

STUDY OF PROFESSIONAL ATTITUDE OF TEACHER TRAINEES OF GOVERNMENT AND PRIVATE TEACHER EDUCATION INSTITUTIONS

Meenu Malik¹, Nikhat Yasmin Shafeeq^{2}*

¹ *Research Scholar (UGC-NET, SRF), Department of Education, Aligarh Muslim University, Aligarh (UP), India*

² *Associate Professor, Section of Education, Women's College, Aligarh Muslim University, Aligarh (UP), India*

** Corresponding author: nikhatshafeeq@rediffmail.com*

Abstract: *In the present study, the dependent variable is professional attitude and independent variables are the type of institutions, gender, educational qualification and religion. The Teacher Attitude Inventory constructed by Dr. S.P. Alhuwalia (2014) was used to collect the descriptive data of 245 prospective teachers from the government and private teacher education institutions of Aligarh district. A significant difference was observed in the professional attitude of teacher trainees belonging to government and private teacher education institutions. While insignificant difference was found in the professional attitude of teacher trainees with respect to their gender, educational qualification and religion.*

Keywords: *Professional attitude, teacher trainees, teacher education institutions.*

I. INTRODUCTION

In our country, an educational institute is considered as the temple of knowledge and teacher as the preacher and provider of scientific knowledge. The teacher is professionally trained person and teaching is the magnanimous and reverential profession that a teacher carries. The committed, competent and effective teacher plays a crucial role in any educational institution. The Secondary Education Commission (1952-53) specified that the educational qualification, professional training and the personal interest or attitude of a teacher is the prerequisite for the professional growth and improvement of the education system. The quality of education and teaching greatly depend on positive attitude of the teacher towards teaching profession. Sener (2015) described that a teacher with a positive attitude can easily develop a positive interest, attitude, professional skills, capabilities and motivation in the students for the learning. In order to inculcate the positive attitude in the teacher trainees towards teaching, educators should respond and act positively. The positive and negative attitude of teachers is considered as an important element for embracing teaching as a profession for the teacher trainees. Brown (as cited in Sener, 2015) mentioned that teacher with high motivation and positive attitude towards their profession can create a democratic, inspiring, energetic, positive and good relationship with the students. Teachers are supposed to equip with the basic characteristics of the teaching profession for enhancing and improving the quality of education. Therefore, prospective teachers should be selected and trained carefully so that they can shoulder great responsibilities effectively. According to Arends (2001), an effective teacher believes in developing an authentic rapport with the students. He always tries to improve the skills, attitude, motivation and scientific thinking among the students. Chakraborty and Mondal (2014) stated that effective teaching depends on the mental attitude and behaviour of the teacher towards the teaching profession.

The educational institutes develop democratic and scientific thinking, strengthen the pedagogical skills, values and morale, nurture and transform the ways of living and harmonise the attitude and ideas of the students. The term "attitude" is defined in several ways by many psychologists. According to C.V. Good (1973) attitude is "the predisposition or tendency to react specifically towards an object, situation or value; usually accompanied by feelings and emotions". In the words of Thurston (1946) attitude is, "the degree of positive or negative effect associated with some psychological object or event". Thus we can say that attitude is the emotion, feeling, reaction and response towards some specific object, event or situation. Attitude has three components: cognitive, affective and behavioural, means that it can be learned, modified and formed through the experiences. The level of commitment, determination, interest and attitude are very essential for succeeding any profession, the in-service and pre-service teachers are supposed to be on the high level in order to make the learning and teaching effectively. Keeping this point in mind, the researchers want to examine the professional attitude of only pre-service teachers or prospective teacher in order to know whether they adopt teaching profession by choice or by chance or by force. Their favourable or unfavourable attitude, level of interest and commitment towards teaching is very essential for choosing it as a profession for their career. Akkaya (2009) founded that female pre-service teacher's attitude is more effective and positive towards the teaching profession than the male teacher trainees. Oruc (2011) studied the perception of teacher trainees towards being a teacher in the Faculty of Education, Turkey. In his study, he found that prospective teacher has a high positive attitude towards the teaching profession and their perception was positive for being the teacher in future. Chakraborty and Mondal (2014) discussed that the professional attitude of prospective teachers differs significantly on the basis of academic qualification but differ significantly with gender, stream, location, religion and category. Musa & Bichi (2015) conducted

a study to know the attitude of prospective teacher in the Northwest University, Kano towards teaching profession. Their descriptive research revealed that teacher trainees possessed favourable attitude towards the teaching profession, a significant difference was observed in the attitude of male and female prospective teachers and insignificant difference were found in the different streams and levels of education. The present paper tried to examine and compare the professional attitude of teacher trainees of Aligarh district with respect to their type of institutions and some demographic variables.

