



Cover Page



A STUDY OF THE ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS THE TEACHING PROFESSION OF GOVERNMENT AND PRIVATE COLLEGES IN JAMMU DISTRICT

Dr.Shalika Gupta

Associate Professor, Department of Education
 GCOE, Canal Road Jammu

In the modern system of education teacher finds herself donning many caps. Sri Aurobindo has rightly pointed out that in a true system of education, it is not the student who is progressing, but the teacher is also doing the same (Das, 1999; p.48). These days teacher is not the only source of imparting information due to the surfacing of various other channels, but the teacher maintains the edge over them due to their multidimensional role. Briseid and Caillods (2004) stated that teacher also acts as motivators, facilitators, and mediators while teaching the curriculum. Commenting on the place of a teacher in one's life during a radio talk, Dr. Zakir Hussain opined that, like a mother, the teacher also places confidence in the potential of a child when others have already expressed disappointment (Zakir Husain on Education. In Salamatullah and Qadri, P-46). Teaching is not a mechanical activity in which knowledge is imposed on the learner from outside; rather, the teacher needs a broad knowledge base, competencies, values, and strong ethics of the profession to facilitate the learner in constructing knowledge in the due course of learning. Veldman and Peck (1963) listed the traits of an effective teacher as friendly, cheerful, knowledgeable, lively, firm, and nondirective. Echoing similar views, James and Choppin (1977) pointed out that a good teacher is warm, open, and possesses professional competence. New techniques, advancements in the field of science, new themes, new theories, philosophies in pedagogy, and the extensive role of media, all these factors have contributed significantly to making teaching a challenging profession. The teacher of today needs to remain active outside the classroom also.

The variety of curricular and extension activities in the school requires expertise on the part of the teacher. The teacher maintains liaison with the society by acting as a guide, counselor, and community worker. The NPE(1986) stressed the need for freedom to be given to the teachers to make them innovative, creative, and communicative on the concerns of society. Building relationships with students and parents is the biggest challenge that a teacher faces today. The NCFTE 2009/10 spells out that today's society needs teachers with a genuine love and caring attitude towards children. Children should be considered as active members of the teaching learning community and not just the passive receivers of the knowledge. The teachers of today, therefore, should have deep faith in the values of democracy, peace, justice, equality, and secularism. A modern teacher needs to organize various learner-centered activities like projects, assignments, debates, and discussions both inside and outside the classroom in such a way that knowledge becomes a learner's construct. The teacher has to be resourceful so that students can call upon her in situations where technical or specialized help is required. Danielson (2007) admitted that the influence of a teacher operates in the classroom, school, and society. Teachers can act as ambassadors of change by transmitting, transacting, and transforming knowledge for a better society. Due to extensive changes in roles and responsibilities of the teacher, the very basic structure of teacher education has to be reframed so that the teacher becomes more competent, sensitive, and motivated to rise to the occasion.

OPERATIONAL DEFINITIONS

Study

The systematic investigation was conducted to examine the attitudes of prospective teachers from government and private colleges towards the teaching profession. It involves data collection, analysis, and interpretation to understand various factors influencing these attitudes.



Cover Page



Attitude

A psychological construct reflecting the beliefs, feelings, and behavioral intentions of prospective teachers towards the teaching profession. For this study, attitude is measured through specific tools or scales designed to assess their perceptions, motivation, and commitment.

Prospective teachers

Individuals enrolled in teacher education programs at government and private colleges are preparing to become professional teachers. This term includes students from diverse backgrounds and educational contexts.

Teaching profession

A career focused on imparting knowledge, skills, and values to learners. In the context of this study, it refers to the field of education as a vocation and its associated roles, responsibilities, and societal perceptions.

RATIONALE

The teaching profession is integral to the development of society, as educators play a central role in shaping the future of students. The attitudes of prospective teachers, who are in the process of preparing for this critical role, directly influence their professional commitment, job satisfaction, and effectiveness in the classroom. In the context of Jammu and Kashmir, understanding these attitudes is essential due to the region's unique socio-political environment, cultural diversity, and educational challenges.

