

Prospective Teachers' Attitude towards the Teaching Profession in District Kangra: An Analysis of Gender and Stream

Dr. Shashi Kant Sharma¹

¹Associate Professor,
Department of Education, CDOE (Centre for Distance and Online Learning)
H. P. University Shimla, Himachal Pradesh, India

Publication Date: 2025/04/14

Abstract: This study explores the prospective teacher's attitude towards the teaching profession, focusing on differences based on gender and academic stream in District Kangra. A structured survey was conducted over three months, involving 200 prospective teachers from private colleges in the district. The results indicate that female prospective teachers generally hold a more positive outlook toward teaching compared to their male counterparts. Additionally, prospective teachers from the arts stream display greater enthusiasm for the profession than those from the science stream. These findings highlight important trends in teacher motivation and career perception. Understanding these attitudes is crucial, as teachers play a fundamental role in shaping the education system. If certain groups exhibit lower enthusiasm for the profession, it may impact their long-term commitment and effectiveness as educators. Therefore, teacher education programs must address these variations by implementing targeted strategies to enhance positive perceptions of teaching. To strengthen motivation, teacher training institutions can introduce mentorship programs, career awareness initiatives, and interactive pedagogical approaches that make teaching more engaging and fulfilling. Encouraging male trainees and science stream students to explore the rewarding aspects of the profession could improve overall attitudes. By identifying these differences in perception, this study provides insights that can inform policy decisions and educational reforms, ultimately helping to build a committed and enthusiastic teaching workforce for the future.

Keywords: Teaching Profession, Attitudes, Prospective Teachers, Gender, Stream.

How to Cite: Dr. Shashi Kant Sharma. (2025). Prospective Teachers' Attitude towards the Teaching Profession in District Kangra: An Analysis of Gender and Stream. *International Journal of Innovative Science and Research Technology*, 10(4), 139-142. <https://doi.org/10.38124/ijisrt/25apr212>.

I. INTRODUCTION

Education is essential in forming people and cultures because it provides the groundwork for both individual growth and societal advancement. A country's level of wealth is directly related to the quality of its educational system, which is heavily reliant on the ability and commitment of its teachers. Throughout history, the role of educators has evolved—from the Gurukul system in ancient India, where students lived with their teachers, to modern-day institutions focused on learner-centered methodologies. The transformation of education has necessitated a shift in teaching approaches, emphasizing not only subject knowledge but also critical thinking, adaptability, and moral guidance. The teaching profession is often regarded as a noble and transformative career, requiring individuals with passion, commitment, and the right attitudes. Attitudes toward teaching significantly influence educators' effectiveness in

the classroom, affecting student engagement, motivation, and overall learning outcomes. A positive attitude fosters an enriching educational experience, while a negative outlook can hinder students' academic and personal growth. Given the increasing demand for qualified educators, it is crucial to assess and cultivate favourable attitudes among future teachers. This study explores the attitudes of Prospective teachers toward the teaching profession, examining factors such as gender and academic streams. Understanding these attitudes can provide valuable insights for policymakers, educational institutions, and teacher training programs, helping them design interventions that foster a strong professional commitment among educators. As education continues to evolve, ensuring that future teachers are well-prepared and motivated remains a priority for building a progressive and enlightened society.

A. Objectives of the Study

➤ *The Following Objectives were Formulated to Pursue the Present Study:*

- To study the attitude of prospective teachers towards teaching profession in relation to their gender.
- To study the attitude of prospective teachers towards teaching profession in relation to their stream.
- To study the attitude of prospective teachers from B.Ed. Arts stream towards teaching profession in relation to their gender.
- To study the attitude of prospective teachers from B.Ed. science stream towards teaching profession in relation to their gender.

B. Hypotheses of the Study

➤ *For this Study, the Following Hypotheses were Formed:*

- There is no significance difference in the attitude of prospective teachers towards teaching profession in relation to their gender.
- There is no significance difference in the attitude of prospective teachers towards teaching profession in relation to their stream.
- There is no significant difference in the attitude of prospective B.Ed. Arts stream teachers towards the teaching profession in relation to their gender.
- There is no significant difference in the attitude of prospective B.Ed. science stream teachers towards the teaching profession in relation to their gender.

