

A STUDY OF ATTITUDE OF PUPIL TEACHERS TOWARDS TEACHING AS
PROFESSION WITH RESPECT TO GENDER AND LOCALITY

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Abstract- A Study was conducted in order to examine the attitude of pupil teachers towards teaching as profession with respect to gender and locality. For conducting the study, a random stratified, purposive sampling was chosen. Respondents were chosen in equal number from the four different colleges in Punjab, affiliated under Punjabi University, Patiala and Panjab University, Chandigarh. Lickert scale of summated rating was used for measuring the attitude of pupil-teachers towards teaching as a career. It was based upon five points scale and assigns each of the five positions a scale values. The results revealed that Pupil-teachers in general have a favorable attitude towards teaching profession. Women, as compared to men, have lesser unfavorable attitude towards adopting this profession as a career. Subjects belonging to rural areas and humanities pupil-teachers respond more positively as compared to those belonging to urban areas and science group subjects respectively.

INTRODUCTION

Education is the most important input for the development of an individual, society and nation. It develops physical, mental, social, moral vocational, emotional and spiritual power in student. The quality of a nation depends upon the qualification of its citizens. In the field of education a teacher has a very important role to impart school and the personality of the individual is the output of sincere efforts put in by the teacher. The quality of education depends upon the quality of teacher more than upon any other factor. Education is the backbone of a progressive nation and the teacher is the pivot of any system of education as he has a key role in its whole process.

Education is as old as the human race. It is a never ending process of inner growth and development and its period stretches from cradle to grave. Education, in a broad sense of term is to humanize mankind and to make life more progressive more cultured and more civilized. It is very important for the progress of the individual and the society as a whole. It is through education that man develops his thinking and reasoning, problem solving and creativity,

intelligence and aptitude, sentiments and skills, values and attitudes. It is through education that he is transformed into human, social, moral and spiritual being. Man learns something every day and every month. His entire life is education. Hence education is a dynamic and continuous process. Attitude denotes inner feelings or belief of a person towards a particular phenomenon. Attitude guide our behavior and affect action more than knowledge but it is equally essential for the full and whole some education of the individual. Thus attitudes play a significant role in determining success or failure in one's pursuit in any field. Education once allegedly considered to be luxury, now constitutes the very life of the present civilization. It effects and inturn, is affected by the prevailing environments. Education is the mirror in which entire development process finds its reflection. In a developing society, modernization is largely a function of education and the developmental process may be considered synonyms to the process of education.

“Education is life itself” according to John Dewey. So, the greater stress in democratic countries is laid on education. The fate of democracy depends upon good citizens and education produces them. The role of education for national reconstruction is also emphasized by the Education Commission (1966). The opening words read, “The destiny of India is now being shaped in her classrooms”. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. In the quality and number of persons coming out of our schools and colleges will depends upon our success in the great enterprises national reconstruction.

In the context of crucial role of education in life, the pivot is teacher. “Every thing depends upon teachers”, wrote White Head in 1929 and this holds true even when we are on the threshold of nineties of the same century. Much is demanded of teachers today and these demands will grow. The success of the educational process depends to a great extent on the character and ability of the teacher who is the corner-stone of the arch of education and youth, one of the most potent is the example set by the teacher. In reality, teaching is not a mere profession but it is a sacred service in moulding the future destiny of our nation. Therefore, society should pay due respect to their profession and make the teacher economically self sufficient because economical self sufficiency is a great source of satisfaction, self-confidence, self-respect, mental freedom and moral strength. A satisfied person spreads satisfaction in society and is thus conducive to the

successful working of democracy. Good economic and social status will also produce highly qualified, efficient teachers and the teaching profession will remain no longer the last resort for dejected young men. Teachers' attitude towards his job moulds his personality and hence determines the zeal with which he would take up his work. If he takes teaching as a dull work, he will not find satisfaction in it, thinks that he has adopted teaching as a career simply because he was unable to find a place in other calling of life. He would not try to improve upon his work and shall continue teaching with a defeatist attitude. In short, person's attitude towards his work effect his personality but the very work he does and its result shall bear the seal of his attitude.

