

Teachers' Significant Roles in Bringing up a Nation

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Introduction

Teachers play a significant role in bringing up the development of a nation in general as well as for qualitative improvement of the overall education system of a society. They are the teachers who inspire and encourage the student to strive for greatness, give shape for the future and nurture their talents and potentials. They are very needed because they provide guidance, knowledge, and right direction to the students who are the future nation builders. Teachers are the shapers or builders of the nation. It is well said that the quality of a nation depends on the quality of its citizens, the quality of its citizens depends on the quality of its system of education and the quality of the system of education of the nation depends on the quality of its teachers. No system of education is better unless there is no effective, efficient, sincere and dedicative teacher. They play a crucial role in the development of a country and the rest of the failure or the success of the educational system depends on him. So, they play a very important role in the social reconstruction and transmission of knowledge, experience, values and wisdom from one generation to another generation. It is called the real teacher who can shape and mould the behaviour of the young to become an effective, efficient and productive citizen of the nation. The National Policy on Education (1986), rightly said that "The status of the teachers reflects the socio-cultural ethos of a society. It is said that no people

can rise above the level of its teachers”.The Secondary Education Commission (1952-53) rightly pointed out that, “The most important factor that responsible for the educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that, he occupies in the school as well as in the community”.

But, without adequate professional education, it is not possible to produce effective, efficient and competent teachers and to develop their professional knowledge, skills, values and attitude, there is need for imparting continuous professional education programme and training to our teachers for making them efficient, effective and competent. Therefore, the Indian Education Commission (1964-66), rightly said that “A sound programme of professional education of the teachers is essential for the qualitative improvement of education”. Student-teachers are the future teachers of nation and development of their professional knowledge, skills, values and attitude is also necessary because the responsibility for the development of a nation and its education system of the near future depending on the hand of these student-teachers. On the other hand, professional attitude plays a significant role in developing the professional growth of both in-service and prospective teachers as well as in shaping the desirable behaviour of these teachers. Attitude plays a very important role and offers a great possibility for the professional success of an individual. If a professional has a positive or favourable attitude towards the profession will be able to lead in his life as a professionally successful person. On the other hand, if a person has a negative and unfavourable attitude towards his profession will not able to lead in his life as a professionally successful person. By considering the above views, it is necessary for studying the professional attitude of both prospective and in-service teachers to bring overall improvement of the education system of the nation. For bringing well and proper professional development of the student-teachers, it is necessary to study or understand the attitude towards the teaching profession. Before taking up the investigation of

the study, first of all, it is better to understand the meaning about the term profession, characteristics of a profession, criteria of the profession, teaching as a profession and it is also needed to understand the meaning of professional attitude, characteristics of professional attitude, types of attitude, need for professional attitude of teachers and factors that differentiate the professional attitude of the teachers concerning the present study.

Objectives of the Study

The objectives of the present study are:

- (i) To find out the attitudes of the student-teachers of teachers' education colleges towards teaching profession concerning with the various dimensions of the teaching profession.
- (ii) To study the significant difference between the attitudes of the student-teachers towards teaching profession concerning the variation of gender.
- (iii) To study the significant difference between the attitudes of student-teachers towards teaching profession concerning the variation of the subject stream.
- (iv) To find out the significant difference between the attitudes of the male student-teachers of teachers' education colleges towards teaching profession concerning the variation of subject streams.
- (v) To study the significant difference between the attitudes of the female student-teachers of teachers' education colleges towards teaching profession concerning the variation of subject streams.

Hypotheses of the Study

The hypotheses of the study are as follow:

- (i) There exists a favourable and positive attitude of the student-teachers of teachers' education colleges under Manipur University towards teaching profession concerning with the various dimensions of the teaching profession.
- (ii) There exists a significant difference between the attitudes of student-teachers towards teaching profession concerning the variation of gender.

(iii) There exists a significant difference between the attitudes of student-teachers towards teaching profession concerning the variation of subject streams.

(iv) There exists a significant difference between the attitudes of the male student-teachers of teachers' education colleges towards the teaching profession concerning the variation of subject streams

(v) There is a significant difference between the attitudes of the female student-teachers of teachers' education colleges towards the teaching profession concerning the variation of subject streams

Significance of the Study

Today, education is considered as an important tool for shaping and moulding the behaviour of every citizen in society. The main aim of education is to modify the behaviour of an individual according to the needs and expectancy of society. Behaviour is composed of so many attributes. Attitude is one of the important attributes of the behaviour. One's behaviour to a great extent depends upon one's attitude towards things, ideas, persons and objects in his environment. The entire personality development of an individual is influenced by the nature of his attitude. It is well said that the success of any professional education is intimately related to the positive attitude or favourable attitude of its professionals towards the profession. So, attitude plays an important factor in the professional development of the teacher. On the other hand, attitude offers a great possibility for success and better achievement in life. The development of a positive attitude is so essential in developing one's career either in profession or vocation or occupation. If an individual has a negative attitude towards his profession, he will not be able to lead his life successfully. Attitude plays a significant factor in the development of one's life. It directs one's behaviour in many circumstances. It plays an important factor in the professional growth of the teachers and the improvement of their professional education and training. The efficiency and effectiveness of the teachers are based on his attitude

