



Attitude Of Pupil-Teachers Towards Teaching

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Abstract

The study was undertaken to investigate the attitude of pupil-teachers towards teaching. Sample of study consisted of 50 pupil-teachers male and female teachers. Technique of stratified random sampling was employed to select the sample. The findings revealed that pupil- teachers have high level of attitude towards teaching and this attitude differ with respect to area and sex.

Introduction

The education recommends the idea that students must pass admission test prior to entering teacher education programmes and must have the referred attitude and aptitude to become a teacher. Virtually all these tests focus on basic skills as measured by assessments of reading, writing and mathematical abilities, but there is wide spread consensus that education programmes do not have sufficient rigorous entrance requirement. The impact of the policies regarding admission standards have not yet been analyzed systematically.

Pupil- teachers are the teachers pertaining to study in teacher education colleges, when they get the training about various aspects of teaching alike learning theories, child psychology, educational technology and history of education and the application of modern technology in the field of education. Colleges of education are meant for to impart knowledge about all these concerns of education. This is quiet true that peoples who are interested in teaching basically take the admission in these colleges and colleges are the sole determiner of their interest towards the teaching. The college provide such an environment so that they can orient themselves towards teaching technology and learns the history of education, but all

the pupil- teachers do not have equal occurrence towards teaching aptitude and teaching attitude and the present study have the central idea to seek the knowledge about the pupil- teachers attitude towards the teaching as all the teachers do not have equal orientation towards teaching. Individual differences may creep in their teaching attitude and we are interested into check their attitude towards teaching profession i.e. they are competent enough to teach, have enthusiasm, fluency, industry, neatness, originality, adaptability and thrift. Teacher trainees must have their competencies and professional attitude.

Educational process like technology, teaching methods, techniques must suit to their mind so that they can develop this type of attitude. They must possess child-centered activities, have adequate knowledge of child psychology, and have attitude to understand the problems of the children. They must possess the knowledge to understand the classroom environment i.e. they must be able to understand the individual differences and able to differentiate the children according to their mental level. They must have the knowledge of classroom ethics. They must in the healthy relations with their counterparts as well as with the students. Over all we can



say that they must possess positive attitude towards teaching.

The newborn infant is helpless human being. He has neither friends nor enemies. He is not aware of the social customs and traditions. He is not very keen to achieve any idea or value but as he grows older, he is influenced by the informal and formal agencies of education. He develops his physical, mental and emotional self and social feelings, by and by; he develops a sense of responsibility like his elders. He solves the problems of life successfully. A well-educated person is known all over the region because he is able to meet the conflicting challenges education culture & the individual and help him to fulfill his needs. Education develops a individual like flower, which distribute its fragrance all over the environment. Thus, education is the conductive process, which develops child's individuality in all its aspects – mental, physical, emotional and social with the growth and development of individual. The society also develops to higher and higher levels of attainments. Thus, education is the essential for the growth and development of individual as well as society.

Significance of Study:

Teaching is playing an important role to improve the behavior of a man in our daily life. Teaching is to cause the child to learn and acquire the desired knowledge, skills and also desirable was of living in the society. It is a process in which learner, teacher, and curriculum and over variables is organized in a systematic and psychological way to attain some pre-determined goals. Now teaching has become testing and training but not telling. Teaching is the complex out of guiding students through a variety of selected experiences towards the attainment of teaching-learning designed goals and to

bring expected change in student's behavior. Teaching can improve by the style of teaching of a teacher's personal qualities i.e. mastery on subject matter, fluency in expression, sufficient general knowledge, sufficient professional training, teaching experience, physical and mental health, character, affection towards his profession, hard work and courage etc. these qualities help to create a good style of teaching of any teacher.

Statement Of The Problem

“Attitude of pupil-Teachers towards teaching”

Objectives

To study the attitude of male pupil-teachers belonging to urban as well rural area towards teaching.

