

Attitude Of Student-Teachers Towards Teaching Profession In Nagaon And Sonitpur District Of Assam

Suprava Deb Roy¹, Dr. Rituparna Choudhury², Darpana Saikia³,
Bharat Das⁴

¹Research Scholar, MSSV, Nagaon, Assam. M.A. in Education.

² Ph. D, M.A. in Education.

³M.A. in Assamese.

⁴M.A. in Assamese.

ABSTRACT

The 21st century educational system is a test of excellence in all areas of life. Teaching-learning already encompasses more recent and exciting fields of education. The teacher is the most valuable human resource in the noble profession of teaching. Today, we need teachers with high academic and professional qualifications as well as a sincere responsibility and commitment to work tirelessly to improve students' learning, capacity, and achievement in order to help them become more independent and self-actualizing individuals. The main objectives of this study are to study the level of attitude of Student-Teachers towards Teaching Profession, to compare the attitude of male and female student-teachers towards teaching profession, to compare the attitude of arts and science stream's student-teachers towards teaching profession and to compare the attitude of Nagaon and Sonitpur district's student-teachers towards teaching profession. In this study, the population was all the student-teachers of government B.Ed. colleges in Nagaon and Sonitpur District of Assam. The investigators have used descriptive survey method and the sample has been selected by using disproportionate stratified random sampling technique. A sample of 160 student-teachers of government B.Ed. colleges in Nagaon and Sonitpur District are selected. In this study, the investigators have used self-made tool related to the study on the attitude of student-teachers towards teaching profession which has been developed based on the earlier studies conducted by various researchers to collect data and these data were analysed by using appropriate statistical techniques as percentage, mean, SD and t-test. From this study, the investigator found that Majority of students i.e., 129 out of 160 students reported to have high level of attitude towards

teaching profession, there is no significant difference between the attitude of male and female student-teachers towards teaching profession, there is no significant difference between the attitude of arts and science streams student-teachers towards teaching profession and there is no significant difference between the attitude of Nagaon and Sonitpur district's student-teachers towards teaching profession.

Key words: Attitude, Student-teachers, Teaching, Profession.

1.0 INTRODUCTION

“Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of the earth” - Helen Caldicott

The most significant human innovation is education. It is more significant than anything man has created in terms of tools, machinery, space travel, craft, medicine, weaponry, and even language, which was also a result of his education. Without education, a man would continue to live like an animal. Education is what makes a man into a true human being instead of just a simple two-legged animal. It enables him to act like a man and keeps him from being animalistic. **(Sharma & Dhaiya, 2012).**

There is no doubt that education plays a very important role in facilitating learning and the acquisition of knowledge, skills, values, beliefs, etc. as well as in shaping the personalities of people to produce well-balanced personalities who are physically strong, mentally alert, emotionally stable, socially effective, morally upright, culturally refined, vocationally independent, spiritually enlightened, and globally liberal. Education is crucial for the growth and development of the individual as well as for empowering society's citizens. It serves as a country or society's skeleton. Education is delivered through a variety of mediums by numerous entities in every community. The three main types of education are formal, informal, and non-formal, or institutionalized, non-institutionalized, and semi-institutionalized. In the current scientific and technical society, institutionalized education is regarded as one of the most significant and effective agents of education since it is a planned, pre-structured, well-shaped, conventional, and well-framed institution and organization. **(Mirunalini & Anandan, 2012).** Pupils/students, teachers, curriculum, textbooks, teaching techniques and aids, extracurricular activities, discipline, testing and evaluation, management, and other physical infrastructures like school buildings, libraries, furniture, labs, etc. are some of the different parts of institutionalized education. One of the most crucial elements of institutionalized

education is the teacher, who gives students the motivation and encouragement to strive for excellence, shapes their future, and develops their gifts and potentials. They are essential because they give students—the future architects of our country—guidance, information, and the proper path. The builders or shapers of the country are the educators. **(B.K.Pehlivan, 2010)**

A pleasant and respectable existence is provided through education. The whole development of the person and society is its responsibility. A child's latent ability can be brought out via education. It is a lesson that aids students in gaining the knowledge, skills, attitudes, and perceptions they require **(K.Suja, 2007)**. A country's inhabitants determine how well-off it is. The caliber of the population is influenced by the caliber of the educational system, which in turn is influenced by the joint efforts of planners, educators, and administrators. However, the caliber of the instructors is by far the most important variable. That implies that effective teachers have the power to alter the course of the country. **(Oral, 2004)**. The formation of the attitudes and dispositions required for the progressive existence in a society takes place in schools, colleges, and universities. Teachers are those who impart education. It is advantageous for the school if the teacher is competent, enthusiastic, psychologically healthy, and has a positive attitude. A teacher assists a student in developing their latent talents. He or she reveals what is concealed and untapped inside. What is latent in the pupils is made clear by him or her. Thus, the role of teachers in the teaching-learning process is crucial.

According to the Secondary Education Commission's (1952–1953) report, "We are convinced that the teacher, his or her personal qualities, educational background, professional training, and position in the community, is the most important factor in the contemplated educational reconstruction." "It is absolutely true that no one can rise above their teachers,"**(NPE, 1986)**. Any institution's true and driving power is its teachers. Without him or her, the school is a lone less body. Even the finest system is doomed to failure in the absence of committed, capable, and good teachers. Even in the worst system, a skilled teacher may undoubtedly provide the finest results **(Oral, 2004)**.

