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## PROSPECTIVE TEACHERS' ATTITUDE TOWARDS TEACHING PROFESSION

**Dr. Shail Dhaka**

Director, School of Education,

Shobhit Institute of Engineering & Technology

(Deemed to-be University) Meerut (Uttar Pradesh) India

### *Abstract*

*Attitudes are key to improving the quality of education. Teachers' attitude towards their profession have a great influence on students' learning. There is no doubt about the fact that teachers' attitude affects quality of teaching. Teacher's positive attitude drives positive results. This is important as teachers are the nation builders and the development of a nation to a large extent actually depends on the teachers. It is important to know whether teachers have positive or negative attitude towards teaching profession. The present study focusses on prospective teachers' attitude towards teaching profession. Data were collected from sample of 100 prospective teachers (50 undergraduates & 50 postgraduates) studying in B.Ed. & M.Ed. courses in self-financed colleges of district Ghaziabad, Uttar Pradesh, India. Teaching Attitude Inventory prepared by Dr. S.P. Ahluwalia (2009) was used for the collection of data. The statistical techniques mean, standard deviation, and t-test were used for the analysis and interpretation of the data. It is found that postgraduate prospective teachers differ significantly from undergraduate prospective teachers in their attitude towards teaching; postgraduate prospective teachers have more favourable attitude as compared to undergraduate prospective teachers. The present study was conducted dimension wise and it was concluded that both the sub samples were non-significant in their attitude with regards to dimensions: teaching profession and teachers. It was also revealed that both the sub-samples differ significantly in their attitude with regards to dimensions: child centered practices, pupils, classroom teaching and educational process.*

**Key words:** *Prospective teachers, Teaching attitude, Teaching profession.*

### INTRODUCTION

The teaching profession stands as a cornerstone of society, shaping the minds and futures of the upcoming generations. As the world continues to evolve, the role of educators becomes increasingly pivotal, requiring individuals who are not only well-equipped with pedagogical skills but also possess a deep-rooted passion for teaching. At the heart of this evolution lies the attitudes of prospective teachers towards the teaching profession. These attitudes play a crucial role in determining the quality of education, the effectiveness of classroom interactions, and the overall vitality of educational institutions. The journey to becoming an educator is marked by a series of choices and decisions, all of which are heavily influenced by one's attitudes towards the profession. These attitudes are a blend of beliefs, emotions, and perceptions that shape how individuals perceive the challenges and rewards of teaching. They can impact career decisions, teaching approaches, classroom management styles, and the level of dedication prospective teachers bring to their roles. Teachers have always played a pivotal role in society. The job of teacher has always been held in very highly esteemed position. Good teacher can bring out the best in every student. The performance of a good teacher depends

upon the specialization of the subject to be taught and understanding of educational process and teaching skills. Teachers enjoy their profession is dependent upon their positive or negative attitude towards teaching profession. **Bhargava, Anupama & M.K.Pathy (2014)** studied attitude of student teachers towards teaching profession. They studied different categories like Non-tribal male and female science stream, nontribal male and female social science stream, Tribal male and female science stream, Tribal male and female social science stream was undertaken. They found no significant difference No significant difference was found between non-tribal male and female science and social science group students; between tribal and non-tribal male science group students; between tribal and non-tribal female social science group students and tribal and non-tribal male social science group students. They found significant difference in the attitude of male and female science group students; male and female social science group students; tribal and non-tribal female science group students. **Senthilkumaran M. & N. Muthaiah (2017)** studied prospective teachers' attitude towards teaching profession. The findings of the study reveal that the English medium students have higher attitude towards teaching profession than the Tamil medium students. Prospective teachers who have post graduate students have higher attitude than under graduate students. Male and female prospective teacher has equal attitude towards teaching profession. **Sivakumar, R. (2018)** studied teachers' attitude towards teaching profession in relation to their self-concept and revealed no significant relationship between attitude towards teaching profession and self-concept of teachers. **Kumar, Ajay & Gopika Sharma (2022)** studied pupil teacher attitude towards teaching profession in relation to their gender and stream. The result of study showed that there exist no significant difference in the attitude among male and female of B.Ed. students towards their teaching profession. And also no significant difference found in the attitude of B.Ed. students belonging to Arts stream and Science stream towards teaching profession. **Yunkul, Eyup & Ahmed Melih Gunes (2022)** studied the relationship between prospective teachers' digital literacy skills, attitude towards the teaching profession and academic motivations and The results of the data analysis revealed a favorable correlation among teacher candidates' attitudes toward the teaching profession, their academic motivation, and their levels of digital literacy. Taking precautions to assist teacher candidates' academic motivation, their levels of digital literacy, and their attitudes toward teaching is advised. **Ragae, Diriba, Abraham Tulu & Geberew Tulu Mekonnen (2022)** studied the nexus between prospective teachers' attitude towards teaching profession, department placement, and their academic achievement in Ethiopia and the findings of this study revealed that prospective teachers have considerable negative sentiments concerning teaching and department placement. In addition, there was a negative correlation between prospective teachers' attitudes regarding teaching, their department assignment, and academic accomplishment. On the basis of these findings, it was suggested that the College of Teacher Education should revise the way that prospective teachers are assigned to departments and work with new entry trainees to build their confidence and academic achievement. The government should also prioritise enhancing the teaching profession's prestige.

