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A study of attitude of BEd students in Chittoor district

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Abstract

The purpose of the paper is to determine the BEd students. The sample consists of 200 BEd students for the study. The samples were selected by using simple random sample from Chittoor district, Andhra Pradesh. The investigator used the statistical techniques, Mean, SD, “t” test and ‘F’ test. The attitude scale was developed by V. Dayakar Reddy (1981). The results reveal that the BEd students irrespective of their nativity and birth order shows that there is significant difference towards attitude and further it shows that there is no significant difference between the gender, residence, religion, community, age group, father education, mother education and size of the family of BEd students towards attitude.

Keywords: Attitude, BEd students, father education, mother education

Introduction

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all profession. Teacher is the most important pillar of the education system that develops the learners as well as the society. Teacher preparation should optimally take into account in the whole spectrum of teaching learning, i.e. teacher’s opportunities to learn from the beginning of their own prior schooling and throughout their teacher education programme. This perspective of teacher development is known as the teacher education. The irony of fate, however is that teaching is deemed to be the most unattractive profession. Now-a-days, many teachers are not liking their profession and not having good attitude towards their teaching. The success of the teachers in their professional life is wholly influenced by his attitude towards his teaching. This would necessitate the need of developing attitude of teacher’s profession among teachers before entering into career.

Need for the Study

To achieve our societal need, we should appoint a good teacher and evaluation of prospective teachers’ attitude towards teaching profession. Many studies available on prospective teachers have effectiveness and positive attitude in their in- service period. No study has yet been reported on the comparative data of attitude of prospective teacher towards teaching profession before entering into teacher education programme and completed their B.Ed. programme. So it is the custom to study the attitude of prospective teachers towards teaching profession.

Attitude

The term attitude has been used psychologically in several connotations and there are a number of agreed definitions of the terms. It is a familiar word and is used freely to express one's way of thinking, feelings or behaving.

According to Thomas and Zarniecki (1981) [1], “by attitude we understand a process of individual consciousness which determines real or possible activity of the individual counterpart of the social value, activity in whatever form in the bond between them”.

The definition stresses that attitude is a generalized pattern of perception of action which is a result of integration of various experiences. In the Lund berg (1929) [9], “an attitude denotes the general set of the organism as a whole toward an object of situation which calls for adjustment”. Kohler (1929) [7], remarked “an attitude involves on the sensory field by processes originating in other parts of the nervous system”. According to Bogardus (1931) [2], “attitude is a tendency to act toward or against something in the environment which becomes there by positive or a negative value”. Morgan (1936), “attitude is literally mental postures,

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guides for conduct which each new experience is referred before a response is made. According to Warren (1934) [12], in the dictionary of psychology, attitude is defined as the specific mental disposition in coming experience where by the experience is modified or a condition of readiness for certain type of activities. Guilford (1954) [5], defined attitude as a personal disposition common to individuals but to react to object, situation or positions in ways that can be called favorable or unfavorable. According to Friedman (1968) [3], an attitude is a dispositional readiness to respond to certain situations, persons or objects in a constant manner which has been learned and has become one typical mode of response.

Statement of the Problem

The problem chosen for the study may be stated as A Study of Attitude of BEd students in Chittoor District.

Method

The Survey method has been adopted to study the attitude towards BEd students.

Population & Sample

200 B.Ed students were selected which included 63 male and 137 female B.Ed in a teacher education institution from Chittoor District, AP using stratified random sampling method.

Statistical Techniques Used

The total scores obtained by each 200 (Students) on all the variables were computed. The data were carefully analyzed by employing appropriate statistical technique. Means, SDs and ‘t’ and ‘F’ technique (Critical ratio) was employed appropriately to find out the influence of independent variables on the dependent variable. Conventional level of significance viz., 0.01 and 0.05 level were used to test the level of significance of the above statistics.

