CHAPTER 7

SUMMARY AND CONCLUSIONS
SUMMARY AND CONCLUSIONS

The problem for this study was stated in the question form to focus the research efforts pertaining to this study. The researcher conducted this study and got answer to these questions. These specific questions are given below.

7.1 Specific Questions

1. What appropriate methodology must be adopted for developing the effective tool in Marathi medium for measuring the attitude of student-teachers towards teaching profession?

After developing the tool for measuring the attitude of student-teachers towards teaching profession, the following two questions were taken for their solutions.

2. Is there any significant difference in the learning behaviour of the student-teachers, belonging to high attitude group and low attitude group undergoing simultaneously various learning activities during B.Ed. training course?

3. Is there any significant difference in the attitude towards teaching profession of the student-teachers taking B.Ed. course of the Poona University, in the Colleges of Education situated at district places and having old establishment and classes supported by Government in the form of grant-in-aid?

To answer the first question the researcher had to adopt the technique of attitude scale construction. He decided to use the Likert's technique of Attitude Scale Construction. For the application of Likert's technique
of Attitude Scale Construction the researcher had collected one hundred and ten statements related to teaching profession, education in general and teacher behaviour expressing attitude towards teaching profession. After careful screening one hundred and one statements were finally accepted for preliminary stage of the scale construction. A scale was prepared for preliminary analysis for the selection of the items on the basis of 't' values, for each statement, the procedure was based upon the responses given by the participants who were the student-teachers and who were suitably categorized into three groups on the basis of total attitude scores, namely high, medium and low attitude groups. There upon a comparison by statistical calculation was made of only high and low group scores pertaining to each statement. Thus the comparisons enabled the researcher to calculate t values. The formula used for calculating t values was:

\[ t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{S^2_H}{n_H} + \frac{S^2_L}{n_L}}} \]

where \( \bar{X}_H \) = Mean of the high group
\( \bar{X}_L \) = Mean of the low group
and the denominator is the standard error.

The selection of the statements were made on the basis of significant, high t values.

Thus thirty two statements were selected for the final draft of the attitude-scale, out of 32, two were used for instructional purposes and

the remaining thirty statements were used for final scale for presenting
to the person whose attitude was to be measured. The finalised scale was
then printed by adding appropriate instructions with suitable blank space
for recording the appropriate information about the person whose attitude
is to be measured. All the care was taken to print the scale and accompanying
instructions etc. in pleasing manner.

Marathi version of the final draft of the attitude scale can be seen
in the Appendix P-1 of this report.

The reliability of this scale was studied by Split Half Method and
also by Test-Retest Method. The reliability coefficients were found to
be .92, .92 and .83 when calculated on three different occasions using
different data, by the Split-Half Method. The reliability coefficients were
found to be .76 after one month, 0.40 after six months and 0.36 after
eight months, by test-retest method.

The reliability coefficients thus calculated are quite high and incon-
formity with the observation given by Allen L. Edwards. After studying
the reliability of the scale by Split-half method and arriving at satisfactory
results, researcher computed its concurrent validity.

The attitude scale in Hindi developed by Dr. S.P. Ahluwalia was used
for studying the validity by comparison. The attitude scale for measuring
the attitude towards teaching profession developed by Dr. S.P. Ahluwalia
is a standardised tool. The reliability was found to be 0.73 and 0.89.
The test was standardised by using a sample group of 2169 teachers. Dr. S.P.
Ahluwalia in his Teacher Attitude Inventory (TAI) included 90 statements.
This test is a Likert type attitude scale. This standardised tool is extensively

used in Hindi speaking areas. To establish validity with this tool as an external criterion, the researcher administered TAI to a group of 127 student-teachers belonging to College of Education, Jalgaon. The student-teachers who participated in the study were well-versed in both Hindi and Marathi languages and could understand and express their opinions with full understanding the statements given in TAI. The same group of student-teachers had taken the attitude scale developed by the researcher. After examining answer-sheets of TAI and the test answer-sheets of the scale, (ASTP) developed by the researcher, the attitude scores were prepared for each student-teacher and for each type of test. The results of this examination work was tabulated and subjected to statistical calculation of the coefficient of correlation. It was found that the value of coefficient of correlation was 0.50414.

Dr. Ahluwalia studied the validity of his tool by comparing the tool he developed with Hindi adoption of MTAI developed by Dr. M. C. Joshi. He found the concurrent validity based on coefficient of correlation whose value was 0.23.

