



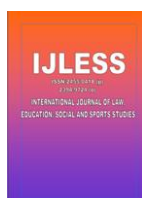
Attitude of Student-Teachers' towards Teaching Profession

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ABSTRACT

The 21st century educational system is a test of excellence in all areas of life. Teaching-learning already encompasses more recent and exciting fields of education. The teacher is the most valuable human resource in the noble profession of teaching. Today, we need teachers with high academic and professional qualifications as well as a sincere responsibility and commitment to work tirelessly to improve students' learning, capacity, and achievement in order to help them become more independent and self-actualizing individuals.

The quality of education is largely influenced by the profession and teachers' attitudes. Attitude is the degree of positive effects or negative effects that are resolved by a psychological object (Mensah, 2013). Attitude is a mental and nervous state of readiness, which is set from experience that gives effect to individual responses to objects or related to them. Therefore, attitude can be described as the tendency toward subjects to respond likes or dislikes of an object. In this study, the subject is the teacher and the object is the work done by the teacher (Simsek, 2000).

The teachers' attitude towards profession is a teachers' belief about the desired profession, which is accompanied by certain feelings and provides the teacher with the basis for responding or behaving in a certain way according to their choice. The teachers' attitude towards work influences their work in teaching. As a teacher, having a positive attitude towards the profession, she/he a teacher will carry out of function and position as a teaching and educator in the school with full responsibility. On the contrary, a teacher who has a negative attitude towards the profession will assume his job is only a mere routine (Tezci&Terzi, 2010)

Keywords: Attitude, Teaching Profession, Student-Teachers.

Introduction

The most significant human innovation is education. It is more significant than anything man has created in terms of tools, machinery, space travel, craft, medicine, weaponry, and even language, which was also a result of his education. Without education, a man would continue to live like an animal. Education is what makes a man into a true human being instead of just a simple two-legged animal. It enables him to act like a man and keeps him from being animalistic. (Sharma & Dhaiya, 2012).

Teaching being a dynamic activity requires a favourable attitude and certain specific competencies. Teachers' proficiency depends on the attitude she/he possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom.

Attitude is defined as a state of readiness shaped through the experience and influences the response of individual towards the stimuli. It is precursor of the behaviour and varies from favourable to unfavourable through neutral.

According to Langat (2015) stated attitude is a person's feelings or behaviours that is developed as a result of someone's experience that influences one's view of a situation, object, person, and how to respond it positively, or negatively, favourably, and unfavourably.

Attitude is an individual's mental readiness that influences, illustrates, and even determines the individual activity that is requested in responding to an object or use that has a related meaning.

Attitude is made up of three components affective, behavioural and cognitive hence acts as a yardstick of the individual behaviour (Feldman, 1985). Factors which bear influence on the attitude of the teacher are the domestic environment, family background, socioeconomic background, beliefs and educational institutes etc.

Another factor which casts influence on the attitude is the experience. This holds true for teaching profession also. Teaching experience of the teacher contributes significantly in forming attitude (Suja, 2007). The teacher's attitude towards the subject and student is significant in creating desire to learn in the students. Gender and type of training are the paramount factors influencing the attitude of the teacher (Oral, 2004; Bozdogan et al, 2007). It is found that female teachers have positive attitude towards teaching profession (Capa & Cil, 2007). Inadequate financial remuneration and delay in payment of salaries are the causes of teacher's having low attitude towards teaching profession (Osunde & Izevbigie, 2006). These negative factors when minimized can encourage teachers to be more conscious and responsible towards their duties. Initial teacher training helps in shaping the attitude of student teachers towards teaching profession.

Development of positive attitude towards profession helps in developing creative thinking and motivating students (Celikoz & Cetin; 2004). The different learning environment, instructional materials and strategies adopted in initial teacher training programme are also responsible for difference in attitude of student teachers towards teaching profession (McKeachie, 1994; Mordi; 1991; Schibeci & Riley, 1986). The type of attitude possessed by the teacher influence the quality of the work accomplished and teaching. Attitude of the teacher has the imprint of competencies that she possesses.

The Components of Attitudes

There are three components of attitudes namely the cognitive, affective, and conative component. Husein (2011) added that the component of cognition contains thoughts, ideas, and opinions regarding the object of attitude. These thoughts include things that are known to individuals about the object of attitude; it can be in the form of beliefs, responses, impressions, attributions, and assessments of attitude objects.

According to Walgianto (2004) stated that attitude contains three components, namely as follows:

- a) The cognitive component, which is in the form of knowledge, beliefs or thoughts that are based on information, is related to objects.
- b) Affective component, which refers to the emotional dimension of the attitude, which is related to the object. The object here is felt as pleasant or unpleasant.
- c) Component behavior or conative, which involves one predisposition to act on an object. This component is related to the tendency to act.

Kartono (2002) explained the three components of attitudes. The cognitive component contains the beliefs and stereotypes that an individual has about something and is what is believed by the subject of the owner of the attitude, the affective component is a component of feelings concerning emotional aspects, and the conative component is a component of certain behavioural tendencies following the attitudes possessed by the subject.

Factors that influence the attitudes

Joni (2004) described the factors that influence the formation of an individual's attitude from internal and external factors.

First Internal factors forming attitudes is the selection of the object to be addressed by individuals, not all objects that are around it are addressed. Objects that are addressed in depth are objects that are inherent in the individual. Previous individuals have gained information and experience about the object, or the object is something that is needed, desired or liked by the individual then it can determine the attitude that appears, positive or negative.

