



Attitude of Postgraduate Students towards Teaching Profession

Dr. Ram Krishan Yadav

TP College, Madhipura, Bihar

Ram.krishan.Yadav@yahoo.in

Abstract: One of the chief objectives of education is the development of desirable attitude in the individuals. Attitudes are an expression of inner feelings and beliefs that reflect whether a person is favourably or unfavourably pre-disposed to some phenomenon. Prime objectives of the study were to know the attitude of Post Graduate students of Education and physical education towards teaching profession and to compare the significance of attitude of male and female subjects of P.G classes towards teaching profession. The sample was selected from two different states of India named. The investigator prepared 43 statements which were related to the attitude of students towards teaching profession. It was concluded that attitude of students studying in post graduate course of education and physical education in Tamil Nadu and Kerala have been found favorable to the teaching profession. It was also found that Male and female post graduate students differed with respect to their attitude towards teaching profession.

Key Words: *Attitude, Education System and Scale*

Introduction

This study is done with the motive of knowing the values and attitude of students of two different states of INDIA i.e. Tamil Nadu and Kerala towards their interest and seriousness for the teaching profession. It is tough true and a fact that we all need some job to get the required money for the respective livelihood and we all try to do the job of our choice. We all have some vocational interest even and we all even interested to get that done. This study is attempted to know the actual attitude of the postgraduate students of education and physical education regarding the favorable or unfavorable behavior in respect to teaching profession. These mainly to understand the fact that whether the selected subjects have actually joined the courses of education and physical education to be a teacher in the future or they have just joined to complete the degrees. It is also said that most of the girls join the BEd/MEd and BPed/MPed courses just to get the degrees and to make parents happy about the educational qualification because the parents only wish to educate them to get their marriage done. That is why these kinds of attempt to get degree is also referred as matrimonial degrees. Through the ages man has worked for his livelihood, has learned through accumulated experiences how to face and control natural forces and how to live within the limited physical resources for the good of all. All this amount of rich human experience, achieved through work, has stimulated man to seek means and methods of increasing his efficiency in world of work. As a result, the method of learning through organised experiences has come into use. Apprenticeship or training under guild organization originated during the middle ages, was among the first forms of organized learning. The vocational institute or school, which is relatively of recent origin, is a modern example of institutionalized learning to work through consciously organized instruction. In the modern technological age one of the objectives of education is to enable an individual to choose an

occupation for which he is most suitable. Education, thus should lay emphasis on vocational efficiency and later indicate that a person is happily employed on the job, is productive and contributes to the social life of the society in which he lives. This explains that right choice of an occupation is very important for an individual to lead a satisfying and socially useful life. Krech and Cruthfield (1948) have defined attitudes as “an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individuals’ world”. It is organized and enduring.

Orevers (1956) in dictionary of Psychology considers it as “A more or less stable set or disposition of opinion, interest or purpose involving expectancy or a certain kind of experience and readiness with an appropriate responses”.

Sarnoff (1960) has given short-cut opinion about an attitude that “it is a disposition to react favourable or unfavourables to a class or object”.

Thurstone (1967) derived his ideas in these words, “Attitude is the effect for or against a Psychological object”.

Attitudes are closely related to opinions. A distinction made, however is that a person can state his opinion in word but may not be able to express his attitude by his action.

There are three important components of attitudes, cognitive, affective and behavioural cognitive includes a persons knowledge and stereo types affective components includes the vigorous emotional feelings. Behavioural components consists of the tendency, to act or react to the object in certain way. Positive or favourable attitude decides the course of life.

Attitude and Its Impact on Behaviour-

Attitude are inner feeling or beliefs of an individual towards particular phenomena. One of the chief objectives of education is the development of desirable attitude in the individuals. Attitudes are an expression of inner feelings and beliefs that reflect whether a person is favourably or unfavourably pre-disposed to some phenomenon. It is also to be kept in view that education is required to develop several attitudes in the students; attitude towards self; attitude towards studies; attitudes towards others; an attitude towards certain ideals etc.

There are three important components of attitude i.e., cognitive, affective and behavioural cognitive includes a person’s perceptions, beliefs and stereotype opinion. Effective components include the vigorous emotional feelings. Behavioural component consists of the tendency to act or to react to an object in certain ways. Attitudes is the basic and fundamental force of thought and action.

Today’s education may lay a strong foundation for „man of character“. The doing of the child reflect his character. Character is not a matter of percept alone. It is definitely a matter of behavior. The main aim of education is to modify the behavior of the child according to the needs and expectancy of the society. Behavior is composed of so many attributes, one of these important attribute id attitudes. One’s behavior, to a great extent depends upon one’s attitude towards the things –idea, person or object in this environment. The entire personality and development of the child is influenced by the nature of his attitudes. Learning of a subject and acquisition of habits, interests and other psychophysical dispositions are all affected by his attitudes. Therefore it important for a teacher to understand the meaning and nature of attitudes, the factors responsible for their formation and development and techniques of their measurements.

