
Research Paper



**A STUDY OF ATTITUDE TOWARDS TEACHING AMONG SECONDARY
LEVEL TEACHER TRAINEES**

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ABSTRACT

A number of factors necessary, for being successful in teaching are intellect, attitude towards children, interest in teaching, sincerity, self acceptance, and knowledge of subject matter, knowledge of children, professional growth and personality etc. Though quite a few of these are important and are required to be assessed in the case of trainees seeking admission in Teacher Training Institutes, here attitude seems to be a relatively more significant and essential factor. The present study was aimed to find out the attitude towards teaching among secondary level teacher trainees. Survey method was conducted on a sample of 360 B.Ed. teacher trainees from 5 teacher training institutions of 4 districts of Himachal Pradesh. Teacher Attitude Scale (TAS) by Dr. J.C. Goyal (1984) was used for study as tool. The data was analyzed using ANOVA. Result found that the majority of teacher trainees possess favourable attitude towards teaching.

KEYWORDS: Teaching Attitude, Teacher Trainees.

INTRODUCTION

Teacher Education seeks to prepare good teachers providing them with a sound foundation of the theoretical knowledge, understanding, skills, attitude and interests. It enables the trainees to acquire knowledge, skills and techniques for effective teaching and to inculcate in the trainees the desired ideals and behavioural patterns of society, in which we live. It develops certain attitudes, values and interests in conformity with ideals of democracy, socialism and secularism (NCTE). Teacher education in India is imparted in 2 parts; pre-service and in-service. The pre- service teacher education is imparted at 3 levels: pre-school, elementary and secondary stage. Pre -school education prepares teachers for pre- school classes viz. nursery and kindergarten, with courses varying from one to 2 years. Elementary teachers education programme is meant for preparing teachers for primary classes. The secondary education programme prepares teachers for upper primary and secondary senior secondary classes (grades six to ten/twelve). The institution providing teacher education at different levels must be recognized by NCTE A teacher not only has to be competent in his subject, method of teaching and in understanding his student, but also should have interest in the profession and have a favourable attitude towards teaching Attitude towards teaching profession is an important variable which needs to be measured especially, when given an input of a new treatment. When the student teachers join the

teacher preparation programme, it is usually observed that they join it because they like the teaching profession. However many a time, it is observed that most of them join because there is a need for job, some join it as a need for rainy day and some join it as a last resort.

The term 'attitude' refers to the reports of what people think or feel or of the ways in which they intend to act. In the words of Rokeach (1968) "An attitude is a learned orientation or disposition, towards an object or situation, which provides a tendency to respond favourably or unfavourably to the object or situation." Attitude generally implies a personality disposition, which determines behaviour towards and opinion and belief about a given object, person's situation, institution, idea or concept. In the views of Norman (1969), "Attitude is a predisposition to react in a certain way, a readiness to react, and a determining tendency."

Allport (1935) prefers to treat, "Attitude as a mental and natural state of readiness organized through experience exerting a directive or dynamic influence upon the individual response to all objects and situation with which it is related". Allport focused upon attitude as a generalized pattern of perception or action as an integration of various experiences. An attitude is primarily an inner state rather than an overt expression. It is basically a tendency to act. It is a mental 'set' or readiness to act and not primarily the act itself. Fundamentally, then an attitude is an implicit response towards or away from an individual value or social value. It is determining tendency, a preparatory act, a potential adjustment towards an object, person or a state of affairs. An attitude is always a stand or position which an individual takes towards a person or an issue.

Thurston (1946) defines an attitude as, "the degree of positive or negative effects associated with some psychological object". By psychological object, Thurston means any symbol, phrase, slogan, person, institution or idea towards which people can differ with respect to positive or negative effect. The way of looking at things or persons proves his readiness; approaching or withdrawing behaviour; feeling of righteousness or wrongness. Liking or disliking for objects and values, differ from emotions and feelings, though they are related intimately and these terms, i.e. affects and feelings are used interchangeably. So attitude is a tendency to react favourably or unfavourably towards a designated class of stimuli such as national or social group, a custom or an institution. It is that force which prepares the individual to be motivated in specific ways. Attitude, which is essentially distinctive and indispensable concept in psychology, has 3 features; Attitude is learned it predisposes the action and such actions are consistently favoured or unfavoured towards the objects. An individual, who has associated positive affect or feeling with some psychological object, is said to like that object or to have favourable tendency or attitude towards something. An individual, who is associated with negative effect, will be said to have a dislike or unfavourable attitude towards that object.

OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

- To study the attitude of male and female teacher trainees towards teaching belonging to rural and urban localities and of different streams, i.e. medical, non medical and arts.
- To study the attitude of secondary level teacher trainees towards teaching in relation to their: (a) Sex (b) Locality (c) Stream.
- To study the interactional effects of sex, locality and stream on the attitude of secondary level teacher trainees towards teaching.

HYPOTHESES

1. The attitude of secondary level teacher trainees towards teaching is significantly affected by a) Sex, b) Locality, and c) Stream.
2. The attitude of secondary level teacher trainees towards teaching is significantly affected by the two way and three way interactions of a) Sex, b) Locality, and c) Stream.

DELIMITATIONS OF THE STUDY

- The study was delimited to secondary level teacher trainees of Himachal Pradesh only.
- The study was confined to the teacher trainees, who had been admitted to the B.Ed. course, in the session 2003-04.
- The study was restricted to only 5 colleges of education, working in the state of Himachal Pradesh.

METHODOLOGY

The survey method was adopted for the study. Himachal Pradesh comprises of 12 districts. Out of these twelve districts having a number of colleges of education, 4 districts namely Shimla, Mandi, Hamirpur and Una were chosen randomly. Out of the total 23 colleges of education in the sampled districts, 5 colleges were selected randomly. Further out of 500 students (100 in each college) 360 students were taken as sample. From the colleges of District Hamirpur and Mandi, cluster sample of all students was taken. However, in case of District Una and Shimla random samples of students were taken.

FINDINGS OF THE STUDY

- All the male teacher trainees, admitted to B.Ed. course have favourable attitude towards teaching, whereas nearly majority of the female teacher trainees (admitted to B.Ed. course) have favourable attitude towards teaching.
- A large majority of the teacher trainees, i.e. the students who have been admitted to B.Ed. course have favourable attitude towards teaching. The percentage of teacher trainees showing neutral attitude towards teaching is very negligible (0.56%).
- There exists a significant difference in the attitude of male and female teacher trainees towards teaching. Irrespective of the levels of locality and stream, the male teacher trainees have more favourable attitude than female teacher trainees towards teaching.
- There exists no significant difference between rural and urban teacher trainees on their attitude towards teaching. In other words, it may be said that rural and urban teacher trainees do not differ in their attitude towards teaching.
- There exists no significant difference among Medical, Non-medical and Arts teacher trainees of secondary level on their attitude towards teaching. In other words, it may be said that the teacher trainees of different streams, i.e. Medical, Non-medical and Arts do not differ in their attitude towards teaching.
- There exists no significant interactional effect of sex and locality on attitude of secondary level teacher trainees towards teaching. In other words, male and female teacher trainees have equal mean scores on attitude towards teaching, irrespective of levels of locality. On the other hand, the rural and urban secondary teacher trainees have equal mean scores on attitude towards teaching, irrespective of level of gender.
- There is no significant interactional effect of sex and stream on attitude of secondary level teacher trainees towards teaching. In other words, male and female teacher trainees have equal mean scores on attitude towards teaching irrespective of levels of

stream of study. On the other hand, the teacher trainees of Medical, Non-medical and Arts have equal mean scores on attitude towards teaching, irrespective of level of sex.

- There exists no significant interaction between two levels of locality, i.e. rural and urban and three levels of stream, i.e. Medical, Non-medical and Arts on the attitude of secondary level teacher trainees towards teaching. This may also be implied that there is no significant difference between mean scores of rural and urban teacher trainees on attitude towards teaching, irrespective of the stream of study. On the other hand, there is no significant difference between mean scores of secondary level teacher trainees of Medical, Non-medical and Arts stream, irrespective of the locality.
- There exists no significant interactional effect of sex, locality and stream of study on attitude of secondary level teacher trainees towards teaching. This may also be implied that male and female teacher trainees have equal mean scores on attitude towards teaching, irrespective of levels of locality and stream. Similarly, rural and urban teacher trainees have equal mean scores on attitude towards teaching irrespective of levels of sex and stream. On the other hand, the teacher trainees of Medical, Non-medical and Arts have equal mean scores on attitude towards teaching irrespective of level of sex and locality.

EDUCATIONAL IMPLICATIONS

The findings of the present study also indicate that the male teacher trainees have more favourable attitude towards teaching, as compared to the female teacher trainees. This is very surprising that the male teacher trainees had low interest in teaching but more favourable attitude towards teaching as compared to the female teacher trainees. But this may have been due to the fact that by seeing future perspectives in the field of teacher education, they might have developed favourable attitude towards teaching. If teachers with more favourable attitude are to be attracted towards teacher education, the teaching profession must be made a profession as attractive as others. The findings further indicate that no candidate with superior or very superior teaching attitude had been admitted to the B.Ed. course.

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