The functions and duties of the teacher have been expanded to include areas outside of the classroom. Teachers are kept in the spotlight primarily via the execution of educational policies, the transfer of curriculum, and awareness-raising campaigns. The demands of this profession, which calls for certain abilities and the proper mindset, have expanded with the times. Student personalities are shaped in part by the teacher's behavior, attitude, and interest. The inclination to respond in a certain way to stimuli is known as attitude. **(Sahayarani & Stanly, 2011)**.

Every professional education has the objective of making the student professionally devoted and devoted to the relevant profession as a competent and effective professional. Only the teaching profession has any influence on society. The culture has traditionally regarded teachers as the most sage members of the neighborhood. He had a highly acceptable social standing. The same spiritual and cultural authorities in Indian culture gave teachers more respect than they did God. **(Capa & Cil, 2000).**

In the words of Professor **Humayun Kabir**, "Teachers are literally the arbiters of a nation's destiny" The teacher is the most crucial element in the reform of education. But as Ruskin notes, "Teaching is a painful, continuous, and difficult work to be done by kindness, by watching, by warning, by perfecting, by praising, but above all by exercise." In one study, instructors reported feeling more upset about their teaching circumstances than teachers who were passionate about the teaching profession (i.e., having a negative job orientation). **(Akkaya, 2009).** Therefore, the attitudes that teachers adopt are crucial for their professional development as well as for the advancement of education. The attitudes, values, and beliefs of a teacher have a significant impact on how well they carry out their role as a teacher. A optimistic outlook makes the task simpler, more gratifying, and more rewarding professionally. A bad attitude makes teaching more challenging, tiresome, and unpleasant. Additionally, a teacher's disposition has an impact on how their students behave. Thus, only teachers with desired attitudes can ensure that children learn effectively and productively. **(Pancholi & Bharwad, 2015).**

An educational institution serves a vital purpose by giving students learning opportunities that help them transition from the ignorance of ignorance to the knowledge of knowledge. Teachers are the most essential individuals in the institutions who contribute significantly to this development. **According to NCTE (1998)**, "The teacher is the most important element in any educational program," in Quality Concerns in Secondary Teacher Education. The primary person in charge of carrying out the educational process at whatever level is the teacher. It is generally established that teacher competence, sensitivity, and motivation—in so far as teachers' attitudes about their job are concerned—determine the quality and amount of learner accomplishment. Teaching is more than just addressing the class while using a few predetermined methods. There is no secret method for transforming knowledge from the instructors' mind to align the students; it is not simply delivering material from a textbook and measuring the student's ability to repeat it. It's not a mechanical procedure to teach. It is a complicated, meticulous, and difficult task. The teacher needs to

focus on the full complicated organism. He is concerned with a child's whole growth, including their intellectual, emotional, social, spiritual, and to some extent physical development. A teacher's attitude toward their job is a key consideration in this regard. **(Sahayarani & Stanly, 2011).**

One of education's main goals is to change a child's behavior to suit the demands and expectations of society. Numerous elements contribute to an individual's conduct. Attitude is one of the elements. People act in accordance with their attitudes toward the objects, people, and other elements of their surroundings. An attitude is characterized as a favorable or unfavorable assessment of individuals, things, occasions, actions, concepts, or pretty much everything else in our surroundings. It is a declaration of support for or opposition to something (the attitude object). The history and present of a person might influence their attitude. In addition to impacting a person's emotion and behavior, attitude is both measured and modifiable. **(Pancholi & Bharwad, 2015).**

Teaching is now regarded as a profession due to its many qualifying characteristics. Whether teaching is a profession or not has been up for debate for a very long time. But in modern society, the term "teaching profession" is frequently used. It is a very recent addition to the universe of contemporary occupations. Some academics believe that teaching is one of the noblest professions there is. The teaching profession is where all other professions have their roots. In other words, theoretically and ideally, teaching is a noble job. It differs from other occupations since it has so many diverse aspects. It suggests that one person is imparting knowledge, skills, and information to another. "Teaching as a profession reflects a high degree of academic excellence, a repertoire of teaching skills, real-world experience, and a well-integrated value system, both oriented towards altruistic service." **(Capa & Cil, 2000).** Teaching is a prestigious profession that performs a crucial social service, is based on a systematic body of knowledge, offers high autonomy, calls for specialized knowledge, requires a significant amount of education, and is highly rewarded. It also has its own professional body or organization.

1.1 SIGNIFICANCE OF THE STUDY

Today, every part of life presents a variety of difficult circumstances, making it harder to maintain oneself. One's emotive and intellectual pleasures are strongly correlated with one's career prospects. Along with focusing only on the teaching acquisitions arena, a teacher must cope with a variety of professional pressures, risks, and abnormalities. Due to the fundamental scholastic arrangement's long-term, significant transformation, the method of dealing with an educational organization has become comparatively complex. A teacher must change their work in a number of ways when faced with such situations. Additionally, a

teacher has to have exceptional teaching aptitudes in order to thrive in his teaching competency. **(Pancholi & Bharwad, 2015).**

In the teaching-learning process, the teacher is the most crucial element. If two requirements are met, a good educational system can thrive. The first is the continuous updating and improvement of the knowledge and abilities of the currently employed/serving teachers, and the second is the provision of aspiring/prospective teachers with a favorable attitude toward their job. The majority of the time, attitudes regarding one's career are correlated with how much one enjoys it, how fully committed they are to it, how conscious they are that it serves society, and how motivated they are to advance it. **(K.Suja, 2007).**

In other words, a teacher's professional demeanor affects how their students behave during the teaching-learning process. Thus, for the purpose of ensuring successful teaching and learning processes as well as their own professional development, teachers' positive attitudes about their job play a very vital and crucial role. The instructors' desired and favorable attitudes regarding their work as teachers contribute to the creation of a supportive and learner-friendly atmosphere in the classroom. **(Oral, 2004).** It is also true that teachers' attitudes regarding their work have a significant impact on their ability to continuously improve professionally while in the classroom, and these attitudes also have an impact on how teachers' personalities develop. A teacher who has a positive outlook on their job is seen as being better and gains popularity among the kids for his superior instruction. The teacher's attitude toward his career informs his thoughts, feelings, and actions.