2 To study the attitude of female pupil-teachers belonging to urban as well rural area towards teaching.

3 To study the attitude of pupil-teachers belonging to urban as well rural area towards teaching.

Hypothesis of the Study:

1 There is no significant difference in the attitude of male pupil-teachers, belonging to urban as well as rural area towards teaching.

2 There is no significant difference in the attitude of female pupil-teachers, belonging to urban as well as rural area towards teaching.

3 There is no significant difference in the attitude of pupil-teachers, belonging urban as well as rural area towards teaching.

Sample of the Study:

The present investigation aims at studying attitude of pupil- teachers towards teaching. For the completion of this study, a sample of



50 pupil-teachers including 25 male and 25 female teachers of Education Colleges of Himachal State was selected randomly.

Tool Used

Teacher Attitude Inventory prepared and standardized by Dr. S.P. Ahluwalia, Retd. Professor was used for the collection of data.

Technique

't' test was used / applied

Analysis And Interpretation Of Data

In the methodology of educational research the next step after data collection is analysis and interpretation of the result. Analysis of data refers to breaking down the complex factors of data into simple parts and putting the parts together in new arrangements in order to determine inherent facts. Here attempt has been made to discover new relationship among various factors.

The study aims at investigating the attitude of prospective teachers towards teaching. Teacher attitude inventory was administered on 50 pupil-teachers.

Results and Interpretation:

Table -1: t-value of attitude of male pupil-teachers, belonging to urban as well as the rural area towards teaching.

Pupil-Teachers (Sex)	N	Mean	SD	t-value	Level of Significance
Urban male	25	169	20.3	5.40*	Significant
Rural male	25	163	19.2		

t-value = 5.40 at 0.05 Significant level of confidence.

Table – 2 : Table -1: t-value of attitude of male pupil- teachers, belonging to urban as well as the rural area towards teaching.

Pupil Teachers (Sex)	N	Mean	SD	t-value	Level of Significance
Urban Female	25	167.3	19.4	4.18	Significant
Rural Female	25	162.2	23.6		

t-value =4.18 at 0.05 level of confidence.

Table No.3 t-value of attitude of male pupil- teachers, belonging to urban as well as the rural area towards teaching

Pupil Teachers (area)	N	Mean	SD	t-value	Level of Significance
Urban	25	167.3	19.6	5.76	Significant
Rural	25	160.5	22.1		

t-value =5.76 at 0.05 level of confidence.

It is evident from table.1 that't' value is 5.40 which is more than table value. Thus obtained value of't' is significant at 0.05 level. Hence hypothesis in this regard is rejected. This indicates that the two groups of male pupil- teachers belonging to urban and rural area differ significantly from each other on attitude towards teaching. It also shows that male pupil-teachers, belonging to urban area have been more positive attitude



towards teaching than rural area pupil-teachers.

It is evident from table.2 that 't' value is 4.18 which is more than table value. Thus obtained value of 't' is significant at 0.05 level. Hence hypothesis in this regard is rejected. This indicates that the two groups of female pupil- teachers, belonging to urban and rural area differ significantly from each other on attitude towards teaching. It also shows that male pupil-teachers belong to urban area have more positive attitude towards teaching than the rural area.

It is evident from table.3 that 't' value is 5.76 which is more than table value. Thus obtained value of 't' is significant at 0.05 level. Hence hypothesis in this regard is rejected. This indicates that pupil-teachers belonging to urban and rural area differ significantly from each other on attitude towards teaching .

Findings

Based on results following findings were drawn

1. There is significant difference in the attitude of male pupil-teachers, belonging to urban as well as rural area towards teaching.

2 There is significant difference in the attitude of female pupil-teachers, belonging to urban as well as rural towards teaching.

3 There is significant difference in the attitude of pupil-teachers, belonging to urban as well as -teachers towards teaching.

Conclusion

The present study reveals that pupil-teachers have high-level attitude towards teaching. The pupil- teachers belonging to urban area have highly positive attitude towards teaching than the belonging to rural

area. It is also reveals that there is significant difference in the attitude of pupil-teachers belonging to urban and rural areas. Thus, high level of attitude is actually the necessity of every society and Indian society particularly.

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