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# Government vs. Private Teacher Education Institutions: A Comparative Study of Student Teachers' Attitudes towards Teaching

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## Abstract

The basic aim of education is to move students from ignorance to knowledge, understanding and intellectual development, and the most important role in this is played by the teacher. According to the National Council of Teacher Education (NCTE, 1998), "The most important part of any educational programme is the teacher." Therefore, teacher education should not be seen as mere training, but as a process of holistic personality development and building professional competence. A balanced integration of teaching skills, educational theory and professional competences is essential in teacher education. Teaching skills include practical competences such as classroom management, presentation, communication and assessment. Educational theory includes aspects such as learning theories, motivation and child development. Professional competences include characteristics such as ethics, leadership ability, time management and a sense of cooperation. When all this is coordinated, the teacher not only becomes proficient in the subject but also emerges as a sensitive and effective professional. This study analyzes student-teachers' attitudes towards the teaching profession, which can guide future education policies and training programs.

## Keywords

Teacher education, professional competencies, attitudes

## Background of the Study

The main function of an educational institution is to provide such an educational environment to the students that takes them out of ignorance and leads them towards knowledge, understanding and intellectual development. As the National Council for Teacher Education NCTE clearly stated in Quality Concerns in Secondary Teacher Education, "The most important component of any educational program is the teacher." [1] In fact, the teacher is the fundamental pillar who actualizes the educational objectives and plays the role of transmitting knowledge, skills and values. Teacher effectiveness is important in the successful implementation of the educational process at any level.[2] If the teacher is dedicated, trained and has a positive attitude, the quality of teaching will automatically improve. Therefore, it is necessary for teacher education institutions to think deeply about how to prepare such teachers who are not only proficient in the subject matter but also make the classroom valuable, inclusive and effective.

The National Council for Teacher Education (NCTE) has transformed the teaching process into a comprehensive process, enabling the pre-primary school teachers to be trained, trained and researched at the highest level. It is a comprehensive programme that focuses on the development of teachers' capacity, competence and professional competence.[3] As the essence of teacher education is to produce

teachers who are not only well versed in the subject matter, it can be achieved very effectively by adopting modern teaching methods, value-based approaches and excellent management. This is what is going to happen in the Indian education sector. Therefore, teacher education should not be seen as just a training process, but as a process of total personality formation and professional development. The process of teacher development was not limited to imparting information, but it was a holistic development process, in which various factors work together to create teacher competence. It has three main elements learning skills, educational theory, and professional competencies.

Teaching skills refer to practical skills such as classroom management, presentation, communication skills, assessment techniques, etc., which are essential in the actual learning process.[4] At the same time, educational theories are the foundations of education such as theories of learning, developmental psychology, motivational theories, etc., which explain how children learn and how education can be effective. Professional competencies, such as ethical values, leadership ability, time management, collaboration with colleagues, etc., make a teacher not just an academic, but a responsible and strong professional. When these three components have a balanced and effective coordination, it not only develops the knowledge and attitude of the teacher, but also acquires the necessary skills that lead him towards holistic development in the field of education. Such coordination not only makes the teacher a subject specialist, but also develops him as an effective, sensitive, and responsive teacher.

## Significance of the study

Teacher education is a necessity of experience. Teachers are also the central pillar of the education system. Our academic and professional quality is the basis for the learning of the students and the wider development of the society. If the education system is to be effective, teacher education cannot be limited to training alone. It requires a comprehensive and comprehensive approach. It is necessary to include important dimensions in teacher education, such as the duration of academic preparation, the depth and quality of the content, the academic skills relevant to teaching, the relevance of the profession, the relevance of contemporary issues and motivation. If teacher education is limited to technical training, it is not possible to develop these qualities.

Therefore, it is essential to take teachers beyond training for education and to develop them as a whole. According to the plan of action (POA, 1992)[5], teachers are concerned about their children's educational programs. They are encouraged to perform at their highest level in their own education. Therefore, it may be beneficial to provide them with good training for their children along with cultural and national programs being disseminated to promote. Training programs are among the most important professional skills for teachers (professional competencies) and improvement (commitment). They provide with what's new in our world through proper professional behavior. This paper analyses the very attitude of student teachers towards the teaching profession particularly belonging to government institutions and private institutions of teacher training.

## Objectives of the Study

1. To compare the attitude of student-teachers towards teaching profession on the basis of type of institution.
2. To compare the attitude of student-teachers towards teaching profession on the basis of gender.

## Research Questions

1. What are the student teachers' attitudes toward teaching professions belonging to government and private institutions?

2. Are there significant differences between the two groups if comparing them on the basis of gender in the 21st century?

## Hypothesis

1. There is no statistically significant difference of attitude of student teachers towards teaching professions on the basis of type of institution.

