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**PROSPECTIVE FEMALE TEACHERS' ATTITUDE TOWARDS TEACHING  
PROFESSION IN PASCHIM MEDINIPUR DISTRICT OF WEST BENGAL**

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**Abstract:**

The quality of an education system depends on the quality of planners, educators, administrators and teachers. Education is the background of every developed country and teachers are the fulcrum of every education system. The future teacher profession one of the factors behind the above success is attitudes toward the teaching profession. The purpose of this article is to find out future teachers' attitudes towards teaching in relation to their university category, degree and place of residence. To do this, the researchers took a sample of 80 B.Ed. government student. Universities and private universities from a study group consisting of B.Ed. Students studying at various universities in Paschim Medinipur district. We used Dr. (Ms.) Umme Kulsum's Attitudes to Teaching Scale as a means of data collection. Collected data were analyzed using descriptive statistics and standard deviations. The results of the study show that significant differences between mean scores of prospective teachers' attitudes toward teaching, related to categories of college and academic qualifications, do not significantly affect the attitudes of bachelor's degree students and teachers toward teaching. is shown. They also conclude that the region in which they live do not have a significant impact on their attitudes toward teaching.

**Keywords:** Education System, Population, Teaching Profession, Academic Qualification, Attitude. Perception, Information.



## INTRODUCTION:

Education enables us to live a comfortable and dignified life. It is responsible for the overall development of individuals and society. Education is about bringing out the hidden talents in children. This is an activity that helps students acquire the necessary information, skills, and attitudes. recognition etc. The quality of a nation depends on the quality of its citizens. The quality of citizens depends on the quality of the education system. The quality of an education system depends on the quality of its planners, educators, administrators and teachers. Education is the background of all developed countries and teachers are the linchpin of all educational systems. He/she plays an important role in all progress. Teachers who, like teachers, play an important role in the development of society are known as nation-builders.

It is clear that not all teachers can claim to be worthy of these statements. Indeed, effective teachers can and do bring about the desired change in their students and deserve to be called nation-builders. When teachers are competent, energetic, sane and positive. It's good for school. Teachers help bring out hidden talents in children. He/she reveals what is within, hidden and unopened. But teaching is not as easy as we think. Teachers who were generally unenthusiastic about their teaching profession were more concerned about their educational status than enthusiastic teachers.

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## Review of Literature:

(Chakraborty & Mondal, 2014) conducted this research on the topic "Attitude of Prospective Teachers towards Teaching Profession". They collected sampled 26 teacher training colleges from Malda, Murshidabad, Nadia and Purulia districts and used the Professional Attitude Scale. Results show that the level of prospective teachers does not vary with variables such as gender, religion, and category.

(Sarkar & Behera, 2016) conducted a study on "Attitude of College Teachers towards Teaching Profession". The study was conducted on college teachers of Cooch Behar district, and used liker type attitude scale to measure the attitude. Major findings of the study are there is significant difference between the attitude of male and female college teachers.

(Banerjee, 2016) makes a study on "Attitude of pupil teachers towards teaching profession in relation to sex and academic qualification variation." For his study he collected data from 2 B.Ed. College (for 120 students) and used "Mishra's Attitude Scale for Teaching Profession" as a tool, and shows the result that their profession in relation to sex and academic qualification.

(Parvez & Shakir, 2013) This study was conducted to investigate prospective teachers' attitudes towards the teaching profession. A sample of 180 future teachers, 90 from private and 90 from public institutions, was drawn with a convenient sampling method. To collect the data, the "Teacher Attitude Inventory (TAI)" by Dr. Use SP Alwalia. Data were analyzed using mean, SD and t-test. The results of the study showed that there was a significant difference in the attitudes of prospective teachers enrolled in her B.Ed. at private and public schools. institution. There are no major differences in the attitudes of future teachers of women and men, Muslims and non-Muslims, sciences and social sciences to the teaching profession.

