

“A Comparative Study of Attitude towards Teaching Profession of Male and Female B.Ed. Students of Aligarh Muslim University”

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ABSTRACT: The study explores the comparison of attitude towards teaching profession of male and female B.Ed student of Aligarh Muslim University. The descriptive research method was used for the study. The sample consists of 100 B.Ed student were selected by using convenient and stratified random sampling techniques. The Teacher Attitude Inventory developed by S.P Ahluwalia used for data collection. The finding of the study reveals that;1) There is a significant difference exists between attitude of male and female B.Ed. students towards teaching profession and female have more favorable attitude towards teaching profession. 2) There is no significant difference between attitude of graduates and postgraduates B.Ed. students towards teaching profession. 3) No significant difference exists between attitude of B.Ed. students of sciences and social science (including commerce) streams toward teaching profession. 4) No significant difference exists between the attitude of B.Ed. students of arts and social science (including commerce) streams towards teaching profession. 5) There is a significant difference exists between the attitude of B.Ed. students of science and arts streams towards teaching profession and arts streams B.Ed. students have more favorable attitude towards teaching profession.

Keywords: Attitude, Teaching Profession, B.Ed., Gender

INTRODUCTION

Education is the ever growing process for humans, which go on in their infancy, maturity, and old age. Education is not only communication of the information by the teacher or the acquisition of knowledge by the child but it is also the total development of the child, in this sense education consists of all those experiences which affect the individual from birth till death. Thus, the quality of education depends upon the quality and effectiveness of its teachers. Teachers can act as a Trailblazer in life of learners and in the process of education for development. Teaching is complex task, it is not everybody's cup of tea, it requires a person with Braun and Brain, a sense of commitment, dedication, and devotion, a thirst for knowledge, and social service, persistence and patience, creative thinking, qualities of head and heart and last but not the least, attitude towards teaching which should be positive devotive and many more to learn more. 'The profession of the teacher should not be reduced the trade but it should be confined to keep the burning lamp of civilizations' (Dr.S.Radhakrishnan). Hence, the greatness of country does not depend on lofty building and gigantic projects. In fact, it is depending on teachers; therefore, good education requires good teachers. An effective teachers known his subject, he/she does his homework, he/she plan his/her lessons before going in the classroom and supplement them with appropriate teaching aids and the most important aspect

positive attitude towards teaching. Teachers are much more than these limited meaning. It is a positive profession which deals with optimism, it works with abundance all around and it aims at nurturing the potentialities in teaching to develop good citizens and good individuals. Training and profession are deeply interrelated because if a person has due training, he can accomplish his goal with proficiency. Teaching is established profession, so it requires training. Teachers training program enhance not only intellectual perception but also develop philosophical, psychological and research aptitude. Teacher education means professional preparation of teachers. It is not merely training for teachers but it is something deeper than mere teacher training. It means the acquisition of that type of knowledge, skills, and ability which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habits, and personality of teachers.

REVIEWS

Sumangala and Devi U. (2008) studied the attitude of women teachers towards teaching profession and success in teaching. The result showed that successful and less successful teachers differ significantly in the mean score of attitude towards teaching profession.

Sullen Sahin (2010) studied teacher candidate's attitude towards teaching profession and their lives satisfaction levels. Independent variable were

determined as gender, department, class level, mother and father education. ‘ATTP scale’ were used to collect the data and according to the total scores of ‘ATTP scale’ teacher candidates had positive attitude towards teaching profession.

Babu P.B. and Raju M.S. (2013) conducted a study on attitude of prospective teachers towards teaching profession. The sample was consist of 180 prospective teachers and their findings revealed that significant difference found in attitude of prospective teachers studying in private and public B.Ed. institution, moreover, no significant difference found in attitude of female and male, Muslims and non-Muslims, science and social science prospective teachers towards teaching profession.

