



ATTITUDE OF B.ED. STUDENTS TOWARDS TEACHING PROFESSION AS RELATED TO THEIR PARENTS' OCCUPATION

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Abstract

Unfortunately in India, to-day, the socio-economic status and the professional status of teachers is low. The quality of education as an academic study must be raised which can be one of the influential factor for school teaching to emerge as a profession on par with other established professions like Law, Medicine, Engineering etc. Unless, teaching attains the status of high profession and teachers as professionals, it is painful to harbor high expectations that we as people have from our teachers and to have right attitudes towards their profession. Present study find the difference in attitude towards teaching profession of B.Ed. students whose parents are teachers and those whose parents are not teachers. The present study consisted of 120 B.Ed. Students of Doon International and BKD colleges of Education of Sirmour district as a sample of the study. Self developed questionnaire was used to data collection. Mean, Standard Deviation and 't' value were calculated. Result shows that B.Ed. students whose parents are teachers has higher attitude for teaching profession as compare to B.Ed. students whose parents are not teachers.

Key words: *Teaching profession, Attitude, behavioral component*

Introduction

Changes in the teacher profession, teacher education quality and professional eligibility of teachers within the environment of the transformed social conditions and the growing demands on education quality in the knowledge society reached prominence in pedagogical theory, in research and education policies on the Indian as well as worldwide scale. Especially since the end of the eighties of the twentieth century cultivation of teachers and improving system of their education regarded as key tools of the reforms in education and school activity innovations. Reflection of the increasing demands on teachers and on the quality of their education in consequence of the socio cultural context changes, namely the changing paradigm of education in the society of knowledge needs to be extensively researched. This problem field is reflected in various sciences, above all in pedagogy, psychology, sociology, philosophy and economy. Concepts of the learning society and

knowledge society have been gaining in importance in social sciences worldwide since the eighties of the last century, emphasizing cultural, social and economic value of education as “hidden wealth, resources of prosperity and means for sustainable permanent development of the society “ (Delors 1996)

In the words of Prof. Humayun Kabir, “Teachers are literally the arbiters of a nation’s destiny” Teacher is the most important factor in the reconstruction of education. But “Teaching is not every body's cup of tea” as Ruskin says “Teaching is a painful, continuous and difficult work to be done by kindness, by watching, by warning, by perfecting by praise but above all by exercise”. Teachers who are generally unenthusiastic about the teaching profession (i.e. having a negative job orientation) reported in one study, that they were more distressed about their teaching situation than were teachers who were enthusiastic (Litt& Turk 1985, p.180). Thus, for the professional growth of the teachers and improvements in education, the attitudes held by them are very important.

In this view of the future, traditional responses to the demand for education that are essentially quantitative and knowledge-based are no longer appropriate. It is not enough to supply each child early in life with a store of knowledge to be drawn on from then on. Each individual must be equipped to seize learning opportunities throughout life, both to broaden her or his knowledge, skills and attitudes, and to adapt to a changing, complex and inter-dependent world (UNESCO, 1996, p.85).

The word attitude (from Latin *Aptus*) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear , think and do. They are rooted in experience and do not become automatic routine conduct. Attitude means the individual’s prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice).

Teachers’ lack of confidence due to poor conceptual and phenomenological physics foundations does have an impact on their attitudes. In many countries around the world the number of lay science teachers is high, and many of those that have undergone formal education are not ready for the job. The fact that most teachers most of the time behave as information providers The basic model of teaching in this case is: a) spontaneous ; (b) belief that all students are identical and ready to follow same type of instruction; (c) acceptance of

models the teachers were taught; and (d) lack of readiness about students' forms of learning and thought.

Thus effective and productive learning on the part of students can be achieved only by teachers with desirable attitudes. Thus, teacher's attitude towards teaching profession forms the major variable for the present study on secondary school teachers. There is a need in to examine teacher attitude towards their profession as the educational system undergoes major changes and improvements. It is not enough if the prospective teachers are empowered with knowledge and skills but they should have a favorable attitude towards teaching which in turn influences their teaching competency. Hence, the present study attempts to assess the Attitude of B.Ed. trainees towards teaching profession. The focus of the present study was attitudes towards the teaching profession by education students enrolled in B.Ed. course in Doon International College of Education Rajban, Sirmour.

Objectives of the study

1. To study the difference in attitude towards teaching profession of B.Ed. students whose parents are teachers and those whose parents are not teachers .

Hypothesis

1. There exists no significant difference in attitude towards teaching profession among B.Ed. students whose parents are teachers and those whose parents are not teachers..

Method of Investigation

According to Webster's New collegiate Dictionary a survey is a critical inspection to obtain exact in formations. Survey method involves gathering of data from a cross section of the population. If not concerned with the characteristics of individuals with the generalized statistics of the whole population or representation population. The survey method is found suitable for data collection in this study.

Sample of the Study

Looking at the nature of this study, stratified random sampling technique was used to select the required sample of teachers. The present study consisted of 120 B.Ed. Students of Doon International and BKD colleges of Education of Sirmour district as a sample of the study.

Tools Used

For the present study being descriptive survey method, the tools used by the researcher was a questionnaire. The researcher had selected the particular tool so that it would be convenient to collect more data from many students.

Statistical Techniques Used

In this study the researcher used the following statistical techniques Mean, Standard Deviation and 't' value were calculated.

Data Analysis, Interpretation and Results

Table 1: Significance of Difference in attitude of B.Ed. students toward Teaching Profession

Sr. No.	B.Ed Students (N=120)	Mean	SD	t-value
1.	Whose patents are Teachers (43)	90.88	13.24	6.22
2.	Whose parents are not Teachers(N=77)	84.54	10.78	

It is clear from the Table 1 that the t-value comparing the significant different in mean scores of B.ed. students whose parents are teachers and whose parents are not teachers is 6.22, which is highly significant at .01 level of significant. that is, they differed significantly with regard to their attitude towards teaching profession. B.Ed. students whose parents are teachers has higher attitude for teaching profession as compare to B.Ed. students whose parents are not teachers.

Conclusion

Teacher training programmes need reevaluation and reorganization to remove the drawbacks. The teaching staff of teacher training institutions needs reevaluate their own attitudes toward teaching profession as well as their overt behavior toward the prospective teachers. The traditional selection criterion for admission in teacher training should be changed. The aptitude test should be conducted for admission by the teacher training institutions to identify those students who are inclined towards teaching profession. The duration of teacher training should be lengthened to develop a favorable attitude of student teachers towards teaching profession. It is fondly hoped that this study is helpful for policy makers, administrators and teacher educators to improve the teacher-training programme. It may also be helpful for the prospective teachers as well as working teachers in developing positive attitude toward teaching profession. The implication of current state of teachers holding less favourable or positive attitude towards their profession is very dangerous as it not only kills the 'professional self' of a teacher but also dampens the spirit of the school life.

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