In comparison with the tool developed by Ahluwalia, the researchers concurrent validity appears to be quite satisfactory. The coefficient of correlation obtained by the researcher was found to be 0.50414.

The attitude scale constructed by the researcher has following special features:

7.2 Special Features of Attitude Scale for Teaching Profession:

1) Name of the Scale: Attitude Scale for Teaching Profession (ASTP)

2) Uses: The Scale can be used
   1) To measure the attitude towards teaching profession of the student-teachers.
2) To grade or rank the student-teachers
3) To make the selection of the students for B.Ed.Course.
4) To enable the teacher to know his attitude towards teaching profession.
5) To find out whether student-teachers have acquired the desired level of attitude.
6) To assess the quality, in respect of attitude development of student-teacher/teachers in programmes of training colleges.
7) To compare the performance of different training institutions in the area of attitude development.
8) To compare the attitude of different groups of prospective and practising teachers belonging to teaching profession.
9) To use the scale as a tool for conducting inter-disciplinary cross-cultural and transnational research in the field of attitude development of prospective and practising teachers and
10) To construct newer and more-dependable tools in the area of attitude appraisal.

3) For whom the scale is prepared
   1) Student-teachers,
   2) Teachers in profession

4) Time required : About half an hour.

5) Main features :
   1) It is Likert type attitude scale consisting 30 statements, out of which 15 are favourable and 15 are unfavourable.
2) The statements covers the areas as teaching profession, school life, teacher behaviour and status of teacher and teaching profession, etc.

6) Scoring: Scoring by the method of summated ratings. A cut stencil is provided with the scale.

7) Reliability: By Split-Half Method.
   The reliability was .87, .82 and .92.
   By Test-Retest Method.
   The reliability was .75 after one month, .40 after six months and .36 after eight month.

8) Validity: The validity was computed by product-moment, correlation coefficient obtained between the Ahluwallas' TAI and researchers' ASTP. It was 0.50414.

7.3 The Practicability of the Attitude Scale

The researcher constructed the attitude scale by using the Likert technique. The attitude scale contains thirty statements. Therefore, it can be used with this advantage; the tool developed by Ahluwalia which is used extensively in Hindi speaking regions contains 90 statements. More time is required to administer TAI. If a scale contains more items it takes more time to respond. It is difficult to sustain attention to the end on such a long list of statements. The scale developed by the researcher is more practicable from this point of view. It can be administered in about half an hour. The reliability of the scale is also good. It can be scored rapidly because cut stencil is provided for quick scoring. All the statements selected for the purpose of final version of the scale are having
significant and high 't' values, therefore it can be used with advantage for selecting students for training purposes. The practicability as a selection tool was demonstrated by a separate study described in Chapter Fifth of this report. Moreover, the tool can be used as a self-administering instrument. Any teacher wishing to measure his own attitude towards teaching profession can take this scale and score by himself and find out his own attitude. For evaluation, percentile norms are also provided.

After constructing the attitude scale and keeping it ready for further use in answering two questions as a part of the total statement of the problem in question form, the researcher conducted two separate studies to answer each one of the two questions. The questions were:

1) Is there any significant difference in the learning behaviour of the student-teachers, belonging to high and low attitude groups undergoing simultaneously various learning activities during B.Ed. training course?

2) Is there any significant difference in the attitude towards teaching profession of the student-teachers taking B.Ed. course of the Poona University in the Colleges of Education situated at District places and having old establishment and classes supported by Government in the form of grant-in-aid?

The researcher studied these questions serially and answered them one by one. The study undertaken to answer the first question was as follows:
7.4 Application of the Scale as a Selection Tool

In order to study the practicability of the scale, as a selection tool, the separate study was conducted. That is presented in Chapter Fifth of this report.

First in the beginning of the academic year 1990-91, the Scale was administered to 148 student-teachers joining B.Ed.Course in College of Education Jalgaon. The attitude scores were prepared and subjected to categorisation into high, medium and low attitude groups. The students belonging to high attitude group and low attitude group were enlisted on separate sheets and identification numbers were given to them for using throughout the year. The participation of the student-teachers belonging to high and low attitude groups was carefully observed and evaluated in nine types of college activities. These activities were as follows:

1) Workshop
2) Micro-teaching
3) Experiments in Psychology
4) School lessons
5) Social Work (S.W.)
6) Socially Useful Productive Work (S.U.P.W.)
7) Extra-curricular and Co-curricular Activities.
8) Selection of the Best Student-teacher.