Sahayarani J. and Stanly L. (2014) conducted study on attitude towards teaching profession of B.Ed. trainees in Pondicherry. 104 B.Ed. trainees were selected from various B.Ed. colleges in Pondicherry by random sample technique. Their finding reveals that the B.Ed. trainees having positive attitude towards teaching profession. Moreover, there is significant difference in attitude towards teaching profession on the basis of sex, subject and locality were found.

Matto I. Mohammad and Bichoo A. Tariq (2014) carried out a study on attitude of secondary school teachers towards teaching with special reference to rural and urban background. The sample of the study were 300 secondary school teachers from government institutes and there finding yielded that rural and urban teachers differ significant on some areas of attitude towards teaching.

SIGNIFICANCE OF THE STUDY

Teachers have always played a crucial role in planning communities towards exploring new horizon and achieving higher level of progress and development of the society and nation. The backbone of any educational system/institution is the teachers as they produces well cared and well shaped citizen of a country in all field. No system of education can rise above the teachers who serve its quality depends ultimately upon the quality and attitude of teachers. Teachers are the one whose jobs is “education” whose expertise is “education” and whose profession is “education”, and if their attitude towards their profession is not favorable then what they serve to the society or our future builders and if we trained those individuals who are having unfavorable attitude towards teaching profession then it is a great waste of time and energy. And it is totally unfair to the pupils who may be victims of teacher’s ineffectiveness and maladjustment. So, it is important for an hour to have a favorable and positive attitude of teacher’s trainers. Sometimes, it has been notices that many students who like to take admission on B.Ed.

course may or may not be interested in this profession but they are selected for this course by chance not by choice and off course they are not having favorable attitude towards this profession which leads chaos in future. Hence, present study is concern with the attitude of pupil-teachers towards their teaching profession.

OBJECTIVES OF THE STUDY

- To compare the attitude between male and female B.Ed. students towards teaching profession.
- To compare the attitude of graduate B.Ed. students and post graduate B.Ed. students towards teaching profession.
- To compare the attitude of B.Ed. students of sciences and social science(including commerce) streams towards teaching profession.
- To compare the attitude of B.Ed. students of arts and social sciences (including commerce) streams towards teaching profession.
- To compare the attitude of B.Ed. students of science and arts streams towards teaching profession.

HYPOTHESES OF THE STUDY

- There is no significant difference between the attitude of male and female B.Ed. student towards teaching profession.
- There is no significant difference between the attitude of graduate B.Ed. students and post graduate B.Ed. students towards teaching profession.
- There is no significant difference between the attitude of B.Ed. students of sciences and social science (including commerce) streams towards teaching profession.
- There is no significant between the attitude of B.Ed. of arts and social sciences (including commerce) streams towards teaching profession.
- There is no significant difference between the attitude of B.Ed. students of sciences and art streams towards teaching profession.

SAMPLE OF THE STUDY

The sample consisted of 100 B.Ed. students from AMU, Department of Education. Out of 100 B.Ed. students, 50 were males and 50 female were selected by investigator. The investigator used convenient and stratified random sampling technique for this purpose.

TOOL

The attitude scale developed by S.P Ahluwalia, was used to measure the attitude of pupil-teachers towards teaching profession. It consist 90 statements of likert type representing attitude towards teaching profession.

STATISTICAL TECHNIQUES

The data were subjected to statistical techniques by using mean, standard deviation and t-test.

INTERPRETATION

In order to achieve the objectives formulated for the present study. The data collected has been

tabulated as under it is revealed from table 1 that the value of means of attitude of male and female is 221.6 and 245.92 respectively. Whereas, standard deviation are 29.10 and 34.04 respectively. Degree of freedom for this is 98. Hence, calculated t-value is 3.80, which is greater than t-tabulated value for 98 degree of freedom is 2.63 at 0.01 level of significance. This interpreted that female has more favorable attitude towards teaching profession. Thus, hypothesis no.1 that “there is no significant difference between the attitude of male and female B.Ed. student towards teaching profession” is rejected.

Table 1: Difference between the Attitude of Male and Female B.Ed Students Towards Teaching Profession.

