

# A Study Of The Attitude Of Female And Male Teacher Trainee Towards The Teaching Profession

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## **Abstract :**

Teaching is regarded as the noblest profession. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. Teaching being a dynamic activity requires a favorable attitude.

**Objective :** This paper aims to analyze the attitude of the male and female teacher trainees. In this paper, the researcher has tried to find out the attitude towards the teaching profession of teacher trainees students of Bareilly District.

**Sample :** The researcher conducted this study with 180 Students selected from Education Institutions in Bareilly District.

**Methods :** The investigators used the “**Teacher Attitude Inventory (TAI)**”, constructed and standardized by **Dr.S.P. Ahluwalia** for the data collection, and statistical techniques –**Mean, SD, and t-test** –were utilized for data analysis and interpretation. The mean scores were considered and the “t” value was calculated to find the difference in the attitude of different categories towards the teaching profession.

**Result :** Another point of analysis in the result is the difference in attitude among the female and male trainee teachers. The study tries to show that gender and difference in course of study are of significance in developing the teaching profession.

**Index Terms: -** Attitude, Teaching Profession

## **Introduction :**

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – **A program of education, research and training of persons to teach from pre-primary to higher education level.** Teacher education is a program that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to the Goods Dictionary of Education

**Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume the responsibilities of a member of the educational profession or to**

**discharge his responsibilities more effectively.**

In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatrick put it, —**Training is given to animals and circus performers**, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory, and professional skills.

**Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.**

The quality of a nation depends upon the quality of its citizens. The quality of citizens, in turn, depends

upon the quality of the education system. Education depends upon the teachers, if a teacher is trained well and his/her being energetic in the manner and attitude towards the teaching profession should be good for the community, school, and institution and thus, overall, for the nation.

### **Attitude :**

Attitude is an appearance of a favorable or unfavorable appraisal of a person, place, thing, or event. These are fundamental factors of our observations. Attitude may be positive; it could be negative towards any particular object or person. It is a sort of feeling which is experienced by anyone for anyone else. Attitude influences an individual's choice of action and responses to challenges, motivations, and rewards (together called stimuli). Four major components of attitude are:-

- (a) Affective: sentiments or feelings.
- (b) Cognitive: opinions trusted or held consciously.
- (c) Conative: disposition for action
- (d) Evaluative: positive or negative response to stimuli.

This study will be based on the attitude of teacher trainees towards teaching profession of the Bareilly district of UP. It will evaluate the attitude of teacher trainees towards teaching profession.

### **Statement of the problem :**

**“A Study of The Attitude of Female and Male Teacher Trainee Towards The Teaching Profession.”**

### **Review of Literature :**

Some studies in relation to attitude towards the teaching profession are discussed as follows

A study in **1971, NCERT** reported that attitudes of teachers differed under different management and on the basis of their sex. Further, Goyal (1981), Srinivasan (1992), and Singh (1987) found that sex did not differ significantly in their attitude. While Mohanty (1990) contradicted it. He reported that 74% of the male and 86% of the female pupil teacher were interested in the field of education. A high percentage of both male and female i.e. 90% and 62% respectively, have decided on teaching. Similarly, Magar (1992) found that male trainees had shown better attitude towards teaching profession than female trainees. Contrast findings were found by

Dodeen and his Colleagues (2003) and Duatepe and Cikla (2004) in which female teachers had a more positive attitude towards the teaching profession than male teachers. Further, Tapodhan (1991) revealed that sex had the main effect on professional attitudes.

**Rao (1986)** found that in total and upper-lower socio-economic status groups the male prospective teachers had a significantly favourable attitude towards teaching profession. Further, White and Burke (1992) indicate, preservice teachers have strong favorable feelings towards their profession. They perceive teaching both as a science and an arts.

**Saxena (1995) and Magar (1992)** found that private colleges have better attitude towards the teaching profession than govt colleges. Further, Wong and Wong (2004) reported that student teachers had generally positive perceptions of teaching and held certain expectations of teaching as a job. Further, Zayapragassarazan and Pughazhendi (2007) observed that there was an overall favorable perception among the student teachers of the different education colleges of Pondicherry and Karaikal region. There was no significant difference between males and females, language and science group, arts and science group, arts and language B.Ed. student-teachers perception of teaching practice program.

In view of the above contradictions in this area, the present investigation was conducted to investigate the attitude towards the teaching profession of female and male teacher trainees.

