

Attitude of Pupil Teachers Studying Integrated B.Ed. Course Towards Teaching Profession

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ABSTRACT

The present study investigated the attitude of pupil teachers studying integrated B. Ed course towards teaching profession. For the study, causal comparative research method was used. The main purpose of the study was to study the attitude of pupil teachers studying integrated B. Ed course towards teaching profession, to find out the significance of difference between boys and girls pupil teachers on attitude toward teaching profession and also to find out the significance of difference between pupil teachers of arts and science stream on attitude toward teaching profession. For the present study, integrated B. Ed students of G.M University Sambalpur were selected. A sample of 80 pupil teachers consisting of 20 each from boys and girls studying integrated B.A. B.Ed. and 20 each from boys and girls studying integrated B.Sc. B.Ed. were selected randomly using stratified random sampling. The investigator collected the data from the students personally by using S. P Ahluwalia tool. The significant difference between the boys and girls pupil teachers as well as pupil teachers of arts and science stream on attitude toward teaching profession was calculated by applying “t” test. The result showed that there was no significant difference between the attitude of boys and girls pupil teachers on attitude toward teaching profession. The result also showed that there was no significant difference on attitude of pupil teachers of arts and science stream toward teaching profession.

Keywords: Attitude, Pupil teachers, teaching profession.

1. introduction

1.1. background of the study

Education is a process of the development of the individual for the sustainable development of the society as well as nature. Without education life is full of darkness. It is a basic need for all. It modifies our behavior through training and experiences. It plays an essential role for the development of a nation. In educational institution, teaching and learning are the main focus of education. Teaching is a process of interaction between the teacher and students. Teaching is a very complicated process. It requires certain attitude and aptitude. So, a teacher should develop good attitude towards teaching profession. Because, learners are very much influenced by the teaching of the teacher. Training institution plays essential role where the positive attitude of the pupil teacher is developed towards teaching profession. So, it is important to study the attitude of pupil teachers towards teaching profession.

Need of the study

A teacher should keep positive attitude towards his/her teaching profession because students are greatly influenced by the teaching of the teacher. If the teacher has dominant and autocratic attitude, the

children are likely to be aggressive and they show little pride in their work and do not cooperate well with one another. If the teacher has democratic and socially integrative attitude, the children feel relaxed and friendly. The previous study reveals that in terms of gender, girl pupil teachers had more positive attitude than boy pupil teachers towards teaching profession (Jadav, 2018, Musa and Bichi, 2015, Bhargava, 2014 and Jan, 2013, Pancholi, 2015). In term of stream, there was no significant difference in the attitude towards teaching profession between the pupil teachers of arts stream and commerce stream (Jadav 2018). But, so many researcher found that the B.Ed. trainee of science stream had more positive attitude than the B. Ed. trainee of arts and commerce stream (Maheswari, 2014, Gupta and Jan, 2013). There was no significance difference in the attitude of boy and girl pupil teacher towards teaching profession (Shaheen et al., 2017, Rani, 2016). Majority of the students teacher displayed lack of positive attitude towards teaching Profession. (Pancholi, 2015). The attitude of self-financing college trainees displayed more positive attitude than government B.Ed. trainees (Maheswari, 2014).

Research Gap

The above reviews reveal that the studies have been conducted both in India and abroad. But, there are very less studies have been conducted in the state of Odisha. So, the need of the present study is to study the attitude of pupil teachers studying integrated B.Ed. course towards teaching profession in G.M University, Sambalpur of Odisha state.

Objectives of the study

1. To study the attitude of pupil teachers studying integrated B.Ed. course towards teaching profession.
2. To study the significance of difference between boys and girls integrated B.Ed. pupil teachers on attitude towards teaching profession.
3. To study the significance of difference between pupil teachers of arts and science stream on attitude towards teaching profession.

Statements of the problem

To study the attitude of pupil teacher towards teaching profession, the researcher emerged some of the research questions.

1. What is attitude of pupil teachers studying integrated B.Ed. Course towards teaching profession?
2. Whether there exists significance of difference between boys and girls pupil teachers of integrated B.Ed. on attitude towards teaching profession?
3. Whether there exists significance of difference between integrated B.Ed. pupil teachers of arts and science streams their attitude towards teaching profession?