All of the concepts, belief, habits and motives associated with the object. The concept and belief associated with an attitude are often referred to as the cognitive component of the attitude, the habit

as the action component and the motives as the affective component. In this way all what one things, feels and how does he react and expresses one's attitude towards and objects. Through this study an attempt was made to assess the attitude of the post graduate students of education and physical education from two different states i.e. TAMIL NADU and Kerala regarding teaching profession.

Objectives of the Study

1. To know the attitude of Post Graduate students of Education and physical education towards teaching profession.
2. To compare the significance of attitude of male and female subjects of P.G classes towards teaching profession.
3. To compare the significance of the attitude of rural and urban subjects towards teaching profession.
4. To compare the significance of the attitude of students belong to rich, middle and poor economic classes.

Material and Methodology

Attitude Measurements and Preparation of Attitude Scale-

In a democratic system the opinions, feelings, desires and attitude of every person are taken into consideration and the success of the democratic society depends upon this consideration in the field of education. Much success depends upon the correct appraisal of individual's attitude to it. Thus, the testing and measurement of attitude occupies an important place.

In the new dictionary of Psychology attitude is defined as, "Mental set of responding to a situation, where a set may be temporary matters attitude denotes bias as pre-conception, conviction, feelings, emotions, hopes and fears".

There are two classified scaling techniques, which are generally used in opinion and attitude research since 1930's. One method is method of, "Equal appearing intervals" associated with the name of Thurstone and another is method of "Summated Ratings" which is derived by Rensis Livert. In the present study, Likert method was followed in the preparation of attitude scale.

The Method of Summated Ratings or Sigma Scale Method-

This method is associated with the work of Rensis Livert. In this method item analysis procedure is borrowed from test construction technique. The items are drawn up in the form of attitude scale. Each item is being given multiple response categories of "Strongly agree", "Agree", "Indifferent", "Disagree", and "Strongly Disagree". The scale is then administered to a group of students. They are asked to indicate their own attitude by checking response to each item which mostly express their feelings on that item. The questionnaire is then scored for each subject by assigning arbitrary weights 1, 2, 3, 4 and 5 to five response categories of each item in such a way that the highest weightage is always assigned to the response that tends towards one end of the attitude continuum while the lowest weight is assigned to the opposite end.

Present Attitude Scale-

There are forty three (43) items in the attitude scale. Each item is accompanied with "Strongly Agree", "Agree", "Indifferent", "Disagree" and "Strongly Disagree" categories. The problem before researcher was to study the attitude of students towards Teaching Profession. The researcher felt that the study should be based on impartial attitude of students. The importance of

attitude scale is obvious and it should effectively Prove its usefulness to the researcher's study. To measure attitude towards teaching profession, the researches followed Livert's method which is more pragmatic in nature so far as administrative, economic and time facilities are concerned. Thus in the present investigation for measuring the attitudes, Livert's method was followed.

The investigator prepared 43 statements which were related to the attitude of students towards teaching profession.

The statements in the scale had the following features.

- All the students were related with teacher education courses.
- All the statements were to be marked as a five point rating scale.
- The statements were not of "Yes" or "No" type.
- The statement were simple, specific and clear.
- The statement were in the form of opinion rather than a narration of a fact.

Appropriate instruction here has been put at the beginning of the statements.

The following scheme has been used for the scoring of responses:

	SA	A	I	D	SD
Favourable statements	5	4	3	2	1
Unfavourable statements	1	2	3	4	5

The higher the score on the attitude scale, the more favourable is the attitude of students towards Teaching Profession.

Variables and Sampling

The sample was selected from two different states of India named Tamil Nadu and Kerala, from each state 10 colleges were selected for the study and from each college 10 postgraduate students were selected. Total 200 subjects were selected and 100 were from the Tamil Nadu state and 100 were from Kerala. Study was delimited to the postgraduate courses i.e. BEd/MEd and BPEd/MPEd. Further about the sex variable 60% were female and 40% were of male students. Second variable was regarding their residential status i.e. rural and urban. The found percentages were 56% and 44% respectively. it clearly indicates that the maximum number of students joining this profession belong to rural area. Third variable of the study represent economical status of students and they were divided into three categories viz. rich, middle and poor class. The percentages found by the researcher were 20%, 55% and 25% for rich, middle and poor class respectively. It means that majority students belong to middle and poor class.

Statistical techniques applied:

After collection of data statistically techniques were applied to get the results. Mean, Meaden and S.D. were applied first to get the descriptive and variable analysation. Further „t“test and Chi-square were also tested out to find the required results described below.

Results and Interferences

Table 01: Mean attitude score of total sample.

