



A Study on Attitude Towards Teaching Profession of B.Ed., Students in Relation to Self Esteem

KEYWORDS

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ABSTRACT *The study has been conducted to investigate the levels of Attitude towards Teaching Profession and self esteem of B.Ed., students. It also examines the relationship between the self esteem and Attitude towards teaching profession of the B.Ed., students. The study was made on a random sample of 1000 students in Virudhunagar District. The tools used in the study were the self-esteem scale standardized by Ganapathy S. (1992) and the attitude of teaching profession scale constructed by the Arivalan T. (2007). The study reveals the fact that the level of self-esteem and attitude towards teaching profession at moderate levels. Further, it is noted that there is negligible correlation between self-esteem and Attitude towards teaching profession among B.Ed., students.*

Introduction

Attitude Towards Teaching

"Attitude is determined by the individual's beliefs about the outcomes or attributes of performing the behaviour (behavioural beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behaviour will have a positive attitude toward the behaviour. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behaviour will have a negative attitude."

"That the most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications, his professional training and place which he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depends on the kind of teachers working in it."

The importance of a teacher is as clear as presence of the sun. Since the Vedic period, teachers have played an important role in the society. A teacher not only has to be competent in his subjects, methods of teaching and in understanding his students, but also should have interest in the profession and have a favourable attitude towards teaching. The first and foremost factor that contributes to the success of teaching is the attitude of the teachers towards their profession. Since it is important for the teacher how he thinks or feels about his profession, it is desirable to study the teacher's attitude because it not only affects his own behaviour in the class-room, but also the behaviour of his students. How a teacher performs his duty, as a teacher is dependent to a great extent on his attitude, value and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative attitude makes the teaching task harder, more tedious and unpleasant. It is commonly recognized that the vocational success of a teacher is considerably determined by his attitude towards teaching.

Self - Esteem

All humans have a need to be respected and to have [self-esteem](#) and self-respect. Esteem presents the normal human desire to be accepted and valued by others. People

need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel self-valued, be it in a profession or hobby. Imbalances at this level can result in low self-esteem or an inferiority complex. People with low self-esteem need respect from others. They may seek fame or glory, which again depends on others. However, that many people with low self-esteem will not be able to improve their view of themselves simply by receiving fame, respect, and glory externally, but must first accept themselves internally. Psychological imbalances such as depression can also prevent one from obtaining self-esteem on both levels.

REVIEW OF LITERATURE

Fang Zhang and Gerand A. Pastiglione, (2000) investigated about relationship between thinking styles, self-esteem and socio – economic status of adults and found that when age was controlled, thinking styles, self-esteem overlaps. Further those who reported higher self-esteem tend to be from higher SES families.

Constantans christou, George phillipou and Maria Eliophotou Memon, Department of Education, University of Cyprus (2005) presented a article, that studied on the relationship between pre service teacher's general Self-Esteem and mathematics achievement. A structural equation model was used to examine the paths for mathematics achievement to general self-esteem and vice versa which showed the results as there is good relationship between teacher's self-esteem and their achievement in mathematics.

Babu M, Sameer (2007) investigated the relationship between self-esteem and emotional intelligence among B.Ed., trainees of Tsunami affected coastal belt of Alappay district of Kerala. The results of the study revealed that there is no significant difference among students based on stream of study, marital status and expect in the comparison of them in their self-esteem based on age.

Caglar, Caglar (2013) "The Relationship between the Levels of Alienation of the Education Faculty Students and Their Attitudes towards the Teaching Profession". It was intended in this study to ascertain the relationship between the levels of alienation of the education faculty students, and their attitudes towards the teaching profes-

sion. The sample of the research was composed of the 875 students appointed via simple random sampling out of the total population of 2600 of the Education Faculty of Adiyaman University. "Personal Information Form", "Student Alienation Scale", and "Scale of Attitude towards Teaching Profession" were used so as to collect respective data. In the data analysis, t-test for independent groups was conducted so as to determine whether the alienation levels and the attitudes towards the teaching profession varied according to the variables of gender and mode of teaching, while One-Way Analysis of Variance was performed so as to determine whether there was any differentiation according to the variables of program type and class, and Tukey HSD test was computed so as to determine the source of the intergroup difference. Regression analysis was used in order to determine the level of the relationship between the levels of alienation and the attitudes towards the teaching profession. Out of the obtained findings, it was seen that the students experienced a medium level of alienation, while their attitudes towards the teaching profession were at a high level. In the two dimensions, according to the variables of gender and class, meaningful differences were only seen at the level of alienation in view of the variable of the mode of teaching, and the same was seen at the dimension of attitudes towards the teaching profession in view of the program type variable. Meanwhile, a medium level of negative relationship was found between the level of alienation and the attitudes towards the teaching profession.

Erbas, Mustafa Kayihan (2014) A study observed that "The Relationship between Alienation Levels of Physical Education Teacher Candidates and Their Attitudes towards the Teaching Profession". This study aimed to determine the alienation levels and attitudes of physical education teacher candidates towards the teaching profession and identify the relationship between their alienation levels and their attitudes towards teaching. The study group consisted of 695 teacher candidates studying in physical education and sports teaching departments. The study revealed that alienation levels and attitudes of physical education teacher candidates towards the teaching profession were moderate. Additionally, it was found that alienation levels were important predictors of the attitude levels towards the teaching profession

NEED AND IMPORTANCE OF THE STUDY

India achieved remarkably in almost all field. Especially the achievement in agriculture, science and technology, medicine and education are outstanding. In spite of the various facilities provided to B.Ed., trainees, their education levels are not up to expectations. This is due to certain constraints on the attitude towards teaching profession of B.Ed., trainees. The studies related to the effects of self esteem variables upon the B.Ed., trainees are very limited. Hence the investigator attempted the present study to find the effect of attitude towards teaching profession and self esteem of the B.Ed., trainees.

