



VALUING TEACHING PROFESSION: EXPLORING ATTITUDE OF PRE-SERVICE TEACHER EDUCATORS

Sneh Devi and Ritu Bakshi

Education plays a significant role in changing the behaviour, perceptions, feelings, and beliefs of the individual. The ability of a teacher to teach is dependent on their attitude toward the profession. The teacher helps create a conducive and learner-friendly atmosphere in the classroom through his attitude. It has a positive impact on the learning ability of children. The quality of education through pre-service and in-service teacher Education Programmes (PIEP) uplifts the standard of education in the whole country. These programmes help to support and develop the necessary pedagogical skills and competencies among teacher educators. The objective of the present study is to measure the attitude of pre-Service teacher educators towards the teaching profession. The sample consists of 30 Teacher educators. The study uses an Attitude towards the teaching profession scale standardized by Tewari to collect data. Statistical measures are employed to find the difference in attitude towards the teaching profession among pre-service teacher educators. The results reveal that significant differences do not exist between the attitude towards the teaching profession and pre-service teachers' locale. There is a significant difference in attitude towards the teaching profession among pre-service teacher educators concerning their gender.

KEYWORDS: Attitude, Value, Teaching Profession, Pre-Service Teacher Educators (PSTE)

INTRODUCTION

Teachers play a prominent role in the field of education. Because the students learn a lot from the teachers, the influence of teachers in shaping the behaviour

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of students cannot be ignored. However, to be effective in the teaching profession, teacher educators must unreservedly accept the profession and perform it with love and enthusiasm rather than by coercion. Teaching necessitates both cognitive and emotional competencies, such as knowledge and skill, as well as attitudes and actions. The pre-service institutions have responsibilities to make up the teacher educators' personalities, values, attitudes, interests, and needs. Teacher educators must know 3H's i.e., Head, Heart, and Hand. These help them to become real teachers because a real teacher helps to shape the future pillars of the Nation.

According to Kothari (1964-66), the destiny of India is being shaped in her classrooms. This commission also emphasized the value of education that determines the level of prosperity, welfare, and future of the country. It is recommended that the education system emphasized the development of fundamental, social, moral, and spiritual values. "Reorienting the Content and Process of Education" imbibe, cultivate, and nurture the values through educational tools i.e., textbooks, libraries, language, sport, and physical education, population education, yoga, educational technology, etc. (NPE, 1986). So, the modern world cannot be allowed to cut our new generations from their roots in India's history, values, and culture. The inculcation of values depends on the positive attitudes of individuals. Only education helps to change the behaviours, perceptions, feelings, and beliefs of the individual. It is possible only when the quality of education is enriched through Pre-service as well as In-service teacher Education programmes (PIEP). This will uplift the standard of education in the whole country. These programmes help to support and inculcate the necessary pedagogical skills and competencies among teacher educators. In the present era, lots of professions are there and many thinkers believe that the teaching profession is the simplest and easiest profession like a Cup of Tea but that's not true. Doctors, engineers, lawyers, and scientists all are being prepared by the teaching of real teachers. So, teaching attitude, aptitude, adjustment, and competency, play a vital role to become a better teacher. Students' personalities are shaped by the behaviour, attitude, and interest of teachers (NEP, 2020). Students' development depends on the positive attitude of the teacher.

REVIEW OF RELATED LITERATURE

The importance of attitude in promoting educational quality cannot be overstated. The attitude of teachers towards their teaching has a significant impact on pupils' learning. It also impacts their level of job satisfaction. This is significant because teachers are builders of the new generation thereby contributing to the nation's growth. Related literature strengthens that prospective teacher who teaches postgraduate students have a more positive attitude than those

who teach undergraduate students. Both male and female prospective teachers have a positive attitude toward teaching (Bhargava & Pathy, 2014; Senthil Kumar & Muthaiah, 2017).

