



ATTITUDE TOWARDS TEACHING OF DISTANCE EDUCATION STUDENT TEACHERS

M. Venkataraman* & Dr. G. Raju**

* Research Scholar, Department of Education, Annamalai University,
Annamalai Nagar, Tamilnadu

** Professor, Department of Education, Annamalai University, Annamalai Nagar, Tamilnadu

Cite This Article: M. Venkataraman & Dr. G. Raju, "Attitude towards Teaching of Distance Education Student Teachers", International Journal of Interdisciplinary Research in Arts and Humanities, Volume 2, Issue 2, Page Number 268-271, 2017.

Abstract:

Attitude, knowledge and skills are the basis a long-lasting professional success, and of these three determinants it is the attitude that holds the first place. It is the attitude that directs and motivates the process of gaining knowledge and development of skills. Attitude is a tendency to respond positively or negatively towards a certain idea, object, person, or situation. This study investigates the attitude of distance education student teachers towards teaching profession that they aspire to practice after the completion of their B.Ed. training course. A sample of 1000 student teachers doing B.Ed. training course in the distance mode of education in the 3 selected universities in Tamilnadu were selected using simple random sampling technique and they were provided with 'Attitude towards Teaching Scale' prepared and validated by the investigator. The collected survey was statistically analysed using IBM-SPSS software and the results reveal the following: The level of attitude towards teaching of distance education student teachers is average. Significant difference was found in the attitude towards teaching of distance education between the arts and science subject Student teachers. Distance education student teachers studying Science subjects have a higher level of favourable attitude than the Arts subjects' student teachers. But no significant difference was not found in the attitude towards teaching between the male and female; the rural and urban resident; and the UG and PG qualified distance education student teachers.

Key Words: Attitude, Teaching, Distance Education & Student Teachers

Introduction:

The concept of attitude is probably the most distinctive and indispensable concept in contemporary social psychology (Allport, 1935). Attitude is a feeling or opinion about something or someone that may be positively or negatively affecting the behavioural style of a person. Goal achievement is intrinsically directed and controlled by the attitudinal factors. It is more or less a consistent pattern of affective, cognitive, conative or behavioural response... (Colman, 2009). It is a driving force focusing our attention to reach the desired end. Education is a process of causing the desired behavioural change in a child and in this process attitude of the child has a greater share in reaching the destiny. It is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor (Eagly & Chaiken, 1993). A teacher is the heart and soul of a classroom and the entire classroom activities' success and failure depends on the teacher. The learners revolve around the teacher for learning. Teaching-learning process becomes easy and successful, and learning becomes a joyous journey with those teachers with right attitude, required skill and content knowledge. Teaching is a profession and any profession needs proper training, and hence training a teacher for the noble profession of teaching is of greater significance. Hence the trainee teachers, otherwise called as student teachers, aspiring teachers, prospective teachers and B.Ed. trainees, ought to have a positive and favourable attitude towards their teaching profession, without which their mission of teaching may become futile and like water in a hole-bucket. Teacher training is offered for the fresher in the regular mode of education and for the working teachers in the distance mode of education in the country and the Tamil Nadu State. Almost all the universities in Tamil Nadu are offering B.Ed. for the teachers who are already working and upon completion of the course, they become qualified teachers like other teachers who have completed B.Ed. in the regular mode and they will be teaching in schools and so their attitude towards teaching is significant and there exists a need to explore their level of attitude towards teaching. Indeed the findings of the study will throw some light for the betterment of the teaching community direct and learning community indirect.

Review of Related Studies:

The results of the study on attitudes towards teaching profession of education students in Qatar conducted by Alkhateeb (2013) showed that the undergraduate students hold a fairly positive attitude towards teaching profession and that those students' attitudes towards the teaching profession affected their undergraduate studies. Bhargava and Pathy (2014) studied the attitude of student teachers towards teaching profession and their result showed that between male and female student teachers of science and social science stream, females possess more favorable attitude in comparison to Male tribal students in both the academic streams. The study conducted on a sample of 100 B.Ed. students in Allahabad city on student-teachers' attitude towards teaching profession by Pancholi and Bharwad (2015) revealed that female teachers and rural area teachers have higher attitude; general streams teachers and science stream's teachers have similar attitude

towards teaching profession. Üstüner, (2017) studied the relationship between personality and attitude towards teaching profession. The data collected from a sample of 382 pre-service teachers from Turkey in "Attitudes towards the teaching profession scale" showed that there was a full positive mediating role between neuroticism, openness and extraversion personality traits, and a partial positive mediating between conscientiousness and agreeableness personality traits and the attitude towards the teaching profession. Kamlesh and Jain (2017) study on a sample of 120 senior secondary school teachers in 'Teacher Attitude Scale' in Haryana revealed the female teachers were found to possess more favourable attitude towards teaching than male teachers; and highly job satisfied teachers found to have a better teaching attitude towards their profession than the low job satisfied senior secondary school teachers.