The end product may be impacted by a person's attitude toward their profession. A person who does not like their job will not be successful in it. A good teacher may inspire, encourage, and engross pupils in his or her lessons if they have the right attitude, behavior, and personality. A teacher who has a good attitude about their job is regarded as being better and gets well-liked by the kids. Therefore, it is crucial to research the attitudes of those aspiring to the noble profession of teaching. Positive attitudes not only encourage learning but also foster an environment that fosters efficient learning. Therefore, in order to positively impact their students' lives, future teachers must adopt appropriate and encouraging attitudes toward their work. **(Oral, 2004).** As the educational system goes through significant changes and advancements, it is necessary to analyze teachers' attitudes regarding their work. In addition to having the necessary information and abilities, aspiring instructors should also have a positive attitude toward teaching, which in turn affects their ability to teach. Determining the attitude of B.Ed. trainees towards the teaching profession is the goal of the current study.

It is considered that more will be demanded of the future teachers, whether it be an issue of handling uncertainty, innovation, solidarity, or involvement. This feeling is based on reflection on the current trends and problems of teacher education as well as on teachers in India. The primary focus of teaching and learning will be ethical issues. Because of this, teachers in the twenty-first century will be valued for more than only their academic acumen and technical proficiency. The potential instructors must also have a positive attitude toward teaching, which in turn affects their ability to teach, in addition to knowledge and expertise.

1.2 STATEMENT OF THE PROBLEM

The present study has been entitled as **“Attitude of Student-Teachers towards Teaching Profession in Nagaon and Sonitpur District of Assam”**.

1.3 DELIMITATION OF THE STUDY

The study undertaken by the investigator has the following delimitations-

1. The present study was delimited to the B.Ed. students of government B.Ed. colleges.
2. The study was delimited to the Nagaon and Sonitpur District of Assam.
3. The present study was delimited to the arts and science stream's B.Ed. students.

1.4 OBJECTIVES OF THE STUDY

1. To study the level of attitude of Student-Teachers towards Teaching Profession.
2. To compare the attitude of male and female student-teachers towards teaching profession.
3. To compare the attitude of arts and science stream's student-teachers towards teaching profession.
4. To compare the attitude of Nagaon and Sonitpur district's student-teachers towards teaching profession.

1.5 HYPOTHESES OF THE STUDY

Ho1: There are no significant differences between the attitude of male and female students-teachers towards teaching profession.

Ho2: There are no significant differences between the attitude of arts and science stream's students-teachers towards teaching profession.

Ho3: There are no significant differences between the attitude of Nagaon and Sonitpur district's students-teachers towards teaching profession.

1.6 OPERATIONAL DEFINITIONS

1. Attitude: According to Travers, "an attitude is a readiness to respond in a way that behavior is given a certain direction."

2. Profession: A position requiring formal qualifications and specialized training.

3. Teaching: According to Clark, "teaching" refers to actions that are planned and carried out to affect behavioral change in students.

4. Student Teacher: A college, university, or graduate student who is putting his or her teaching skills to the test while working toward a degree in education is known as a student teacher, sometimes known as a prac teacher (practice teacher).

2.0 REVIEW OF RELATED LITERATURE

(Sharma, 1967-68) investigated into the teacher educators' attitude towards practice

teaching in some of the selected training colleges of U.P. and Delhi. The study looked at whether teacher educators had a positive outlook on doing practice teaching. The analysis of variance demonstrated that, despite their being substantial disparities in the mean scores of the various groups, the attitude does not alter when the number of years of experience is different. The attitude has nothing to do with qualifications. Teacher educators with different degrees, such as a B.T./B.Ed., an M.Ed., or a Ph.D., are not at all different from one another in terms of how they see practice teaching. The sorts of institutions to which the teacher educators belonged did not affect their attitudes in any way. As a result, it may be concluded that the attitude is unrelated to the institutional setting in which the various teacher-educators were employed.

(Das, 1992) investigated whether the one year training program for the teachers at primary schools of Assam can bring about significant change in their attitude towards the teaching profession. The study's key results were that teachers in both urban and rural settings may influence attitudes through training programs. The right attitude toward the job might be developed simply via teaching experience. Urban teachers have higher levels of qualification than their rural colleagues. It was suggested that focus should be placed on extracurricular pursuits in addition to academic courses.

(Vijayavardhini & Sivakumar, 2014) made a study on "Attitude of Prospective Teachers towards teaching Profession." According to the study, the majority of prospective teachers expressed a favorable opinion of the teaching profession. B.Ed. prospective teachers had a more positive attitude toward the teaching profession than M.Ed. prospective

teachers did. Prospective instructors of any gender had a positive view of their career. It is also intriguing that, in contrast to prospective teachers in the OC group, those in the BC, SC, and ST categories showed a positive attitude toward the teaching profession.

