



ATTITUDE TOWARDS TEACHING PROFESSION AMONG B.Ed., TEACHER TRAINEES IN RELATION TO THEIR ACHIEVEMENT MOTIVATION

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ABSTRACT

The present study the level of attitude towards teaching profession among B.Ed teacher trainees and significant difference between the sub samples of the B.Ed., teacher trainees in respect of their Attitude towards teaching profession. The investigators have randomly selected 500 B.Ed., teacher trainees from different Colleges of Education in Cuddalore district as sample. The scale Achievement Motivation Test [ATM] used for the measurement of achievement motivation tool is developed by Gupta, P.L. [1993] and Attitude Towards Teaching Profession tools used for the measurement of attitude teaching of the B.Ed., trainees is developed by Kulsum [2001]. Results reveal that the B.Ed., teacher trainees having positive and significant relationship between Attitude towards teaching profession and Achievement Motivation. Also results reveal significant difference in Attitude towards teaching profession in the sub samples gender, marital status and Nature of physique.

KEYWORDS: B.Ed., Teacher Trainees, Attitude towards Teaching Profession Achievement Motivation

INTRODUCTION

Attitude towards Teaching Profession

The attitude of a teacher, consciously or unconsciously, greatly affects students academic performance. It has been established that teachers' attitudes highly influence students' interest in learning. As defined by Allport (1935), "Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related. Furthermore, attitudes mean the individuals prevailing tendency to respond favourably or unfavourably to an object, person or group of people, institutions or events" (Morris & Maistro, 2005). No one is born with any attitudes. Attitudes like interests are learned through life experiences which make an individual's behave in characteristics towards persons, profession, objects, issues, situations, etc., to which they are related. Attitudes are very personal and complex in character. Attitudes are uniquely organized in each person and the organization itself is the product of his own reactions to his own experiences

Achievement Motivation

According to McClelland, people in whom the need for achievement motivation is strong seek to become accomplished and to improve their task performance. They are task oriented and prefer to work on tasks that are challenging and on which their performance can be evaluated in some way, either by comparing it with other people's performance or in terms of some other standard. More formally, achievement motivation is task-oriented behaviour that allows the individual's performance to be evaluated

according to some internally or externally imposed criterion, that involves the individual in competing with others, or that otherwise involves some standard of excellence" (Smith, 1969; Spence and Helmrich, 1983, p.12). Achievement motivation can be seen in many areas of human endeavor on the job, in school, in home making, or in athletic competition.

OBJECTIVES OF THE STUDY

The study has the following objectives

1. To find out the Attitude towards Teaching Profession of B.Ed., Teacher Trainees.
2. To find out the Achievement Motivation of B.Ed., Teacher Trainees.
3. To study the significance of the difference with respect to Attitude towards Teaching Profession and Achievement motivation, if any between
 - a) Gender : Male / Female
 - b) Marital status : Married / Unmarried
 - c) Nature of Physique : Differently abled / Normal
4. To find out there is any significant relationship between Achievement Motivation and Attitude towards Teaching Profession among B.Ed., Teacher Trainees.

HYPOTHESIS OF THE STUDY

In the light of the above, the following research hypotheses have been formulated

1. The level of Attitude towards Teaching Profession of B.Ed., Teacher trainees are high.
2. The level of Achievement motivation of B.Ed., Teacher trainees are high.
3. There is no significant difference with respect to Attitude towards Teaching Profession and Achievement Motivation, between
 - a) Gender : Male / Female
 - b) Marital status : Married / Unmarried
 - c) Nature of Physique : Differently abled / Normal
4. There is no significant relationship between Achievement Motivation and Attitude towards Teaching Profession among B.Ed., Teacher Trainees.

METHOD OF THE STUDY

Normative survey method is adopted in the present study. It seeks to obtain precise information concerning the current status of phenomena and to draw valid general conclusions from the facts discovered. This method of research attempts to describe and interpret what exist at present in the form of conditions, practices, process, trends, effects and attitude. In brief it is an attempt to analyse, interpret and reveals the present study. Random sampling technique was used to collect the data from 500 B.Ed., Teacher Trainees in Cuddalore District.