### **Main objectives of the study :**

1. To find out the attitude of male and female trainee teachers towards teaching profession.
2. To find out the attitude of B.Sc.-B.Ed. and B.A – B.Ed. trainee teachers towards teaching profession
3. To find out the attitude of B.Sc.-B.Ed. male and female trainee teachers towards teaching profession.
4. To find out the attitude of B.A –B.Ed. trainee teachers towards teaching profession

### **Hypotheses of the study :**

Following null hypothesis was framed as per the objective of the study

HO1 There is no significant difference in the attitude of male and female trainee

teachers towards the teaching profession.

HO2 There is no significant difference in the attitude of B.Sc.-B.Ed. and B.A –B.Ed. trainee teachers in the teaching profession

HO3 There is no significant difference in the attitude of B.Sc.-B.Ed. male and female trainee teachers in the teaching profession.

HO4 There is no significant difference in the attitude of B.A. –B.Ed. trainee teachers towards the teaching profession.

### **Technical terms used :**

Attitude towards Teaching Profession: Attitude towards the Teaching Profession of male and female students of trainee teachers. is the sum total of students inclinations and feelings, prejudice or bias, pre-concerned notions, ideals, fears, threats and convictions about specific situations. This attitude has a great bearing on the ultimate quality of the achievement.

### **Data Analysis and interpretation**

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**Table 1** Showing Comparison of The Attitude Towards Teaching Profession Between Male and Female Trainee Teachers.

Variable	Students	No	df	t-value	Mean	S.D
Trainee Teacher	Male	60	198	7.43	35.15	8.75
	Female	60			26.50	7.07

\*not significant at 0.05 level

### **Sample Size :**

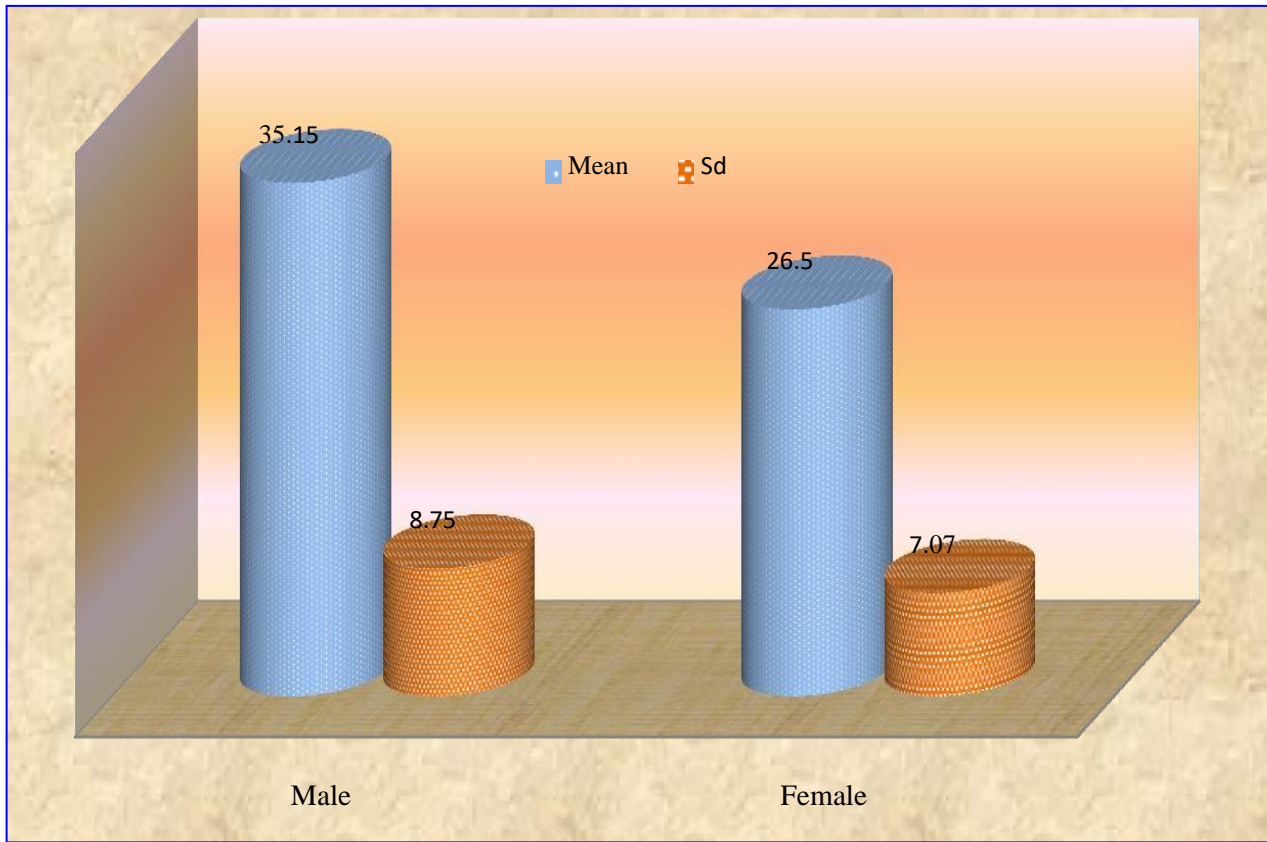
The sample size was so selected that it could be adequate enough to represent the whole population, and also give the true picture. The total sample size was restricted to 180.

