

EXPLORATION OF PROSPECTIVE TEACHERS' ATTITUDE TOWARDS TEACHING

BY

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Abstract

One of the toughest occupations nowadays is teaching. Teachers must also feel a sense of accountability, be highly conscious and aware of their surroundings, be experts in their fields, understand how to learn and teach, constantly refresh themselves, stay away from stress and problems, and support their students in all circumstances. The purpose of the present study was to determine the attitudes of prospective teachers towards teaching. A descriptive survey method has been used in the study. The study's sample comprises of 292 prospective teachers from various teacher training institutes during the academic year 2021–2023, from West Bengal, India. Attitude Scale towards Teaching was used as a data collection instrument. The scale's Cronbach Alpha coefficient, which measures the validity and reliability of the scale, was calculated and determined to be 0.781. The results of the study showed that prospective teachers with a major in computational programmes were more enthusiastic about teaching, that their attitudes towards teaching were lower than expected, and those prospective teachers who identified as female had higher attitudes towards teaching than male prospective teachers. The attitude of prospective teachers towards teaching in West Bengal is equally favorable and satisfying.

Key Words: Attitude; Teaching; Prospective-Teachers; Descriptive Survey

INTRODUCTION

The nation's development is based on its education (Swain & Mishra, 2022). For development of a nation, every child of that nation must be developed and this work is possible only through education (Ray & Ghanta, 2022). The quality of education is being accelerated by various types of teaching strategies (Ray & Sikdar, 2023). With the help of new technology now teachers are exploring new ideas for teaching learning (Ravi, 2016). The attitude of teachers to implement novel teaching techniques is significantly influenced by their beliefs (Tarman, 2012). Teaching is a great profession in the world (Samaddar & Sikdar, 2023), its primary purpose is the development and practical application of knowledge and skill practice (Ray, et al., 2023). Many students decide to become teachers simply because they find teaching to be inspiring (Muhammet & Sarigoz, 2018). The beliefs and value arise from someone's social background and cultural experiences within particular historical and cultural contexts to describe the student's

response and their naturalized ways if understanding and explaining key ideas in education (Sharma, 2017).

An attitude is a mindset that affects how a person thinks and acts (Omolara & Adebukola, 2015). Attitude is defined as a positive or negative sentiment, or mental state, that is learned and organized through experience and that exercise a discrete influence on the affective and conative responses of an individual toward some other individual, object or event (Palaigeorgiou, et al., 2005). It implies them to react to objects, situations, or proposition in the way that can be called favourable or unfavourable (Senthilkumar & Muthaiah, 2017). A teacher's attitudes are an important facet of their professional competence (Zaruba, et al., 2021). The individual's positive attitude and subjective well-being lead the individual to resilience and positive behaviour (Kara & Ada, 2021). The attitudes that prospective teachers have towards the teaching profession—both favourable and negative—reflect their

beliefs about the profession and, as a result, influence the professional behaviours that they later display (Capri & Celikkaleli, 2008; Temizkan, 2008; Polat, 2022). It is a well-known fact that teacher attitudes can enhance or inhibit learning depending on whether they are positive or negative (Akbulut & Tatli, 2013). Therefore, in addition to their topic and pedagogical expertise, preservice teachers are required to learn values and attitudes relevant to the teaching profession throughout their basic teacher education (Celikoz & Cetin, 2004; Karakose, et al., 2014; Polat, 2022). So, the present study is intended to investigate the nature of attitude towards teaching among the prospective teachers of West Bengal, India.

Objectives:

The objectives of the study has been framed as follows-

1. To examine the attitude of prospective teachers towards teaching in West Bengal, India.
2. To compare the attitudes of different categories' prospective-teachers towards teaching with respect to their Gender, Stream and Location.

Hypothesis:

The hypotheses were framed in null form based on the objectives of the study.