2. There is no statistically significant difference of attitude of student teachers towards teaching profession on the basis of gender.

## Delimitations

A comparative study of student-teachers' attitudes towards teaching in government versus private teacher education institutions in Gorakhpur district is focused on student-teachers' attitudes towards teaching in government and private teacher education institutions in Gorakhpur district, involving a sample of approximately 199 students. It confirms a focused survey of the local teacher education institution. This delimitation provides an in-depth student-teachers' attitudes. By limiting the study to one district, the research may capture local distinctions but may not reflect broader trends in teacher education.

## Sample size and population

This study targets approximately 199 student-teachers enrolled in teacher training programmes such as B.Ed. or equivalent courses in government and private institutions. This sample size is manageable, yet sufficient to provide meaningful insights about attitudes towards teaching. Participant selection may involve random sampling to ensure representation, as seen in similar studies, but the focus remains on student teachers, excluding in-service teachers or other stakeholders.

## Type of institution

This research compares government (government-funded) and private teacher education institutions. Government institutions typically operate under government regulations with standardized curricula, while private institutions may vary in quality, resources, and pedagogical approaches.

## Time frame

The study is limited to a specific period, apparently recent academic years, to ensure relevance and uniformity in data collection. This time frame ensures that the findings reflect current trends in teacher education in Gorakhpur district, but may not capture long-term shifts in attitudes or institutional changes over time.

## Scope of the study

## Attitude assessment

The aim of the study is to assess student-teachers' attitudes towards teaching. By assessing these dimensions, the research seeks to understand how student-teachers view their future roles and whether these perceptions differ between government and private institutions of B.Ed. Instruments such as Likert-scale questionnaires or attitude inventories commonly used in studies can be used to measure these attitudes.

## Comparative analysis

A key objective is to compare attitudes among student-teachers in government versus private teacher education institutions. Government institutions may emphasize structured training and government-supported job prospects, potentially promoting positive attitudes toward teaching as a stable career. In contrast, private institutions may provide modern facilities or innovative teaching methods, which may increase student-teachers' confidence or enthusiasm. The study will explore how these institutional

differences affect attitudes, and provide information about the strengths and weaknesses of each system.

Review of related literature in research is a concise outline of the earlier researches (documented experts) that present support to research and inform us about what is common. Sharma et al. (2023) in their research 'A study of attitudes of female and male teacher trainees towards teaching profession' concluded that both male and female trainee teachers display positive attitudes towards the teaching profession.[6] Along with this, they found female trainee teachers to be more positive than male trainee teachers. The result was the same for all trainee teachers on graduation. Kalita and Bardoloi (2022) conducted a surprising study on "Impact on Teaching Effectiveness and Instructional Performance of Secondary Teacher Trainees" in Secondary and Higher Secondary Schools of Assam.[7] They found that 74.61 percent of the teachers were illiterate. The B.Ed. program improves the teaching efficacy of in-service teacher trainees.

The theoretical and practical aspects of training programs can completely change the attitude of the employees as well as increase the effectiveness of training at the workplace. Kumar and Sharma (2022) in their article, "Students' perceptions about the teaching profession based on their gender and streams", examined the differences between male and female B.Ed.[8] There was also a significant difference in the perceptions of men and women about the teaching profession by science stream students. Korkmaz and Unsal (2020) concluded in their study "Analysis of the relationship between attitudes towards teaching and professionalism in teaching" that positive, moderate and significant relationships were found between teachers' attitudes towards the teaching profession and their level of professionalism.[9] It can be argued that a teacher's professional attitude plays an important role in predicting their professional status.

Thus we see here that Sharma et al. found that both female and male B.Ed. trainee teachers have positive attitudes towards the teaching profession, with females being more positive. Kalita and Bardoloi underlined the positive impact of the B.Ed. program on the teaching effectiveness of secondary teacher trainees in Assam, showing that training improves attitudes and workplace performance, although 74.61% of the teachers were illiterate. Kumar and Sharma found significant differences in teaching perceptions between male and female B.Ed. students of the Faculty of Science. Korkmaz and Unsal established a positive, moderate relationship between teaching attitudes and professionalism, which affects the professional status of the teacher.

## Research Design

This study adopts a comparative design to explore the perceptions of teacher students teaching in government and private institutions in Gorakhpur district. It uses surveys of approximately 199 student teachers. This design allows for statistical comparisons of perspectives while also examining contextual factors such as resources and curriculum.

