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## A Comparative Study of Attitude Towards Teaching Profession of Pre-Service and In-Service Student-Teachers in Gujarat

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### Abstract

*The present investigation was a comparative study under descriptive research which aimed at studying, identifying and comparing the attitude towards teaching profession of Pre-service and In-service student-teachers and the significant difference between their attitudes. The study was conducted in Gujarat and the investigators selected 205 Pre-service student-teachers randomly as sample from three English Medium B.Ed. colleges out of six, of the academic year 2014-15. Similarly, 186 English medium In-service student-teachers of second year of the academic year 2015 from two IGNOU study centres situated in Gujarat were taken as the sample. An attitude scale prepared by Dr. Ashutosh Biswal in the year 2005 with 5 point scales- Strongly positive, Positive, Neutral, Negative, Strongly negative, was used to measure the attitude of student-teachers towards teaching profession. The findings revealed that the attitude towards teaching profession of In-service student-teachers was stochastically larger than that of Pre-service student-teachers.*

**Keywords:** Attitude, Teaching Profession, Student-Teachers, Gujarat

**INTRODUCTION:**

India has one of the largest systems of teacher education in the world. Teacher education refers to the policies and procedures designed to equip teachers with knowledge, favorable attitude, behaviors and skills that are required to perform their tasks effectively in the school and classroom. It fosters the idea that student-teachers are required to have positive attitude towards teaching profession, enough teaching aptitude, interest towards teaching-learning environment, knowledge of the theory and practices of education and the skills of teaching, so that they can perform their roles effectively. Such teachers are prepared or trained in the teacher training institutes either through face-to-face mode or through distance mode. From the review of related literature, the investigators came across the studies carried out by **Buch (1959)**, **Mehrotra (1973)**, **GCPI (1976)**, **Kaul (1977)**, **Verma (1979)**, **Kaur (2007)**, **Kavita (2011)** and **Gunjal (2014)** which revealed that training had favourable effect on the attitude of teacher trainees towards teaching profession and teachers' attitudes towards teaching have an effect on their classroom performance. It not only affects and influences their teaching practice but also their students' behavior and learning in the classroom settings. That's why they have a crucial role in making students with high or low attitude towards their subjects. Therefore, attitude is an important aspect of teacher trainees. According to **Kannan and Subramanian (2004)**, "attitude is sum total of man's imagination and feelings, prejudice or bias, preconceived notions, ideas, threats and conceptions about a specific topic. It is admittedly a subjective and professional affair." Attitude towards teaching profession affects perception, judgment and other cognitive process of a teacher to do well in his profession. A positive attitude towards teaching profession will make a teacher to be a professional having the capabilities like, innovative, risk taking, hard working and having mastery in the content. Teacher training institutions play a vital role in the acquisition of these competencies, skills and concepts through the organization of various teacher education programmes, i.e. B.Ed. through regular and distance mode. But the issue is whether they already possess the skills, attitude and required knowledge in education to teach effectively or learn it during the B.Ed. programme. To what extent different types of teacher training institutions are able to achieve their objectives and influence their attitude towards teaching. Whether B.Ed. through regular mode and B.Ed. through distance mode have the same impact on the attitudes of Pre-service and In-service student-teachers, respectively?

How different types of teacher training programmes affects student-teachers' attitude towards teaching is the concern in the present study, which the investigator is curious to find out.

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**OBJECTIVE OF THE STUDY:** The study was designed with the following objective:

1. To compare the attitude towards teaching profession of Pre-service and In-service student-teachers.

**HYPOTHESIS OF THE STUDY:** Following null hypotheses was tested at 0.05 level of significance for the present study:

1. There will be no significant difference in the attitude of Pre-service and In-service student-teachers towards teaching profession.

**METHODOLOGY:** The present study was a comparative study under descriptive research.

**SAMPLE:** For the present study the investigator wanted those Pre-service and In-service student-teachers as a sample, who had face to face B.Ed. programme of one year duration and two years B.Ed. programme in distance mode with some face-to-face components, respectively; who had English as the medium of instruction. Therefore, sample was selected purposively. The investigators selected 205 Pre-service student-teachers randomly as sample from three English Medium B.Ed. colleges out of six, of the academic year 2014-15. Similarly, 186 English medium In-service student-teachers of second year of the academic year 2015 from two IGNOU study centres out of nine, situated in Gujarat were taken as the sample.