### **Tool used for the study :**

The researcher used “**Teacher Attitude Inventory (TAI).**” constructed and standardized by **Dr.S.P. Ahluwalia**. This is a Likert type scale consisting of 90 items. The reliability of the scale was determined by split-half (odd-even) method and found to be 0.79 (corrected to 0.88) for a sample of 239 prospective teachers. The test-retest reliability coefficients after the interval of 3 months and 9 months were found to be 0.59(N=102) and 0.64 (N=290). The validity of the scale was both content and concurrent validity.

### **Statistical Techniques used :**

To analyze the collected data, various statistical techniques were used such as Mean, SD, and “t” values.



**Figure 1** Showing comparison of the attitude towards teaching profession between male and female trainee teachers.

**Interpretation:**

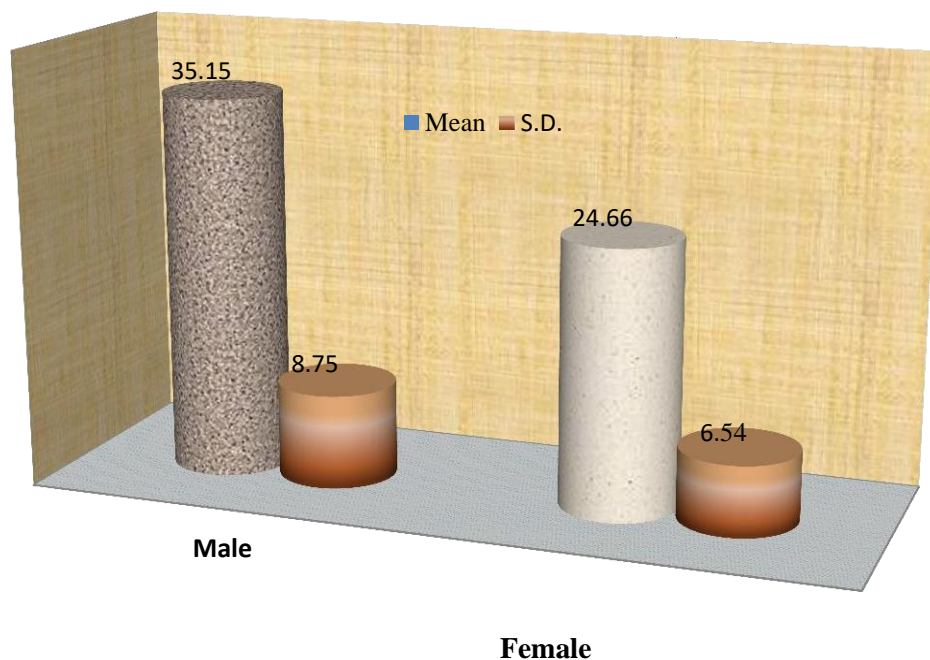
**Result:- Ho-1,** There exists no significant difference in attitude towards the teaching profession among the male and female trainee teachers students, is accepted.

**Therefore, it is inferred that there is no significant difference in attitude towards the teaching profession among male and female trainee teachers.**

**Table 2** Showing the comparison the towards teaching profession between the B.Sc.-B.Ed. and B.A –B.Ed. trainee teachers.

Variable	Students	No	df	t-value	Mean	S.D
Trainee Teacher	Male	60	98	5.95	35.15	8.75
	Female	60			24.66	6.54

**\*not significant at 0.05 level**



**Figure 2** Chart showing the attitude of B.Sc.-B.Ed. and B.A-B.Ed. male and female trainee teachers in the teaching profession.

