



## A Study of Teaching Attitude of D.ed. Student Teachers with Management and Caste

**Mr. M. Thangarajan**

Research Scholar in Education, Research & Development Centre, Bharathiar University, Coimbatore, Tamil Nadu, India. S/O K. Nagoor Pillai, Golla Palli (V), R.K.Puram (Post), (VIA) S.B.R. Puram, Puttur (M), Chittoor (Dist.) – 517 571.

**Dr. V. Dayakara Reddy**

Professor, Research Supervisor, Head and Chairman, B.O.S. (Comb.), Department of Education, S.V.University, Tirupati, Andhra Pradesh, India.

**ABSTRACT**

Teaching is such a rewarding and challenging career, as teachers reach outside the box, and often outside their range of knowledge to help students overcome academic, social, and emotional challenges to ensure success. It is incredibly rewarding when individuals have worked diligently with success in reaching students and allowing them to reach their potential growth. The main objective of the present study is to study the influence of management and caste on the teaching attitude of D.Ed. student teachers. Teaching attitude questionnaire developed by Hari, V (2005) was adopted. A sample of 240 D.Ed. student teachers representing all categories of colleges in Chittoor District by following the standardized procedures. 't' – test and ANOVA ('F' – test) were employed for analysis of the data. There is significant influence of management and caste at 0.01 level of significance on the teaching attitude of D.Ed. student teachers.

**KEYWORDS**

Teaching Attitude, Management, Caste and D.Ed. student teachers.

**INTRODUCTION**

Teaching using pedagogy also involve assessing the educational levels of the students on particular skills. Understanding the pedagogy of the students in a classroom involves using [differentiated instruction](#) as well as supervision to meet the needs of all students in the classroom. Pedagogy can be thought of in two manners. First, teaching itself can be taught in many different ways, hence, using [pedagogy of teaching styles](#). Secondly, the pedagogy of the learners comes into play when a teacher assesses the pedagogic diversity of his/her students and differentiates for the [individual](#) students accordingly.

The objective is typically accomplished through either by an [informal](#) or formal approach to learning, including a course of study and [lesson plan](#) that teaches [skills](#), [knowledge](#) and [thinking](#) skills. Different ways to teach are often referred to as [pedagogy](#). When deciding what teaching method to use by teachers consider students' background knowledge, environment, and their learning goals as well as standardized [curricula](#) as determined by the relevant authority. Many times, teachers assist in learning outside the classroom by accompanying students on field trips. The increasing use of technology, specifically the rise of the [internet](#) over the past decade, has begun to shape the way of teachers to approach their roles in the [classroom](#).

Teachers are a valuable resource to communities in world-wide, nationwide, and community-wide. They provide an essential role of helping to provide the best possible means of education to a group of students that they possibly can. In becoming a teacher, individuals learn a variety of tools in their education. Aspiring teachers have a criterion of classes that will help to shape their knowledge base to become outstanding educators. With collegeing, training, internships, student teaching, and opportunities to hone their skills, educators are constantly learning and growing with education. I believe this is why education is such a rewarding and ever-growing career choice. There are multiples of opportunities in the field of education and individuals with a knack for working with chil-

dren, and utilizing their skills to help others can find the perfect fit for their skills and talents. The supply of teachers will always be in high demand, as the number of youth needing quality education continues to grow, making education a wise career path for individuals that seek a position with lot of stability and opportunity for exploration. Teaching is a rewarding career matching teachers skills with the needs of students to succeed. Teaching has great potential for many individuals to leave a mark on society and benefit their lives and self-worth. Teachers have excellent resources, skills, and tools to achieve their goals to reach out to numerous students in their careers.

**REVIEW OF LITERATURE**

**Hari, V (2005), Hussainiah, D (2008), Hari Om Prasad (2009), Jagan Mohan (2010), Surendar Anumula (2011)** and **Prabhudas, D (2013)** reported that management of individuals does have significant difference on teaching profession.

**Hari, V (2005), Hussainiah, D (2008), Hari Om Prasad (2009), Jagan Mohan, (2010), Surendar Anumula (2011)** and **Prabhudas, D (2013)** reported that caste of individuals do have significant difference on teaching profession.

**Scope of the Study:** The main intention of the present study is to find the relation of teaching attitude of D.Ed. student teachers with management and caste.

**Objective of the Study:** To study the impact of management and caste on the teaching attitude of D.Ed. student teachers.

**Hypotheses of the study**

There would be no significant impact of 'management' on the teaching attitude of D.Ed. student teachers.

There would be no significant impact of 'caste' on the teaching attitude of D.Ed. student teachers.