The present research is a humble attempt to study the problem of attitude in a scientific way. The need of the problem is imperative to study the attitude of pupil-teachers towards teaching as a career because it is believed that this will throw a flood of light on modern educational problem.

REVIEW OF RELATED STUDIES

M.N. Ray, K.K Sahari and H.K. Kalita (2004) conducted a study in ten districts of Assam in order to assess the level of job-satisfaction of the Veterinary Assistant Surgeon and to study their socio personal, economic and psychological traits which effect the level of job-satisfaction. It was revealed that majority of the respondents were partially satisfied. Four variables viz. age, education, motivation work preference and professional aspiration were highly significant but negatively correlated with job-satisfaction. On the other hand family size and attitude towards improved dairy husbandry were highly significant but positively related with job-satisfaction.

Siroha (2004) conducted a comparative study of female teachers of teachers training college and academic college in relation with factors affecting their job-satisfaction and their attitude towards their profession. The study revealed that there was no significant difference in the level of job-satisfaction among female teachers of teachers training colleges and academic colleges.

B.B. Panda (2006) conducted a study on job-satisfaction of college teachers of Assam and Orrisa and found that there was no significant difference in the degree of job-satisfaction of college of both the states irrespective of this sex, experience, location and status.

OBJECTIVES OF THE STUDY:

The main objectives of this study are as follows:

1. To study the attitude of pupil-teachers towards teaching as a career.
2. To study the attitude of male and female pupil-teachers comparatively towards teaching as a career.
3. To study the attitude of pupil-teachers belonging to rural and urban areas comparatively towards teaching as a career.

HYPOTHESES OF THE PRESENT STUDY:

The present study will be conducted to test the following hypotheses.

1. There is no difference in attitude of Pupil-teachers towards teaching as career.
2. There is no difference in attitude of male and female Pupil-teachers towards teaching as career.
3. There is no difference in attitude of Pupil-teachers belonging to rural and urban area towards teaching as career.

SAMPLING

For conducting the study, a random stratified, purposive sampling was chosen. Respondents were chosen in equal number from the four different colleges in Punjab, affiliated under Punjabi University, Patiala and Panjab University, Chandigarh. Equal number of male and female pupil teachers were included in the sample in order to have: Sex wise comparison, locality wise comparison i.e. Rural and Urban.

TOOL USED

Lickert scale of summated rating was used for measuring the attitude of pupil-teachers towards teaching as a career. It was based upon five points scale and assigns each of the five positions a scale values. All favorable statements were scored from maximum to minimum as 5,4,3,2,1. The scale in the form of questionnaire administered by the investigator.

STATISTICAL TECHNIQUES USED:

Frequency distribution was made of the attitude score of pupil-teachers and combined mean and combined standard deviation was calculated.

Attitude of males, female, belonging to urban and rural areas, Significance of difference between percentages of males and females was calculated.

FINDINGS OF THE STUDY

The investigator surveyed a population of 198 pupil-teachers which included male and female pupil-teachers of rural and urban areas .The data was collected and with the help of attitude scale. On the basis of interpretation discussion of the results the following results were drawn:

1. Majority of the pupil-teachers (97%) have positive attitude towards the statement, “**There is an opportunity to grow and learn in teaching profession**”. Only 3% have negative attitude. On comparison of rural and urban population, urban population has more positive attitude. On comparison of male and female pupil-teachers, female pupil-teachers have more positive attitude.
2. 93% pupil-teachers have positive attitude towards the statement, “**Teaching is an interesting profession**”. Only 7% of the pupil-teachers have negative attitude to wards the statement. on comparison of different categories, rural, male have more positive attitude as compared to urban, female respectively.
3. 50% pupil-teachers have positive attitude towards the statement, “**Teaching profession is above all evils**” and 50% have negative attitude towards this statement. Rural, female pupil-teachers have positive attitude towards the statement.
4. 70% pupil-teachers have positive attitude towards the statement, “**Teaching is the best profession for ladies**”. On comparison, urban, female pupil-teachers have more favourable attitude towards the statement as compared to rural, male pupil-teachers respectively.
5. 70% of the pupil-teachers have positive attitude towards the statement, “**Teaching profession leads to a convenient way of living**”. On comparison of different categories, rural, female have more positive attitude than the urban, male pupil-teachers respectively.