**RESEARCH TOOL:** An attitude scale prepared and standardized by Dr. Ashutosh Biswal in the year 2005 with 5 point scales- Strongly positive, Positive, Neutral, Negative, Strongly negative, was used for the present study to measure the attitude of student-teachers towards teaching profession.

**DATA COLLECTION:** The data were collected personally by meeting the sample: Pre-service and In-service student-teachers. The researchers distributed the attitude scale to the student-teachers, guided them to fill it and the filled in attitude scale were retrieved on the spot.

**DATA ANALYSIS:** Scores obtained from the mentioned tool were analyzed by employing quantitative data analysis techniques, i.e. Mean, Standard Deviation, Standard Error of Mean and Mann- Whitney U-test. The non-parametric Mann Whitney U-test was used to analyze the data as the sample was taken purposively as it is considered as the most powerful non-parametric equivalent of t-test of parametric family.

**RESULTS AND DISCUSSION:** To achieve the objective and to test the null hypothesis, the data were analyzed using Mean, Standard Deviation and Mann-Whitney U-test which is given and discussed in table 1 and table 2.

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**Table 1:** Mean, Standard Deviation and Standard Error of Mean wise distribution of Attitude of Pre-service and In-service Student-teachers towards teaching profession

Student-teachers	N	Mean	Standard Deviation	Standard Error of Mean
Pre-service	205	72.41	23.85	1.67
In-service	186	77.06	24.38	1.79

From the table 1, it was found that the Mean of In-service student-teachers was higher than that of Pre-service student-teachers. From the Standard Deviations and Standard Error of Means of both the groups it was also observed that the Pre-service student-teachers were more homogeneous in terms of their attitude towards teaching profession in comparison to their pre-service counterpart. To find whether the difference in the Mean was significant or by chance and to test the  $H_0$ , Mann-Whitney U-test was used as the sample was taken purposively. The summary of the Mann-Whitney U-test is given in table 2, followed by analysis.

**Table 2:** Summary of Mann-Whitney U-test for attitude of Pre-service and In-service Student-teachers towards teaching profession, with the Number of sample, Sum of Ranks, U-value, z-value and Probability

Student-teachers	N	Sum of Ranks	U-value	z value	Probability (p)
Pre-service	205	38013	21232.00	1.90	0.0287
In-service	186	38717			

From table 2 it was observed that by referring Table for normal probability (Table A of Siegel, 1956) under null hypothesis ( $H_0$ ) of z, for  $z \leq 1.90$ , the two tailed probability was found to be 0.0287 which was lower than our decided significance level ( $\alpha$ ) i.e. 0.05. Hence the null hypothesis i.e. 'there will be no significant difference in the attitude of Pre-service and In-service student-teachers towards teaching profession' was rejected and it can be said that the attitude towards teaching profession of In-service student-teachers is stochastically larger than that of Pre-service student-teachers.

This finding of the present study has a positive implication for the teaching profession that stops the critics those are against the In-service B.Ed. programme. The positive attitude of In-service student-teachers towards the teaching profession may be due to the two year duration

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of the programme and availability of proper instructional materials and their interest towards the teaching profession.

**MAJOR FINDING OF THE STUDY:** The attitude towards teaching profession of In-service student-teachers is stochastically larger than that of Pre-service student-teachers in Gujarat.

### EDUCATIONAL IMPLICATIONS:

The following are the implications drawn out from the findings of the present study.

1. Attitude plays a crucial role in teaching. The College Selection Committee could try to check the attitude of would be student-teachers at the time of admission into the B.Ed. course.
2. By testing the attitude of student-teachers, we would be able to identify better teachers for the society apart from their 'interest in teaching' and 'aptitude'.
3. Attitudinal changes inculcate skills among student-teachers which directly help them in the profession of teaching.
4. The findings can give suggestions to the curriculum framers to frame a suitable curriculum required for B.Ed. programme so that favourable attitude towards teaching profession can be developed among the student-teachers.

**CONCLUSION:** The research study reveals that the attitude towards teaching profession of In-service student-teachers is stochastically larger than that of Pre-service student-teachers. Therefore, the findings suggest that both the In-service and Pre-service B.Ed. programmes are of serious nature catering to the need of specific group. Thus, the attitudinal transformation should be the focal point in the teacher training programmes. This study may help the teacher educators to plan or to bring about certain modifications in the teacher training programmes, both in content and methodologies, in such a way that the attitude of the prospective teachers is enhanced which will eventually get translated into actions or skills.

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