## Research Tool

This study used the scale developed and standardized by S.P. Ahluwalia (1978) named Teacher Attitude Inventory (TAI). It is a 90-item Likert-type scale. The reliability of the scale was determined using the split-half (odd-even) method, and found to be 0.79 (corrected to 0.88) for a sample of 239 prospective teachers. The test-retest reliability coefficients after an interval of 3 and 9 months were 0.59 (N=102) and 0.64 (N=290). The validity of the scale was based on content validity and concurrent validity. For analysis: t-test is used to analyse and compare the objectives of the studies.[10]

## Data collection

This process involved first obtaining permission from the institutions. Then informed consent was obtained from the participants. Finally, instrument was used to measure the attitudes of about 199 student-teachers.

Table no. 1
Comparing the attitude of student-teachers towards teaching profession on the basis of type of institution:

| Sr. No. | Type of Institutions | N | Mean | SD | Calculated 't' value | Calculated 'p'value | Significance level |
|---|---|---|---|---|---|---|---|
| 1. | Government | 103 | 261.35 | 25.37 | -0.03 | .972 | 0.05 |
| 2. | Pvt. | 96 | 261.50 | 34.40 | | | |

This study compared the total grades of students from government (n = 103) and private (n = 96) teacher training institutions. The mean grades of government institute students were (M = 261.35, SD = 25.37), and those of private institutes students were (M = 261.50, SD = 34.40). A significant difference in the variance between the two groups was found (F test = 0.0027, p < .05). Therefore, the Welch t-test was used. The results showed no statistically significant difference in the mean grades of students from government and private institutes (t (174) = -0.03, p = .972).

## Interpretation of the result

The p-value obtained (.972) is much greater than .05, so it is obvious that the difference in mean scores between the two groups is not significant. The mean scores for both groups are practically the same (261.35 vs. 261.50), clearly indicating that there is no significant difference signifying that there is no real difference in the performance of students from government and private institutions. An independent samples t-test was performed to compare the total scores of students from government and private institutes. Therefore the null hypothesis no. 1 cannot be rejected.

This result differs from some previous researches as Amita Maheshwari in her study named 'A Study of Attitude Towards Teaching Profession of Prospective Teachers[11]' found In the present research, prospective teachers from self-financed universities (i.e. women, science students, middle income, high income or general) showed better attitudes towards the teaching profession than teachers from government institutes.

Table No.2

Comparing the attitude of student-teachers towards teaching profession on the basis of gender:

| Sr. No. | Gender | N | Mean | SD | Calculated 't' value | Table 'p'value | Significance level |
|---|---|---|---|---|---|---|---|
| 1. | Male | 101 | 258.20 | 34.77 | -1.55 | 0.122 | 0.05 |
| 2. | Female | 98 | 264.74 | 23.82 | | | |

An independent sample t-test was conducted to compare the grades of the male and female student groups. The male group consisted of a total of 101 students, with a mean of 258.20 and a standard

deviation of 34.77. The female group consisted of a total of 98 students, with a mean of 264.74 and a standard deviation of 23.82. First, an F-test was conducted to test for equality of variances between the two groups. The result of this test was highly significant (F-test, $p < 0.001$), demonstrating that the variances of the two groups were not equal. Therefore, the Welch t-test was adopted in the subsequent analysis. The Welch t-test showed that the difference between the mean grades of the male and female students was not statistically significant. The results obtained are as follows: $t(177) = -1.55$, $p = 0.122$. This p-value is higher than the 0.05 level, so it is concluded that there is no significant difference in the scores of male and female students. Thus the null hypothesis no. 2 is cannot be rejected.

## Interpretation of the result

These results demonstrate that male and female students have practically similar attitudes. Although the mean score of female students is slightly higher than that of male students (264.74 vs. 258.20) but this difference is statistically insignificant. This means that gender differences are not a significant factor in this sample. While comparing my result with other researcher's work like Bhargava and Pathy, the result differs. They found in their joint work (Attitude of Student Teachers Towards Teaching Profession) in 2014 a dissimilar attitude towards teaching profession presenting amongst tribal Male & female students of Social Science.[12] Aparna Patchouli 2015 also concluded that the professional attitude of male teachers is much more negative than that of female teachers. This does not match the results found here.[13]

## Conclusion

This study clearly shows that there is no significant difference in the attitude of male and female students towards the teaching profession. Although there was a slight difference in the mean scores, this difference did not prove to be statistically significant. This means that the gender factor does not affect the attitude in this sample, i.e. both male and female have similar attitudes towards teaching. This result shows a clear difference when compared with previous studies. Bhargava and Patthy (2014) in their research reported gender differences in the attitudes of tribal social science students. On the other hand, Aparna Pachauli (2015) concluded that male teachers have weaker professional attitudes than female teachers. From this point of view, this study does not confirm their findings but shows a gradual decline in the influence of gender on variable social and educational areas. Overall, it can be said that students' attitudes towards the teaching profession are influenced not only by gender but also by other social, educational and personal factors. This study also reveals that gender discrimination in education is currently weakening and both men and women have equally positive attitudes towards the teaching profession.

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