This paper has been designed to construct and standardize the Meta-Cognitive Skills Scale for assessing the level of meta-cognitive skills among students. Different steps were being followed to develop and standardize this scale as planning and preparation, first try-out, second try-out, scoring, item analysis, reliability, validity, final form of the scale and interpretation of raw scores. Initially, 95 items were written both in English and Hindi languages for preliminary form covering the four meta-cognitive skills as planning, implementation, monitoring & evaluation and were given to 15 experts belonging to the field of Education, Sociology, Psychology and Language for further rating. Depending upon the unanimity among the experts, 61 items were retained and these items were administered to 110 students selected randomly from schools and colleges of Haryana. Final selection of the items was made on the basis of t-test computation. Only those items, which were found significant either at 0.05 level or 0.01 level of significance, were retained. Unpredictably, 19 items out of 61 items were not found significant and dropped out. Thus out of 61 items, 42 items (both in English & Hindi version) were retained for final form. Reliability of the scale has been measured by Test –Retest method (0.763) and Split-Half method (0.949). This scale was validated against face, content and constructs validity. Z-Score norms have been prepared to measure the level of meta-cognitive skills among students.

Key Words: Item analysis, Meta-Cognitive Skills, Reliability, Validity

India has chosen a democratic way of life. The success of democracy largely depends on the
quality of education and enlightenment of the citizens. As the Education Commission 1964-66 has rightly said “The destiny of the country is being shaped in her classrooms”. Evidently, the commission has in mind the role of the teacher in achieving the objective of national reconstruction. Excellence in education and educational system is the need of the hour. The number of teachers produced at different levels is gradually increasing to meet the demands of education. According to Prof. Humayun Kabir “Without a good teacher even the best system of education is bound to fail. With a good teacher even the worst system can largely be overcome”. This necessitates not only improving the knowledge and teaching competency of a teacher but also inculcating in him/her healthy professional attitude and desired teacher like qualities. For teaching the students effectively the teacher has to be effective. Because it is admitted that teaching is an expert’s job and the teacher has to play a crucial role in his profession The teacher can help the students to make their lives better, fuller, happier and meaningful. The teacher has to create such an environment in the classroom that individuality of the students is fully developed and properly shaped in accordance with the need and requirement of the country. The teachers of 21st century will, therefore, be appreciated not only for their knowledge and technical skills, but also for their professional attitude. It is not enough if the prospective teachers are empowered with knowledge and skills but they should have a favorable attitude towards teaching profession which in turn influences their teaching competencies.

In view of their critical role, it is important to the society to provide adequate facilities to enable them to meet the challenges of their task. In this context the teachers are more responsible in shaping and building the character, especially mental characters of the students. Development of a nation is always relied on knowledge acquired through education and its practical applicability. Considering any effective education system, effective instructional strategies used with high potentials in which the contents were presented or delivered are the main pillars of a quality education system. Teachers are the persons who could develop and mould the learners as good citizens. They should develop a positive attitude towards the teaching profession, do extremely well in their academic performance and enhance lifelong skills to face in future.

Mathai (1992) in his study emphasised that attitude towards profession and success in teaching
are correlated to each other. In another study, Cornelius (2000) revealed that intelligence, attitude towards teaching and academic achievement of teacher trainee cast impression on their competence. Pushpam (2003) found positive relationship between women teachers’ attitude towards teaching and job environment. Devi (2005) found that success in teaching profession depends upon two prime factors-attitudes towards profession and job satisfaction. Suja (2007) also found similar findings. According to him, attitude towards profession, interest in profession and teaching experience influence job commitment of the teacher. Gynanduru and Kumar (2007) established that over achievers and average achievers possess more favourable attitude towards teaching in comparison to under achievers. Ahmad and Sahak (2009) described that there exists a significant relationship between teacher-student attachment and teachers’ attitude towards work in the subscales of warmth, communication and troubled feelings. However the subscale of conflict or anger has no significant relationship with the variable of commitment for teacher attitude towards work. A study conducted by Trivedi (2011) found that most of the secondary school teachers irrespective of their gender, medium or subject stream do not have favourable attitude towards teaching profession. Theresal and Benjamin (2011) revealed that male student-teachers and female student teachers had no significant difference in their attitude towards teaching profession as well as self-esteem. Research conducted by Belagali (2011) showed that female and urban secondary school teachers have higher attitude towards teaching profession as compared to male teachers and rural secondary school teachers.

Kaur (2012) found that majority of the teachers had moderate attitude towards the teaching profession. Pervez and Shakir (2013) in their study found that there is no significant difference in the attitude of female and male, muslim and non-muslim, science and social science prospective teachers towards teaching profession.

Researches carried out on teachers’ attitude shows that there is a lack of agreement in the findings of different research studies. The contradictory findings of these researches safely conclude that there is enough scope and need to conduct research in this area further. Furthermore, there are only few studies that have been conducted to study the attitude of prospective teachers towards teaching profession. In view of this, the investigator took up the
present study.

. Objectives

1. To study the difference in mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their certain demographic variables.

Hypotheses

H_{01.1} There is no significant difference between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their Gender.

H_{01.2} There is no significant difference between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their Marital Status.

H_{01.3} There is no significant difference between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their Residential Background.

H_{01.4} There is no significant difference between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their Type of Institution.

