

A Study of Attitude of Prospective Teachers Towards Teaching in Relation to Their Gender, Subject Stream, Locality and Self-Esteem

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ABSTRACT

INTRODUCTION

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of nation. The whole process of education is shaped and moulded by the human personality called the teacher who plays a pivotal role in any system of education.

The Kothari Commission on Education (1964-66) has emphasized the role of school and teacher in shaping the future of the nation. The shape will undoubtedly depend on what goes in the classroom and how it goes on. This places a greater responsibility on the shoulders of the teacher as nation builders.

In the contemporary world, the teacher's role is undergoing vast changes. Education has been envisioned as a process of all round development with a considerable emphasis on the emotional and personal spheres of the child as well.

An effective teacher must have a positive attitude towards teaching as a profession and dedication to teaching. Attitude is an important aspect in quality teaching. An attitude is an important concept to understand human behaviour. It defines outward and

visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct. Attitude means the individuals prevailing tendencies to respond favourably or unfavorably to an object, person or group of people, institutions or events. Attitudes can be positive (values) or negative (prejudice). People's attitudes towards their profession have an effect on their performance. This case is also valid for the profession of teaching.

A teacher with a right attitude makes a lasting impact on students learning. A teacher with the right attitude puts students learning as the ultimate goal and will mix and match all the available tools and techniques to suit the teaching- learning process unique to a given subject or topic or class. Some good teachers may be born, but most of them are made, as products of a good teaching-learning process. This is because teaching is not a job but an inspired profession or passion. Even a single inspired teacher, whether at school, college or university lives a lasting impression on the minds of students, not only in terms of the knowledge and training imparted but also the values of teaching-learning and professional pride, and inspires a few students to emulate their teacher and take teaching as a profession.

Someone has rightly said, attitude creates altitude in students. The teacher's attitude, his/her approach to life, to students and to teaching has a great deal to do with how his students will be. A positive classroom climate starts with the teacher's attitude towards his profession and ends with a student's attitude. Attitudes are not inborn tendencies they are the products of experiences a person encounters in his life. Attitude can be inculcated by providing conducive climate and stimulating experiences to the person. Attitude of teachers are developed during their passage of becoming teachers in their schools, colleges, university and especially in teacher training institutes.

Teacher training institutions should make pain-staking efforts to equip the prospective teachers not only with teaching skills but also promotion of positive attitudes towards teaching field; as their attitude will affect their performance in the classroom.

1.2 CONCEPT OF ATTITUDE

Attitude, a broad term covering almost all the important fields of human knowledge; is especially prominent in the field of education. It is a guiding force behind all human factors. The Latin term “aptus” meaning ‘fitness’ or “adaptness” gave origin to this word.

Bogardus (1931) defined “Attitude as a tendency to act towards or against something in the environment, which becomes thereby a positive or negative value”.

According to **Kruger and Reckless (1931)**, “An attitude may be thought as acquired tendencies in specific way towards objects”.

Allport (1935), defined “Attitude as a mental and neutral state of readiness, organized through experience exerting a directive and dynamic influence upon the individual’s response to all objects and situations with which it is related”.

Thurstone (1946), defined attitude as “The degree of positive or negative affect associated with some psychological object”.

According to **Newcomb (1948)**, “Attitude is not a response but a more or less persistent act to respond in a given way to an object or situation. It is organized and consistent manner of thinking, feeling and reaction with regard to one’s environment”.

Green (1954) makes a mention of four different dimensions of attitude, viz. (1) Favorableness; (2) Intensity; (3) Saliency; (4) Generality.

Guilford (1954), defined attitude as “Personal disposition common to individuals, but possessed to different degrees, which impels them to react to objects, situations or propositions in ways that can be called favorable or unfavorable”.

According to **Smith and White (1956)**, “Attitude is a predisposition to experience to be motivated by and to act towards a class of objects in a predictable manner”.

ATTITUDE TOWARDS TEACHING

Attitude towards teaching is an enduring perceptual organization of teacher’s belief and learned tendency, to react favorably and unfavorably in different degrees which determine his actual or potential response towards teaching.

