

A Study of Attitude of Pre-Service School Teachers Towards Teaching Profession of Cooch Behar & Alipurduar Districts of West Bengal



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Abstract

Education is considered as the most powerful weapon of life to get victory and success. Teachers are also members of a profession. People's attitude towards their profession had an effect on their performance. A good teacher is expected to be committed to his/her work and have the ability to take the initiative. The present study projected to find out the attitude of pre-pre-service teachers towards the teaching profession of CoochBehar and Alipurduar districts of West Bengal, India. The sample of the study consists of total 300 pre-service teachers from 10 different training institutes of CoochBehar and Alipurduar districts and 200 data samples are randomly selected for the hypothesis testing. The data of the study was collected via "Attitude Scale towards Teaching Profession" (ASTTP-KU, 2011). The study was conducted to find out the significant different of attitudes towards teaching profession in between 1) male & female 2) govt. & private and 3) urban & rural pre-service trainee teachers. The investigator had adopted the normative survey method and random sampling technique was used. The results show that there is no significant difference in the ground of attitude towards the teaching profession in between gender, locality and organization in pre-service trainee teachers.

Keywords: Attitude, Teaching Profession, Gender, Locality and Types.

Introduction

Education is a lifelong process. Education is considered as the most powerful weapon of life to get victory and success. This great responsibility and job is given to the teachers to nourish and shape up the lives of young ones mentally, socially and intellectually, and future of their country. Teachers are also members of a profession. Their occupation renders definite and essential service to society. As a profession, however, teaching had a long and difficult history. Its social and cultural functions have never been critically challenged, but nevertheless the public has not adequately supported teaching. Some teacher are dissatisfied with, and even depressed about their professional standing. They feel that the work load is too heavy and the recognition and appreciation are too limited.

Peoples attitude towards their profession have an effect on their performance. The quality of education is directly related to the quality of instruction. (S) He is required to have a higher professionalism because of rapidly changing circumstances. A good teacher is expected to be committed to his work and have the ability to take the initiative. Teacher is expected not only to master the subject and various methods of teaching but also to show that he is capable of selecting the various study materials according to the teaching goals and varied group of pupils. (S)He also possesses the potential to create a learning environment for the students. Every individual has a variety of attitudes, which might be positive or negative and can vary according to their favorability and un-favorability for various attitudinal objects.

Reviews of Literature

Banerjee, S., & Behera, S. K. (2014) conducted a study entailed by An Investigation into the Attitude of Secondary School Teachers towards Teaching Profession in Purulia District of West Bengal, India. Keeping the importance of Teaching Profession an attempt has made through this study by the investigators to know the attitude of secondary

school teachers towards Teaching Profession in Purulia District of West Bengal. The present study was based on survey method, particularly, the normative survey research method. One hundred eighty teachers (both male and female) teaching in Social and General Science streams were taken as representative sample of the whole population. An attitude scale was used for collecting the data. The means of both groups were tested for significance of difference by using 'CR' test. It was found that, the attitude of secondary school teachers of Purulia district of West Bengal is neither more favorable nor unfavorable towards Teaching Profession i.e., satisfactory or average in attitude towards Teaching Profession.

Bhargava, A., & Pathy, M. K. (2014) conducted a study entitled by Attitude of Student Teachers towards Teaching Profession. The main objectives of the study to find out Attitude of Student Teachers towards Teaching Profession. To assess the attitude of student teachers towards teaching profession the teacher attitude inventory developed by Dr. S. P. Ahluwalia has been used as a tool. As a result it showed that in all the groups, Tribal (female) student teachers show favorable attitude towards teaching profession.

Ali, M., & Ahmad, B. (2016), conducted a study entitled by A Comparative Study of Attitude towards Teaching Profession of Male and Female B.Ed. Students of Aligarh Muslim University. The Teacher Attitude Inventory developed by S.P Ahluwalia used for data collection. The finding of the study reveals that; 1) There is a significant difference exists between attitude of male and female B.Ed. students towards teaching profession and female have more favorable attitude towards teaching profession. 2) There is no significant difference between attitude of graduates and postgraduates B.Ed. students towards teaching profession.