Objectives:

- ✓ To find out the level of attitude towards teaching of distance education student teachers.
- ✓ To find out whether there is any significant difference in the attitude towards teaching between the male and female distance education student teachers.
- ✓ To find out whether there is any significant difference in the attitude towards teaching between the rural and urban resident distance education student teachers.
- ✓ To find out whether there is any significant difference in the attitude towards teaching between the UG and PG qualified distance education student teachers.
- ✓ To find out whether there is any significant difference in the attitude towards teaching of distance education between the arts and science subject Student teachers.

Hypotheses:

- ✓ The level of attitude towards teaching of distance education student teachers is low.
- ✓ There is no significant difference in the attitude towards teaching between the male and female distance education student teachers.
- ✓ There is no significant difference in the attitude towards teaching between the rural and urban resident distance education student teachers.
- ✓ There is no significant difference in the attitude towards teaching between the UG and PG qualified distance education student teachers.
- ✓ There is no significant difference in the attitude towards teaching of distance education between the arts and science subject Student teachers.

Methodology:

Descriptive Survey Method was used to conduct the study. For this research, 1,000 student teachers (444 Male + 556 Female) student teachers studying B.Ed. in the three selected universities in distance mode education, namely Annamalai University (425), Bharathidasan University (300) and Tamilnadu Open University (275) were selected samples using simple random sampling technique. The 'Attitude towards Teaching Scale' developed by the investigator and the guide was used to find out the level of attitude towards teaching of distant education student teachers. Data analysis was done using IBM-SPSS software to calculate Mean, Standard Deviation and 't'-test to find out the results of the study.

Data Analysis:

Hypothesis 1: The level of attitude towards teaching of distance education student teachers is low.

Table 1: The level of attitude towards teaching of distance education student teachers

Study Variable	Background Variable	Entire Sample		Mean	S.D
Attitude towards Teaching	----	1000		100.425	12.28
		Subsample			
	Gender	Male	444	100.05	12.38
		Female	556	100.72	12.21

The descriptive analysis of the above Table 1 shows that Attitude towards Teaching of distance education of student teachers is average.

Hypothesis 2: There is no significant difference in the attitude towards teaching between the male and female distance education student teachers.

Table 2: Mean Difference in the Attitude towards Teaching of Distance Education Student Teachers based on Gender

Study Variable	Background Variable	Subsamples	N	Mean	S.D.	't' value	Level of Significance
Attitude towards Teaching	Gender	Male	444	100.05	12.38	0.85	Not Significant
		Female	556	100.72	12.21		

In order to find out the significant difference in Attitude towards Teaching of distance education student teacher based on gender, the mean, standard deviation and 't' values were computed . The mean value of the male and female distance education student teachers wre found to be 100.05 and 100.72 respectively and the 't' value is 0.85. The obtained 't' value 0.85 is lesser than the Table value at 0.05 level of significance. Hence

the null hypothesis is accepted and it is concluded that there is no significant difference in the Attitude towards Teaching between the male and female of distance education student teachers.

Hypothesis 3: There is no significant difference in the attitude towards teaching between the rural and urban resident distance education student teachers.

Table 3: Mean Difference in the Attitude towards Teaching of Distance Education Student Teachers based on Residential Area

Study Variable	Background Variable	Subsamples	N	Mean	S.D.	't' value	Level of Significance
Attitude towards Teaching	Residence	Rural	488	100.20	12.41	0.57	Not Significant
		Urban	512	100.64	12.17		

In order to find out the significant difference in Attitude towards teaching of distance education student teachers based on residential area, the mean, standard deviation and 't' values were computed. The mean value of the rural and urban institution Student teachers are found to be 100.20 and 100.64 respectively and the 't' value is 0.57. The obtained 't' value 0.57 is lesser than the Table value at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there no is significant difference in the attitude towards teaching between the rural and urban of distance education student teachers.