One more study showed that a significant difference exists between teachers with regard to their gender and area. The study further revealed that female teachers have a higher level of positive attitude than male teachers and rural area teachers have also a higher level of positive attitude than urban area teachers (Pancholi & Bharwad, 2015). Another study revealed that female teachers who have a more favourable attitude towards teaching than male senior secondary school teachers contribute more towards building confidence and a sense of responsibility among students. (H. K. Yadav & Galriya, 2019). The literature supports that attitude towards the teaching profession of the B.Ed. trainee girls were found higher than the B.Ed. trainee boys. The attitude towards the Teaching Profession of the rural B.Ed. trainee girls more favourable than the urban B.Ed. trainee girls (Dhull & Jain, 2017; Ishwarbhai, 2018; Islam & Ansari, 2018). As per the findings of another study, the attitude of female teachers toward the teaching profession is slightly higher than compared of male teachers (I. B. S. Yadav & Sharma, 2020). Female teachers have a more favourable attitude than male teachers towards their teaching profession because favourable attitudes towards teaching are linked to occupational resilience beliefs and extra-role actions, pre-service teachers' learning experiences should be designed to encourage positive attitudes towards teaching. Candidates' extra-role behaviours are influenced by their career, and their occupational resilience belief, and hence their extra-role behaviours will become better. As a result, a formation process that will develop positive attitudes towards their teaching profession should be geared to increase the number of pre-service teachers. Teachers' tendency towards extra-role activities, is the most important (Kara & Ada, 2021).

In the study conducted by Dhara (2021), they found that the urban graduate-level students comparatively had a more positive attitude towards the teaching profession than the rural graduate-level students. From the above review conducted on attitude towards the teaching profession, it may be concluded that most of these studies are related to the attitude towards the teaching in relation to gender, locale, occupational resilience, belief, and these studies were conducted on Pre-service teachers, regular teachers, and students. Most of the studies found that female teachers have a more positive attitude towards the teaching profession.

VALUING THE TEACHING PROFESSION: PARADIGM SHIFT

During the Vedic time, the Indian education system prioritized the teaching of 'values' to pupils. Untiring efforts by some Indian sages and seers of the time

resulted in a priceless Indian cultural heritage that lasted till the end of the 16th century. The purpose of education changed dramatically after the introduction of the British Raj. To run this kingdom, the British overlords needed cheap staffers. As a result, they devised an educational system that could only generate people who could perform clerical work for them. British rulers were also responsible for the destruction of Indian educational institutions such as Nalanda University and others. Indian value systems suffered slow degradation in favour of adopting foreign cultures. Our current educational system has proven to be ineffective in nurturing our ancient culture and traditions. As a result of this, the attitude of teachers towards their teaching profession was also affected. The inculcation of values in students largely depends on the attitude of teachers towards their teaching profession. Because the quality of education is directly proportionate to the quality of instructors, the quality of teachers is determined by the prospective teachers' preservice teacher education training.

The emphasis on the Indian Centric education system has been seen in the National Education Policy (NEP) 2020. [Ministry of Education \(2020\)](#) in the National Education Policy 2020 envisions developing among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and conscious awareness of one's roles and responsibilities in a changing world. NEP 2020 emphasizes that teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy ([Ministry of Education, 2020](#)). The inclusion of a value-oriented learning environment will result in natives of a high moral tone. According to this policy in 2020, the education system helps to maintain a disciplined society. If implemented properly with true essence we will be able to call our Nation, INDIA "Sone Ki Chidiya" again which will have all the treasures in terms of human beings as well as the material resources. So, it's a wake-up call for the teacher education institutes to prepare the teachers with a great value system and philosophical outlook.

The needs of society are changing because of modernization and meeting those demands has become more challenging in every aspect. Only the vibrant role of teachers can contribute to the Nation's growth, progress, and prosperity. Teaching, being a dynamic activity, necessitates a positive attitude and competence on the part of its practitioners. Teaching ability is dependent on creating a learner-friendly environment that has a positive impact on students' learning. Gender, age, educational stream, location, marital status, social competence, previous work experience, and other factors all influence attitude, which is a social construct. Thus, Job satisfaction plays a very important role

in teaching performance. The proceeding research study revealed a person with a high level of satisfaction has a positive attitude toward his job. Teacher educators are not adequately motivated towards their primary role which is to ensure that students become competent teachers. Unlike other professions, teaching has not been accepted as a full profession. Professional ethics within a teacher cannot be formally incorporated (Robinson & Sexton, 1994).