(Bhaskara, 2014) made “A comparative demographic study of attitudes of secondary and higher secondary student teachers (B.Ed) towards teaching profession.” This study showed that scientific stream student teachers are more significant than those in the humanities stream. The report also notes that female student teachers in the arts stream had a greater passion for the teaching profession. Student teachers' perceptions regarding the teaching profession differed significantly from those of student teachers in subsequent years. When compared to instructors at other levels, the attitudes of student teachers from rural backgrounds are more consistent and dependable. In-service and pre-service student teachers had little impact on their attitudes toward teaching. Undergraduate and graduate students' teachers do not have a different attitude toward the teaching profession. **(BHARGAVA & PATHY, 2014)** conducted a study on “Attitude of Student Teachers Towards Teaching Profession.” This investigation was carried out with a pre-made instrument. It was decided to study distinct categories, such as non-tribal male and female social science stream, non-tribal male and female scientific stream, and tribal male and female social science stream. Ninety-six out of a sample of 100 pupils replied. To determine the difference in the attitudes of various groups towards the teaching profession, the 't' value was calculated using the mean scores.

(Izevbigie & Osunde, 2006) conducted a study on “An Assessment of Teachers' Attitude Towards Teaching Profession in Midwestern Nigeria.” According to the survey, teachers are not properly compensated monetarily and are denigrated since their salary and benefits are sometimes paid late, which causes them to feel disenfranchised. Due to this circumstance, society has a bad opinion of teachers and the teaching profession as a whole. instructors' low standing is mostly due to poor working circumstances, wider negative impact, and instructors' poor professional and personal conduct.

(Guneyli & Aslan, 2009) Conducted a study on “Evaluation of Turkish Prospective Teachers' Attitudes Towards Teaching Profession (Near East University case).” According to this study, there was a sizable gender gap in favor of female future instructors. Regarding the impacts of class and socioeconomic status, there was no discernible variation in attitude ratings.

(Baloglu & Karadag, 2011) Conducted a study on “A Study of the Relationship between the Prospective Teachers' Attitudes toward the Teaching Profession and their Preferred Coping Strategies with Stress.”

The results of this study demonstrated a statistically significant correlation between student instructors' views regarding the teaching profession and several of their favored stress-reduction techniques.

3.0 METHODOLOGY

In this study, the investigators used descriptive survey method to conduct the study of Attitude of Student-Teachers towards Teaching Profession in Nagaon and Sonitpur District of Assam.

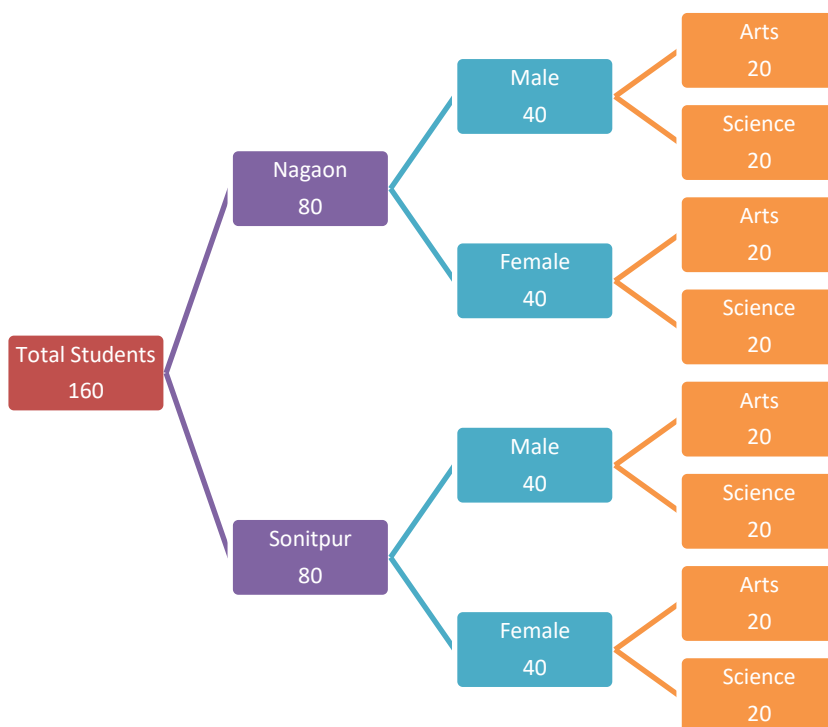
3.1 POPULATION

The population of the study was all the student-teachers of government B.Ed. colleges in Nagaon and Sonitpur District of Assam.

3.2 SAMPLE

The investigators have used disproportionate stratified random sampling technique for selecting the sample. A sample of 160 student-teachers of government B.Ed. colleges in Nagaon and Sonitpur District are selected.

Structure of the classification of the sample is presented below-



3.3 TOOL USED

In the present study, the investigators used self-made tool related to the study on the attitude of student-teachers towards teaching profession

which has been developed based on the earlier studies conducted by various researchers.

3.4 STATISTICAL TECHNIQUES USED

In this study, the investigators have used Percentage, Mean, SD and t-test to obtain the result.