Second External factors include two points that make up human attitudes, namely

- a. Group interaction, when individuals are in a group interaction will occur.

Each individual in the group has behavioural characteristics. These differences then provide information or examples that are followed to form attitudes.

- b. Communication will provide information. Information can give suggestions, motivation, and trust. Information that tends to be directed negatively will form a negative attitude, while information that motivates and pleases will lead to change or the formation of a positive attitude.

Characteristic of attitudes

- a. are related to a psychological object,
- b. they are ready to react, c. have the power to motivate,
- d. can be static for periods of time, e. include evaluation, and

are not, directly, observable features but tendencies attributed to an individual by means of making inferences from the observable behaviour. Experience with the attitude object are important factors in the formation of attitudes. These factors play an important role in changes to existing attitudes and the formation of new ones. (Sakalli, 2001).

According to Azwar (2008) mentioned that there are several characteristics of attitudes, as follows:

- a. In attitude, there is always a subject-subject relationship. There is no attitude without objects, this can be in the form of objects, people, law, community institutions and so on.
- b. Attitudes are not carried from birth but are learned and shaped through experiences.
- c. Because attitudes are learned, attitudes can vary according to the circumstances of the environment around the individual concerned at different times.

d. Attitude does not disappear even though needs have been met.

e. Attitudes are not just one type, but very diverse according to the number of objects that can be of concern to the person concerned.

Teaching profession

Uzer (2013) stated that a profession is a position or occupation that demands expertise from its members". That is, a profession cannot be done by just anyone. People who run a profession must have special expertise and have the ability to obtain from special education for the profession. Also, Muhaimin (2014) mentioned that there is a link between profession, professionalism, professionalization, and professionalization. It is stated that a profession is a position or occupation that demands expertise from its members. Therefore it cannot be done by just anyone who is not trained and is not specifically prepared to do the work.

Zakiah (2013) stated that the teaching profession is a position or occupation that requires special skills as a teacher. This type of work should not be done by just anyone outside the educational midwife. Zahara (2013), teacher (educator) is an adult who is responsible for giving feedback to students in their physical and spiritual development, to reach the level of maturity (being able to stand alone) fulfill their duties. In addition, the teaching profession is a profession that is highly valued by the community, because this profession is a noble occupation, related to the process of humanizing humanity. Therefore, teachers are required to have many advantages or skills compared to humans in general.

According to Brown (2000) explained the teaching profession is a special field of work that requires expertise, ability, patience, and knowledge that is used to carry out basic tasks such as educating, teaching, guiding, training, and evaluating students, in order to have good attitudes and behaviours.

A teacher profession is a person who has an adequate teacher education background, the teachers' expertise in carrying out educational tasks is obtained after taking certain teacher education. Professional teachers who have teacher competence thanks to education or training in teacher education institutions within a certain period

A number of studies have been conducted to assess the influence of attitude towards teaching profession on the teacher's performance inside and outside the classroom and the factors which have bearing upon it. Devi (2005) found that success in teaching field depends upon two prime factors- attitude towards profession and job satisfaction. Suja (2007) also confirmed similar findings. According to him, attitude towards profession, interest in profession and teaching experience influence job commitment of the teacher. Mathai (1992) in his study emphasised that attitude towards profession and success in teaching are correlated to each other. In another study, Cornelius (2000) revealed that intelligence, attitude towards teaching and academic achievement of teacher trainee cast impression on their competence. Gynanduru and Kumar (2007) established that over achievers and average achievers possess more favourable attitude towards teaching in comparison to under achievers. Pushpam (2003) confirmed positive relationship between women teachers' attitude towards teaching and job environment.

Studies on attitude reveal that teacher's efficiency and classroom performance are based on her attitude towards profession up to a large extent. Most of the studies have highlighted the gender of teacher, academic achievement and job satisfaction as the factors influencing attitude towards profession

Teaching is the only profession which shapes the society. Teacher has been looked upon by the society as the wisest men of the community. He enjoyed very respectable status in the society. In Indian society same spiritual and social cultural leaders had more respect for the teacher than to the God. In the words of Prof. HumayunKabir, "Teachers are literally the arbiters of a nation's destiny" Teacher is the most

important factor in the reconstruction of education. But "Teaching is not every body's cup of tea" as Ruskin says "Teaching is a painful, continuous and difficult work to be done by kindness, by watching, by warning, by perfecting by praise but above all by exercise". Teachers who are generally unenthusiastic about the teaching profession (i.e. having a negative job orientation) reported in one study, that they were more distressed about their teaching situation than were teachers who were positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative and unfavourable attitude makes the teaching task harder, tedious and unpleasant. In addition, a teacher's attitude also influences the behaviour of her/his students. Thus effective and productive learning on the part of students can be achieved only by teachers with desirable attitudes. Thus, teacher's attitude towards teaching profession forms the major variable for the present study on secondary school teachers.

CONCLUSION

Attitude is a dynamic entity. A positive attitude towards teaching profession can bring the desired quality in the education sector by developing sense of duty, professional competence and by giving them an insight of the student's needs and problems. It is therefore important to see how this teaching profession affects student teachers' willingness to take an active role in teaching and learning. According to Soomro, Qaisrani and Uqaili (2011), student teachers' attitude towards teaching affects their students effectiveness in the classroom and students' positive or negative attitude has an impact on their future careers.

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