A positive significant relationship exists between the personal values of teacher educators and their attitude toward the teaching profession (Bektas & Nalcaci, 2012). A study on the attitude of student teachers towards their teaching profession and the result of the study revealed that there is a significant difference in the attitude of student teachers towards the teaching profession concerning stream, gender (Bhargava & Pathy, 2014). Another study revealed that there exist no significant differences in the attitude of teachers towards the teaching profession with respect to caste, and sex (Khamari & Tiwari, 2015). One of the elements contributing to psychological difficulties among students is an increased sense of materialism among teachers (Gupta, 2016). To examine the relationship between pre-service teachers' value orientations and their attitude towards the teaching profession, the researcher administered the standardized tool Portrait Values Questionnaire (PVQ) and Attitude toward the teaching profession questionnaire (ATPQ) to 612 students at DEU's faculty of Education for data collection. Pearson's product-moment correlation was used to analyse the data. The study revealed that there was a significant relationship between pre-service teachers' value orientations and their attitude towards the teaching profession (Necla, 2016). The study also revealed that a significant positive relationship was found between teacher attitude towards teaching profession and adjustment of secondary school teachers of the Dibrugarh District. It means that teachers' attitude toward the teaching profession is directly proportional to the teacher adjustment (Baruah & Gogoi, 2017).

In another study conducted by Sang, a large percentage of the respondents portrayed a negative attitude towards teacher education programs, this is because most student teachers and teacher educators enrolled in these programs, do not have teaching as their professional interest thus join by circumstance. The study recommends the need to conduct screening of individuals before admission to teacher education programs to ensure that only those who are interested and committed to teaching as a profession are enrolled (Sang, 2018). Many research studies were conducted on the attitude toward the teaching profession and very few studies were conducted on the role of value inculcation to build the right attitude among the teachers.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To assess the level of attitude towards the teaching profession among pre-service teacher educators.
2. To determine the attitude towards the teaching profession among pre-service teacher educators with respect to their locale.
3. To determine the attitude towards the teaching profession among pre-service teacher educators with respect to their gender.

HYPOTHESES OF THE STUDY

The following hypotheses have been framed for the study:

1. There will be no significant difference in attitude towards the teaching profession among pre-service teacher educators with respect to their locale.
2. There will be no significant difference in attitude towards the teaching profession among pre-service teacher educators with respect to their gender.

SAMPLE OF THE STUDY

A descriptive survey research method was adopted for the present study. The population for the study constituted all Pre-Service teacher educators from Samba District. 30 M.Ed. students were randomly selected from the University of Jammu and Central University of Jammu. The data was collected through a google form which was sent to the students via email and WhatsApp.

TOOL FOR DATA COLLECTION

A Scale of Attitude towards Teaching Profession (Thurstone type scale) standardized by Tewari (1996) has been employed to collect the necessary data.

ANALYSIS AND INTERPRETATION OF THE DATA

Figure 1 depicts that 50% of pre-service teacher educators have a favourable attitude towards the teaching profession whereas 26.66% of pre-service teacher educators have a strongly favourable attitude towards the teaching profession. 16.66% of pre-service teacher educators have a neutral attitude towards the teaching profession 6.66% of pre-service teacher educators have a strongly unfavourable attitude towards the teaching profession and none of the pre-service teacher educators has an unfavourable attitude towards the teaching

profession. Figure 1 shows that maximum pre-service teacher educators have a positive attitude towards the teaching profession.