SIGNIFICANCE OF THE STUDY:

The government and private teacher education institutions have to educate and train the prospective teachers in such a way that they can create effective teaching-learning environment, adopt new teaching strategies and possess positive professional attitude towards their profession. The government teacher education institutions are few in numbers but the demand for teachers is increasing rapidly because of opening of new schools in order to fulfil the fundamental right of getting elementary education of increasing population, so the private teacher education institutes are cropping to bear the responsibility to cover up the demand. Both type of institutions have to do the same duty of educating / training of prospective teachers. It is a general observation of people and society that the quality of prospective teacher trainees differs in both types of teacher education institutions. This prompts the investigators to take up this study to know the professional attitude of prospective teachers belonging to both the types of institutions. Because attitude plays a crucial role in getting success in every profession specifically in teaching profession. Teachers play a very important role in increasing national prosperity that's why they are considered as the backbone and the nation builders. As Kothari Commission (1964-66) has pointed out that the destiny of the nation is being shaped in the classroom and teacher education institutions are responsible for grooming the prospective teachers and produces honest and committed teachers, so that they can shape the destiny of the nation in their classrooms.

But the existing teacher education institutions are lacking somewhere in their own teaching system and are not able to train future teachers effectively. The main concern of this paper is to compare the professional attitude of teacher trainees of the government and private teacher education institutions whether they are providing the same quality of service or not.

OBJECTIVES OF THE STUDY

- 1) To compare professional attitude of teacher trainees in terms of the type of institutions.
- 2) To examine the difference in the professional attitude of teacher trainees in terms of gender.
- 3) To compare professional attitude of teacher trainees in terms of their educational qualifications.
- 4) To compare professional attitude of teacher trainees in terms of their religion.

HYPOTHESES OF THE STUDY

- 1) There is no significant difference in the professional attitude of teacher trainees in terms of the type of institutions.
- 2) There is no significant difference in the professional attitude of teacher trainees in terms of gender.
- 3) There is no significant difference in the professional attitude of teacher trainees in terms of their educational qualification.
- 4) There is no significant difference in the professional attitude of teacher trainees in term of their religion.

II. METHODOLOGY

2.1 Population: The population of the present study comprised of all the teacher trainees studying in the government and private teacher education institutions of district Aligarh, Uttar Pradesh.

2.2 Sample: The sample comprised of 245 teacher trainees, 115 from government teacher education institutions and 130 from private teacher education institutions were selected through random sampling.

2.3 Tools used: The quantitative approach was used to collect the data from the sample. The Teacher Attitude Inventory (2014) was constructed by Dr S. P. Ahluwalia consist of 90 items with six dimensions. The inventory was based on the five-point Likert scale, each positive item assigned with the score of 4 (strongly agree) to 0 (strongly disagree) and negative items with the score of 0 (strongly agree) to 4 (strongly disagree). The reliability coefficient of the scale given by constructor was 0.79 estimated with the split-half method.

2.4 Data Collection: The Teacher Attitude Inventory was administered on B.Ed. students of different government and private teacher education institutions. Full instructions were provided to the teacher trainees regarding how to respond or fill the questionnaire by assuring them that the information provided by them will be kept confidential and used for research purpose only.

Table 1 Detail of the sample

Government Institutions	Total	Gender		Private Institutions	Total	Gender	
Department of Education, AMU, Aligarh	36	Male	14	Vivekananda College of Education, Aligarh	52	Male	12
		Female	22			Female	40
D. S. College, Aligarh	38	Male	20	Al-Barkaat Institute of Education, Aligarh	43	Male	13
		Female	18			Female	30
S. Varshney College, Aligarh	41	Male	23	Depart. of Education, Mangalayatan University, Aligarh	35	Male	9
		Female	18			Female	26
Total	115	Male	57	Total	130	Male	34

		Female	58			Female	96
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The above Table-1 depicts the detail of the sample, that was collected by the researchers from three government (Department of Education, AMU, D. S. College, S. Varshney College) and three private teacher education institutions (Vivekananda College of Education, Al-Barkaat Institute of Education, Dept. of Education, Mangalayan University) of Aligarh district, U.P. The total number of teacher trainees selected from government education institutions were 115 (57 were male and 58 were female) and 130 from private teacher education institutions (34 were male and 96 were female).

