



ATTITUDE TOWARDS TEACHING PROFESSION AND TEACHING EFFICIENCY AMONG TRAINEES IN CUDDALORE DISTRICT, TAMILNADU

C. Jayanthi

*Associate Professor, Department of Education, Annamalai University,
Annamalai Nagar- 608 002. Tamilnadu, India.*

ABSTRACT

The teacher, a national integrator as he/she is the backbone of the society, the preparation of the teachers has changed with the passage of time and with the changes in expectations of the society. The student-teachers should have positive attitude towards teaching professions and they should possess good teaching efficiency. In the present study scores obtained by the subjects for attitude towards teaching profession. Male and female students have most unfavorable attitude towards teaching profession. Considering the neutral attitude observed towards teaching profession in male and female students. The female trainees scored a high mean score than that of boys. The trainees of below 25 years have scored a higher mean than the trainees of above 25 years. Subject belonging to rural college students have secured higher mean score than the urban college students mean score. Subjects of married female score a higher mean score than that of unmarried female trainees. Teachers have to involve themselves in their job willingly and with dedication and devotion. If this is to take place the teacher must have a favorable attitude towards teaching profession.

Keywords: Attitude Teaching Profession Teaching Efficiency Trainees Students Cuddalore District

INTRODUCTION

Teacher is a good dominating issue among those contributing to instructional enhancements. The teacher's effectiveness depends primarily on the teacher perspective, characteristics and therefore the class room phenomena like atmosphere and climate, organization and management. Have suggested ways is of transferable concerning qualitative enhancements in education.

As a result, the lecturers are driven, impressed and endured to develop a higher course of study, textbooks and teaching aids. But, all the efforts are nonsensical unless lecturers don't seem to be having the positive perspective towards instructional technology.

The teaching, learning method has been greatly influenced by speedy advances in data and Communication Technology (ICT). Integration of this ICT in a room helps to form an associate degree atmosphere for students activities that cause meaty and property learning experiences. It supports students in their own constructive thinking, allows them to transcend their cognitive limitations. It is possible to bring the process of learning beyond the boundaries of classroom by exploring new possibilities of ICT. One of the basic requirements for education in this era of information explosion is to prepare learners for participation in a networked information society.

It includes educational materials, strategies and organization of labor and relationships, i.e. the behavior of all participants within the instructional method. The investigators adopted the descriptive survey method (Jayanthi and Nellaiyapen 2014). The term "teaching resources" is commonly used, though they are not similar (Pedagoški leksikon, 1996). The word technology springs from the Greek word "techno" which suggests the temperament, skills, information about the means, rule, skill, tools, and "logos" which suggests science, word, learning, psychological state.

When mistreatment academic technology we must always be primarily centered on the educational worth of the tools, and applications, we have a tendency to use, however adequate they are within the acquisition of data, whether or not there is Associate in Nursing interaction between users and tools, and if we have positive effects in mistreatment them. of authors (Clements and Sarama, 2003; Glaubke 2007; Dynarski et al. 2007) counsel that we must always specialize in areas of computer code programs that have the potential to powerfully in children's learning experience. To satisfy the over growing educational needs of children of pre-primary education (Jayanthi 2017).

The tutorial worth of the program, its ability to interact youngsters in learning, simple use, interactivity between the kid and programs, the possibility that a computer code pro-gram monitors the progress of the child.

Need and Importance of the Study

The success of any educational program depends largely upon the teacher's effective work. Teachers today have to play challenging roles and functions unless teachers are committed to their profession they cannot perform all the challenging roles and functions of their job.

Since beginning, it has been a matter of dispute whether the teacher is born or made. Some are of the opinion that the teachers are born and they can't be made if this opinion is accepted, the concept or idea of the teacher education loses its basis.

The idea of the teacher education is based on the assumption that teachers are not only born but they can also be made effective, efficient and successful by proper training and education.

1.2.STATEMENTOF THE PROBLEM

The problems selected for the present study may be stated as follows, attitude towards teaching profession and teaching efficiency among trainees in Cuddalore District Tamilnadu.

By understanding this problem we can find the attitude of B.Ed., trainees towards teaching profession and their teaching efficiency in the consideration of gender, age group, locality and marital status of female, graduation and subject specialization at college level.