- H⁰1: There are no significant differences between male and female prospective teachers of West Bengal, India.
- H⁰2: There are no significant differences between arts and science background prospective teachers of West Bengal, India.
- H⁰3: There are no significant differences between rural and urban area's prospective teachers of West Bengal, India.

Material and methods:

Design: The quantitative approach was the most appropriate design for this investigation (Chakraborty & Mondal, 2014). This study falls under the category of descriptive research (Parvez & Shakir, 2013). In this study, a quantitative survey approach and a descriptive research design were employed.

Population: The B.Ed. students in West Bengal who study in Bengali medium make up the population of the current study, as do all B.Ed. students who are referred to be prospective teachers.

Sample and Sampling Technique: Stratified random sampling was utilised to choose the necessary sample of prospective teachers, taking into account the nature of the study (Pancholi & Bharwad, 2015). The present study consisted of 292 prospective teachers of different teacher training institutes in the session of 2021-2023 of West Bengal were selected as a sample of the present study.

Instrument used: To measure attitudes, researcher have long been using self-report scales, which directly ask a respondent to evaluate an attitude object by checking a numeric response on single or multiple items (Himmelfarb, 1993; Bohner & Dickel, 2010). A self-administered attitude scale towards teaching consisting of 18 items on Likert's five (5) point scales (Strongly agree, Agree, Neutral, Disagree, and Strongly disagree) with significant

reliability ($\alpha = 0.781$, Guttman Split-Half Coefficient=0.822) was used for data collection from the participants. The scores distributed for 'Strongly agree', 'Agree', 'Neutral', 'Disagree' and 'Strongly disagree' are '5', '4', '3', '2' and '1' respectively for favourable statements. In case of unfavourable statements, the scores distributed for 'Strongly agree', 'Agree', 'Neutral', 'Disagree' and 'Strongly disagree' are '1', '2', '3', '4', and '5' respectively. Accordingly, for each item, the highest number is '5' and the lowest number is '1'. (Likert, 1974; Karmakar, et al., 2022; Ray & Sikdar, 2023).

Data Collection: Participants were asked to complete the questionnaire by making their chosen response on each items of attitude scale towards teaching. On the scales, they were told to select only one of the available responses and to complete all dimensions (Noyes & Garland, 2005). There was no time limit. We assure the participants that their statements never be disclosed to anybody hence always be kept confidential for the research purpose. Participants were thanked and debriefed after giving their response.

Statistical technique used: Both descriptive and inferential statistics were used to examine the data (Shahi & Bist, 2021; Ray, et al., 2023). Standard deviation, arithmetic mean, frequency, and percentage were computed as descriptive statistics (Senol & Akdag, 2018). A high mean score in the different attitude components means positive attitudes towards statistics (Melad, 2022). In order to compare the various variables, inferential quantitative technique was prioritized in the present study (Pancholi & Bharwad, 2015).

Data analysis and result:

Researchers have distributed the demographic variables in Table 1 with respect to their frequency and percentages.

Table 1: Distribution of frequency and percentage of prospective teachers as per their demographic variables

Sample variables	Category	Frequency	Percentages (%)
Gender	Male	93	31.8
	Female	199	68.2
Stream	Arts	200	68.5
	Science	92	31.5
Location	Rural	160	54.8
	Urban	132	45.2

The researchers have examined the attitude of prospective teachers towards teaching in West Bengal, India. The findings have been mentioned in the table-2, fig. 1 and fig. 2. In table-2, 'Strongly agree', 'Agree', 'Neutral', 'Disagree', and 'Strongly disagree' has been denoted as 'SA', 'A', 'N', 'D' and 'SD' respectively. Responses for each statement have been given in percentages