Sample	Number of students	Mean	Standard Deviation	Degree of freedom	t-value calculated	Hypothesis
Male	50	221.6	29.10	98	3.80	Rejected
Female	50	245.92	34.04			

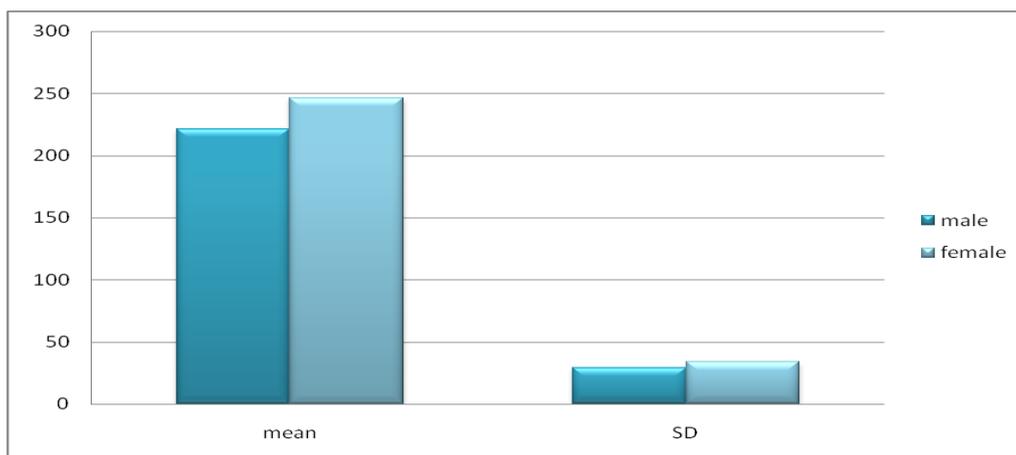


Figure 1: Chart showing the difference between the Attitude of Male and Female B.Ed Students towards Teaching Profession

It is revealed from Table 2 that the mean of graduate and postgraduate B.Ed. students are 230.81 and 238.42 respectively, whereas there standard deviations are 30.82 and 32.15 respectively, degree of freedom for this data is 98. Hence, calculated value is 1.19, which is smaller than t-tabulated value for 98 degree of freedom is 2.63 at 0.01 level of significance. This interpreted that there is no difference in attitude of graduate and post-graduate B.Ed students towards teaching profession. Therefore, hypothesis no.2 that “there is no significant between the attitude of graduate and post-graduate B.Ed. students towards teaching profession” is accepted.

Table 2: Comparison Attitude of Graduate B.Ed students and Post-Graduate B.Ed students towards Teaching Profession.

Sample	Number of Students	Mean	Standard deviation	Degree of freedom	t-value calculated	Hypothesis
Graduate students	53	230.81	30.82	98	1.19	Accepted
Post-graduate students	47	238.42	32.15			

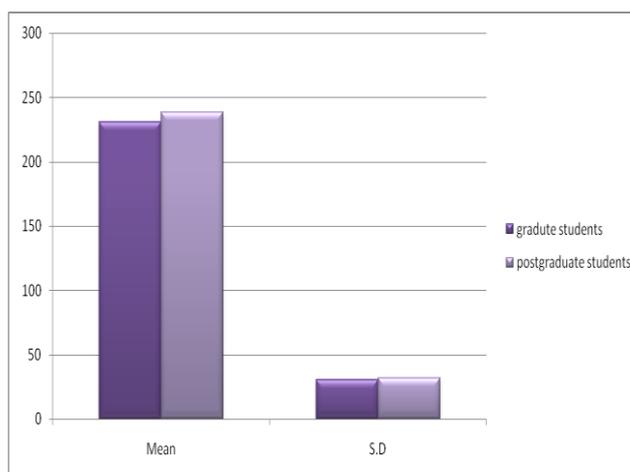


Figure 2: Chart showing the attitude of Graduate B.Ed students and Post-Graduate B.Ed students towards Teaching Profession.