## STATEMENT OF THE PROBLEM:

Prospective teachers (B.Ed. students) are future teachers and their attitudes can play an important role in the development of the students they teach. Therefore, it is important to know her B.Ed. student's attitude towards the teaching profession. Based on needs and goals, the research question is specifically stated as follows: **"Prospective female teachers' attitude towards teaching profession in Paschim Medinipur district of West Bengal"**



## **SIGNIFICANCE OF THE STUDY:**

Trainee teachers (B.Ed. students) are future teachers and their attitudes can play an important role in the development of the students they teach. Therefore, it is important to know the attitudes of B.Ed. students towards teaching. It is not enough for future teachers to have knowledge and skills. However, they should have a positive attitude towards teaching, which will affect the effectiveness of teaching. Unfortunately, however, the socioeconomic and professional status of teachers in India today is low, especially in primary schools, well below the norm despite many efforts to improve it. As school teachers emerge as a profession similar to other established professions, there is a need to raise the quality of teaching as an academic study. And if a teacher has the right attitude towards his profession, then teaching acquires high professional status, and the teacher acquires professional status. This study is important for several reasons.

On the one hand, we need a deeper understanding of student-teacher attitudes towards the teaching profession from a content perspective.

Second, the results of this study will help various departments of government and vocational schools to foster positive attitudes towards the teaching profession among student-teachers.

Finally, the information obtained from this study may be useful for those entering the profession.

## **OBJECTIVES OF THE STUDY:**

The major objectives of the study is,

- To measure the attitudes of prospective female teachers towards teaching profession in relation to category of colleges
- To find out the significant difference in the attitudes of prospective female teachers towards teaching profession in relation to academic qualification
- To find out the significant difference in the attitudes of prospective female teachers towards teaching profession in relation to their residential area



## **HYPOTHESES OF THE STUDY:**

The researcher formulated the following hypotheses.

HO1. There would be no significant difference in the attitudes of prospective female teachers towards teaching profession in relation to the category of college.

HO2: There would be no significant difference in the attitudes of prospective female teachers towards teaching profession in relation to their academic qualification.

HO3: There would be no significant difference in the attitudes of prospective female teachers towards teaching profession in relation to their residential area.

## **DELIMITATION OF THE STUDY**

Present study focused on the attitude of the prospective female teachers about teaching profession so it is very difficult to measure the all-prospective teachers' attitude, and also difficult to study the attitude in all basis Due to limited time for data collection -

- The present study was delimited to Paschim Medinipur districts only.
- The study was restricted only on female prospective teachers only.
- The study measured attitude only on the basis of college category, academic qualification and residential area.

## **METHOD OF THE STUDY:**

The Study was conducted to know the subjects' attitude by administrating an attitude scale developed by Dr (Mrs.) Umme Kulsum. No inter-state comparison was done, only intra-district comparison between male and female prospective teachers, between govt. aided and private college prospective teachers were done. Normative survey method was taken for the study.

## **TOOLS OF THE STUDY:**

Tools are the instrument; with the help of it the objectives of the study can be assessed. For the present study, 'Attitude scale towards teaching profession' developed by Dr. (Mrs.) Umme Kulsum was applied as a tool.



## POPULATION OF THE STUDY:

Population refers to the entire mass of universe having similar characteristics. For the present study the population was the all-prospective teachers who enrolled as B.ED. students of the different government and private Colleges of Paschim Medinipur District. It includes the prospective female teachers of the B.Ed. colleges of Paschim Medinipur district.

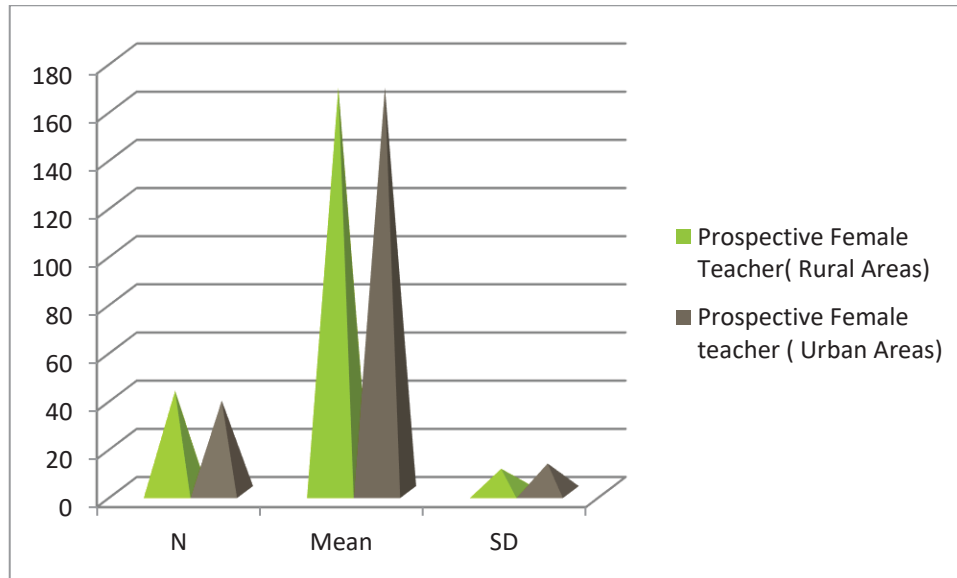
## DATA ANALYSIS, INTERPRETATION AND PRESENTATION:

