

**“A COMPARATIVE STUDY OF ATTITUDE TOWARDS
TEACHING PROFESSION OF MALE AND FEMALE B.Ed.
AND M.Ed. STUDENTS OF ALIGARH MUSLIM
UNIVERSITY”**

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Abstract

Keywords:

**Trainee Teacher;
Attitude;
Teaching Profession;
Demography.**

The investigators have tried to find out the attitude towards teaching profession of B.Ed. and M.Ed. students of AMU. The investigators conducted this study with 200 Students selected from department of Education in Aligarh Muslim University. The investigators used “Teacher Attitude Inventory (TAI)”, constructed and standardized by Dr. S.P. Ahluwalia for the purpose of data collection and statistical techniques –Mean, SD and t-test –were utilized for data analysis and interpretation. The study explores the attitude of trainee teachers towards teaching profession as per their course of study. Another point of analysis in the result is the difference of attitude among the female and male trainee teachers. The study tries to show that gender and difference in course of study are of significance in developing the teaching profession.

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1. Introduction

Teacher Education and Training in Education is a powerful mechanism for the socio-political and economic development of a country. To gear up education towards the desired end, teaching profession assumes great importance. Education is like a guiding force of human growth and development. In teaching, at its best, teacher provides pupils with experience that will make worthwhile contribution to their mental, physical, social and emotional growth. He/she also provides for breadth of experience so that the student is able to make the best possible contributions to his social group, his community, his nation and his world. Thus, the teacher of today has to meet the new emerging demands of society. He/she has to develop desirable professional skills, knowledge and attitudes. In view of the complex nature of teaching-learning process and the multidimensional nature of the responsibilities and roles of a teacher; preparation of teachers for the teaching profession is being considered as a great necessity to enable one to fulfil, at least, the minimum requirements. No longer can the teacher become successful by simply knowing his/her subject.

The quality of a nation depends upon the quality of its citizens. The quality of citizens, in turn, depends upon the quality of education system. The education depending upon the teachers, if a teacher is trained well and his/her being energetic in manner and attitude towards teaching profession should be good for the community, school, and institution and thus, over all, for the nation.

2. Objectives of the study:

Objective of this research was to find out trainee teacher's attitude towards the teaching profession with different demographic variables which is subcategorised as follows:

1. To find out the attitude of male and female trainee teachers towards teaching profession.
2. To find out the attitude of B.Ed. and M.Ed. trainee teachers towards teaching profession.
3. To find out the attitude of B.Ed. male and female trainee teachers towards teaching profession.
4. To find out the attitude of M.Ed. male and female trainee teachers towards teaching profession.

3. Hypotheses of the study:

This study was conducted after formulation of the research hypotheses in the light of the above mentioned objectives-

1. There is no significant difference in the attitude of male and female trainee teachers towards teaching profession.
2. There is no significant difference in the attitude of B.Ed. and M.Ed. trainee teachers towards teaching profession.

3. There is no significant difference in the attitude of B.Ed. male and female trainee teachers towards teaching profession.

4. There is no significant difference in the attitude of M.Ed. male and female trainee teachers towards teaching profession.

4. Significance of the study:

In the present study, the investigators have tried to study the attitude of trainee teachers towards the teaching profession. A good number of students make it a choice to study B.Ed. and M.Ed. and want to be teachers one day, and on the other hand many students are not much interested to go for the teaching profession. They happen to get selected through admission test and get admission for training to become a teacher in the future. But this has been noticed that there are some students who are serious in doing their courses and some who lack that seriousness of attending their classroom teaching. So, unless and until the trainee teachers progress with favour or become active-minded towards the training and teaching in their future profession, they would not develop a positive attitude towards teaching profession.

6. Methodology and design of the study:

Sample size: A sample of 200 B.Ed. and M.Ed. students was taken from Department of Education, AMU. Of the 100 B.Ed. students, 55 were female and 45 were male, of the 100 M.Ed. students, 50 female and 50 male students were selected by the investigators. The investigators used convenient sampling technique for this purpose.

