



Attitude of Degree level Girl students towards Teaching Profession

Kumari Kusum*, Namrata Sinha*, Vidya Jha*, Upasana Singh and Rashmi Sinha****

*B.Ed. Students, Session 2009-10, Department of Education, Patna Women's College, Patna University

** Lecturer, Department of Education, Patna Women's College, Patna University

Amidst a large number of glamorous and lucrative professions, one conventional profession that has maintained its glory and sustained the approval of people at large is teaching. This is so because unlike other professions, there is stability and consistency in this profession. Besides, the dignity and social respect attached to this profession makes it very special and attractive.

Teaching is considered to be one of the most suitable professions for girls and women. Keeping in view the suitability of teaching profession to girls and women and the large number of interesting options available to them after their graduation, if we find that they choose teaching as their profession, it indicates that they have a positive disposition towards the profession. Thus the present study was undertaken to infer empirically their attitude towards the profession

To study this problem a sample of 200 girl students was selected by incidental sampling technique. These students were selected from the colleges running under Patna University; the students belonged to Patna Women's College and Magadh Mahila College. The analysis of the data revealed that now a days females are not very much interested in opting for the teaching profession, However, the students of general course were more desirous of choosing teaching profession than the students of vocational courses The present study reveals that in spite of having positive attitude towards teaching profession, girls generally do not want to choose teaching as their profession. The study also leads to the conclusion that the overall attitude of degree level girl students towards teaching is favourable and the courses and streams of study do not lead to a significant difference in the attitude towards teaching profession of degree level girl students.

Key words: Attitude, degree level, teaching profession, courses of study and stream of study.

Introduction : We are living in the 21st century which is also known as the LPG century, i.e. a century of liberalization, privatization and globalization. Along with these it is also marked by modernization, industrialization, and commercialization and so on. The use of these heavy words clearly indicates the rapid development of man and materials that has brought about a revolution in each and every sector of economy. India, being one of the growing economies, has significantly responded to these changes such that the lives of the people—the way they live, think, perceive and react to situations has changed and is in a state of constant flux. This is visible in their priorities and professional choices quite obviously. The age old professions such as medicine, engineering, administration, and typical government jobs have given way to many new professions like management,

computer application, mass communication, media studies, sales and promotion, advertising, bio technology, insurance, and so on which are all contemporary to the changes in the market conditions and a consequent rise of a skilled work force. So, in this modern age the nature of profession has diversified. Teaching has always been looked at as the noblest of all professions and the teachers as society and nation builders. People were interested in teaching profession in the past, are interested in it at the present and possibly will be interested in it in the future also. This is so because unlike other professions, there is stability and consistency in this profession.

Now the question that arises here is regarding the time when the choice of profession is made. Our educational system and professional requirements are such that if the students do not opt for medicine or

engineering, this decision is generally made during their degree (graduation) courses. However at that time their age is such and their aspirations are so high that the students usually get enticed by the lucrative and glamorous professions of the corporate world. In this context it needs to be stated that though the emphasis of the 11th five year plan is on education and the government has accentuated the pay scale of school teachers, the students are so much taken with the corporate world that first they try to make their career in it. As a result, despite the respectful position ascribed to the teachers, the degree level students in general seek their niche elsewhere. The investigators, during the course of their review of the available literature to specify and define the problem of their study, came across a number of studies that measured the attitude of prospective teachers or the students studying in graduate schools of education towards teaching as a profession but found no study related with the attitude of degree level students or final year degree students, who are free to choose any career option from that available, towards this profession. Keeping in mind the suitability of teaching profession to females and the above stated facts, it becomes imperative to conduct a study that measures the attitude of girl students who are going to be graduates towards teaching as their career option.

Objectives of the Study :

The following objectives were proposed for achievement in this study:

1. To find out the percentage of degree level girl students who desire to choose teaching profession.
2. To outline the reasons for which they desire to choose it.
3. To determine the percentage of degree level girl students who have a positive attitude towards the teaching profession.
4. To compare the course wise difference in the attitude of degree level girl students towards teaching profession.
5. To compare the stream wise difference in the attitude of degree level girl students towards teaching profession.