Pandey & Soibamcha (2016) conducted a study entitled by Attitude of Teachers towards Teaching Profession. The paper aimed at testing two hypotheses that teachers' educational qualifications and attitude towards teaching profession are independent A total of 150 teachers (75 males & 75 females) from thirty secondary schools located at Imphal Manipur (India) with mean age 39.48, SD 10.21, were selected through simple random sampling. The data collected through the Teacher Attitude Inventory (TAI) developed by Ahluwalia (2006). The results indicated those teachers' educational unfavorable attitudes towards teaching profession, as the p-value was 0.678 and 0.971 respectively, more qualified teachers (59%) seemed to be having more positive attitudes than the of the less qualified teachers (41%). The generalizability of the findings would merit investigation.

Kurt & Karamustafaoglu (2018) conducted a study "Determining the Pre-service Teachers' Motivation and Attitudes towards Teaching Profession". The study was conducted as a correlational survey research. The sample of the study consists of total 403 students from the senior class of education faculty of University of Ağrı İbrahim

Çeçen. The data of the study was collected via "The Motivation Levels of the Pre-Service Teachers related to Teaching Profession" and "The Attitudes of the Pre-Service Teachers towards Teaching Profession" scales. The data of the study was analyzed by using Frequency, percentage, standard deviation, t test, ANOVA, correlation and regression. It was determined that the attitudes and motivation levels of the students getting pedagogical formation training are higher than to those of the senior students of faculty of education when compared. It was concluded that motivation and attitude scores differ in terms of gender and age variables.

Objectives of the study

1. To study the attitude of male & female pre service teachers' towards the teaching profession.
2. To study the attitude of private college & Government College pre-service teachers' towards teaching profession.
3. To study the attitude of urban & rural pre service teachers' towards the teaching profession.

Hypotheses

H0₁: There shall be no significance of difference in attitude of male and female pre-service teachers towards teaching profession.

H0₂: There shall be no significance of difference in attitude of private and government college pre-service teachers towards teaching profession.

H0₃: There shall be no significance of difference in attitude of urban and rural pre-service teachers towards teaching profession.

Methodology

For this study 300 samples were collected from 10 different teachers' training colleges and then from them 200 samples were randomly selected from the collected samples. To examine the hypothesis Descriptive Statistical techniques such as "mean" & "Standard Deviation" and Inferential Statistical technique such as "t-test" are used for testing the significance of hypothesis. The investigator carefully compiled all data and the raw data are systematized in tabular form.

Variables

Independent Variables

Gender, location of training college, type of training college.

Dependent Variable

Attitude towards teaching profession.

Population & Sample

The study has been conducted in 10 teachers' training colleges of CoochBehar district and Alipurduar district of West Bengal. Total 300 samples are collected by the investigator and from them 200 data are randomly selected for the hypothesis testing.

Tool

"Attitude Scale towards Teaching Profession" (ASTTP-KU, 2011), developed by Dr. (Mrs.) UmmeKulsum, published by National Psychological Co-operation, is used in this study for data collection.

Analysis and Results

Comparison of attitude of male and female pre-service teachers towards teaching profession is shown in the following table-

H0₁: There shall be no significance of difference in attitude of male and female pre-service teachers towards teaching profession.

(Table No.:01) Testing of H0₁

Description	Mean	SD	t-value	P value of significance
Male pre-service teacher trainee	169.93	13.192693	0.001066	NS
Female pre-service teacher trainee	162.55	17.87689		

NS = not significant

The table showed that the mean of attitude of male and female pre-service teachers are 169.93 & 162.55 respectively and the SD are 13.19263 & 17.87689 respectively. The calculated “t” value (0.001066) is less than the “P” value at 0.05 level of significance, according to t-table. Hence there is no significant difference between attitude of male and female pre-service teachers towards the teaching profession. So it can be concluded that male pre-

service teachers and female pre-service teachers have almost similar attitude towards the teaching profession. Thus H0₁ is retained.

Comparison of attitude private and government college pre-service teachers towards teaching profession is shown in the following table-

H0₂: There shall be no significance of difference in attitude of private and government college pre-service teachers towards teaching profession.

(Table No.:02) Testing of H0₂

Description	Mean	SD	t-value	P value of significance
Private college	163.7	15.50269	0.025314	NS
Govt. college	168.78	16.36366		

NS = not significant

Table shows that the mean of attitude of private college trainees’ and Govt. College trainees’ are 163.7 & 168.78 respectively and the SD are 15.50269 & 16.36366 respectively. The calculated “t” value (0.025314) is less than the “P” value at 0.05 level of significance, according to t-table. Hence there is no significant difference between attitude of private and govt. college pre-service teachers towards the teaching profession. So it can be concluded that

private college pre-service teachers and govt. pre-service teachers have almost similar attitude towards the teaching profession. Thus H0₂ is retained.