## TEACHING ATTITUDE

A teaching attitude is a foundational aspect that shapes the quality of education and impacts students' growth and development. It encompasses a multifaceted approach, intertwining various dimensions within the teaching profession. A positive teaching attitude is vital for fostering an environment conducive to effective learning, where students are not just recipients of knowledge but active participants in their educational journey.

**1. Teaching Profession:** A positive teaching attitude starts with a deep respect for the teaching profession. Teachers are not just conveyors of information; they are facilitators of growth, mentors, and role models. Embracing the value and significance of this role sets the foundation for a successful teaching attitude.

**2. Child-Centered Practices:** A crucial dimension of a positive teaching attitude is adopting child-centered teaching practices. Understanding the unique needs, learning styles, and strengths of each student is essential. A teacher with a student-centric approach tailors their methods to accommodate diverse learners, fostering an inclusive and supportive learning environment.

**3. Pupils:** A positive teaching attitude involves viewing pupils as individuals with untapped potential. Recognizing and acknowledging their individuality, strengths, challenges, and cultural backgrounds helps in creating a conducive learning atmosphere. This attitude encourages teachers to connect with their students on a personal level, building trust and rapport.

**4. Classroom Teaching:** Effective classroom management is another critical aspect of a positive teaching attitude. A teacher who approaches classroom teaching with patience, understanding, and a structured approach can create an environment where students feel secure and motivated to engage actively in their studies. Such an attitude contributes to maintaining discipline while fostering open communication.

**5. Educational Process:** Embracing innovative and evidence-based educational practices is indicative of a positive teaching attitude. This includes staying updated with the latest teaching methodologies, integrating technology where appropriate, and continuously seeking ways to enhance the learning experience. Adapting to changing educational landscapes showcases an open-minded and forward-thinking attitude.

**6. Teachers:** Teachers with a positive teaching attitude are lifelong learners themselves. They engage in professional development, collaborate with colleagues, and seek mentorship. This attitude of humility and continuous improvement not only benefits the teacher but also serves as a model for students, demonstrating the value of self-growth and adaptability.

In conclusion, a teaching attitude encompasses a holistic perspective that extends beyond traditional teaching methods. It involves understanding the multidimensional nature of the teaching profession, prioritizing students' needs, and fostering a growth-oriented environment. By embracing child-centered practices, valuing pupils' diversity, implementing effective classroom strategies, staying current with educational trends, and demonstrating a commitment to personal growth, educators can create a positive teaching attitude that enriches both their lives and the lives of their students.

## TEACHING PROFESSION

The teaching profession stands as a beacon of knowledge, enlightenment, and transformation. Teachers hold the profound responsibility of shaping not only young minds but also the future of society itself. At its core, teaching is a vocation driven by a passion for learning and a dedication to nurturing growth. It's a calling that goes beyond textbooks and classrooms. A teacher is not just a conveyor of facts; they are architects of inspiration, mentors of character, and cultivators of potential. Through the patient art of teaching, educators have the incredible opportunity to transmit the wisdom of centuries to eager minds, fostering curiosity and paving the way for a lifetime of discovery. They provide the building blocks upon which innovation, critical thinking, and progress are constructed. Teachers also play a pivotal role in character development. The teaching profession is inherently dynamic, constantly evolving to embrace new tools and methods. As technology reshapes the educational landscape, teachers harness its power to engage students in innovative ways, transforming the traditional classroom into a hub of interactive and immersive learning. But perhaps the most remarkable aspect of teaching lies in its enduring impact. The lessons taught and the inspiration shared resonate far beyond the confines of the classroom. Teachers influence the trajectory of lives, nudging students toward careers, passions, and contributions that shape the world.

