

Opinions of the Pre-service Teachers about Teaching Profession

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Certificate

This is to certify that the work incorporated in the dissertation bearing the title “*Opinions of The Pre-Service Teachers About Teaching Profession*” submitted by Amita R. Nayak comprises the result of independent and original investigations carried out. The materials that have been obtained (and used) from other sources have been acknowledged in the dissertation.

Vallabh Vidyanagar

March , 2012

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Certified that the work mentioned above is carried out under my guidance.

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Certificate of Approval

This dissertation directed and supervised by the candidate's guide has been accepted by the Waymade College of Education, Sardar Patel University, Vallabh Vidyanagar in partial fulfillment of the requirement for the degree of

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“THE TRUE AIM OF EVERY ONE WHO ASPIRES TO BE A TEACHER SHOULD BE, NOT TO IMPART HIS OWN OPINIONS BUT KINDLE MINDS.”

Chapter-1

Introduction

1.1Introduction

Teaching Profession is a noble profession as teachers are the persons who have capacity to mould and impress the impressionable minds. Teachers are after compared with potters and gardeners. Like potters they shape the minds of people and like gardeners they nurture the talent. They help to develop positive values and weed out negative ones. Teacher are a valued lot. According to Chanakya ‘No society can rise above the level of its teachers.’ According to one famous educationist, “The teacher gives the spark which enables one to develop a new outlook on life and new kind of being.” G.B. Shaw has rightly said about teachers “Life is no mean candle for me. It is a torch which I must make burn as brightly as I can before passing to others.”

A teacher not only shows the right path that the students should follow but also prepares the human resource for the further development of the nation. Teaching should be made the highest paying job in India to encourage the best brains to join the teaching profession. The society should give maximum value to teachers, which means the teaching jobs should well paid jobs. So after getting an education of higher level, a student should feel that his first choice should be to be a teacher, a nation builder, they will feel much more respected, if they have a better pay scale, a better life. Teachers not only augment a student's intellect but also contribute to the all round development of his/ her personality. Teaching jobs are regarded as the noblest of all the professions in the world. The quality of education in any educational institute depends on the availability of good teachers. Teaching is a noble profession as it is said in our scriptures.

गुरुर्ब्रह्मा, गुरुर्विष्णुः, गुरुर्देवो महेश्वरः

गुरुर्साक्षात् परब्रह्म तस्मै श्री गुरवे नमः ॥

अखण्डमण्डलाकारं व्याप्तं येन चराचरम्

तत्त्विदं दर्शितं येन, तस्मै श्री गुरवे नमः ॥

That means a teacher is more than God and one should respect him that way. But how often do one hear a child today dreams of being a teacher one day? Teaching as a profession is not valued as much as it was earlier. Teaching allows one to motivate, encourage and challenge tomorrow's leaders. It is wonderful to see the spark in a child's eye as his or her passion for a subject grows. By making a difference in young people's lives, teachers shape a country's future.

Opinion of Teachers' about Teaching Profession: This job gives the opportunity to work with young people, to open eyes to something new and different. There is nothing more rewarding than being part of and shaping a student's learning journey. The following comments have been provided by a variety of teachers from across the country explaining why they choose teaching as a career.

It's a wonderful profession.

Teaching is rewarding.

Every day is different.

One can teach in an area one enjoys and excel at it.

One spends time with young people.

The possibilities are endless.

One can work overseas.

One continues to learn.

One can reap the rewards that come from helping young people grow and learn.

One becomes involved with the different aspects of school life and part of the broader community

It's an exciting option if one is looking for a career change

The word teacher can be rightly explained thus:

T-Talented
E-Empower
A-Alert
C-Caring
H-Honest
E- Efficient
R-Responsible

1.2 Statement of the Problem

Opinions of the Pre-Service Teachers about Teaching Profession

1.3 Explanation and Operationalisation of the Terms

Pre-service Teachers

Pre- service teachers are the people under training prior joining the profession of teaching. Pre-service means the teachers undergoing training to be a teacher M.ED, B.ED, B.PED students come under this category. In the present study, the researcher has taken B.Ed students as pre-service teachers.

Teaching Profession-

Teaching profession includes the teachers employed by the government, private management, or self to teach students.

1.4 Objectives of the Study

- To know the opinion of Pre-service teachers towards teaching profession
- To know the opinion of Pre-service teachers towards teaching profession as a well paid job
- To know the opinion of Pre-service teachers towards teaching profession as an opportunity to develop their skills.
- To know the opinion of Pre-service teachers towards teaching profession to get good spouse.
- To know the opinion of Pre-service teachers towards teaching profession to achieve better social status.
- To know the opinion of Pre-service teachers towards teaching profession to develop creativity.

1.5 Research Questions

1. What is the opinion of pre-service teachers towards teaching profession?
2. What is the opinion of pre-service teachers towards teaching profession as well paid job?
3. What is the opinion of pre-service teachers towards teaching profession as an opportunity to develop their skills?
4. What is the opinion of pre-service teachers towards teaching profession to get good spouse?
5. What is the opinion of pre-service teachers towards teaching profession to achieve better social status?
6. What is the opinion of pre-service teachers towards teaching profession to develop creativity?

1.6 Delimitation of the Study

The present study is limited to teacher education colleges of Vallabh Vidyanagar of Anand district only. The present study is limited to the opinion of pre-service teachers with respect to certain variables.

1.7 Rationale of the Study

The researcher is pursuing M.Ed. programme. The researcher herself wants to be a teacher so she wants to know about the opinion of pre-service teachers about teaching profession. The researcher has come across contradictory views about teaching profession so she is interested to know about the opinion of pre-service teachers regarding teaching as a well paid job, a noble job and a job providing good social status. Teaching is on the one hand considered as a highly respectable job but on the other hand many people in the society do not respect this profession as they consider it a low paid job. Many people consider it as the last option in choice of jobs. These questions baffled the minds of the researcher and she wanted to know the status of teachers. That is why she selected this topic.

1.8 Scheme of Chapterisation:

This study has following scheme of chapterisation.

- 1. Introduction:** This chapter presents a brief description of the objectives, research questions and rational of the study.
- 2. Conceptual Framework:** This chapter provides a detailed idea about teaching, teachers and present position of teachers.
- 3. Review of the Related Literature:** The researcher has presented the reviews of literature related with the topic.

4. Research Planning and Procedure: This chapter presents the type of research, tools used and population and sample as well as procedure for data collection.

5. Data Analysis, Interpretation and Discussion: The researcher has analyzed the data in this chapter.

6. Findings, \Suggestions, Implications and Conclusion: This chapter is summary of the whole study.

Thus this chapter presents an overview of the objectives and research problems. This chapter is followed by the next chapter Conceptual Framework.

Chapter-2

Conceptual Framework

2.1 Introduction

This chapter presents details about the concepts related with the problem selected by the researcher. In this chapter, the researcher has presented the facts related with importance of teachers, teachers in Indian tradition, great teachers in Indian history, importance of teachers in the society, role of teachers in the present scenario, demands from the teachers, importance and need of Pre-Service training, views of educationists about teaching profession, the importance of the Quality of teaching, attitude of the society towards teachers, importance of professional ethics for teachers, role of teachers in solving psychosocial problems of students .

2.2 Importance of Teachers: Teachers are really important pillars of the society. They guide and construct the society through their ideas and their effect on the impressionable minds. **F.W. Robertson** has rightly written “I think teaching is a noble profession that is being destroyed as the government systematically tears apart the education system with the end all goal of dumbing down people.” In the Words of **H. G. Wells** “Teacher is the maker of history. The history of a nation is written in its schools and the schools cannot be very different from the quality of their teachers”. **R. N. Tagore** has eulogized the teacher in these words, “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only load their minds.” According to **Shree Aurobindo** “A Teacher is an awakened soul awakening other souls.” **Swami Nikhileshwaranand, a follower of Swami Vivekananda** has given this noble message to all teachers, ‘wherever I go I give the following mantra while talking to the teachers which should be repeated ten times daily. The mantra is-‘I am a teacher’ it may sound simple but how it is chanted makes all the difference whenever I ask teachers, “What do you do?” they

say, “I am a teacher, I am a nation builder, I am a torch bearer, how great I am, how responsible I am” I feel that the best and the greatest profession in this world is that of a teacher, because the future of the nation primarily does not depend on the type of ministers, IAS officers, Scientist, etc. Thus teachers are the torch-bearers of change, change for the whole nation, for the whole world.’

2.3 Teachers in Indian Tradition

The Guru-Disciple tradition is a unique feature of our nation. The Guru is the one who takes out ignorance from his disciples. Teachers are Guru. That is why 'Teacher's Day' should be celebrated on the auspicious day of Gurupournima to offer gratitude at the feet of teachers. The meaning of the word 'Guru' should be understood. **'Gu' means 'darkness' and 'ru' means 'removal'**. Guru is the one who removes the ignorance or disorder from our life and teaches us how to live a blissful life. Etymological meaning of the word guru is one who removes darkness. Torch bearer is the appropriate word for Guru rather than ‘teacher’. One who removes ignorance is a torch bearer; one who takes the disciples from darkness to light and from ignorance to knowledge can be called a torch bearer. According to Mundaka Upanishad this knowledge is of two types namely Apara Vidya” and the other is the Para Vidya. The incarnations are the greatest teachers of mankind. In the second category of teachers there are prophets and messengers like Guru Nanak, Prophet Mohammad, etc. next there are realized souls, human beings who have practiced and realized the truth. They become gurus and they give the spiritual knowledge. There are the teachers who are involved in imparting secular knowledge. Mostly, when people say ‘teachers’ it means persons who are working in schools or other educational institutions. The spiritual teachers of course bring about a change; they transform the whole world. But ordinary teachers can be also torch bearers. Teachers who teach in schools, colleges, etc. can become the torch bearers of change. The role of teachers is important to bring about a change. Teachers can be harbinger of a better society. The only way the nation can be changed is by character- building of the citizens and for this character building a strong foundation just as a strong building is required. The

foundation for character of a person is when he/she is a student. Thus the most important agent for building the character of a person is the teacher.

Dr. A P J Abdul Kalam, our honorable president in his book 'India 2020: A Vision of the New Millennium' writes, "If you are a teacher in whatever capacity, you have a very special role to play because more than anybody else it is you who are shaping the future generation." It is the pious duty of teachers to guide students in such a way that through their talents and potential develop. Teacher's role is immensely powerful as teachers like potters can mould fresh minds in any shape they please.

Spiritual teacher: The Spiritual Guru reveals to us the true meaning of our life. The Gurus guide us in this material world. The Guru appears in everybody's life, such as Shri Krushna-Arjun, Shri Ramkrushna Paramhansa - Swami Vivekananda, Samarth Ramdas Swami - Shivaji Maharaj is the tradition of Guru-Disciple relationship and is the uniqueness of our nation. Mustafa Kemal Ataturk rightly wrote, "A good teacher is like a candle – it consumes itself to light the way for others." In Hinduism the spiritual teacher is known as a guru while in Tibetan Buddhism the teachers of Dharma in Tibet are most commonly called a Lama. A Lama who has through phowa and siddhi consciously determined to be reborn, often many times, in order to continue their Bodhisattva vow is called a Tulku. There are many concepts of teachers in Islam, ranging from mullahs (the teachers at madrassas) to ulemas. A Rabbi is generally regarded as the Jewish spiritual teacher.

Success Mantra for Teachers:

Where S=Success in teaching life

D= Dignity, Dedication and Devotion

Q=IQ (Intelligence Quotient)

EQ (Emotional Quotient)

SQ (Spiritual Quotient)

2.4 Great Teachers in Indian History

Great teachers leave indelible imprints of their colossal personalities and stature. Teachers like Vishwamitra, Vashistha, Chanakya, Ramdas and Ramkrishna paramhansa produced disciples like Ram, Chandragupt, Shivaji and Vivekananda. In this case, role of teachers Education College gets immense importance as it is the place where teachers are trained who have further responsibility to teach and mould future of the country. Teachers are the designers of the society. The quality of these people of future will depend on the quality of teachers of the present time. Future teachers are the generators, keepers and dispersers of knowledge. Teachers role are great teachers leave indelible imprints of their colossal personalities and stature. Through their selfless devotion and unlimited love for their disciples Chankya and Samarth guru Ramdas gave our country great sons who took India to new heights. Apart from uniting the country they instilled love for the country in the countrymen. A superpower requires such type of teachers who possess kindness thoughtfulness, creativity, knowledge, great warmth and endearing manner so that they can produce ideal citizens.

Vishwamitra Rishi Vishwamitra is considered to be one of the most revered rishis of the ancient India. As per the holy Puranas, there have been only 24 Rishis in India who have the Gayatri Mantra. It is believed that Sage Vishwamitra is the first saint of the 24 saints, and Sage Yajnavalkya the last. He also claims the distinction of being the author of the majority portion of the Mandala 3 of the Rig-Veda. It is said that Sage Vishwamitra created a parallel heaven, known as Trishanku Swarga, for King Trishanku. It is also believed that in the great epic Ramayana, Vishwamitra was born as Lakshmana, the brother of Lord Rama. He gave his brothers the knowledge of the Devastras (celestial weaponry), trained them in advanced religion and taught them how to kill powerful demons.

Ramakrishna Paramhansa

Ramakrishna was one of the greatest religious leaders ever born in India. He believed that every individual must have only one aim in life i.e., the realization of the Ultimate Reality. To achieve this aim, one of the preconditions is the purity of mind. Swami Vivekananda founded the Rama Krishna Mission after his demise,

to propagate his teachings throughout the world. Ramakrishna believed and taught that **all living beings are divine. Human beings are equal and there is oneness of existence. The main obstructions in the attainment of salvation are lust and greed. There is only one God. The main aim of each and every human being is to become one with God.** He was a model guru who helped Narendra to be spiritually enlightened Swami Vivekananda.