6. 65% respondents are agreed with the statement, **“Teaching profession brings name and fame”**. Subjects belonging to rural area, female subjects are more agreed.
7. 69% subjects have positive attitude towards the statement, **“Teachers have some social prestige as that of doctors, lawyers and ministers”**. On comparison of rural and urban subjects, urban subjects have more positive attitude than the rural subjects. On comparison of male and female subjects, female have more positive attitude towards the statement. 69% subjects have favorable attitude towards statement,
8. **“A teacher enjoys a good company of other teachers”**. On comparison of different categories, urban, male pupil-teachers have more favorable attitude as that of rural and female group pupil-teachers respectively.
9. 84% subjects are disagreed with the statement, **“Teaching profession has low social status”**. So it can be say that 84% subjects are agreed with the statement that teaching profession does not has low social status. Thus on comparison of different categories, urban and female group pupil-teachers are disagreed with the statement that teaching profession has low social status.
10. 83% subjects are disagreed with the statement, **“Society does not respect the teachers”**. So it can be say that 83% subjects are agreed that society respects the teachers. Rural and female pupil-teachers are more agree with this statement.
11. 55% pupil-teachers are disagreed with the statement, **“Teachers are low paid”**. Rural and male pupil-teachers are agreed that teachers are not low paid.
12. 50% subjects have favorable attitude towards the statement, **“Teaching profession helps to earn money through tuition work”**. On comparison of different categories rural and male pupil-teachers have more favorable attitude as compared to urban and female pupil-teachers respectively.
13. 62% subjects are disagreed with the statement, **“Teaching profession brings a lot of money”**. Rural and female are more disagreed with this statement than the urban and male pupil-teachers respectively.
14. 66% subjects are disagreed with the statement, **“Teaching becomes monotonous after few years”**. So it can be say that 66% subjects are agree with the statement that teaching does not become monotonous after few years. Thus on comparison of different

categories, rural and female are more agree with the statement as compared to urban and male respectively.

15. 54% subjects are disagreed with the statement, “**The routine nature of teaching makes it unattractive to imaginative persons**”. Rural and male agreed with the statement that the routine nature of teaching does not make it unattractive to imaginative persons.
16. 100% subjects have positive attitude towards the statement, “**Teacher is a nation builder**”. Nobody is disagreed with this statement.
17. 100% subjects are agreed with the statement, “**Teacher can serve the nation**”. Nobody disagreed with the statement.
18. 100% subjects are agreed with the statement, “**Teachers play a vital role in the development of good citizen**”. Nobody is disagreed with this statement.
19. Majority of the subjects (95%) have favorable attitude towards the statement, “**One can serve humanity through ones life**”. On comparison of rural and urban subjects, rural subjects has more positive attitude towards the statement as compared to urban pupil-teachers. On comparison of male and female pupil-teachers, male pupil-teachers have more positive attitude.
20. 73% pupil-teachers have positive attitude towards the statement, “**Education provides knowledge about education policies**”. On comparison of different categories, urban, female and science group have more favorable attitude as compared to rural and male pupil-teachers respectively.
21. 93% subjects have positive attitude towards the statement, “**There are many personal regards in the teaching profession such as self-respect, sense of creative power etc.**”. Urban and female have positive attitude towards the statement.
22. 63% pupil-teachers are disagreed with the statement, “**Teaching profession is a half-day job**”. Rural and male pupil-teachers are more disagreed with the statement as compared to urban, female and pupil-teachers respectively.
23. 92% subjects have positive attitude towards the statement, “**Teachers can learn a lot in the classroom**”. On comparison, rural and female pupil-teachers have more favorable attitude as compared to urban and male pupil-teachers respectively.
24. Majority of the subjects (73%) have favorable attitude towards the statement, “**There are lack of facilities in teaching profession**”. On comparison of rural and urban

population, urban subjects has more positive attitude than rural subjects. On comparison of male and female pupil-teachers, female pupil-teachers have more favourable attitude than the male pupil-teachers.

