

# Attitude towards Teaching Profession among the Prospective Teachers in Chennai District

L. Maria Suganthi and Dr.K. Geetha

**Abstract---** *Teachers shoulder the responsibility of shaping the future of the nation. The future of the nation depends upon the skills and efficiency of the teachers. Teachers are given the other name as creator. They are the creators of philosophers, leaders, doctors, advocates and many more. A teacher's job is not at all that easy and unless a high degree of professional qualities and commitment are inculcated in the teacher's personality, the training program would remain incomplete. If teachers acquire professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner, then a high quality learning among students may result in cognitive, affective and psychomotor areas of human development improving teaching performance through more effective teacher preparation, therefore is an essential ingredient in solving most educational problems. Educationist all over the world have started realizing that only securing enough teachers will not do, most important is securing the right type of teachers with right type of knowledge, skills attitudes and competence. The effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students, and this belief will serve as the central focus of this paper. The present study consisted of 300 student teachers drawn randomly from different schools in Chennai. Attitude towards Teaching Profession Scale and personal data sheet was used. t-test and ANOVA showed that there is no exist a difference with gender, teachers in the family, academic qualification and age.*

**Keywords---** *Teaching Profession, Prospective Teachers, ANOVA.*

---

## I. INTRODUCTION

Education is a dynamic force in the life of every person because it influences his physical, mental, emotional, spiritual, ethical, social, and economic development. The system of values, attitudes, behaviour and the ideals of the older generation is transmitted to the younger generation through education. Education is considered a right of every child without differentiation of race, sex, region and religion. Education plays very important role in the development of a child's personality. It is also considered that education is vital for nation development and there is a strong correlation between education and economic development of a country. It plays a critical role in building human capabilities and accelerates economic growth through knowledge, skill, and creative strength of a society. It's all in the teacher's hand. The effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students.

## II. REVIEW OF RELATED LITERATURE

**Qureshi shabnum (2018)** researched on the topic "Teaching Aptitude Level of Intelligence Mental Health and Attitude towards teaching of student Teachers in Secondary Teacher Education Institutions of Jammu and Kashmir

---

*L. Maria Suganthi, Asst. Professor, Dr.M.G.R. Educational and Research Institute.  
Dr.K. Geetha, Principal, Faculty of Education, Dr.M.G.R. Educational and Research Institute.*

divisions a Comparative study. The investigator worked out the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division. It was found that there is positive and significant relationship between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male and female student-teachers of Kashmir Division.

**Anil ambasana (2011)** conducted a study on Attitude towards Professionalism. This study investigated the attitudes of student teachers. The study revealed that there was no difference between attitudes towards professionalism so far as gender of the teachers was concerned.

**Mangai (2013)** conducted a comparative study on a sample 225 student teachers and the findings revealed that there exist no significant difference in Attitude towards teaching profession of male and female and families with teacher and families without teacher.

### III. OBJECTIVES OF THE STUDY

- To examine the significant difference between Attitude towards teaching profession of student teachers owing to some demographic variables

#### *Hypothesis*

- There is no significant difference between Attitude towards teaching profession of student teachers owing to some demographic variables

#### *Sample*

The sample for the study was selected randomly. The sample consisted of 300 student teachers drawn from Government, Government-aided and Private Colleges in Chennai district.

#### *Tools Used*

- Attitude towards Teaching Profession among student teachers by K. Suganthi and D. Kumaran.

### IV. ANALYSIS

**TABLE SHOWING THE DIFFERENCE IN ATTITUDE TOWARDS TEACHING PROFESSION OF STUDENT TEACHERS OWING TO DIFFERENCE IN DEMOGRAPHIC VARIABLES**

Emotionalmaturity	Category	N	Mean	S.D	t- test	df	Sig. level
<b>Gender</b>	Male	120	64.76	11.506	0.388	298	0.084
	Female	180	65.30	12.517			
<b>Academic qualification</b>	UG	208	64.86	11.632	0.257	298	0.207
	PG	92	65.24	12.553			
<b>Teachers in the family</b>	Yes	103	66.18	12.851	1.27	298	0.102
	No	197	64.29	11.352			
<b>Age</b>	< 30 years	231	65.45	11.705	0.475	298	0.835
	30-40	54	63.57	13.051			
	>40 years	15	62.60	10.622			

The above table shows the mean scores and standard deviation and 'p' value of selected demographic variables. The 'p' value of gender is greater than 'p' value at 95% confidence level (0.05) with degrees of freedom 298. Thus

hypothesis assumed that there is no significant difference between Attitude towards teaching profession owing to the Gender is Accepted. And the 'p' value of Academic qualification, Teachers in the family and Age is also greater than the confidence level (0.05). Hence the hypothesis assumed that there is no significant difference between Attitude towards teaching profession of student teachers owing to Academic qualification, Teachers in the family and Age is accepted.