1.3.OBJECTIVES OF THE STUDY

The objective of the present study

- 1 To find the attitude of the B.Ed., trainees towards teaching profession.
- 2 To find the teaching efficiency of the B.Ed., trainees.
- 3 To study the difference in level of attitude towards teaching profession.
 - i. Gender
 - ii. Age group
 - iii. Locality
 - iv. Marital status
 - v. Qualification
 - vi. Subject specialization at college level
- 4 4. To study the difference in level of teaching efficiency between two groupings.
 - a. Gender
 - b. Age group
 - c. Locality
 - d. Marital status
 - e. Qualification

II METHODOLOGY

It deals with the methodology of the present study. In an investigation, the methodology section is very important. It describes in detail the activities of the research measuring instrument to be used, individuals participating in the research, sample and data analysis.

2.1. DESIGN OF THE STUDY

Claire slltiz (1962),”a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure .It is highly essential and it is inevitable as a blue print.

2.2.HYPOTHESIS OF THE STUDY

1. There is no significant difference between male and female B.Ed., trainees attitude towards teaching profession.
2. There is no significant difference between age group of above 25 years and below 25 years B.Ed., trainees.
3. There is no significant difference between age group of rural college and urban college B.Ed.,trainees towards teaching profession.
4. There is no significant difference between age group of married female and unmarried female trainees towards teaching profession.
5. There is no significant difference between under graduate and post graduate trainees towards teaching profession.
6. There is no significant difference between arts and science B.Ed., trainees towards teaching profession.
7. There is no significant difference between age group of above 25 years and below 25 years B.Ed.,trainees towards the teaching efficiency.
8. There is no significant difference between age group of rural college and urban college B.Ed.,trainees towards the teaching efficiency.

9. There is no significant difference between under graduate and post graduate trainees towards the teaching efficiency.
10. There is no significant difference between male and female B.Ed., trainees attitude trainees towards the teaching efficiency.
11. There is no significant difference between arts and science B.Ed., trainee's attitude trainees towards the teaching efficiency
12. There is no significant difference between B.Ed., trainee's attitude towards the teaching efficiency and teaching profession.

2.3. LOCATION OF THE STUDY

The present investigation was conducted in Cuddalore district. The list of colleges selected for the study.

2.4. POPULATION OF THE STUDY

A population is any group of individual that have one or more characteristics in common that are of interest of researcher. In Cuddalore district the students from Three B.Ed., colleges were randomly selected for the present investigation.

2.5. SAMPLE OF THE STUDY

The sample is to be selected very carefully and it should enable the researchers to draw meaningful conclusions and generalizations. In such case, the sample should be adequate and must be a true representation of the population.

By keeping in mind these objectives, the investigator has adopted the following procedure.

1. The sample selected from the total population was 300.
2. The sample was selected according to the principle of random sampling technique.

ANALYSIS AND INTERPRETATION OF THE DATA

STATISTICAL METHODS USED FOR THE PRESENT STUDY:

The statistical procedures followed to analyze the data to arrive meaningful conclusion are given below.

- I. Descriptive analyses
- II. Differential analyses
- III. Correlation analyses

DESCRIPTIVE ANALYSIS

To describe the properties of the given group taken, we calculate certain measures like the averages (mean, median), or measures of dispersion. These are called descriptive statistics

MEAN

$$X = A + \frac{\sum fd}{\sum f} Xi$$

Where

- A - Assumed mean,
f - Frequency,
I - Class interval.

STANDARD DEVIATION

$$\sigma = \sqrt{\frac{\sum fd^2}{n} - \left[\frac{[\sum fd]}{n}\right]^2} Xi$$

Where f - frequency

n- Total number of sample

I- Class interval

t-Value

t-test is applied to test the goodness of fit to verify the distribution of observed data with assumed theoretical distribution. Therefore it is a measure to study the divergence of actual and expected frequencies. The following formula can be used for t-test analysis

t-test

$$t = \frac{m1 - m2}{\sqrt{\frac{\sigma_1^2}{N1} + \frac{\sigma_2^2}{N2}}}$$

Where

$m_1, m_2 =$ means of groups

$\sigma_1^2 \sigma_2^2 =$ standard deviation

$N_1, N_2 =$ total number of item

III. RESULTS AND DISCUSSION

3.1. ATTITUDE TOWARDS TEACHING PROFESSION:

The scores obtained by the subjects for attitude towards teaching profession were analyzed. The mean and standard deviation for sample attitude towards teaching profession of the whole sample different groups is represented in the Fig 1.

The mean and standard deviation of the whole sample is 99.19 and mean score is 14.49 respectively. Among the different groups used girls scored a high mean score (100.38) then that of the boys (96.31). The trainees of below 25 years have scored a higher mean (99.63) than the trainees of above 25 years (98.01).

