

**Title of the Article: Attitude of Student Teachers towards Teaching in relation to
Academic Achievement**

Declaration: The article titled ‘**Attitude of Student Teachers towards Teaching in
relation to Academic Achievement**’ is my original work and not
sent for publication in any other journal or magazine.

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ATTITUDE OF STUDENT TEACHERS TOWARDS TEACHING IN RELATION TO ACADEMIC ACHIEVEMENT

Introduction

Education means a process, formal or informal which helps to develop the potentialities of human being including their knowledge, capabilities, behavior patterns and values. In this context the teachers have more responsibilities in moulding and building the character of students. Development of a nation always relied on knowledge acquired through education and its practical applications. Considering any efficient education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of quality education system.

Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. Quality teachers and teaching only can be the strong agents of social re-engineering and national reconstruction. Educationists, no matter, how different their educational philosophies and ideologies may be admit that the ultimate test of nation's greatness is the quality of her citizens which depends upon the quality of her teachers. Teachers are the persons who could develop and mould the students as good citizens. They should develop positive attitude towards their profession, excel in their academic performance and enhance life skills to face the in future. Moreover they should create a better learning environment that arouses students' curiosity to achieve higher goals.

An attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Therefore attitude towards teaching means degree of like toward teaching. In education system the student teachers must possess excellence in all aspects of their conduct which is going to affect children's behavior positively. Student teachers will be the future teachers and if their disposition is bored, it would also influence children's living socially and morally upright. Good teachers are models of social and moral leadership which not only influence their students but also generate force for all-round growth of country.

Objectives of the Study

- 1 To study the attitude towards teaching of student teachers on the basis of medium of instruction
- 2 To compare the attitude towards teaching of student teachers on the basis of medium of instruction
- 3 To study the academic achievement of student teachers on the basis of their attitude towards teaching
- 4 To compare the academic achievement of student teachers on the basis of their attitude towards teaching
- 5 To study the attitude towards teaching of student teachers on the basis of levels of academic achievement
- 6 To compare the attitude towards teaching of student teachers on the basis of levels

- of academic achievement
- 7 To ascertain the relationship between attitude toward teaching of student teachers and their academic achievement
 - 8 To ascertain the relationship between attitude toward teaching of student teachers and their academic achievement on the basis of three levels of attitude towards teaching
 - 9 To ascertain the relationship between attitude toward teaching of student teachers and their academic achievement on the basis of three levels of academic achievement
 - 10 To ascertain the relationship between attitude toward teaching of student teachers and their academic achievement on the basis of medium of instructions

Hypothesis of the Study

- 1 There is no significant difference in the attitude towards teaching of student teachers on the basis of medium of instruction
- 2 There is no significant difference in the academic achievement of student teachers on the basis of three levels of attitude towards teaching.
- 3 There is no significant difference in the attitude towards teaching of student teachers on the basis of levels of academic achievement.
- 4 There is no significant relationship between attitude toward teaching of student teachers and their academic achievement
- 5 There is no significant relationship between attitude toward teaching of student

- teachers and their academic achievement on the basis of three levels of attitude towards teaching
- 6 There is no significant relationship between attitude toward teaching of student teachers and their academic achievement on the basis of three levels of academic achievement
 - 7 There is no significant relationship between attitude toward teaching of student teachers and their academic achievement on the basis of medium of instructions

Methodology

The selection of the methodology of the study depends upon the aims and objectives of the study. The present study is a descriptive research of co relational and comparative type.

Sample

Simple random sampling technique was used to select the sample where the defined population has an equal and independent chance of being selected as the member of the sample. The final sample size for this study was 98 student teachers comprising of 61 of Urdu medium and 37 English medium students.

Tools Used

Attitude towards Teaching Profession ***Tool*** prepared by Gnanaguru A.S. and Kumar S. (2007) was used to collect the data. This scale consists of 48 items with five choices i.e. strongly agree, agree, undecided, disagree, and strongly disagree. The maximum score for this scale is 240 and the minimum score is 48. The reliability of the tool was found to be 0.77 by split half method and 0.65 in test-retest method. Final Exam

scores were taken as academic achievement of student teachers.

Analysis of Data

Collection of data present merely as stock of facts unless it is analyzed and interpreted properly. When different techniques of analysis are applied of these facts, these begin to speak. The analysis of the complex factors into the simplest ones and their interpretation fulfills the desired purposes and objectives.