## STATEMENT OF THE PROBLEM

### PROSPECTIVE TEACHERS' ATTITUDE TOWARDS TEACHING PROFESSION

## OBJECTIVES OF THE STUDY

1. To study the attitude of undergraduate and postgraduate prospective teachers towards teaching profession.
2. To study the attitude of undergraduate and postgraduate prospective teachers towards child-centered practices.
3. To study the attitude of undergraduate and postgraduate prospective teachers towards pupils.
4. To study the attitude of undergraduate and postgraduate prospective teachers towards classrooms teachings.
5. To study the attitude of undergraduate and postgraduate prospective teachers towards educational process.
6. To study the attitude of undergraduate and postgraduate prospective teachers towards teachers.
7. To study the attitude of undergraduate and postgraduate prospective teachers towards teaching.

## HYPOTHESES OF THE STUDY

1. There is no significant difference in the attitude of undergraduate and postgraduate prospective teachers towards teaching profession.
2. There is no significant difference in the attitude of undergraduate and postgraduate prospective teachers towards child-centered practice.
3. There is no significant difference in the attitude of undergraduate and postgraduate prospective teachers towards pupils.
4. There is no significant difference in the attitude of undergraduate and postgraduate prospective teachers towards classrooms teaching.
5. There is no significant difference in the attitude of undergraduate and postgraduate prospective teachers towards educational process.
6. There is no significant difference in the attitude of undergraduate and postgraduate prospective teachers towards teachers.
7. There is no significant difference in the attitude of undergraduate and postgraduate prospective teachers towards teaching.

## METHODOLOGY

Descriptive Survey Method was used for the present study. All the prospective teachers of district Ghaziabad, Uttar Pradesh, India constituted the population for the study. The sample size remains restricted to 100 prospective teachers out of which 50 undergraduate and 50 postgraduate prospective teachers were selected. Teaching Attitude Inventory prepared and standardized by Dr. S.P. Ahluwalia (2009) was used. Mean, standard deviation and t- test were used for the analysis of the data.

## DATA ANALYSIS

Data were collected on a sample of 50 undergraduate prospective teachers and 50 postgraduate prospective teachers. The two groups were compared for assessing their attitude towards teaching profession. Mean and standard deviation of these groups were calculated. The significance of difference between the mean scores was found out by calculating 't' value. The data and result of the test of significance are given in the following table:

Table 1

Difference between the Mean Scores of Attitude of Undergraduate and Postgraduate Prospective Teachers towards Teaching Profession

Variable	Sub- Groups	Undergraduate Prospective Teachers	Postgraduate Prospective Teachers
Teaching Profession	Observations	50	50
	Mean	39.16	39.62
	S.D.	1.78	1.56
	SED	0.335	
	t-value	1.37	
	NS: Non Significant		

Table 2

Difference between the Mean Scores of Attitude of Undergraduate and Postgraduate Prospective Teachers towards Child-centered Practices

Dimension	Sub- Groups	Undergraduate Prospective Teachers	Postgraduate Prospective Teachers	
Child-centered Practices	Observations	50	50	
	Mean	35.63	32.49	
	S.D.	1.98	1.73	
	SED	0.372		
	t-value	8.44		
	S: Significant at 0.01 level			

Table 3

Difference between the Mean Scores of Attitude of Undergraduate and Postgraduate Prospective Teachers towards Pupils

Dimension	Sub- Groups	Undergraduate Prospective Teachers	Postgraduate Prospective Teachers	
Pupils	Observations	50	50	
	Mean	35.23	34.11	
	S.D.	1.84	1.96	
	SED	0.380		
	t-value	2.94		
	S: Significant at 0.01 level			