Subject belonging to rural college students have secured higher mean score (99.67) than the urban college student (98.70). subjects of married female score (100.40) than that of unmarried female trainees (99.86). the UG trainees have secured greater mean (99.24) compared to the PG trainees (99.40). the students who belonging to science department have high score (99.40) than the arts department trainees (98.82).

3.2. PERCENTAGE ANALYSIS

19.48% male students have most unfavorable attitude towards teaching profession and 14.80% female students have most unfavorable attitude towards teaching profession. Considering the neutral attitude towards teaching profession male students were distributed to 67.53% and female were distributed to 70.85%.

Likewise considering the positive attitude towards teaching profession, male students were distributed to 12.99 and female were distributed to 14.35%. then 19.64 trainees above 25 years have most unfavorable attitude towards teaching profession and 18.62% trainees of below 25 years have most unfavorable attitude towards teaching profession considering the neutral attitude towards the teaching profession, trainees of above 25 years were distributed to 65.96% likewise considering the unfavorable attitude towards teaching profession, trainees above 25 years were distributed to 14.29% and trainees of below 25 years were distributed to 15.43%.

Then 16.67% rural college students have most unfavorable attitude towards the teaching profession and 18% urban college students have possess most unfavorable attitude towards teaching

profession , rural college students were distributed to 67.33% .urban college students were distributed to 67.33%. Likewise considering the favorable attitude towards teaching profession rural college students were distributed to 14.67% and urban college students were distributed to 16%.

13.89% married female students have most unfavorable attitude towards teaching profession and 15.03% unmarried female students have attitude towards teaching profession. Considering the neutral attitude towards teaching profession, married female students were distributed to 70.83%, likewise married female students were distributed to 70.83% .likewise considering the unfavorable attitude towards teaching profession, unmarried female were distributed to 15.28%. Unmarried female were distributed to 15.69%.

5.33% UG trainees have most unfavorable attitude towards teaching profession and 24.53%. PG trainees have most unfavorable attitude towards teaching profession. Considering the neutral attitude towards teaching profession, UG trainees were distributed to 82.38% and PG trainees were distributed to 56.60%.like wise considering the unfavorable attitude towards teaching profession, UG trainees were distributed to 12.30% and PG trainees were distributed to 18.87%.

19.64% trainees who belong to arts department have most unfavorable attitude towards teaching profession and 18.62%. Trainees who belong to science department have most unfavorable attitude towards teaching profession. Considering the neutral attitude towards teaching profession , trainees who belongs to arts department were distributed to 66.07% and trainees who belongs to science department were distributed to 65.96% likewise considering the favorable attitude towards teaching profession , trainees who belongs to arts department were distributed to 14.29% and trainees who belongs to arts department were distributed to 15.43%.

3.3.TEACHING EFFICIENCY THROUGH SELF EVALUATION OF THE LESSONS:

Mean and standard deviation:

The scores obtained by the subjects for teaching efficiency were analyzed. The mean and standard deviation for teaching efficiency of the whole sample and different groups is given in the Fig 2 The teaching efficiency scores obtain by the subjects was analyzed. The mean and standard deviation of the whole sample is 84.72 and 11.33 respectively.

Among different groups used female trainees scored a high mean score (85.41) than that of boys (82.33). The trainees of below 25 years (84.90) have scored a higher mean than the trainees of above 25 years (83.5). Subject belonging to rural college students have secured higher mean score (85.25) than the urban college students mean score (83.78). Subjects of married female score a higher mean score (86.18) than that of unmarried female trainees (84.81).

The UG trainees have secured greater mean (85.54) compare to the PG trainees (84.41). The students who belonging to theirs department have higher mean score (84.66) than the science department trainees (84.43). The trainees of above 25 years have scored a higher mean score than that of the trainees of below 25 years department students.

3.4.Percentage analysis:

16.88% male students have low teaching efficiency and 11.59% female students have teaching efficiency. Considering the moderate teaching efficiency, male students were distributed to 71.43% and female were distributed to 71.43% and female were distributed to 75.54%. Likewise considering the high teaching efficiency, male students were distributed to 11.69% and female were distributed to 12.88%.

17.86% of above 25 years have low teaching efficiency and 13.93% of below 25 years have high teaching efficiency. Considering the moderate teaching efficiency, the trainees of above 25 years were distributed to 69.64% and of below 25 years were distributed to 72.54%. Likewise considering the high teaching efficiency, trainees of above 25 years were distributed to 12.50% and trainees of below 25 years teaching efficiency and 13.52% urban college students have posse's low teaching efficiency. Considering the moderate teaching efficiency, rural college students were distributed to 68% and the urban college students were distributed to 82.05%. Likewise considering the high teaching efficiency, rural college students were distributed to 16.67% and urban college students were distributed to 8.97%.