Null hypotheses :

The first three objectives were directly achieved through the responses of the students to the attitude

scale prepared for the study. The null hypotheses framed for the achievement of the last two objectives were as below :

- H₀₄ Degree level girl students enrolled in different courses do not differ significantly in their attitude towards teaching profession.
- H₀₅ Degree level girl students enrolled in different streams do not differ significantly in their attitude towards teaching profession.

Methodology :

Design of the study

Simple **descriptive survey** method was employed to study and compare the variables under study.

Population of the Study

The final year female students studying in **general courses**, viz., B.A., B.Sc. and B.Com. and **vocational courses**, viz., B.B.A., B.A. (A.S.P.A.S.M.), B.C.A. and B.M.C. of Patna University during the academic session 2009-2010 constituted the **population** of the study.

Sample of the Study

A sample of 200 girl students was selected by an **incidental sampling** technique. These students were selected from two colleges running under Patna University; Patna Women's College and Magadh Mahila College. 100 students were selected from the general courses, viz., B.A., B.Sc. and B.Com. and 100 were selected from the vocational courses, viz., B.B.A., B.A. (A.S.P.A.S.M.), B.C.A. and B.M.C.

Table 1: Break-up of the sample

Sl. No.	Name of the Institutions	Sample size	Degree level students	
			General	Vocational
1	Patna Women's College	100	50	50
2	Magadh Mahila College	100	50	50
Total		200	100	100

Tool of the Study

An attitude scale was developed to measure the attitude of students towards the teaching profession. It contained 20 items which included positive as well as

negative statements on a 3-point scale—yes, can't say, no. Content validity of the scale was established. The reliability of the scale was calculated by split half method and it was found to be 0.66 that is sufficiently high.

Table2: Descriptive statistics related to attitude scores

Sl. No.	Statistics	Value of statistics
1	Mean	47.80
2	Median	47.87
3.	Mode	47.51
4	Standard Deviation	6.06

ANALYSIS

Analysis related to the first objective

Table 3: The percentage of students who desire to choose teaching profession

Sl. No.	Courses of Study	Percentage of the Student
1.	General Courses	36%
2.	Vocational Courses	16%
3.	Overall	26%

The finding that comes from this analysis was that the students of general courses aspired more for teaching profession than the students of vocational courses.

Analysis related to the second objective :

From findings related to the second objective some reasons came to light. These were grouped as follows:

1. Psychological Reasons
2. Social Reasons
3. Economic Reasons
4. Ethical Reasons

Psychological reasons were found to be exploring knowledge, self-development, learning continuously throughout the life, inspiring young people, confidence building, best way of self-expression and giving direction and shape to the young brains. **Social reasons** that came to light were spreading literacy, bringing a sense of dignity and respect, bringing awareness, being the backbone of the society, imparting knowledge, serving the society and improving

the present status of education. Main **economic reasons** outlined by the study were satisfying the financial needs, giving job security and offering sufficient salary. **Ethical reasons** were found to be royal and noble profession, developing moral standard and teachers being considered next to God.

Analysis related to the third objective :

Table 4: Percentage of degree level girl students who have a positive attitude towards teaching profession

Attitude scores	Type of attitude	Frequency	Percentage of the students
Below 35	Unfavorable attitude	3	1.5%
35-44	Neutral attitude	54	27.0 %
Above 44	Favorable attitude	143	71.5%

The table shows that more than half of the total respondents had a favourable attitude towards teaching profession, and only 1.5% of the total students are such who have unfavourable attitude towards teaching profession. Thus with reference to the third objective we can say that the overall attitude of degree level girl students is positive towards teaching profession.

Analysis related to the fourth objective

Table 5: Table showing Mean, S.D. and t-ratio of students enrolled in general and vocational courses

Sl. No.	Groups	Mean	S.D.	N	t-value	df	Inference
1.	General Courses	48.05	5.49	100	0.599	198	Not Significant
2.	Vocational Courses	47.54	6.51	100			

$$P > 0.05$$

The table shows that there was no significant difference between the mean attitude scores of students of general and vocational courses. The t-value was 0.599 which was not significant at 0.05 level of confidence. Therefore null hypothesis H_{04} was accepted showing that courses of study do not affect attitude towards teaching profession significantly.