In order to find the answer of the above questions the present study entitled '**Attitude of Pupil Teachers studying integrated B.Ed. course toward Teaching Profession**'.

Hypotheses of the study

1. There is positive attitude of pupil teachers studying in integrated B.Ed. course towards teaching profession.
2. There exists significance of difference between boys and girls pupil teachers on attitude towards teaching profession
3. There exists significance of difference between pupil teachers of arts and science stream on attitude

towards teaching profession.

Method

For this study of difference of various groups on attitude towards teaching profession, the investigator used ex-post-facto research design.

Population

All the pupil teachers of integrated B.Ed. Course of Gangadhar Meher University, Sambalpur have been considered as the population for the present study.

Sample and sampling procedure

A sample of 80 pupil teachers consisting of 20 each from boys and girls studying integrated B.A. B.Ed. and 20 each from boys and girls studying integrated B.Sc. B.Ed. in Gangadhar Meher University, Sambalpur have been selected randomly using stratified random sampling.

Tools used

To study the attitude of pupil teachers towards teaching profession, S.P Ahluwalia's teachers attitude inventory was used. This is a Likert type scale consisting of 90 items which are divided into six dimensions. There are fifteen statements in each dimension. The six dimensions are i) Teaching profession, ii) Class-room teaching, iii) Child-centred practices, IV) Educational process, V) Pupils, vi) Teachers. The responses are to be given on a five points scale, ranging from strongly agree to strongly disagree. The reliability of the scale was determined by split-half method and found to be 0.79 for a sample of 239 pupil teachers. The test-retest reliability after interval of three months and nine months were found to be 0.59 (N=102) and 0.64 (N=290). The inventory had a satisfactory content validity.

Procedure of data collection

In order to collect data, the investigator visited personally and after taking permission of the head, attitude scale was administered on pupil teacher and collected the data.

Statistical technique

The researcher used 't' test for the analysis of data. 't' test was applied to find out the significance differences between boys and girls pupil teachers on attitude towards teaching profession and also to find out the significance difference between the attitude of pupil teachers of arts and science streams towards teaching profession.

Analysis and interpretation of data

After collection of data the investigator must analysis the data so that proper inference can be drawn. The data collected by the investigator should be carefully edited, systematically classified and tabulated and scientifically analyzed. So that rational conclusion can be drawn in relation to the particular study.

Table no.1: (Attitude of pupil teachers towards teaching profession)

No.ofquestions* Scale		No.of Sample	Percentage
90*5=450	Strongly agree	27	33.75%
90*4=360	Agree	53	66.25%
90*3=270	Undecided	00	00%
90*2=180	Disagree	00	00%
90*1=90	Strongly disagree	00	00%
	TOTAL=	80	100%

The above table indicates that attitude of pupil teachers towards teaching profession. It is found that 27(33.75 percent) pupil teachers are strongly agreed on attitude towards teaching profession and 53(66.25 percent) pupil teachers agreed on attitude towards teaching profession and 0 percent pupil teachers undecided, disagreed and strongly disagreed.

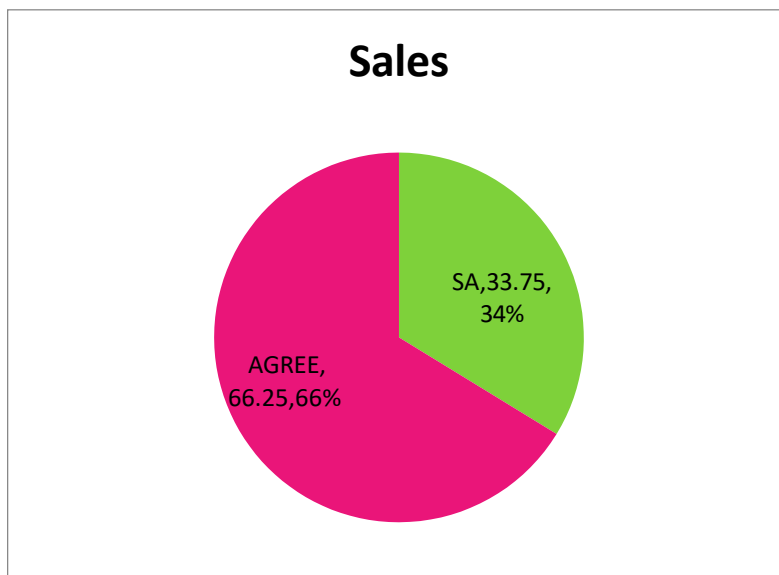


Figure-1:-Percentage of pupil teachers on attitude towards teaching profession

The above figure indicates score(in percent)of pupil teachers on attitude towards teaching profession. It is found that 27(33.75 percent) pupil teachers are strongly agreed on attitude towards teaching profession and 53(66.25 percent) pupil teachers agreed on attitude towards teaching profession and 0 percent pupil teachers undecided, disagreed and strongly disagreed.

