

A Comparative Study of Attitude of Junior and Senior Prospective Teachers towards Teaching Profession In Relation To Their Discipline

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I. INTRODUCTION

Teaching is a process that facilitates learning. Teaching is the dedicated profession of teachers where in teachers impart knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the professional practitioners associated to it.

Teachers employ strategies that develop positive self-concept in students. Although the work of teachers typically takes place in a classroom setting, the direct interaction between teacher and student is the single most central/core component in teaching process. Therefore it becomes imperative for teachers to provide students with learning opportunities to meet curriculum outcomes, emphasize the development of values and guide students in their social relationships.

(Ross, 1956) opined that teacher in a naturalistic setup is only a setter of the stage, a supplier of material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place. Teachers differ greatly in their attitude and also differ in their methods to supply the pupil's deficiencies. There may be a definite relationship between teachers' attitudes to home background and their attitude to what is termed as reading readiness. Frequent changes are likely to develop indifferent attitudes among teachers towards their profession. Sukhwai (1976) studied about attitude of married lady teachers towards the teaching profession. He observed that the attitudes of the married women teachers were positive towards teaching profession. The difference between favourable and unfavourable attitude was significant. Nayar (1977) compared the teachers' attitude of Mysore city constructing a standardized tool. Mishra (1977) studied the attitudes towards teaching profession among teachers working in government aided conventional Sanskrit Vidyalayas of Varanasi. He observed that, there was difference in the attitude of genders towards teaching status influence the attitude towards the teaching profession. In his concluding remarks he observed that, the designation of teachers do not influence the attitude towards the teaching profession. Jaleel and Pillay (1979) studied on bureaucratic nature of college teachers and their attitude towards teaching profession. Bureaucratic as an aspect of personality was related to the attitude of college teachers towards the teaching profession. The teachers who had developed sound attitude towards the teaching profession were relatively more traditional and impersonal. It was observed that nearly two thirds of the college teachers were highly bureaucratic by nature. Bhandarkar (1980) studied about the polytechnic teachers' attitude towards teaching profession and its correlates. The study revealed that the attitude towards the teaching profession was not significantly related to the qualifications of the teachers. The trained teachers mean attitude score was significantly higher than the mean attitude of the untrained teachers. The job mobility and family problems were not significantly related to teachers' attitude towards the teaching profession.

II. NEED FOR THE STUDY

The continued professionalization of teaching is a long-standing goal of Colleges of Education. The Colleges of Education needs to continue their efforts and work to advance teaching as a profession. Professionalism is a complex and elusive concept; it is dynamic and fluid. The upcoming younger prospective teachers need guidance and support from teacher educators teaching in education colleges to prepare these young lots competent to become professional practitioners fit for this profession. Central to the system are caring, highly competent professional teachers who are supported by a professional association that recognizes as its core responsibilities stewardship of the profession, services to its members and commitment to public education. We need to offer teacher training programmes for prospective teachers so that they have professional knowledge and skills gained through formal preparation and experience.

STATEMENT OF THE PROBLEM: A comparative study of attitude of junior and senior prospective teachers towards teaching profession in relation to their discipline

DEFINITIONS OF VARIABLES:

Attitude: An attitude is a hypothetical or latent variable rather than an immediately observable variable (Green, 1959). Attitude is a degree of positive or negative affect associated with some psychological object (Allen, 1957). Attitude towards teaching profession means how student teachers look at teaching profession being positive or negative, compulsion or by choice etc.

Junior and Senior prospective teachers: Student teachers studying in First and Second Years of B.Ed. Programme.

Discipline: An **academic discipline** or field of study is a branch of knowledge that is taught and researched as part of higher education. ... However, no formal criteria exist for defining an **academic discipline**. Like Business, Mathematics, Science and Social Sciences.

AIM OF THE STUDY: To compare the attitude of junior and senior prospective teachers towards teaching profession in relation to their discipline.

III. OBJECTIVES OF THE STUDY

1. To study the attitude of F.Y. and S.Y. B.Ed. student teachers towards teaching profession in relation to their discipline.
2. To compare the attitude of F.Y. and S.Y. B.Ed. student teachers towards teaching profession in relation to their discipline i.e.
 - a) Business
 - b) Mathematics
 - c) Science
 - d) Social Science
3. To suggest the pathways to enhance positive attitude towards teaching profession among students teachers.

HYPOTHESIS OF THE STUDY:

1. There is no significant difference in the attitude of F.Y and S.Y. B.Ed student teachers towards teaching profession.
2. There is no significant difference in the attitude of junior and senior prospective teachers towards teaching profession in relation to their discipline.