Analysis related to the Fifth Objective

Table 6: Mean, S.D. and F-ratio for attitude scores of students of different streams

S. No.	Groups	N	Mean	S.D.	F-ratio	df	Inference
1	Arts	33	47.15	5.15	0.76	df ₁ =3 df ₂ =196	Not Significant
2	Science	33	48.82	5.88			
3	Commerce	34	48.18	5.33			
4	Vocational	100	47.54	6.51			

df₁=degree of freedom between groups, df₂= degree of freedom within groups

The above table shows that F-ratio was not significant at 0.05 level. Thus, it can be said about the fifth objective that degree level girl students enrolled in different streams did not differ significantly in their attitude towards teaching profession. Therefore null hypothesis H₀₅ was again accepted showing that streams of study do not affect the attitude towards teaching profession significantly.

Conclusions :

The investigation was conducted to find out the attitude of degree level students of different colleges of Patna University towards the teaching profession. The variables were attitude towards teaching profession, streams of study and courses of study. The conclusions are as follows:

- 1. Now a days females are not very much interested in opting for the teaching profession**
- 2. There are a number of reasons which lead the students to choose the teaching profession.**
- 3. The overall attitude of degree level girl students towards teaching is favourable.** The percentage of students differs in general and vocational courses, as the number of students who possessed favourable attitude was more in general courses than that in vocational courses.
- 4. The courses of study i.e., general and vocational courses do not lead to a significant difference in the attitude towards teaching profession of degree level girl students** though the attitude scores of students belonging to the general courses was more positive than those of students belonging to the vocational courses.

- 5. Streams of study do not lead to a significant difference in the attitude of degree level girl students towards teaching profession** though there was a slight difference among the attitude of students enrolled in different streams.

Limitations of the Study :

After a retrospective view of the whole study, investigators found that there were a few limitations in this study. These limitations have constricted the area of generalization of this study. The limitations are as given below:

1. Due to paucity of time and resources a sample of only 200 degree level girl students was taken which restricted the scope of valid generalization.
2. Since the attitude was measured on the basis of fixed responses, the students might have given socially accepted responses instead of giving correct responses.
3. There are many variables which may affect the attitude of degree level girl students towards teaching profession, like socio-economic status, type of family, educational level, parental occupation and so on. Though these variables were included in the study, these were not used in analysis in any way.
4. Only a very few colleges affiliated to Patna University were selected in this study
5. Another important limitation of this study is that in the 'Part-C' of the questionnaire, if the students gave their answer in 'yes' for choosing the teaching profession, then only they had to give a reason. So, we came to know the reasons behind the positive attitude towards teaching profession. However, if they gave their answer in 'no' for the same question, then they did not had to give a reason for it. So the questionnaire had no response scope of finding reasons for negative attitude.
6. Some respondents put tick mark against more than one alternative and sometimes they left some of the items unanswered which presented difficulty in accurate analysis of data.
7. The biggest limitation was that some students consulted with each other while making the choice. So the result might have got affected due to this.

References :

1. Anderson A. W. (1962). *The Teaching Profession: An Example of Diversity in Training and Function*. In NB Henry (Ed.) *Education for the Professions*, 140-167, University of Chicago Press, National Society for Study of Education.
2. Green Thoman F. (1971). *The Activities of Teaching*, McGraw Hill Book Company.
3. Gultecin, Mehmet. (2006). *The Attitude of Pre-School Teacher Candidates Studying through Distance Education Approach towards Teaching Profession and their Perception levels of Teaching Competency*, Anadolu University, Faculty of Education, Turkey.
4. Hargreaves A. & Lo. Leslie N.K. (2000). *The Paradoxical Profession: Teaching at the turn of the Century*. *Prospects*, XXX, 2, 167-180.
5. Lipman, M. (1991). *Thinking in Education*. Cambridge University Press, Cambridge.
6. Narayanappa, Venkoba and Akhtar, Syeda. (2003). *A Study of Self Evaluation of Lessons by Student Teachers in Relation to their Attitude towards Teaching Profession*, Gulbarga University.
7. Pandey, P. (1997). *Modern Concept of Teaching Behaviour*, Anamika Publishers and Distributors Pvt Ltd.