Swami Vivekananda

Swami Vivekananda was the disciple of Ramakrishna Paramahansa. He founded the Ramakrishna mission to spread the teachings of his Guru throughout the world. One of the most famous and influential spiritual leaders of India, he sought to promote the philosophies of Vedanta and Yoga. Swami Vivekananda was the first spiritual leader of India who introduced Hinduism, Yoga and Vedanta at the World's Parliament of Religions. Swami Vivekananda, a disciple of Ramakrishna Paramahansa founded the Rama Krishna Mission to promote the teachings of his Guru. He taught the world lessons of unity, brotherhood, peace, love and amity.

Chanakya was an Indian teacher, philosopher and royal advisor. Originally a professor of economics and political science at the ancient Takshashila University, Chanakya managed the first Maurya Emperor Chandragupta's rise to power at a young age. He is widely credited for having played an important role in the establishment of the Maurya Empire, which was the first empire in archaeologically recorded history to rule most of the Indian subcontinent. He was a teacher par excellence who made a poor boy king.¹ He was the real source of inspiration for all teachers as he believed “A teacher is never an ordinary person. Creation and destruction both develop in his lap.”

Sarvapalli Radhakrishnan: He was not only a politician and diplomat but also a great teacher who extolled the importance and relevance of Indian philosophy to the whole world. Truly a great teacher, his birthday is rightly celebrated as teacher's day.

Swami Samarth Maharaja also known as **Akkalkot Swāmi Mahārāj**) of Akkalkot was an Indian guru of the Dattatreya tradition widely respected in Maharashtra, Karnataka and Andhra Pradesh. With Shripad Shri Vallabha and Narasimha Saraswati he is often accounted one of three successive reincarnations of Guru Dattatreya. The 'Gurucharitra' gives lot of information about him. On April 30, 1878 after nearly 600 years of the incarnation, the great sage adopted Maha Samadhi [the last conscious communion with God] under his favourite Banyan tree.

Samarth Guru Ramdas: Guru of Shivaji, he prepared Shivaji in such a way that he laid the foundation stone of Maratha kingdom.

2.5 Importance of Teachers in the Society

Teaching is the single most important profession in the world. Teachers pass on knowledge and values to children; prepare them for further education and for working. Teachers are the nation builders and educational institutions are the functional heads of all that goes to make the foundation of a nation strong. It is here teachers undertake the task of giving training to the students. Teachers form an essential aspect of the Indian system of education. Teacher is accepted as a guide and philosopher, The man of higher ideals help in moduling the society.

Teachers are one of the main pillars of a sound and progressive society. They bear the weight and responsibility of teaching, and, apart from parents, are the main source of knowledge and values for children. This most important profession however does not get the recognition it deserves. In the developed world, young people don't want to become A school teacher anymore. In most developing countries the profession does not attract qualified and ambitious people because it is poorly remunerated. Gone are the days that a school teacher was a highly respected person. To attain the goal of universal and good primary school education, teaching has to become an attractive profession again.

2.6 Role of Teachers in the Present Scenario

The importance of a [teacher] as an [architect] of future generations demands that only the best and the most [intelligent] and competent members of our intelligentsia be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession. Anyone who fails to find an opening in any other walk of life gets into this profession and recklessly plays with the destiny of the nation. An important reason for this is understood to be the poor salaries of our primary and secondary teachers which are no better than that of clerks. A large number of teachers are, therefore, frustrated and disinterested. Life is its own education but formal schooling plays only an important role. The role of teachers gains much importance. Those who sit in the class room have a good bit of influence of shaping the minds of the future. There are many out there who instruct and lecture information in the classroom but very few people who actually wants to be teacher. Actually get through and shape the youth of today to be the pillars of society, to be all that they can be.

In many ways, there will be times where children will see their teachers a bit more than they might see their parents during most days. This is the case in the lower grades, where children are in school, seven, eight, and nine hours a day, with a single teacher at the lower grade levels. Needless to say, teachers will find themselves as a temporary third parent, being firm but fair. Patient but also unable to be able to back down. They need to run their class room through respect, but not through fear. Teachers need to be someone that children respect enough to listen to and to not fear teachers are mediators, able to hash out and make those who are having an argument have some kind of common ground. Anyone can really just punish the two parties and be done with it, but there will be no lessons that will be learned from that. If a teacher is able to figure out what has happened and help develop understanding, then the youth will be far better off .in this case, role of teacher gets immense importance as it is the place where teachers are trained who have further responsibility to teach and mould future the society and understand this responsible well with sympathy, empathy love and compassion we train our would be teachers in such a way that they may deal with their students in the same way to achieve this goal we follow a rigorous programme of curricular

and co-curricular activities in which all the students have to participate to emerge as passionate and dedicated teachers.

Teaching once known to be a noble profession is now at very low ebb. Some of the teachers are found to indulge in all sorts of malpractices and are self-centered. They are found to spend most of their leisure time in other activities. They are highly politicized and ridicule those teachers who do good work. Some of them are found to even encash their research caliber. Values have fallen and they are trampled under the brutal boots of the reckless teaching community. This is particularly rampant in developing nations and underdeveloped nations. An enormous effort is required to reverse this trend. Various measures have to be spelled out clearly to improve the potentialities of the teachers. They should have professional code of ethics. Teacher should create a peaceful climate in educational institutions; they can play a pivotal role in removing social, caste, communal, religious and regional barriers that threaten the very existence of the nation.

A continuum of teacher education ensuring that provision for teacher's initial education, early career support and further professional is coordinated, coherent, adequately resourced and quality assured an attractive profession making the teaching profession a more attractive career choice and ensuring that teacher recruitment, placement, retention and mobility policies maximize the quality of school education. Evaluation should be done on the basic impact of teacher effectiveness on students learning; and this assessment must guide subsequent professional development efforts.

2.7 Demands from the Teachers

In the past, parents and teachers used to make the best of their efforts to provide an atmosphere to their children which is congenial to the development of higher virtues and morals. But the gross social change over the last fifty years, large scale urbanization, ruthless competition for financial gains, and heavy preoccupation in everyday life deplete all time and energy from the parents, leaving behind little time or energy for their children. Whatever time they have at their disposal is consumed by newspapers, television and other recreations. As a result, the younger generation hardly gets any opportunity to share ideas with their elders or

to enter into a meaningful discussion. On the other hand, this idea is gaining ground among us that education is not meant to build up better human beings, but only to get better jobs. Consequently, the students' minds are obsessed with better jobs and dreams for higher social status. Obviously, the moral and religious training of the child has gradually been ousted from the preview of education. The system of private tuition among the students and teachers is also endemic. Now the students tend to consider their teacher as their servant, rather than their mentor or reformer. The net result of all this deterioration is that the value system of our society has fallen into oblivion, which we had to transfer to the next generation for the preservation of our religious and national identity.

Parents and teachers have to play a cardinal role in the building up of the character of the next generation. The teacher's role is particularly important and has been compared with that of the prophets. Every prophet is essentially a teacher. On more than one occasion, Providence has changed the fate of nations through effective and well directed teaching. This profession is so important and so sacrosanct that the Holy Prophet proudly declared it to be a prominent part of his personality and prophet hood. If a teacher realizes the significance of his job, the tremendous responsibility he is shouldering, the share he has in the future development of the nation, and consequently the accountability he will have to face in the Hereafter, he will at once shudder with the idea of facing the grave consequences of any dereliction on his part. No other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and affection, his character, his competence, and his moral commitment. A popular teacher becomes a model for his students. The students try to follow their teacher in his manners, costumes, etiquette, style of conversation and his get up. He is their ideal. He can lead them anywhere. During their early education, the students tend to determine their aims in life and their future plans, in consultation with their teachers. Therefore, a corrupt and decadent class of teachers can harm a nation much more seriously than a class of corrupt and perverted judiciary, army, police, bureaucracy, politicians or technocrats.

A corrupt and incompetent teacher is not only a bad individual, but also the harbinger of a corrupt and incompetent generation. A nation with corrupt teachers is a nation at risk; every coming day announces the advent of its approaching

destruction. The teachers must be models of faith and piety and should have a fairly good knowledge about values and their conduct should conform to their faith. A teacher should consider it his duty to educate and train his students and should feel responsible for it. He should feel that his students have been entrusted to him and he should avoid any breach of the trust the society has reposed in him. He should be a sociable person with his roots in the society. People should take him as their well-wisher and a sincere friend who cares for their children. He should actively participate in the social activities in a positive way. This importance of a teacher demands application of rigorous standards for his selection and a constant grooming after that. It is indispensable to accord equal or more weightage to the character and religious commitment of a teacher as compared to his professional competence. A teacher suffering from decadent beliefs and morals is not capable of imparting mental and moral training to students that can go well with an Islamic education system. After all, unlike other fields, if the education system falls into the hands of spoilt people, we are left with no prospects of improvement. The importance of a teacher as an architect of our future generations also demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this profession. A large number of our teachers is therefore frustrated and disinterested. They have to go for part-time jobs to meet their basic needs. The teachers in rural areas are forced to work in fields, to keep livestock, go for small business, and perform services in a mosque or the like. The teachers in urban areas opt for student coaching or part-time clerical assignments. Secondly, the teaching profession also does not enjoy due respect in the society. The teachers only solve the difficulties and then transmit a rehash of these books to the students, enabling them to memorize and copy the notes in their examinations. It is quite beyond the sphere of the assigned responsibility of a teacher to critically analyze the text books. Consequently, the scholars with the ability to critically evaluate and analyze the given material and to add something by incisive research just do not think of joining the teaching profession.

A teacher is an acknowledged guide or helper in processes of learning. A teacher's role may vary between cultures. Academic subjects are emphasized in many societies, but a teacher's duties may include instruction in craftsmanship or

vocational training, spirituality, civics, community roles, or life skills. In modern schools and most contemporary occidental societies, where scientific pedagogy is practiced, the teacher is defined as a specialized profession on the same level as many other professions. In the 13th chapter of the "BHAGAVADGITA" the characteristics of a real teacher are laid down as follows : absence of pride, free from hypocrisy, non-violence, forgiving nature, straight forwardness, service of the preceptor, purity of mind and body, steadfastness and self-control. In line with this, centuries ago in this land of Vedas the teacher devoted all his time for the upliftment of his pupils in all directions - knowledge, morals, values etc. He was called the 'Guru or Acharya'

2.8 Importance and Need of Pre-Service Training

Pre- service teachers are those persons who are undergoing through any course training before becoming fulltime teachers. Students studying in P.T.C. course or B.Ed. or M.Ed. course are considered pre-service teachers. Many times it is said that teachers are born not made but there is other school of thought, which is of the opinion that teachers can be developed as more effective and efficient teachers through a training and Motivation. Pre-service training prepares the learners to be actual teachers in real life. Then this type of course is important due to following reasons

1. It exposes the learners about the required skills essential for teaching. These skills are- skill of questioning, skill of reinforcement, skill of stimulus variation , skill of illustration, using blackboard, skill of achieving closure, using non-verbal cues, skill of observing non attentive behavior of the students etc.
2. Pre-service training also prepares the learners psychologically for being a teacher. Student-teachers learn about various learning theories, styles, developmental stages, child's mental and physical stage this helps them to use psychological principles.
3. In pre-service course student-teachers also learn about the aim and goal of education. They learn about different philosophies and thinkers. This makes them think about the aims of education.
4. Student- teachers also learn about practical administration of any school/college they learn about rights and duties of the principal and teachers. They learn about

problem solving and decision making skills. They also learn about preparing time table and preparing and maintaining school records etc. they learn about service rules and rules of different educational boards such as GSEB and CBSC.

5. Student-teachers are given enough practice for teaching under controlled conditions as well as in actual classrooms. Student-teachers are provided feedback and directions for effective teaching.
6. Student-teachers learn effective use of teaching aids and other materials in the classrooms. The Student-teachers learn about different methods and techniques of teaching learning. Student teachers learn use of participatory method of teaching and learning. Student-teachers are also encouraged to participate and organize co-curricular activities. It enables them to learn to organize events.
7. Student-teachers also learn moral values as they organize assembly activities participate co-curricular activities and work on community service projects.
8. Student-teachers learn to be more confident.
9. Though a person may have mastery in content but without pre-service course he/she may not be able to deliver the content in an interesting and appealing manner.
10. Pre- service course enables a teacher to know the status of the child and teach according to his interest and needs. Pre- service course also enables the students-teachers to learn about the importance of examines and how should be exam conducted. Pre- service course enables the student- teachers to construct an ideal question paper based on blueprint.
11. Pre-service course enables the students-teachers to manage human resource.
12. Pre-service course helps a teacher to develop rapport with the students.

Pre-service education of teachers becomes all the more necessary and teachers have to acquaint themselves with new development. Besides there are experiments and innovations in the field of pedagogy which ought to be brought to the notice of the teachers and if necessary required skills to adopt the innovative practices need to be developed. Periodical adoption of new educational policies and consequent changes in the curricula and instructional materials also necessitate Pre-service education program for teachers in order to enable them to handle the new material with ease and effectiveness. A teacher can make his teaching more interesting and effective with help of teaching aids. He needs to be trained and

retrained periodically in the production and use of appropriate audio-video aids. Pre-service teacher education program should further equip the teachers with necessary skills to handle children suffering from various kinds of deprivations. Pre-service education brings into focus the desirability of a teacher to always remain a learner during his professional life, thus avoiding obsolescence, focalization and irrelevance.

