

Journal of Teachers and Teacher Education



P-ISSN: 3081-0647
E-ISSN: 3081-0655
JTTE 2025; 2(2): 20-23
www.teacherjournal.net
Received: 10-08-2025
Accepted: 16-09-2025

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A study of attitude towards education of pre-service teachers in relation to their family climate

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DOI: <https://www.doi.org/10.33545/30810647.2025.v2.i2.A.11>

Abstract

The present study aims to explore the relationship between family climate and attitudes toward education among pre-service teachers. For this, Descriptive survey method used for 130 pre-service teachers from D.Ed. colleges of Yamunanagar district. The results revealed that pre-service teachers reported a moderately positive attitude toward education (Mean = 174.59, SD = 55.80) and experienced diverse family climates (Mean = 181.50, SD = 61.63), indicating variability in both home environments and educational attitudes. The correlation between family climate and attitude toward education was weak and negative ($r = -0.188$) and not statistically significant, suggesting that family climate does not strongly influence educational attitudes of teachers. Gender significantly influenced attitudes, with female pre-service teachers exhibiting higher mean scores (Mean = 194.25) than males (Mean = 156.44, $t = 3.73$, $p < 0.01$), while no significant gender difference was observed in family climate. These findings indicate that, although gender affects attitudes toward education, family climate appears to have little impact, highlighting the influence of other factors in shaping pre-service teachers' educational perspectives.

Keywords: Attitude toward Education, family Climate, and pre-service teachers

Introduction

The main aim of education is to modify the behaviour of the child according to the needs and expectancy to the society. It is a process of learning by which knowledge and behaviour of the person are shaped and moulded. The main aim of education is to modify the behaviour of the child according to the needs and expectancy of the society. Behaviour is composed of so many attributes & the important attributes is attitude. one's behaviour towards the things, ideas, person or object depend to a great extension upon one's attitude the entire it & try to achieve it on the other hand, if one person negative attitude, one will try to avoid it. Therefore it is important for a teacher to understand the meaning and nature of attitude, the factors responsibilities for their formation and development and techniques of their measurement.

Adolescents' academic performance is closely linked to supportive family environments (Zhao *et al.*). Family plays an important role in shaping an individual's personality, behavior, and attitudes. Among the various dimensions of family climate—which encompasses patterns of communication, emotional support, cohesion, and parental involvement—has a profound impact on a child's cognitive, emotional, and social development. A positive family climate fosters a sense of security, self-confidence, and motivation, while a negative or unsupportive environment can impede a child's growth and learning potential. Studies have shown that the foundation of healthy behaviour and a positive attitude toward life is established during the early years spent within the family (Popa, 37). Parental involvement play an important role in development of the child just as big grown up trees gives shelter to young sapling and help them to grow to face the world and the family carries responsibilities for the welfare of the child from cradle to grave. Therefore the role of family environment cannot be ignored because family is the oldest basic and fundamental unit of human society which develops moral and ethical values in the children which leads to be formation of habit. A review of multiple studies highlights the critical role of parental involvement in shaping students' school attitudes (Popa).

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Family environment bearing healthy and high quality characteristics affects the development of the child in many ways like ego concept of the child and his /her emotional and social development, social status of the parents, the residence and the relations among the siblings determine the characteristics of the home environment. The children whose parents had an external locus of control are more likely to attribute their parents. Emotional climate within the family strongly affects children's social attitudes at school (Nuralifa)

Research has consistently shown that children who perceive their family environment as nurturing and supportive are more likely to develop positive attitudes toward school, exhibit higher academic motivation, and demonstrate better overall academic performance. Understanding the relationship between family climate and students' attitudes toward education is crucial for educators, parents, and policymakers, as it highlights the importance of the family environment in fostering academic success and holistic development. This study aims to explore how family climate influence pre-service teachers' attitudes toward education, shedding light on the role of familial factors in shaping educational perceptions and aspirations.