It is revealed from Table 3 that the mean of attitude of science and social science (including commerce) streams of B.Ed. students are 224.8 and 224.7 respectively, and their standard deviations are 31.95 and 30.68 respectively. Degree of freedom for this test is 70. Hence calculated t-value is 0.12 which is similar to the tabulated value for 70 degree of freedom is 2.65 at 0.01 level of significance. This is interpreted that there is no difference in attitude of science and social-science streams students of B.Ed. Thus, hypothesis no.3 that “there is no significant difference in attitude between the attitude of science and social science (including commerce) streams of Bed students towards teaching profession” is accepted.

Table 3: Compare the attitude of Science and Social Science (Including Commerce) streams of Bed Students towards Teaching Profession.

Sample	Number of students	Mean	Standard deviation	Degree of freedom	t-value calculated	Hypothesis
Students of science stream	45	224.8	31.95	70	0.12	accepted
Students of social science	27	225.7	30.68			

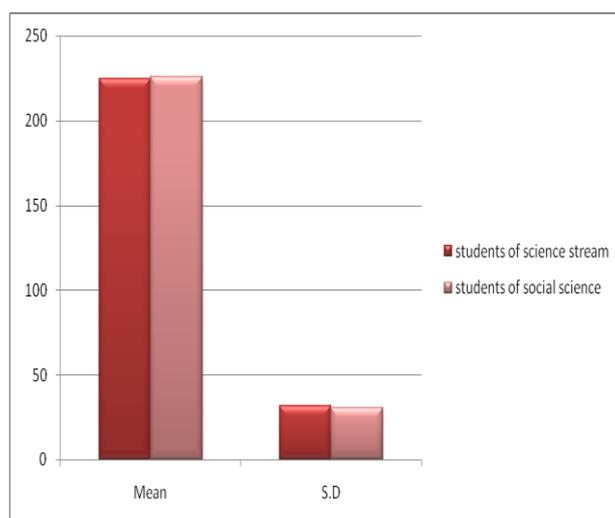


Figure 3: Chart showing the attitude of Science and Social Science (Including Commerce) streams of Bed Students towards Teaching Profession.

It is revealed from Table 4 that the means of attitude of arts and social science (including commerce) streams of B.Ed. students are 245.75 and 225.79 respectively and these standard deviations are 33.24 and 30.68 respectively. Degree of freedom for this test is 53. Hence, calculated t-value is 2.27, which is smaller than t-tabulated value for 53 degree of freedom is 2.66 at level of significance. This interpreted that there is no difference in attitude of arts and social science (including commerce) streams students of B.Ed. Thus, hypothesis no 4 that “there is no significant difference is exist between the attitude of arts and social science (including commerce) streams of B.Ed. students towards teaching profession” is accepted.

Table 4: Compare the attitude of Arts and Social Science (including commerce) streams of B.Ed. students Towards Teaching Profession.

sample	Number of students	of means	Standard deviation	Degree of freedom	of t-value calculated	Hypothesis
Students of arts stream	28	245.75	33.24	53	2.27	accepted
Students of social science stream	27	225.79	30.68			

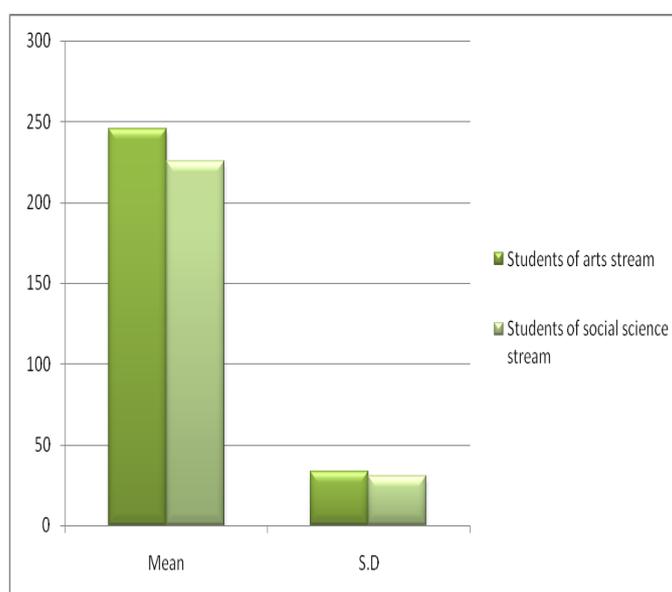


Figure 4: Chart showing the attitude of Arts and Social Science (including commerce) streams of B.Ed. students Towards Teaching Profession