towards the profession. Thus, attitude towards the profession is a significant predictor of teaching efficiency of an individual. “A healthy and favourable attitude of a teacher towards his profession is a pre-requisite for the healthy school system and overall development of the students” (*Sharma, N., 2016, pp.345-347*). Again, “A positive attitude towards teaching profession can bring the desired quality in the education sector by developing a sense of duty, professional competence and by giving an insight to the student’s needs and problem” (*Sharma, N., 2016, pp.354-347*). The development of a positive attitude towards teaching profession helps in developing creative ideas and it also helps in motivating the students and making classroom teaching-learning process effectively. “The effective and productive learning on the part of the students can achieve only by the teachers with a desirable attitude towards the profession”(Trivedi, T. 2011).

In other words, the professional attitude of the teacher also influences the behaviour of his/her student in the teaching-learning process. So, the positive attitude of the teachers towards their profession is a very important and crucial role for bringing effective teaching and learning process as well as their professional growth. The desirable and favourable attitude of the teachers towards teaching profession helps to develop a conducive and learner’s friendly environment in the classroom. It is also rightly said that the continuous in-service professional growth of the teachers is dependent upon their attitude towards the profession to a great extent and the development of the personality of the teachers are also influenced by their attitude towards the profession. A teacher with a positive attitude towards teaching is considered better and become popular among the students for his effective teaching. The teacher is thinking, feeling and action are guided by his attitude towards the profession. “A good teacher with a favourable and positive attitude, behaviour and personality traits can motivate, inspire and make the students a lot in his teaching” (*Rani, A., 2014, pp.101-104*). The favourable attitude of the teachers

towards their profession makes the teaching-learning process easier and also more satisfy professionally. On the other hand, a negative or favourable attitude of the teachers towards their profession makes the teaching harder, tedious and unpleasant. Student-teachers are the future teachers of the nation and the reconstruction and reformation of an education system are in their hands. It is well said that the quality of teachers of a nation depends on the quality of its professional education programme of teachers and again the quality of professional education programme depends on the quality of its student-teachers. The effective, efficient and competent teachers are based on the effective preparation of professional education programme of its student-teachers. But, the quality and excellence of the teacher education programmes are not only indicated by the degree of the student-teachers in Diploma of Elementary Education (D.El.Ed.), Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) examination, but also the performance of these student-teachers in various educational sectors of the state particularly teaching-learning process at various levels of the educational institutions in the state. For bringing qualitative improvement of the professional education programme of teachers, there is need of adequate infrastructures, efficient and competent teacher-educators, and appropriate curriculum and also developing professional knowledge and skills, as well as also need to develop positive and favourable attitude among the student-teachers towards teaching profession. Therefore, for proper professional growth and development of the teachers as well as providing adequate and effective professional education programme continuously and effectively, there is need for studying the professional attitudes of the student-teachers and also require to develop a positive and favourable attitude towards teaching profession.

Method Adopted

In the present study, the researchers have adopted the descriptive method of research. As the problem of the study is based on the present conditions and

existing attitude of the student-teachers of teachers' education colleges under Manipur University, the investigators have used the advantages of descriptive method of research. It is an organised attempt to analyse and interpret and report of the existing attitude of the student-teachers towards teaching profession.

Population of the Study

The population of the present study covers all the student-teachers who are undergoing B.Ed. course in all the 13 teachers' education colleges under Manipur University, in the academic year 2018-19, excluding Hindi Teachers Training College.

Sampling Technique Used

In the present study, the investigators have selected 7 colleges as college sample out of 13 colleges randomly for drawing out the sample of the study. The investigator have also made a sampling frame to draw the sample of the study. The selected colleges are (i) D.M. College of Teacher Education, Imphal (ii) Department of Teacher Education, Manipur University (iii) Ibotombi Institute of Education, KhaNaoremLeikai (iv) RajkumariSanatombi Devi College of Education, North AOC, Imphal (v) The Institute of Rural Education (IRE), Wangjing (vi) Mount Everest College of Teacher Education, Taphou of Senapati District (vii) S. Kula Women's College, Kongkham.

Investigators have selected 522 student-teachers who are undergoing Bachelor of Education programme during the academic years 2018-2019 from selected seven teachers' education colleges by using simple random sampling technique.

Tools Used

In the present study, the investigator has used the following tools for collecting data which are given below:

- (a) Student-Teachers' Background Information Sheet
- (b) Attitude Scale of Prospective Teacher towards Teaching Profession

Data Collection

For the collection of data, the investigators selected 7 teachers' education colleges out of 13 colleges which are affiliated to Manipur University. First of all, the investigators discussed the need and importance of the study with the respected principals of the selected different teachers' education colleges affiliated to Manipur University and sought their permission and co-operation to collect the required data and information. Then, the investigators distributed the attitude scale of prospective teachers (student-teachers) towards teaching profession, which is developed by the investigator themselves to the 522 student-teachers who are undergoing bachelor of education programme in the selected colleges to collect information about their attitude towards teaching profession.