Government and private colleges in Jammu and Kashmir represent two distinct institutional environments that may shape prospective teachers' attitudes in different ways. Given the disparities in resources, infrastructure, and societal perceptions between these institutions, it is important to examine how such differences impact students' perceptions of the teaching profession. This study seeks to explore these distinctions and provide insights into the factors that influence the professional outlook of future teachers in the region. In addition to institutional factors, socio-economic conditions, gender, and the prevailing societal views of teaching as a career play a significant role in shaping prospective teachers' attitudes. In a region where economic challenges and cultural diversity are prevalent, these factors may affect individuals' motivation to pursue a career in teaching, as well as their long-term commitment to the profession.

By focusing on the attitudes of prospective teachers from both government and private colleges in Jammu and Kashmir, this study aims to fill a significant gap in the literature. It will contribute to the development of effective teacher education programs, offer practical recommendations for improving recruitment and retention strategies, and enhance the overall quality of education in the region. The findings will also serve as a resource for policymakers, educators, and stakeholders to better understand and address the challenges faced by the teaching profession in Jammu and Kashmir.

OBJECTIVES OF THE STUDY

1. To find out the significant difference in the attitude of prospective teachers belonging to different genders (i.e., male and female) towards the teaching profession.
2. To find out the significant difference in the attitude of prospective teachers belonging to different college types (i.e., government and private) towards the teaching profession.



Cover Page



3. To find out the differences in the interaction between gender and college type in the attitude of prospective teachers towards the teaching profession.

HYPOTHESES

1. There is no significant difference in the attitude of prospective teachers towards the teaching profession concerning gender.
2. There is no significant difference in the attitude of prospective teachers towards the teaching profession concerning college type.
3. There is no significant interaction effect of gender and college type on the attitude of prospective teachers towards the teaching profession.

DELIMITATION OF THE STUDY

1. The study is confined to a sample of 150 students only.
2. The study is limited to Jammu only.
3. The study is limited to a few colleges in Jammu city.
4. The study is limited to students of B.Ed students.

RESEARCH ON HOW FUTURE TEACHERS FEEL ABOUT TEACHING

Devapa (2011) study examined the attitudes of 160 student teachers in four D.Ed. Colleges in Koppal District of Karnataka towards teaching. The study revealed no significant differences in attitude based on gender, academic stream, or economic status.

Sharma and Dhaiya (2012) research found no significant difference in attitude towards teaching between male and female B.Ed. students, or between Arts and Science B.Ed. students. However, they did find that female B.Ed. students had the most favorable attitudes towards teaching.

Shah and Thoker (2013) study reported a significant difference in the teaching attitude of teachers in government and private secondary schools, with government school teachers having a more positive attitude towards their profession compared to those in private schools.

Chakraborty and Mondal (2014) study of 1032 prospective teachers measured their professional attitude in relation to various factors. They found no significant differences in attitude based on gender, social category, religion, location, or academic subject. However, they did find a significant difference based on their level of education.

Pancholi (2015) study of 100 B.Ed. students in Ahmedabad city revealed a significant difference in teachers' attitudes based on their area of specialization and gender, with female teachers showing more positive attitudes than males. However, there was no significant difference based on their academic stream.



Cover Page



Dhull and Jain (2017) study of secondary school teachers in Rohtak District found a significant difference in teaching attitude between male and female teachers, with female teachers having a more favorable attitude towards teaching than their male colleagues.

REVIEWS OF NEWS ARTICLES ABOUT FUTURE TEACHERS' ATTITUDES

A study in the *International Journal of Asian Social Science* examined the attitudes of future teachers in Pakistan. The research indicated that these students had a positive outlook on teaching, suggesting a strong commitment to entering the field with dedication (Available at: archive.aessweb.com).

Similarly, research in India, reported in the *Journal of Emerging Technologies and Innovative Research*, highlighted that postgraduate students training to be teachers tended to have a more positive attitude towards teaching compared to those with only an undergraduate degree. This suggests that more advanced education might increase future teachers' commitment and enthusiasm (Available at: jetir.org).

A study in the *Journal of Education and Practice* found that future teachers from private B.Ed institutions had a more favorable attitude towards teaching than those from public institutions, indicating that the type of institution might influence how future teachers feel (Available at: jetir.org).

These findings together emphasize how important it is to encourage positive attitudes among future teachers to ensure a high-quality education system. Educational institutions and policymakers should take these factors into account when designing teacher training programs and what they teach.