2.9 Views of Educationists about Teaching Profession

According to Collins (1991): Professionalism is a combination of serious commitment to the task at hand, competence and a measure of self directedness with a high concern for exclusive self interest good (1973) defines professionalism in teaching as the concern with the vocation of teaching so that it may increasingly become and be known as a profession rather than a craft; this involves among other things, distinctive expertness and high competence resulting from theoretical study and knowledge, as well as practical mastery of pedagogical techniques” for the present study , professionalism is considered as a composite of the qualities or characteristics of a teacher such as skill in classroom instructions, knowledge and practical mastery of pedagogical techniques, evidence of improvement and growth made in curriculum transaction, participation in extra instructional activities and practice of ethics of teachers.

Dr. Gourang Charan Nanda, Dr. Pradipta Kumar : Teaching as a profession
In the modern knowledge era or society we have to accept teaching as a profession and not just a job for which there is a great deal of justification. The major justification is the difference between a “profession” and a “job”. A job is one which can be achieved with skills and the ability to think quickly and effectively in different situations and fields of life and activity. The skills that one has to acquire are such that can be used in a variety of situation and fields of life and activity these skills are not exclusive confined to any particular field or situation. For example- a good computer operator is useful in many fields or situation. If he is good he can do the computer work effectively in school, office, bank, industry, business and hospital etc wherever his necessity is felt. But

training in a particular skill needs to be applied in a particular field or sector. Under this head, we can include teachers, doctors, engineers, scientist and advocates etc, who have to work in a particular field or sector for which they are trained. For this, these sector or fields are called professions and those who practice in these sectors or fields are called professionals. From this conceptual description it can be clearly visualized that teaching is a profession and not just a job. It does not mean that teaching is not at all being considered as a job. Although it is highly accepted as a profession at present. But as teaching fits into the profession, it is said to be a profession and not just a job in the knowledge era or society supported by the present era of specialization tending to result in quality or excellent educational outputs. Hence, simply speaking teaching as a profession will never suffice if we do not focus on professional development of teachers as it is the major thrust of teaching as a profession. As our concern is professional development of teachers let's have an insight into it.

2.10 The Importance of the Quality of Teaching

Shree Aurobindo “The First principle of true teaching is that nothing can be taught“

The importance of the quality of teaching, and therefore of teachers, cannot be overemphasized. It is at an early stage of basic education that the principal attitudes toward learning as well as the self-image of the learner are formed. The role of the teacher at this stage is crucial. The greater the handicaps the children coming to school have to overcome -in terms of poverty, difficult social environment or physical impairments, the greater the demands on the teacher. He or she, to be effective, must draw upon a broad range of teaching skills, as well as on the human qualities of empathy, patience and humility, as a complement to authority. When a child's or adult's first teacher is poorly trained and poorly motivated, the very foundations on which all subsequent learning is likely to be built, will be unsound. The Commission feels that reasserting the importance of teachers in basic education and improving teachers' qualifications are tasks to

which all governments must address themselves. The measures needed to recruit future teachers from among the most motivated students, improve their training and encourage the best among them to take on the most difficult posts need to be Determined in relation to the specific circumstances of each country but such measures must be taken, since, without them, it is unlikely that there will be significant improvement in quality where they are most needed. Thus, improving the quality and motivation of teachers must be a priority in all countries (UNESCO, 1998).

2.11 Attitude of the Society towards Teachers

Teaching is the most important job in society as teachers pass on knowledge and values to students. Teachers are one of main pillars of stable and progressing society. With appropriate and beneficial Usage of this profession, it can deliver incredible outcomes. Many of the developing countries are Unable to make teaching an attractive profession for qualified and ambitious people. Teacher's attitude is an important variable in classroom application of new ideas and novel approaches to Instruction (Reinke & Moseley, 2002). It is also acceptable for teaching profession, because the attitudes and perceptions of a profession affects the perceptions of professional competence and achievement, teachers' attitudes towards their profession have a great importance in fulfilling the Requirements of the profession (Durmu_o_lu et al., 2009; Terzi and Tezci, 2007). This research is focused on exploring attitudes of prospective teachers towards teaching profession. Social, cultural and financial backgrounds which contribute in building attitude and perspective

2.12 Importance of Professional Ethics for Teachers

Teaching as a Profession

Teaching is often said to be the noblest profession among all the profession; teachers should realize that the work they are doing is the noblest; they need not be apologetic or feel guilty and small; instead they should have pride and confidence in their worth and work. No service can be better than the service

rendered to the individual to enable him to grow to his fullest stature at his optimum speed in all the aspects of his personality to be his best self and the work of rendering such a service can be the highest and the noblest. The functionary who renders this service to enable the individual to be his best self is doing the greatest good and hence the noblest work. It is the teacher who only can and who only does the function in this manner and the work of educating the young to enable them to grow fully in their entire personality is thus the highest and in turn the teaching profession the highest and noblest.

2.13 Professional Ethics of Teachers

Professional ethics refers to the basic values and conceptions of good practice that constitute guidelines for professional conduct. It is mainly to provide a guideline and also to judge any professional individual. Like all important professions, teaching profession should have its own professional ethics which is one of the basic requirements and characteristics. A code of professional ethics when properly enforced enhances the power, prestige and status of the teacher in particular and of the teaching profession as a whole. Teachers can enjoy certain responsibilities. The constructive progress in this direction can develop a positive attitude of the teachers as well as of the society towards the teaching profession.

2.14 Need of Professional Ethics for Teachers

To Guide the Conduct and Behaviour

The behaviour of student is molded by the teacher and the teachers' behaviour by professional ethics. Professional ethics in education is supported by philosophy and psychology of teaching.

To shape the personality

Professional ethics in teaching profession emphasize the teacher to follow pre-established norms in his thought and in actions, even in one's dressing up, speaking etiquettes etc;

Improvement of Human Relations

Professional ethics guide the teachers to keep in mind the social betterment, respect for others, sense of brotherhood, tolerance, cooperation etc.

Professional Excellence

The work culture is strengthened when the professionals of the profession act and interact professionally in an ethical manner.

To improve the Professional Environment

Professional environment includes the people, infrastructure, working conditions and working hours.

To Follow the Norms and Principal of the Profession

Professional ethics binds the teachers to their job and help them to differentiate between professional development and self-interest.

Code of Professional Ethics for Teachers in India

The National policy on Education (1986) has suggested that national level associations of teachers could prepare a code of professional ethics for teachers and see to its observance.

2.15 Role of Teachers in solving psychosocial problems of students:

In the changing scenario, role of teachers has gained momentum as the growing culture of nuclear families, working mothers and busy schedule of parents along with the almost monstrous invasion of Television and Internet has increased the responsibilities of teachers.

Teachers should help to Changing materialistic Attitude of Society In this commercial world many rich people start schools with the sole aim of earning money and disregard all human aspects. For them a teacher is only a seller whereas students are the customers. This attitude results in disrespecting or even abusing the teachers in front of students. This also results in dismantling the teachers from the pedestal on which the students put their teachers. It is a known fact that no society can rise above the level of their teachers. If our society does not respect the teachers, the teachers are also not able to provide good climate in the schools.

Teacher should help to Providing Good values through Healthy Practices

Schools should not only provide information but good and positive values should be inculcated through regular assembly sessions, Role play, skits, power point presentations, dramas and discourses.

Teacher should organize different national festivals to develop in the child the importance of cultural values like Diwali, Dussehra, Id, and Christmas should be celebrated to expose students to the richness of our culture and to make them learn to appreciate merits of other religions, This may develop their feeling of brotherhood and altruism.

Teacher should encourage reading of autobiographies and biographies of great persons to encourage the students to imbibe some of these values among themselves. It will eliminate the feeling of negativity and violence from the kids.

Teaching Value Education as part of the curriculum Teachers should try to inculcate positive values, it is essential that value education is introduced in our schools. Values of love, tolerance, brotherhood, sympathy, depicted in all religious scriptures can be inculcated through real life examples of such great and saintly figures as Gandhi, Buddha and Vivekananda.

Thus the researcher has in this chapter presented the importance of teachers and their role in present scenario. This chapter will be followed by the next chapter i.e. Review of Related Literature in which the researcher has presented the studies related with the topic.

Chapter-3

Review of Related Literature

3.1 Introduction

The Review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. Reviewing the literature helps to determine what has already been done so far that relate to the researchers topic. Reviewing not only avoids unintentional duplication but it also provides the understanding and insights necessary to develop a logical framework into which our topic fits. The awareness of previous research and studies also provides help for interpretation of the results of the study that the investigator is carrying out. In this chapter, the researcher has presented reviews of literature related with the problem of the present research.

3.2 Studies Related with Attitude towards Teaching Profession

GCPI (1976) conducted ‘A Comparative Study of Effects of Microteaching under Varying Source of Feedback and Attitudes of Teacher-trainees towards Teaching,’ .The objective of the investigation was to study the effectiveness of supervisory feedback and peers feedback on attitudes towards the teaching profession of pre-service teachers. 20 students were selected from 100 trainees of the GCPI of 1977-78. They were divided into two groups of ten students each the tools used were the teacher attitude inventory and observation schedules prepare by the case. The data were analyzed by using t-test and Mann Whiteny U-test. The finding was- the treatments were equally effective in inculcating attitude towards teaching in student-teachers.

Chopra, R.K. (1988). Did his study on,’ Status of Teachers in India. ‘The Objectives were to investigate the academic, economic, professional and social status of per-primary, elementary, secondary and higher secondary school teachers, To assess the status of teaching man power in terms of quantity as well as quality,and,To find out the areas of improvement and deficiency in order to suggest future programme of action to accelerate teacher development. The

teachers working at pre-primary, elementary, Secondary School stages in the country were involved. The professional preparation and the recruitment procedures of teachers were considered. The major findings revealed that different levels of teacher education institutions exist in the country. While the procedure of recruitment varied from state to state service conditions and rules were not uniform in different types of schools. Recognition was given to teachers through various awards.

Awasthi, N. (1989). did his study on, 'Personality Profiles of Popular and Unpopular Teachers and their Relationship with Teaching Proficiency.' The Objectives were, to study the personality profiles of popular teachers. To study the personality profiles of unpopular teachers., To compare the personality profiles of popular and unpopular teacher, To find out the relationship of personality profiles of popular teachers with their teaching proficiency. This was an independent study wherein the initial sample comprised 99 male and female teachers from six intermediate colleges of Kanpur (u.p) The final sample comparison 80 teachers who were administered Cattell's 16 personality factor questionnaire and Verma's 25 rating scale of traits to select popular and unpopular teachers. Mean, SD, 'T' values and correlation were computed while treating the data. The Major Finding- The popularity of teachers in their profession is related to their prescribed traits that are they were reserved

Saxena, N.(1990) did his study on, 'A Study of Some Correlates of job Satisfaction in the Teaching Profession. 'PH.D. Edu, Agra University. The main objective were, to determine the relationship between attitude and job satisfaction of persons serving in the teaching profession, to find out as to what extent aptitude for teaching profession yields job satisfaction.

Methodology of this study in this descriptive survey, 600 teachers from different levels were involved. The purposive random sampling procedure was used. The tools used were the job satisfaction test of Kumar and Mehta. The socio-economic status scale of B.Kuppuswami, the TAT Battery of R.P.Singh and S.N Sharma, and the teachers attitude Inventory of S.P.Ahluwalia. Mean, SD, Correlation and 't' test were computed while treating the data. The major findings were positive

correlation was found between aptitude and job satisfaction. Positive but not significant correlation was found between attitude and job satisfaction. Job satisfaction was negatively correlated to socio-economic status.

Mohanty, A.(1990) did his study on, 'A Critical Analysis of the Reaction of Pupil Teachers towards The Teaching Profession.' The Objectives were to critically analyze the reaction of pupil- teachers towards the teaching profession by getting information about the socio-economic background of the pupil-teachers, gaining some understanding of their decision to teach and finding out what types of jobs they have aspired for and the conditions they are likely to seek in their work. Method- In this survey the sample was selected from four training colleges under Utkal University jurisdiction. Major Findings of the study were a majority of pupil teachers both male and female, came from rural areas. The occupation of the parents is farming. Seventy-four percent of the male and 86% of the female pupil teachers were interested in the field of education. the representation of sc and backward class was poor.

Naik,G.C.(1990)found that Ad-hoc Teaching Assistants of the M.S.University,Baroda,were satisfied with their jobs mainly because of their favorable attitude to the teaching profession financial consideration and the facilities which they were getting for further studies; marital status,age,experience and gender did not affect their level of job satisfaction leadership qualities of heads of institute promoted job satisfaction, and group goal and objectives were essential parameters in determining the job satisfaction of teachers sex,experience and back ground variables had no bearing on job satisfaction.

Budhisagar, Meena and Sansanwal, D.N (1991) did their study on,' Achievement of B.ED Students: Effect of Treatment Intelligence, attitude towards Teaching Profession and their Interaction'. the influence of attitude towards the teaching profession on the achievement of students studying through programmed learning material, advance organizer material and the traditional method. The main objectives were to study the effect of treatment intelligence attitude towards the teaching profession and their interaction on the overall achievement of the students. The Major Findings the mean achievement scores of the students

belonging to the three treatment groups differed significantly. The instructional material based on aim was found to be significantly superior to that based on the operant conditioning. Model and the traditional method. Intelligence was found to affect significantly the overall achievement of the students whereas attitude towards the teaching profession did not. Methodology The study was designed on the post test-control group design. There were three levels of treatment and three groups of student the treatments were randomly assigned to the three groups. The study was conducted in two stages wherein instructional material was developed for 109 and 139 arts and science graduates admitted during the academic sessions.