SAMPLES

A sample is simply a subset of the population. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis. A total of 500 B.Ed., Teacher Trainees studying in the government and private B.Ed. colleges, situated in the district of Cuddalore, were selected as samples using the Random Sampling Technique.

TOOLS USED IN THE STUDY

- A. Achievement Motivation Test [ATM] used for the measurement of achievement motivation tool is developed by Gupta, P.L. [1993]
- B. Attitude Towards Teaching Profession tools used for the measurement of attitude teaching of the B.Ed., trainees is developed by Kulsum [2001]

DATA ANALYSIS

The following are the statistical techniques used in the study:

1. Descriptive Analysis
2. Differential Analysis
3. Correlation Analysis

RESULTS

Descriptive Analysis of the Entire Sample

The mean and standard deviation of the entire sample for the Attitude towards teaching profession and achievement motivation were calculated. They are given in table 1.

Table - 1
Mean and standard deviation for the entire sample of Attitude towards Teaching profession and Achievement Motivation among B.Ed., Teacher Trainees

| Variables | Mean | Standard Deviation |
|--------------------------------------|--------|--------------------|
| Attitude towards Teaching Profession | 152.26 | 18.588 |
| Achievement Motivation | 23.13 | 4.389 |

It is seen from the table 1, the mean score of Attitude towards teaching profession of the B.Ed., Teacher Trainees is 152.26, which shows a favourable attitude. The mean score of total achievement motivation as 23.13, which shows the B.Ed., Teacher Trainees have high level achievement motivation among the entire sample.

Attitude towards Teaching Profession of the B.Ed., Teacher Trainees with regard to gender, Marital Status and Nature of Physique

Hypothesis 3 (i): There is no significant difference in the attitude towards teaching profession in B.Ed., Teacher Trainees with regards to gender, Marital Status and Nature of Physique.

Table - 2
Comparison of attitude towards teaching profession scores of B.Ed., teacher trainees with regard to Gender, Marital Status and Nature of Physique

| Variable | Sub - Samples | N | Mean | SD | t- value | Level of Significant at 0.05 level |
|---------------------------|-------------------|-----|--------|--------|----------|------------------------------------|
| Gender | Male | 226 | 22.87 | 4.319 | 1.199 | 0.231 (NS) |
| | Female | 274 | 23.34 | 4.443 | | |
| Marital Status | Married | 92 | 153.68 | 31.124 | 0.526 | 0.600 (NS) |
| | Unmarried | 408 | 151.94 | 14.369 | | |
| Nature of Physique | Differently Abled | 27 | 138.44 | 7.846 | 8.403 | 0.001 (S) |
| | Normal | 473 | 153.05 | 18.717 | | |

In order to find out whether there is any significant difference between male and female B.Ed., Teacher Trainees in their attitude towards teaching profession 't' value is calculated. The 't' value found to be 1.199 at 0.05 level and it is represented in table 2. The estimated 't' value is lesser than the table value. Hence the null hypothesis is accepted and it is concluded that there is no significant difference in the attitude towards teaching profession of B.Ed., Teacher Trainees with regard to gender. In order to find out

whether there is any significant difference between married and unmarried B.Ed., Teacher Trainees in their attitude towards teaching profession 't' value is calculated. The 't' value found to be 0.526 at 0.05 level and it is represented in table 2. The estimated 't' value is lesser than the table value. Hence the null hypothesis is accepted and it is concluded that there is no significant difference in the attitude towards teaching profession B.Ed., Teacher Trainees with regard to marital status. In order to find out whether there is any significant difference between differently abled and normal B.Ed., Teacher Trainees in their attitude towards teaching profession 't' value is calculated. The 't' value found to be 8.403 at 0.05 level and it is represented in table 2. The estimated 't' value is higher than the table value. Hence the null hypothesis is rejected and it is concluded that there is a significant difference in the attitude towards teaching profession B.Ed., Teacher Trainees with regard to nature of physique.

Achievement Motivation of the B.Ed., Teacher Trainees with regard to gender, Marital Status and Nature of Physique

Hypothesis 3 (ii): There is no significant difference in the Achievement Motivation of B.Ed., Teacher Trainees with regards to gender, Marital Status and Nature of Physique.

