



ASSESSMENT OF PROSPECTIVE TEACHERS ATTITUDE TOWARDS TEACHING PROFESSION: A CASE OF THE INSTITUTE OF ADVANCED STUDIES IN EDUCATION IN ODISHA

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Abstract

Teacher education is based on the theory that “Teachers are made not born” in contrary to the assumption, “Teachers are born not made” teaching is an oldest art and recent science and growing profession. Sengupta (2007) opined that as of today B.Ed. degree is one of such professional qualification, quality and utility of which is under severe criticism. Such criticism stems from the fact that even students coming out of teacher education colleges themselves often fail to glorify the significance and utility of their teacher training in their day to day teaching learning in respective schools. In the year 2007, the National Knowledge Commission (NKC) stated that the teacher is the single most important element of the school system and has stressed the need to substantially enhance teachers’ professional capabilities, standing and commitment to education. The problems of our teacher education system are that knowledge is treated as ‘given’ and is never critically examined; there is very little scope for the student-teachers to reflect on their experiences. The evaluation of the prospective teachers is also excessively quantitative and lacks comprehensiveness, with no scope of evaluating the attitude towards teaching profession, teaching aptitude, professional values, interests etc. Thus this study was conducted with the object to assess the types of attitude towards teaching profession of B.Ed. student-teachers continuing their professional study in all three IASE in Odisha. In this regard 120 student-teachers were taken as sample and their attitude towards teaching profession was administered through the standardized tool developed by the investigator. It was found that female student-teachers are having more favourable attitude towards teaching profession than the male student-teachers. The study also revealed that in all three IASE in Odisha, there was not a single student-teacher who is having unfavourable attitude towards teaching, which is a very good sign.

Key words -Attitude towards teaching profession, Quality, IASE, teacher education, student-teachers, etc.



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INTRODUCTION

Prospective teachers are those who are studying Bachelor of Education Programme in both government and private colleges of teacher education to become teachers. They are known by

different names like 'would be teachers', 'Pupil-teachers', 'teachers trainees', 'student-teachers' and 'future teachers'.

Attitude plays a dominant part in determining action. It is an important concept to understand human behaviour. Generally it is defined as a complex mental state involving beliefs and feelings. According to **Dictionary of education (1959)** attitude means a state of mental and emotional readiness to react to situations, persons or things in a manner in harmony with a habitual pattern or response previously conditioned to or associated with those stimuli. **Guilford (1954)** states "An attitude is that personal disposition common to individuals but possessed to different degree which impels them to react to objects situations or propositions in a way that can be called favourable and unfavourable". According to **Freeman (1962)** "attitude is a dispositional readiness to respond to certain situation, person or objects in a consistent manners which has been learned and has become typical mode of response". Attitude cannot be directly observed, but inferred from overt behavior, both verbal and non-verbal, in objective terms concept of attitude may be said to connote response consistency with regard to certain categories of stimuli. **Crow and Crow (1973)** pointed out that "attitude offer great possibilities for successful achievement as well as failure in life, attitude constitutes an important motivation for behavior which affect all human values". These views are also supported by **Zimbardo and Ebbesen (1970)** who regarded attitude to have three components: affective, cognitive and behavioural. The affective component is said to consist of a person's evaluation of, liking of, or emotional response to some object or person. The cognitive component is conceptualized as a person's beliefs about, or factual knowledge of the object or person. The behavioural component involves the persons overt behaviour directed towards the object or person.

Attitudes cannot be observed but must always be inferred from behaviour. The process of measuring attitudes therefore, can be conceptualized as consisting of three stages: (i) identification of the types of behaviour samples that are acceptable as a basis for making inferences, (ii) collection of the samples of behaviour and (iii) treatment of the behaviour sample so as to convert findings about them in to a quantitative variable (**summer, 1970**).