**Table 1: Descriptive Statistics related to attitudes towards teaching of prospective female teachers in relation to the category of college.**

Variables	N	Mean	SD	't' value	Level of Significance	Remarks
Prospective female Teacher (Government college)	29	164.89	12.50	2.05	.05	Significant
Prospective female Teacher (Private college)	51	170.35	9.27			

It is clear from the table 1 that the mean scores of government college B.Ed. prospective teachers 164.89 and B.Ed. Prospective Teacher (Private college) is 17035. The 't' value is 2.05 which is significant (where at 0.05 level of significance the t value is 1.99). Thus, it shows that college category has a significant impact on attitude towards teaching profession of B.Ed. Pupil teachers. The different between the attitude towards teaching of Government and private prospective-teachers are not by chance. Thus, the hypothesis that-there is no significant difference in the attitudes of prospective teachers of government and private college towards teaching profession is rejected. Further inspection of mean scores of pupil-teachers of both government and private college respectively (164.89, 170.35) revealed that private college prospective-teachers scored higher than government college prospective teachers, so it can be concluded that private college prospective teachers have more favorable attitude towards teaching profession than government college prospective teacher. The figure

given below clearly depicts the mean scores of governments and private college prospective-teachers attitude towards teaching profession.



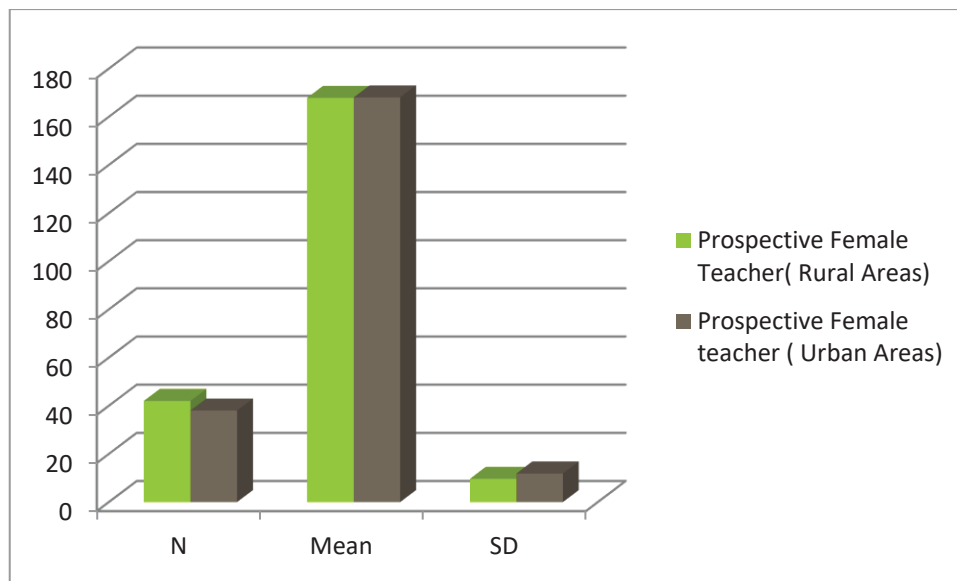
**Fig. Showing Mean and SD of the Prospective female teachers' attitude towards teaching profession in relation to the category of college.**

**Table 2-: Descriptive Statistics related to attitudes towards teaching of prospective teachers in relation to Academic qualification.**

Variables	N	Mean	SD	't' value	Level of Significance	Remarks
Prospective female Teacher with under graduate qualification.	41	167.73	9.37	0.54	.05	Not Significant
Prospective female teacher with post graduate qualification	39	169.05	12.22			



It is clear from the table that the mean scores of prospective teachers having U.G. is 167.73 and P.G. is 169.05. The 't' value is 0.54 which is significant (where at 0.05 level of significance that 't' value is 1.99). Thus it shows that academic qualification has no significant impact on attitude towards teaching profession of prospective teachers. Thus the hypothesis that there is no significant difference in the attitudes of prospective teachers towards their profession in relation to their academic qualification is accepted. Therefore, it can be concluded that there exists no difference among under graduate and post graduate pupil teacher and the difference in mean value is just by chance. Thus, the hypothesis that there is no significant difference in the attitudes of pupil teachers towards their profession in relation to their academic qualification is accepted. The figures given below clearly depict the mean scores of under graduate and post graduate prospective teachers attitude towards teaching profession.