STUDY VARIABLES

In this research, we looked at the following factors:

a) Independent Variables:

- **College Type:** Government college and Private college
- **Gender:** Male and Female.

b) Dependent Variable:

- Attitude Scale Score

POPULATION OF THE STUDY

The entire group we were interested in studying for this research consisted of all the prospective teachers who were enrolled in government and private teacher education colleges within the Jammu district.

STUDY SAMPLE

For this particular research study, we focused on the colleges within the Jammu district. We selected these colleges using a random approach. Then, within each of these selected colleges, we also chose the prospective teachers who would participate in our study using a random selection process.



SAMPLE DISTRIBUTION

College Type	Male	Female	Total
Government Colleges	30	45	75
Private Colleges	37	38	75
Total	67	83	150

SAMPLING TECHNIQUE

In the present study "Simple Random Sampling technique" was employed for selecting the sample.

TOOL USED

In the present study, the investigator used TEACHER ATTITUDE INVENTORY by DR.S.P.AHLUWALIA. This inventory is a 90 item Likert instrument consisting of six sub scales. These sub scales were developed by the Likert summated ratings procedure. Each scale has 15 statements that pertain to a particular aspect of prospective and practicing teachers' professional attitudes.

TOTAL NUMBERS OF FAVOURABLE AND UNFAVOURABLE ITEMS AND SCALE WISE THEIR SERIAL NUMBERS.

SUB SCALE	CONDITIONS	ITEM SERIAL NUMBERS	TOTAL ITEMS	NO.OF
I	F	1,8,20,33,41,66,85	7	15
	UF	13,34,46,48,60,72,79,86	8	
II	F	2,9,14,17,42,47,53,67	8	15
	UF	35,38,59,61,65,73,84	7	
III	F	3,11,16,21,27,39,49,62,64,80	10	15
	UF	25,54,75,83,90	5	
IV	F	15,28,36,43,50,55,71,87	8	15
	UF	4,7,10,32,63,74,76	7	
V	F	5,44,81,82,89	5	15
	UF	18,22,29,31,37,51,56,58,70,77	10	
VI	F	6,23,40,52,88	5	15
	UF	12,19,24,26,30,45,57,68,69,78	10	
TOTAL				90

RESPONSE MODE

Likert continuum strongly agree, agree, undecided, disagree and strongly disagree has been provided for each item. The subjects responds to each item by putting a tick mark in the square of the chosen alternative.

SCORING

Each item alternative is assigned a weight ranging from 4 (strongly) to 0 (strongly disagree) for favourable items. In case of unfavourable item range of weights is reversed i.e. from 0(strongly agree) to 4 (strongly disagree). The attitude score of a subject is the sum total of item scores of all the six sub scales. The theoretical range of scores is from 0 to 360 with the higher score indicating the more favourable attitude towards teaching and allied aspects.



STATISTICAL TECHNIQUES USED

In the present study, the investigator has used the following technique. Two way ANOVA with 2X2 factorial design will be applied in order to study the attitude of prospective teachers.

Table Showing the summary of ANOVA for 2x2 Factorial Design

Source of variance	SS	Df	MS	F	Level of Significance
A (Gender)	2805.63	1	2805.63	5.38	Significant
B (Locality)	0.03	1	0.03	0.000057	Not significant
AxB(Gender X Locality)	21.02	1	21.02	0.040	Not significant
Within	18761.75	36	521.15		

INTERPRETATION

The F-ratio for **factor A (Gender: Male and Female)** has been found to be **5.38**, which is **greater than the table value of 4.11** at the **0.05 level of significance** and **less than 7.39** at the **0.01 level**, with degrees of freedom **df = 1, 36**. Therefore, the result is **significant at the 0.05 level**. This means that there is a significant difference in the **attitude of prospective teachers** towards the teaching profession based on gender. Hence, the **null hypothesis (H_{01})** stating that *there is no significant difference in attitude with respect to gender* is **rejected**.