4.0 ANALYSIS AND INTERPRETATION

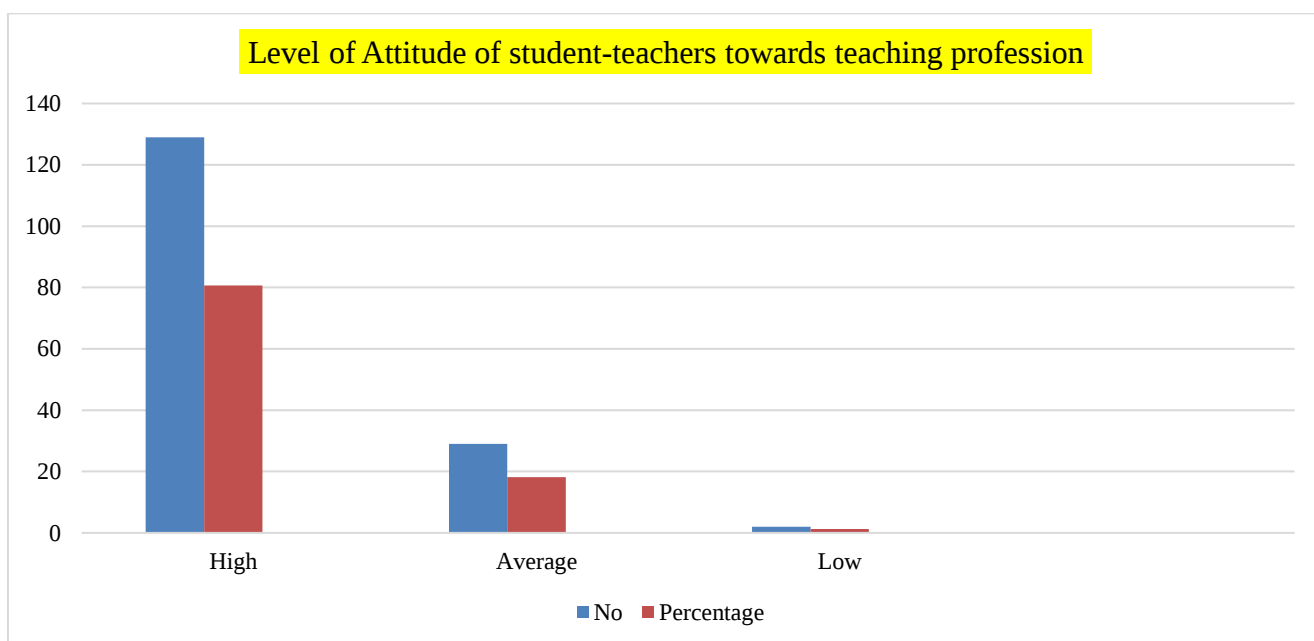
Objective 1: To study the level of attitude of Student-Teachers towards Teaching Profession.

Table 1: Level of attitude of Student-Teachers towards Teaching Profession

Level of attitude	No of student-teachers	Percentage
High	129	80.62
Average	29	18.13
Low	02	1.25
Total	160	100

The above table 1 shows the level of attitude of student-teachers towards teaching profession in Nagaon and Sonitpur District of Assam. The statistical data reveals that 80.62% student-teachers have high level of attitude towards teaching profession; 18.13% student-teachers have average level of attitude towards teaching profession and only 1.25% student-teachers have low level of attitude towards teaching profession. Finally, it has been found that majority of students i.e., 129 out of 160 students reported to have high level of attitude towards teaching profession.

Figure 1 showing graphical representation of the level of attitude of student-teachers towards teaching profession in Nagaon and Sonitpur District of Assam.



Objective 2: To compare the attitude of male and female student-teachers towards teaching profession.

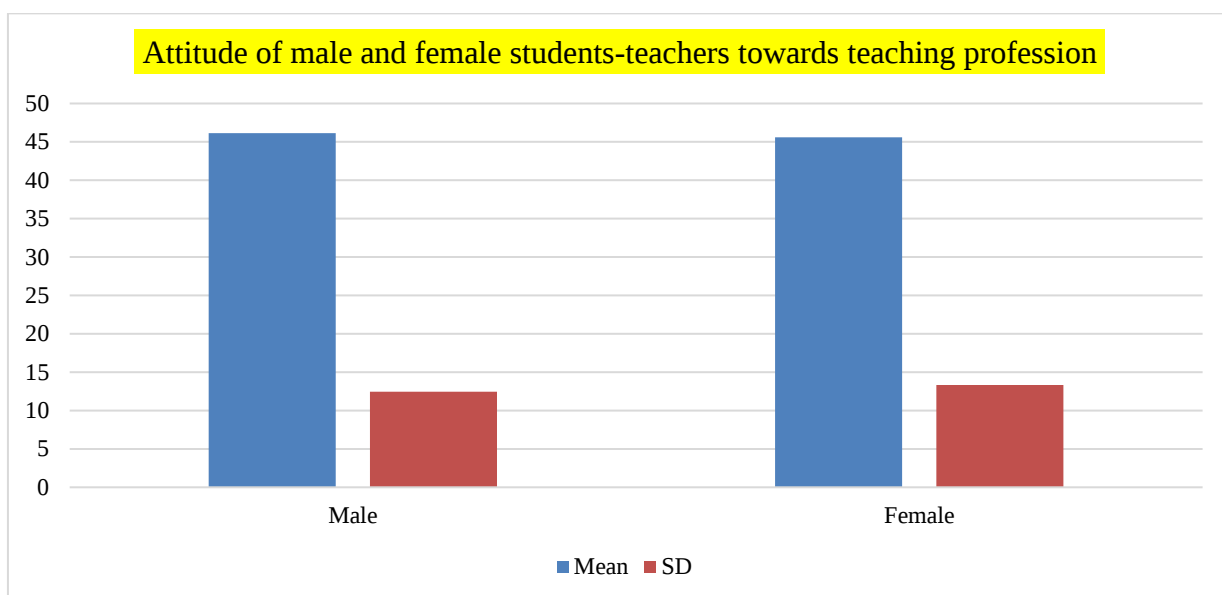
Table 2: Comparison of the attitude of male and female student-teachers towards teaching profession.