Tool used for the study: The investigators used “Teacher Attitude Inventory (TAI).” constructed and standardized by Dr. S.P. Ahluwalia, former Reader in Education, Banaras Hindu University with the help of research assistants under a project of the National Council for Educational Research and Training, New Delhi to measure the attitude of prospective and practicing teachers towards teaching profession.

Statistical techniques used: The investigators used Mean, Standard Deviation (SD) and t-test statistical techniques for the purpose of data analysis.

7. Analysis and interpretation:

Table 1: Showing comparison of the attitude towards teaching profession between male and female trainee teachers.

Variable	Students(Sex)	No	df	t-value	Mean	S.D
Trainee Teacher	Male	95	198	0.259	237.91	19.39
	Female	105			238.62	19.43

*not significant at 0.05 level

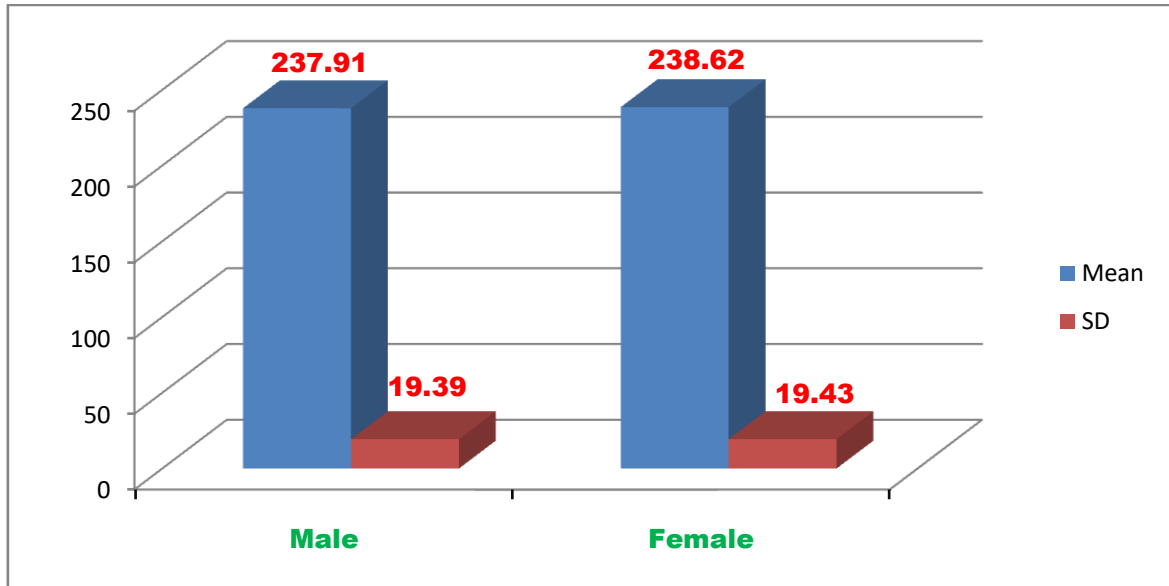


Figure 1 Chart showing the attitude of male and female trainee teachers towards teaching profession.

Interpretation:

The table and figure 4.2 are showing Means of attitude towards teaching profession of trainee teachers. Male and Female Students' Means are 237.91 and 238.62 respectively and Standard Deviations are 19.39 and 19.43 respectively. The calculated "t" value was found to be 0.259 which was not significant at 0.05 level with 198 degrees of freedom.

Therefore, the null hypothesis H_0-2 , there is no statistical significant difference in attitude towards teaching profession among the male and female trainee teachers students, is accepted. This means that there is no significant difference in attitude towards teaching profession among the male and female trainee teachers.

Table 2:-Showing comparison the attitude towards teaching profession between the B.Ed. and M.Ed. trainee teachers.