In order to understand teacher’s attitude towards teaching in its correct perspective, it is important to ascertain various definitions of teaching.

Highet (1950), views teaching as an act, which in turn is dependent on certain variables such as liking for and understanding of pupils knowledge for the subject matter along with planning and preparation for its presentation, the environment in which teaching and learning are taking place and certain other attributes of the teacher. The concept of teaching to him is a system of action intended to include or facilitate learning.

Smith and Ennis’ (1961), model of teaching employs three variables namely teacher as the independent variable, the pupil as the intervening variable, and environment as the dependent variable, which are closely linked with the action which makes up the teaching-learning. Thus, the teaching encompasses the teacher’s perception of pupils behavior, the teacher’s diagnosis of the pupil’s state of interest, aptitude, readiness and knowledge that can be gleaned from the behavior of the pupil, the action taken by the teacher in the light of his diagnosis, the pupils perception of teacher’s behavior, the pupils diagnosis of the teacher state of interest from the teachers behavior and the reaction of pupils to actions of the teacher.

The concepts of teaching as submitted above, make it obvious that teaching predominantly and essentially is an act, may be in the form of the decision making, instruction, guidance or direction, and also its ultimate aim is to achieve the desired educational goals.

Scriven (1974), concludes that good teaching must not only make significant contributions to meet the educational needs of students and society, but must also be reasonably effective as compared to available teaching alternatives. It is in this context that the attitude towards teaching assumes a significant relevance for the present study.

Rama Krishnaiah and Bhaskara Rao (1998), included following dimensions of teaching while they developed attitude towards teaching inventory.

- a) Curriculum
- (b) Students
- (c) Teaching Methods
- (d) Teacher's Status
- (e) Merits and Demerits of Teaching Profession

Ahluwalia's (2001), Teacher Attitude Inventory has six aspects of teaching:

- a) Teaching Profession
- (b) Class-room Teaching
- (c) Child-centered Practices
- (d) Educational Process
- (e) Pupils
- (f) Teachers

CONCEPT OF SELF-ESTEEM

Self-esteem refers to the evaluation one makes of the self-concept description and more specifically, to the degree to which one is satisfied or dissatisfied with it, in whole or in part. For example, an individual might describe herself as tall (self-concept) and then go on to say that she is happy or unhappy about being tall. This latter judgment is an indicator of self-esteem since it indicates how the individual feels about the description. In other words, self-esteem involves the individual's sense of self-worth or self-regard manifested in such feelings as 'I am happy with myself' or 'I don't like myself'. Thus when we refer to the self-esteem of others we may say it is positive or negative or neutral or use other terms that denote the quality of the self-esteem or the intensity of the individual's feelings.

Self-esteem judgments are based on values or value indicator such as attitudes, beliefs or interests. For example, an adolescent might describe himself as a good student (self-concept), but may wish to change that (self-esteem) because he wants to be accepted

by peers who devalue school success a value indicator. Understanding the place of values in the formation of self-perceptions is of particular importance since it highlights the fact that self-judgment is personal and that inferring self-esteem from an individual's self-concept is a risky venture.

Self-esteem can best be defined as an objective and favorable impression of one's self that influences all of one's experiences. It is the bottom line for place of mind and personal satisfaction. It is evidenced in researches that the more positive self-esteem is a pervasive attitude that can make you feel good about yourself and appreciate yourself. It makes an individual feel safe and personally empowered

STATEMENT OF THE PROBLEM

The problem of the study has been stated as under:

“A study of attitude of prospective teachers towards teaching in relation to their gender, subject-stream, locality and self-esteem”

NEED AND SIGNIFICANCE OF THE STUDY

Attitude of the in-service teachers have been studied by a number of researchers in relation to several psychological and demographic variables. So, far the study of attitude of prospective teachers towards teaching is concerned, it has received a little attention from the researchers and in the study, an attempt has been made in the direction. Attitude of prospective teachers towards teaching has been studied in context of gender, subject-stream, locality and self-esteem. The findings of the study may act as a guide for designing the courses of teacher education with an emphasis on the development of positive attitude towards teaching and its various dimensions.