Table 4

Difference between the Mean Scores of Attitude of Undergraduate and Postgraduate Prospective Teachers towards Classroom Teaching

Dimension	Sub- Groups	Undergraduate Prospective Teachers	Postgraduate Prospective Teachers	
Classroom Teaching	Observations	50	50	
	Mean	33.54	29.85	
	S.D.	3.58	1.89	
	SED	0.573		
	t-value	6.44		
	S: Significant at 0.01 level			

Table 5

Difference between the Mean Scores of Attitude of Undergraduate and Postgraduate Prospective Teachers towards Educational Practices

Dimension	Sub- Groups	Undergraduate Prospective Teachers	Postgraduate Prospective Teachers
Educational Process	Observations	50	50
	Mean	25.39	29.67

	<b>S.D.</b>	2.35	3.87
	<b>SED</b>	0.640	
	<b>t-value</b>	6.68	
	<b>S: Significant at 0.01 level</b>		

Table 6

**Difference between the Mean Scores of Attitude of Undergraduate and Postgraduate Prospective Teachers towards Teachers**

<b>Dimension</b>	<b>Sub- Groups</b>	<b>Undergraduate Prospective Teachers</b>	<b>Postgraduate Prospective Teachers</b>
<b>Teachers</b>	<b>Observations</b>	50	50
	<b>Mean</b>	32.13	32.58
	<b>S.D.</b>	2.54	2.58
	<b>SED</b>	0.512	
	<b>t-value</b>	0.8789	
	<b>NS: Non Significant</b>		

Table 7

**Difference between the Mean Scores of Attitude towards Teaching of Undergraduate and Postgraduate Prospective Teachers**

<b>Variable</b>	<b>Sub- Groups</b>	<b>Undergraduate Prospective Teachers</b>	<b>Postgraduate Prospective Teachers</b>
<b>Teaching</b>	<b>Observations</b>	50	50
	<b>Mean</b>	188.56	192.34
	<b>S.D.</b>	5.67	7.59
	<b>SED</b>	1.34	
	<b>t-value</b>	2.82	
	<b>S: Significant at 0.01 level</b>		

The findings revealed that there is no significant difference in the attitude of undergraduate and postgraduate prospective teachers towards teaching. As the present study was conducted while taking into considerations the dimensions of teaching, it was found that there exists no significant difference in the attitude of undergraduate and postgraduate prospective teachers with respect to the dimensions which are teaching profession and teachers, while there exists significant difference in the attitude of undergraduate and postgraduate prospective teachers with regards to the dimensions of teaching which are child-centered practices, pupils, classroom teaching and educational process. It was found that postgraduate prospective teachers had more favourable attitude towards teaching as compared to undergraduate prospective teachers.

## CONCLUSION

In conclusion, the comprehensive analysis undertaken in this study aimed to assess the attitudes of both undergraduate and postgraduate prospective teachers towards various dimensions of teaching. The investigation encompassed a thorough exploration of dimensions including the teaching profession, pupils and teachers, child-centered practices, classroom teaching, and educational process. The results of the study have shed light on the nuanced differences in attitudes between undergraduate and postgraduate prospective

teachers. Notably, it was discerned that there is no significant disparity in the attitudes of these two groups towards the broader aspects of the teaching profession and teachers. This suggests a fundamental alignment in their perceptions of these dimensions, potentially indicative of a shared foundational understanding of the core tenets of teaching. However, the analysis brought to the fore a noteworthy discrepancy in the attitudes of these groups concerning specific dimensions of teaching. Particularly, variations in attitudes were evident in the realms of child-centered practices, pupils, classroom teaching, and educational process. Here, it was evident that postgraduate prospective teachers exhibited a more favorable attitude compared to their undergraduate counterparts. This implies that at the juncture of their academic journey, postgraduate students may possess a stronger inclination towards teaching profession, educational process and teachers. In essence, the findings highlight the significance of recognizing the diverse attitudes that emerge at different educational stages among prospective teachers. This underscores the importance of tailored pedagogical approaches during their training to effectively nurture and harness these inherent attitudes. As the education landscape continually evolves, understanding these attitude differentials can aid in crafting more targeted and impactful teacher development programs. However, further research is warranted to delve deeper into the factors that contribute to these attitude differentials and their potential impact on teaching practices and student outcomes.

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