**Tools for the Study**

The teaching attitude questionnaire was adopted from **Hari, V (2005)**. The tool was highly reliable for the investigation. The total items are 55 there are 31 positive items and remaining 24 are negative items. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Doubtful (D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the **Likert (1932)** method.

Personal data regarding the student – 1. Name, 2. Management, 3. Caste.

**Data Collection**

The sample for the investigation consisted of 240 D.Ed. student teachers in Chittoor district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private; the second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 2X2X2 factorial design with 240 sample subjects. The investigator personally visited colleges with the permission of the principals of the colleges. The D.Ed. student teachers who attended to the college on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned D.Ed. student teachers of the colleges. The D.Ed. student teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The teaching attitude questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique ‘F’ and ‘t’ – tests was employed to test hypotheses.

**RESULTS AND DISCUSSION**

**1. Management and Teaching attitude**

The relationship of teaching attitude of D.Ed. student teachers with their management is studied in the present investigation. On the basis of management, the D.Ed. student teachers are divided into two groups. The Government D.Ed. student teachers form with the Group – I and Group – II forms with the Private D.Ed. student teachers. The teaching attitude of D.Ed. student teachers of the two groups were analyzed accordingly. The teaching attitude of D.Ed. student teachers for the two groups were tested for significance by employing ‘t’ - test. The following hypothesis is framed.

**Hypothesis – 1**

There would be no significant impact of ‘management’ on the teaching attitude of D.Ed. student teachers.

The above hypothesis is tested by employing ‘t’ - test. The results are presented in **Table – 1**.

**Table – 1: Influence of management on the teaching attitude of D.Ed. student teachers**

| S. No. | Management | N   | Mean   | S.D.  | ‘t’ - Test |
|--------|------------|-----|--------|-------|------------|
| 1.     | Government | 120 | 177.31 | 17.38 | 4.421**    |
| 2.     | Private    | 120 | 168.16 | 14.56 |            |

\*\* Indicates significant at 0.01 level

It is found from the **Table – 1** that the computed value of ‘t’ (4.421) is greater than the critical value of ‘t’ (2.58) for 1 and 238 df at 0.01 level of significance. Hence the **Hypothesis – 1 is rejected** at 0.01 level. Therefore it is concluded that the management has significant influence on the teaching attitude of D.Ed. student teachers.

**2. Caste and Teaching attitude**

The relationship of teaching attitude of D.Ed. student teachers with their caste is studied in the present investigation. On the basis of caste, the D.Ed. student teachers are divided into three groups. The OC D.Ed. student teachers form with the Group – I, Group – II forms with BC D.Ed. student teachers

and Group – III forms with SC and ST D.Ed. student teachers. The teaching attitude of D.Ed. student teachers of the three groups were analyzed accordingly. The teaching attitude of D.Ed. student teachers for the three groups were tested for significance by employing one way ANOVA technique. The following hypothesis is framed.

**Hypothesis – 2**

There would be no significant impact of ‘caste’ on the teaching attitude of D.Ed. student teachers.

The above hypothesis is tested by employing one way ANOVA technique. The results are presented in **Table – 2**.

**Table – 2: Influence of caste on the teaching attitude of D.Ed. student teachers**

| S. No. | Caste     | N  | Mean   | S.D.  | ‘F’ - Test |
|--------|-----------|----|--------|-------|------------|
| 1.     | OC        | 53 | 174.68 | 19.18 | 6.343**    |
| 2.     | BC        | 88 | 167.84 | 12.73 |            |
| 3.     | SC and ST | 99 | 176.04 | 17.28 |            |

\*\* Indicates significant at 0.01 level

It is found from the **Table – 2** that the computed value of ‘F’ (6.343) is greater than the critical value of ‘F’ (4.680) for 2 and 237 df at 0.01 level of significance. Hence the **Hypothesis – 2 is rejected** at 0.01 level. Therefore it is concluded that the caste has significant influence on the teaching attitude of D.Ed. student teachers.

**Findings:** There is significant influence of management and caste at 0.01 level of significance on the teaching attitude of D.Ed. student teachers.

**Conclusions:**

In the light of the findings, the following conclusions are drawn. Management and caste have significant influence on the teaching attitude of D.Ed. student teachers.

**EDUCATIONAL IMPLICATIONS**

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their teaching attitude.

Management is the highly influenced in the teaching attitude of D.Ed. student teachers. Government college D.Ed. student teachers have positive teaching attitude than the private college D.Ed. student teachers. The administrators to provide facilities for the private college D.Ed. student teachers.

Caste is the highly influenced in the teaching attitude of D.Ed. student teachers. SC and ST D.Ed. student teachers have positive teaching attitude than the BC D.Ed. student teachers. The administrators to provide facilities for BC D.Ed. student teachers.

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