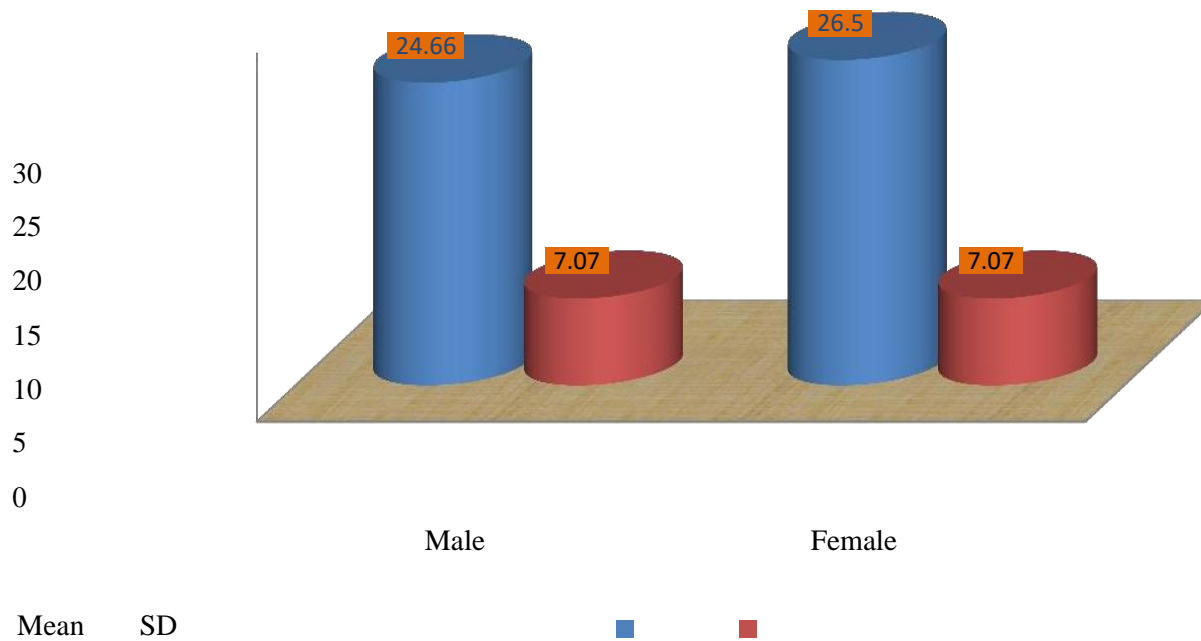
**Interpretation:**

**Female**

**Result:- Ho-2**, there is no statistical significant difference in attitude towards the teaching profession among the male and female B.Sc.-B.Ed. and B.A-B.Ed. trainee teachers are accepted. This means that there is no significant difference in attitude towards the teaching profession among male and female trainee teacher students.

**Table 3** Showing the comparison of attitude towards teaching profession between male and female B.Sc.-B.Ed. trainee teachers.

Variable	Student	No	df	t-value	Mean	S.D
Trainee Teachers	Male	60	98	1.43	24.66	7.07
	Female	60			26.50	7.07