OBJECTIVES

The objectives of the study were as follows:

- 1) To compare male and female prospective teachers on attitude towards teaching and its six dimensions.
- 2) To compare prospective teachers belonging to science and arts stream on attitude towards teaching and its six dimensions.
- 3) To compare prospective teachers belonging to rural and urban background on attitude towards teaching and its six dimensions.
- 4) To compare prospective teachers having high and low self-esteem on attitude towards teaching and its six dimensions.

HYPOTHESES

In order to achieve the objectives of the study following hypotheses were formulated:

- 1) Prospective male and female teachers exhibit significant differences in their attitude towards teaching and its six dimensions.
- 2) Prospective teachers of science and arts streams differ significantly in their attitude towards teaching and its six dimensions.
- 3) Prospective teachers belonging to rural and urban background show significant differences in their attitude towards teaching and its six dimensions.
- 4) Prospective teachers having high and low self-esteem show significant differences in their attitude towards teaching and its six dimensions.

SCOPE AND LIMITATION OF THE STUDY

The study belongs to Descriptive type of research. The study was conducted on attitude of prospective teachers' towards teaching. For this a sample of 200 was drawn from prospective teachers' of B.Ed colleges from Hissar (Haryana). The data was collected by Ahluwalia's Teacher Attitude Inventory. Gender, Subject-stream, Locality and Self-esteem were independent variables and the attitude towards teaching was the dependent

variable. Analysis was done by the ‘t’ test for testing four non-directional researches hypotheses.

Thus the scope of the study was delimited in terms of research method, objectives, hypotheses, variables, sample, tools and statistical techniques.

1.11 OPERATIONAL DEFINITIONS OF KEY TERMS USED

The operational definitions of the key terms used in the present study are as under:

1. **Attitude towards Teaching** refers to overall attitude as measured by S.P.Ahluwalia’s Teacher Attitude Inventory. The six aspects of, attitude towards teaching deals with
 - a) Teaching Profession
 - (b) Class-room Teaching
 - (c) Child-centered Practices
 - (d) Educational Process
 - (e) Pupils
 - (f) Teachers
2. **Prospective Teachers’** refers to B.Ed students.
3. **Gender** refers to Male and Female.
4. **Subject Stream** refers to Science and Arts.
5. **Locality** refers to Rural and Urban Area.
6. **Self- Esteem** refers to evaluation for self as measured by Rosenberg’s Self-esteem Scale.

RESEARCH METHOD

The study has been conducted by Descriptive Research Method. POPULATION

All the prospective teachers studying in two B.Ed colleges of Hissar have been comprised in the population.

SAMPLE

A sample of 200 prospective teachers has been selected from the two randomly selected institutes by Random Cluster Method.

Most of the educational phenomena consist of a large number of units. It would be impracticable to test, to interview or to observe each unit of the population under controlled conditions in order to arrive at principles having universal validity. Some populations are so large that their study would be expensive in terms of time, money, effort and man-power. Sampling is a process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was selected.

In the present study two B.Ed colleges- Shanti Niketan College of Education and Saraswati College of Education were selected followed by convenient sampling. Thereafter 90 prospective teachers from first institution and 110 prospective teachers were drawn by random cluster method.

The sample of the present study consisted of 200 prospective teachers of Saraswati College of Education and Shanti Niketan College of Education. The structure of the sample is given in table 3.1 while gender-wise, stream-wise, locality-wise and self-esteem-wise structure of samples are shown from table 3.2 to 3.5.