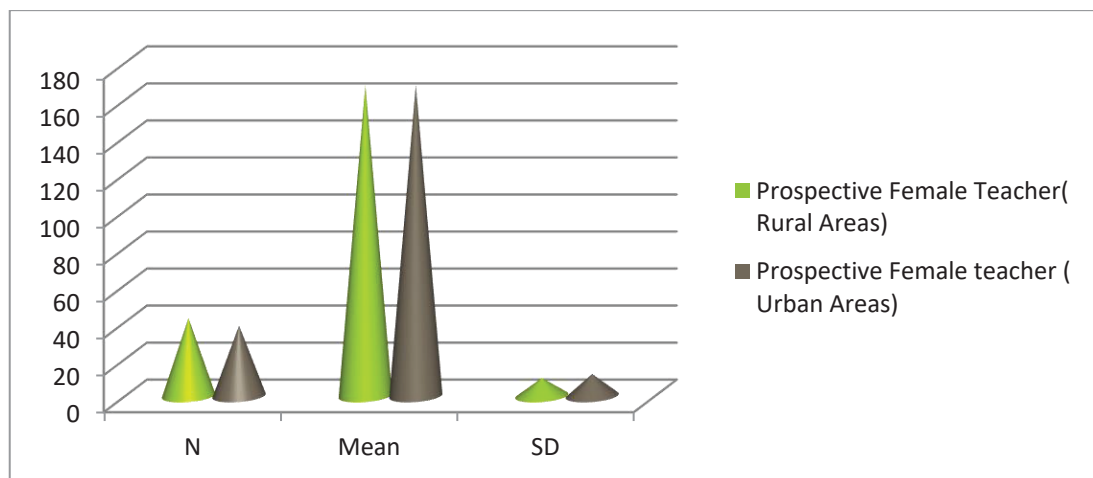
**Fig. Showing Mean and SD of attitudes towards teaching of prospective teachers in relation to Academic qualification**



**Table 3: Descriptive Statistics related to attitudes towards teaching of prospective teachers in relation to Residential Area**

Variables	N	Mean	SD	't' value	Level of Significance	Remarks
Prospective Female Teacher (Rural Areas)	42	167.84	9.65	0.083	.05	Not Significant
Prospective Female teacher (Urban Areas)	38	168.04	11.87			

It is clear from the table that the mean scores of prospective teachers of rural areas is 167.84 and Urban areas is 168.04. The 't' value is 0.083 which is significant (where at 0.05 level of significance that 't' value is 1.99). Thus, it shows that residential area has no significant impact on attitude towards teaching profession of prospective teachers. Thus the hypothesis that- there is no significant difference in the attitudes of pupil teachers towards their profession in relation to their residential area is accepted. Therefore, it can be concluded that there exists no difference among rural and urban prospective teacher and the difference in mean value is just by chance. Thus, the hypothesis that there is no significant difference in the attitudes of prospective teachers towards their profession in relation to their residential area is accepted.



**Fig. Showing Mean and SD of Prospective female teachers' attitude towards Teaching profession in relation to their Residential Area.**



## FINDINGS:

- Significant difference is found between mean scores of attitude towards teaching profession of prospective teachers in respect of the category of college.
- Academic Qualification has no significant impact on attitude of prospective teachers towards teaching profession.
- Residential area has no significant impact on the attitude of prospective female teachers towards teaching profession.

## Conclusion:

Attitudes are dynamic entities and are therefore influenced by variables such as age, previous experience, beliefs, gender, and level of education. While new teachers come into teacher education programs with already established beliefs, teacher education programmers can help shape future teacher attitudes by providing a variety of experiences embedded in the curriculum. Helpful. Srivastava (1989) suggests that positive attitudes are developed among student-teachers at the end of teacher education programs. Yadav (1992) showed that education has a significant impact on their self-concept, social maturity, and attitudes towards the teaching profession. A positive attitude towards the teaching profession can bring desirable qualities to education by developing a sense of duty and professional competence and giving insight into the needs and problems of students. This area may be further explored by researchers.



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