- 1 *Descriptive Analysis:* Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis was used to describe the data.
- 2 *Inferential Analysis:* ANOVA, t-test and correlation was used to test the hypotheses

Major Findings and Interpretations

Following are the findings and interpretations of the study:

Table 1: Percentage Distribution of the Student Teachers Exhibiting Three Levels of Attitude towards Teaching for total Sample

Group	Category	%
	Group Category	%
	Category %	Group Ca
	y %	Categ
	%	

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The attitude towards teaching when collectively calculated showed that on an average 19.59% student teachers have high attitude towards teaching, 64.95% have average attitude towards teaching and 15.46% have low attitude towards teaching.

Table 2: Percentage Distribution of the English Medium Student Teachers Exhibiting Three Levels of Attitude towards Teaching

Group	Category	%
	High Attitude	13.51
	Average Attitude	67.57
	Low Attitude	18.92

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High Attitude 13.51
 Average Attitude 67.57
 Low Attitude 18.92

Total 100 Among English medium student teachers, 13.51% having high attitude towards teaching, 67.57% have average a

Group	Category	%
	High Attitude	13.51
	Average Attitude	67.57
	Low Attitude	18.92

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English Medium Student Teachers Exhibiting Three Levels of Attitude towards Teaching

High Attitude 13.51
 Average Attitude 67.57
 Low Attitude 18.92

13.34% have low attitude towards teaching.

Table 4: Difference in the Attitude toward Teaching of Student Teachers on the Basis of Medium of Instruction

Group (Student Teacher)	Mean	S.D.	Obtained t-value	Level of Significance
English Medium	202.41	12.19		
Urdu Medium	205.97	12.5		

@ Not Significant

Table 4 reveals that the calculated value of 't'(1.37) is less than the tabulated 't' value at 0.05. Hence the null hypothesis is *accepted* and it is found that there is a *no significant* difference between attitude towards teaching of English medium and Urdu medium student teachers. From the mean value, it is seen that as compared to English medium, Urdu medium student teachers have slightly higher mean score. It can thus be concluded that male have slightly better physical self concept as compared to female students. But the difference does not have significant value.

Table 5: F ratio for Attitude towards Teaching of Student Teachers on the Basis of Three Levels of Academic Achievement

Source of Variation	df	Sum of Squares	Mean Square	Obtained F-ratio
Among Groups	2	159.37	79.96	9.37
Within Groups	159	14,989.63	94.27	

3 79.96 Within Groups 94 14,989.63 159.46

@ Not Significant, p=0.607 Table 5 reveals that F ratio for the scores of attitude to

F-ratio at 0.05 level. Thus the null hypothesis is accepted and it was found that there is no significant difference in the attitude towards teaching of student teachers based on three levels of academic achievement.

Table 6: F ratio for Academic Achievement of Student Teachers on the Basis of Three Levels of Attitude towards Teaching

Groups	Source of Variation	df	Sum of Squares	Mean Square (Variance)	Obtained F-ratio A
	btaine d F-ra	ti	o	□	
n c e) O	Means 2 871.50	43	5.75		

Means 2 871.50 435.75

Within Groups 94 142,149.52 1,512.23

@ Not Significant, p=0.750 Table 6 reveals that F ratio for the scores of academic achievement for the three levels of attitude towards teaching of student teachers does not equal or exceed the tabulated F-ratio at 0.05 level. Thus the null hypothesis is accepted and it was found that there is no significant difference in the academic achievement of student teachers based on three levels of attitude towards teaching.

Table 7: Co

fficien	t of Corr	elation between Levels of A ttit	ude
ard Teaching and Academic Achievement of	St	udent	Teache
Groups Category lation of	Co	Coeffi	cient

Average Attitude towards Teaching		Teaching	0.23
1.44 [@] Low Attitude towards Teaching	0.85 [@]	Teaching	0.03

0.85[@] @ Not Significant, # Significant at

0.01 level Table 7 reveals that t-value for coefficient of correlation between attitude towards teaching and academic achievement for total sample of student teachers, average and low attitude towards teaching group does not equal or exceed the tabulated critical t-value at 0.05 level. Thus the null hypothesis is accepted and it was found that there is no significant relationship in the attitude towards teaching and academic achievement of student teachers, average and low attitude towards teaching group of students. However t-value was significant for coefficient of correlation for attitude towards teaching of high attitude towards teaching group and their academic achievement.