II. RESEARCH METHOD

The present study employed a survey method under the descriptive research design. Survey research is particularly useful for gathering information on existing phenomena to describe and interpret prevailing conditions. It allows researchers to collect detailed descriptions about current practices, attitudes, and opinions with the intent of analysing and improving them.

Table 1: Attitude of Prospective Teachers Towards Teaching Profession in Relation to their Gender

Sr.	Group	N	Mean	SD	SED	DF	t-Value	Inference
1	Male	80	6.93	0.91	1.211	158	0.15	Not Significant
2	Female	80	7.10	0.96				

Since the calculated t-value (0.15) is lower than the critical value at the 0.05 significance level, there is no significant difference in the attitudes of male and female prospective teachers toward the teaching profession.

Table 2: Attitude of Prospective Teachers Towards Teaching Profession in Relation to their Stream

Sr.	Stream	N	Mean	SD	SED	DF	t-Value	Inference
1	Arts	80	6.95	0.98	0.148	158	0.83	Not Significant
2	Science	80	7.08	0.88				

The study focused on examining the attitudes of Prospective teachers toward the teaching profession in relation to gender and stream. The research methodology was structured to ensure a systematic and valid approach to data collection and analysis.

➤ *Data Collection*

After identifying the research problem, data collection was a crucial step. The study used questionnaires and rating scales as primary tools for gathering responses from the selected sample. These instruments helped in obtaining quantitative and qualitative insights into the attitudes of Prospective teachers.

➤ *Statistical Techniques Used*

The Following Statistical Techniques were used in the Present Study:

- Mean
- Standard Deviation and
- The ‘t’-test

➤ *Tool Used in the Study*

The research utilized a questionnaire as the primary tool for data collection. Specifically, the Attitude towards Teaching Profession Scale developed by A.K. Tiwari was used. This scale is considered reliable and valid, with standardized norms available in its manual. The questionnaire method was chosen due to its efficiency in gathering responses from a large group of participants. Administering the tool personally allowed the researcher to explain the study’s purpose, clarify any doubts, and ensure high response accuracy.

III. DATA ANALYSIS AND INTERPRETATION

A. Hypothesis: 1

There is no significance difference in the attitude of Prospective teachers towards teaching profession in relation to their gender.

B. Hypothesis: 2

There is no significance difference in the attitude of Prospective teachers towards teaching profession in relation to their stream.

The calculated t-value (0.83) is lower than the critical value at the 0.05 significance level, indicating no significant difference in the attitudes of prospective teachers based on their academic stream (Arts vs. Science). This suggests that trainees from both streams share a similar perception of the teaching profession, meaning that their subject background

does not have a notable impact on their attitude toward teaching.

C. Hypothesis: 3

There is no significant difference in the attitude of prospective B.Ed. Arts stream teachers towards the teaching profession in relation to their gender.

Table 3: Attitude of B.Ed. Arts Stream Prospective Teachers Towards Teaching Profession in Relation to their Gender

Sr.	Arts Stream	N	Mean	SD	SED	DF	t-Value	Inference
1	Male	40	6.99	1.02	0.222	78	0.29	Not Significant
2	Female	40	6.93	0.97				

The calculated t-value (0.29) is lower than the critical value at the 0.05 significance level, indicating no significant difference in the attitudes of male and female prospective teachers from the Arts stream toward the teaching profession. This suggests that gender does not play a role in shaping the perception of teaching as a profession among Arts stream trainees.

D. Hypothesis: 4

There is no significant difference in the attitude of prospective B.Ed. science stream teachers towards the teaching profession in relation to their gender.

Table 4: Attitude of B.Ed. Science Stream Prospective Teachers Towards Teaching Profession in Relation to their Gender

Sr.	Science Stream	N	Mean	SD	SED	DF	t-Value	Inference
1	Male	40	6.87	0.80	0.193	78	2.18	Significant
2	Female	40	7.29	0.92				

The calculated t-value (2.18) exceeds the critical value at the 0.05 significance level, indicating a significant difference in the attitudes of male and female prospective teachers from the Science stream toward the teaching profession. This suggests that female Science stream trainees hold a significantly more positive view of the teaching profession than their male counterparts.

- Similar study can be done with a large sample size and with taking more variables.
- The present study can be conducted on Education colleges in other states and other district
- This study can be extended to a large sample taking some more psychological variables.
- The study can be extended considering more factors like rural/urban, teaching experience, marital status, etc.
- The study could be extended nationwide.