Tool

The attitude scale was developed by V. Dayakar Reddy consists of 35 items which is also used by Khathija Begam (1981) out of 35 items there are 22 positive items and remaining 13 are negative items. As the instrument was developed on the same area of the study the validity and the reliability established.

Description of the Tool

For the purpose of scoring numerical weights were assigned as 5 categories of responses viz., strongly agree, doubtful, disagree and strongly disagree as suggested by Likert (1932). This method of assigning numerical weights to the responses is simple and highly satisfactory. The grand total on entries scale were obtained by adding the weights on all the 40 statements i.e., the maximum score is 200 and minimum score is 40.

Objectives of the Study

- To find out the significance difference if any between the following BEd students in respect of their attitude
 - Gender : Male / Female
 - Nativity : Rural / Urban
 - Residence : Hostlers / Day scholars
 - Community : SC ST / OC / BC
 - Religion : Hindu / Muslim / Christian

- Age group : Up to 23 years / Above 23 years
- Father education : Below 10th / Above 10th
- Mother education : Below 10th / Above 10th
- Size of family : Up to 4 / Above 4
- Birth order : Up to 2 / Above 2

Hypotheses of the study

- There is no significant difference between the following sub-samples with respect to the attitude of BEd students
 - Gender : Male / Female
 - Nativity : Rural / Urban
 - Residence : Hostlers / Day scholars
 - Community : SC ST / OC / BC
 - Religion : Hindu / Muslim / Christian
 - Age group : Up to 23 years / Above 23 years
 - Father education : Below 10th / Above 10th
 - Mother education : Below 10th / Above 10th
 - Size of family : Up to 4 / Above 4
 - Birth order : Up to 2 / Above 2

Descriptive Analysis

Table 1: Means, SD’s and ‘t’ value of attitude scores of Male and Female B.Ed. Students

Gender	N	Mean	SD	‘t’ - Value
Male	63	126.203	8.322	0.412 @
Female	137	126.625	7.647	

@ ‘t’ – value is not significant at 0.05 level.

It is clear from the table 1. That the calculated ‘t’ – value 0.412 is less than the table value 1.97 for 1.98 dt at 0.05 level. It is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that there is no significant difference between male and female B.Ed. Students towards attitude.

Table 2: Means, SD’s and ‘t’ value of Attitude scores of Rural and Urban BEd students

Nativity	N	Mean	S.D.	‘t’ value
Rural	127	125.533	8.003	2.327 *
Urban	73	128.123	7.266	

*‘t’ value is significant at 0.05 level.

It is clear from the table 2. The calculated ‘t’ value is 2.327 is greater than the ‘t’ table value 1.97 for 1.98 df at 0.05 level. It is significant. Hence the null hypothesis is rejected. It is concluded that there is significant difference between Rural and Urban B.Ed. students towards attitude

Table 3: Means, and SD’s and ‘t’ value of the attitude scores of BEd students towards Residence.

Residence	N	Mean	S.D.	‘t’ value
Day Scholar	187	126.523	7.930	0.564@
Hostler	13	125.461	6.461	

@‘t’ value is not significant at 0.05 level.

It is clear from the table3. that the calculated ‘t’ value of 0.564 is less than the table value 1.97 for 1.98 df at 0.05 level. It is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that there is no significance difference between day scholar and Hostler B.Ed. students towards attitude.

Table 4: ANOVA of attitude scores of B.Ed. students towards community.

Sources	S.S	Df	MS	F – Value
Between Groups	29.000	2	14.500	0.232 @
Within Groups	12294.500	197	62.409	

@ 'f' value is not significant at 0.05 level.

It is clear from table 4, shows that the calculated 'f' – value 0.232 is less than table value 3.02 for 2 and 197 df at 0.05 level. It is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that there is no significant difference in the attitude of SC / ST, BC and OC, B.Ed. students.

Table 5: ANOVA of attitude scores of B.Ed. students towards Religion.