Table.no.2

Table no.2 shows the significance difference between boys and girls pupil teachers on attitude towards teaching profession.

Variable	Group	N	M	SD	SEd	t	df	Results
Gender	Boys	40	350.075	21.368	4.534	0.294	78	Ho accepted
	Girls	40	351.45	20.332				

Table 2: Significance of difference between boys and girls pupil teachers on attitude towards teaching profession.

The above table revealed that the significant difference between attitude of boys and girls pupil teachers studying integrated B.Ed. Course towards teaching profession. It was found that the obtained 't' value(0.294) is less than the table value at 0.05level(1.96) and at 0.01 level(2.60). Therefore, the test was not significant. It revealed that the null hypothesis was accepted, so there was no significant difference in the attitude of boys and girls pupil teachers towards teaching profession.

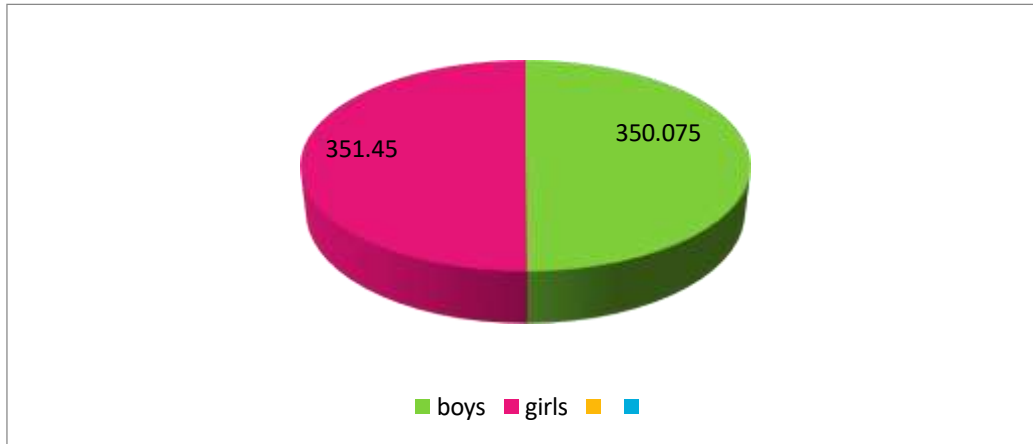


Figure-2: Mean difference between boys and girls pupil teachers on attitude towards teaching profession.

The above figure 2 showed that the mean score of boys and girls pupil on attitude towards teaching profession. It is found out that the mean score of boy pupil teachers is 350.075 and the mean score of girl pupil teachers is 351.45. It means that there is no significance difference in the mean score of boys and girls pupil teachers on attitude towards teaching profession.

Table.no.3: Significance difference between attitude of pupil teachers of arts and science streams towards teaching profession

Variable	Group	N	M	SD	SEd	t	df	Results
Stream	Arts	40	351.875	16.093	4.534	0.490	78	Ho accepted
	Science	40	349.65	23.738				

The above table revealed that the significant difference between attitude of pupil teachers of arts and science streams studying integrated B.Ed. Course towards teaching profession. It was found that the obtained 't' value(0.490) is less than the table value at 0.05level(1.96) and at 0.01 level(2.60). Therefore, the test was not significant. It revealed that the null hypothesis was accepted, so there was no significant difference in the attitude of pupil teachers of arts and science streams their attitude towards teaching profession.