8.33% married female students have low teaching efficiency and 14.38% unmarried female students have teaching efficiency. Considering the moderate teaching efficiency, married female were distributed to 76.39% and unmarried female students were distributed to 70.59%. Likewise considering the high teaching efficiency, married female students were distributed to 15.28% and unmarried female students were distributed to 15.03%.

10.66% UG trainees have low teaching efficiency and 23.21% PG trainees have low teaching efficiency. Considering the moderate teaching efficiency, UG trainees were distributed to 77.87% and PG trainees were distributed to 23.21. Likewise considering the high teaching efficiency UG trainees were distributed to 11.48% and PG trainees were distributed to 25%.

18.75% trainees who belonging to arts department posses low teaching efficiency and 15.43% trainees who belonging to science department have low teaching efficiency, considering the moderate teaching efficiency trainees who belonging to arts department have were distributed to 69.64% and trainees who belongs to science department were distributed to 69.15%. Likewise considering the high teaching efficiency, trainees who belong to arts department were distributed to 11.61% and trainees who belonging to science department were distributed to 15.43%.

FIGURE 1

Mean scores and standard deviation of attitude towards teaching profession of B.Ed., trainees based on gender

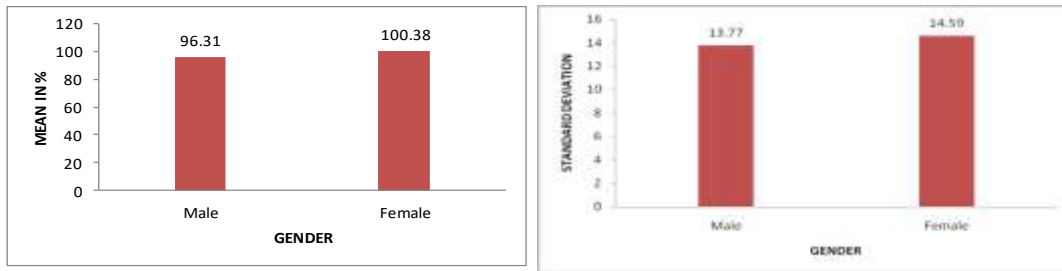


Figure 2

Levels of Attitude Towards Teaching Profession-Gender

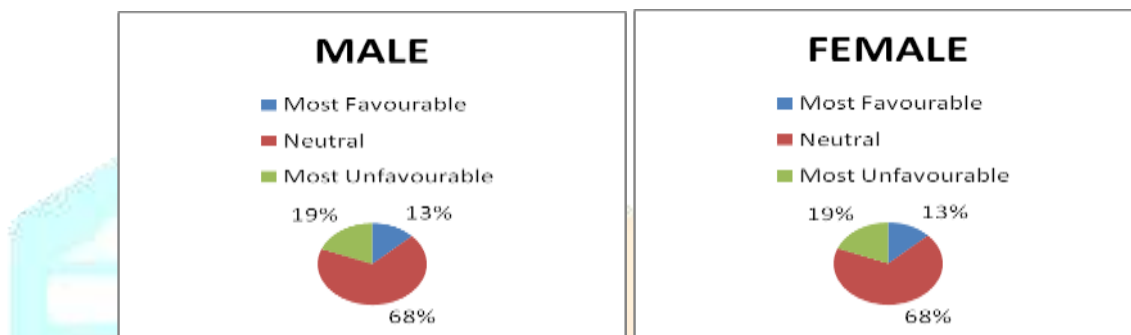


Figure 3

Mean scores and standard deviation of attitude towards teaching profession of B.Ed., trainees based on age group



Figure 4

Levels of Attitude towards Teaching Profession Age Group

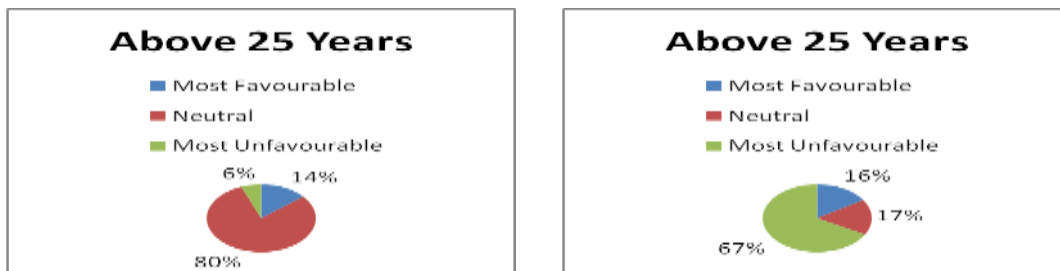


Figure 5

Mean scores and standard deviation of attitude towards teaching profession of B.Ed., trainees based on locality.