Research design

In the present study, the investigator employed descriptive method.

Sample

For the present study, four districts of Haryana State i.e. Rohtak, Jhajjar, Sonepat and Rewari were selected randomly. Thereafter, from these districts, a sample of 100 prospective teachers of B.Ed. Programme was drawn randomly.

Tool Used

In the present study, ‘Teacher Attitude Inventory’ developed by Dr. S. P. Ahluwalia (2002) was used for data collection.
Statistical Techniques Used
Mean, S.D. and ‘t’-test were used to analyze the collected data.

Analysis and Interpretation

Table -1.
Comparison of mean scores of Attitude towards Teaching Profession of Prospective Teachers with Respect to Certain Demographic Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Categories</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of significance</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>45</td>
<td>144.01</td>
<td>15.03</td>
<td>1.88</td>
<td>0.05</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>55</td>
<td>139.65</td>
<td>14.16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital Status</td>
<td>Married</td>
<td>60</td>
<td>146.94</td>
<td>18.92</td>
<td>2.37</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Unmarried</td>
<td>40</td>
<td>139.82</td>
<td>12.68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residential Background</td>
<td>Urban</td>
<td>50</td>
<td>142.15</td>
<td>16.14</td>
<td>1.56</td>
<td>0.05</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>50</td>
<td>141.86</td>
<td>19.70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Institution</td>
<td>SFS</td>
<td>50</td>
<td>138.94</td>
<td>13.55</td>
<td>3.11</td>
<td>0.01</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Govt. Aided</td>
<td>50</td>
<td>145.79</td>
<td>19.72</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table -1 reveals that the mean scores of Attitude towards Teaching Profession of male and female Prospective Teachers are 144.01 and 139.65 and values of S.D. are 15.03 and 14.16 respectively. The calculated t-ratio between the mean scores is 1.88 which is not significant at 0.05 level of significance. Hence the null hypothesis \( H_{01} \),“There is no significant difference between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their Gender” is accepted.

From Table-1 it is inferred that the mean scores of Attitude towards Teaching Profession of married and unmarried Prospective Teachers are 146.94 and 139.82 and values of S.D. are 18.92
and 12.68 respectively. The calculated t-ratio between the mean scores is 2.37 which is significant at 0.05 level of significance. Hence the null hypothesis $H_{01.2}$: “There is no significant difference between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their Marital Status.” is not accepted.

Table-1 shows that the mean scores of Attitude towards Teaching Profession of Urban and Rural Prospective Teachers are 142.15 and 141.86 and values of S.D. are 16.14 and 19.70 respectively. The calculated t-ratio between the mean scores is 1.56 which is not significant at 0.05 level of significance. Hence the null hypothesis $H_{01.3}$ “ There is no significant difference between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their Residential Background” is accepted.

Again Table-1 shows that the mean scores of Attitude towards Teaching Profession of Prospective Teachers of Self-financing Institutions and Govt.-Aided Institutions are 138.94 and 145.79 and values of S.D. are 13.55 and 19.72 respectively. The calculated t-ratio between the mean scores is 3.11 which is significant at 0.01 level of significance. Hence the null hypothesis $H_{01.4}$ “ There is no significant difference between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their Type of Institution” is not accepted.

**Findings and Discussion**

- No significant difference was found between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their gender. This finding supports the findings by Satish Kumar Kalhotra(2014) & Ajay Kumar (2015) who found that male and female teacher educators do not differ in their Attitude toward Teaching Profession. This finding contradicts the finding by Sumanbala and Usha Devi (2008) who found that secondary school female teachers differ in their attitude towards teaching profession. This finding also contradicts the report by Jaleel Sanjna(2007) who found that female teachers are superior to male teachers in their profession.
- Significant difference was found between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their marital status. Married
Prospective Teachers have more positive attitude towards their profession than that of the unmarried Prospective Teachers. This finding supports the finding by A.R.Anandha Krishnaveni and S.Francisca(2012) who found that married Teacher Educators have more positive attitude than that of unmarried teacher educators.

- No significant difference was found between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their residential background. This finding supports the finding by Ajay Kumar (2015) who found that male and female teacher educators do not differ in their Attitude toward Teaching Profession.
- Significant difference was found between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their type of institution.

**Conclusion**

A teacher is central and formal to the whole education system. Therefore, positive attitude towards teaching profession plays an important role. Attitude being a dynamic entity gets influenced by variables like age, previous experience, beliefs, gender, residential background and type of institution. No doubt, attitude of a person cannot be changed but by providing in-service programme, attitude may be changed or boosted for better adjustment of teacher because the attitude and adjustment of teacher are significantly related to each other and are a crucial factor in the success of the educational system. Srivastava (1989) opined that favourable attitude of student teachers are formed at the end of teacher training programme. Yadav (1992) revealed that training had a significant influence on their self-concept, social maturity and attitude towards teaching profession. Maximum problems related to teaching-learning can be handled safely without giving too much financial input, if teachers possess a healthy professional attitude. A positive attitude towards teaching profession can bring the desired quality in the education sector by developing sense of duty, professional competence and by giving them an insight of the student’s needs and problems. Due to lack of professional attitude among teachers, continuous and adequate efforts are not made to recognize the best ideas in time, practice and role in action for self renewal and sustenance. This area can be further explored by the researchers.
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