Ramachandran,G.(1991) did his study on, 'An Enquiry into the Attitude of Student Teachers Towards Teaching.' The major objectives were, to compare the attitude of teacher's trainees doing a regular college course with those doing a correspondence course, to find out whether the training has any influence on the attitude of the teacher- trainees towards teaching.

The sample of the study was 100 teacher-trainees from Lakshmi College of Education, Gandhi gram and 100 candidates from the Institute of Correspondence education, University of Madras, at the Gandhi gram centre. A scale for ascertaining the attitude towards teaching was constructed and used. 't' test was employed for statistical analysis. The major findings of the study were that regular college teacher-trainees had a more favorable attitude towards teaching than the correspondence course teaching-trainees; female teacher- trainees had a more favorable attitude towards teaching than male teacher-trainees. The sons and daughters of teachers had a highly favorable attitude toward teaching, PG teacher-trainees had more favorable attitude towards teaching than undergraduate teacher-trainees. The nature of the course did not influence the attitude of teacher-trainees towards teaching.

Sharma,R.D and Budhari; K.B. (1991).did their study on,' Student-Teachers Teaching Profession and Manpower Planning. Indian Educational Review,'

The main objectives were, to find out the reasons for seeking admission to the B.Ed course, to explore the relationship between sex and reasons, to examine the impact of economic status on the choice of teaching profession, to study the relationship between age and reasons and to study the impact of area on the choice

of the teaching profession. **Methodology** The sample consisted of 291 student-teachers pursuing their B.Ed degree course in the constituent and affiliated college of Hemvati Nandan Bahuguna Garhwal University, Sri-nagar. During the 1987-88 session. The cluster random sampling technique was employed. The Hindi version of the attitude scale of Chauhan was used to collect the data and chi-square was used to treat the data. The major findings were It was found that the two main factors, immediate solution to the employment problem, and to pass spare time, were responsible for motivating student- teachers.

Joshi, R. (1991). did her study on, ' Conceptual Understanding of Professional Accountability of Teacher Educator. The main objectives were, to study the origin, nature and concept of accountability, o study the nature and concept of professional accountability ,to review critically the view of various committees and commissions on accountability ,to study in depth the concept of professionalism in education ,to examine critically the concept of teaching, Analytical study of available literature was done wherein documents like books journals, etc. were studied, and the available information was analyzed and evaluated there after inferences were drawn. The major findings were Accountability means holding people responsible or answerable for the expected work or role, and it holds responsible both the employee and the system. Accountability can be applied to varied fields, e.g., business, industry, management, education. Accountability is a means and not an end in itself and requires various tools, techniques and methods and provides data for decision making. In education, professional accountability seeks causes of failure in the system. And teachers could be held responsible only for those results which they affect or control.

Das, Saradindu. (1992) did his study on, ' Developing the Proper Attitude towards the Teaching Profession.' It attempts to find out whether the one year training programme for the teachers of primary schools of Assam can bring about significant change in their attitude towards the teaching profession. The training programmes were effective for both rural and urban teachers regarding the development of attitude. Teaching experience alone could develop the proper attitude towards the profession. Teachers in urban areas better qualified than their

counterparts in rural areas. It was recommended that emphasis has to be given to co curricular activities along with academic subjects.

Jasmine Maria Sylvester studied ‘Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators.’ The main objectives were to study the level of attitude of teacher educators and job satisfaction in their teaching profession separately, to study the level of attitude and job satisfaction of male and female teacher educators towards their teaching profession. Findings were there is no significant difference between male and female teacher educators with regard to attitude towards teaching profession. There is no significant different between the teacher educators belonging to urban and rural with regard to attitude towards teaching profession.

Singh (2004) conducted ‘A Comparative Study of Values and Attitudes of School and College Teachers towards Teaching Profession.’ The objectives were to know whether values and attitude towards teaching profession teachers are correlated with each other and to compare attitude of college teachers towards teaching profession with that of school teachers. The type of study was descriptive method of research and 480 teachers were selected as a sample by DR. R.K Ojha and teacher attitude inventory (1978) by Dr.S.P.Ahluwalia. Data was analyzed by using statistical techniques-mean, median, mode, standard deviation; Skewness and kurtosis were applied to examine the nature of distribution of scores of sample. The findings were- there was a positive and significance correlation between aesthetic value and attitude towards teaching profession and no significance different in attitude of school and college teacher towrds teaching profession was found.

Kaur,H.(2010),did his study on, ‘ Attitude towards Teaching Profession in relation to Adjustment of Secondary School Teachers The main objectives were-to study the attitude of secondary school teachers towards teaching profession, to compare the attitude of male and female teachers towards teaching profession.

Parikh, A.(2012),did his study on, ‘A Study of the Innovative Proneness of School Teachers. The main objectives were to study the difference in the

innovative proneness of rural and urban area school teacher and to find out the effect of gender of teachers on their innovative proneness. This is an attempt to see the difference in the innovative proneness of school teachers. The survey method of research has been adopted. Tool used for data collection .The data was collected by using a self constructed opinionnaire and group interview technique. The opinionnaire consisted of statements regarding the innovative proneness of school teachers.

Shukla,S.(2012),did her study on,' Attitude of Primary School Teachers towards their Teaching Profession The main objectives were to study the government and private teachers attitude towards teaching profession in this study the major findings were teachers working in government and private primary schools do not differ significantly in their attitude towards teaching profession.

3.3 Studies related with Pre-Service Teachers

Raina(1981) did 'A Factorial Study of the Personalities Attitudes to Teaching and Creative of Pre-Service Teachers belonging to three subject areas.' The major objective was to study personality, attitude to teaching and creative potential of pre-service teachers sample consisted of 180 in-service teachers and 180 pre-service teachers specilization in teaching of science, arts and commerce subjects. Sample was randomly selected. Tools used were 16 PFT adapted and standardized by Kapoor and Mehrotra, Minnestosa teacher attitude inventory and a measure of creative potential. The statistical techniques included analysis of variance, t-test, factor analysis and rank difference correlation. Major findings were: the in-service teachers were highest on factors H (Shy vs adventurous), C (Less stable vs. more stable), E (Submissive vs. Dominant), A (Reserved vs. Outgoing) and F (Sober vs. Happy to lucky) that the pre-service teachers.

Chaudhary, K. (1988). did his study on,' A Study to Find out the Efficiency of the Concept Attainment Model for Training Pre-Service Teachers Independent study.' Pune., Adarsha comprehensive college of education and research .The main objectives were to help students acquire new concepts in science and enrich

and clarify their thinking on known concepts using the concept attainment model (CAM) of Burner, developed by Bruce Joyce and Marsha Weil (1972), to find out the effect of peer practice feedback on student-teachers performance as measured on TAG, and to find out the feasibility of integrating training in CAM in the practice-teaching programmed for pre-service teachers in terms of reactions of pre-service teachers after each stage of training. Methodology used the study involved 10 volunteers' students and teachers having science and English as their methods of teaching and teaching in English medium belonging To the Adarsha comprehensive college of education and Research. The major findings were the concept attainment model was found to be effective in teaching concepts in science to student However, through it developed critical thinking and the students were actively involved most teachers and student felt that it was time- consuming and only bright student participated. There was a disagreement as to whether CAM was better than the traditional teaching method employed by the regular teachers however, most student felt that they would like to be taught at least some of the topics through CAM.

Rao, Bhaskara. D Joseph, Raju B and Rao Sundra G. (1989). did their study on, 'Scientific Attitude of Pre-Service Science Teachers.' Indian educational review. Methodology of the study the total sample comprised 183 teachers, covering 36 in-service and 147 pre-service teachers. The tools used included a tool to measure freedom from superstition, the cause-effect relationship tool of D. Gopal Krishana and the open mindedness tool of M. James Kozlow and Marshall A. Nay. Mean, standard deviation and chi-square were calculated while treating the data. The major findings were the distribution of scientific attitudes, namely freedom from superstition, ability to identify the cause and effect relationship and open mindedness, was not normal. There was not much difference in the attitude between in-service and pre-service science teachers. (32.65% Pre-service) teachers were not superstitious. 54.25% of the sample (only pre-service) were able to identify the cause and effect relationship. 24.04% (21.77% pre-service) of the sample were open minded. None of the variable was associated with the attitudes except the medium of instruction. Scientific attitudes were distributed independently in the sample and were independent of each other.

Reddy. C. P. (1991) did his study on, 'Quality Improvement of Pre-Service Teacher Education of Primary School Teachers in Andhra Pradesh.'

The main objectives were, to explore the present status of pre-service teacher education of primary school teachers in Andhra Pradesh, To improve the quality of teacher education in terms of physical facilities, staff patterns the teaching-learning process, the curriculum and the evaluation process. Methodology used The population consisted of the teacher educators working in 23 TTIS/DIETs in the state of Andhra Pradesh. They were post-graduates with M.Ed, with minimum 50% marks in both their degrees. The researcher used a questionnaire to collect the data. Chi-square and percentages were calculated while treating the data..

Aljabber (2004) conducted ' A Study to find out the Attitude of Saudi Arabian Secondary Pre-Service Teachers towards Teaching Practices in Science.' The purpose of the study was to investigate the attitude of Saudi Arabian secondary pre-service teachers towards a variety of teaching practices a questionnaire and four open-ended survey questions were used for the study.

Conclusion-

Thus, this chapter presents review of related literature. this chapter is followed by the next chapter.

Chapter-4

Research Planning and Procedure

4.1 Introduction

This chapter describes the statement of the problem, objectives, Research question, sample, population, design of the study, tools used, tools preparation and data collection.

4.2 Research Type: The present study is descriptive study as it presents the present scenario about teachers.

4.3 Research Design: The present research is survey type of research. Surveys represent one of the most common types of research. In survey research, the researcher selects a sample of Respondents from a population and then collects information from them using surveys; it is possible to collect data from large and small population. In the present research the researcher has used survey as the researcher wanted to know the present status of the opinion of pre-service teachers about teaching profession in relation to certain variables like income, teaching as a noble job, teaching as a profession to help in achieving good social status etc.

4.4 Population

The population for the present study comprised of all pre-service teachers of colleges of Anand district.

4.5 Sample

The sample of the present study comprised of 120 Pre-Service teachers drawn from two English medium colleges H. M. Patel Institute and Waymade college of Education and two Gujarati medium colleges I.J. Patel B. Ed College and M. B. Patel College of Education. From every college 30 students were selected.

4.6 Sampling Procedure

The Researcher has selected 30 pre-service teachers from 4 colleges each. Total 120 students were selected. The sampling procedure used by the researcher is purposive sampling as she purposely selected two English medium colleges H.M. Patel Institute because it is a government college and Waymade college of education because it is a self-financed college. The Researcher selected M. B. Patel College of education because it is a government aided college and I.J. Patel College as it is a self-financed college.

4.7 Tools Used

1. Opinionnaire- An Opinionnaire is primarily an assessment of public opinion by the questions, In this study the researcher selected opinionnaire as a tool to know about the opinion of the pre-service teachers about teaching profession.

2. Questionnaire-The Questionnaire quite often considered the important instrument for a survey research. The structured questionnaire direction should be clear, short and easy to understand, concrete and pre-determined question. The Questionnaire was presented before the students with exactly the same aim. The researcher used multiple choice type questionnaires. Pre-service teachers were asked to select the best option. The Questionnaire consisted of 18 questions. The purpose of that was to know about the pre-service teachers' idea about teaching profession.

4.8 Validation of Tools

First Step-The researched read first journals, books, consulted the experts and informally talked with pre-service teachers on the basis of that she prepared an opinionnaire to know about the pre- service teachers' opinions about teaching as a noble profession & teaching as a joyful and interesting profession.

Second Step: She got it checked by her mentor Dr. Bharti Rathore and incorporated the modifications suggested by her.

Third Step: The researcher again got the opinionnaire checked by the experts and modified it accordingly.

Fourth Step: Questionnaire and Opinionnaire were thus validated and authenticated by experts and teacher educators.