The F-ratio for **factor B (College Type: Government and Private)** has been found to be **0.000057**, which is **much smaller than the table value of 4.11** at the **0.05 level**. Thus, the result is **not significant**. This indicates that prospective teachers from government and private colleges do not differ significantly in their attitudes towards the teaching profession. Therefore, the **null hypothesis (H_{02})** stating that *there is no significant difference in attitude with respect to college type* is **accepted**. The F-ratio for the **interaction effect (Gender × College Type)** has been found to be **0.040**, which is also **less than the table value of 4.11** at the **0.05 level**. Therefore, the interaction effect is **not significant**. This implies that the **combined influence** of gender and college type does not significantly affect the attitude of prospective teachers. Hence, the **null hypothesis (H_{03})** stating that *there is no significant interaction effect of gender and college type* is **accepted**. On the basis of the above findings, it can be concluded that **gender plays a significant role** in shaping the attitude of prospective teachers towards the teaching profession. However, **college type (government or private)** does **not** have a significant influence, nor does the **combined effect of gender and college type**. These results highlight the importance of gender-specific factors in educational attitude development, while suggesting that institutional type may not be as influential in this context.

CONCLUSION

Based on the analysis and interpretation, the collected data has led to these key conclusions from the study.

1. Gender affected greatly the attitude of potential teachers toward the teaching profession. Teacher trainees view the profession in dissimilar ways depending on gender.
2. Potential teachers studied within government and private colleges, but no meaningful difference emerged between them. This suggests that it is the type of institution which does not decisively shape their attitude.



Cover Page



3. The interaction effect involving gender and college type on attitudes was statistically insignificant too. To put it differently, the combined impact of gender as well as college type does not greatly influence potential teachers. Their view in relation to the teaching profession is not in any large way affected by these particular factors.

It is important to gain a comprehension of gender-related perceptions within teacher education according to these findings, even though institutional background on its own may not greatly shape attitudes that are professional.

EDUCATIONAL IMPLICATIONS

The results of this study hold such meaningful implications for those in education like policymakers and curriculum planners and also teacher education institutions.

Since attitudes differ noticeably according to gender, teacher educators should acknowledge and address varied expectations, motivations, and perspectives that male and female trainees bring to the profession. Teacher candidates can get help from educators if settings for education are gender sensitive. Environments like these support all teacher candidates and improve positive professional identity.

Although the study found no major difference in attitudes between students from government and private institutions, efforts must still be made across all colleges to strengthen teacher preparation. This can be achieved by improving the quality of teacher training programs, providing effective mentorship, and offering opportunities for practical exposure through internships and fieldwork.

Additionally, more initiatives should be introduced to make teaching an appealing and respected career option for youth. Activities such as motivational talks by experienced educators, interactive seminars, and sessions with role models can encourage deeper commitment. Institutions should also provide spaces that nurture critical thinking, self-reflection, and a genuine passion for lifelong learning and teaching.

A strong and positive attitude among prospective teachers is foundational to developing a dedicated and effective teaching workforce—one that ultimately contributes to the overall improvement of educational standards.

SUGGESTIONS FOR FURTHER STUDY

Every research study has its limitations, and this one is no exception. Based on the scope of the current study, the following suggestions are offered for future researchers:

1. This study was limited to a sample of 150 prospective teachers. Future studies could be conducted on a larger sample to improve generalizability.
2. Since the study was confined to the Jammu district, similar research can be carried out in other districts, regions, or states for comparative understanding.
3. Additional variables such as academic stream, socioeconomic background, scholastic achievement, and teaching experience can be explored to gain a more comprehensive picture.
4. Factors like marital status, the medium of instruction, and the type of teacher education program (such as B.Ed. vs. M.Ed.) may also influence attitudes and can be included in future research.



Cover Page



5. Comparative studies on tribal or minority groups can help uncover unique perspectives on the teaching profession and offer more inclusive insights. Such research would enrich the understanding of what shapes the professional mindset of teachers and contribute to more targeted improvements in teacher education policies and practices.

