



ORIGINAL RESEARCH PAPER

Education

SOCIO-PSYCHOLOGICAL VARIABLES AND ITS INFLUENCE ON TEACHING PROFESSION

KEY WORDS: Teaching, Learning, Profession

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ABSTRACT

Teaching learning process is as old as human being in the earth. Teaching is a purposeful mental process. A child when begins to learn from environment his/her learning is associated from psychological and sociological situation. They learn through their parent's psychosocial status. Psychosocial variables are those variables which effect the student psychologically for the development of teaching learning and to have a better sociological adjustment within the society & profession also. Actually any point or factor have a multi-focus dimension but we are combining these two because one of which that is the psychological domain adjust our inner movements & sociological dimension practices those dimensions so that a fruitful coherence can be achieved. Teaching has been one of the oldest and most respected professions in the world. When a systematically organized human society came into existence, the need to mould its children on proper lines arose requiring persons who could perform this role that is teachers. The task of shaping the future citizens as a noble one and so the teacher has always occupied a place of honor and reverence in the Indian Society over the ages. The preparation of teachers has changed with the passage of time and with the changes in expectations of society. Therefore hypothetically it could be predicted that socio-psychological variables are related to teaching profession.

INTRODUCTION:

The success of a profession depends on how one can visualize his profession and it belongs to the domain of social psychology. It guides our social behavior. According to Thurston an attitude may be defined as the degree of positive and negative exposure associated with some psychological object. A student who has positive feeling associated with some psychological object is said to have a favorable attitude and who has associated with negative feeling said to have an unfavorable attitude. In our academic endeavor attitude plays an important role for shaping learners in a differential manner.

Operational definitions of the terms used in the study:

Under this subhead, the meaning and definition of the key terms used in the study along with the operational definitions of the terms used in the investigation are listed out.

Psycho-Social variables-

The Webster's Encyclopedic Unabridged Dictionary (1996) defines 'Psycho-Social' as "of or pertaining to the interaction between Social and Psychological factors".

The term 'Psycho-Social' can be used to describe the unique internal processes that occur within the individual. It refers to one's psychological development in interaction with a social environment (Erickson, 1950).

The online Oxford English Dictionary (2008) defines the term 'Psycho-Social' as "pertaining to the influence of social factors on an individual's mind or behavior, and to the interrelation of behavioral and social factors".

Purpose of the study :

The present study aimed at investigating the following objectives :

- (1) To study the psychosocial factors of the students.
- (2) To examine how far boy's and girl's differ in Psychological conditions.
- (3) To evaluate the difference between high achiever and low achiever of psychosocial factors.
- (4) To examine sex wise and group wise the significance of psychosocial factors.

Methodology:

Nature Of The Study-The study is basically survey type of research. Different tools are used for collection data for interpreting the nature of different variables and its relation with teaching profession.

Hypotheses :

- H1:** There is no significant mean difference in attitude Score between male and female students.
- H2:** There is no significant mean difference in values & culture between male& female students.
- H3:** There is no significant mean difference in Environment between Male and Female students.
- H4:** There is no significant mean difference in Motivational factor between male and female.
- H5:** There is no significant mean difference in interest between male and female students.
- H6:** There is no significant mean difference in social structure between male and female students.

Population and sample:

The study was conducted in two government-aided colleges located in the district of Nadia and Hooghly in the state of West Bengal. All the two College followed the UGC recommended curriculum. The two colleges are purposefully selected the researcher. Total no of student participated in the study was 100 and divided into two categories - male and female. Therefore N= 100(Male= 60; Female=40) and the sample was purposive. All are them are studied in B.A(Hons) stream, belonged to age group 18+ year, and had Bengali as mother tongue.

Sl no.	Name of the college	Boys	Girls	Total
1.	Ranaghat college	40	20	60
2.	Chakdaha College	20	20	40
Total		60	40	100

Tools Used:

- 1) Socio-psychological variables and Its Influence on Teaching profession' this test was originally constructed by the researcher. The researcher constructed the test in Bengali , so that all the students of the selected colleges (Bengali Medium) could understand each question and give proper answer.
- 2) After a brief item analysis the researcher selected 40 items among the 60 items. The Test Validity was .75 and Reliability was .68. Likert's 5 points scale has been selected for data collection and other measurement.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

3) The Test has been administered under normal conditions in familiar classroom of the students during college hours. Written directions have been given in Questionnaire in Bengali language. They are specifically assured that their answers will be kept confidential.