2.5 Statistical Techniques Used: The descriptive method was employed for the quantitative data. Mean, Standard Deviation and t-test were used for analysis and interpretation of the data with the help of Statistical Package for Social Sciences (SPSS) 20.

III. DATA ANALYSIS AND INTERPRETATION

Objective 1: To compare professional attitude of teacher trainees in terms of the type of institutions.

Table 2 Showing the difference between the mean score of professional attitude of teacher trainees belonging to government and private teacher education institutions

Type of Institutions	N	Mean	SD	df	t-value	Sig.
Government	115	237.51	23.84	243	3.93**	0.00
Private	130	226.47	20.07			

Significant at 0.01**

As shown in Table-2, the mean scores of the professional attitude of teacher trainees belonging to the government and private teacher education institutions are 237.51 and 226.47 and the standard deviation are 23.84 and 20.07 respectively. The calculated t-value is 3.93 ($p < 0.01$) at 243 degree of freedom, the obtained t-value revealed that a significant difference exists between the professional attitude of the government and private teacher trainees. Thus, the null hypothesis, "there is no significant difference in the professional attitude of teacher trainees in terms of the type of institutions" is rejected. The mean scores of the government (237.51) and private teacher trainees (226.47) indicates that the government teacher trainees possess better professional attitude as compare to the private teacher trainees. This is more clearly presented in the following Figure-1.

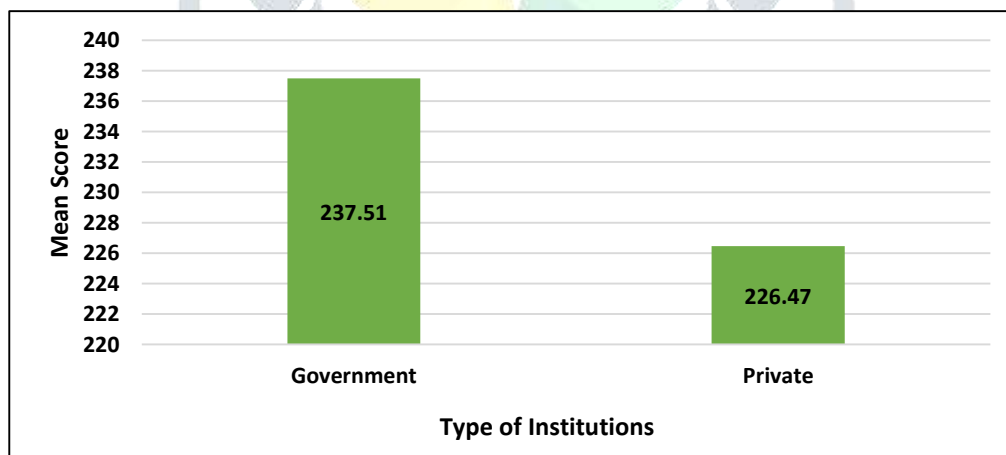


Figure 1: Mean Scores of the professional attitude of teacher trainees in government and private teacher education institutions

Objective 2: To examine the difference in professional attitude of teacher trainees in terms of gender.

Table 3 Showing the difference in the mean score of professional attitude of teacher trainees with respect to their gender

Gender	N	Mean	SD	df	t-value	Sig.
Male	91	231.59	24.74	243	0.03	0.97
Female	154	231.69	21.25			

It is clear from **Table-3**, the mean scores of the professional attitude of male and female teacher trainees are 231.59 and 231.69 and the standard deviation are 24.74 and 21.25 respectively. The calculated t-value is 0.03 ($p>0.05$) at 243 degree of freedom, the obtained t-value revealed that an insignificant difference exists between the professional attitude of male and female teacher trainees of the government and private teacher education institutions. Thus, the null hypothesis, “*there is no significant difference in the professional attitude of teacher trainees in terms of gender*” is not rejected. The data is also substantiated by the following Figure-2.