Comparison of attitude of urban and rural pre-service teachers towards teaching profession is shown in the following table-

H0₃: There shall be no significance of difference in attitude of urban and rural pre-service teachers towards teaching profession.

(Table No.:03) Testing of H0₃

Description	Mean	SD	t-value	P value of significance
Urban pre-service teacher trainee	164.47	17.70091	0.120309	NS
Rural pre-service teacher trainee	168.01	14.19453		

NS = not significant

Table shows that the mean of attitude of urban trainees’ and rural. College trainees’ are 164.47 & 168.01 respectively and the SD are 17.70091 & 14.19453 respectively. The calculated “t” value (0.120309) is less than the “P” value at 0.05 level of significance, according to t-table. Hence there is no significant difference between attitude of urban and rural pre-service teachers towards the teaching profession. So it can be concluded that urban pre-service teachers and rural pre-service teachers have

almost similar attitude towards the teaching profession. Thus H0₃ is retained.

Interpretation of the Level of Attitude

After calculation of z-score and the counting, the investigator can find out that how many students have positive or negative attitude. The calculation of z-score can help to find out the attitude of secondary students’ towards the subject mathematics within the chosen area.

(Table No.:04) Interpretation According to z-Scores

Sl. No.	Range of z-Scores	Grade	Levels of Attitude	No. of Students	% of no. of students
1.	+2.01 and above	A	Extremely Positive	1	0.5
2.	+1.26 to +2.00	B	Highly Positive	20	10
3.	+0.51 to +1.25	C	Above Average Positive	41	20.5
4.	-0.50 to +0.50	D	Average/Moderate Positive	80	40
5.	-0.51 to -1.25	E	Below Average	26	13
6.	-1.26 to -2.00	F	Highly Negative	27	13.5
7.	-2.01 to below	G	Extremely Negative	5	2.5
Total				200	

According to above table, among 200 student most of the students (40%) are in moderate positive or average group and only 5 students are in

extremely negative group. 31% students are in above of the average group i.e. they have the positive attitude towards teaching profession and again 29%

students are in below of the average group i.e. they have negative attitude towards the teaching profession or they dislike the particular.

Major findings of the study

On the basis of the data analysis the following findings are drawn up-----

1. There is no significant difference in the ground of attitude towards the teaching profession in between the male & female pre-service teachers of CoochBehar & Alipurduar district. The trainees have same attitude or felling towards the teaching profession.
2. There is no significant difference in the ground of attitude towards the teaching profession in between the private & Govt. colleges' pre-service teachers of CoochBehar & Alipurduar district. The trainees have same attitude or felling towards the teaching profession.
3. There is no significant difference in the ground of attitude towards the teaching profession in between the urban & rural areas' pre-service teachers of CoochBehar & Alipurduar district. The trainees have same attitude or felling towards the teaching profession.

Educational Implication of the Study

Knowledge, skills and attitudes required to perform the teaching profession effectively and professionally are accepted basic teacher competencies. A teacher is to have high levels of subject knowledge and professional training. Yet, if he or she has negative attitude towards the teaching profession, it may affect his or her students' performance negatively. Therefore, Pedagogical Formation Certification Program pre-service teacher attitudes towards teaching profession needs to be investigated in process of teacher education programmes to identify training needs according to results of the current status analysis. It is required for the better educational implication and proper use of teaching methods.

Conclusion

Professionalism is a code of ethics where a person should have the dedication with the profession. Then the person should fulfill the all duties which have to do for the particular work place. The education of a teacher is never complete. The teacher is prepared for his/her profession before she enters it, but she must also be prepared again and again to keep abreast with latest developments. Every teachers needs to be aware of the rapid cultural and social change. The process of continuing education is important for both professional and personal growth of teachers'. The continuing education also has the

connotation of the lifelong education for educating oneself throughout life, whether she is a student, teacher or a non-professional. The frontiers of human knowledge in various fields expand rapidly. There is a need for continue study and growth that would raise the competence of the teacher on job in turn increase the slandered of the whole educational system.

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