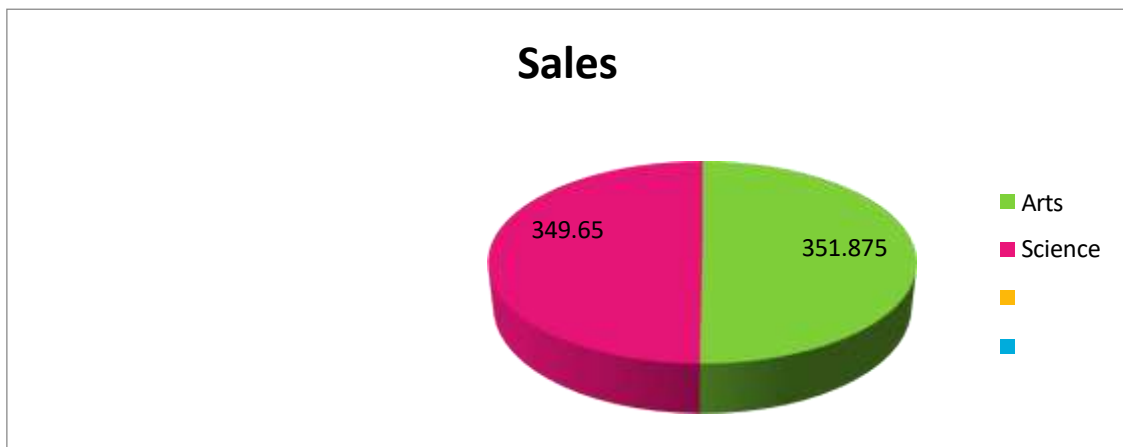


Figure-3: Mean difference between attitude of pupil teachers of arts and science streams towards teaching profession.

The above figure–3 showed that the mean score of pupil teachers of arts and science streams on attitude towards teaching profession. It is found out that the mean score of pupil teachers of arts stream is 351.875 and the mean score of pupil teachers of Science stream is 349.65. It means that there is no significance difference in the mean score of pupil teachers of arts and science streams on attitude towards teaching profession.

MAIN FINDINGS

Based on the analysis and interpretation of data presented in different tables and figures in previous chapter, the investigator found out the following major findings of the study on “Attitude of pupil teachers studying integrated B.Ed. Course towards teaching profession.”

1. There is no significance difference between boys and girls pupil teachers on attitude towards teaching profession.
2. Most of the pupil teachers agreed on attitude towards teaching profession. It means most pupil teachers have positive attitude towards teaching profession.
3. Some pupil teachers strongly agreed on attitude towards teaching profession. It means they have more positive attitude towards teaching profession.
4. No pupil teachers are undecided, disagreed and strongly disagreed. It means no pupil teachers have lack of positive attitude towards teaching profession.
5. There is no significance difference in the attitude of pupil teachers of arts and science streams towards teaching profession.

DISCUSSION OF RESULTS

After analysis and Interpretation of data by applying “ t “ test it was found out that there was no significance difference between boys and girls pupil teachers on attitude towards teaching profession. The findings of the study is similar with the findings of some related literature (Rani,2016;Parvez and Shakir,2013; Jyoti, 2009; Shaheen et al.,2017) and the study is not similar with some related literature (Jadav,2018; Bhargava,2014; Gupta and Jan,2013). The result also showed that there was no significance difference between pupil teachers of arts and science streams on attitude towards teaching profession. The findings of the study is similar with the findings of some related literature

(Jadav,2018). It is also found that most of the pupil teachers agreed on attitude towards teaching profession, some strongly agreed and no pupil teachers' attitude towards teaching profession is negative. It means they have positive attitude towards teaching profession. The findings of the study is similar with the findings of some related literature (Bichi and Musa,2015).

Suggestions

With regards to the findings, the following suggestions are made.

1. Some intervention programs should be designed to induce right type of behaviour and favorable attitude among the pupil teachers. So that they may develop favorable attitude and the difference in the attitude in terms of sex, streams etc..
2. Seminars and workshops should be organized frequently.

Suggestions for further research

1. The study may be conducted by taking all the pupil teachers of integrated B.Ed. Course of G.M university, Sambalpur .
2. The findings of the study is also useful for new researcher to try and do study by taking alternative variable.

Conclusion

Now education is a basic need for all and in educational institution, teachers is the Key for developing such types of skills in students so that they can construct the knowledge and become the good citizens of the nation. So the pupil teachers or teachers must keep positive attitude towards his or her teaching profession and such types of attitude should be developed in pupil teachers during training program or we may say before actual teaching. After discussion of the result, there is found out the positive attitude among maximum number of students teacher which is good but they should develop more positive attitude toward teaching profession.

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