

# Attitude of Trained and Untrained Secondary towards Teaching Profession: An Analysis



**Kamlesh Yadav**  
H.O.D.,  
Department of B.Ed.,  
Shivlok Mahila Mahavidyalaya,  
Kanpur.



**Mamta Shukla**  
H.O.D.,  
Department of B.Ed.,  
VGM (P.G.) College,  
Dibiyapur, Aurriya

## Abstract

In our country, there are still many teachers who are professionally not trained. Due to this reason there seems to be urgent need of a comparative study regarding their attitude towards teaching profession in relation with already trained teachers. The study was conducted specially in Kanpur district keeping objectives to know their attitude towards academic, administrative, psychological, co-curricular and socio-economical aspects as a professional. It was decided to assess attitude by administration of attitude scale of Umma Kulsum. The technique employed to develop the attitude scale was Likert's (1932) four point of Summated Rating Scale. For the present study a sample of 95 teachers from 18 schools from Kanpur City run by Govt. And private bodies was selected randomly, which comprised of trained teachers (44), untrained teachers (51), male teachers (45), female teachers (50), Govt. school's teachers (43) and private school's teachers (52). It was found that there was significant difference on professional attitudes between trained and untrained teachers. The findings of the study will be able to contribute for further educational implication and study.

**Keyword:** Secondary School Teachers, Teaching Profession, Attitude of Trained and Untrained Teachers

## Introduction

Psychologists and social scientists could understand essentially, that identification and utilization of favorable and positive attitude of teachers will pave the way for realization of desirable national goals in respect to education. There is a query to be explored as follows. Are there any significant differences in attitude towards teaching provision between the trained teachers and the teachers who did not obtain training?

## Objectives

The objectives of the study are as follows.

1. To test the significance of difference between the means of attitude scores of trained and untrained teachers, in the academic aspect of teaching profession.
2. To test the significance of difference between the means of attitude scores of trained and untrained teachers, in the administrative area of teaching profession.
3. To test the significance of differences between the means of attitude scores in the social and psychological area of teaching profession of trained teachers and untrained teachers.
4. To test the significance of differences between the means of attitude scores in the teacher's roles and function in the area of co-curricular activities of trained teachers and untrained teachers.
5. To test the significance of differences between the means of attitude scores in the economic area of teaching profession, of trained teachers and untrained teachers.
6. To test the significance of differences between the mean of attitude scores of trained teachers and untrained teachers in all the aspects of teaching profession.

## Hypotheses

- 1 There is no significant difference in attitude between trained teachers and untrained teachers in the academic aspect of teaching profession.
- 2 There is no significant difference in attitude between trained teachers and untrained teachers in the administrative aspect of

teaching profession.

- 3 There is no significant difference in attitude between trained teachers and untrained teachers in the social and psychological aspect of teaching profession.
- 4 There is no significant difference in attitude between trained teachers and untrained teachers in the area of co-curricular activities of teaching profession.
- 5 There is no significant difference in attitude between trained teachers and untrained teachers in the economic aspect of teaching profession.
- 6 There is no significant difference in attitude between trained teachers and untrained teachers in all the areas of teaching profession.

**Delimitations**

The present study was delimited only to male and female teachers with or without training of secondary level schools managed by government and private bodies in Kanpur City.

**Design of the study**

**Selection of Tools**

The effect of three independent variables viz, sex, teacher training and type of school was observed over dependent variable viz attitude. It was decided to assess attitude by administration of attitude scale of Umme Kulsum.

**Selection of Sample**

A sample of 95 teachers from 18 schools from Kanpur City run by Govt. and private bodies was selected randomly, which comprised of trained teachers (44), untrained teachers (51), male teachers (45), female teachers (50), Govt. school's teachers (43) and private school's teachers (52).

**Collection of Data**

Data was collected by the administration of the attitude scale towards teaching profession and scoring of the scale was done thereafter.

**Analysis and Interpretation of Data**

Mean, Standard deviation and significance of difference between the means was calculated and in the light of the objectives, data was arranged and treated statistically to make scientific analysis and proper interpretation of the data.