Statistical Techniques Used

For analysis and interpretation of data of the present study, the investigators have used both the descriptive and inferential techniques of statistics. The investigator has used descriptive statistics like mean and standard deviation for meaningful interpretation of data as well as for calculating other statistical techniques. The raw scores are also transformed into z-score for establishing norms for interpretation of the data. The investigators have also used t-test to find out the significant differences between the two variables.

Table No.:1

Dimensional and Overall Professional Attitudes of the Student-Teachers of Teachers' Education Colleges under Manipur University

Sl. No.	The dimension of the Attitude Scale	N	Mean	SD	Z-score mean	Z-score SD
1.	Likeness of the Teaching Profession	522	20.637	2.978	0.000	1

2.	Teaching as a Personality Development	522	25.239	2.808	0.000	1
3.	Contribution of the Teaching Profession	522	19.616	3.309	0.000	1
4.	Ambition of the Teaching Profession	522	20.465	2.726	0.000	1
5.	Teaching as a Future Prospect	522	11.969	1.861	0.000	1
6.	Status of the Teaching Profession	522	10.061	2.589	0.000	1
7.	Overall Attitude	522	107.99	10.005	0.000	1

Analysis and Interpretation

The above Table No.1 indicates the overall professional attitudes and dimensional attitudes of 522 student-teachers of teachers' education colleges under Manipur University towards the teaching profession. The mean and standard deviation of total attitude scores are 107.99 and 10.005 and the mean z-score of the total attitudes is 0.000, which range from + 0.50 to – 0.50 at the z-score norms and standard deviation is 1. Hence, there exist a moderately positive attitude of student-teachers of teachers' education colleges under Manipur University towards the teaching profession. The mean and standard deviation of all dimensions of the teaching profession are 20.637 and 2.978 for likeness of the teaching profession, 25.239 and 2.808 for teaching as a personality development, 19.616 and 3.309 for the contribution of the teaching profession, 20.465 and 2.726 for ambition of the teaching profession, 11.969 and 1.861 for teaching as a prospect and 10.061 and 2.589 for status of the teaching profession respectively. The mean z-score of attitudes of all the dimensions of the teaching profession is 0.000, which range from + 0.50 to – 0.50 at the z-score norms and standard deviation are 1. Hence, there exists a moderately positive attitude of student-teachers of teachers' education colleges

under Manipur University towards various dimensions of the teaching profession.

Table No.:2

Attitudes of the Student-Teachers of Teachers' Education Colleges towards Teaching Profession Concerning the Variation of Gender

College	Gender	N	Mean	SD	SE_D	df	t-value	p-value	Result
Dept. of Teacher Education, MU	Male	29	106.24	10.85	2.630	78	0.699	0.78	NS
	Female	51	108.08	11.55					
DMCTE	Male	15	103	12.778	3.597	38	2.302	0.027	S
	Female	25	111.28	9.839					
IIE	Male	22	103.95	10.67	2.244	78	2.225	0.029	S
	Female	58	108.948	8.242					
IRE	Male	20	109.5	8.798	2.359	78	0.855	0.395	NS
	Female	60	107.4	9.246					
RKSDCE	Male	36	109.055	9.08	1.938	160	0.328	0.744	NS
	Female	126	109.69	10.56					
	Female	40	107.75	6.61					
Mt. Everest College	Male	13	105	11.867	3.43	38	0.507	0.615	NS
	Female	27	103.259	9.28					
Overall Total	Male	135	106.61	10.505	0.997	520	1.860	0.064	NS
	Female	387	108.47	9.79					

Analysis and Interpretation:

The Table No. 2 shows the attitudes of the student-teachers of teachers' education colleges under Manipur University towards the teaching profession concerning the variation of gender. The mean and standard deviation of the male student-teachers of Department of Teacher Education are 106.24 and 10.85 and mean and standard deviation of the female student-teachers are 108.08 and 11.55 respectively. The calculated t-value between the male and female student-teachers is 0.699 with a degree of freedom 78 and significant at 0.78 which is greater than 0.05 significant level ($p\text{-value} > 0.05$ level). There is no significant difference between the attitudes of the student-teachers of Department of Teacher Education, MU towards teaching profession concerning the variation of gender. The table also reveals the attitudes of student-teachers of Dhanamanjuri College of Teachers Education (DMCTE) towards teaching profession. The mean and standard deviation of the male student-teachers are 103 and 12.778 and the mean and standard deviation of the female student-teachers are 111.28 and 9.839 respectively. The calculated t value between the male and female student-teachers is 2.302 with a degree of freedom 38 and significant at 0.027 which is less than 0.05 significant level ($p\text{-value} < 0.05$ level). There is a significant difference between the attitudes of the student-teachers of DMCTE towards teaching profession concerning the variation of gender. Again, the table also indicates the attitudes of student-teachers of Ibotombi Institute of Education (IIE) towards teaching profession. The mean and standard deviation of the male student-teachers are 103.95 and 10.67 and the mean and standard deviation of the female student-teachers are 108.945 and 8.242 respectively. The calculated t value between the male and female student-teachers is 2.225 with a degree of freedom 78 and significant at 0.029 which is less than 0.05 significant level ($p\text{-value} < 0.05$ level). There is a significant difference between the attitudes of the student-teachers of Ibotombi Institute of Education (IIE) towards teaching profession concerning the variation of gender.