Sources	S.S	Df	MS	'f' – Value
Between Group	1.250	2	0.625	0.010@
Within Group	12322.250	197	62.549	

@ 'f' value is significant at 0.05 level.

It is clear from the table 5, shows that the calculated 'f' – value 0.010 is less than table value 3.02 for 2 and 1.97 df at 0.05 level. It is significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that there is no significant difference in the attitude of Hindu, Muslim and Christian B.Ed students.

Table 6: Means, SD's and 't' value of the attitude Scores of B.Ed. students towards Age group

Age group	N	Mean	SD	t – value
Upto 23 years	137	126.625	7.647	0.713 @
Above 23 years	63	126.023	8.322	

@'t' value is not significant at 0.05 Level.

From the above table 6, shows that the calculated 't' value is found to be 0.713. the obtain 't' value is less than the table value. Therefore, it is not significant. Hence, null hypothesis is accepted. In order to, the age group do not differ significant in their attitude towards BEd students.

Table 7: Means and SD's and 't' value of attitude Scores of B.Ed. students towards fathers education.

Father's Education	N	Mean	S.D.	't' value
Below 10 th	175	126.538	6.839	0.171 @
Above 10 th	25	126.222	9.023	

@'t' value is not significant at 0.05level

It is clear from the table 7. Shows that the calculated 't' value 0.171 is greater than the value 0.05. It is not significant at 0.05 level. Hence the value hypothesis accepted. Therefore it found that there is no significant difference among the Fathers education of BEd students towards attitude.

Table 8: Means and SD's and 't' value of attitude scores of B.Ed. students towards Mother education

Mother Education	N	Mean	S.D.	't' value
Below 10 th	185	126.538	7.300	0.224 @
Above 10 th	15	126.154	9.732	

@'t' value is not significant at 0.05 level.

It is clear from the table 8. Shows that the calculated 't' value 0.224 is greater than the label value 0.05. It is not

significant at 0.05 level. Hence the null hypothesis is accepted. Therefore it is found that there is no significant difference among the mother education BEd students towards attitude.

Table 9: Means, SD's and 't' value of altitude scores of B.Ed. Students towards Size of the family.

Size of the family	N	Mean	S.D.	't' value
Upto 4	73	127.012	8.893	0.607@
Above 4	127	126.210	7.353	

@'t' value is not significant at 0.05 level

It is clear from the table 9, shows that the calculated 't' value 0.607 is less than the table value 1.97 for 1.98 df at 0.05 level. It is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that there is no significant difference size of the family on the attitude of B.Ed students.

Table 10: Means, SD's and 't' value of altitude scores of Birth order of B.Ed. students

Birth order	N	Mean	S.D.	't' value
Upto 2	135	126.468	8.256	0.030*
Above 2	65	126.432	6.967	

*'t' value is significant at 0.05 level.

It is clear from the table 10, shows that the calculated 't' value 0.030 is less than the table value 0.05. It is significant. Hence the null hypothesis is rejected. It is concluded that there is significant difference between the Birth order of B.Ed. students towards attitude.

Major Findings

1. It is concluded that there is no significant difference between male and female B.Ed. Students towards attitude.
2. It is concluded that there is significant difference between Rural and Urban B.Ed. students towards attitude
3. It is concluded that there is no significance difference between day scholar and Hostler B.Ed. students towards attitude.
4. It is concluded that there is no significant difference in the attitude of SC / ST, BC and OC, B.Ed. students.
5. It is concluded that there is no significant difference in the attitude of Hindu, Muslim and Christian B.Ed students.
6. In order to, the age group do not differ significant in their attitude towards BEd students.
7. It found that there is no significant difference among the Fathers education of BEd students towards attitude.
8. It is found that there is no significant difference among the mother education BEd students towards attitude.
9. It is concluded that there is no significant difference size of the family on the attitude of B.Ed students.
10. It is concluded that there is significant difference between the Birth order of B.Ed. students towards attitude.

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