**ONE – WAY ANOVA SHOWING THE DIFFERENCE IN ATTITUDE TOWARDS TEACHING  
PROFESSION WITH RESPECT TO THE DIFFERENCES IN AGE**

Variable	ANOVA	Sum of Squares	df	Mean square	'f'	Sig.level
Age	Between Groups	243.710	2	121.855	0.889	0.425
	Within Groups	42118.076	297	141.812		
	Total	42361.786	299			

The above table shows the one way ANOVA and 'p' value of Age. The 'p' value of Age greater than 'p' value at 95% confidence level (0.05) with degrees of freedom 299. Therefore we conclude there is no significant difference in Attitude towards teaching profession of student teachers owing to the differences in Age.

**V. FINDINGS AND DISCUSSIONS**

The analysis showed in the table depicts that there is no significant difference in attitude towards teaching profession owing to the difference in Gender. The present study is in agreement with the findings of **Mangai(2013)** ,whose result had a significant difference between Attitude towards teaching profession of student teacher based on Gender, but the study is in contradiction with the findings **Qureshi shabnum (2018)** whose result shows that there is significant difference between attitude towards teaching profession of student teachers based on Gender, and for the variables academic qualification, Teachers in the family is in agreement to the findings of **Mangai(2013)** whose finding was that there is no significant difference in Attitude towards teaching profession of student teachers across Teachers in the family, and with the findings **Anil ambasana (2011)** had a result that there was no significant difference between attitude towards teaching profession of student teachers based on age.

**VI. CONCLUSION**

The present study reveals that Individuals having high teaching attitude if enter into teaching profession will become competent in teaching. This process will also help to check the misfits in the teaching profession and teachers should possess attitude towards their profession to provide quality education to the world.

**BIBLIOGRAPHY**

[1] Mangai, K. (2013). A comparative study on Multiple Intelligence, Teaching Attitude and Teaching Aptitude of prospective teachers and In-service teachers Unpublished M.Phil thesis (Dissertation) TNEU

- [2] Shabnum. Q. (2018) Teaching Aptitude Level of Intelligence Mental Health and Attitude towards teaching of student Teachers in Secondary Teacher Education Institutions of Jammu and Kashmir divisions a Comparative study.
- [3] Ambassana, A. (2011). University teachers' attitude towards professionalism, *Edutracks*, 10(9), 35-38.

## WEBLIOGRAPHY

- [1] <https://pdfs.semanticscholar.org/01c9/a2ceddc88ebf2a090b4836f52bd5c80419ab.pdf>
- [2] <https://shodhganga.inflibnet.ac.in/handle/10603/135870>
- [3] <https://pdfs.semanticscholar.org/6d0f/f3c4af65c2c297cf0beb143dd7609df72895.pdf>
- [4] Ariel P. Tuazon, "Impact of Perceived Organizational Support on Job Involvement of Public School Teachers", *International Journal of Educational Science and Research (IJESR)*, Vol. 6, Issue 3, pp. 91-98
- [5] Virginia O Rudio, "Performance of Teacher Education Graduates, DMMMSU-NLUC, Philippines in the Licensure Examination CY 2011 to 2013", *International Journal of Educational Science and Research (IJESR)*, Vol. 6, Issue 3, pp. 1-16
- [6] Bandaru Narasinga Rao, D. Vijaya Bharathi & Srinivas Budati. "A Prospective Study of Waste Water in a Teaching Hospital of Sub Urban Setup", *International Journal of General Medicine and Pharmacy (IJGMP)*, Vol. 5, Issue 4, pp. 27-34
- [7] Vandana, Shabana & S.S Chauhan, "Job Satisfaction among Senior Secondary School Teachers: A Case Study of Meerut Region", *International Journal of Business and General Management (IJBGM)*, Vol. 6, Issue 5, pp. 39-48
- [8] Junaidy Bin Mohamad Hashim, Gunathevan Elumalai & Norlena Salamuddin, "The Readiness of Prospective Physical Education Teachers Towards Upgrading the Teaching Professionalism", *IMPACT: International Journal of Research in Applied, Natural and Social Sciences (IMPACT: IJRANSS)*, Vol. 2, Issue 5, pp. 309-314
- [9] Ekuia Tekyiwa Amua-Sekyi, "If Teachers Don't Read, How Do Students Learn?", *BEST: International Journal of Humanities, Arts, Medicine and Sciences (BEST: IJHAMS)*, Vol. 3, Issue 12, pp. 189-202