IV. SCOPE OF THE STUDY:

This study measures and compares the attitude of the student teachers towards teaching profession. This study covers attitude of F.Y. and S.Y. B.Ed. students (Year – 2016) studying in Bombay Teachers' Training College Colaba. This study also compares the attitude of students having difference discipline background like Business, Mathematics, Science and Social Science.

V. SIGNIFICANCE OF THE STUDY:

The comparative analysis of the student teachers attitude towards teaching profession highlights the outcomes that may help all the stakeholders of teacher training programme to reflect on how they look at profession of teachers and will highlight influential variables related to the teaching field. The outcomes of the study will help in setting new goals for the institution to draw the new roadmaps to navigate the upcoming teachers towards inculcation of positive attitude among prospective teachers.

VI. RESEARCH DESIGN:

The researcher used the descriptive survey method for this study. The population of the study was 95 student teachers studying in first and second year of B.Ed. Programme and sample of the study was 38 student teachers of F.Y.B.Ed. and 25 Student teacher of S.Y.B.Ed. The researcher collected the data from 63 student teachers. The purposive sampling technique was used for the purpose of collection of data.

VII. RESEARCH TOOL AND VALIDATION:

- (a) Tools for data collection: The researcher prepared a tool, attitude scale for data collection in the form of a questionnaire to measure and compare the attitude towards teaching profession among prospective teachers. Tool prepared was validated by taking experts inputs and by calculating the discrimination index.
- (b) . The scale consisted 32 items with 10 positive and 22 negative items. Reliability of the scale (0.69) was established using cronbach's alpha.

- (c) Scoring pattern: For positive item rating scale was used from 5 (Strongly Agree) to 1 (Strongly Disagree) and for Negative rating scale was used from 1 (Strongly Agree) to 5 (Strongly Disagree). For scoring, the pattern suggested by Likert was followed.
- (d) Data collection: Data was collected from total 60 prospective teachers.
- (e) Analysis of data: Descriptive and inferential analyses were carried out to draw the inferences and conclusions for the study.

VIII. ANALYSIS AND INTERPRETATION OF DATA:

The researcher has calculated mean scores of attitude of student teachers towards teaching profession. The compiled data was described with respect to normal probability curve. The mean scores of the student teachers attitude were be significantly tested.

Table No.1 t-Test between mean scores of attitude towards teaching profession

| t-Test: | | |
|------------------------------|-------------|--|
| | <i>F.Y.</i> | <i>S.Y.</i> |
| Mean | 128.0526316 | 129.96 |
| Variance | 100.4295875 | 196.8733333 |
| Observations | 38 | 25 |
| Hypothesized Mean Difference | 0 | |
| df | 61 | |
| t Stat | -0.59 | Not Significant at 0.05 level Null Hypothesis of no difference is accepted. |
| P(T<=t) one-tail | 0.28 | |
| t Critical one-tail | 1.69 | |
| P(T<=t) two-tail | 0.56 | |
| t Critical two-tail | 2.02 | |

Table No.2 Summary of Mean Scores of attitude towards teaching profession among different groups

| SUMMARY | | |
|-----------------------|-------------------------|----------------------------|
| <i>Groups</i> | <i>No. of Responses</i> | <i>Mean/Average Scores</i> |
| BUSINESS | 21 | 127.48 |
| MATHEMATICS | 6 | 126.33 |
| SCIENCE | 18 | 131.28 |
| SOCIAL SCIENCE | 18 | 128.72 |

Table No. 3 Summary of ANOVA among four groups having different disciplinary background

| ANOVA | | | | | | |
|----------------------------|-------------|-----------|-------------|--------------------------------------|----------------|---------------|
| <i>Source of Variation</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P-value</i> | <i>F crit</i> |
| Between Groups | 183.9206349 | 3 | 61.30687831 | 0.44 | 0.73 | 2.76 |
| Within Groups | 8311.793651 | 59 | 140.8778585 | | | |
| | | | | Not Significant at 0.05 Level | | |
| Total | 8495.714286 | 62 | | Null Hypothesis is accepted | | |

IX. SUMMARY AND CONCLUSIONS

Significance difference was calculated among the different groups as per Table No. 1 to Table No.3. The inferences and conclusion were drawn on the basis of the findings of the study. It was found that there is no significant difference in the attitude of F.Y and S.Y. B.Ed student teachers towards teaching profession as well as there is no significant difference in the attitude of junior and senior prospective teachers towards teaching profession in relation to their discipline i.e Business, Mathematics, Science and Social Sciences. On the basis of above observations all stakeholders of teacher education programmes need to look into different and innovative pathways to enhance the attitude among prospective teachers towards teaching profession. It is the responsibility of teacher educators teaching in colleges of education to instil the values of professionalism among upcoming teachers and put continued efforts to strive to improve their professional practice, supported by quality teaching resulting in enriched educational experiences.

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