Hypothesis 4: There is no significant difference in the attitude towards teaching between the UG and PG qualified distance education student teachers.

Table 4: Mean Difference in the Attitude towards Teaching of Distance Education Student Teachers based on Educational Qualification

Study Variable	Background Variable	Subsamples	N	Mean	S.D.	't' value	Level of Significance
Attitude towards Teaching	Educational Qualification	UG	535	99.98	12.41	1.21	Not Significant
		PG	465	100.93	12.13		

In order to find out the significant difference in attitude towards teaching of distance education student teacher based on educational qualification of the student teachers, the mean, standard deviation and 't' values were computed. The mean value of the UG and PG qualification of distance education student teachers are found to be 99.98 and 100.93 respectively and the 't' value is 1.21. The obtained 't' value 1.21 is lesser than the Table value at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there is no significant difference in the attitude towards teaching between the UG and PG qualified distance education student teachers.

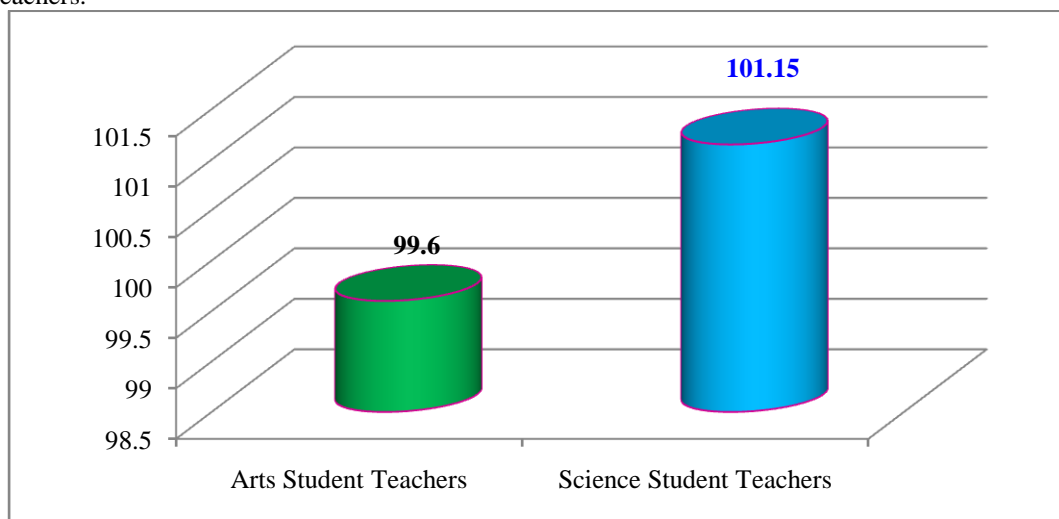


Figure 1: Significant difference in Mean Difference in the Attitude towards Teaching of Distance Education Student Teachers based on Subject Specialization

Hypothesis 5: There is no significant difference in the attitude towards teaching of distance education between the arts and science subject Student teachers.

Table 5: Mean Difference in the Attitude towards Teaching of Distance Education Student Teachers based on Subject Specialization

Study Variable	Background Variable	Subsamples	N	Mean	S.D.	't' value	Level of Significance
Attitude towards Teaching	Subject Specialized	Arts	468	99.60	12.20	1.98	Significant
		Science	532	101.15	12.33		

In order to find out the significant difference in attitude towards teaching of distance education student teacher based on subject specialization, the mean, standard deviation and 't' values were computed. The mean

value of the Arts and Science subject specialization student teachers are found to be 99.60 and 101.15 respectively and the 't' value is 1.98. The obtained 't' value 1.98 is greater than the Table value at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference in the attitude towards teaching between the arts and science subject distance education student teachers.

Major Findings:

- ✓ The level of attitude towards teaching of distance education student teachers is average.
- ✓ Significant difference was not found in the attitude towards teaching between the male and female distance education student teachers.
- ✓ Significant difference was not found in the attitude towards teaching between the rural and urban resident distance education student teachers.
- ✓ Significant difference was not found in the attitude towards teaching between the UG and PG qualified distance education student teachers.
- ✓ Significant difference was found in the attitude towards teaching of distance education between the arts and science subject Student teachers. Distance education student teachers studying Science subjects have a higher level of favourable attitude than the Arts subjects' student teachers.

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