The performance of high and low attitude groups was subjected to comparison.

Seven out of eight comparisons thus made the high group performance was significantly better than the low group. The activities in which significant
differences between means of high and low attitude groups were concluded are as follows:

1) Workshop
2) Micro-teaching
3) Experiments in Psychology
4) School lessons
5) Social Work
6) Study Habits, and
7) Selection of the Best Student-teacher.

Only the activity socially usefully productive work deviates from the rest enlisted above from the point of view of its significance of the difference between the means of high and low attitude groups. The difference between the means of high and low attitude groups pertaining to this activity only one was not significant at .05 level. For want of qualitative comparison of the relative performance of individuals belonging to high and low attitude groups regarding extra curricular and co-curricular activities it was decided not to use statistical procedures for evaluating relative performance. This situation of non availability of data about the relative performance arose due to the fact that the activity was not compulsory for every individual joining B.Ed.course. The student-teachers took part quite willingly. The performance was not homogeneous and hence cannot be compared yielding quantitative data. Therefore it was decided to count number of occasions in which individual participated with self will. These frequency counts were graphically represented by summing them according to high and low attitude groups. In the case of graphical observations one can observe that high group participation was more than that of low attitude group.
participation. After completing the statistical work the researcher found out that almost all the activities of high group performance were better than that of low group performance. This proves that the initial high attitude facilitates the performance of student-teachers throughout the year. Their achievement appears to be significantly better than the student-teachers of low initial attitude group. Therefore while giving admission to the applicants for B.Ed. course the attitude score should be taken into consideration. This proves the utility of the tool for selection purposes.

The second question was, Is there any significant difference in the attitude towards teaching profession of the student-teachers taking B.Ed. course of the Poona University in the Colleges of Education situated at district places and having old establishment and classes supported by Government in the form of grant-in-aid?

For answering this question, a separate study was undertaken. The study was conducted as an application of the attitude scale, developed by the researcher for studying institutional differences in attitude development. The study is presented in Sixth Chapter of this report.

7.5 Application of the Scale for studying the institutional differences in developing the attitude of student-teachers towards teaching profession.

For this comparative study the Colleges of Education were selected on the basis of their location at district places and receiving grant-in-aid and in the case of two or more such colleges existing at a district place, then the old established College of Education was selected for this study. Thus five colleges which were included in the study are as under

1) College of Education, Jalgaon,
2) College of Education, Dhulia
3) College of Education, Nasik
4) College of Education, Ahmadnagar
5) Tilak College of Education, Pune.

This particular decision of selecting colleges was taken by the researcher because the selection in this manner ensured homogeneous institution having similar resources library, laboratory etc. and activity-aids, teaching aids etc., as well as well-qualified and experienced staff.

The design of the research was single group pre-test - post-test design. Each college was regarded as a single group receiving treatment regarding attitude building during the training year. The difference between the means of the attitude scores measured at the beginning of the academic year and at the end of the academic year 1991-92 was subjected to statistical analysis.

It was found that the hypothesis set for the purpose had to be retained was, "There is no significant institutional difference between the means of attitude development indicators of the Colleges of Education under study."
The procedure used for the verification of this hypothesis was one way analysis of variance.

The F-ratio was found to be 1.6634042. It was not significant because the table value of $F_{at .05}$ was 2.40 and table value of $F_{at .01}$ was 3.37.

It appeared that the expected level of attitude development was not attained by the Colleges of Education under study. Therefore the data taken for further analysis.
After treating the data by way of analysis of variance and drawing conclusions upon the value of F ratio, the researcher decided to partition the attitude data into high, middle and low group pertaining to each college. He further decided to compare colleges by considering high and low groups only. Hypotheses were set for all the paired comparisons of colleges under study.

Hypothesis:

The general statement of hypothesis for any paired comparison undertaken in the study is given below:

"There are no significant institutional differences in the indicator of attitude development during the year 1991-92 of student-teachers belonging to high and low groups of attitude development indicators."

Thus for every pair of college the hypothesis reads the same but only the names of the colleges forming the pairs will change thus the general statement given above should generate ten hypotheses for ten comparisons.

