

TEACHER PROFESSIONAL PERCEPTION OF PROSPECTIVE TEACHERS

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ABSTRACT

The aim of this study was to study the Teacher Professional Perception of Prospective Teachers of B.Ed. Programme. A sample of 150 Prospective Teachers studying in four colleges of education of Rohtak city was selected by using simple random sampling technique. The data were collected by using the tool Teacher Professional Perception developed and standardized by S. Sathiyagirajan. Data were analyzed by using statistical techniques such as Mean, S.D. and t-test. The main finding of the study was that the Prospective Teachers were having positive Teacher Professional Perception. No significant difference was found between mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Gender, Residential Background and Parental Educational Qualification. But significant differences were found between mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Type of Institution and Marital Status.

Keywords: *Teacher Professional Perception, Prospective Teachers*

INTRODUCTION

Education in its holistic approach serves many purposes. It enables a person to stretch his potentialities for welfare of self, family and society. Education enthuses the individual with responsibility of developing and sustaining a just socio-economic system, conserving and transmitting human heritage, moreover adopting a sensible and sensitive approach towards utilization of resources. These aspirations can't be accomplished in absence of proficient educational system, especially a professionally competent teacher. Student teachers enter the initial teacher training programme with already established beliefs and value system. Their perception of teacher and teaching profession can play a significant role in developing competencies to be an adept teacher. Education is an activity which helps students in attaining needed information, ability, attitude perception and also developing their identities while they are preparing for social life (Karsli, 2008). Unless teachers themselves perceive teaching as a profession, teaching can never achieve the status of a profession. Professional perception of teachers is likely to lead to professional

performance of teachers. Teaching becomes a professional activity only when the teacher can perceive it as a profession and performs like a professional. This paper is an effort to get a glimpse of student teachers' professional perception.

RESEARCH STUDIES RELATED TO TEACHER PROFESSIONAL PERCEPTION

Powell (1992); Hollingsworth (1989) in their studies revealed that in the perception of pre-service teachers content, knowledge and ability to communicate form the foundation of good teaching. Wade and Moor (1992) stated that teachers need knowledge of pedagogy and training to develop themselves as adept teachers confident of their own ability and with a faith on the potential of the students. Pajares (1992) believed that attitudes, expectations, perceptions of student teachers during training period must be taken into account by teacher educators. This can extend help in inculcating values and desirable competencies among student teachers. Perceptions and expectations of profession form the beliefs. Richardson (1996)

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highlighted that beliefs are formed due to accumulation of prior experiences in home and at school. Su (1998) stated that the reasons of entering teaching profession were being pleased with the job, supporting the society, help for children and a highly ethical profession. Oral (2004) found that the attitude points of girl students teachers were lower than that of boy student-teachers. Aysu (2007) studied students' approaches to teaching profession and found that working conditions and job guarantee were the main factors for choosing teaching profession. Bhargava and Pathy (2011) studied perception of student teachers about teaching competencies and found that Perception of student teachers regarding teaching competencies bears the influence of teaching styles and methods adopted by their teachers. Student teachers considered that a confident and an intelligent teacher could accomplish professional duties convincingly. Mirunalini and Anandan (2012) studied teacher professional perception of B.Ed. student-teachers and found that student-teachers were having positive opinions towards teacher professional perception and student-teachers did not differ in teacher professional perception regarding their gender, parental educational qualification, marital status and family income.

OBJECTIVES OF THE STUDY

- 1) To study the Teacher Professional Perception of Prospective Teachers.
- 2) To compare the mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Gender.
- 3) To compare the mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Residential Background.
- 4) To compare the mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Type of Institution.
- 5) To compare the mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Parental Educational Qualification

- 6) To compare the mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Marital Status.

HYPOTHESES

- H1. The Teacher Professional Perception of Prospective Teachers is positive.
- H01. There is no significant difference between mean scores of Teacher Professional Perception of Male and Female Prospective Teachers.
- H02. There is no significant difference between mean scores of Teacher Professional Perception of Prospective Teachers of Urban and Rural Areas.
- H03. There is no significant difference between mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Type of Institution.
- H04. There is no significant difference between mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Parental Educational Qualification.
- H05. There is no significant difference between mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Marital Status.

RESEARCH DESIGN

In the present study, descriptive survey method was used.

SAMPLE

150 Prospective Teachers of B.Ed. Programme were selected as sample by using simple random sampling technique from four Colleges of Education (2 Govt. Aided and 2 Self-Financing) of Rohtak City affiliated to Maharshi Dayanand University, Rohtak.

TOOL USED

For collecting the data the investigator had used "Teacher Professional Perception" tool developed and standardized by S. Sathyagirajan.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and t-test were used for analyzing the data.

ANALYSIS AND INTERPRETATION

Table-1

Mean Scores of the Teacher Professional Perception of Prospective Teachers in Total

Variables	Categories	N	Mean	S.D.
Total		150	83.12	12.29
Gender	Male	85	85.39	7.32
	Female	115	81.69	12.98
Residential Background	Urban	60	80.78	10.97
	Rural	90	82.85	12.78
Type of Institution	Govt.-Aided	75	82.80	12.68
	SFS	75	80.57	11.29
Parental Educational	School Education	108	82.50	13.19
Qualification	College Education	42	81.82	10.18
Marital Status	Unmarried	80	80.42	10.64
	Married	70	82.70	13.12

As seen from the Table-1 the Total Mean and SD scores of the Prospective Teachers with respect to Teacher Professional Perception are 83.12 and 12.29 respectively. 85.39 is the maximum mean value out of 100. It reveals that the Teacher Professional Perception among Prospective Teachers is positive. Hence the hypothesis H1 "The Teacher Professional Perception of Prospective Teachers is positive" is accepted.

