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## Attitude Towards Teaching Profession For Student Teacher

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### Abstract

The purpose of the present study is to investigate the relationship of Academic Success of student-teachers with Teaching Aptitude and Attitude Towards Teaching Profession. The study group was consisted of students teachers (N=300) from three types of colleges of education in Chennai and Kancheepuram districts of Tamilnadu, India, affiliated to the University of TNTEU. The methodology of the study was survey and data were collected by using Teaching Aptitude Test (DSTAT) designed by Dr. Surender S. Dahiya and Dr. L. C. Singh and the scale to measure Attitude Towards Teaching Profession developed and standardized by the researcher. The scores for Academic Success had been derived from the scores of results of the B.Ed examination conducted by the colleges of TNTEU for the session 2024-25. The findings of the study revealed that in case of Teaching profession, male student teachers had better Attitude Towards Teaching Profession.

**Key Words:** Academic Success, student-teachers, Attitude Towards Teaching Profession teacher education.

### Introduction

With the introduction of Right To Education Act (2009), education is no longer the privilege of the riches or the custody of certain caste and creed but it is education for all, where every child is ensured an access to education. In these circumstances teachers have the most important responsibilities as education can be accessible and effective to all when the teachers are efficient and competent. The quality of teacher determines the quality of education to a large extent. For every change in the objectives of education, the society expectations largely rest on the fulfillment of those objectives by the teachers. The teacher education programmes also aims at making quality teachers who will ensure quality education. The student-teachers of different teacher education programmes are hailed as the teachers of tomorrow who will lead the nation towards its desired goal. But unfortunately teaching profession is nowadays looked up as an easy option for getting a job and not a noble service to the nation. Most of the aspirants for teaching profession join the teacher-education programmes not due to their respect or inclination towards the profession but as it will

make their struggle to get an appointment as a teacher a little easier and secured. As a result they do not possess the desired attitude, aptitude interest or competences expected from a future teacher in most of the cases. The large numbers of prospective teachers who are joining the teacher education courses in various teacher education institutions are mostly doing so as they do not have other career options or openings. The teacher education courses are failing to inculcate the desired qualities, skills and competence in prospective teachers through their limited and wrongly constructed curricular and practical guidance. The teacher education programmes in general are giving weight age to academic performance of the prospective teachers and not on the development of certain traits like aptitude or attitude towards the profession. No student-teacher can emerge to be a successful and competent teacher if they do not have the teaching aptitude and positive attitude towards the teaching profession in them. This present study is a humble effort to determine the extent of academic success in relation to their teaching aptitude and attitude towards teaching profession.

### **Significance of the Study**

Teacher education is one of the most significant sectors of post graduate education. The role of a teacher in shaping the destiny of the nation, has been reinforced in all educational policies and agendas, in both pre-independence and post independence period. In spite of that, the teacher education has been mostly underrated and neglected. Though the recent initiatives and regulation by NCTE and NCERT have brought beneficial changes in the development of teacher education yet the aspired level is not attained. The process of education depends upon quality of teachers for being effective and successful. The quality of teacher is enhanced and nurtured by the quality of training received by them in different training institutions. Further, it is quite evident from the various studies that most of the people prefer teaching profession as it is an easily available option for them. But every nation has expectation from its teachers and the citizens for social changes. Obviously schools and teachers are the pivotal agents for bringing out the desirable changes in the system. Therefore, the teachers have the basic concerns and duties and responsibilities to give direction to all the activities of the school in a positive manner. For this they are supposed to acquire the required attitude, aptitude, interest, values and certain competences of teaching profession to fulfill their expected assignments. The achievement of student teachers are still evaluated in terms of academic success and development of qualities are rarely emphasized. So it is very important to study the interrelation of factors like aptitude and attitude towards teaching profession with the academic success of students for ensuring better teachers for a better tomorrow.

### **The Objectives of the Proposed Study**

- i. To develop and standardize a questionnaire on attitude towards teaching profession for student-teacher of B. Ed course.
- iii. To determine the significance of difference in the above variable of the student-teachers on the basis of gender.

## Hypotheses of the Study

The following hypotheses are formulated based on the above objectives

1. There would be no significant difference in Attitude Towards Teaching Profession between male and female student-teachers.

## Design of the Study

The present study is a descriptive study based on primary data collected by survey questionnaire in six teacher-education institutions of two districts Chennai and Kancheepuram during the session 2024-25 of the Bachelor of Education (B.Ed) course under the University of TNTEU.

## Population of the Study

As the present study deals with variables related to teacher preparation, the population for the study was the student-teachers of B.Ed course of 2024-25 sessions in six colleges.

## Hypotheses Testing- H0

HO2 :There would be no significant difference in attitude towards teaching profession between male and female student teachers.

**Table 2 : Descriptive and Inferential Statistics of Attitude Towards Teaching Profession of Student-Teachers – Gender Wise.**

Gender		N	Mean	Std. Div.	Std. Error. Mean	t	df	Sig. (2-tailed)	Mean Difference
Attitude Towards Teaching Profession	Female	151	179.3377	9.96654	.81107	-	277	.006	-3.47475
	Male	128	182.8125	10.96289	.96899	2.772	.		

From the table it was seen that the mean score of female student teachers in Attitude Towards Teaching Profession was 179.3377 and male student teachers was 182.8125. To compare these two mean scores to determine whether the difference was significant, further 't' test was done and the result shows that calculated 't' with df 277 was 2.772. and P value was .006 ( $P < 0.05$ ) and hence 't' was significant at 0.05 level. Hence it can be concluded that female student teachers were significantly different from male student teachers in their Attitude Towards Teaching Profession.

## Finding of the Study

It is found that the mean score of female student teachers in Attitude Towards Teaching Profession was 179.3377 and male student teachers was 182.8125. To compare these two mean scores to determine whether the difference was significant, further 't' test was done and the result shows that calculated 't' with df 277 was 2.772. and P value was .006 ( $P < 0.05$ ) and hence 't' was significant at 0.05 level. Hence it can be concluded that female student teachers were significantly different from male student teachers in their Attitude Towards Teaching Profession.

## Recommendations for Further Study

1. The demographic details of the samples has not been duly recorded and analyzed in the present study.
2. Further study on the demographic correlations like the socio-economic status, the biological age, the parental background, family structure, area of living can reveal and define the deciding and defining factors for development of both teaching aptitude and attitude towards teaching profession in the student-teachers of B.Ed course.
3. The student-teachers coming from different socio-economic background can be compared and studied to see the impact of socio-economic factors on the development of these two variables.
4. Similarly the parental background of the student teachers like the academic status of the parents, the socio-economic status of the parents, the profession of the parents etc can also be instrumental in the development of teaching aptitude and attitude towards teaching profession.
5. For example, in other studies it has been revealed that the children of parents belonging to teaching profession exert high teaching aptitude and positive attitude towards teaching profession compared to children of parents belonging to other profession.
6. So further study on student-teachers on the basis of parental occupation can throw light on this aspect.

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