IV. CONCLUSION

➤ *Based on the Analysis and Interpretation of the Data, the Following Conclusions can be Drawn:*

- Gender does not significantly influence attitudes toward teaching among prospective teachers.
- Academic stream (Arts or Science) has no significant impact on attitudes toward teaching.
- Male and female prospective teachers in the Arts stream have similar attitudes toward the teaching profession.
- Female Science stream prospective teachers have a significantly more positive attitude toward teaching than their male counterparts.

These findings emphasize the need for targeted interventions to promote positive attitudes toward teaching, especially among Science stream male trainees.

V. SUGGESTIONS

➤ *Several Areas for Further Research can be Suggested Based on the Insights Gained from the Current Study:*

- The present study is focused on B.Ed. pupil teachers. It can be extended for other teachers.

REFERENCES

- [1]. Aggarwal, J.C. (2003). *Teacher and education in developing society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- [2]. Aggarwal, Y.P. (1998). *Statistical methods: Concept, application, and computation*. New Delhi: Sterling Publishing Limited.
- [3]. Alkhateeb, A. (2013). Attitudes towards the teaching profession of education students in Qatar. *Journal of Innovative Teaching*, 2(9), 2-6.
- [4]. Andronache, D., Bocos, V., Bocos, M., & Macri, C. (2014). Studies on attitude towards the teaching profession. *Online Journal of Social and Behaviour Science*. <https://doi.org/10.1016/j.sbspro.2014.07.677>
- [5]. Gandhi, P. (2009). Attitude of secondary school teachers towards their teaching profession. *Edutracks*, 9(3), 40-46.
- [6]. Garrett, E. (2007). *Statistics in psychology and education (11th ed.)*. New Delhi: Pavyon International Publishers.
- [7]. Garrett, H. E. (2009). *General psychology*. New Delhi: Uresia Publishing House.

- [8]. Kaul, L. (2010). *Methodology of educational research*. New Delhi: Vikas Publishing House.
- [9]. Krishnaveni, P. (2011). A study on the steps taken to develop metacognitive skills of prospective teachers in teacher education institutions. *Unpublished M.Ed thesis, Tamil Nadu Teachers Education University, Chennai*.
- [10]. Khamari, K., & Tiwari, P. (2015). A study on the attitude of teachers towards the teaching profession with special reference to caste and sex in Odisha state. *Scholarly Research Journal for Interdisciplinary Studies*, 3(16), 2644-2647.
- [11]. Kumari, S. (2022). Teaching aptitude of prospective teachers in relation to their gender, qualification, stream of study, medium, and annual family income. *IOSR Journal of Research & Method in Education*, 12(6), 49-54.
- [12]. Mangal, S.K. (2008). *Advanced educational psychology*. New Delhi: PHI Learning.
- [13]. Maryrose, O., & Nnaekwe, U. K. (2018). Influence of teachers' attitude towards the teaching profession on undergraduate non-education students' perception of teacher education. *International Journal of Academic Research in Progressive Education and Development*, 7(4), 67-79.
- [14]. Mishra, R.C. (2005). *Management of educational research*. New Delhi: A.P.H. Publishing.
- [15]. Pancholi, C., & Bharwad, S. (2015). A study on student-teachers' attitude towards the teaching profession. *International Journal of Multidisciplinary*, 3(8), 40-43.
- [16]. Parvez, M., & Mohd, S. (2013). Attitudes of prospective teachers towards the teaching profession. *Journal of Education and Practice*, 4(4), 172-178.
- [17]. Rani, R. (2016). Attitude towards teaching profession of prospective teachers in relation to certain demographic variables. *Bhartiyam International Journal of Education & Research*, 6(1), 10-14.
- [18]. Sharma, R.N. (2008). *Methodology of educational research*. Delhi: Surjeet Publication.
- [19]. Sharma, R.A. (2008). *Teacher education and pedagogical training*. Meerut: R. Lall Educational Publishers.
- [20]. Vasudevan, H. (2013). The influence of teacher creativity, attitude, and commitment on students' proficiency in the English language. *Journal of Research and Method in Education*, 1(2), 12-14.
- [21]. Yadav, J., & Galira, V. (2019). Attitude of male and female teachers towards the teaching profession at the secondary school level. *IOSR Journal of Research & Method in Education*, 9(4), 30-34.