4.9 Implementation of Tools

Day 1	H.M. Patel institute	The Researcher randomly selected 30 pre-service teachers, and distributed the opinionnaire and asked them to carefully read the instructions and statements. They were also asked to tick mark in the most appropriate option. The researcher also helped the students when they have problem in understanding any statement. Pre-service teachers nicely cooperated and the researcher got the opinionnaire filled by them. The Researcher distributed the questionnaire among the same students and asked them to carefully read the instructions and statements. They were also asked to tick mark in the most appropriate option. The researcher also helped the students when they have problem in understanding any statement. Pre-service. With the co-operation of the pre-service teachers , the researcher got it filled.
Day 2	Waymade college of education	The Researcher randomly selected 30 pre-service teachers, and distributed the opinionnaire and asked them to carefully read the instructions and statements. They were also asked to tick mark in the most appropriate option. The researcher also helped the students when they have problem in understanding any statement. Pre-service teachers nicely cooperated and the researcher got the opinionnaire filled by them. The Researcher distributed the questionnaire among the same students and asked them to

		carefully read the instructions and statements. They were also asked to tick mark in the most appropriate option. The researcher also helped the students when they have problem in understanding any statement. Pre-service. With the co-operation of the pre-service teachers, the researcher got it filled.
Day 3	I.J. Patel B. Ed .College	The Researcher randomly selected 30 pre-service teachers, and distributed the opinionnaire and asked them to carefully read the instructions and statements. They were also asked to tick mark in the most appropriate option. The researcher also helped the students when they have problem in understanding any statement. Pre-service teachers nicely cooperated and the researcher got the opinionnaire filled by them. The Researcher distributed the questionnaire among the same students and asked them to carefully read the instructions and statements. They were also asked to tick mark in the most appropriate option. The researcher also helped the students when they have problem in understanding any statement. Pre-service. With the co-operation of the pre-service teachers , the researcher got it filled.
Day 4	M.B. Patel college of Education	The Researcher randomly selected 30 pre-service teachers, and distributed the opinionnaire and asked them to carefully read the instructions and statements. They were also asked to tick mark in the most appropriate option. The researcher also helped the students when they have problem in understanding any statement. Pre-service teachers nicely cooperated and the researcher got the opinionnaire filled by them. The Researcher distributed the questionnaire among the same students and asked them to carefully read cooperated and the researcher got the opinionnaire filled by them. The Researcher distributed the

		questionnaire among the same students and asked them to carefully read the instructions and statements. They were also asked to tick mark in the most appropriate option. The researcher also helped the students when they have problem in understanding any statement. With the co-operation of the pre-service teachers , the researcher got it filled.
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4.10 Data collection

Enough care was taken by the researcher to follow appropriate procedure for collecting reliable data. The Researcher visited selected B.ED Colleges of V.V.Nagar personally to collect data through prepared tools with the permission of the principals of the colleges selected as sample; the data was collected through opinionnaire and questionnaire.

4.11 Data Analysis:

The data collected is analyzed using content analysis and percentage analysis. Content analysis has been defined as a systematic replicable technique. The researcher has calculated all the responses given by the pre-service teachers in opinionnaire through frequency distribution and then converted them into percentage. In the same way the researcher calculated all the responses given by the pre-service teachers in questionnaire through frequency distribution and then converted them into percentage.

Thus this chapter presents methodology of research or sample, population, tools, construction of tools and implementation of the same. This chapter is followed by the next chapter Data Analysis and Data Interpretation.

Chapter-5

Data Analysis, Interpretation and Discussion

5.1 Introduction

The data collected through administration of teacher's emotional intelligence inventory and observation of teaching sessions on General Teaching Competence scale respectively, was analyzed and then interpretations were drawn. The data personal through the study has been presented in tabular form as under-

Table no-5.1.1 Opinionnaire for pre-service teachers of English Medium colleges-
Waymade college of Education
H.M.Patel Institute

No		Strongly agrees	Agree	Undecid ed	Disagree	Strongly disagree
1	I will get a good job after doing this course.	41.66%	53.66	1.6%	3.3%	0%
2	Teachers have a good social status.	41.66%	57.66%	0%	1.6%	0%
3	Teachers get a good spouse.	25%	31.66%	26.6%	10%	7.6%
4	Teachers are more creative.	43.33%	50.33	1.6%	5%	0%
5	Teachers are guides of the society.	59.33%	31%	6%	4.3%	0%
6	Teachers get respect from their students.	37.66%	33.33%	20%	10.3%	0%
7	Teaching is a noble profession.	59%	31.66%	6.6%	1.6%	1.6%
8	Teaching gives satisfaction in life.	43.66%	41.66%	5%	10%	0%
9	Teaching provides a	55.33%	41.66	1.6%	1.6%	0%

	good opportunity for self expression.					
10	Teaching as a profession helps in personal growth.	52.66%	31.66%	10%	6.6%	0%
11	Teaching is strenuous.	20%	42.33%	30%	5%	3.3%
12	Teaching is fun.	26.66%	47%	10%	11.6%	5%
13	It feel great while teaching.	33.33%	51%	8.3%	8.3%	0%
14	Teachers are role models in the society.	44.33%	41.66%	5%	5%	5%
15	Teachers should have good moral character.	62.66%	28.33%	5%	3.3%	1.6%
16	Teaching profession is important for society.	52.66%	40%	5%	1.65%	1.6%
17	Teaching profession makes a person financially stable.	16.66%	42.33%	21.6%	16.65%	1.6%
18	Teachers are leaders of the society.	31.66%	42.66%	16.6%	10%	0%
19	Teachers can help in social help.	28.33%	55.33%	8.3%	8.3%	0%
20	It's fun to interact with children.	42.66%	41.66%	10%	6.6%	0%

As is observed from table no 5.1.1 41.66% pre-service teachers strongly agree with this statement "I will get a good job after doing this course." And those 53.66% pre-service teachers agree with this statement, 1.6% undecided are about this statement, 3.3% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the second statement "Teachers have a good social status" 41.66% pre-service teachers strongly agree with this statement and 57.66% pre-service teachers agree with this statement, 0% pre-service teachers are undecided about this statement, 1.6 % pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the third statement "teachers get a good spouse" 25% pre-service teachers strongly agree with this statement, 31.66% pre-service teachers agree with this statement, 26.6 % pre-service teachers are undecided about this statement, 10% pre-service teachers disagree with this statements, 7.6% pre-service teachers strongly disagree with this statement.

In the forth statement "teachers are more creative" 43.33% pre-service teachers strongly agree with this statement, 50.33% pre-service teachers agree with this statement, 1.6% pre-service teachers are undecided about this statements 5% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the fifth statement "teachers are guides of the society" 59.33% pre-service teachers strongly agree with this statement, 30% pre-service teachers agree with this statement, 5% pre-service teachers undecided are about this statement, 3.3% pre-service teachers disagree with this

statement, 0% pre-service teachers strongly disagree with this statement.

In the sixth statement "teachers get respect from their student" 37.66% pre-service teachers strongly agree with this statement, 33.33% pre-service teachers agree with this statement, 20% pre-service teachers are undecided about this statement, 10.3% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the seventh statement "teaching is a noble profession" 59% pre-service teachers strongly agree with this statement, 31.66% pre-service teachers agree with this statement, 6.6% pre-service teachers are undecided about this statement, 1.6% pre-service teachers disagree with this statement, 1.6% pre-service teachers strongly disagree with this statement.

In the eighth statement "teaching gives satisfaction in life" 43.66% pre-service teachers strongly agree with this statement, 41.66% pre-service teachers agree with this statement, 5% pre-service teachers are undecided about this statement, 10% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the ninth statement "teaching provides a good opportunity for self expression" 55.33% pre-service teachers strongly agree with this statement, 41.66% pre-service teachers agree with this statement, 1.6% pre-service teachers are undecided about this statement, 1.6% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the tenth statement "teaching as a profession helps in personal growth" 52.66% pre-service teachers strongly agree with this

statement, 31.66% pre-service teachers agree with this statement, 10% pre-service teachers are undecided about this statement, 6.6% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the eleventh statement "teaching is strenuous" 20% pre-service teachers strongly agree with this statement, 42.33% pre-service teachers agree with this statement, 30% pre-service teachers are undecided about this statement, 5% pre-service teachers disagree with this statement, 3.3% pre-service teachers strongly disagree with this statement.

In the twelfth statement "teaching is fun" 26.66% pre-service teachers strongly agree with this statement, 47% pre-service teachers agree with this statement, 10% pre-service teachers are undecided about this statements 11.6% pre-service teachers disagree with this statement, 5% pre-service teachers strongly disagree with this statement.

In the thirteenth statement "I feel great while teaching" 33.33% pre-service teachers strongly agree with this statement, 51% pre-service teachers agree with this statement, 8.3% pre-service teachers are undecided about this statement, 8.3% pre-service teachers disagree with this statements 0% pre-service teachers strongly disagree with this statement.

In the fourteenth statement "teachers are role models in the society" 44.33% pre-service teachers strongly agree with this statement, 41.66% pre-service teachers agree with this statements 5% pre-service teachers are undecided about this statement 5% pre-service teachers disagree with this statement. 5% pre-service teachers strongly disagree with this statement.

In the fifteenth statement "teachers should have good moral character" 62.66 % pre-service teachers strongly agree with this statement, 28.33% pre-service teachers agree with this statement 5% pre-service teachers are undecided about this statement, 3.3% pre-service teachers disagree with this statement, 1.6% pre-service teachers strongly disagree with this statement.

In the sixteenth statement "teaching profession is important for society" 52.66% pre-service teachers strongly agree with this statement, 40% pre-service teachers agree with this statement, 5% pre-service teachers are undecided about this statement, 1.6 % pre-service teachers disagree with this statement, 1.6% pre-service teachers strongly disagree with this statement.

In the seventeenth statement "teaching profession makes a person financially stable" 16.66% pre-service teachers strongly agree with this statement, 42.33% pre-service teachers agree with this statement, 21.6% pre-service teachers are undecided about this statement, 16.6% pre-service teachers disagree with this statement, 1.6% pre-service teachers strongly disagree with this statement.

In the eighteenth statement "teachers are leaders of the society" 31.66% pre-service teachers strongly agree with this statement, 42.66% pre-service teachers agree with this statement, 16.6% pre-service teachers are undecided about this statement, 10% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the nineteenth statement" teachers can help in social reforms" 28.33% pre-service teachers strongly agree with this statement, 55.33% pre-service teachers agree with this statement, 8.3% pre-

service teachers are undecided about this statement, 8.3 % pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the twentieth statement " it's fun to interact with children" 42.66% pre-service teachers strongly agree with this statement, 41.66% pre-service teachers agree with this statement, 10% pre-service teachers are undecided about this statement, 10% pre-service teachers disagree with this statement, 6.6% pre-service teachers strongly disagree with this statement.

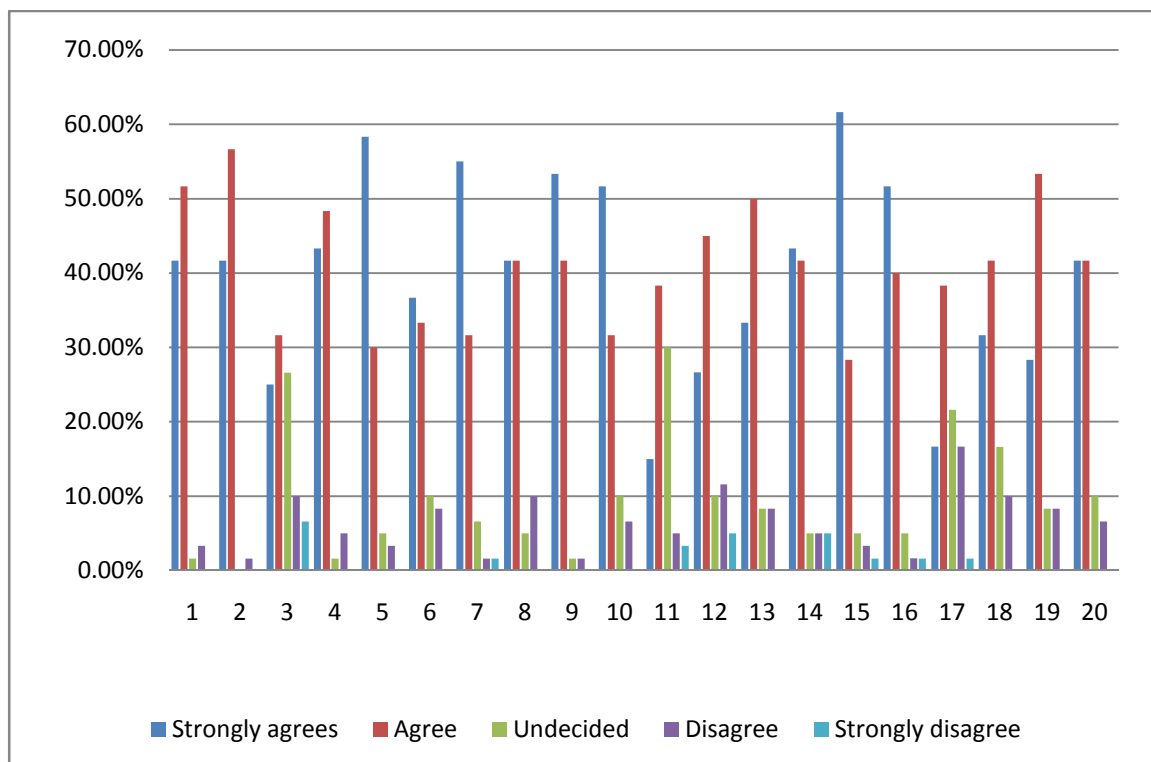


Table no- 5.1.2 Opinionnaire of pre-service teachers of Gujarati Medium Colleges-

I.J.Patel B.Ed. College

M.B.Patel College of Education

No		Strongly agrees	agree	Undecid ed	Disagree	Strongly disagree
1	I will get a good job after doing this course.	42.6%	40%	16.6%	0.8%	0%
2	Teachers have a good social status.	35%	57.6%	6.6%	0.8%	0%
3	Teachers get a good spouse.	24.3%	55%	11.6%	10%	0%
4	Teachers are more creative.	56%	30%	10%	3.3%	1.6%
5	Teachers are guides of the society.	33.3%	57.3%	6.6%	3.3%	0%
6	Teachers get respect from their students.	31.6%	60%	8.3%	0.8%	0%
7	Teaching is a noble profession.	33.3%	51%	11.6%	2.5%	2.5%
8	Teaching gives satisfaction in life.	23.3%	56.6%	16.6%	1.65%	2.5%
9	Teaching provides a good opportunity for self expression.	35%	45%	16.6%	3.3%	0.8%
10	Teaching as a profession helps in personal growth.	26.6%	55.3%	16.6%	1.6%	0%

11	Teaching is strenuous.	11.6%	33.3%	33.3%	11.66%	5.83%
12	Teaching is fun.	19%	50.6%	13.33%	13.33%	4.16%
13	It feels great while teaching.	35%	51.6%	8.6%	3.3%	1.6%
14	Teachers are role models in the society.	30%	50%	15%	5%	0%
15	Teachers should have good moral character.	52.6%	38.3%	5%	3.3%	1.6%
16	Teaching profession is important for society.	51%	36.6%	8.3%	2.5%	2.55%
17	Teaching profession makes a person financially stable.	40%	30%	21.66%	6.6%	2.5%
18	Teachers are leaders of the society.	25%	45%	22.33%	4.16%	4.16%
19	Teachers can help in social help.	31.6%	49%	16.66%	2.5%	0.8%
20	It's fun to interact with children.	30%	53.6%	10%	5.83%	0.8%

As is observed from table and chart no.5.1.2 42.6% pre-service teachers strongly agree with this statement "I will get a good job after doing this course." And those 40% pre-service teachers agree with this statement, 16.6% pre-service teachers are undecided about this statement, 0.8% pre-service teachers disagree with this statement, and 0% pre-service teachers strongly disagree with this statement.