The table also shows the attitudes of the student-teachers of Institute of Rural Education (IRE) towards teaching profession concerning the variation of gender. The mean and standard deviation of the male student-teachers are 109.5 and 8.798 and the mean and standard deviation of the female student-teachers are 107.4 and 9.246 respectively. The calculated t value between the male and female student-teachers is 0.855 with a degree of freedom 78 and significant at 0.395 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the student-teachers of IRE towards teaching profession concerning the variation of gender. The table also points out the attitudes of the student-teachers of R.K. Sanatombi Devi College of Education (RKSCE) towards teaching profession concerning the variation of gender. The mean and standard deviation of the male student-teachers are 109.055 and 9.08 and the mean and standard deviation of the female student-teachers are 109.69 and 10.56 respectively. The calculated t value between the male and female student-teachers is 0.328 with a degree of freedom 160 and significant at 0.744 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the student-teachers of R.K. Sanatombi Devi College of Education towards teaching profession concerning the variation of gender. The table also highlights the attitudes of the student-teachers of Mt. Everest College of Education (Mt.E.C.E) towards teaching profession concerning the variation of gender. The mean and standard deviation of the male student-teachers are 105 and 11.867 and the mean and standard deviation of the female student-teachers are 103.259 and 9.28 respectively. The calculated t value between the male and female student-teachers is 0.507 with a degree of freedom 38 and significant at 0.615 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the student-teachers of Mt. Everest College of Education towards the teaching profession concerning the variation of gender. Lastly, the table also indicates the overall attitudes of the student-

teachers of teachers' education colleges under Manipur University towards the teaching profession concerning the variation of gender. The mean and standard deviation of the male student-teachers are 106.61 and 10.505 and the mean and standard deviation of the female student-teachers are 108.47 and 9.79 respectively. The calculated t value between the male and female student-teachers is 1.860 with a degree of freedom 520 and significant at 0.064 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the student-teachers of teachers' education colleges towards the teaching profession concerning the variation of gender.

Table No.:3

Attitudes of the Student-Teachers of Teachers' Education Colleges towards Teaching Profession concerning the variation of Subject Streams

College	Semester	N	Mean	SD	SE_D	df	t-value	p-value	Result
DEPT. of Teacher Education, MU	Arts	49	106.94	11.85	2.599	78	0.470	0.639	NS
	Sciences	31	108.16	10.43					
DMCTE	Arts	17	105.76	10.986	3.698	38	1.133	0.264	NS
	Science	23	109.96	11.964					
IIE	Arts	32	107.03	9.838	2.106	78	0.430	0.668	NS
	Science	48	107.937	8.808					
IRE	Arts	33	107.969	9.329	2.085	78	0.026	0.979	NS
	Science	47	107.914	9.078					
RKSDCE	Arts	76	109.88	8.80	1.61	160	0.388	0.699	NS
	Science	86	109.255	11.38					
SKWCE	Arts	22	107.136	5.37	2.117	38	0.644	0.523	NS
	Science	18	108.50	7.97					

Mt. Everest College	Arts	23	102.478	9.129	3.22	38	-	0.983	0.332	NS
	Science	17	105.647	11.25						
Overall Total	Arts	252	107.50	9.7387	0.876	520	1.073	0.284	NS	
	Sciences	270	108.44	10.246						

Analysis and Interpretation

Table No. 3 highlights the attitudes of student-teachers of different teachers' education colleges towards the teaching profession concerning the variation of subject streams. The mean and standard deviation of the arts stream student-teachers of Department of Teacher Education are 106.94 and 11.85 and mean and standard deviation of the science stream student-teachers are 108.16 and 10.43 respectively. The calculated t-value between the arts and science student-teachers is 0.470 with a degree of freedom 78 and significant at 0.639 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the student-teachers of Department of Teacher Education, MU towards teaching profession concerning the variation of subject streams. The table also shows the attitudes of the student-teachers of Dhanamanjuri College of Teachers Education (DMCTE) towards teaching profession concerning the variation of subject stream. The mean and standard deviation of the arts stream student-teachers are 105.76 and 10.986 and the mean and standard deviation of the science stream student-teachers are 109.96 and 11.964 respectively. The calculated t value between the student-teachers of arts and science streams is 1.113 with a degree of freedom 38 and significant at 0.264 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the student-teachers of DMCTE towards teaching profession concerning the variation of subject streams. Again, the table also indicates the attitudes of