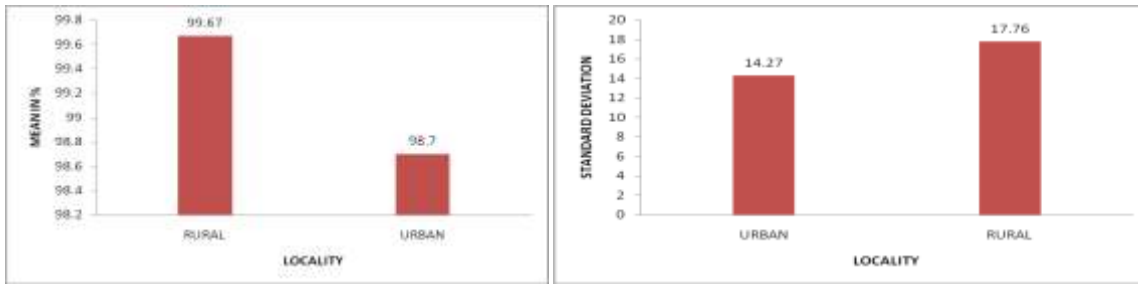


Figure 6

Levels of Attitude towards Teaching Profession-Location

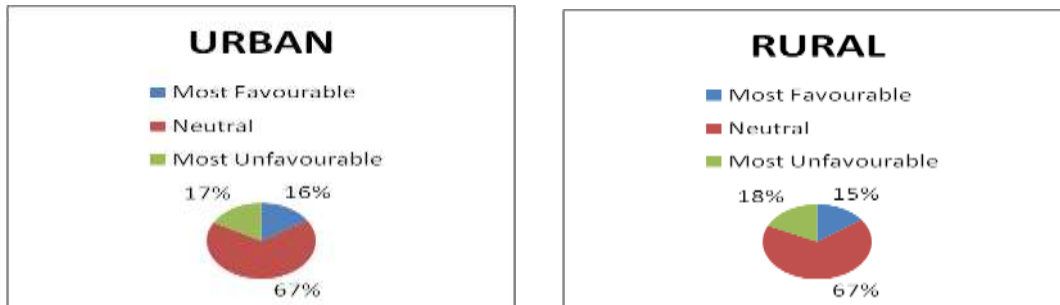


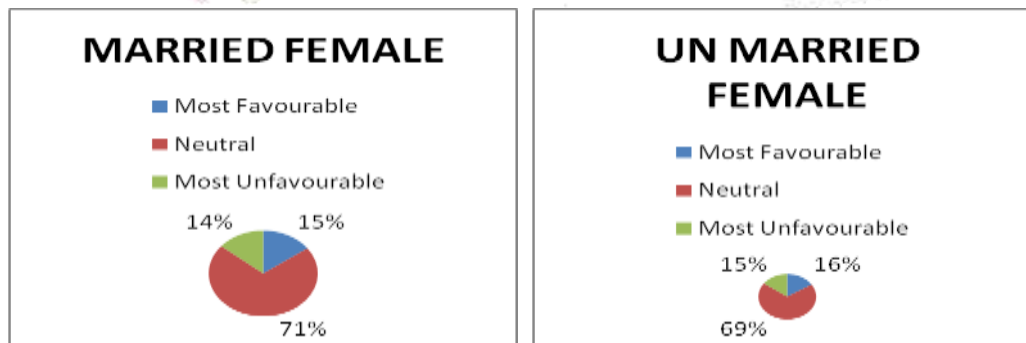
Figure 6

Mean scores and standard deviation of attitude towards teaching profession of B.Ed., trainees based on marital status of the family.



Figure

Levels of Attitude towards Teaching Profession- Marital Status



FIGURE

Mean scores and standard deviation of attitude towards teaching profession of B.Ed., trainees based on graduation.