Variable	Students (B.Ed.&M.Ed.) Trainee Teachers	No	df	t-value	Mean	S.D
Trainee Teacher	B.Ed. students	100	198	0.795	239.38	20.41
	M.Ed. students	100			237.20	18.30

*not significant at 0.05 level

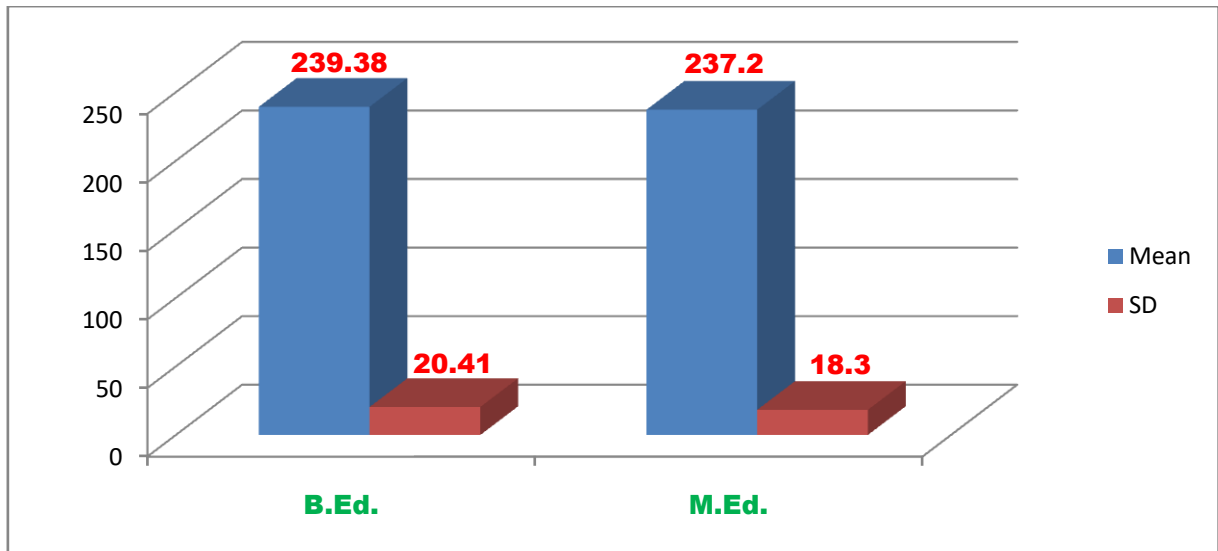


Figure 2 Chart showing the attitude of B.Ed. and M.Ed. trainee teachers towards teaching profession.

Interpretation:

The table and figure 4.4 are showing Means of attitude towards teaching profession of B.Ed. and M.Ed. trainee teacher students; Means are 239.38 and 237.20 respectively and Standard Deviations are 20.41 and 18.30 respectively. The calculated “t” value was found to be 0.795 which was not significant at 0.05 level with 198 degrees of freedom.

Therefore, the null hypothesis H_0-2 , there is no statistical significant difference in attitude towards teaching profession among the B.Ed. and M.Ed. trainee teacher students, is accepted. This means that there is no significant difference in attitude towards teaching profession among B.Ed. and M.Ed. trainee teachers.

Table 3:-Showing the comparison of attitude towards teaching profession between male and female B.Ed. trainee teachers.

Variable	Students(Sex)	No	df	t-value	Mean	S.D
Trainee Teacher (B.Ed. Students)	Male	45	98	1.145	236.80	19.93
	Female	55			241.49	20.74