Teachers' attitude towards their profession is considered as an important factor of successful teaching. The attitude, with which the teachers come in to this profession, leaves a
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lasting effect upon their capabilities as a teacher. Teachers training do not imbibe any meaning if the trainees are not fully inclined to take up this particular profession. Teachers' proficiency depends on the attitude he possesses for the profession. The positive attitude helps teacher to develop a learner friendly environment in the classroom.

NEED OF THE STUDY

With the change of time and value erosion among people in general and teachers in particular, the quality of teacher education is deteriorating day by day for which there is a need for a drastic change in all aspects of teacher education programme to face the challenges of fast changing time. The whole education system of our country depends upon the quality of teacher education. There is a need of establishing and standardizing the quality in teacher education programmes. Improving the quality of education and to prepare competent teachers are necessary for the development of the society. A prospective teacher is a man with sound mental health, with positive attitude towards teaching profession. He is an individual who's personal and social values are pre-dominant and motivate to join the teacher education programme with a mission to serve. A quality prospective teacher manifests determination and confidence to achieve self-satisfaction and self-realization by contributing to the welfare of society. Thus in this study, an attempt has been made to know the type of prospective teachers with special reference to their attitude towards teaching profession in all three IASE of Odisha.

OBJECTIVES OF THE STUDY

The following objectives were kept in focus.

- (i) To investigate the types of attitude towards teaching profession of B.Ed. student-teachers in the Advanced studies of education in Odisha.
- (ii) To study and compare the difference that exists between male and female B.Ed. student-teachers with respect to the attitude towards teaching profession.

HYPOTHESES OF THE STUDY

In order to justify the objectives of the study given above, the following hypotheses were formulated.

HO1: There exist student-teachers in all three types of attitude towards teaching profession in IASE, Odisha.

HO2: There exists no significant difference in attitude towards teaching profession between the male student-teachers and female student-teachers.

METHODOLOGY

Analytic survey method was used in the present study. In this study field work was done. The field of investigation was consisted with 120 numbers of B.Ed. student-teachers of all three Institute of Advanced Studies in Education in Odisha.

SAMPLE

In this present study, the investigator used random sampling techniques. Equal numbers of samples were taken from each institution under different Universities. The investigator selected 120 student-teachers from three Institutes of Advanced studies in Education in Odisha. The sample consisted both male and female student-teachers which is presented in table-1 in detail.

TABLE-1 DETAILS OF SAMPLES TAKEN FROM THREE IASE IN ODISHA

Sr. No	Name of Teacher Education Institutions	University	Male Student-Teachers	Female Student-Teachers	No. of sample taken
1	Dibakar Pattnayak Institute of Advanced studies in Education.	Berhampur University	22	18	40
2	Radhanath Institute of Advanced Study in Education, Cuttack.	Utkal University	27	13	40
3	Dr. P.M. Institute of Advanced studies in Education, Sambalpur	Sambalpur University	19	21	40
Total			68	52	120

TOOL USED IN THE STUDY

In the present investigation, the attitude towards teaching profession of B.Ed. student-teachers was measured. In spite of the availability of scales, inventories, the investigator to the best of his knowledge could not find a suitable tool. For non-availability of a suitable tool to measure attitude of B.Ed. student-teachers, the need to develop an inventory was felt. So the researcher developed, standardized and used the tool named **“A scale to measure attitude towards teaching profession”**. The main purpose to develop this attitude scale was to know their insight considering both positive and negative aspects towards teaching profession.

SCORING PROCEDURE

A scale to measure attitude towards teaching profession consists of 40 items in a **Likert** type format with five point rating scale. Out of these items, 20 are positive while 20 are negative items. The positive items carrying the weightage of 5,4,3,2 and 1 for the categories captioned 'Strongly agree', 'agree', 'Undecided', 'Disagree' and 'Strongly Disagree' respectively. The negative items were scored 1,2,3,4 and 5 for the same response categories respectively that are given above. Positive items of the scale were scored as 5,4,3,2 and 1 from left to right direction. Negative items were scored in a reverse order (i.e. 1,2,3,4 and 5). The total scores of the respondents were obtained by adding positive and negative items scores. The possible maximum score is 200 and the least possible score is 40.