**Figure 3** Chart showing the attitude of B.Ed. male and female trainee teachers towards the teaching profession.

**Interpretation**

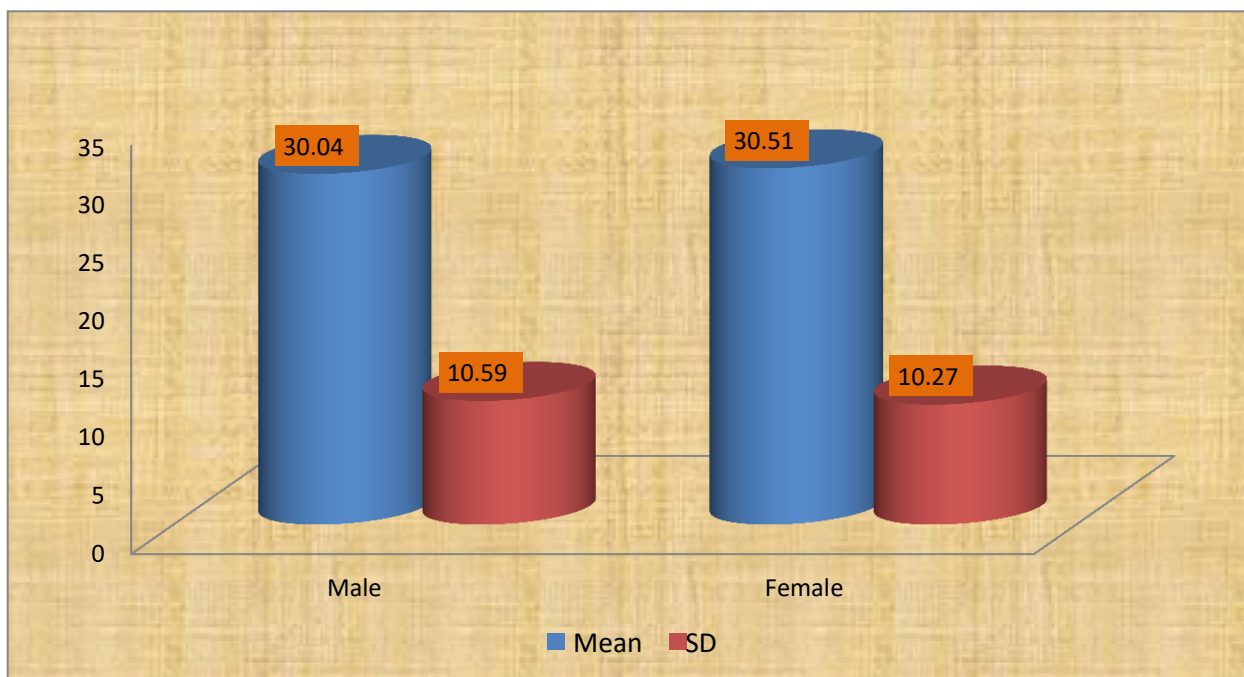
**Result-** The null hypothesis **Ho-3**, there is no

statistical significant difference in attitude towards the teaching profession among the male and female B.Sc.- B.Ed. students is accepted. This means that there is no significant difference in attitude toward the teaching profession among males and females B.Sc-B.Ed. trainee teacher students.

**Table 4** Showing by comparison the attitude towards teaching profession between male and Female B.A –B.Ed. trainee teachers.

Variable	Student	No	df	t-value	Mean	S.D
Trainee Teachers	Male	50	98	0.36	30.04	10.59
	Female	50			30.51	10.27

\*not significant at 0.05 level



**Figure 4** Chart showing the attitude of B.Ed. male and female trainee teachers in the Teaching profession.

### Interpretation

The null hypothesis Ho-4, there is no statistical significant difference in attitude towards the teaching profession among the male and female B.A. B.Ed. students is accepted. This means that there is no significant difference in attitude towards the teaching profession among male and female B.A. B.Ed. trainee teachers.

### Educational Implications: -

- The attitude of a candidate for the teaching profession should be examined carefully before selecting them for teacher training.
- Some programs such as workshops, seminars, and refresher courses must be arranged for the teacher trainee to improve their attitude towards the teaching profession.
- Focus on an intuitional environment that will help the trainee teachers to perform better in the teaching-learning process.
- For the sake of the quality of teacher education, infrastructure facilities, library, sports, and teaching practice school, adequate staff members must be provided to different B.Ed. colleges. The teacher educators of teacher education institutions

should be oriented on different topics and innovations in education, for improvement of the quality of teacher education in general and improvement of the performance of student-teachers in particular.

In this context, the findings of the present study may be helpful to counselors, teachers, management, research scholars, students, parents, curricular planners, and members of the guidance bureau.

### Conclusion:

The present investigation was an attempt to see the effect of the course of study and gender attitude towards the teaching profession of pupils of B.Ed. It is proved from the result that-

- The attitude of male and female trainee teachers towards the teaching profession is favorable but female trainee teachers have more favorable attitudes as compared to male trainee teachers.
- The attitude of B.Sc- B.Ed. and B.A B.Ed trainee towards the teaching profession is positive but B.A B.Ed trainee teachers have a more favorable attitude as compared to B.Sc- B.Ed trainee teachers
- The attitude of B.Sc.-B.Ed. male and female trainee teachers towards the teaching profession

are favorable but female trainee teachers have a more favorable attitude as compared to male trainee teachers.

- The attitude of B.A B.Ed. male and female trainee teachers towards the teaching profession is favorable but female trainee teachers have a more favorable attitude as compared to male trainee teachers.

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