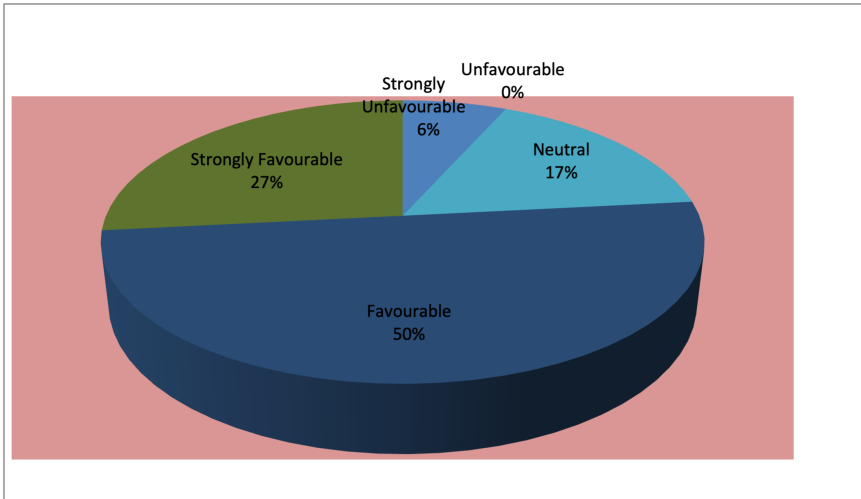


Figure 1. Level of Attitude Towards Teaching Profession Among Pre-Service Teacher Educators.

Table 1

Attitude towards Teaching Profession among Pre-Service Teacher Educators with Respect to their Locale.

Locale	N	Mean	Median	SD	Std Error	t	Significance
Urban	17	8.63	8.7	1.815	0.66	1.86	Not Significant
Rural	13	7.02	7.32				

Table 1 depicts the calculated value of t i.e., 1.86 which is less than the desired value of t at the 0.01 level. This means that the result is not significant at 0.01 levels of significance. So, the hypothesis stating "There will be no significant difference in attitude towards teaching profession among pre-service teacher educators with respect to their locale" is accepted. The finding of the study is in agreement with [Rakesh and Kiran \(2016\)](#) which shows that there is no significant difference in the attitude of pre-service teacher educators towards their teaching profession with respect to locale.

Table 2 shows the calculated value of t i.e., 2.14 which is greater than the desired value of t at 0.05 level and less than the desired value of t at 0.01 level.

This means that the result is significant at the 0.05 level. So, the hypothesis stating “There will be no significant difference in attitude towards teaching profession among pre-service teacher educators with respect to their gender” is rejected. This finding is in line with the study of [Bhargava and Pathy \(2014\)](#); [I. B. S. Yadav and Sharma \(2020\)](#) where the results were drawn to show that there is a significant difference in the attitude of pre-service teacher educators towards their teaching profession with respect to stream and gender.

Table 2

Attitude towards Teaching Profession among Pre-Service Teacher Educators with Respect to their Gender.

Gender	N	Mean	Median	SD	Std. Error	t	Significance
Female	20	7.41	7.57	1.84	0.71	2.14	Sig. at 0.05 level
Male	10	8.95	8.94				

DISCUSSION AND CONCLUSIONS

The results of the present study revealed that there exists a significant difference in the levels of attitude towards the teaching profession among pre-service teacher educators. As per the study, most students choose the teaching profession as their first choice. And those who will have a negative attitude towards this profession, the teachers have a responsibility to encourage the teacher educators for choosing the teaching profession as a choice, not by chance. There is a need to establish students’ perception of teacher education program as their perception influence their interest in this field. In this study, there exists no significant difference in attitude towards the teaching profession among pre-service teacher educators concerning their locale. The reason may be that the government provides all the facilities such as road connectivity, internet, and online learning through the Swayam platform in both urban and rural areas as much as possible. The present study also revealed that there exists a significant difference in attitude towards the teaching profession among pre-service teacher educators concerning their gender. As the mean indicates that the teacher educators have a significant attitude toward teaching so if they were mentored efficiently, they could enhance the quality in this field. Teacher educators must utilize the maxims of teaching for catering the individual differences. The teacher should motivate teacher educator to participate in co-curricular activities like NCC, and NSS which help to inculcate the values like team spirit, sharing, the spirit of cooperation, patience, courtesy, attitude, etc.

In a nutshell, the New Education Policy 2020 focuses more on the value inculcation in teachers towards their teaching profession. So, Pre-service teacher-education programmes have a responsibility in catering to the needs of the learners and enhancing the quality of education in this field. Many studies revealed that the teaching profession is not considered the first choice of the learners. As a result, they lack interest in this profession and hence it harms the quality of teaching. Future teachers need to have a positive attitude towards their teaching profession, which will help them to emerge as strong mentors. Prospective teacher educators should also place a high emphasis on being productive at their work, where their skills are properly enhanced after completing a task. The need of the hour is to mentor and encourage the students who have already been enrolled in the Teacher Education Programme whether by chance or by their interest.

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