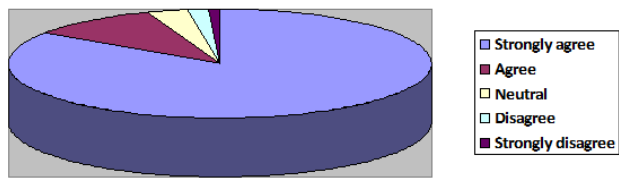
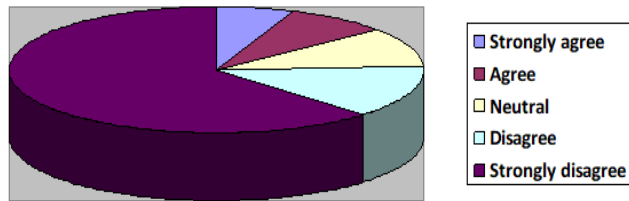


Fig. 1: Pie chart of favorable attitude of prospective teachers towards teaching



Item No.	Statements	SA%	A%	N%	D%	SD%
1.	'Fast promotion is possible in the teaching profession ' - so this profession should be taken.	16.8	21.2	18.8	13.7	29.5
2.	Teaching profession should be taken up for high-paying completion.	6.8	17.8	18.5	13	43.8
3.	Social activities should be avoided in order to engage in teaching.	3.4	2.7	5.5	12	76.4
4.	As a teacher, one should feel shy to introduce oneself in social gatherings.	1.4	1.7	4.8	1.7	90.4
5.	Teacher honesty does not affect effective teaching.	12.3	8.6	8.9	9.9	60.3
6.	The responsibility of the teacher should be limited to the school only.	1.7	3.1	7.2	14	74
7.	Only content	3.1	6.2	4.8	27.1	58.9

	knowledge should be imparted during classroom teaching.					
8.	The teacher should not interact with the student outside the classroom.	2.4	5.1	9.9	16.1	66.4
9.	Creativity should be valued for teaching.	86	6.5	3.8	1.7	2.1
10.	In the teaching profession, teachers should be punctual.	84.2	9.9	3.4	1.8	0.7
11.	Language should be clear in classroom communication.	94.2	3.1	1.4	1.02	0.3
12.	Classroom teacher should have linguistic knowledge.	94.9	3.1	1.4	0.3	0.3
13.	Teachers should adapt to the changing society.	81.8	12.4	3.1	2.4	0.3
14.	The teacher should be responsible for maintaining classroom communication.	72.6	18.5	4.5	3.4	1.02
15.	Teachers should be aware of ideal values.	94.9	2.4	1.7	0	1.02
16.	The teacher should have knowledge of educational technology while teaching.	78.8	16.8	3.1	1.02	0.3
17.	Teachers should take the leading role in social change.	72.6	18.5	5.1	3.1	0.7
18.	Teaching	85.6	6.8	3.4	3.1	1.1

	should be considered as a noble profession.					
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According to the objective 2, the researchers have compared the attitudes of different categories' prospective-teachers towards teaching with respect to their Gender, Stream, and Location in the table-3.

Table-3: Mean, SD, and t values of Variables

Demographic Variable(s)		Mean	SD (σ)	df	t	p
Gender	Male	79.08	9.05	290	3.027**	0.001
	Female	81.90	6.54			
Stream	Arts	80.68	7.67	290	1.087	0.138
	Science	81.71	7.20			
Location	Rural	80.54	8.39	290	1.156	0.124
	Urban	81.56	6.32			

*0.05 level of significance and **0.01 level of significance

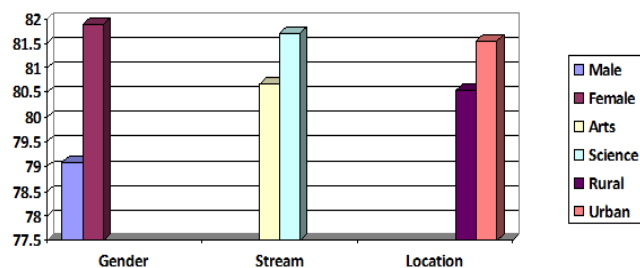


Fig. 3: Distribution of mean score of different subcategories with respect to their gender, stream, and Location

Interpretation and discussion:

Measurement of prospective teachers' attitude is an important area of teacher education (Ramzan et al., 2014). Attitude is essential to understand student teachers' attitudes and the factors influencing them in order to provide opportunities for desired behaviours in the classroom (Olatunde-Aiyedun, 2021). Here the researchers compare teaching attitudes with respects to gender stream and location. Table 3 shows that the standard deviations for the attitudes of male and female student-teachers towards teaching are 9.05 and 6.54, respectively, with mean scores of 79.08 and 81.90. Male and female student-teachers attitudes towards the teaching profession have a t-value of 3.027, which is higher than the tabulated value at the 0.01 levels. Therefore, it can be said that there is a significant difference between the attitudes of male and female student-teachers towards teaching since the null hypothesis is rejected at the 0.05 and 0.01 levels (Roy, et al., 2023). However, research indicates that there are notable disparities in attitudes towards professions based on gender, with female students scoring higher on attitude measures. (Celenk, 1988; Cetinkaya, 2009;

Kogce, et al., 2010; Oral, 2004; Ozbek, 2007; Terzi & Tezci, 2007).

The student-teachers in the science and arts streams have mean scores of 81.71 and 80.68, respectively, with standard deviations of 7.67 and 7.20, as can be seen in Table 3 above. Students in the arts and science stream have a t-value of 1.087 for their attitude towards teaching, which is less than the tabulated value at the 0.05 levels. Given that there is no discernible difference in the attitudes of students and teachers in the science and arts streams towards education, the null hypothesis is accepted. This is corroborated by the finding of the study conducted by Sharma & Dhaiya (2012) who revealed that Arts and Science B.Ed. students do not differ significantly in attitudes towards teaching profession but, contrary to the finding of Pehlivan (2010) who reported that there is a difference between the attitude of science and social science prospective teachers.

Table 3 shows that the standard deviations for the attitudes of student-teachers in rural and urban areas towards teaching are 8.39 and 6.32, respectively, with mean scores of 80.54 and 81.56. The attitude of teachers and students in rural and urban areas towards teaching has a t-value of 1.156, which is less than the tabulated value at the 0.05 levels. Since the null hypothesis has been accepted, it can be said that there is not a significant difference between rural and urban students' and teachers' attitudes towards education. This finding was supported by Ghatak, 2018; D'souza & Tripathi, 2022.

Limitations of the study:

Researchers believe that this study measures the attitude of a prospective teacher towards teaching. However, the researcher feels that there are some limitations; the researchers chose the research work as a sample of prospective teachers in West Bengal. The results of this study would have been better if samples were collected from every district of West Bengal. The comparison would have been better if in-service teachers could have been included along with prospective teachers.

Conclusions:

The student-teacher's professional attitude is one of the most important elements in building a strong system and implementing a qualitative change in the nation's entire educational system. (Roy, et al., 2023). Prospective teachers teaching attitude scale comprising of 18 items is a reliable instrument all the seven sub-scales are also reliable and strongly correlated with each other (Ramzan, et al., 2014). We can conclude from the previously mentioned findings that gender has significant consequences for prospective teacher attitudes (Jayasree & Rani, 2021). Their work values and attitude towards teaching are unrelated to one another. Regardless of the pre-service teacher education programme a person enrolls in, their values and attitudes towards teaching may not change (Torres & Ballado, 2014). The researcher reached the following conclusions regarding the study based on the data collected and assessed, the conversations, the literature read, and the study findings. The study found that prospective teachers' attitude towards teaching with respect to their gender, stream, and location was mostly not significant. There were differences in the

level of teaching attitude among prospective teachers based on gender division. In comparison to women, men exhibited a less optimistic teaching attitude. This suggests that prospective teachers who identify as male have a significantly different teaching attitude than those who identify as female (Pancholi & Bharwad, 2015). So, the researchers can say that there is no significant difference in attitude towards teaching based on gender, region, or stream. The attitude of prospective teachers towards teaching in West Bengal is equally favorable and satisfying.

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