Class Interval	Frequencies	
161-170	01	N=200 Mean= 230.25 Median= 227 S.D= 21.74
171-180	05	
181-190	08	
191-200	10	
201-210	14	
211-220	23	
221-230	34	
231-240	32	
241-250	45	
251-260	21	
261-170	05	
271-180	01	
281-290	00	
291-300	01	

From the table no.01 it was interferred that mean value of total sample was 230.25 and N=200. The respondents above the mean were 69.9% and below the mean were 30.1%. Hence it can be inferred that the majority of students had favorable attitude towards teaching profession. It was also observed that 12% students were below the neutral score viz. 195; whereas 88% was above this score. This indicate that majority of students had favorable attitude towards teaching profession.

Table 02: Significance of difference between mean attitude score of male and female of P.G. students towards teaching profession.

Respondent	N	Mean	S.D	DF	„t“value
Female	120	206.46	33.2	198	5.34
Male	80	235	34.87		

The Table no.02 reveals that the calculated „t“value 5.34 for 198 degree of freedom was significant at 0.05 level. It means that the male and female differed significantly in their attitude. It further showed that female are more favoring the teaching profession than males.

Table 03: Significance of difference between mean attitude score of rural and urban students towards teaching profession.

Respondent	N	Mean	S.D.	Df	“t” value
Rural	112	239.67	32	198	3.56
Urban	88	235.75	31		

From the table 03 it is revealed that the calculated „t“value 3.56 at degree of freedom was significant at 0.05 level. It means that students belong to rural and urban areas differed significantly in respect to their attitude towards teaching profession. The difference in attitude may be due to lack knowledge

regarding teaching profession and less number of schools in rural areas.

Table 04: Significance difference between attitude score of different economic classes towards teaching profession.

Class Interval	Rich	Middle	Poor	X2 calculated
161-170	0	2	0	198.45
171-180	2	3	2	
181-190	1	0	3	
191-200	1	11	2	
201-210	0	4	5	
211-220	1	10	10	
221-230	7	24	2	
231-240	3	7	1	
241-250	2	5	7	
251-260	10	6	10	
261-170	8	17	5	
271-180	5	8	1	
281-290	0	10	2	
291-300	0	3	0	

Table 04 revealed that the calculated chi-square 198.45 for degree of freedom was significant at 0.05 levels. It means that attitude of students belonging to different economic classes viz. Rich, Middle and Poor classes differed significantly towards teaching profession. It can be inferred that the students belonging to different economic classes viz. Rich, Middle and Poor had difference in their attitude regarding profession of physical education.

Conclusion

Attitude of students studying in post graduate course of education and physical education in TAMIL NADU and Kerala have been found favorable to the teaching profession. Male and female post graduate students differed with respect to their attitude towards teaching profession. Students belonging to rural and urban areas differed with respect to their attitude towards teaching profession. Students belonging to different economical classes viz. Rich, Middle and Poor differed with respect to their attitude towards teaching profession.

References

1. Adler, Alfred (1908), Millar and Dollard (1939), New Comb (1943), Sears, Hovland and Miller (1940), Sigmund Freud (1930): In “*Social Psychology*” by Girishbala Mohanti (1997). Kalyani Publishers Ludhiana.
2. Bharati, Dheeraj (2011): “*A Study of Aggression Among Adolescents in Relation to Sex and Type of Institutions*”. An unpublished M.Ed. Dissertation submitted to P.G. Department of Education, University of Jammu, Jammu.
3. Fishbach (1973), Huchaby (1971): Quoted from unpublished M.A. Education Dissertation entitled “*A Study of Aggression Among Adolescents in Relation to school Climate*” by Anjana Choudhary (2006), submitted to P.G. Department of Education, University of Jammu, Jammu.

4. Hurlock, Elizabeth. B.(2010): “*Developmental Psychology*” Tata Mc. Graw Hill, Publishing Company limited, New Delhi.
5. Koul, Lokesh (2011): “*Methodology of Educational Research*”, Vikas Publishing House Private Limited, Noida U.P.
6. Kour, Amanpreet (2007): “*A Study of Aggression in Relation to Sex and Academic Achievement Among Adolescents*”. An unpublished M.A. Education Dissertation submitted to P.G. Department of Education, University of Jammu, Jammu.
7. Lecky (1945), Lewin (1935), Mc – Dougall and William James (1908) : Quoted from unpublished M.A. Education Dissertation entitled as “*A study of aggression and academic achievement of students belonging to working and non-working mothers*” by Annu Radha (2005), submitted to the P.G. Department of Education, University of Jammu, Jammu.
8. Ratta, Neeru (2005): “*A study of Aggression in relation to sex, locality and ordinal position among high school students*” Unpublished M.A. Education Dissertation submitted to P.G. Department of Education University of Jammu, Jammu.
9. Sumbali, Kiran (2010): “*A study of aggression among children and adolescents*” Ph.D. Thesis submitted to P.G. Department of Education, University of Jammu, Jammu.
10. Verma, L.K. and Sharma N.R. (1990): “*Advanced statistics in Education and psychology*”. Narendra Publishing House Jammu.