



ATTITUDE TOWARDS TEACHING : A REVIEW

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Attitude reflects man's behaviour and the teacher who thinks well of his or her profession is sure to contribute much towards the pupil and society. Attitudes are formed through experience. They are learned. Although attitudes of people tend to be relatively stable, they can be modified to some degree. Teachers with positive attitude towards teaching profession may contribute much to the profession and seek pleasure in continuing in the profession. They remain dedicated to the profession even if other factors are not favourable. Such a teacher will be intrinsically motivated to remain in the profession and will derive pleasure out of it. Selection of right type of teachers and enrichment programmes of teacher-preparation necessitates not only improving the knowledge and teaching competence of a teacher but also to inculcate in him healthy professional attitudes and desirable teacher-like qualities.

Sansanwal (1991) reported that achievement of B.Ed. students is affected by their attitude towards teaching profession. Singh (1988) found significant positive relationship between teaching attitude and verbal interaction of teachers. Saxena (1995) found that both, effective and ineffective teachers had favourable attitude towards teaching profession. Effective teachers from schools in rural areas, teaching science in private schools and having more teaching experience had relatively better teaching attitude as compared to urban, government, arts, and less experienced teachers. Pandey and Maikhuri (1999) reported that there was no significant difference between effective teachers having high or low experience in terms of their attitude towards their profession. Findings of Jain (2007) indicate the significant relationship between teaching effectiveness of teachers and their attitude towards teaching profession. Yee (1969) advised to select only those teachers who have positive attitude towards children and commitment to teaching.

Analysis of various studies pertaining to teaching attitude revealed that teachers training programme is effective to change the attitude of teachers and student - teachers. Gill and Saini (2005); Das (1992); Rama Mohan Babu (1992); Sharma (1992); Roy (1991); Gupta and Srinivasan (1990); and Paikaray (1981) have found that teacher education plays a significant role in developing favourable attitude of trainees towards teaching profession while in contrast to this, Devi (1998) reported that the teacher education programme did not contribute towards the teaching attitude of

student- teachers Panda (2001) and Sharma (1988) has found that there was no effect of sex on the attitude of teachers. While Naik and Pathy (1997); Ramachandran (1991); Tapodhan (1991); Srivastava (1989); have found that female teachers and student teachers have more favourable attitude towards teaching profession as compared to their male counter parts. Naik and Pathy (1997) found that science teachers have more positive attitude towards teaching of science. Ramchandran (1991) reported that regular college teacher-trainees had more favourable attitude towards teaching than the correspondence course teacher trainees. Borko and Livingston(1989) have found that as compared to untrained teachers, trained teachers are more competent in acquiring and using the teaching skills effectively. Also Hardre and Sullivan (2008); reported that both new and experienced teachers facing the same problems are using similar inter-personal styles and setting up similar learning environments, and lack the efficacy to deal with students' motivational problems.

For the professional preparation of teachers, the study of attitudes held by them is very important. How a teacher performs his duty as a teacher is dependent to a great extent on his attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching task harder, more tedious and unpleasant. Thus, B.Ed. students needs to be engaged in collaborating learning by focusing on fewer ideas more deeply. Apart from this, teacher educator's role, encapsulates emphasis's situational adjustment, technical advice and emotional support also include the encourage of facilitating student teacher to grow professionally through reflection on his/her own practice. As student teacher's behaviour in the school is to be shaped and influenced, it is not enough for them to receive instructions, to obtain feedback, to be given suggestions and to be shown examples of good practice to develop positive attitude towards educational process, child-centred practices and classroom teaching. Therefore, in order to develop positive attitude towards teaching, it is necessary for teacher educators to reflect these qualities in themselves.

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