Table - 3
Comparison of Achievement Motivation Scores of B.Ed., Teacher Trainees with regard to Gender, Marital Status and Nature of Physique

| Variable | Sub - Samples | N | Mean | SD | t-value | Level Significant at 0.05 level |
|--------------------|-------------------|-----|-------|-------|---------|---------------------------------|
| Gender | Male | 226 | 22.87 | 4.319 | 1.199 | 0.231 (NS) |
| | Female | 274 | 23.34 | 4.443 | | |
| Marital Status | Married | 92 | 23.58 | 4.162 | 1.124 | 0.263 (NS) |
| | Unmarried | 408 | 23.03 | 4.438 | | |
| Nature of Physique | Differently Abled | 27 | 20.81 | 4.515 | 2.745 | 0.010 (S) |
| | Normal | 473 | 23.26 | 4.350 | | |

In order to find out whether there is any significant difference between male and female B.Ed., Teacher Trainees in their Achievement Motivation 't' value is calculated. The 't' value found to be 1.199 at 0.05 level and it is represented in table 3. The estimated 't' value is lesser than the table value. Hence the null hypothesis is accepted and it is concluded that there is no significant difference in the achievement motivation of B.Ed., Teacher Trainees with regard to gender. In order to find out whether there is any significant difference between married and unmarried B.Ed., Teacher Trainees in their achievement motivation 't' value is calculated. The 't' value found to be 1.124 at 0.05 level and it is represented in table 3. The estimated 't' value is lesser than the table value. Hence the null hypothesis is accepted and it is concluded that there is no significant difference in the achievement motivation of B.Ed., Teacher Trainees with regard to marital status. In order to find out whether there is any significant difference between differently abled and normal B.Ed., Teacher Trainees in their achievement motivation 't' value is calculated. The 't' value found to be 2.745 at 0.05 level and it is represented in table 3. The estimated 't' value is higher than the table value. Hence the null hypothesis is rejected and it is concluded that there is a significant difference in the achievement motivation of B.Ed., Teacher Trainees with regard to nature of physique.

Hypothesis: 4:

There is no significant relationship between Achievement Motivation and Attitude towards Teaching Profession among B.Ed., Teacher Trainees.

Table - 4
Correlation Co-Efficient (r) Achievement Motivation among B.Ed., Teacher Trainees and Attitude towards Teaching Profession

| Variables | N | 'r' value | Remarks |
|--------------------------------------|-----|-----------|---------|
| Attitude towards teaching profession | 500 | .169** | S |
| Achievement Motivation | | | |

** significant level at 0.01 level

It is seen from table – 4 shows that the correlation co-efficient between Attitude towards Teaching Profession among B.Ed., Teacher Trainees and Achievement Motivation is positive and significant at 0.01 level. There is significant positive relationship between Attitude towards Teaching Profession among B.Ed., Teacher Trainees and Achievement Motivation.

FINDINGS

Attitude towards Teaching Profession

- The result reveals that there is no significant difference in the Attitude towards teaching profession in B.Ed., teacher trainees with regard to gender.
- The result shows that there is no significant difference in the Attitude towards teaching profession in B.Ed., teacher trainees with regard to marital status.
- The result reveals that there is a significant difference in the Attitude towards teaching profession in B.Ed., teacher trainees with regard to nature of physique.

Achievement Motivation

- The result shows that there is no significant difference in the achievement motivation of B.Ed., teacher trainees with regard to gender.
- The result reveals that there is no significant difference in the achievement motivation of B.Ed., teacher trainees with regard to marital status.
- Result inferred that there is a significant difference in the achievement motivation of B.Ed., teacher trainees with regard to nature of physique.

Correlation Analysis

- There is significant positive relationship between Achievement Motivation among B.Ed., Teacher Trainees and Attitude towards Teaching Profession.

CONCLUSIONS

The present study aims to find out the influence of Attitude towards teaching profession and Achievement motivation of B.Ed., Teacher Trainees. The mean score of Attitude towards teaching profession of the B.Ed., teacher trainees shows a favourable attitude. The mean score of Achievement Motivation of B.Ed., teacher trainees shows the B.Ed., teacher trainees have a high level of Achievement Motivation among the entire sample. It is concluded that there is a significant relationship between Attitude towards teaching profession and Achievement Motivation. Thus the present investigation has yielded many results that are bound to add to the volume of knowledge already present in the field of investigation.

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