



PROSPECTIVE TEACHERS ATTITUDE TOWARDS TEACHING PROFESSION

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ABSTRACT

Attitudes are key to improving the quality of education. "Teachers attitudes towards their profession have a great influence on students" learning. It also determines their satisfaction on their job. This is important as teachers are the nation builders and the development of a nation to a large extent actually depends on the teachers. Thus it is important to find out whether teachers have positive or negative attitudes towards teaching profession and so the main variable of the present research focuses on prospective teacher attitude towards teaching profession. The findings of the study reveal that the English medium students have higher attitude towards teaching profession than the Tamil medium students. Prospective teachers who have post graduate students have higher attitude than under graduate students. Male and female prospective teacher has equal attitude towards teaching profession.

KEYWORDS : Teaching profession, Attitude, Prospective teacher.

INTRODUCTION

"Education is the manifestation of perfection which is already in man"

- Swami Vivekananda

To be a good teacher everyone who aspires to be a teacher should follow the famous saying of Swami Vivekananda. People often ask teachers whether they enjoy their professions. When they do this, they are actually asking them whether they have positive or negative attitudes towards teaching profession. Attitude is commonly defined as "a learned predisposition to respond in a consistent favorable or unfavorable manner with respect to a given object" The object may be a person, institution, process or event. (Fishbein & Ajzen, 1975) Attitude reflects a tendency to classify objects and events and to react to them with some consistency. Attitude is not directly observable but rather is inferred from the objective, evaluative responses a person makes.

TEACHING PROFESSION

Teaching profession can be defined as an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled service and to advise others for a definite fee or salary. The topic whether teaching is a profession or not has long been debated upon. The question is not on whether a teacher is a professional or not, the basic question being raised is whether the teachers are performing their duties as professionals or not.

TEACHING ATTITUDE

An attitude is a personal disposition common to individuals but is possessed by different individual in different degree. It implies them to react to objects, situations or proposition in the way that can be called favourable or unfavourable. This basic motivation is responsible for molding the nature of attitude in each individual. Continuous motivation manifests it in terms of appetites and aversions and through experience we develop favourable and unfavourable indicates towards various classes of objects.

OBJECTIVES OF THE STUDY

1. To study the attitude of prospective teachers towards teaching profession.
2. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Gender.
3. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Qualification.
4. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Medium of Instruction.

5. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Marital Status.
6. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to parent's income.
7. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Wi-fi facility in college.
8. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Basic computer knowledge.
9. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Type of Mobile.

HYPOTHESES OF THE STUDY

1. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Gender.
2. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Qualification.
3. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Medium of Instruction.
4. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Marital Status.
5. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to parent's income.
6. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Wi-fi facility in college.
7. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Basic computer knowledge.
8. There is no significant difference in attitude of prospective teachers towards teaching profession with respect to Type of Mobile.

METHODOLOGY

The investigator has adopted Survey method for the study. The investigator has adopted the random sampling technique for collection of Data from the Sample. The sample chosen from three colleges of Education namely, Government, Aided and self – finance college of Education for analyzing the attitude towards Mobile learning.

STATISTICAL TECHNIQUE USED FOR THE STUDY

The following statistical technique has been adopted for analyzing the data which were collected from the sample. They are

1. Descriptive Analysis (Mean, Standard deviation)
2. Differential Analysis (t test)

ANALYSIS AND INTERPRETATION

Hypothesis: 1

There is no significant difference in attitude of B.Ed. trainees towards Teaching Profession with respect to Gender.

Variable	Gender	N	Mean	Std. Deviation	t Value at 5% level
Teaching Profession	Male	186	81.1398	7.69428	0.265
	Female	291	80.9450	7.90790	

From the above table it is clear that the calculated value is lower than the tabulated value 1.96 at 5% level of significance. Hence the null hypothesis, "There is no significant difference in attitude of B.Ed. trainees towards Teaching Profession with respect to Gender" is accepted.

Hypothesis: 2

There is no significant difference in attitude of B.Ed. trainees towards Teaching Profession with respect to qualification.

Variable	Qualification	N	Mean	Std. Deviation	t Value at 5% level
Teaching Profession	UG	349	79.1089	7.70614	9.634
	PG	128	86.2344	5.37636	

From the above table it is clear that the calculated value is greater than the tabulated value 1.96 at 5% level of significance. Hence the null hypothesis, "There is no significant difference in attitude of B.Ed. trainees towards Teaching profession with respect to qualification" is rejected.

Hypothesis: 3

There is no significant difference in attitude of B.Ed. trainees towards Teaching Profession with respect to Medium of Instruction.

Variable	Medium of Instruction	N	Mean	Std. Deviation	t Value at 5% level
Teaching Profession	Tamil	117	77.6068	9.69710	5.609
	English	360	82.1306	6.75411	

From the above table it is clear that the calculated value is greater than the tabulated value 1.96 at 5% level of significance. Hence the null hypothesis, "There is no significant difference in attitude of B.Ed. trainees towards Teaching profession with respect to Medium of instruction" is rejected.

Hypothesis: 4

There is no significant difference in attitude of B.Ed. trainees towards teaching profession with respect to marital status.

Variable	Marital status	N	Mean	Std. Deviation	t Value at 5% level
Teaching Profession	Married	365	81.1973	7.87013	0.889
	Single	112	80.4464	7.65099	

From the above table it is clear that the calculated value is lower than the tabulated value 1.96 at 5% level of significance. Hence the null hypothesis, "There is no significant difference in attitude of B.Ed. trainees towards Teaching profession with respect to marital status" is accepted.

Hypothesis: 5

There is no significant difference in attitude of B.Ed. trainees towards teaching profession with respect to Parent's income.

Variable	Parental Income	N	Mean	Std. Deviation	t Value at 5% level
Teaching Profession	Less than 20,000	327	80.1743	7.73786	3.534
	Greater than 20000	150	82.8667	7.69700	

From the above table it is clear that the calculated value is greater than the tabulated value 1.96 at 5% level of significance. Hence the null hypothesis, "There is no significant difference in attitude of B.Ed. trainees towards teaching profession with respect to Parent's

income" is rejected.

RESULTS AND DISCUSSION

The attitude towards teaching profession between the male and female prospective teachers has an equal attitude. Teaching attitude with respect to marital status is equal. The prospective teachers who have post graduate degree have higher attitude towards teaching when compared to that of under graduates. English medium trainees have higher attitude towards teaching profession whereas undergraduates have lower attitude towards teaching profession. Prospective teachers whose parents' income is greater than 20000 have high mean value when compared to parents whose income is below 20,000.

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