Justification of the study

Teachers are the builder of nation they impact knowledge develop attitude among children. Modern life is in the grip of attitude crisis there is almost a crisis of attitude in every field in every walk of life we find erosion of values in social, economic and political fields' family environment an important role in creating basic attitude among youths. Attitude plays a vital role in shaping a teacher's professional competence, instructional behaviour, and their overall impact on student learning outcomes. The comparison of the Thurstone and Likert techniques provides insights into attitude scale construction (Edwards and Kenney 75). According to Allport, attitude is a "mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon an individual's response to all objects and situations" (Allport 45). Since teachers are considered the architects of society, understanding the factors that shape their attitudes is essential for improving the quality of education.

The family, as the earliest and most influential socializing agent, significantly contributes to the formation of an individual's values, beliefs, and behavioural tendencies. Vygotsky emphasized the role of the social environment in shaping cognitive and affective development, suggesting that learning and attitude formation are deeply influenced by social interactions (Vygotsky 57). Despite this, the family's role in shaping pre-service teachers' attitudes toward education remains underexplored. In a society where rapid modernization and changing value systems often lead to an "attitude crisis" in various social domains, it becomes crucial to examine whether family climate still exerts a meaningful impact on teacher trainees' educational orientations.

Furthermore, exploring variables such as gender and academic stream provides deeper insight into how demographic and socio-cultural factors interact with family influences. The outcomes of this research can inform teacher education programs, guiding them to design interventions that strengthen positive attitudes, foster home-school collaboration, and integrate family-based

components into teacher preparation. Therefore, this study is both theoretically relevant and practically valuable, contributing to the enhancement of teacher quality and the overall educational system.

Statement of the Problem

A Study of Attitude Towards Education of Pre-Service Teachers in Relation to Their Family Climate

Operational Definitions of Term Used

Attitude towards Education

In the present study, attitude refers to the beliefs and feelings of pre-service teachers that influence their behaviour in educational setting.

Family Climate

In this study, family climate refers to the overall environment and atmosphere of a family, including emotional support, communication, relationships, and values shared among family members.

Objectives of the Study

1. To study the attitude towards Education among pre-service teachers.
2. To study the concept of family climate of pre- service teachers.
3. To study the relationship attitude towards Education and family climate among pre-service teachers.
4. To study the difference of attitude towards Education among male and female pre-service teachers.
5. To study the difference of family climate among male and female pre-service teachers.

Hypotheses of the Study

1. There exists no significant relationship between attitude towards Education and family climate.
2. There exists no significant difference of attitude towards Education among pre-service teachers in relation to their gender.
3. There exists no significant difference of family climate among male and female pre-service teachers.

Methodology Used

Keeping in view the nature of the present study, descriptive survey method is attempt to explore the relationship between attitude towards education and family climate among pre-service teachers.

Sample

All the pre- service teachers from D.Ed. Colleges of district - Yamuna Nagar were considered. A sample of 130 teachers were selected be random sampling technique.

Tools Used

For the present study, two standardized tools were used to collect data. The Attitude Scale towards Education developed by Dr. S.L. Chopra was employed to assess the attitudes of pre-service teachers towards education, and the Family Climate Scale developed by Dr. Beena Shah was used to measure the family environment.

Statistical Techniques Used

For data analysis, appropriate statistical techniques were employed, including descriptive statistics to summarize and interpret the collected data, the t-test to examine differences between groups, and the coefficient of correlation to

determine the relationship between attitude towards education and family climate.

Results

The analysis and interpretation of data related to a study of attitude towards education of pre-service teachers in relation to their family climate have been reported in three different section. Section 1: Descriptive Statistics

Table 1: Descriptive Statistics of Attitude toward Education and Family Climate

Variable	N	Mean	SD	Min	Max
Family Climate Score (FCS)	130	181.50	61.63	90	300
Attitude Towards Education (ATES)	130	174.59	55.80	85	290

As shown in table 1, the descriptive statistics indicate that pre-service teachers have a mean Family Climate Score of 181.50 (SD = 61.63, range = 90-300) and a mean Attitude toward Education Score of 174.59 (SD = 55.80, range = 85-290). This shows considerable variability, suggesting diverse home environments and moderately positive attitudes toward education among pre service teachers.