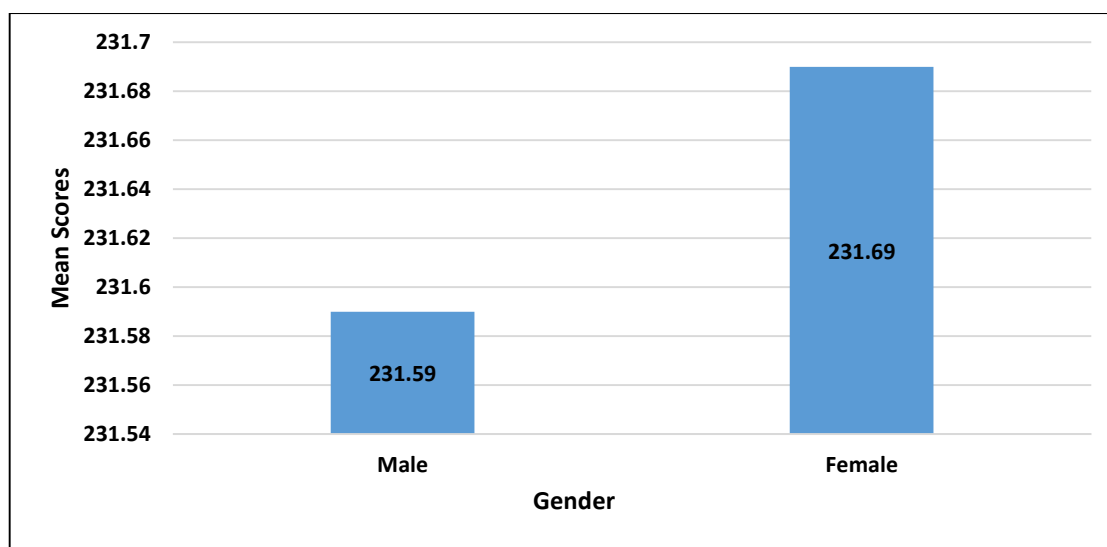


Figure 2: Mean Scores of professional attitude of male and female teacher trainees

Objective 3: To compare professional attitude of teacher trainees in terms of their educational qualifications.

Table 4 Showing the difference in the mean score of professional attitude of teacher trainees with respect to their educational qualifications

Educational Qualification	N	Mean	SD	df	t-value	Sig.
Graduate	106	229.05	22.70	243	1.58	0.11
Postgraduate	139	233.64	22.33			

From **Table- 4**, it is observed that the mean scores of the professional attitude of graduate and postgraduate teacher trainees are 229.05 and 233.64 and the standard deviations are 22.70 and 22.33 respectively. The calculated t-value is 1.58 ($p>0.05$) at 243 degree of freedom, the obtained t-value revealed that insignificant difference exists between the professional attitude of graduate and postgraduate teacher trainees. Thus, the null hypothesis, “*there is no significant difference in the professional attitude of teacher trainees in terms of their educational qualification*” is not rejected. On the basis of the mean scores, it can be observed that postgraduate teacher trainees have better and more positive attitude as compared to the graduate teacher trainees towards teaching profession. The following Figure-3 depicts it more clearly.