student-teachers of Ibotombi Institute of Education (IIE) towards teaching profession concerning the variation of subject streams. The mean and standard deviation of the arts stream student-teachers are 107.3 and 9.383 and the mean and standard deviation of the science stream student-teachers are 107.937 and 8.808 respectively. The calculated t value between the student-teachers of arts and science streams is 0.430 with a degree of freedom 78 and significant at 0.668 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the student-teachers of IIE towards teaching profession concerning the variation of subject streams. The table also shows the attitudes of the student-teachers of Institute of Rural Education (IRE) towards teaching profession concerning the variation of subject streams. The mean and standard deviation of the student-teachers of arts stream are 107.969 and 9.329 and the mean and standard deviation of the student-teachers of science stream are 107.914 and 9.078 respectively. The calculated t value between the arts and science streams student-teachers is 0.26 with a degree of freedom 78 and significant at 0.979 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the student-teachers of IRE towards teaching profession concerning the variation of subject streams. The table also highlights the attitudes of the student-teachers of R.K. Sanatombi Devi College of Education, (RKSDCE) towards teaching profession concerning the variation of subject streams. The mean and standard deviation of the arts stream of student-teachers are 109.88 and 8.801 and the mean and standard deviation of the science stream of the selected samples are 109.225 and 11.382 respectively. The calculated t value between the arts and science streams student-teachers is 0.388 with a degree of freedom 160 and significant at 0.699 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the student-teachers of RKSDCE towards teaching profession concerning the variation of subject streams. The table also shows the

attitudes of the student-teachers of S. Kula Women's College of Education (S.K.W.C.E) towards teaching profession concerning the variation of the subject streams. The mean and standard deviation of the arts stream of the present samples are 107.136 and 5.374 and the mean and standard deviation of the science stream of student-teachers are 108.50 and 7.972 respectively. The calculated t-value between the arts and science streams of student-teachers is 0.644 with a degree of freedom 38 and significant at 0.523 which is greater than 0.05 significant level ($p\text{-value} > 0.05$ level). There is no significant difference between the attitudes of the student-teachers of SKWCE towards teaching profession concerning the variation of subject streams. Lastly, the table also indicates the attitudes of the student-teachers of Mt. Everest College of Education towards the teaching profession concerning the variation of subject streams. The mean and standard deviation of the arts stream of student-teachers are 102.478 and 9.129 and the mean and standard deviation of the science stream student-teachers are 105.647 and 11.252 respectively. The calculated t-value between the arts and science streams student-teachers is 0.938 with a degree of freedom 38 and significant at 0.332 which is greater than 0.05 significant level ($p\text{-value} > 0.05$ level). There is no significant difference between the attitudes of the student-teachers of Mt. Everest College of Education towards the teaching profession concerning the variation of subject streams. Lastly, the table highlights the attitudes of the overall student-teachers of teachers' education colleges towards the teaching profession concerning the variation of subject streams. The mean and standard deviation of arts stream of student-teachers are 107.50 and 9.738 and the mean and standard deviation of science stream of student-teachers are 108.44 and 10.246. The calculated t-value between arts and science streams of student-teachers is 0.284 with a degree of freedom 520 and significant at 0.876, which is greater than 0.05 level. Hence, there is no significant difference between the attitudes of student-

teachers of teachers' education colleges under Manipur University towards the teaching profession concerning the variation of subject streams.

Table No.:4

Attitudes of the Male Student-Teachers of Teachers' Education Colleges towards Teaching Profession concerning the variation of Subject Streams

College	Semester	N	Mean	SD	SE_D	df	t-value	p-value	Result
DEPT. of Teacher Education, MU	Male Arts	18	106.89	10.555	4.218	27	0.405	0.717	NS
	Male Sciences	11	105.18	11.771					
DMCTE	Male Arts	6	100	10.06	6.85	13	0.730	0.478	NS
	Male Sciences	9	105	14.53					
IIE	Male Arts	8	100.875	12.94	4.72	20	1.024	0.318	NS
	Male Sciences	14	105.71	9.20					
IRE	Male Arts	10	108	9.637	3.98	18	0.728	0.476	NS
	Male Sciences	10	110.90	8.116					
RKSDCE	Male Arts	16	110.937	10.81	3.296	34	0.618	0.541	NS
	Male Sciences	20	108.90	8.978					
Mt. Everest College	Male Arts	5	102.40	10.43	6.95	11	0.608	0.556	NS
	Male Sciences	8	106.625	13.09					
Overall Total	Male Arts	63	106.317	11.017	1.85	133	0.503	0.616	NS
	Male Sciences	72	107.25	10.49					

Analysis and Interpretation:

The above Table No. 4 reveals the attitudes of male student-teachers of different teachers' education colleges towards the teaching profession concerning the variation of subject streams. The mean and standard deviation of the male arts student-teachers of Dept. of Teacher Education are 106.89 and 10.555 and the mean and standard deviation of the male science student-teachers are 105.18 and 11.771 respectively. The calculated t value between the male arts and male science student-teachers is 0.405 with a degree of freedom 27 and significant at 0.689 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the male student-teachers of Department of Teacher Education, MU towards teaching profession concerning the variation of subject streams. The table also reveals the attitudes of male student-teachers of Dhanamanjuri College of Teachers Education (DMCTE) towards teaching profession. The mean and standard deviation of the male arts student-teachers are 100 and 10.06 and the mean and standard deviation of the male science student-teachers are 105 and 14.534 respectively. The calculated t-value between the male arts and male science student-teachers is 0.730 with a degree of freedom 13 and significant at 0.478 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the male student-teachers of DMCTE towards teaching profession concerning the variation of subject streams. Again, the table also indicates the attitudes of male student-teachers of Ibotombi Institute of Education (IIE) towards teaching profession concerning the variation of subject streams. The mean and standard deviation of the male arts student-teachers are 100.875 and 12.944 and the mean and standard deviation of the male science student-teachers are 105.714 and 9.202 respectively. The calculated t-value between the male arts and male science student-teachers is 1.024 with a degree of freedom 20 and significant at 0.318 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the male student-teachers of IIE

towards teaching profession concerning the variation of subject streams. The table also shows the attitudes of the male student-teachers of Institute of Rural Education (IRE) towards teaching profession concerning the variation of subject streams. The mean and standard deviation of the male arts student-teachers are 108 and 9.637 and the mean and standard deviation of the male science student-teachers are 110.90 and 8.116 respectively. The calculated t value between the male arts and male science student-teachers is 0.728 with a degree of freedom 18 and significant at 0.476 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the male student-teachers of IRE towards teaching profession concerning the variation of subject streams. The table also points out the attitudes of the male student-teachers of R.K. Sanatombi Devi College of Education (RKSDCE) towards teaching profession concerning variation of the subject streams. The mean and standard deviation of the male arts student-teachers are 110.937 and 10.810 and the mean and standard deviation of the male science student-teachers are 108.90 and 8.978 respectively. The calculated t value between the male arts and male science student-teachers is 0.618 with a degree of freedom 34 and significant at 0.541 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the male student-teachers of RKSDCE towards teaching profession concerning the variation of subject streams. The table also highlights the attitudes of the male student-teachers of Mt. Everest College of Education towards the teaching profession concerning the variation of subject streams. The mean and standard deviation of the male arts student-teachers are 102.40 and 10.430 and the mean and standard deviation of the male science student-teachers are 106.25 and 13.092 respectively. The calculated t-value between the male arts and male science student-teachers is 0.608 with a degree of freedom 11 and significant at 0.556 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the male student-teachers of

Mt. Everest College of Education towards the teaching profession concerning the variation of subject streams. Lastly, the table also indicates the overall attitudes of the male student-teachers of teachers' education colleges under Manipur University towards the teaching profession concerning the variation of subject streams. The mean and standard deviation of the male arts student-teachers are 106.31 and 11.017 and the mean and standard deviation of the male science student-teachers are 107.250 and 10.493 respectively. The calculated t-value between the male arts and male science student-teachers is 0.503 with a degree of freedom 133 and significant at 0.616 which is greater than 0.05 significant level (p -value $>$ 0.05 level). There is no significant difference between the attitudes of the male student-teachers of teachers' education colleges towards the teaching profession concerning the variation of subject streams.

Table No. 5

Attitudes of the Female Student-Teachers of Teachers' Education Colleges towards Teaching Profession concerning the variation of Subject Streams

College	Semester	N	Mean	SD	SE_D	df	t-value	p-value	Result
DEPT. of Teacher Education, MU	Female Arts	31	106.97	12.711	3.323	49	0.852	0.398	NS
	Female Sciences	20	109.80	9.540					
DMCTE	Female Arts	34	108.91	10.568	3.952	23	1.071	0.295	NS
	Female Sciences	24	113.14	9.181					
IIE	Female Arts	24	109.08	7.868	2.216	56	0.104	0.918	NS
	Female Science	34	108.85	8.61					
IRE	Female Arts	23	107.956	9.41	2.473	58	0.343	0.733	NS
	Female Science	37	107.108	9.257					

RKSDCE	Female Arts	60	109.60	8.269	1.86	124	.127	0.899	NS
	Female Science	66	109.36	12.07					
SKWCE	Female Arts	22	107.136	5.37	2.117	38	0.644	0.523	NS
	Female Science	18	108.50	7.97					
Mt. Everest College	Female Arts	18	102.50	9.069	3.838	38	0.593	0.558	NS
	Female Science	9	104.777	10.07					
Overall Total	Female Arts	189	107.899	9.27	0.989	385	0.990	0.323	NS
	Female Sciences	198	108.878	10.147					

Analysis and Interpretation:

The above Table No. 5 shows the attitudes of female student-teachers of different teachers' education colleges towards the teaching profession concerning the variation of subject streams. The mean and standard deviation of the female arts student-teachers of Department of Teacher Education are 106.97 and 12.711 and the mean and standard deviation of the female science student-teachers are 109.80 and 9.50 respectively. The calculated t-value between the female arts and female science student-teachers is 0.852 with a degree of freedom 49 and significant at 0.398 which is greater than 0.05 significant level (p -value > 0.05 level). There is no significant difference between the attitudes of the female student-teachers of Department of Teacher Education, MU towards teaching profession concerning the variation of subject streams. The table also reveals the attitudes of female student-teachers of Dhanamanjuri College of Teachers Education (DMCTE) towards teaching profession concerning the variation of subject streams. The mean and standard deviation of the female arts student-teachers are 108.91 and 10.568 and the mean and standard deviation of the female science student-teachers are 113.14 and 9.181 respectively. The

calculated t-value between the female arts and female science student-teachers is 1.071 with a degree of freedom 23 and significant at 0.295 which is greater than 0.05 significant level ($p\text{-value} > 0.05$ level). There is no significant difference between the attitudes of the female student-teachers of DMCTE towards teaching profession concerning the variation of subject streams. Again, the table also indicates the attitudes of female student-teachers of Ibotombi Institute of Education (IIE) towards teaching profession concerning the variation of subject streams. The mean and standard deviation of the female arts student-teachers are 109.083 and 7.868 and the mean and standard deviation of the female science student-teachers are 108.852 and 8.613 respectively. The calculated t-value between the female arts and female science student-teachers is 0.104 with a degree of freedom 56 and significant at 0.918 which is greater than 0.05 significant level ($p\text{-value} > 0.05$ level). There is no significant difference between the attitudes of the female student-teachers of IIE towards teaching profession concerning the variation of subject streams. The table also shows the attitudes of the female student-teachers of Institute of Rural Education (IRE) towards teaching profession concerning the variation of subject streams. The mean and standard deviation of the female arts student-teachers are 107.956 and 9.412 and the mean and standard deviation of the female science student-teachers are 107.108 and 9.257 respectively. The calculated t value between the female arts and female science student-teachers is 0.343 with a degree of freedom 58 and significant at 0.733 which is greater than 0.05 significant level ($p\text{-value} > 0.05$ level). There is no significant difference between the attitudes of the female student-teachers of IRE towards teaching profession concerning the variation of subject streams. The table also points out the attitudes of the female student-teachers of R.K. Sanatombi Devi College of Education (RKSDCE) towards teaching profession concerning the variation of subject streams. The mean and standard deviation of the female arts student-teachers are 109.60 and 8.269 and the mean and standard deviation of the

female science student-teachers are 109.363 and 12.074 respectively. The calculated t value between the female arts and female science student-teachers is 0.127 with a degree of freedom 124 and significant at 0.899 which is greater than 0.05 significant level ($p\text{-value} > 0.05$ level). There is no significant difference between the attitudes of the female student-teachers of RKSCE towards teaching profession concerning the variation of subject streams. The table shows the attitudes of the female student-teachers of S. Kula Women's College of Education towards the teaching profession concerning the variation of subject streams. The mean and standard deviation of the female arts student-teachers are 107.136 and 5.374 and the mean and standard deviation of the female science student-teachers are 108.50 and 7.972 respectively. The calculated t-value between the female arts and female science student-teachers is 0.644 with a degree of freedom 38 and significant at 0.523 which is greater than 0.05 significant level ($p\text{-value} > 0.05$ level). There is no significant difference between the attitudes of the female student-teachers of S. Kula Women's College of Education towards the teaching profession concerning the variation of subject streams. The table also highlights the attitudes of the female student-teachers of Mt. Everest College of Education towards the teaching profession concerning the variation of subject streams. The mean and standard deviation of the female arts student-teachers are 102.50 and 9.069 and the mean and standard deviation of the female science student-teachers are 104.777 and 10.071 respectively. The calculated t-value between the female arts and female science student-teachers is 0.593 with a degree of freedom 25 and significant at 0.558 which is greater than 0.05 significant level ($p\text{-value} > 0.05$ level). There is no significant difference between the attitudes of the female student-teachers of Mt. Everest College of Education towards the teaching profession concerning the variation of subject streams. Lastly, the table also indicates the overall attitudes of the female student-teachers of teachers' education colleges under Manipur University towards the teaching profession

concerning the variation of subject streams. The mean and standard deviation of the female arts student-teachers are 107.899 and 9.271 and the mean and standard deviation of the female science student-teachers are 108.878 and 10.147 respectively. The calculated t-value between the female arts and female science student-teachers is 0.990 with a degree of freedom 385 and significant at 0.323 which is greater than 0.05 significant level (p-value > 0.05 level). There is no significant difference between the attitudes of the female student-teachers of teachers' education colleges towards the teaching profession concerning the variation of subject streams.

Main Findings

The main findings of the present study are highlighted under the following ways –

1. The main finding of the study is that there exists an average or moderate positive attitudes of the student-teachers of teachers' education colleges under Manipur University towards the teaching profession.
2. It has also found that there exists an average or moderate positive attitudes of the student-teachers of teachers' education colleges under Manipur University towards the various dimensions of the teaching profession such as Likeness of the teaching profession, teaching as a personality development, contribution of the teaching profession, ambition of the teaching profession, teaching as a prospect and Status of the teaching profession.

3. The findings of the study also show that there is no significant difference between the attitudes of the student-teachers of teachers' education colleges under Manipur University concerning the variation of gender.

