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A study of attitude of D.Ed students towards teaching profession

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Abstract

The purpose of the paper is to determine the DEd students. The sample consists of 300 DEd students for the study. The samples were selected by using simple random sample from Vellore district. The investigator used the statistical techniques, Mean, SD, "t" test and 'F' test. The teaching profession attitude scale was developed M. Ramanjaneyulu (2008-09), consists of 60 items, out of which 60 items there are 32 positive items and remaining 28 are negative items. The results reveal that the DEd students irrespective of their gender, management, locality, family size and father occupation shows there is significant difference towards attitude of teaching profession of DEd students and further it shows that there is no significant difference between the classes (1st & 2nd year), community, religion, mother education, father education and mother occupation of DEd students towards attitude of teaching profession.

Keywords: Attitude, D.Ed students, teaching profession, father education, mother occupation

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 D.Ed. programme. So it is the custom to study the attitude of prospective teachers towards teaching profession.

Attitude

"Attitude" is a familiar word and is used freely to express one's way of thinking, feeling or behaving. The term "Attitude" has been used by psychologists in several connotations and there are a number of agreed definitions of the term. Allport (1929) defined it's mental or neural state of readiness, organized through experiences exerting a directive or dynamic influence upon the individual response to all the objects and situations with which it is related". According to Thomas and Zmiecki (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) [10], "attitude is literally mental postures, 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 Freeman (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. Though attitude and opinion are allied terms they are synonyms. Attitude denotes the inner feelings or belief of a person towards a psychological phenomenon. Opinion is therefore a verbal expression of attitude.

Statement of the Problem

The problem chosen for the study may be stated as A Study of Attitude of D.ED students towards teaching profession.

Method

The Survey method has been adopted to study the attitude towards D. Ed students towards teaching profession.

Population & Sample

300 D. Ed students were selected which included 100 male and 200 female D. Ed in a teacher education institution from Vellore District, Tamil Nadu, using stratified random sampling method.

Statistical Techniques Used

The total scores obtained by each 300 (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., 0.05 level were used to test the level of significance of the above statistics.

Tool

The teaching profession an attitude scale was developed M. Ramanjaneyulu (2008-09), consists of 60 items, out of which 60 items there are 32 positive items and remaining 28 are negative items. As the instrument was developed on the same area of the study, the validity and the reliability need not be 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 60 statements i.e., the maximum score is 300 and minimum score is 60.

Objectives of the Study

1. To find out whether there is any influence of gender, classes (1st & 2nd year), management, community, religion, locality, family size, mother education, father education, mother occupation and father occupation of D.Ed., students on their attitude towards teaching profession.

Hypotheses of the study

Based on the above objectives, the following null hypothesis has been set up for the present investigation.

1. There would be significant impact of gender an attitude of D.Ed., students towards teaching profession.
2. There would be no significant impact of class (1st and 2nd) an attitude of D.Ed., students towards teaching profession.
3. There would be significant impact of management an attitude of D.Ed., students towards teaching profession.
4. There would be no significant impact of community an attitude of D.Ed., students towards teaching profession.
5. There would be no significant impact of religion an attitude of D.Ed., students towards teaching profession.
6. There would be significant impact of locality an attitude of D.Ed., students towards teaching profession.
7. There would be significant impact of family size an attitude of D.Ed., students towards teaching profession.
8. There would be no significant impact of mother education an attitude of D.Ed., students towards teaching profession.
9. There would be no significant impact of father education an attitude of D.Ed., students towards teaching profession.
10. There would be no significant impact of mother occupation an attitude of D.Ed., students towards teaching profession.
11. There would be significant impact of father occupation an attitude of D.Ed., students towards teaching profession.

Descriptive Analysis

Table 1: Mean and SD's of Attitude scores of D.Ed., students towards Gender

Gender	Size of the sample	Mean	S.D	't'-value
Male	100	283.8800	10.2428	6.258 S
Female	200	274.3400	13.4091	

In the above table 1, the obtain mean scores of male students are 283.8800 and female students is 274.3400. It is clearly indicates that the male students are slightly positive attitudes than female students. The obtain 't' value is 6.258 is greater than table value 1.97 which is significant at 0.05 level. There would be significant differ between male and female students teachers towards teaching profession.

Table 2: Mean and SD's of Attitude scores of D.Ed., students towards classes (1st year and 2nd year)

Classes	Size of the sample	Mean	SD	't'-value
1 st year	150	276.7733	13.0101	0.978 NS
2 nd year	150	278.2667	13.4232	

In the above table 2 that the 1st year D.Ed., students attitude scores 276.7733. It is lesser than the 2nd year D.Ed., students 278.2667. The calculated 't'-value 0.978. Which is not significant at 0.05 level. They would be no significant difference between the mean attitude score of 1st year D.Ed., students and 2nd year D.Ed., students towards teaching profession.

Table 3: Mean and SD's of Attitude scores of D.Ed., students towards Management

Management	Size of the sample	Mean	SD	't'-value
Government	150	280.0533	11.6422	3.377 S
Private	150	274.9867	14.2164	

In the above table 3, the mean attitude score (280.0533) of government D.Ed., college students is somewhat less than the mean score (274.9867) of private D.Ed., college students. This means that Govt. D.Ed., college students have more positive attitude towards their teaching profession than private D.Ed., college students. The obtained 't' value is (3.377) Which is significant at 0.05 level. There would be significant difference between the attitude of private and government D.Ed., college students towards teaching profession.