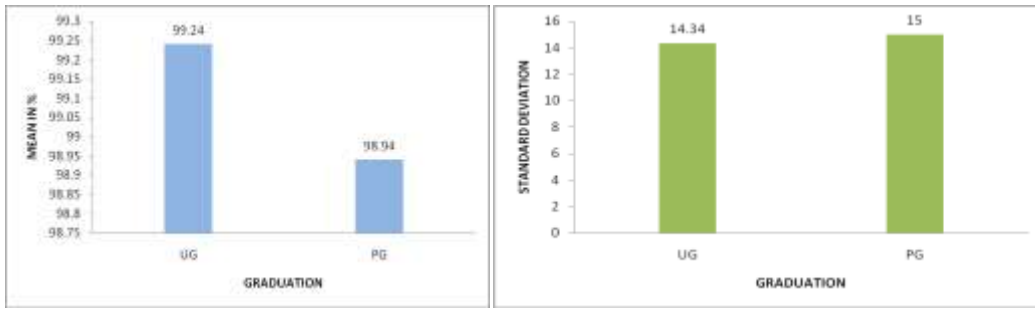


Figure4.10

Levels of Attitude towards Teaching Profession-Graduation



FIGURE

Mean scores and standard deviation of attitude towards teaching profession of B.Ed., trainees based on subject specialization.

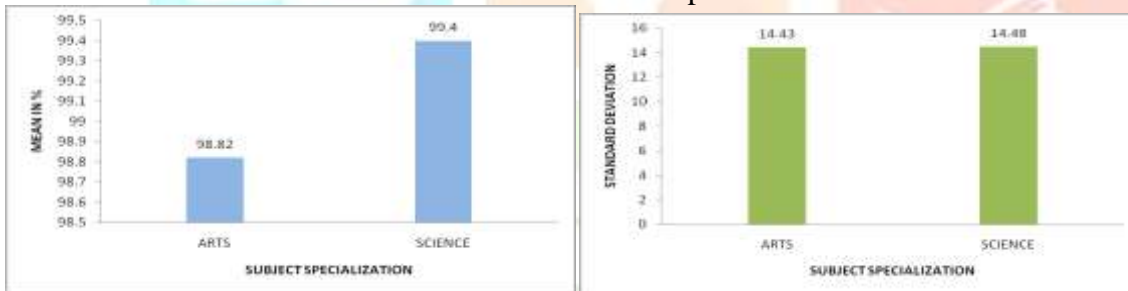
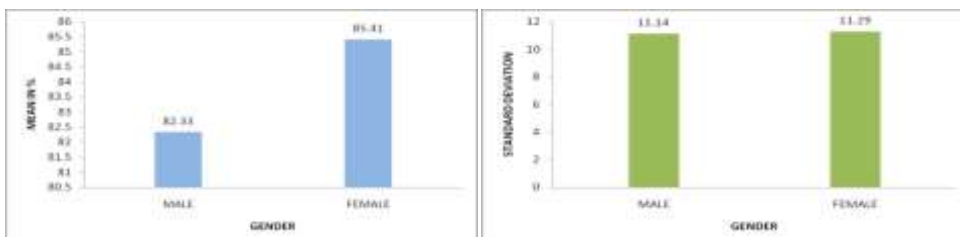


Figure4.12 Levels of Attitude Towards Teaching Profession- Subject Specialization



FIGURE

Mean scores and standard deviation of teaching efficiency of B.Ed., trainees based on gender.



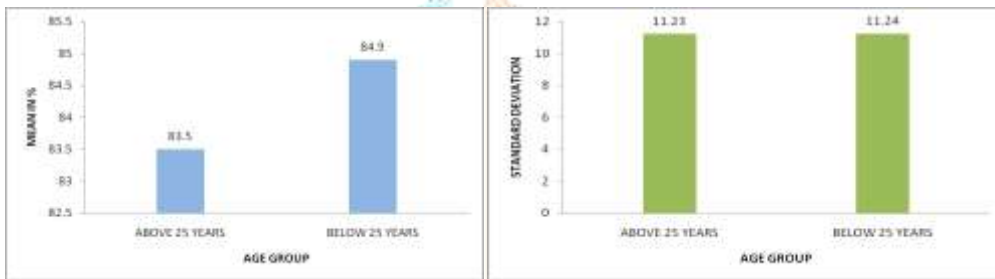
Figure

Levels of Teaching Efficiency Gender



FIGURE

Mean scores and standard deviation of teaching efficiency of B.Ed., trainees based on age group.