*not significant at 0.05 level

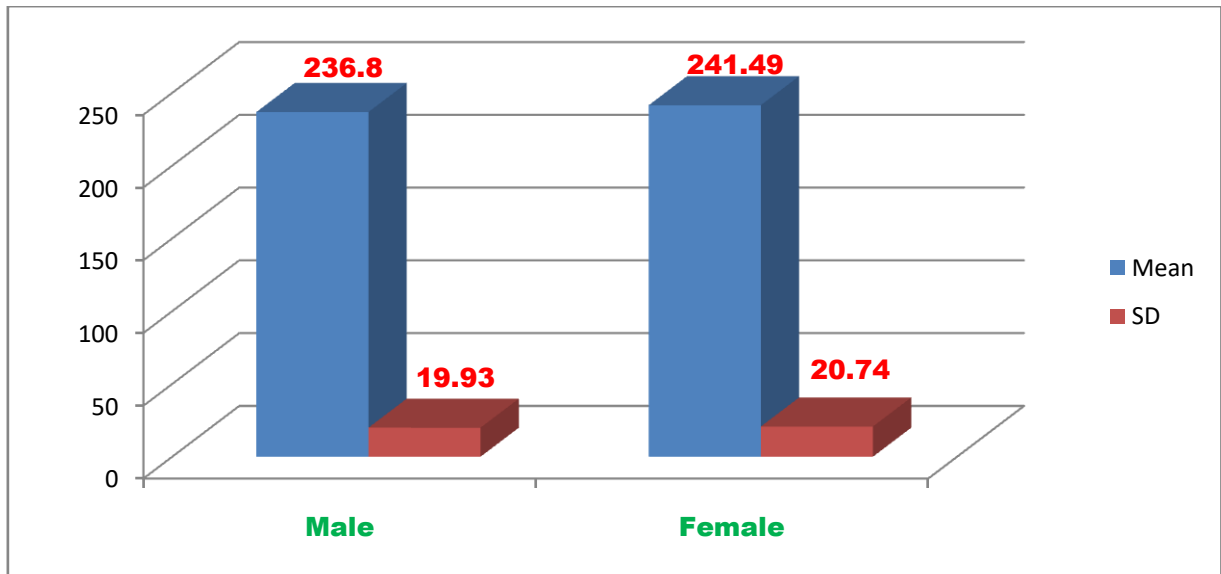


Figure 3 Chart showing the attitude of B.Ed. male and female trainee teachers towards the teaching profession.

Interpretation:

The table and figure 4.2 are showing Means of attitude towards teaching profession of B.Ed. trainee teachers. Male and Female Students Means are 236.80 and 241.49 respectively and Standard Deviations are 19.93 and 20.74 respectively. The calculated “t” value was found to be 1.145 which was not significant at 0.05 level with 98 degrees of freedom.

Therefore, the null hypothesis Ho-3, there is no statistical significant difference in attitude towards teaching profession among the male and female B.Ed. students, is accepted. This means that there is no significant difference in attitude towards teaching profession among male and female B.Ed. trainee teacher students.

Table 4:-Showing by comparison the attitude towards teaching profession between male and female M.Ed. students.

Variable	Students(M.Ed.)	No	df	t-value	Mean	S.D
TraineeTeacher	Male	50	98	0.93	238.92	19.03
	Female	50			235.48	17.56