Table - 2

Comparison of mean scores of Teacher Professional Perception of Prospective Teachers with Respect to their certain Demographic Variables

Variables	Categories	N	Mean	S.D.	t-value	Level of significance	Remarks
Gender	Male	85	85.39	7.32			Not Significant
	Female	115	81.69	12.98	1.40	0.05	
Residential Background	Urban	60	80.78	10.97			Not Significant
	Rural	90	82.85	12.78	0.96	0.05	
Type of Institution	Govt.-Aided	75	82.80	12.68	2.73	0.01	Significant
	SFS	75	80.57	11.29			
Parental Educational Qualification	School Education	108	82.50	13.19	6.12	0.05	Not Significant
	College Education	42	81.82	10.18			
Marital Status	Unmarried	80	80.42	10.64			Significant
	Married	70	82.70	13.12			

Table -2 reveals that the mean scores of Teacher Professional Perception of Male and Female Prospective Teachers 85.39 and 81.69 and values of S.D. are 7.32 and 12.98 respectively. The calculated t-ratio between the mean scores is 1.40 which is not significant at 0. 05 level of significance. Hence, the null hypothesis H01 "There is no significant difference between mean scores of Teacher Professional Perception of Male and Female Prospective Teachers" is accepted.

From Table-2 it is inferred that the mean scores of Teacher Professional Perception of Prospective Teachers of Urban and Rural Areas are 80.44 and 82.85 and values of S.D. are 10.97 and 12.78 respectively. The calculated t-ratio between the mean scores is 0.96 which is not significant at 0.05 level of significance. Hence, the null hypothesis H02. "There is no significant difference between mean scores of Teacher Professional Perception of Prospective Teachers of Urban and Rural Areas" is not accepted.

Again from Table-2 it is inferred that the mean scores of Teacher Professional Perception of Prospective Teachers of Govt.-Aided and Self-

financing institutions are 83.80 and 80.57 and values of S.D. are 12.68 and 11.29 respectively. The calculated t-ratio between the mean scores is 2.75 which is significant at 0.01 level of significance. Hence the null hypothesis H03. "There is no significant difference between mean scores of Teacher Professional Perception of Prospective Teachers of Govt.-Aided and Self-financing institutions" is not accepted.

From Table-2 it is inferred that the mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Parental Educational Qualification are 82.50 and 81.82 and values of S.D. are 13.19 and 10.18 respectively. The calculated t-ratio between the mean scores is 0.32 which is not significant at 0.05 level of significance. Hence the null hypothesis H04. "There is no significant difference between mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Parental Educational Qualification" is accepted.

Again Table-2 reveals that the mean scores of Teacher Professional Perception of Unmarried and Married Prospective Teachers are 80.40 and 82.70 and values of S.D. are 10.64 and 13.12 respectively. The calculated t-ratio between the mean scores is 1.91 which is significant at 0.05 level of significance. Hence the null hypothesis H05. "There is no significant difference between mean scores of Teacher Professional Perception of Unmarried and Married Prospective Teachers" is not accepted.

FINDINGS

Following were the findings of the present study:

1. The Total Teacher Professional Perception among Prospective Teachers was 83.12% which was found to be positive.
2. Similar level of mean scores was found among Male and Female Prospective Teachers regarding their Teacher Professional Perception.
3. No significant difference was found between mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Residential background.
4. Significant difference was found between mean scores of Teacher Professional

Perception of Prospective Teachers with respect to their Type of Institution.

5. Similar level of mean scores was found among Prospective Teachers regarding their Teacher Professional Perception with respect to their Parental Educational Qualification.
6. Significant difference was found between mean scores of Teacher Professional Perception of Prospective Teachers with respect to their Marital Status.

DISCUSSION AND CONCLUSION

From the findings of the present study it was found that the total Teacher Professional Perception among Prospective Teachers was 83.12% which was found to be positive. Which reveals that the pupil teachers believe the teaching is a noble profession and a good social service. Gender, Parental Educational Qualification and Residential Background did not influence Teacher Professional Perception of Prospective Teachers.

Some findings of the other researches confirmed these findings of the present study. M.Mirunalini and K.Anandan (2012) found that Gender and Parental Educational Qualification had no influence on Teacher Professional Perception of Student Teachers. Hargreaves et al.(2007) reported that the public opinion survey conducted by BBC Radio placed teaching as the third most respected profession after doctors and nurses.

Some of the researches reported results contradictory to these findings of this study. Tesfaye and Demewoz (2004) found that 74.6% of the student-teachers do not have initial commitment to teaching profession. Adams (2002) reported that teachers, graduates and a majority of women felt that teaching profession has a poor public image.

Further, from the present study it was also found that Type of Institution and Marital Status of the Prospective Teachers had significant influence on their Teacher Professional Perception. Prospective Teachers differ significantly in their mean scores of Teacher Professional Perception with respect to their Type of Institutions and Marital Status. The

findings of M.Mirunalini and K.Anandan (2012) are contradictory to these findings of the present study who found that Marital Status had no influence on the Teacher Professional Perception of the Student-Teachers.

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