For partitioning attitude data, mean and standard deviation of all the attitude scores irrespective of the colleges were computed. The three-groups of each college were prepared by considering the mean and standard deviation values of the whole group. Those having score more than or equal to $M+\epsilon$ (13 and +13) were grouped in high attitude group and those having score less than and equal to $M-\epsilon$ (-11 and below) were grouped in low attitude group. The rest were placed in medium attitude group.

In order to verify the hypothesis implied in the general statement given above two by two tables of frequencies for each pair of colleges
and for each group high and low were set. Then the verification of the hypothesis was made using the $\chi^2$ measure for two by two data. The computer values of $\chi^2$ were compared to table values by referring to appropriate degrees of freedom. Ultimate results of comparison is given below:

TABLE 7.1

SUMMARY TABLE OF THE RESULTS OF THE CHI-SQUARE

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Where S means significant
NS means Non Significant
J means College of Education, Jalgaon
D means College of Education, Dhule
N means College of Education, Nasik
A means College of Education, Ahmadnagar
P means Tilak College of Education, Pune

The result of the paired comparison.

Our of ten paired comparison only one had the significant difference of .05 level. All other chi-square values were not significant. The significant value of chi-square was found for College of Education, Jalgaon with Tilak College of Education, Pune. Other colleges had the tendency of the movement
of attitude development indicators somewhat of similar magnitude unidirectional therefore showed non significant chi-square values.

The result obtained by the researcher hinted somewhat similar trend concluded by Dr.S.P.Ahluwalia. He found. "The mean attitude score as a general rule, were found to decrease in place of improving at the end of training programme". He further concluded, "Sexwise and institutionwise mean attitude score differences were calculated but these were not significant" The results of other investigators do not show this trend on the contrary quite opposite conclusions were drawn by one of them that is Dr.Yeshodhara K. this investigator concluded, "The student-teachers made significant gains in each of the four attitudes and three profeciencies in all six Colleges of Education; although there were institutional differences.

These results are contradictory, to each other and therefore cannot be accepted without reservation.

The reasons of such a contradiction can be reflected by a separate study. However the speculation can be made regarding non-significant results as obtained by the present researcher.

Some wrong practices can be seen in the employment opportunities as well as in the selection procedures of certain non-grant institutions having scanty resources and low standards of instructions. Such institutions are mainly non-grant B.Ed.Colleges. Due to unhealthy competition in the field and substandard teaching in some substandard institutions the faith of student-teachers towards their profession is at stake. It can be read in the news-papers and popular journals which try to project true picture of training in the field. Students read such news and opinions expressed

3. S.P.Ahluwalia, Development of a Teacher Attitude Inventory and a Study of change in Professional Attitudes of Student-teachers: (Dept.of Edn. Dho.1974, NCERT)
through the media. Such a situation may be responsible for negative attitude towards education in general and teaching profession in particular.

The students getting B.Ed.degree from these institutions as well as from good institutions the number of entrants in the profession is quite big to cope with the existing employment opportunities. So a guarantee cannot be given about the entry in the profession. This situation creates difficulty in building the right type of attitude towards teaching profession. The question was raised in the parliament. News paper projected this evil and heated discussion took-place. Most of the sensitive magazines took the noate of this situation.

Dr.Indapurkar⁴ observed that after completion of the B.Ed.course. The guarantee cannot be given about the entry in the teaching profession. He further stressed the need for the survey of employment opportunity of newly trained student-teachers. The reason he found lies in the standard of the activities in the B.Ed. colleges. He observed that the Government policy is also responsible for unstable situation regarding B.Ed.course. He further criticised the non-grant B.Ed.Colleges for their substandard instructions and the practice of taking capitation fees.

The situation is frustrating and provoking negative attitude towards profession. The political influence can clearly be seen in the selection of the candidate for the course. Mal and corrupt practices thrive in the system of the entry in the profession. Devaluation of the degree is also clearly observable. Students are quite sensitive to changes in the social and political environment and atmosphere in the system.

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⁴ C.D.Indapurkar, निदेशक समिति, Oct.,Nov.1988, Nagpur, P.120.
The defect in the training and employment system were pinpointed by the individuals working as teacher-educators in the system. A questionnaire in the form of schedule was given to teacher-educators working in the Colleges of Education under study. The analysis of the responses is presented in the Chapter Sixth of this report. The summary of the results of analysis is as follows:

All the suggestions were categorized into three parts:

1) Suggestions regarding administration,
2) Suggestions regarding curriculum,
3) Suggestions regarding teacher-behaviour.