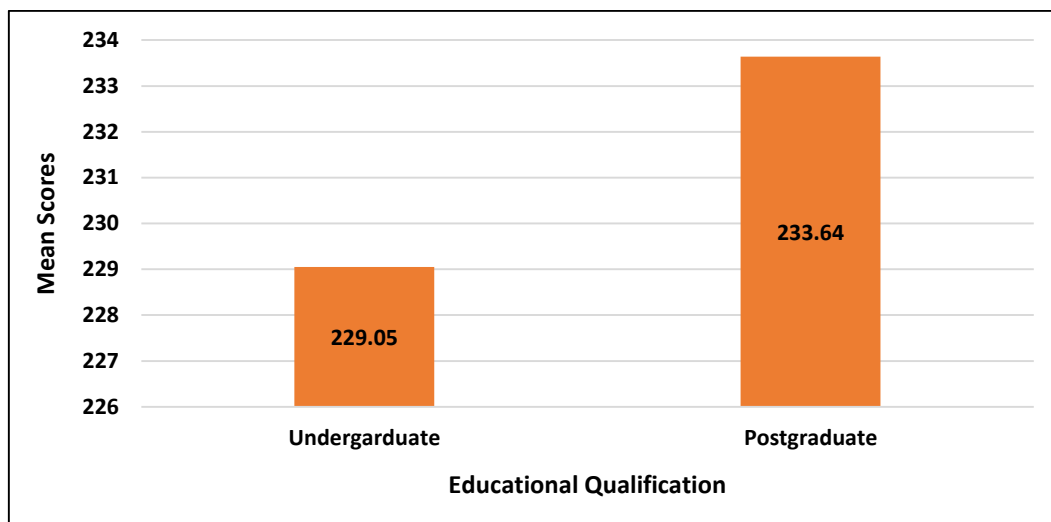


Figure 3: Mean Scores of the professional attitude of Graduate and Postgraduate teacher trainees

Objective 4: To compare the professional attitude of teacher trainees in terms of their religion.

Table 5 Showing the difference in the mean score of professional attitude of teacher trainees in terms of their religion

Religion	N	Mean	SD	df	t-value	Sig.
Hindu	149	231.19	23.81	243	0.4	.68
Muslim	96	232.38	20.57			

As **Table- 5** represents the mean scores of the professional attitude of Hindu and Muslim teacher trainees as 231.19 and 232.38 and the standard deviations as 23.81 and 20.57 respectively. The calculated t-value is 0.4 ($p > 0.05$) at 243 degree of freedom, the obtained t-value revealed that insignificant difference exists between the professional attitude of Hindu and Muslim teacher trainees. Thus, the null hypothesis, “*there is no significant difference in the professional attitude of teacher trainees in terms of their religion*” is not rejected. This will be clearer in the following Figure-4.

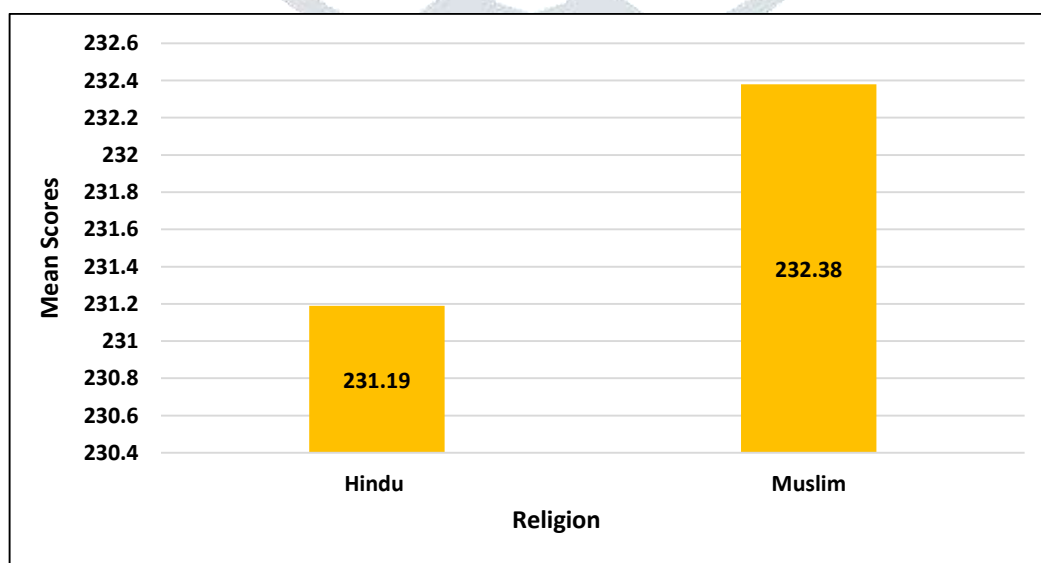


Figure 4: Mean Scores of the professional attitude of Hindu and Muslim teacher trainees

IV. FINDINGS

The main purpose of this study is to know the professional attitude of teacher trainees belonging to government and private teacher education institutions. The professional attitude of teacher trainees is compared with respect to some demographic variables like type of institution, gender, educational qualification and religion. The findings of this study are presented below:

- There exist a significant difference in professional attitude of teacher trainees in terms of their type of institution. The professional attitude of government teacher trainees is better than the teacher trainees belonging to private institutions. A significant difference also exist in the findings of Rani (2016), Parvez & Shakir (2013) but their studies are in contradiction with the present study. The reason may be attributed to the difference in the nature and smaller size of sample covered by these researchers.
- An insignificant difference was found in professional attitude of teacher trainees in relation to their gender. It means that male and female teacher trainees possess similar attitude towards teaching profession. This finding corroborates with the findings of Parvez & Shakir (2013) and Chakraborty & Mondal (2014). However, the present finding does not support studies of Akkaya (2009), Babu & Raju (2013), Gunduz (2014), Musa & Bichi (2015); who revealed that a significant difference exists in the attitude of male and female teacher trainees.
- An insignificant difference has been found in the educational qualifications of teacher trainees towards teaching profession. The obtained result also shows that the mean score of postgraduate teacher trainees was better as compared to the graduate teacher trainees. Similar results were obtained by Sasikala (2012) and Syiem (2014) in their study and support the insignificant difference in the professional attitude of graduate and postgraduate teacher trainees.
- Similarly, an insignificant difference is found in the attitude of prospective teachers towards teaching profession with respect to their religions. Parvez & Shakir (2013) also revealed that on the basis of religion, teacher trainees attitude is almost the same and equal towards the teaching profession.

V. EDUCATIONAL IMPLICATIONS

- 1) This study proves that the professional attitude of teacher trainees of government teacher education institutions is better than the teacher trainees of private teacher education institutions, meaning thereby that private teacher education institutions are probably not in conformity with the requirements of the teacher education programme. Therefore, private teacher education institutions should impart more comprehensive teacher training programmes in a more rigorous and regular manner. They may also adopt practical approach in the teaching-learning process, develop democratic environment in the classrooms in order to be more responsive in developing attitudes towards teaching profession. Further, imparting education in a more logistic, sincere and judicious way may improve their attitudes towards teaching profession.
- 2) This study clearly indicate that gender is not playing a significant role in developing professional attitude of teacher trainees towards teaching profession. This supports that the existing curricula of B.Ed. programme is sufficiently catering the needs of both male and female teacher trainees.
- 3) Finding of this study reveals that postgraduate teacher trainees have a more favourable attitude as compared to the graduate teacher trainees. This may be due to lesser exposure and maturity among graduate teacher trainees which may have a direct influence on their decision making regarding the profession they want to adopt.
- 4) It is revealed that the religion plays no significant role in forming the attitude of teacher trainees towards teaching profession. This shows that religion as such has no influence in developing professional attitude of teacher trainees towards teaching profession.
- 5) The present study will enhance the knowledge and actions of the prospective teachers towards teaching profession.
- 6) It is believed that the positive attitude and interest level of the teacher trainees plays a dynamic role in developing passion, commitment, aptitude and seriousness towards their profession. It is expected that attitude level can be influenced by providing experiences and training to the prospective teacher trainees that may be helpful in improving the quality of education as a whole.
- 7) Special efforts should be taken up by teacher educators, educational institutions and parents for enhancing and maintaining the positive attitude towards teaching profession.

VI. CONCLUSIONS

The present study is an effort to compare and examine the professional attitude of the teacher trainees with respect to some demographic variables. The obtained results revealed that a significant difference exists in the professional attitude of the teacher trainees belonging to teacher education institutions, the attitude of government teacher trainees was found better than the private teacher trainees. While the insignificant difference was found with other demographic variables like gender, educational qualification and religion. Teaching is a profession that lays the foundation of all other professions. The teacher training institutions should sincerely focus on the quality of education, by providing latest knowledge, infrastructure and other institutional facilities, and democratic environment among the students, so that the attitude of teacher trainees develops positively towards teaching profession.

VII. SUGGESTIONS

Suggestions for further research are as follows:

- 1) Comparison may be made in other districts and states also.
- 2) The present study is confined only to the type of institutions, gender, educational qualification and religion. Other demographic variables can also be studied.
- 3) The study may be conducted on a larger sample.

4) Professional attitude is taken as the only dependent variable; other dependent variables may also be included under the effect of other independent variables such as job satisfaction, commitment etc.

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