In the second statement "Teachers have a good social status" 35% pre-service teachers strongly agree with this statement and 57.6 % pre-service teachers agree with this statement, 6.6% pre-service teachers are undecided about this statement, 0.8% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the third statement" teachers get a good spouse" 24.3 % pre-service teachers strongly agree with this statement, 55% pre-service teachers agree with this statement, 11.6% pre-service teachers are undecided about this statement, 10% pre-service teachers disagree with this statements, 0% pre-service teachers strongly disagree with this statement.

In the forth statement "teachers are more creative" 56% pre-service teachers strongly agree with this statement, 30% pre-service teachers agree with this statement, 10% pre-service teachers are undecided about this statement, 3.3% pre-service teachers disagree with this statement,1.6 % pre-service teachers strongly disagree with this statement.

In the fifth statement "teachers are guides of the society" 33.3% pre-service teachers strongly agree with this statement, 57.3% pre-service teachers agree with this statement, 6.6% pre-service teachers are undecided about this statement, 3.3% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the sixth statement "teachers get respect from their student" 31.6% pre-service teachers strongly agree with this statement, 60% pre-service teachers agree with this statement, 8.3% pre-service teachers are undecided about this statement, 0.8% pre-service teachers disagree

with this statement, 0% pre-service teachers strongly disagree with this statement.

In the seventh statement "teaching is a noble profession" 33.3% pre-service teachers strongly agree with this statement, 51% pre-service teachers agree with this statement, 11.6% pre-service teachers are undecided about this statement, 2.5% pre-service teachers disagree with this statement, and 2.5% pre-service teachers strongly disagree with this statement.

In the eighth statement "teaching gives satisfaction in life" 23.3% pre-service teachers strongly agree with this statement, 56.6% pre-service teachers agree with this statement, 16.6% pre-service teachers are undecided about this statement, 1.6% pre-service teachers disagree with this statement, 2.5% pre-service teachers strongly disagree with this statement.

In the ninth statement "teaching provides a good opportunity for self expression" 35% pre-service teachers strongly agree with this statement, 45% pre-service teachers agree with this statement, 16.6% pre-service teachers are undecided about this statement, 3.3% pre-service teachers disagree with this statement, 0.8% pre-service teachers strongly disagree with this statement.

In the tenth statement "teaching as a profession helps in personal growth" 26.6% pre-service teachers strongly agree with this statement, 55.3% pre-service teachers agree with this statement, 16.6% pre-service teachers are undecided about this statement, 1.6% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the eleventh statement "teaching is strenuous" 16.6% pre-service teachers strongly agree with this statement, 33.3% pre-service teachers agree with this statement, 33.3% pre-service teachers are undecided about this statement, 11.66% pre-service teachers disagree with this statement, 5.83% pre-service teachers strongly disagree with this statement.

In the twelfth statement "teaching is fun." 19% pre-service teachers strongly agree with this statement, 50.6% pre-service teachers agree with this statement, 13.33% pre-service teachers are undecided about this statement, 13.33% pre-service teachers disagree with this statement, and 4.16% pre-service teachers strongly disagree with this statement.

In the thirteenth statement "I feel great while teaching" 35 % pre-service teachers strongly agree with this statement, 51.6% pre-service teachers agree with this statement, 6.6% pre-service teachers are undecided about this statement, 3.3% pre-service teachers disagree with this statement, 1.6% pre-service teachers strongly disagree with this statement.

In the fourteenth statement "teachers are role models in the society" 50% pre-service teachers strongly agree with this statement, 45% pre-service teachers agree with this statement, 15% pre-service teachers are undecided about this statement, 5% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the fifteenth statement "teachers should have good moral character" 52.6% pre-service teachers strongly agree with this statement, 38.3% pre-service teachers agree with this statement, 5% pre-service teachers are undecided about this statement, 3.3% pre-service teachers disagree

with this statement, 1.6% pre-service teachers strongly disagree with this statement.

In the sixteenth statement "teaching profession is important for society" 57% pre-service teachers strongly agree with this statement, 36.6% pre-service teachers agree with this statement, 8.3% pre-service teachers are undecided about this statement, 2.5% pre-service teachers disagree with this statement, 2.5% pre-service teachers strongly disagree with this statement.

In the seventeenth statement "teaching profession makes a person financially stable" 40% pre-service teachers strongly agree with this statement, 30% pre-service teachers agree with this statement, 21.66% pre-service teachers are undecided about this statement, 6.6% pre-service teachers disagree with this statement, 2.5% pre-service teachers strongly disagree with this statement.

In the eighteenth statement "teachers are leaders of the society" 25% pre-service teachers strongly agree with this statement, 45% pre-service teachers agree with this statement, 22.33% pre-service teachers are undecided about this statement, 4.16% pre-service teachers disagree with this statement, and 4.16% pre-service teachers strongly disagree with this statement.

In the nineteenth statement "teachers can help in social reforms" 31.6% pre-service teachers strongly agree with this statement, 49% pre-service teachers agree with this statement, 16.66 % pre-service teachers are undecided about this statement, 2.5% pre-service teachers disagree with this statement, 0.8% pre-service teachers strongly disagree with this statement.

In the twentieth statement "its fun to interact with children" 30% pre-service teachers strongly agree with this statement, 53.6% pre-service

teachers agree with this statement, 10% pre-service teachers are undecided about this statement, 5.83% pre-service teachers disagree with this statement, and 0.8% pre-service teachers strongly disagree with this statement.

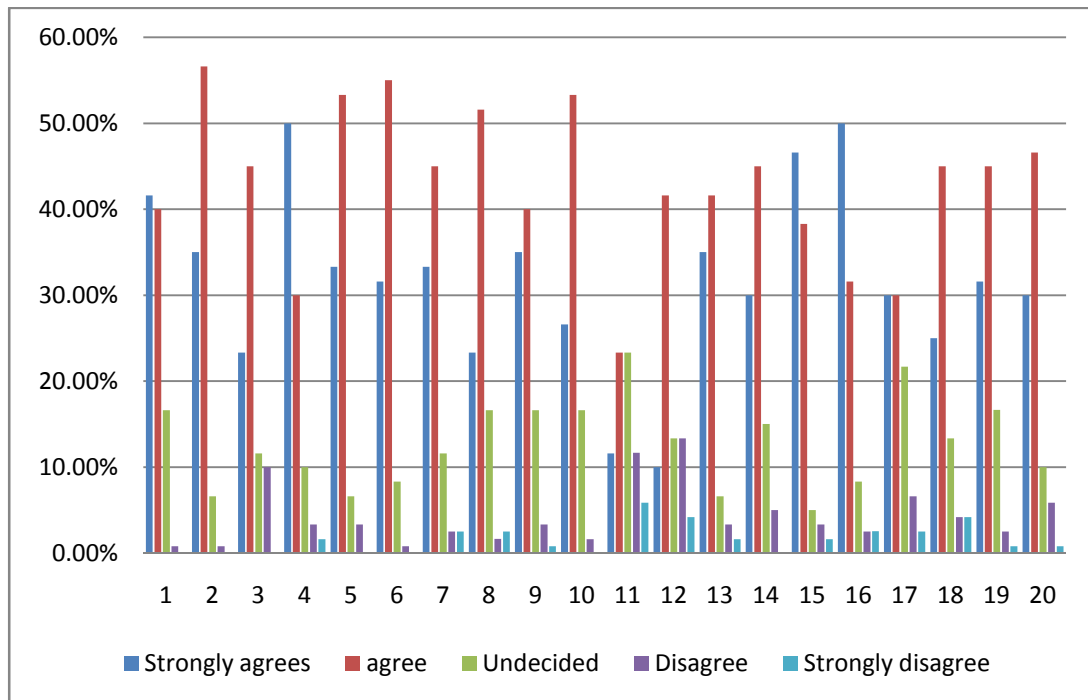


Table no-5.1.3 Opinionnaire for the pre-service teachers of four colleges

Waymade college of Education

H.M.Patel Institute

I.J.Patel B.Ed college

M.B.Patel college of Education

No		Strongly agrees	agree	Undecid ed	Disagree	Strongly disagree
1	I will get a good job after doing this course.	43.33%	46%	10.83%	0.8%	0%
2	Teachers have a good social status.	40%	56%	2.5%	1.6%	0.8%
3	Teachers get a good spouse.	24.16%	39.33%	19.16%	15%	3.3%
4	Teachers are more creative.	50.33%	37.5%	6.6%	5%	0.8%
5	Teachers are guides of the society.	50.16%	38.33%	5.83%	5.83%	0%
6	Teachers get respect from their students.	33.33%	51.5%	13.33%	2.5%	0%
7	Teaching is a noble profession.	45.16%	38.33%	10%	4.16%	3.3%
8	Teaching gives satisfaction in life.	33.33%	47.66%	11.6%	7.5%	0%
9	Teaching provides a good opportunity for self expression.	45.16%	40.83%	9.16%	4.16%	1.6%
10	Teaching as a profession helps in personal growth.	39.16%	43.5%	13.33%	5%	0%

11	Teaching is strenuous.	13.33%	42.5%	35.16%	10%	8.3%
12	Teaching is fun.	18.33%	44.5%	11.66%	19.16%	6.6%
13	It feels great while teaching.	34.16%	46.83%	7.5%	7.5%	5%
14	Teachers are role models in the society.	37.5%	44.33%	10.83%	5.83%	2.5%
15	Teachers should have good moral character.	55%	35.16%	5%	4.16%	1.6%
16	Teaching profession is important for society.	52.83%	34.16%	7.5%	3.3%	2.5%
17	Teaching profession makes a person financially stable.	25.33%	40.16%	21.66%	10%	3.3%
18	Teachers are leaders of the society.	28.33%	44.33%	15%	9.16%	4.16%
19	Teachers can help in social help.	31.5%	55.83%	8.5%	3.5%	0.8%
20	It's fun to interact with children.	36.66%	42.5%	11.66%	10%	0%

As is observed from table no-5.1.3, 43.33% pre-service teachers strongly agree with this statement "I will get a good job after doing this course." And those 46% pre-service teachers agree with this statement, 1.6 % pre-service teachers are undecided about this statement, 3.3% pre-service teachers agree with this statement, 10.83% are undecided about this statement, and 0.8% pre-service teachers strongly disagree with this statement.

In the second statement "Teachers have a good social status" 40% pre-service teachers strongly agree with this statement and 56% pre-service teachers agree with this statement, 2.5% pre-service teachers are undecided about this statement, 1.6% pre-service teachers disagree with this statement, 0.8% pre-service teachers strongly disagree with this statement.

In the third statement "teachers get a good spouse" 24.16% pre-service teachers strongly agree with this statement, 39.33% pre-service teachers agree with this statement, 19.16% pre-service teachers are undecided about this statement, 15% pre-service teachers disagree with this statements, 3.3% pre-service teachers strongly disagree with this statement.

In the forth statement "teachers are more creative" 50.33% pre-service teachers strongly agree with this statement, 37.5% pre-service teachers agree with this statement, 6.6% pre-service teachers are undecided about this statements 5% pre-service teachers disagree with this statement, 0.8% pre-service teachers strongly disagree with this statement.

In the fifth statement "teachers are guides of the society" 50.16% pre-service teachers strongly agree with this statement, 38.33% pre-service teachers agree with this statement, 5.83% pre-service teachers are undecided about this statement, 5.83% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the sixth statement "teachers get respect from their student" 33.33% pre-service teachers strongly agree with this statement, 51.5% pre-service teachers agree with this statement, 13.33% pre-service teachers are undecided about this statement, 2.5 % pre-service teachers disagree

with this statement, 0% pre-service teachers strongly disagree with this statement.

In the seventh statement "teaching is a noble profession" 45.16% pre-service teachers strongly agree with this statement, 38.33 % pre-service teachers agree with this statement, 10 % pre-service teachers are undecided about this statement, 4.16 % pre-service teachers disagree with this statement, 3.3% pre-service teachers strongly disagree with this statement.

In the eighth statement "teaching gives satisfaction in life" 33.33% pre-service teachers strongly agree with this statement, 47.66 % pre-service teachers agree with this statement, 11.66% pre-service teachers are undecided about this statement, 7.5% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the ninth statement "teaching provides a good opportunity for self expression" 45.16% pre-service teachers strongly agree with this statement, 40.83 % pre-service teachers agree with this statement, 9.16% pre-service teachers are undecided about this statement, 4.16 % pre-service teachers disagree with this statement, 1.6 % pre-service teachers strongly disagree with this statement.