1) Suggestions regarding administration:

1) A change is needed to make the course effective in developing the attitude of the student-teachers towards teaching profession, right from the selection of the student-teachers for the course.

2) Teacher-educator stress the need for attitude measurement as a selection criterion.

3) Some of the participants pointed out the present malpractices in education. The major is the political influence. They wanted to keep education free from such bad influences.

2) Suggestions regarding curriculum:

1) The teacher-educator suggested the course should be made more practical and opportunities should be given to observe the ideal behaviour of teacher-educators.

2) Some of the teacher-educators wanted internship to be included in the present curriculum.
3) Suggestions regarding the teacher behaviour:

1) Teacher educators expressed their views about the distance between teacher-educators and student-teachers. They wanted this distance to be reduced.

2) Over emphasis of marks must be removed and co-operative and co-ordinated participation should be aimed at to ensure rich experience.

The teacher-educator suggested many reforms which can be seen in the Appendix T-4 of this report. Only some of them are mentioned above.

It appears that even the teacher-educators working in the system are not satisfied about the training system. In order to make system more effective from the point of view of attitude development the distance between the teacher educators and the students should be reduced. So that in friendly and helpful atmosphere the affective objectives will be achieved to some extent. The suggestion regarding removal of over emphasis on marks will also help attitude building. The sense of security should be developed by the Government, training institutions and the teaching staff by removing political influences and ensuring more healthy climate for interaction. After completion of the course entry in the profession should be guaranteed by the concerned authorities; otherwise negative attitude towards teaching profession will be fostered. This course is completely governed by the end examination and main stress is on cognitive domain of objective. Affective domain is highly neglected. Attitude building is mainly related to the activities oriented by the objectives of affective domain.

For want of funds at present the policy of the Government is not conducive to this recommendation. However ways and means must be searched to bring in healthy climate for building right type of attitude towards
teaching profession. A placement service at college level should be started.

7.7 General Conclusions and Suggestions:

From this study it was observed and concluded that:

Firstly the conclusion drawn by conducting a pilot study pertaining to development of attitude due to training imparted by teaching B.Ed.course of University of Poona that was existing during the year 1989-90, was as below:

The significant difference was found in the attitude scores of the student-teachers of College of Education, Jalgaon due to study of B.Ed.course in the academic year 1989-90. And the second conclusion was, that the significant difference was not found between the means of the attitude scores pertaining to attitude towards teaching profession of male and female groups.

From the pilot study, it was concluded that students acquired some knowledge of teaching due to training of B.Ed.course. And secondly it was established that the attitude towards teaching profession was sex free.

Student-teachers of College of Education, Jalgaon, during the year 1990-91 were selected for the study of learning outcomes through the various activities prescribed in the syllabus of Poona University, B.Ed.Course (1983), the conclusions of the results obtained are as under:

1) The significant difference was found in the performance indicators pertaining to workshop activity of B.Ed.course of the student-teachers belonging to high and low attitude groups.

It can therefore be inferred that the workshop activity is essential for the development of the proper attitude towards teaching profession.
2) The significant difference was found in the performance indicators pertaining to micro-teaching activity of the student-teachers belonging to high and low attitude groups.

From this, it can be inferred that the micro-teaching activity is essential for the development of the proper attitude towards teaching profession.

3) The significant difference was found in the performance indicators pertaining to experiments in psychology of the B.Ed. course of the student-teachers belonging to high and low attitude groups.

From this, it can be inferred that the experiments in psychology is essential for the development of the proper attitude towards teaching profession.

4) The significant difference was found in the performance pertaining to practice teaching that is school lesson activity of the B.Ed. course of the student-teachers belonging to high and low attitude groups.

It can be therefore be inferred that the school lesson activity is essential for the development of the proper attitude towards teaching profession.

5) The significant difference was found in the indicators pertaining to social work of B.Ed. course, of the student-teachers belonging to high and low attitude groups.

From this it can be inferred that the social work activity is
essential for the development of the proper attitude towards teaching profession.

6) The areas of socially useful productive work are the areas of the work situation in the field of production. The areas were mainly candle-making, chalk-making, ink-making, etc. The areas were not directly related to the teaching profession. So the significant difference was not found.

Similar opinion was also expressed by the teacher educators by almost all Colleges of Education included in the study, and they have given the last rank to this activity.