OBJECTIVES OF THE STUDY

1. To find out the Attitude towards teaching profession of B.Ed., trainees.
2. To find out the Self-Esteem of B.Ed., trainees.
3. To find out whether there is any significant difference in attitude towards Teaching Profession of B.Ed., trainees with respect to the following sub samples

- a. Male and Female students
 - b. Co-education and Women students
4. To study the significance of the difference with respect to the self-esteem, if any among
 - a. Male and Female students
 - b. Co-education and Women students

HYPOTHESES OF THE STUDY

1. The level of Attitudes towards teaching profession of B.Ed., trainees is found high.
2. The level of Self-Esteem of B.Ed., trainees is found high.
3. There is no significance of the difference with respect to attitude towards Teaching Profession of B.Ed., trainees, if any among
 - a. Male and Female trainees
 - b. Co-education and Women trainees
4. There is no significance of the difference with respect to self-esteem, if any among
 - a. Male and Female trainees
 - b. Co-education and Women trainees

METHODOLOGY

In order to realize the above said objectives 'Normative Survey' method was adopted. The normative Survey method study describes and interprets what exists at present. These are concerned with the existing conditions or relations, prevailing practices, beliefs and attitudes etc. Such investigations are termed in research literature as Descriptive Survey or Normative survey. A total of 1000 students in Virudhunagar nagar district were selected by using Random Sampling Techniques. The self-esteem scale standardized by Ganapathy S. (1992) and attitude of teaching profession scale constructed by the Arivalan T. (2007) have been employed for the collection of data. The statistical techniques such as mean, standard deviation, 't' test have been used for the analysis of the data

RESULT AND DISCUSSION

For the analysis and interpretation of data the study are given in different tables.

Table – 1
Mean and standard deviation for Attitude towards teaching profession score of whole group

Variables	Mean	Standard Deviation
Attitude towards Teaching profession	187.90	23.71

It is seen from the above table 1 that the mean score of attitude of the B.Ed., students towards teaching profession is 187.90, which shows the attitude a positive level.

Table 2

Showing Mean, SD and t-test for students' Attitude towards teaching profession scores of sub samples

Variables		N	Mean	SD	t-value	Level of significance
Gender	Male	134	177.70	20.28	5.39	Significant
	Female	866	189.43	23.80		
Type of College	Co-education	211	187.81	20.85	0.06	Not Significant
	Women	789	187.93	24.42		

From the above Table 2, it is found that the calculated 't' value is 5.39. The calculated 't' value (5.39) is significant at 0.05 level, which confirms that there is significant difference between B.Ed., students. Attitude in their teaching profession and their gender. Hence the stated hypothesis is rejected. To sum up, the male and female differ, significantly, in their teaching profession of attitude. From the above table, it is also inferred that the calculated 't' value is 0.06. The calculated 't' value (0.06) is not significant at 0.05 level, which confirms that there is no significant difference between B.Ed., students teaching profession of attitude on the basis of type of college. Hence the stated hypothesis is accepted. To sum up the co-education and women do not significantly differ in their teaching profession of attitude.

Table 3
Mean and standard deviation for self-esteem score of whole group

Variables	Mean	Standard Deviation
Self – esteem	137.80	12.27

From the table 3, the mean score of self-esteem is found 137.80, which shows the B.Ed., trainees have high level of self esteem among the entire sample.

Table 4
Showing Mean, SD and t-test for B.Ed., trainees' self-esteem scores of sub samples

Variables		N	Mean	SD	t-test	Level of significance
Gender	Male	134	135.92	15.94	1.50	Not Significant
	Female	866	138.08	11.59		
Type of College	Co-education	211	139.06	11.25	1.79	Not Significant
	Women	789	137.46	12.51		

From table 4, it is inferred that the calculated 't' value is

1.50. The calculated 't' value (1.50) is not significant at 0.05 level, which confirms that there is no significant difference between the B.Ed., trainees' self-esteem on the basis of gender. Hence, the stated hypothesis is accepted. To sum up, the male and female do not significantly differ in their self-esteem. It is also inferred that the calculated 't' value is 1.79. The calculated 't' value (1.79) is not significant at 0.05 level, which confirms that there is no significant difference between B.Ed., trainees self – esteem on the basis of Type of college. Hence the stated hypothesis is accepted. To sum up the co-education and do not women differ significantly in their self-esteem.

CONCLUSION

Attitude towards teaching profession of B.Ed., trainees is found to be at positive level according to the data analysis and interpretations. Further result the mean score of self-esteem is has high level of B.Ed., trainees. There is a significant difference between the B.Ed., trainees' teaching profession of attitude and the gender. The male and female trainees differ significantly in their teaching profession of attitude. Also there is no significant difference between the B.Ed., trainees' teaching profession of attitude and the trainees' type of college. It is concluded that there is no significant difference between B.Ed., trainees' self-esteem and their gender and type of college. The male and female do not significantly differ in their self-esteem.

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