DELIMITATION OF THE STUDY

The present Study was delimited to the following:

- (i) The study was delimited to the Bachelor of Education (B.Ed.) student- teachers of three IASE run by Government of Odisha.
- (ii) In-service student-teachers perusing B.Ed. are not included in this study.

ANALYSIS AND INTERPRETATION OF DATA

This section is devoted to the statistical analysis and interpretation of data. The data obtained through the procedure do not serve the purpose unless it is systematically classified, tabulated and interpreted, in consistent with the inherent meaning and scope of the problem. Data obtained were tabulated as required by descriptive statistics. The scores of total group of student-teachers, male and female student-teachers were depicted through percentage. The percentage frequencies became necessary because in the different groups, the numbers of male and female student-teachers were unequal and the use of direct frequency distribution would not have made a comparative estimate. For proper comparison, frequency distributions were converted in to percentage frequency distribution.

TYPES OF ATTITUDE OF STUDENT-TEACHERS TOWARDS TEACHING PROFESSION

In order to study the types of attitude towards teaching profession of male and female student-teachers along with total group, three cutting points were determined. The respondents those who scored 121 and above included in the favourable category, those who

scored 120 were placed in neutral category and those who scored 119 and below included in unfavourable category. The table no. 2 shows the number and percentage of student-teachers in favourable, neutral and unfavourable category.

TABLE -2 TYPES OF ATTITUDE OF STUDENT-TEACHERS TOWARDS TEACHING PROFESSION

GROUPS	CATEGORIES			Number (N)
	Favourable	Neutral	Unfavourable	
Total Group	116 (96.66)	04 (3.33)	00 (00.00)	120
Male student-Teachers	65 (95.58)	03 (4.41)	00 (00.00)	68
Female student-Teachers	51 (98.07)	01 (1.92)	00 (00.00)	52

(Numerical values given in parentheses are percentages)

The table.2 represents that about 96.66 percent student-teachers were having favourable attitude towards teaching profession, about 3.33 percent neutral and about 0 percent unfavourable towards teaching profession in total group. The table further indicates the attitude of male student-teachers. About 95.58 percent male student- teachers were having favourable attitude towards teaching profession, about 4.41 percent neutral and none having unfavourable attitude. The table.2 also reveals the attitude towards teaching profession of female student-teachers. About 98.07 percent female student-teachers were having favourable attitude, about 1.92 percent neutral and none having unfavourable attitude.

FINDINGS OF THE STUDY

The findings of the investigation pertaining to the attitude towardsteaching profession of B.Ed. student-teachers of IASE in Odishaare here under:

- The study revealed that about 98.07 percent female student-teachers are having favourable attitude towards teaching profession.
- It is found in the study that about 95.58 percent male student-teachers are having favourable attitude towards teaching profession.

- About 1.92 percent female and about 4.41 percent male student-teachers are having neutral attitude towards teaching profession.
- No single student-teacher is having unfavourable attitude towards teaching profession.
- There exists difference in attitude towards teaching profession between the male and female B.Ed. student-teachers. The female student-teachers possess better attitude towards teaching profession than male student-teachers.

SUGGESTIONS FOR FURTHER STUDY

Further investigations can be made on the following lines.

- (1) The study is confined to B.Ed. student-teachers of IASE in Odisha only. It may be extended to student-teachers of other states and the teacher trainees of DIET, B.P.Ed., etc.also.
- (2) Similar studies may be conducted in other professional courses such as engineering, medicine and architecture etc.

CONCLUSION

Quality students are only nurtured in the womb of good teachers. This small investigation shows a fair comparison between male and female student-teachers. Female student-teachers are having little better attitude towards teaching profession in relation to male student-teachers. In order to develop the attitude towards teaching profession and to wipe out this difference some programmes may be made likeorganizing Workshops, seminars and faculty development programmes etc.This study is an indicator of the attitude towards teaching profession of student-teachers of Odisha where a single student-teacher is not having unfavourable attitude.

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