**Table 1**

**Showing the Significance of Difference between Means of Academic Aspect of Trained and Untrained Teachers**

Group	N	M	S.D.	Calculated value of 't'
Male Teacher	44	31.77	3.83	2.86
Female Teacher	51	29.54	3.62	

**Discussion**

From table 1 the mean and standard deviation of attitude score in the academic area of trained teacher were found to be 31.77 and 3.83 respectively. For untrained teachers these values were found to be 29.54 and 3.62 respectively. These values gave a value of 2.23 to difference of means and 0.77 to SED. From these values, the value of t value was 2.86 which was found significant at 0.05 level. Therefore, it can be concluded that in the academic aspect, the attitude was found more of the trained than untrained teachers.

**Table 2**

**Showing the Significance of Difference between Means of Administrative Aspect of Trained and**

**Untrained Teachers**

Group	N	M	S.D.	Calculated value of 't'
Male Teacher	44	19.27	2.91	0.80
Female Teacher	51	19.74	2.67	

The mean and standard deviation of attitude score in the Administration area of trained teachers was found to be 19.27 and 2.91 respectively given in table 2. For untrained teachers these values were found to be 19.74 and 2.67 respectively. These values gave a value of 0.47 to difference of means and 0.58 to SED from these values, the value of t was calculated which was found to be 0.80. This value of 't' is not found to be significant at 0.05 level. Therefore it can be inferred that there is no difference in the attitude of administration aspect of trained and untrained teachers.

**Table 3**

**Showing the Significance of Difference between Means of Social and Psychological Aspect of Attitude of Trained Teachers and Teachers**

Group	N	M	S.D.	Calculated value of 't'
Male Teacher	44	88.59	10.40	2.45
Female Teacher	51	83.81	7.9	

As observed from table 3 the mean and standard deviation of attitude score in the Social and Psychological area of trained teachers were found to be 88.59 and 10.40 respectively. For Untrained teachers these values were found to be 83.81 and 7.98 respectively. These values gave a value of, 4.78 to difference of means and 1.94 and SED. From these values, the value of t was found to be 2.45, which is significant at 0.05 level. It can be concluded that in Social and Psychological aspect the attitude was found more in trained teacher than untrained teachers than untrained teachers.

**Table 4:**

**Showing the Significance of Difference between Means of Co-Curricular Aspect of Attitude of Trained Teachers and Untrained Teachers**

Group	N	M	S.D.	Calculated value of 't'
Trained Teacher	44	15.75	2.16	0.43
Untrained Teacher	51	15.53	2.67	

In table 4 the mean and standard deviation of attitude score in the Co-Curricular aspect of trained teachers were found to be 15.75 and 2.16 respectively. For Untrained teachers these values were found to be 15.33 and 2.67 respectively. These two values gave a value of 0.22 to difference of means and 0.50 to SED. From these value, the value of 't' was to be 0.43. This Value of t is not significant at 0.05 levels. Hence it can be concluded that there is no difference in the attitude of trained and untrained teachers in Co-Curricular aspect.

**Table 5**

**Showing the Significance of Difference between Means of Economic Aspect of Attitude of Trained Teachers and Untrained Teachers**

Group	N	M	S.D.	Calculated value of 't'
Trained Teacher	44	18.81	2.63	0.61
Untrained Teacher	51	18.47	3.01	

The mean and standard deviation of attitude score in the Economic aspect of trained teachers were found to be 18.81 and 2.63 respectively. For Untrained teachers these values were 18.47 and 3.01 respectively given in table 5. These values gave a value of 0.34 to difference of means and .55 to SED. From these values the value of t was calculated the value of t was found to be 0.61, which is not significant at 0.05 levels. In light of above values it can be concluded that there is no difference in the attitude of Economic aspect of trained and untrained teachers.