REFERENCES

1. Adaeze, C. (2011). Attitudes of Nigerian students and teachers towards the teaching profession. *Makerere Journal of Higher Education*, 3(1). <https://doi.org/10.4314/majohe.v3i2.2>
2. Akbulut, Ö. E., & Karakuş, F. (2011). The investigation of secondary school science and mathematics pre-service teachers' attitude towards teaching profession. *Educational Research and Reviews*, 6(6), 489–496. <http://www.acemicjournals.org/err/PDF/Pdf%202011/June/Akbulut%20and%20Karakus.pdf>
3. Allport, G. W. (1935). *Attitudes*. In C. Murchison (Ed.), *Handbook of Social Psychology* (pp. 798–844). <https://www.scirp.org/reference/referencespapers?referenceid=1955874>
4. Çetinkaya, Z. (2009). Identifying Turkish pre-service teachers' attitudes toward teaching profession. *Elementary Education Online*, 8(2), 298–305. <https://dergipark.org.tr/download/article-file/90855>
5. Chakraborty, A., & Mondal, B. C. (2014). Attitude of prospective teachers towards teaching profession. *American Journal of Social Sciences*, 2(6), 120–125. https://www.academia.edu/19982773/Attitude_of_prospective_teachers_towards_teaching
6. Dagga, S. A. (2005). *Student teachers' attitudes towards teaching profession and their relation to the adequacy of practical training* [Master's dissertation, An-Najah University]. <http://hdl.handle.net/20.500.12358/26655>
7. Devapa. (2011). *Attitude of student teachers towards teaching profession* [Master's dissertation, University of Mysore]. <http://ir.riemysore.ac.in:8080/jspui/handle/123456789/265>
8. Dhull, K., & Jain, M. (2017). A study of attitude towards teaching profession in relation to job satisfaction among secondary school teachers. *International Education & Research Journal*, 3(1), 38–40. <http://ierj.in/journal/index.php/ierj/article/view/645/617>
9. Duatepe, A., & Akkuş, O. (2004). The attitudes towards teaching professions of in-service and pre-service primary school teachers. *Pedagogika*, 71, 65. https://www.researchgate.net/publication/322505292_
10. Efe, R., Oral, B., & Efe, H. (2012). Student teachers' attitudes toward the teaching profession. In *Student Attitudes* (pp. 253–268). <https://www.researchgate.net/publication/286590147>
11. Kanakarajan, P. V. (2001). *An evaluative study of primary teacher trainees' attitude towards teaching profession* [Master's dissertation, University of Mysore]. <http://ir.riemysore.ac.in:8080/jspui/handle/123456789/288>
12. Nageswara, N. (2005). *Attitude and performance of Vidya Volunteers (Para Teachers) in primary schools in Andhra Pradesh* [Master's dissertation, University of Mysore]. <http://ir.riemysore.ac.in:8080/jspui/handle/123456789/665>
13. National Policy on Education. (1986). *Ministry of Human Resource Development, Government of India*. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf
14. National Council for Teacher Education. (2009). *National curriculum framework for teacher education*. https://ncte.gov.in/website/PDF/NCFTE_2009.pdf
15. Pancholi, A. (2015). Student-teachers' attitude towards teaching profession. *International Journal of Research in Humanities & Social Sciences*, 3(8), 40–43. http://www.raijmr.com/ijrhs/wpcontent/uploads/2017/11/IJRHS_2015_vol03_issue_08_06.pdf
16. Prasab, B., & Raju, T. S. (2013). Attitude of student teachers towards their profession. *International Journal of Social Science & Interdisciplinary Research*, 2(1), 1–6. <http://indianresearchjournals.com/pdf/IJSSIR/2013/January/1.pdf>
17. Secondary Education Commission. (1953). *Report of the Secondary Education Commission (1952–1953)*. Government of India. https://www.educationforallindia.com/1953%20Secondary_Education_Commission_Report.pdf
18. Shaheen, S. S. (2014). Attitude towards teaching profession: A comparative study among trainee teachers and teachers working in secondary schools in Aligarh Muslim University. *European Academic Research*, 2(7), 9858–9870. <http://euacademic.org/UploadArticle/1048.pdf>



Cover Page



-
19. Srikantha, K. N. (2009). *A study on attitude of pre-service teacher trainees of D.Ed of Shimoga District towards the teaching profession* [Master's dissertation, University of Mysore].
<http://ir.riemysore.ac.in:8080/jspui/handle/123456789/437>
 20. Üstüner, M., Demirtaş, H., & Cömert, H. (2009). The attitudes of prospective teachers towards the profession of teaching. *Education and Science*, 34(151), 140–155.
<http://egitimvebilim.ted.org.tr/index.php/EB/article/download/614/93>