment and a negative attitude toward the teaching profession.

Prospective teachers with a positive and more favorable attitude should be recruited. The length of professional education for prospective teachers should be increased to produce a change in their attitude toward a more positive direction. Prospective teachers should be given more incentives, better facilities, and more freedom. Teachers should be guided by the educational administration, which should act as a supervisor. In a conflicting situation, teacher candidates should be taught to remain calm

and emotionally stable. They must be inspired to express their opinions in polite ways while also accepting the opinions and ideas of others, even if they are negative.

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