Table: 8: Co-efficient of Correlation between Levels of Academic Achievement and Attitude toward Teaching of Students

Teacher	Group	Category of Achievement	Coefficient of Correlation
High Academic	High	High	0.23
Average Academic	Average	Average	-0.17 [@]
Low Academic	Low	Low	0.12 [@]

0.03 -0.009[@] @ Not

Table 8 reveals that t-value for coefficient of correlation between levels of academic achievement and attitude towards teaching of student teachers do not equal or exceed the tabulated critical t-value at 0.05 level. Thus the null hypothesis is accepted and it was found that there is no significant relationship in the levels of academic achievement and attitude towards teaching of student teachers.

Table: 9: Relationship in the Attitude toward Teaching and Academic Achievement of Student Teachers on the Basis of Medium of Instruction

Groups (Student Teachers)	Category	Correlation of Coefficient 'r'	t _r
English Medium		Medium	□ □ □
1.52 [@] U	s h	du Medi	um□ □

04 -0.03[@] @ Not

Significant Table 9 reveals that t-value for coefficient of correlation between levels of academic achievement and attitude towards teaching of student teachers on the basis of medium of instruction do not equal or exceed the tabulated critical t-value at 0.05 level. Thus the null hypothesis is accepted and it was found that there is no significant relationship in the attitude towards teaching and academic achievement of student teachers on the basis of medium of instruction.

DiscussionThe aim of this study was to determine the relationship between attitude towards teaching of student teachers and their academic achievement. As the results s

compare to 13.51% English medium student teachers, 23.33% Urdu medium student teachers have high attitude towards teaching. Urdu medium student teachers have only 13.34% of student teachers with low attitude towards teaching as compared to 18.92% of English medium student teachers. In this study, it was found that there is no significant difference between attitude towards teaching on the basis of medium of instruction. This means that both English medium and Urdu medium student teachers have performed academically to the same level irrespective of their attitude towards teaching. This study also reported that no significant difference was found in the academic achievement of student teachers on the basis of three levels of attitude towards teaching. This implies that all the three levels of attitude towards teaching i.e. high, average and low have almost the similar academic achievement irrespective of their level of attitude towards teaching. The study also reported no significant difference in attitude towards teaching on the basis of three levels of academic achievement. This implies that all the three levels of academic achievement i.e. high, average, and low have almost the similar attitude towards teaching irrespective of their level of academic achievement. In a similar study conducted by Mathai (1992), indicated that change in the attitude towards teaching was not significantly different for low and high science achievers. The findings of the study done by Erol K. (2008) also support the finding of this study that no significant difference in the attitude towards teaching was found on the basis of the groups. The study found that there is no significant relationship between overall attitude as well as average and low attitude towards teaching and academic achievement of student teachers. In a similar study conducted by Garg, M. and Gakhar S (2009), found that the academic performance is not correlated significantly with attitude towards teaching of student teachers. But on

the other hand Gopalacharyalu (1984) reported in his study that attitude towards teaching influence achievement in theory and total achievement significantly. However a significant relationship was found between high attitude towards teaching and academic achievement of student teachers. The study also found that there is no significant relationship between high, average, and low academic achievement and attitude towards teaching of student teachers. This implies that high or low academic achievement does not affect the attitude towards teaching of student teachers. The study further reveals that no significant relationship was found in the attitude towards teaching and academic achievement of student teachers on the basis of medium of instruction. This implies that both English medium and Urdu medium student teachers have shown no significant relationship between academic achievement and attitude towards teaching. This means that high or low attitude towards teaching does not affect the academic achievement of English medium and Urdu medium student teachers.

Implications of the Study

Following are the implication of the study:

- 1 Important issue the educational leaders should focus that the finding of this study state that there is no significant difference in the attitude towards teaching and academic achievement of student teachers. Contrary to this the student teachers get a teaching job on the basis of marks obtained in their B.Ed. course. The results show that attitude towards teaching have a little place in predicting the aggregate marks. Thus those who get higher marks may or may not have favorable attitude towards teaching. Overall teacher attitude has serious implications for the learners. Can (1987) asserts that the quality of attitude of teachers reflects their

- occupational understanding of teaching. Lacking desirable attitude among teachers may lead to job dissatisfaction that may impact the performance and behavior of the students. Keeping this in view, it is recommended that innovative evaluation techniques in B.Ed. may be devised through which not only knowledge and skills but also the attitudes may also be measured as to be a complete teacher.
- 2 The study also reveals that no difference was found in the attitude towards teaching of students teachers on the basis of medium of instruction. Therefore when selecting teachers this factor should be taken care of.

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