25. 86% subjects are disagreed with the statement, “**Very able people would be wasting their time in teaching**”. So it can be said that 86% subjects are agree with the statement that very able people would not wasting their time in teaching. Thus on comparison of different categories, rural and female are agreed with the statements as compare to urban and male pupil-teachers respectively.
26. 65% subjects are disagreed with the statement, “**Teaching profession provides lot of leisure time**”. Rural and female pupil-teachers are agreed that teaching profession does not provide lot of leisure time.
27. 94% subjects are disagreed with the statement, “I joined B.Ed because there is no scope of admission to higher class”. Rural and female pupil-teachers are more agreed with this statement.
28. 85% subjects are disagreed with the statement, “**I joined B.Ed due to compulsion made by parents**”. Rural and female pupil-teachers are more disagreed with the statement than the urban and male respectively.
29. 78% subjects are disagreed with the statement, “**I joined B.Ed because circumstances compelled to adopt teaching profession**”. Rural, female are more disagreed with the statement as compared to urban and male respectively.
30. 89% subjects are disagreed with the statement, “**I joined B.Ed. to enjoy one year**”. So it can be said that 89% subjects are agreed with the statement that they do not joined B.Ed. to enjoy one year. Thus on comparison of different categories rural and female pupil-teachers are more agreed with the statement.
31. 88% subjects are disagreed with the statement, “**I joined B.Ed. because I could not get any job**”. Urban and female are more disagreed with this statement than the rural and male pupil-teachers respectively.
32. 58% subjects are disagreed with the statement, “**I joined B.Ed to utilize M.A. or M.Sc. degree which is useless without B.Ed.**”. Rural and female pupil-teachers are more disagree with the statement as compared to urban and male pupil-teachers respectively.

33. 79% subjects are disagreed with the statement, **“I joined B.Ed only to get one more degree”**. So it can be said that 79% subjects are agreed with the statement that they do not join B.Ed only to get one more degree. Thus on comparison of different categories, rural and male are more agree with the statement that they do not join B.Ed. to get one more degree as compared to urban and female pupil-teachers respectively.
34. 81% subjects have positive attitude towards the statement, **“I joined B.Ed because this is the profession I like the best”**. On comparison of rural and urban pupil-teachers, urban pupil-teachers has more positive attitude than the rural pupil-teachers. On comparison of male and female pupil-teachers, female pupil-teachers have more positive attitude than male pupil-teachers.
35. 73% pupil-teachers have positive attitude towards the statement, **“I joined B.Ed because I have always wanted to be a teacher”**. On comparison of different categories, rural and female pupil-teachers have more favourable opinion as compared to urban, male and science pupil-teachers respectively.
36. 71% pupil-teachers have positive attitude towards the statement, **“I joined B.Ed for teaching poor and backward children”**. Rural and female pupil-teachers have positive attitude towards the statement.
37. 85% subjects are disagreed with the statement, **“I joined B.Ed because my parents are teacher”**. So it can be said that 85% subjects are agreed to the statement that they do not join B.Ed. because their parents are teacher. Thus on comparison of different categories, urban and female are more agreed with the statement as compared to rural and male respectively.

CONCLUSION AND HYPOTHESES TESTING :

- 1 The first hypothesis proves that pupil-teachers have the different attitude towards teaching as a career.
- 2 The second hypothesis proves that female pupil-teachers differ in attitude than the male pupil-teachers.
- 3 The third hypothesis proves that the pupil-teachers belonging to urban areas differ in attitude towards teaching as a career, than those belonging to rural areas.

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