

A study of attitude of D.Ed. and B.Ed. students towards teaching Profession.



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Attitude plays a very important role in effective communication in classroom. A teacher with positive attitude towards teaching is considered better and becomes popular among the students for his better teaching. The teacher's thinking, feeling and actions are guided by his attitude the profession. Much work has been done to investigate the variables that influence the attitude and their impact of efficiency of teaching as well as learning. Attitudes are comparatively stable feelings, since they are developed over several years of experience and training, the environment and time factor. Attitudes have direct relationship and it passes from generation to generation in so many societies. Thus a good teacher with his proper attitude, behavior and personality traits can motivate, inspire and make student lost in his teaching. Therefore a teacher must develop proper and positive attitude towards their profession so they can carve the future of India in a magnificent manner. Society approves some of magnificent manner. Society approves some of attitudes and neglects the others. Teacher can only made nation strong. They are pillar of nation.

Teachers may posses different attitudes towards teaching. No doubt attitudes depend upon various factors specially among teachers, the factors depend upon various factors specially among teachers, the factors being the, the colleagues, the children, the values system, views of life. Attitudes are always tied up with insights and interpretations and opinions and actions.

An attitudinal change can be produced in the learner by teaching which is related to learning. The is accordingly interwoven with positive or negative attitude of teachers towards the pupils, the profession, classroom activities and the administration. The modern concept emphasizes the

expected behavioural outcomes. Since attitude is a psychological process, it combines beliefs, concepts, motives, values, opinion habits and traits, it has tremendous impact on pupil. Teachers with favourable attitude can successfully develop positive teaching among children since learning depends upon effective teaching and effectiveness on the part of teacher can be accelerated through positive attitude towards profession.

Thus professionally attitude can be defined as "a state of mental and emotional readiness to react to any educationally significant situation in the manner that give first place to the interest of society and teaching profession, that demonstrates appreciation of situation, educational implications and that indicates the ability and desire to co-operate with others towards the situation of problem involved."

Home, school and society play a great role in indicating attitude and interest in pupil teachers towards teaching jobs. The comparative study is bound to bring some positive results for further guidance of pupil teachers and to the educationalists for further planning and research which can act as a guide to study how the attitude develops and how they have some common elements among themselves.

Statement of the problem

The study emerged out is stated as under. A study of attitude of B.Ed. and D.Ed. students towards teaching profession.

Objectives of The Study

The main objective of study were:

1. To study the attitude of B.Ed. & D.Ed. student's towards teaching profession.
2. To compare attitude of D.Ed. & B.Ed. students towards teaching profession.
3. To compare the attitude of male students of

B.Ed. & D.Ed. students towards teaching profession.

4. To compare the attitude of female students of B.Ed. & D.Ed. students towards teaching profession.

5. To compare the attitude of male & female students of B.Ed. & D.Ed. students towards teaching profession

Hypotheses

Following hypotheses were formulated:

1. There is no significant difference in attitude of D.Ed. & B.Ed. students towards teaching.
2. There is no significant difference in attitude of D.Ed. & B.Ed. male students towards teaching.
3. There is no significant difference in attitude of D.Ed. & B.Ed. female students towards teaching.
4. There is no significant difference in attitude of D.Ed. male and female students towards teaching.
5. There is no significant difference in attitude of D.Ed. male and female students towards teaching.

Methodology used

Descriptive survey method was applied in the study to find out the attitude of D.Ed. and B.Ed. pupil teachers towards teaching profession.

Sample

The sample consisted of 200 pupil teachers (100 B.Ed. & 100 D.Ed.) which were selected randomly from different institutions of Gurgaon and Faridabad districts. The data was collected by administering "teacher attitude inventory" developed and standardized by S.P. Ahluwalia. It is a dependable multidimensional inventory for measuring attitude of prospective and practicing teachers towards teaching.

The inventory has 300 attitude statements, 50 on each sub scale viz (i) Attitude towards teaching profession. (ii) Attitude towards classroom teaching. (iii) Attitude towards child centered practice (iv) Attitude towards educational process (v) Attitude towards pupil and attitude towards teachers.

The data was analysed by calculating mean, SD. To compare the attitude of different groups towards

teaching, 't' test was used.

Conclusions

Conclusions of the study are:

- 1) It was found that B.Ed. students have more favourable attitude towards child centered practice and least favorable towards pupils dimension.
- 2) It was found that D.Ed. students have more favourable attitude towards teaching profession and least favorable towards pupils dimension.
- 3) D.Ed. and B.Ed. students do not differ significantly in attitudes towards teaching, however, D.Ed. & B.Ed. students were found to have most favourable attitude towards teaching profession while that of B.Ed. students were towards child centered practices dimension.
- 4) No significant differences exist between the attitudes of D.Ed. and B.Ed. Students. Child centered practices and least favorable towards pupils dimension.
- 5) D.Ed. female students were found to have most favourable were found to have attitude towards teaching profession while B.Ed. students centered practices; however, the mean difference of two groups is not significant.
- 6) D.Ed. male students were found to have most favourable attitude towards child centered practices while D.Ed. female students were found lacking such attitudes to child centered practices and this group of students lacking.
- 7) B.Ed. male and B.Ed. female students were found to have almost similar attitude towards all domains except towards teaching. B.Ed. female were found to have most favourable attitudes teaching teaching than B.Ed. male.

Educational Implications

The study can be utilized during the training period as an evaluative tool to study, whether necessary attitude towards the profession has developed or not. To find out the lacuna and to suggest necessary measures for remedies. Secondly, this investigation has tremendous impact on education. Especially for teachers, the teacher

can evaluate themselves to know their own achievements and short coming, to realize odds and chose the favourable course. Therefore, the study can be a means for self guidance. The present study assist the school authorities to entrust proper responsibilities to concerned teachers, help in distribution of work, cadmic and non academic. This investigation reveals the attitude of teachers towards their content and methodology, children and school environment etc. Hence, it can be utilized to evaluate different aspects of organization.

Suggestions for Further Research

Studies regarding 'attitude' towards teaching have been conducted in different countries by various researchers. Even then there is scope for such studies, some possible suggestions are give below:

- i) Comparative studies between teachers of different stated of northern region regarding their attitudes towards teaching could be under taken.
- ii) Cross cultural studies can be undertaken between the teachers on the basis of caste and religion or faith can be undertaken
- iii) Comparative studies of attitude of primary and higher primary, secondary and higher secondary school teacher's organizations etc. can be under taken to supplement this study.
- iv) In depth studies on one aspect can be under taken e.g. attitude towards pupils, forwards educational process, towards colleagues, towards different practices and devices, towards administration procedures etc.
- v) Investigations can be undertaken to find out societal attitudes towards the teaching profession.
- vi) Longitudinal studies of teachers during their period of training and later period of practice (i.e. preserves an in-service periods) can be made on their attitude towards teaching.

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