Attitude of male and female students-teachers towards teaching profession

Sl. No	Gender	N	Mean	SD	t-value	Level of significance at 0.05
1	Male	80	46.13	12.46	0.9	Not Significant
2	Female	80	45.61	13.31		

From the above table 2, it is observed that, the mean scores of the attitude of male and female student-teachers towards teaching profession are 46.13 and 45.61 respectively and standard deviations are 12.46 and 13.31 respectively. The t-value of the attitude of male and female students-teachers towards teaching profession is 0.9, which is smaller than the tabulated value at 0.05 levels. Hence, the hypothesis is accepted at 0.05 levels, it may be concluded that there is no significant difference between the attitude of male and female student-teachers towards teaching profession.

Figure 2 showing graphical representation of the attitude of male and female student-teachers towards teaching profession



Objective 3: To compare the attitude of arts and science stream's student teachers towards teaching profession

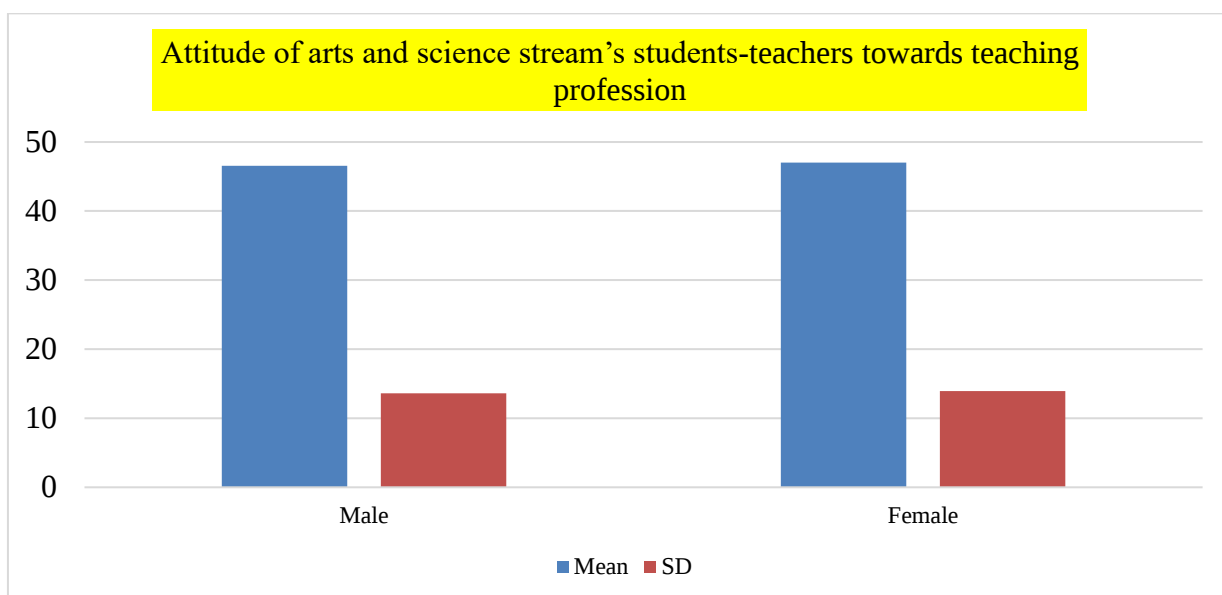
Table 3: Comparison of the attitude of arts and science stream's student-teachers towards teaching profession.

Attitude of arts and science stream's student-teachers towards teaching profession

Sl. No	Gender	N	Mean	SD	t-value	Level of significance at 0.05
1	Male	80	46.57	13.62	0.72	Not Significant
2	Female	80	47.01	13.91		

From the above table 3, it is observed that, the mean scores of the attitude of arts and science stream's student-teachers towards teaching profession are 46.57 and 47.01 respectively and standard deviations are 13.62 and 13.91 respectively. The t-value of the attitude of arts and science stream's students-teachers towards teaching profession is 0.72, which is smaller than the tabulated value at 0.05 levels. Hence, the hypothesis is accepted at 0.05 levels, it may be concluded that there is no significant difference between the attitude of arts and science stream's students-teachers towards teaching profession.

Figure 3 showing graphical representation of the attitude of arts and science stream's student-teachers towards teaching profession



Objective 4: To compare the attitude of Nagaon and Sonitpur district's student-teachers towards teaching profession.