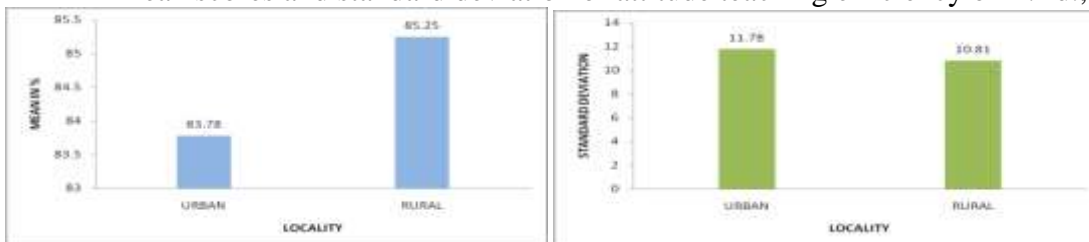
Figure

Levels of Teaching Efficiency– Age Group Wise



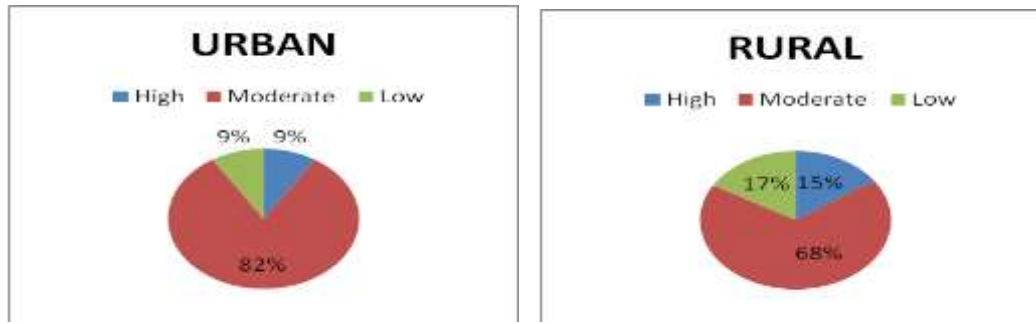
FIGURE

Mean scores and standard deviation of attitude teaching efficiency of B.Ed., trainees based on locality



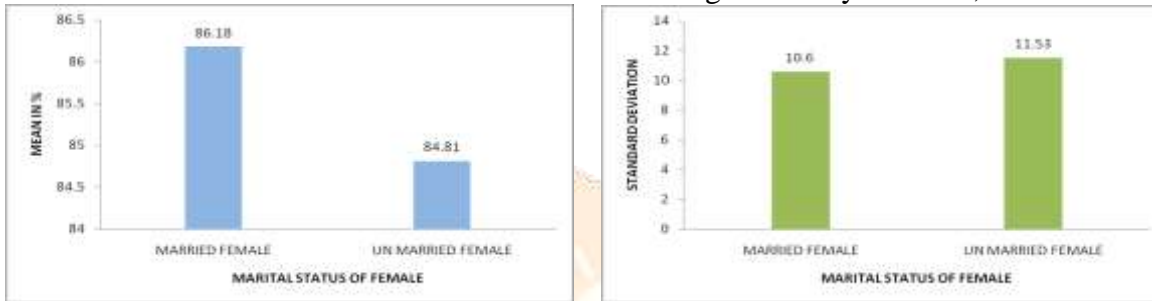
Figure

Levels of Teaching Efficiency – Locality



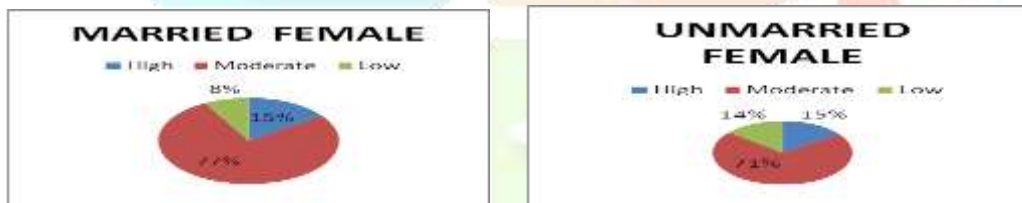
FIGURE

Mean scores and standard deviation of attitude teaching efficiency of B.Ed., trainees based on marital status of female.