Section 2: correlational analysis

Table 2: Correlation between Attitude toward Education and Family Climate of Pre-Service Teachers

Variables	df	Coefficient of Correlation (r)	Level of Significance
Attitude toward Education Score (ATES)	128	-0.188	$P < 0.05$
Family Climate Score (FCS)			

df = 128; Critical values of t at 0.05 = 1.98 and at 0.01 = 2.62 Not significant at 0.05 and 0.01 level of significance with df / 128

Interpretation

The correlation coefficient between attitude toward education and family climate of pre-service teachers is -0.188, which is negative and low in magnitude. This indicates an inverse relationship between the two variables—meaning that as family climate scores increase, attitude scores tend to decrease slightly, and vice versa. However, since the correlation is weak, the relationship is not strong enough to be considered practically significant. At the 0.05 level of significance, the obtained value of r (-0.188) is significant not statistically, suggesting that family climate does not have a significant influence on the attitude toward education among pre-service teachers.

Section 3: Differential Analysis (t-Test for Gender Differences in Attitudes)

Table 3: t-Test Showing Gender Difference in Attitude toward Education among Pre-Service Teachers

Gender	N	Mean	SD	df	t-value	Level of Significance
Male	62	156.44	55.80	128	3.73	$P < 0.01$
Female	68	194.25	59.29			

Interpretation

The results of the t-test (Table 3) indicate a significant difference in the attitude toward education between male and female pre-service teachers. The obtained t -value of 3.73 is significant at the 0.01 level, suggesting that gender has a statistically significant effect on attitude scores. The mean attitude score of female pre-service teachers (Mean =

194.25) is higher than that of male pre-service teachers (Mean = 156.44), indicating that female pre-service teachers exhibit a more positive attitude toward education than their male counterparts. Hence, it can be concluded that Gender plays an influential role in shaping the attitude of pre-service teachers toward education.

t-Test for Gender Differences in Family Climate

Table 4: t-Test Showing Gender Difference in Family Climate among Pre-Service Teachers

Gender	N	Mean	SD	df	t-value	Level of Significance
Male	62	180.16	60.93	128	0.73	$P < 0.01$
Female	68	172.44	60.36			

df = 128; Critical values of t at 0.05 = 1.98 and at 0.01 = 2.62

Interpretation

The comparison of mean scores between male and female pre-service teachers revealed that the mean Family Climate Score of male pre-service teachers (M = 180.16, SD = 60.93) was slightly higher than that of female pre-service teachers (M = 172.44, SD = 60.36). The calculated t -value (t (128) = 0.73) was lower than the critical value required for significance at both the 0.05 and 0.01 levels. Therefore, the difference between male and female pre-service teachers was not statistically significant. This indicates that gender does not have a significant effect on the Family Climate of pre-service teachers.

Discussion of the Results

From the analysis of the data, results reveals that pre-service teachers reported a moderately positive attitude toward education (Mean = 174.59, SD = 55.80) and experienced diverse family climates (Mean = 181.50, SD = 61.63), indicating variability in home environments and attitudes. The correlation between family climate and attitude toward education was weak and negative ($r = -0.188$) and not statistically significant, suggesting that family climate does not strongly influence educational attitudes. Gender significantly influenced attitude toward education, with female pre-service teachers exhibiting higher mean scores (Mean = 194.25) than males (Mean = 156.44, $t = 3.73$, $p < 0.01$). There was no significant gender difference in family climate, indicating that male and female pre-service teachers experience similar home environments. Overall, while gender affects attitude toward education, family climate does not appear to have a significant impact, highlighting the role of other factors in shaping pre-service teachers' educational attitudes.

Conclusion

The study suggests that pre-service teachers have a relatively positive attitude towards education, which reflects their optimistic outlook on teaching and learning. Although family climate differed among participants, it had no significant influence on their attitudes about education, implying that other personal, social, or institutional elements may play a more important role in creating educational viewpoints. A significant gender difference was found, with female pre-service teachers having more positive attitudes about education than their male colleagues. However, gender had no effect on family climate, showing that males and females have identical home situations. Overall, the findings emphasize that while gender contributes to

variations in educational attitudes, family background alone may not determine these attitudes, underscoring the multifaceted nature of teacher preparation and attitude development.

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