7) The significant difference was found in the performance indicators, pertaining to formation of study habits through activities related to theory part of the student-teachers belonging to high and low attitude groups.

It can, therefore be inferred that the good study habits are observed in the high attitude group student-teachers than the low attitude group student-teachers.

8) The significant difference was found in the preferential indicators pertaining to selection of the best student-teacher by using socio-metric technique for the students of B.Ed.course.

From this, it can be inferred that the best student-teacher was selected from the high attitude group student-teachers. And more preference of selection of the high attitude group student-teachers
9) There is more percentage of participation of the high attitude group students in the activity of co-curricular and extra-curricular activities of the B.Ed.Course than the students of low attitude group.

From this it can therefore be inferred that extra-curricular and co-curricular activities are essential for the development of proper attitude especially co-curricular activities are more beneficial for development of right type of attitude. The almost all teacher educators had given the higher rank for the curricular activities than the extra-curricular activities.

By making the extensive use of the tool, it was found that-

10) The significant institutional differences were not found in the increment of attitude scores due to study of B.Ed.course.

There being no inter-institutional differences it is inferred that the working in all the colleges is alike.

Similarly there being no significant difference between pre-test and post-test performance of the attitude scores in all the colleges under study, it may be inferred that the curriculum of the B.Ed.course (1983) was not suitable for developing the proper attitude among the B.Ed.students.

Some reasons may be as follows:

1) Attitude measurement of the applicant who is willing to enter for B.Ed.Course is to be neglected. So selection of the student might be faulty.
2) Students entering B.Ed. Colleges have not guarantee about the future entry in the teaching profession. This arrests the development of attitude towards teaching profession during their training period.

3) The course content does not cater for adequate change of attitude towards teaching profession.

4) The requirements of teaching profession may be neglected while revising the B.Ed. Course. The course content may not be dynamic. Keeping pace with the new trends in the teaching profession.

Suggestions

1. The following suggestions may improve the situation of the B.Ed. course to increase the attitude of the student teachers.

1. To select the students at the time of entrance in the B.Ed. course, the attitude must be measured systematically and those who have the high attitude scores should be considered for admission.

2. The requirements of teaching profession should be taken into consideration while revising the B.Ed. course from time to time. The course content should be made dynamic keeping pace with the new trends in the teaching profession, on one side and on the other side the development due to research in education.

3. Insecurity in the minds of students entering into B.Ed. college should be removed by appropriate authorities. Government and the manpower planner should create the atmosphere of security by creating opportunities for the entry into the profession so that the individual entering into B.Ed. college will have some guarantee of appropriate
service after completing his training.

Many new schools must be started and the substandard training institutions should be abolished or should be improved. All the mal-practices should be stopped.

Good and efficient staff should be appointed in Colleges of Education. A selection of the teacher-educator must be made on merit and right type of attitude towards his own profession. Merit connotes not only the good academic paper record but also the ability to guide the students in their future preparation for the profession.

4. There must be opportunities for the student-teachers to observe the ideal teacher-behaviour or the sublime personalities in the profession so that students may acquire excellent qualities from them.

5. All the activities in a school must be learnt during the training of B.Ed.Course, so that the student-teachers after completing their teaching should be able to face any problem arising during his career as a teacher.

6. There must be heavy stress on forming good study-habits through the whole theory and practice with the help of the curriculum.

7. Political influence should be removed completely from admission of the students, appointments of teacher-educators, principals and non-teaching staff etc. and the whole work of B.Ed.training.

From the above conclusions, it is clear that the tool developed by the researcher is a good measuring instrument for the attitude towards teaching profession of the student-teachers. And the present syllabus is
not suitable for the proper development of attitude among the student-teachers of B.Ed.Colleges. Therefore it must be revised.

7.8 Recommendation for Further Research Work

In the light of the conclusions of the present study the following recommendations have been made for further research studies:

1) The scope of the present study should be extended to the whole Maharashtra State.

2) Developing positive attitude towards teaching profession of the student-teachers who show low or negative attitude towards teaching profession.

3) To study the relationship between attitude and achievement in teaching profession.

4) To study the relationship between attitude and personality characteristics of a teacher.

5) To study the relationship between attitude towards teaching profession and teacher behaviour.

6) A comparative study of attitude of teachers in non-grant-schools and Government Aided schools towards teaching profession.