*not significant at 0.05 level

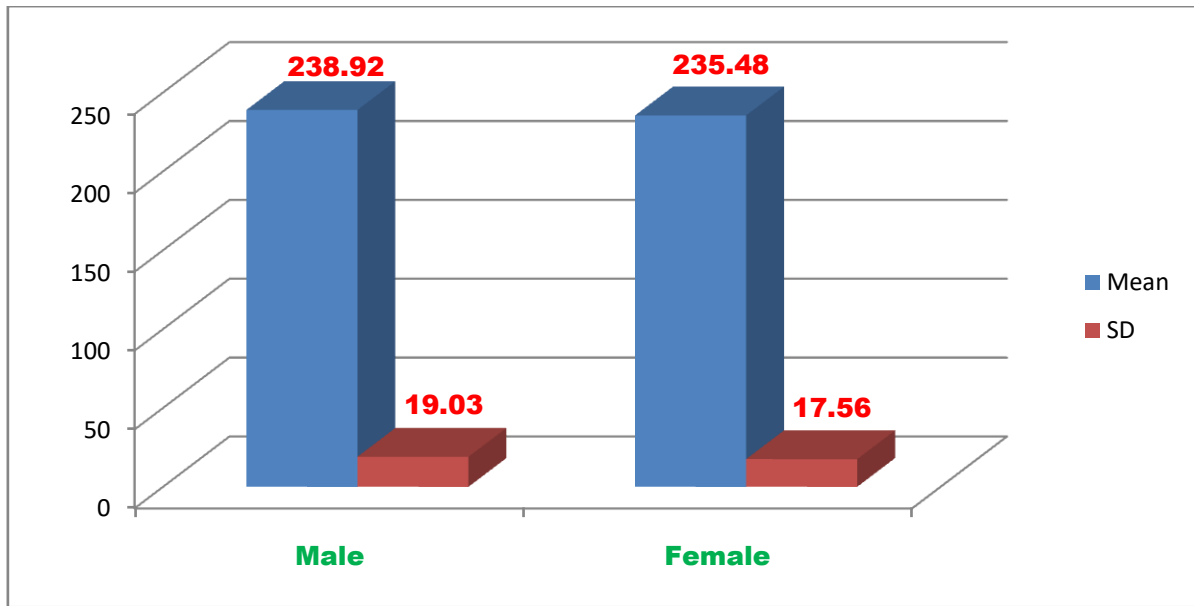


Figure 4 Chart showing the attitude of M.Ed. male and female trainee teachers towards teaching profession.

Interpretation:

The table and figure 4.3 are showing Means of attitude towards teaching profession of M.Ed. trainee teachers. Male and Female Students Means are 238.92 and 235.48 respectively and Standard Deviations are 19.03 and 17.56 respectively. The calculated “t” value was found to be 0.93 which was not significant at 0.05 level with 98 degrees of freedom.

Therefore, the null hypothesis H_0-4 , there is no statistical significant difference in attitude towards teaching profession among the male and female M.Ed. students, is accepted. This means that there is no significant difference in attitude towards teaching profession among male and female M.Ed. trainee teachers.

8. Educational Implications:

In view of the results of the present study the investigators laid down the following educational implications:-

- Certain programmes such as seminars, workshops and refresher courses must be arranged for the trainee teachers to improve their attitude towards teaching profession.
- There should be reasonable workload (applicable and valid teaching aids to be used during training) on trainee teacher, so that they may not feel overburdened.
- The security of life after completion of the course of study or after training, proper placement for the trainee teachers, there were many students not getting job after completing the course or being trained.
- From the beginning, students may be made to realise and provided knowledge regarding the role of teachers in the society. Teaching is not only a profession rather it makes the individuals useful for society.
- Teacher training program need re-organisation and re-evaluation to remove drawbacks.

- For the admission in any teacher training institution admission test should be made mandatory using aptitude and attitude test.
- There is need to improve curriculum framework and policies in teacher training institutions.
- Career counselling programmes should be made by the teacher training institutions for the students.
- The teaching staffs in teachers' training institutions need to re-evaluate their own attitude towards teaching profession.
- Focus should be on improving institutional climate which will help the trainee teachers to perform better in teaching learning process.

9. Conclusion:

The present investigation was an attempt to see the effect of course of study and gender on attitude towards teaching profession of pupils of B.Ed. and M.Ed. in AMU. It is proved from the result that-

1. The attitude of male and female trainee teachers towards the teaching profession is favourable but female trainee teachers have more favourable attitude as compared to male trainee teachers.
2. The attitude of B.Ed. and M.Ed. trainee teachers towards the teaching profession is positive and favourable but B.Ed. trainee teachers have more positive attitude as compared to M.Ed. trainee teachers.
3. The attitude of B.Ed. male and female trainee teachers towards the teaching profession is favourable but female trainee teachers are having more favourable attitude as compared to male trainee teachers
4. The attitude of M.Ed. male and female trainee teachers towards the teaching profession is favourable but male trainee teachers are more favourable as compared to female trainee teachers.

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