Table 3.1
Sample Structure

S.No.	Name of the Institution	Total Students
1.	Saraswati College of Education	110
2.	Shanti Niketan College of Education	90

Table 3.2
Gender-wise Structure of Sample

Gender	Number of Prospective Teachers (Percentage)
Male	56 (28%)
Female	144 (72%)

Table 3.3
Stream-wise Structure of Sample

Subject Stream	Number of Prospective Teachers and Percentage
Science	40 (20%)
Arts	160 (80%)

Table 3.4
Locality-wise Structure of Sample

Locality	Number of Prospective Teachers and Percentage
Rural	64 (32%)
Urban	136 (68%)

Table 3.5
Self-esteem-wise Structure of Sample

Level of Self-esteem	Number of Prospective Teachers and Percentage
High	39 (19.5%)
Low	32 (16%)

VARIABLES

Independent variables in the study were Gender, Subject stream, Locality and Self-esteem. Dependent Variable in this study was Attitude towards teaching and its six dimensions.

TOOLS

In the study, the following tools were used for data collection:

- (1) S.P. AHLUWALIA’S TEACHER ATTITUDE INVENTORY(T.A.I)**
- (2) ROSENBERG’S SELF-ESTEEM SCALE**

SCOPE AND DELIMITATIONS

The scope of the study was delimited in terms of its research method, objectives, hypotheses, variables, sample, tools and statistical techniques.

CONCLUSIONS

After the analysis and interpretation of data following conclusions were drawn:

- (1) Male and female prospective teachers do not differ significantly with regard to their attitude towards teaching and components thereof except child centred practices. On this component, female prospective teachers seem to have greater magnitude than their counterpart’s male prospective teachers.
- (2) Prospective teachers belonging to science and arts stream are found to be similar with respect to their attitude towards teaching and components thereof.
- (3) Prospective teachers hailing from rural and urban background do not exhibit any significant difference in their attitude towards teaching and components thereof.
- (4) No significant difference is shown in the attitude towards teaching and components by the prospective teachers having high and low levels of self-esteem.

By synthesizing the above conclusions it may be inferred that the teaching attitude of prospective teachers do not seem to be significantly influenced by their gender, subject stream affinity, locality and level of self-esteem.

EDUCATIONAL IMPLICATIONS

Findings of this study bears the educational implications that teacher educators at secondary level should try to develop attitude among prospective teachers irrespective of their gender, subject stream, locality and level of self- esteem. All prospective teachers may be treated at par with the treatment to be given. Various strategies may be adopted by teacher educators for enhancement of attitude among prospective teachers because teachers' attitude has been found to be strongly related to teaching effectiveness, work motivation, job commitment and job involvement. The teacher should bring desirable and essential changes in their methods of instruction for developing favourable attitude towards their subject. Group interaction plays a key role in attitude formation. He should try to develop group support for expression of particular attitude. Group discussions, seminars, skit, drama and other social or group activities may be chosen for developing in organizing group attitude. Interest should be generated in teaching towards teaching profession. The audio-visual aids and mass media may be utilized for developing desirable attitude among the pupils. The text books should be so written that they do not encourage negative or unfavourable attitudes example corruption, quarreling, and war. Similarly radio, films, newspapers and magazines etc. should be properly controlled for developing desirable attitude. In all, importance of teaching should be told in classroom as teaching is a unique profession and it has its own importance.

SUGGESTIONS

The present study throws some research possibilities, so the following study can be carried out in the area concerned:

- (1) A study of attitude of prospective secondary teachers towards teaching may be conducted in relation to their teaching aptitude and personality.
- (2) An investigation may be undertaken to explore the attitude of prospective secondary teachers in relation to their level of creativity.
- (3) Relationship between attitude of prospective teachers and their teaching competency may be inquired into.
- (4) Attitude of secondary teachers may be studied in relation to their teaching effectiveness.
- (5) A study may be designed to find out the relationship between attitude of secondary teachers and their job commitment and job involvement.
- (6) A comparative study may be undertaken on attitude of elementary and secondary level prospective teachers.
- (7) Attitude of college and university teachers may be explored.
- (8) A differential study of attitude of regular teachers and teachers of distance education may be undertaken.
- (9) A study may be undertaken to investigate the effect of management of school attitude of teachers towards teaching profession.

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