It is revealed from Table 5 that the mean of attitude of science and arts streams of B.Ed. students are 224.8 and 245.75 respectively. Whereas, there standard deviation are 31.95 and 33.24 respectively. Degree of freedom of this test is 71. Hence, calculated t-value is 2.66, which is greater than t-tabulated value for 71 degree freedom is 2.64 at 0.01 level of significance. Thus, this interpreted that Bed students of arts streams has more favorable attitude than B.Ed. students of social science streams towards teaching profession. Hence, hypothesis no 5 that “There is no significant difference between the attitude of B.Ed. students of sciences and art streams towards teaching profession” is rejected.

Table 5: Compare the attitude of Bed students of Science and Arts Streams towards Teaching Profession.

Sample	Number of students	of means	Standard deviation	Degree of freedom	of t-value calculated	hypothesis
Students of science streams	45	224.8	31.95	71	2.66	Rejected
Students of arts streams	28	245.75	33.24			

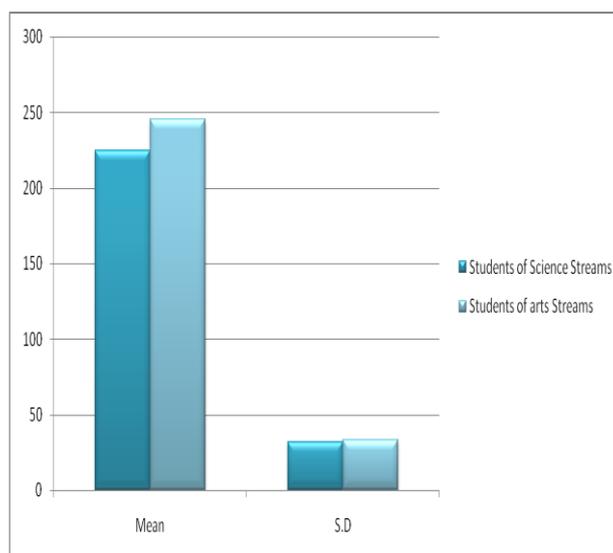


Figure 5: Chart showing the attitude of B.Ed students of Science and Arts Streams towards Teaching Profession.

CONCLUSION

It is thus concluded that there are difference between attitude of male and female B.Ed. students towards teaching profession. The investigator has drawn some conclusions which are being presented below:-

- The attitude of male and female B.Ed. students towards teaching profession is favorable but female have more favorable attitude as compare to male
- The attitude of graduate and post graduate B.Ed. students does not differ significantly towards teaching profession.
- The attitude of B.Ed. students of science and social science (including commerce) streams does not differ significantly towards teaching profession.
- The attitude of B.Ed. students of arts and social science (including commerce) streams does not differ significantly towards teaching profession.

- The attitude differs significantly towards teaching profession of B.Ed. students who belongs to science and arts streams. Arts students have more favorable attitude teaching profession as compare to science students.

EDUCATIONAL IMPLICATIONS

If the research has no implication in the field of education, all efforts will be waste. The main purpose of educational implications is to provide some directions as well as outlook to further researchers, curriculum framers, and policy maker etc. Thus, it may bring some productive changes in the educational system. It seems that certain measures have to be taken to realize the importance of teaching profession among the people, aptitude and attitude test should be conducted for admission in Teacher Training so that only those pupil-teacher will selected who are really interested in this profession. Awareness must be developing among them; that how much teaching is important for any society.

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