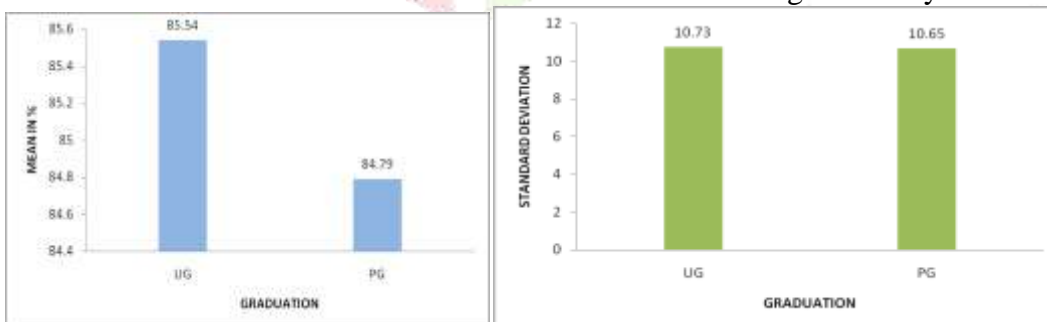
Figure

Levels of Teaching Efficiency – Marital Status



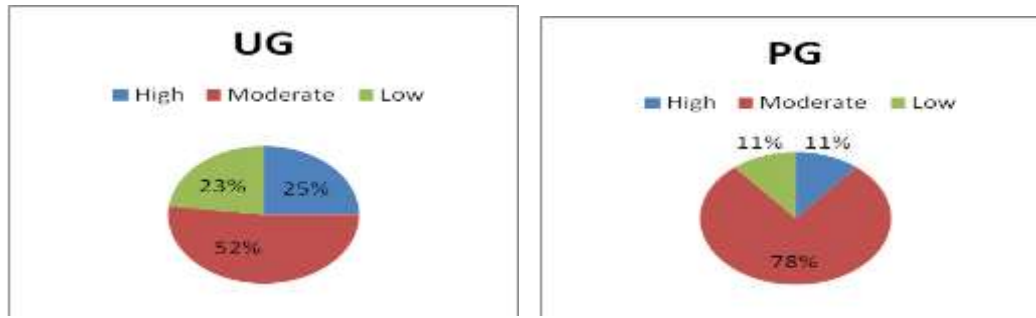
FIGURE

Mean scores and standard deviation of attitude teaching efficiency of B.Ed., trainees based on graduation.



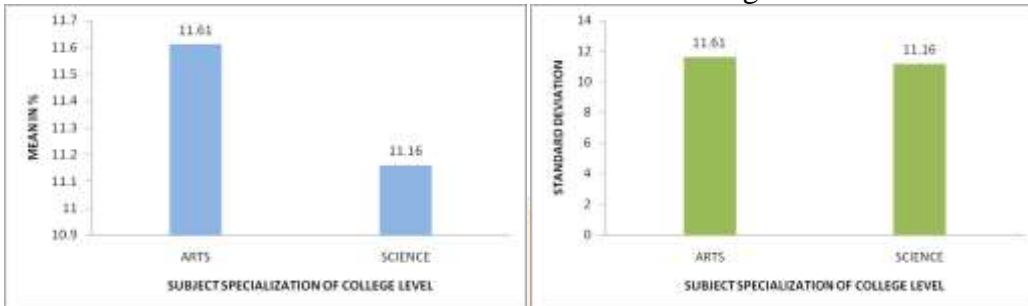
Figure

Levels of Teaching Efficiency – Graduation



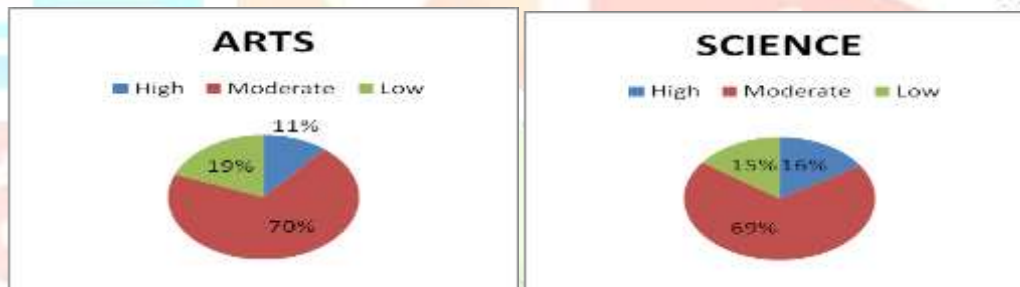
FIGURE

Mean scores and standard deviation of attitude teaching efficiency of B.Ed., trainees based on subject specialization at college level.



Figure

Levels of Teaching Efficiency – Subject Specialization



CONCLUSION

The ultimate aim of the teacher education program is to prepare a successful teacher who may be able to function effectively in the actual job after completion of his professional training and education. Teachers have to involve themselves in their job willingly and with dedication and devotion. If this is to take place the teacher must have a favorable attitude towards teaching profession.

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