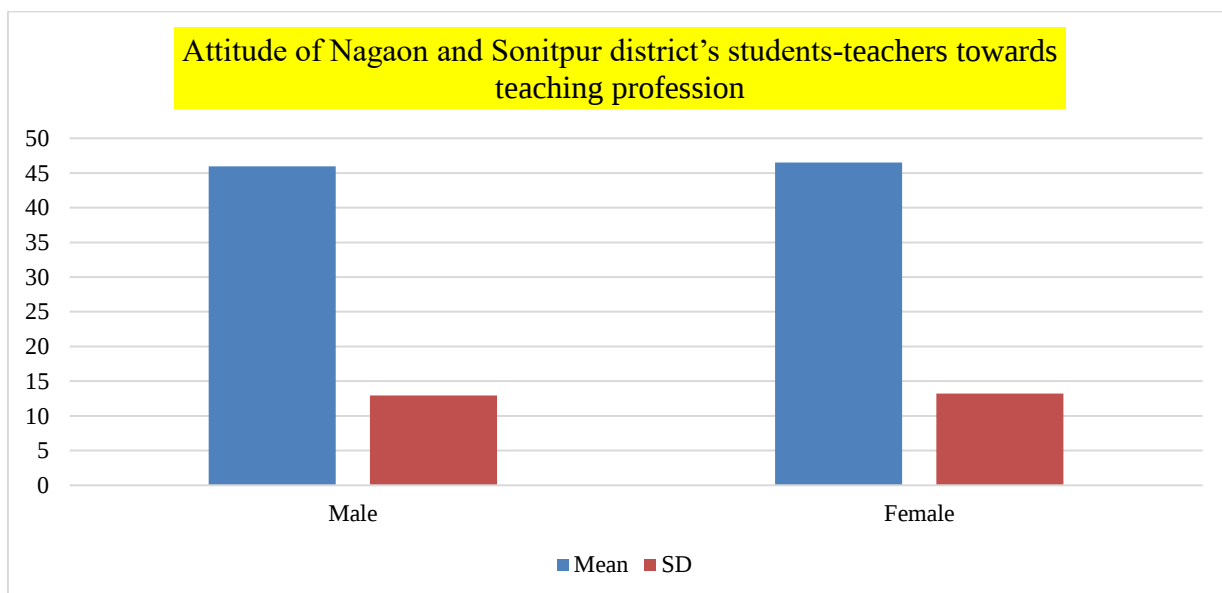
Table 4: Comparison of the attitude of Nagaon and Sonitpur district's student-teachers towards teaching profession.

Attitude of Nagaon and Sonitpur district's student-teachers towards teaching profession

Sl. No	Gender	N	Mean	SD	t-value	Level of significance at 0.05
1	Male	80	45.96	12.92	0.81	Not Significant
2	Female	80	46.51	13.23		

From the above table 4, it is observed that, the mean scores of the attitude of Nagaon and Sonitpur district's student-teachers towards teaching profession are 45.96 and 46.51 respectively and standard deviations are 12.92 and 13.23 respectively. The t-value of the attitude of Nagaon and Sonitpur district's students-teachers towards teaching profession is 0.81, which is smaller than the tabulated value at 0.05 levels. Hence, the hypothesis is accepted at 0.05 levels, it may be concluded that there is no significant difference between the attitude of Nagaon and Sonitpur district's students-teachers towards teaching profession.

Figure 4 Showing graphical representation of the attitude of Nagaon and Sonitpur district's student-teachers towards teaching profession



5.0 FINDINGS OF THE STUDY

- 80.62% student-teachers have high level of attitude towards teaching profession
- 18.13% student-teachers have average level of attitude towards teaching profession.
- Only 1.25% student-teachers have low level of attitude towards teaching profession.
- Majority of students i.e., 129 out of 160 students reported to have high level of attitude towards teaching profession.
- There is no significant difference between the attitude of male and female student-teachers towards teaching profession.
- There is no significant difference between the attitude of arts and science streams student-teachers towards teaching profession.
- There is no significant difference between the attitude of Nagaon and Sonitpur district's student-teachers towards teaching profession.

6.0 EDUCATIONAL IMPLICATIONS

The study's educational ramifications are stated in the following ways:

- Professionalism is important in creating a supportive academic environment in educational institutions.
- Building stronger relationships with students is crucial to a teacher's ability to deliver a successful teaching-learning process.
- A teacher's attitude has a big impact on how relevant, engaging, and appealing the teaching-learning process is in the classroom.
- Students' motivation, interests, and attention can be aroused and created by a teacher with a positive professional attitude.

- Additionally, it aids educators in fostering their ongoing professional development.
- A teacher with a positive outlook may handle the numerous roles and responsibilities of instructors in educational institutions and in society with ease.

7.0 SUGGESTIONS

The following actions should be conducted, which are covered under the following approaches, in order to foster a favorable attitude among the student instructors about teaching:

- The student-teachers at teacher education colleges need to comprehend the needs, contributions, tasks, roles, and responsibilities of teachers in society.
- Creating a supportive academic environment inside the school is also necessary for instilling a good attitude in student-teachers at teachers' education institutes.
- The curriculum and syllabus should be built around the activities that support the development of a healthy professional attitude as well as the correct and tight organization of such activities.
- According to the demands and requirements of the society, the teachers' education curriculum may occasionally be expanded and reorganized.
- The specific variations of the student-teachers must be understood, and there must also be a need for periodic evaluation of their performance.
- The selection of student teachers should be done through a rigorous admissions test together with appropriate guidance from a professional or psychologist.
- For the development of a good teaching attitude, the institutions for teacher education need to have the appropriate infrastructure and amenities.
- It is important to periodically offer a variety of programs, including seminars, workshops, lectures, and debates linked to the development of the student teachers' professional and personal qualities.
- The activities pertaining to the student teachers' physical, intellectual, emotional, social, and spiritual growth must be planned in the institutes for teacher education.