Table 4: Anova of Attitude scores of DEd students towards Community

Source	Df	Sum of square	Mean Square	F-Ratio
Between Groups	2	301.619	150.810	-0.862 NS
Within Groups	297	51933.261	174.859	
Total	299	52234.880		

In the above table 4, the calculated 'F' value (-0.862) is not significant at 0.05 level. There would be no significant difference between the attitude scores of community student teachers towards teaching profession.

Table 5: Anova of Attitude scores of DEd students towards Religion

Source	Df	Sum of squares	Mena square	F-ratio
Between groups	2	23.242	11.671	0.066 NS
Within groups	297	52211.538	175.796	
Total	299	52234.880		

In the above table 5, the calculated 'F' value (0.066) is less than the table values and not significant at 0.05 level. There would be no significant difference between the attitude scores of Religion student teachers towards teaching profession.

Table 6: Mean and SD's of Attitude scores of D.Ed., students towards Locality

Locality	Size of the sample	Mean	SD	't'-value
Rural	212	279.1274	12.4983	3.324 S
Urban	88	273.6477	14.1454	

From the above table 6, it is found that the rural D.Ed., students mean attitude score is 279.1274 is greater than the urban D.Ed., students mean attitude score is 273.6477. The 't'-value is 3.324. It is significant at 0.05 level. There would be significance between the mean attitude scores of urban D.Ed., students and rural D.Ed., students towards teaching profession.

Table 7: Mean and SD's of Attitude scores of D.Ed., students towards family size

Family Size	Size of the sample	Mean	SD	't'-value
Below 4 members	135	282.4963	12.6502	6.264 S
4 members & above	165	273.4485	12.2755	

In the above table 7, the mean attitude score (282.4963) of 4 below student teachers is somewhat greater than the mean scores (273.4485) of 4 and above student teachers. This mean that, family size was below 4 student teachers have more positive attitude towards their teaching profession than 4 & above student teachers. The obtained 't'-value (6.264) is significant at 0.05 level. There would be significant difference between the attitude scores of family size student teachers toward teaching profession.

Table 8: Mean and SD's of Attitude scores of D.Ed., students towards mother education

Mother's Education	Size of the sample	Mean	SD	't'-value
Illiterate	169	276.6509	12.5305	1.295 NS
Literate	131	278.6412	14.0231	

In the above table 8, the mean teaching profession test score illiterate is (276.6509) of which student Mother having less than the literate mean scores is (278.6412). The above calculated 't' value (1.295) is not significant at 0.05 level. There would be no significant difference between the attitude scores of Mother Education student teachers towards teaching profession.

Table 9: Mean and SD's of Attitude scores of D.Ed., students towards father education

Father Education	Size of the sample	Mean	SD	't'-value
Illiterate	93	277.7634	10.8722	0.213 NS
Literate	207	277.4106	14.1682	

In the above table 9, the mean father education illiterate score is (27.7634) is grater than the literate mean score is 277.4106. The above calculated 't'-value (0.213) is not significant at 0.05 level. There would be no significant difference between the attitude scores of Father Education D.Ed., students towards teaching profession.

Table 10: Mean and SD's of Attitude scores of D.Ed., students towards Mothers Occupation

Mother's Occupation	Size of the sample	Mean	SD	't'-value
Home maker's	275	277.1818	13.2134	1.473 NS
Employees	25	281.2400	12.9399	

From the above table 10, it is found that whose mothers are Employee of D.Ed., students mean score is 281.2400 is

greater than the Home makers of D.Ed., students mean score is 277.1818. The 't'-value is 1.473. It is not significant at 0.05 level. There would be no significant difference between the attitude scores of Mother Occupation D.Ed., students teaching profession.

Table 11: Mean and SD's of Attitude scores of D.Ed., students towards Father Occupation

Father's Occupation	Size of the sample	Mean	SD	't'-value
Cooly	191	275.2461	12.4616	4.045
Employees	109	281.5046	13.6121	S

From the above table 11, it is found that whose fathers are Employee of D.Ed., students mean score is 281.5046 is greater than the cooly of D.Ed., students mean score is 275.2461. The 't'-value is 4.045. It is significant at 0.05 level. There would be significant difference between the attitude scores of Father Occupation D.Ed., students teaching profession.

Major Findings

1. There would be significant differ between male and female students teachers towards teaching profession.
2. They would be no significant difference between the mean attitude score of 1st year D.Ed., students and 2nd year D.Ed., students towards teaching profession
3. There would be significant difference between the attitude of private and government D.Ed., college students towards teaching profession
4. There would be no significant difference between the attitude scores of community student teachers towards teaching profession
5. There would be no significant difference between the attitude scores of Religion student teachers towards teaching profession
6. There would be significance between the mean attitude scores of urban D.Ed., students and rural D.Ed., students towards teaching profession
7. There would be significant difference between the attitude scores of family size student teachers toward teaching profession
8. There would be no significant difference between the attitude scores of Mother Education student teachers towards teaching profession
9. There would be no significant difference between the attitude scores of Father Education D.Ed., students towards teaching profession
10. there would be no significant difference between the attitude scores of Mother Occupation D.Ed., students teaching profession
11. There would be significant difference between the attitude scores of Father Occupation D.Ed., students teaching profession.

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