In the tenth statement "teaching as a profession helps in personal growth" 39.16% pre-service teachers strongly agree with this statement, 43.5 % pre-service teachers agree with this statement, 13.33 % pre-service teachers are undecided about this statements 5% pre-service teachers disagree with this statement, 0% pre-service teachers strongly disagree with this statement.

In the eleventh statement "teaching is strenuous" 13.33% pre-service teachers strongly agree with this statement, 42.5 % pre-service

teachers agree with this statement, 35.66 % pre-service teachers are undecided about this statement, 10.16 % pre-service teachers disagree with this statement. 8.3% pre-service teachers strongly disagree with this statement.

In the twelfth statement "teaching is fun" 18.33 % pre-service teachers strongly agree with this statement, 44.5 % pre-service teachers agree with this statement, 11.66 % pre-service teachers are undecided about this statement, 19.16 % pre-service teachers disagree with this statement, 6.6% pre-service teachers strongly disagree with this statement.

In the thirteenth statement "I feel great while teaching" 34.16% pre-service teachers strongly agree with this statement, 46.83% pre-service teachers agree with this statement, 7.5% pre-service teachers are undecided about this statement, 7.5% pre-service teachers disagree with this statement, 5% pre-service teachers strongly disagree with this statement.

In the fourteenth statement "teachers are role models in the society" 37.5% pre-service teachers strongly agree with this statement,, 44.33% pre-service teachers agree with this statement, 10.83% pre-service teachers are undecided about this statement, 5.83% pre-service teachers disagree with this statement, 2.5% pre-service teachers strongly disagree with this statement.

In the fifteenth statement "teachers should have good moral character" 55% pre-service teachers strongly agree with this statement, 35.16 % pre-service teachers agree with this statement 5% pre-service teachers are undecided about this statement, 4.16% pre-service teachers disagree with this statement, 1.6% pre-service teachers strongly disagree with this statement.

In the sixteenth statement "teaching profession is important for society" 52.83% pre-service teachers strongly agree with this statement, 34.16 % pre-service teachers agree with this statement, 7.5% pre-service teachers are undecided about this statement, 3.3 % pre-service teachers disagree with this statement, 2.5% pre-service teachers strongly disagree with this statement.

In the seventeenth statement "teaching profession makes a person financially stable" 25.33% pre-service teachers strongly agree with this statement, 40.16 % pre-service teachers agree with this statement 21.66 % pre-service teachers are undecided about this statement, 10% pre-service teachers disagree with this statement, 3.3% pre-service teachers strongly disagree with this statement.

In the eighteenth statement "teachers are leaders of the society" 28.33% pre-service teachers strongly agree with this statement, 44.33% pre-service teachers agree with this statement, 15% pre-service teachers are undecided about this statement, 9.16% pre-service teachers disagree with this statement, 4.16 % pre-service teachers strongly disagree with this statement.

In the nineteenth statement "teachers can help in social reforms" 31.5% pre-service teachers strongly agree with this statement, 55.83% pre-service teachers agree with this statement, 8.5% pre-service teachers are undecided about this statement, 3.5% pre-service teachers disagree with this statement, 0.8% pre-service teachers strongly disagree with this statement.

In the twentieth statement "it's fun to interact with children" 36.66% pre-service teachers strongly agree with this statement, 42.5% pre-service teachers agree with this statement, 11% pre-service teachers are undecided about this statement, 11.66% pre-service teachers

disagree with this statements, 10% pre-service teachers strongly disagree with this statement.

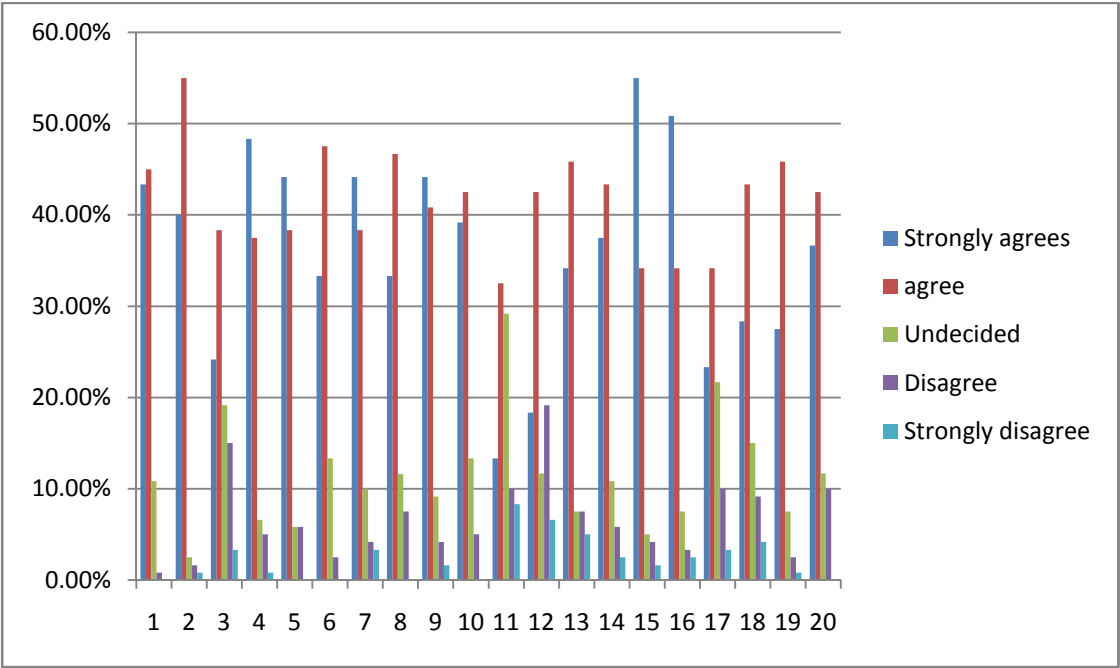


Table no-5.1.4. This table shows answers of pre-service teachers of Gujarati Medium Colleges

Ishwarbhai.Jethabhai.Patel B.Ed college , Mogri

M.B.Patel college of Education., V.V.Nagar

1.	They joined the course because-----
a.	33% pre-service teachers said that they joined the course because their friends joined it.
b.	25% pre-service teachers said that they joined the course because parents said so.
c.	16.6% pre-service teachers said that they joined the course because teacher said so.
d.	25% pre-service teachers said that they joined the course because wanted to join it.
2.	According to teachers your performance is-----
a.	1.66% pre-service teachers said that their performance is excellent.
b.	15% pre-service teachers said that their performance is good.
c.	41.6% pre-service teachers said that their performance is satisfactory.
d.	41.6% pre-service teachers said that their performance is not satisfactory.
3	According to them, teacher is-----
a.	68.3% pre-service teachers said that a teacher is a friend.
b.	16.6% pre-service teachers said that a teacher is a philosopher.
c.	5% pre-service teachers said that a teacher is a guide.
d.	10% pre-service teachers said that a teacher is a mentor.
4.	As a teacher, whose life would be of more relevance to you?
a.	41.6% pre-service teachers said that amitabh bachchan's life would be of more relevance to them.
b.	11.66% pre-service teachers said that Sachin Tendulkar life would be of more relevance to them.
c.	13.33% pre-service teachers said that Dr.Sarvapalli Radhakrishanan life would

	be of more relevance to them.
d.	33.33% pre-service teachers said that Dhirubhai Ambani life would be of more relevance to them.
5	Teachers are important in the society as:
a.	3.33% pre-service teachers said that they guide the society.
b.	13.33% pre-service teachers said that they teach the children.
c.	5% pre-service teachers said that they run the school.
d.	78.33% pre-service teachers said that they are good human beings.
6	A society without teachers-----
a.	33.33% pre-service teachers said that a society without teachers is directed.
b.	25% pre-service teachers said that a society without teachers is well directed.
c.	16.66% pre-service teachers said that a society without teachers is not affected all.
d.	13% pre-service teachers said that a society without teachers is without any direction.
7.	What is the most important duty of a teacher?
a.	1.66% pre-service teachers said that the most important duty of a teacher is to think of his own well being only.
b.	15% pre-service teachers said that the most important duty of a teacher is to think of the welfare of the learners.
c.	41.66% pre-service teachers said that the most important duty of a teacher is to be neutral.
d.	41.66% pre-service teachers said that the most important duty of a teacher is to think of the whole society.
8.	Teachers are like:
a.	68.33% pre-service teachers said that teachers are like doctors.
b.	16.66% pre-service teachers said that teachers are like gardeners.
c.	5% pre-service teachers said that teachers are like police inspector.
d.	10% pre-service teachers said that teachers are like leaders.

9	Teachers should give corporal punishment to children.
a.	41% pre-service teachers said that teachers should always give corporal punishment to children.
b.	11.66% pre-service teachers said that teachers should never give corporal punishment to children.
c.	13.33% pre-service teachers said that teachers should sometimes give corporal punishment to children.
d.	33.33% pre-service teachers said that teachers should often give corporal punishment to children.
10	Teachers should use in class:
a.	3.33% pre-service teachers said that teachers should use traditional methods only in class.
b.	13.33% pre-service teachers said that teachers should use technology only.
c.	78.33% pre-service teachers said that teachers should use a combination of traditional methods and technology.
11	Teachers are noble as:
a.	13.33% pre-service teachers said that they lead a simple life.
b.	21.66% pre-service teachers said that they think of the goodness of others.
c.	1.66% pre-service teachers said that they are honest.
d.	63.33% pre-service teachers said that they are industrious.
12	What do you advice to your brother/sister for a career?
a.	5% pre-service teachers said that he/she should be a doctor.
b.	6.66% pre-service teachers said that he/she should be an engineer.
c.	3.33% pre-service teachers said that he/she should be a politician.
d.	85% pre-service teachers said that he/she should be a teacher.
13	Why do you think teachers should be given good salary?
a.	5% pre-service teachers said that they should be given good salary as are doing good job.

b.	46.66% pre-service teachers said that they should be given good salary as are doing socially useful work.
c.	6.66% pre-service teachers said that they should be given good salary as are honest and simple.
d.	41.66% pre-service teachers said that they should be given good salary as are guiding the society.
14	Why should teachers be of ideal character?
a.	5% pre-service teachers said that teachers should be of ideal character as students follow them.
b.	58.33% pre-service teachers said that teachers should be of ideal character as it is wrong to be of not ideal character.
c.	30% pre-service teachers said that teachers should be of ideal character as society criticizes them.
d.	6.66% pre-service teachers said that teachers should be of ideal character as teaching is a good profession.
15	Who gets more respect in the society?
a.	41.66% pre-service teachers said that doctor gets more respect in the society.
b.	46.66% pre-service teachers said that an engineer gets more respect in the society.
c.	5% pre-service said that I.A.S officer gets more respect in the society.
d.	6.66% pre-service teachers said that teacher gets more respect in the society.
16	Why did you decide to be a teacher?
a.	23.33% pre-service teachers said that there was no other option.
b.	53.33% pre-service teachers said that they were interested in this job.
c.	3.33% pre-service teachers said that they had nothing else to do.
d.	20% pre-service teachers said that they could not get admission in other courses.
17	As a teacher will you?
a.	5% pre-service teachers said that the teacher should encourage the student
b.	3.33% pre-service teachers said that the teacher should criticize them if they are

	wrong.
c.	28.33% pre-service teachers said that the teacher should beat students if they are wrong.
d.	63.33% pre-services teachers said that the teacher should ignore them if students as something wrong.
18	As a teacher will you?
a.	0% pre-service teachers said that they would tuition classes.
b.	48.33% pre-service teachers said that they would earn money by leaking paper.
c.	18.33% pre-service teachers said that they would accept gifts from students.
d.	33.33% pre-service teachers said that they would be satisfied with your salary.