**Table 6**  
**Showing the Significance of Difference Between Means of All the Aspects of Teaching Profession of Trained and Untrained Teachers**

Group	N	M	S.D.	Calculated value of 't'
Trained Teacher	44	175.18	2.91	0.64
Untrained Teacher	51	167.35	16.35	

Table 6 indicates the mean and standard deviation of attitude score in sum of total of all the aspect of teaching profession of trained teachers were obtained to be 175.18 and 16.97 respectively. For Untrained teachers these values were found to be 167.35 and 16.35 respectively. These values gave a value of 7.83 to difference of means and 12.04 to SED. From these values, the value of t was calculated which was found to be 0.64. This Value of t is not significant at 0.05 level. In the light of above values it can be concluded that there is no difference in the attitude, in sum total of all the aspect of attitude of teaching profession of trained and untrained teachers.

**Findings**

Findings are as follow:

1. There exists significant difference between the means of attitude scores of academic aspect of teaching profession of trained and untrained teachers.
2. There exists no-significant difference between the means of attitude scores of administrative aspect of teaching profession of trained teachers and untrained teachers.
3. There exists significant difference between the means of attitude scores in social and psychological aspect of teaching profession of trained and untrained teachers.
4. There exists no-significant difference between the means of attitude scores in the co-curricular aspect of teaching profession of trained and untrained teachers.
5. There exists no-significant difference between the means of attitude scores in the economic aspect of teaching profession of trained and untrained teachers.
6. There exists no-significant difference between the means of attitude scores in the sum total of all the aspect of teaching profession of trained and untrained teachers.

**Conclusion**

The attitude of trained teachers with untrained teacher in the academic aspect seems to differ markedly. The attitude value was found to be more in the trained teachers as compared to untrained teachers in the academic aspect of teaching profession. There

appears to be no difference in the attitude of trained teachers and untrained teachers in the administrative aspect of teaching profession. The attitude in the administrative aspect appears to be same in both of groups.

The attitude of trained teachers appears to differ markedly in comparison of untrained teachers in the social and psychological aspect of teaching profession. The attitude of trained teachers appears to be more in comparison of the untrained teacher in the social and psychological aspect. There appears to be no difference between the attitude of trained teachers and untrained teachers in co-curricular aspect of teaching profession. The attitude of both groups seems to be equal in the area. There seems to occur no marked difference of attitude between trained and untrained teachers, in the economic aspect of teaching profession. The attitude appears to be same in both the groups in the economic aspect. There seems to exist no market difference of attitude between trained teachers and untrained teachers in the sum Total of all of the studied aspects of teaching profession. In total aspects the attitudes appears to be same of both trained teacher, and untrained teachers.

**References**

1. Ball, D.L. (1991). Teaching mathematics for understanding: What do teachers need to know about the subject. In M. Kennedy (Ed.) Teaching academic subjects to diverse learners (pp.63-83), New York; Teachers College Press.
2. Begg, A. & Edwards, R. (1999). Teachers' ideas about teaching. Paper presented at the combined annual meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education, Melbourne, Australia.
3. Chenong, G.S.C. (1971). Experimental attitude: An affective study of teaching and learning styles. Education Journal, 3 (1), 43-62.
4. Chhaya (1979). An investigation to certain psychological characteristics of an effective school teacher, Ph.D. Thesis, Psychology, Kanpur University.
5. Darling, C. & Earhart, E. (1990). A Model for preparing Graduate Students as Educators, Family Relations. 39(1), 341-348.
6. Franklin, C. (2000). Are our teachers prepared to provide instruction in statistics at the k-12 levels? Dialogues, 10, Retrieved October 10, 2004 from 10/are.your.htin.
7. Krishnan, S.S. (1994). A study of Teacher-Effectiveness in relation to some selected variables. The progress of Education (Pune) Nov, Dec. 89-92.
8. Kumar, S. and Patnik, P.S. (2004), A study of organizational commitment, Attitude towards work and job satisfaction of post graduate teachers. Journal of Educational Research and Extension 41(2), 1-15.
9. MHRD (1986). National Policy on Education – 1986. New Delhi: Government of India, MHRD, Department of Education.