4. The study has also found that there is no significant difference between the attitudes of the male student-teachers of teachers' education colleges under Manipur University towards the teaching profession concerning the variation of subject streams.

5. The study shows that there exists no significant difference between the attitudes of the female student-teachers of teachers' education colleges under Manipur University towards the teaching profession concerning the variation of subject streams.

6. Regarding the dimension of the teaching profession, the finding of the study is that there exists a significant difference between the attitudes of student-teachers of teachers' education colleges under Manipur University towards the dimension likeness of the teaching profession concerning the variation of gender. Female student-teachers have more favourable attitude than male student-teachers towards the likeness of the teaching profession.

7. The study also found that there exists no significant difference between the attitudes of student-teachers of teachers' education colleges under Manipur University towards the dimension likeness of the teaching profession concerning the variation of subject streams.

8. The findings also highlight that there is no significant difference between the attitudes of the student-teachers of teachers' education colleges towards the dimension contribution of the teaching profession concerning the variation of gender.

9. The study has found that there is no significant difference between the attitudes of the student-teachers of teachers' education colleges towards the dimension contribution of the teaching profession concerning the variation of subject streams.

10. The finding has highlighted that there exists no significant difference between the attitudes of the student-teachers of teachers' education colleges towards the dimension ambition of the teaching profession concerning the variation of gender.

11. There is no significant difference between the attitudes of the student-teachers of teachers' education colleges towards the dimension ambition of the teaching profession concerning the variation of subject streams.

12. The findings show that there is no significant difference between the attitudes of the student-teachers of teachers' education colleges towards the dimension teaching as a prospect concerning the variation of gender.

13. There is no significant difference between the attitudes of the student-teachers of teachers' education colleges towards the dimension teaching as a prospect concerning the variation of subject streams.

14. Another finding of the study is that there is no significant difference between the attitudes of the student-teachers of teachers' education colleges towards the dimension status of the teaching profession concerning the variation of gender.

15. There is no significant difference between the attitudes of the student-teachers of teachers' education colleges towards the dimension status of the teaching profession concerning the variation of subject streams.

Delimitations of the Study

The investigators have delimited the study in the following ways -

(i) The sample of the present study has been confined to all the pre-service student-teachers of teachers' education colleges under Manipur University.

(ii) The study covers only the student-teachers of teachers' education colleges under Manipur University, who are undergoing Bachelor of Education (B. Ed.) programme.

(iii) The study also covers the student-teachers of both government and private, stand-alone and composite teachers' education colleges of Manipur

(iv) The present study has confined to the student-teachers of the academic session 2018-2019 for 13 colleges only excluding T.C. College of Teacher Education, Kangpokpi which is established in the year 2019.

Conclusions

The professional attitude of the student-teacher is one of the important elements for developing a sound system as well as bringing a qualitative improvement of the overall education system in a nation. Student-teachers are the future teachers of the nation and their professional education and knowledge, developing up-to-date skills and positive attitude is requisite to take

the whole the responsibility of making and shaping each citizens of the nation of the near future. Because, the development of a nation is solely dependent upon the quality of its teachers, his professional knowledge, skills, attitudes and professional competency. On the other hand, attitude plays a very significant role in the professional development of teachers. A teacher with a positive attitude can bring the teaching-learning process more meaningful, interesting and effective. The efficiency and effectiveness of a professional are based on his attitude towards the profession. Thus, there is a need for developing the positive and favourable attitude of the teachers towards teaching profession during their professional preparation period. It is also well said that the development of positive or favourable attitude towards the teaching profession is pre-requisite to the teachers for bringing a sound system of education by developing desirable professional knowledge, skills, attitudes and values. A positive and favourable attitude can help them to develop a sense of duty, professional competence, professional commitment, professional ethics, and other professional qualities by being aware of the profession. The development of a positive attitude of the teachers towards teaching profession can help them in developing creative thinking and innovative ideas about the profession of teaching. It is through positive attitude towards the teaching profession, a teacher can easily motivate the students by creating and making classroom attentive, attraction and meaningful as well as establish better rapport and develop conducive and learners' friendly environment in the classroom by developing various knowledge and skills of the profession. The continuous in-service growth and development of the teachers are dependent upon their attitude towards the profession to a great extent. A teacher with a positive attitude towards the teaching profession has always aware of developing his professional skills then a teacher with a negative attitude towards the teaching profession. The effective and productive learning on the parts of students can be achieved only by the teacher with a desirable attitude towards the teaching profession. Teachers with

a desirable attitude make the teaching not only easier but also more satisfying and professionally rewarding. On the other hand, a negative attitude towards the teaching profession make the teaching harder, tedious and unpleasant. Development of personality of the teachers is also influenced by their attitude towards the profession to a great extent. A teacher is thinking, feeling and action are guided by his attitude towards the profession. By considering the needs and importance of developing the positive attitude to the teachers, there is need for studying the attitude of the student-teachers such as assessment of attitude, needs for professional attitude, factors that affect the professional attitude as well as also developing a positive and favourable attitude of every student-teachers towards teaching profession.

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