Table no-5.5 This table shows answers of pre-service teachers of English Medium colleges

Waymade College of Education, V.V.Nagar

H.M.Patel College of institute, V.V.Nagar

1.	They joined the course because-----
a.	8.33% pre-service teachers said that they joined the course because their friends joined it.
b.	40.55% pre-service teachers said that they joined the course because parents said so.
c.	0% pre-service teachers said that they joined the course because teacher said so.
d.	51.66% pre-service teachers said that they joined the course because wanted to join it.
2.	According to teachers your performance is-----
a.	56.66% pre-service teachers said that their performance is excellent.
b.	16.66% pre-service teachers said that their performance is good.
c.	25% pre-service teachers said that their performance is satisfactory.
d.	3.66% pre-service teachers said that their performance is not satisfactory.
3	According to them, teacher is-----
a.	33.33% pre-service teachers said that a teacher is a friend.
b.	6% pre-service teachers said that a teacher is a philosopher.
c.	45.66% pre-service teachers said that a teacher is a guide.
d.	15.33% pre-service teachers said that a teacher is a mentor.
4.	As a teacher, whose life would be of more relevance to you?
a.	10% pre-service teachers said that Amitabh bachchan's life would be of more relevance to them.
b.	21.66% pre-service teachers said that Sachin Tendulkar life would be of more relevance to them.
c.	60.33% pre-service teachers said that Dr.Sarvapalli Radhakrishanan life would be of more relevance to them.

d.	8.33% pre-service teachers said that Dhirubhai Ambani life would be of more relevance to them.
5	Teachers are important in the society as:
a.	73.33% pre-service teachers said that they guide the society.
b.	12% pre-service teachers said that they teach the children.
c.	4.66% pre-service teachers said that they run the school.
d.	10.33% pre-service teachers said that they are good human beings.
6	A society without teachers-----
a.	4.33% pre-service teachers said that a society without teachers is directed.
b.	85% pre-service teachers said that a society without teachers is well directed.
c.	6.66% pre-service teachers said that a society without teachers is not affected all.
d.	5% pre-service teachers said that a society without teachers is without any direction.
7.	What is the most important duty of a teacher?
a.	3.33% pre-service teachers said that the most important duty of a teacher is to think of his own well being only.
b.	25.33% pre-service teachers said that the most important duty of a teacher is to think of the welfare of the learners.
c.	1.33% pre-service teachers said that the most important duty of a teacher is to be neutral.
d.	70.33% pre-service teachers said that the most important duty of a teacher is to think of the whole society.
8.	Teachers are like:
a.	7% pre-service teachers said that teachers are like doctors.
b.	46.66% pre-service teachers said that teachers are like gardeners.
c.	6.66% pre-service teachers said that teachers are like police inspector.
d.	40% pre-service teachers said that teachers are like leaders.
9	Teachers should give corporal punishment to children.

a.	12% pre-service teachers said that teachers should always give corporal punishment to children.
b.	20.66% pre-service teachers said that teachers should never give corporal punishment to children.
c.	47.66% pre-service teachers said that teachers should sometimes give corporal punishment to children.
d.	20.66% pre-service teachers said that teachers should often give corporal punishment to children.
10	Teachers should use in class:
a.	1.66% pre-service teachers said that teachers should use traditional methods only in class.
b.	33.33% pre-service teachers said that teachers should use technology only.
c.	65.66% pre-service teachers said that teachers should use a combination of traditional methods and technology.
11	Teachers are noble as:
a.	23.33% pre-service teachers said that they lead a simple life.
b.	28.33% pre-service teachers said that they think of the goodness of others.
c.	40% pre-service teachers said that they are honest.
d.	8.83% pre-service teachers said that they are industrious.
12	What do you advice to your brother/sister for a career?
a.	12.33% pre-service teachers said that he/she should be a doctor.
b.	48.33% pre-service teachers said that he/she should be an engineer.
c.	0% pre-service teachers said that he/she should be a politician.
d.	40.33% pre-service teachers said that he/she should be a teacher.
13	Why do you think teachers should be given good salary?
a.	20.33% pre-service teachers said that they should be given good salary as are doing good job.
b.	25% pre-service teachers said that they should be given good salary as are doing socially useful work.

c.	30% pre-service teachers said that they should be given good salary as are honest and simple.
d.	35.33% pre-service teachers said that they should be given good salary as are guiding the society.
14	Why should teachers be of ideal character?
a.	50.33% pre-service teachers said that teachers should be of ideal character as students follow them.
b.	0% pre-service teachers said that teachers should be of ideal character as it is wrong to be of not ideal character.
c.	15.33% pre-service teachers said that teachers should be of ideal character as society criticizes them.
d.	35.33% pre-service teachers said that teachers should be of ideal character as teaching is a good profession.
15	Who gets more respect in the society?
a.	6.66% pre-service teachers said that doctor gets more respect in the society.
b.	6.66% pre-service teachers said that teacher gets more respect in the society.
c.	2.66% pre-service said that I.A.S officer gets more respect in the society.
d.	85% pre-service teachers said that teacher gets more respect in the society.
16	Why did you decide to be a teacher?
a.	58.33% pre-service teachers said that there was no other option.
b.	6.66% pre-service teachers said that they were interested in this job.
c.	0% pre-service teachers said that they had nothing else to do.
d.	35.33% pre-service teachers said that they could not get admission in other courses.
17	As a teacher will you?
a.	91.33% pre-service teachers said that the teacher should encourage the student
b.	1.66% pre-service teachers said that the teacher should criticize them if they are wrong.
c.	0% pre-service teachers said that the teacher should beat students if they are

	wrong.
d.	6.33% pre-services teachers said that the teacher should ignore them if students as something wrong.
18	As a teacher will you?
a.	20% pre-service teachers said that they would start tuition classes.
b.	5% pre-service teachers said that they would earn money by leaking paper.
c.	0% pre-service teachers said that they would accept gifts from students.
d.	70.33% pre-service teachers said that would they be satisfied with your salary.

Table no-5.1.6 Overall answers of questionnaire for pre-service teachers of colleges

I.J.Patel B.Ed college

M.B.Patel college of Education

Waymade College of Education

H.M.Patel Institute

1.	They joined the course because-----
a.	20.83% pre-service teachers said that they joined the course because their friends joined it.
b.	15% pre-service teachers said that they joined the course because parents said so.
c.	8.33% pre-service teachers said that they joined the course because teacher said so.
d.	67.33% pre-service teachers said that they joined the course because wanted to join it.
2.	According to teachers your performance is-----
a.	21.66% pre-service teachers said that their performance is excellent.
b.	29.33% pre-service teachers said that their performance is good.
c.	28.33% pre-service teachers said that their performance is satisfactory.
d.	21.66% pre-service teachers said that their performance is not satisfactory.
3	According to you a teacher is a-----
a.	50.83% pre-service teachers said that a teacher is a friend.
b.	14.16% pre-service teachers said that a teacher is a philosopher.
c.	23.33% pre-service teachers said that a teacher is a guide.
d.	12.66% pre-service teachers said that a teacher is a mentor.

4.	As a teacher, whose life would be of more relevance to you?
a.	25.83% pre-service teachers said that Amitabh Bachchan's life would be of more relevance to them.
b.	9.33% pre-service teachers said that Sachin Tendulkar's life would be of more relevance to them.
c.	40.83% pre-service teachers said that Dr. Sarvapalli Radhakrishnan's life would be of more relevance to them.
d.	25% pre-service teachers said that Dhirubhai Ambani's life would be of more relevance to them.
5	Teachers are important in the society as:
a.	33.33% pre-service teachers said that they guide the society.
b.	18.33% pre-service teachers said that they teach the children.
c.	3.33% pre-service teachers said that they run the school.
d.	45.83% pre-service teachers said that they are good human beings.
6	A society without teachers-----
a.	9.33% pre-service teachers said that a society without teachers is directed.
b.	13.33% pre-service teachers said that a society without teachers is well directed.
c.	4.16% pre-service teachers said that a society without teachers is not affected at all.
d.	74.16% pre-service teachers said that a society without teachers is without any direction.
7.	What is the most important duty of a teacher?
a.	5.16% pre-service teachers said that the most important duty of a teacher is to think of his own well-being only.
b.	5.83% pre-service teachers said that the most important duty of a teacher is to think of the welfare of the learners.
c.	8.33% pre-service teachers said that the most important duty of a teacher is to be neutral.
d.	81.66% pre-service teachers said that the most important duty of a teacher is to think of the whole society.

8.	Teachers are like:
a.	5% pre-service teachers said that teachers are like doctors.
b.	53.5% pre-service teachers said that teachers are like gardeners.
c.	6.66% pre-service teachers said that teachers are like police inspector.
d.	35.83% pre-service teachers said that teachers are like leaders.
9	Teachers should give corporal punishment to children.
a.	10% pre-service teachers said that teachers should always give corporal punishment to children.
b.	5.16% pre-service teachers said that teachers should never give corporal punishment to children.
c.	75.83% pre-service teachers said that teachers should sometimes give corporal punishment to children.
d.	9.66% pre-service teachers said that teachers should often give corporal punishment to children.
10	Teachers should use in class:
a.	15.66% pre-service teachers said that teachers should use traditional methods only in class.
b.	39.33% pre-service teachers said that teachers should use technology only.
c.	45.83% pre-service teachers said that teachers should use a combination of traditional methods and technology.
11	Teachers are noble as:
a.	25.33% pre-service teachers said that they lead a simple life.
b.	33.83% pre-service teachers said that they think of the goodness of others.
c.	20.66% pre-service teachers said that they are honest.
d.	20.66% pre-service teachers said that they are industrious.
12	What do you advice to your brother/sister for a career?
a.	4.16% pre-service teachers said that he/she should be a doctor.
b.	35.33% pre-service teachers said that he/she should be an engineer.
c.	15.66% pre-service teachers said that he/she should be a politician.

d.	45.33% pre-service teachers said that he/she should be a teacher.
13	Why do you think teachers should be given good salary?
a.	.18.16% pre-service teachers said that they should be given good salary are doing good job.
b.	30% pre-service teachers said that they should be given good salary as are doing socially useful work.
c.	9.16% pre-service teachers said that they should be given good salary as are honest and simple.
d.	43.33% pre-service teachers said that they should be given good salary as are guiding the society.
14	Why should teachers be of ideal character?
a.	40.33% pre-service teachers said that teachers should be of ideal character as students follow them.
b.	35.5% pre-service teachers said that teachers should be of ideal character as it is wrong to be of not ideal character.
c.	15.16% pre-service teachers said that teachers should be of ideal character as society criticizes them.
d.	9.16% pre-service teachers said that teachers should be of ideal character as teaching is a good profession.
15	Who gets more respect in the society?
a.	15% pre-service teachers said that doctor gets more respect in the society.
b.	46.66% pre-service teachers said that an engineer gets more respect in the society.
c.	11.66% pre-service said that I.A.S officer gets more respect in the society.
d.	26.83% pre-service teachers said that teacher gets more respect in the society.
16	Why did you decide to be a teacher?
a.	5.83% pre-service teachers said that there was no other option.
b.	51.66% pre-service teachers said that they were interested in this job.
c.	1.66% pre-service teachers said that they had nothing else to do.

d.	40.83% pre-service teachers said that they could not get admission in other courses.
17	As a teacher will you?
a.	93.33% pre-service teachers said that the teacher should encourage the student
b.	2.66% pre-service teachers said that the teacher should criticize them if they are wrong.
c.	0% pre-service teachers said that the teacher should beat students if they are wrong.
d.	5% pre-services teachers said that the teacher should ignore them if students as something wrong.
18	As a teacher will you?
a.	14.5% pre-service teachers said that they would start tuition classes.
b.	0% pre-service teachers said that they would earn money by leaking paper.
c.	12.5% pre-service teachers said that they would accept gifts from students.
d.	73.33% pre-service teachers said that they would be satisfied with your salary.

Thus, this chapter presents research procedure adopted by the researcher for this research. This chapter is followed by the next chapter.

Chapter-6

Findings, Suggestions, Implications and conclusion

6.1 Introduction

This chapter presents the findings of this study and offers a set of suggestions and recommendations for the research to the opinion of the pre-service teachers about teaching profession.

6.2 Main findings of the study are presented below-

1. Many pre-service teachers agree with the statement that they will get a good job after doing this course and think that teachers have a good social status.
2. Many pre-service teachers agree with this statement that teachers get a good spouse and think that teachers are more creative.
3. Many pre-Service teachers strongly agree with this statement that teachers are guides of the society and think that teachers get respect from their student.
4. Many pre-Service teachers strongly agree with this statement that teaching is a noble profession And think that teaching gives satisfaction.
5. Many pre-Service teachers strongly agree with this statement that teaching provides a good opportunity for self expression and think that teaching as a profession help in personal growth.
6. Many pre-Service teachers agree with this statement that teaching is a strenuous and think that Teaching is fun.
7. Many pre-Service teachers agree with this statement that they feel great while teaching and think that teachers are role models in the society.
8. Many pre-Service teachers strongly agree with this statement teachers should have good moral character and think that teaching profession is important for society.
9. Many pre-Service teachers agree with this statement that teaching profession makes a person financially stable and think that teachers are leaders of the society.
10. Many pre-Service teachers agree with this statement that teachers can help in social reforms whereas many think that it's fun to interact with children.

11. Many pre-service teachers said that they joined the course because they wanted to join it and their performance is good.
13. Many pre-service teachers said that a teacher is a friend and think that Dr.Sarvapalli Radhakrishnan's life would be of more relevance to them
15. Many pre-service teachers said that they are good human beings and think that a society without teachers is without any direction.
17. Many pre-service teachers said that the most important duty of a teacher is to think of the whole society and think that teachers are like gardeners
19. Many pre-service teachers said that teachers should sometimes give corporal punishment to children and think that teachers should use a combination of traditional methods and technology.
20. Many pre-service teachers said that they think of the goodness of others and think that he/she should be a teacher.
21. Many pre-service teachers said that teachers should be given good salary as they are guiding the society and think teachers should be of ideal character as students follow them.
22. Many pre-service teachers said that an engineer gets more respect in the society.
23. Many pre-service teachers said that a teacher should encourage the students they are satisfied with their salary.

This study was done about the pre-service teachers of Anand district but there are possibilities that this type of survey can be done in other areas also.

6.3 Suggestions for further studies-

1. This survey "Opinion of the pre-service teachers about teaching profession" can be done in other areas of Gujarat in V.V.nagar.
2. This type of survey can be done in other areas of India also.
3. Teachers' attitude towards teaching profession can be studied.
4. Teacher educators' attitude towards teaching profession can be studied.
5. Opinion of the pre-service teachers about teaching profession having different variables can be studied.

Conclusion

Thus, this study suggests that pre-service teachers think that teaching is a good and noble profession, Teachers are more creative, and teaching provides satisfaction and gives opportunity for self-expression. Teaching as a profession helps in personal growth, teaching is fun, and teachers are role models in the society. Teachers should have good moral character. Teaching profession is important for society and teachers can help in social reforms. Teachers are able to get good spouse. Teachers guide the society and a society without teachers is without direction.

Thus, most of the pre-service teachers have positive opinion about teaching profession. They consider it as a noble and respectable job.

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