Result And Discussion:

Organization Of Data:

Frequency Distribution:

The Collected Data have been organized into frequency table presented below:

Frequency distribution for scores of Psychosocial factors for the Total sample (N=100)

Frequencies for psychosocial factors								
Class interval	Attitude	Values and Culture	Environment	Social relationship	Motivation	Interest	Social structure	Personality
7-10	0	0	31	0	0	0	0	11
11-14	3	1	60	0	0	0	18	50
15-18	11	7	9	2	4	13	61	36
19-22	43	42	0	15	28	55	21	3
23-26	34	36	0	45	52	30	0	0
27-30	9	14	0	38	16	2	0	0

Frequency distribution for scores of psychosocial factors for male students (N=60)

Frequencies for psychosocial factors								
Class interval	Attitude	Values and Culture	Environment	Social relationship	Motivation	Interest	Social structure	Personality
7-10	0	0	31	14	0	0	0	6
11-14	3	1	60	39	0	0	12	30
15-18	8	6	9	7	4	10	36	21
19-22	27	28	0	0	18	33	12	3
23-26	20	19	0	0	30	15	0	0
27-30	2	6	0	0	8	2	0	0

Frequency distribution for scores of psychosocial factors for female students (N=40)

Frequencies for psychosocial factors								
Class interval	Attitude	Values and Culture	Environment	Social relationship	Motivation	Interest	Social structure	Personality
7-10	0	0	31	14	0	0	0	6
11-14	3	1	60	39	0	0	12	30
15-18	8	6	9	7	4	10	36	21
19-22	27	28	0	0	18	33	12	3
23-26	20	19	0	0	30	15	0	0
27-30	2	6	0	0	8	2	0	0

CLASS INTERVAL	FREQUENCY
131-140	7
141-150	20
151-160	41
161-170	20
171-180	7
181-190	5

Data analysis:

A) Descriptive Statistics: Means and Standard deviation of various groups have been presented in the following ways.

Mean, Median and Standard deviation of psychosocial factors for total sample. (N=100)

	Attitude	Values and Culture	Environment	Social relationship	Motivation	Interest	Social structure	Personality	Total
Mean	21.9	22.7	11.62	25.16	23.7	21.34	16.62	13.74	157
Median	21.85	18.5	11.77	25.43	23.89	21.19	16.6	13.62	156.11
S.D	3.59	3.41	2.37	3.3	2.77	2.73	2.5	2.81	11.78

Mean and standard deviation of psychosocial factors for Male & Female students:

Psychosocial factors	t-score	Male		Female	
		Mean	S.D	Mean	S.d
1. Attitude	2.61	21.15	3.55	23.00	3.43
2. Values & culture	1.71	22.05	3.53	23.02	3.12
3. Environment	1.5	11.08	2.32	11.08	2.37
4. Social relationship	1.83	24.83	3.21	25.90	2.62
5. Motivational factors	2.6	22.83	2.90	24.30	2.68
6. Interest	1.93	20.90	2.40	21.75	1.98
7. Social structure	.79	16.55	2.22	16.90	2.04
8. Personality	.39	13.90	2.47	13.68	2.96

Values & Culture , Social Relationship, Motivational Factors and Interest are significant. Therefore, statistical Hypothesis H1, H2, H4, H5 and H6 were rejected.

Attitude, Values and Culture, Social Relationship, Motivational factors and Interest could therefore, be considered as important Psychosocial components. The result also reveals that Female students have greater influenced by Psychosocial factors. so...

- Better the environment greater will be the Academic Achievement.
- Better the Social Structure increases the possibility of Academic Achievement and professional development.

Findings:

- 1) Psychosocial factors are highly related to teaching

From the 't' test it is found that Hypothesis related to Attitude,

learning process.

- 2) Attitude plays an important role for academic achievement but finally this proposal is rejected by "t" test.
- 3) Environmental factors is very much important for learner's development .Actually different environmental situation influence the student's academic achievement. In "t" test and in median test the value is insignificant and our proposal is accepted. Therefore, this type of factor is highly related to student's achievement.
- 4) Social structure helps the student's academic betterment and highly related to teaching learning system. Information reveal that due to various kind of social structure students academic achievement varies.

CONCLUSION:

Psychosocial variables are highly related to academic achievement and have a close relation to teaching profession system. We have a conclusion , that Learners are not guided by academic variables only but also Psychosocial variables can help student's for their professional developmental process.

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