8.0 CONCLUSION

One of the crucial components for creating a solid system and bringing about a qualitative change to the entire education system in a country is

the professional attitude of the student-teacher. The nation's future educators will be student-teachers, and they must obtain a professional education, gain expertise in their fields, acquire modern abilities, and adopt a constructive outlook in order to assume full responsibility for creating and forming the nation's future citizens. Because a country's progress totally depends on the caliber of its teachers, including their professional knowledge, abilities, attitudes, and competencies. On the other hand, teachers' professional growth is greatly influenced by their mindset. The teaching-learning process may be made more relevant, entertaining, and successful by a teacher with a good attitude. A professional's attitude toward his career will determine how efficient and productive he is. Therefore, during their professional training time, instructors must acquire a good and favorable attitude toward their vocation. It is also well-known that establishing a favorable or positive attitude toward the teaching profession is a must for instructors who want to implement a strong educational system by acquiring the necessary professional information, abilities, attitudes, and values. Being aware of the profession can help people develop a feeling of responsibility, professional competence, professional dedication, professional ethics, and other professional attributes. A teacher who has a good attitude toward the teaching profession is more conscious of the need to advance his professional abilities than a teacher who has a negative attitude. Only a teacher with a positive attitude toward the teaching profession can ensure that children learn effectively and productively. Teachers with a positive attitude not only make teaching simpler, but also more rewarding personally and professionally. On the other side, a bad attitude toward teaching makes instruction more difficult, tiresome, and unpleasant. Teachers' attitudes regarding their work play a significant role on how their personalities develop. A teacher's attitude toward his or her career informs his or her thoughts, feelings, and actions. It is necessary to study the attitudes of the student teachers, including attitude assessment, professional attitude needs, professional attitude influences, and factors that affect professional attitudes, as well as developing a positive and favorable attitude of each student teacher towards the teaching profession, in light of the necessity and significance of developing a positive attitude to the teachers.

REFERENCES

- Akkaya, F. (2009). re-service teachers' attitude towards teaching profession. Inonu University Journal of the Faculty of Education , 9 (6), 27 – 42.
- B.K.Pehlivan. (2010). A Study on Prospective Teachers' Learning Styles and Their Attitudes Toward Teaching Profession. Elementary Education Online , 9 (2), 749-763.

- Baloglu, N., & Karadag, E. (2011). A Study of the Relationship between the Prospective Teachers' Attitudes toward the Teaching Profession and their Preferred Coping Strategies with Stress. *The New Educational Review* .
- Best, J. W., & Kahn, J. V. (2008). *Research in Education*. New Delhi: Prentice-Hall of India Pvt. Ltd.
- BHARGAVA, A., & PATHY, D. M. (2014). ATTITUDE OF STUDENT TEACHERS TOWARDS TEACHING PROFESSION. *Turkish Online Journal of Distance Education-TOJDE* , 15 (3).
- Bhaskara, L. (2014). A comparative demographic study of attitudes of secondary and higher secondary student teachers (B.Ed) towards teaching profession. *Research & Practice in Assessment* .
- Capa, Y., & Cil, N. (2000). Teachers' Attitudes towards Teaching Profession: An Investigation of the different variables. *Hacettepe University J. Educ.* , 18, 69-73.
- Das, S. (1992). One year training program for the teachers at primary schools of Assam. *Journal of Computed-Medicated Communication* .
- Guneyli, A., & Aslan, C. (2009). Evaluation of Turkish Prospective Teachers' Attitudes Towards Teaching Profession (Near East University case). *Procedia Social and Behavioral Sciences* , 1, 313-319.
- Izevbigie, I., & Osunde, U. A. (2006). An Assessment of Teachers' Attitude Towards Teaching Profession in Midwestern Nigeria. *Education Spring* , 126, 462.
- K.Suja. (2007). Interaction effect of attitude towards teaching, interest in teaching and teaching experience of job commitment of primary school teachers. M.Ed. Thesis. University of .
- Koul, L. (1984). *Methodology of Educational Research*. Vikash Publishing House Pvt. Ltd., New Delhi.
- Mangal, S. (2009). *Essentials of Educational Psychology*. New Delhi: PHI Learning Private Limited.
- Mirunalini, M., & Anandan, K. (2012). Teacher Professional Perception of B.Ed Student Teachers. *Journal of Community Guidance and Research* , 29 (3), 473-480.
- Oral, B. (2004). The attitudes of students of education faculty towards teaching profession. *Eurasian Journal of Educational Research* , 15, 88-98.
- PANCHOLI, M. A., & BHARWAD, D. A. (2015). Student-Teachers' Attitude towards Teaching Profession. *International Journal of Research in Humanities & Soc. Sciences* , 3 (8).
- Sahayarani, J., & Stanly, L. (2011). A Study on Attitude Towards Teaching Profession and Achievement in Teaching Competency of B.Ed Trainees. *New Frontiers in Education* , 44 (3), 250-253.
- Sax, G. (1974). *Principles of Educational Measurement and Evaluation*. California: Wadsworth Publishing Company.
- Sharma, S., & Dhaiya, P. (2012). Comparative Study of Attitude towards Teaching of Science and Arts of B.Ed.Students. *Bhartiyam International Journal of Education & Research* , 1 (2), 2277-1255.

- Sharma, V. (1967-68). Teacher educators' attitude towards practice teaching in some of the selected training colleges of U.P. and Delhi. Educational Action Research
- Vijayavardhini, D. S., & Sivakumar, M. (2014). A study on Attitude of Prospective Teachers. Sparkling International Journal of Multidisciplinary Research Studied .
- <https://dictionary.cambridge.org>
- <https://en.oxforddictionaries.com>
- <https://www.thefreedictionary.com>
- <https://shodhganga.inflibnet.ac.in>