

## ATTITUDE OF TEACHER EDUCATORS TOWARDS TWO YEARS M.ED PROGRAMME IN RELATION TO THEIR ADJUSTMENT

**\*SUKANDHYA KUMARI & \*\*DR. PARMOD KUMAR**

\*Research Scholar, Department of Educational Studies, Central University of Jammu.

\*\*Assistant Professor, Department of Educational Studies, Central University of Jammu.

### ABSTRACT

*The quality of education depends upon the ability and efficiency of teachers and teacher educators. If the teachers are well trained, motivated and committed to their profession learning will be enhanced. One's behavior, to a great extent depends upon one's attitude toward the things idea, person or object, in this environment. The present study aims at studying the levels of attitudes towards two years M.Ed. program in relation to adjustment of teacher educators. For this purpose a sample is taken which is the representative of the population. The investigator has used self developed attitude scale for knowing the attitude of teacher educators towards two years M.Ed. program and R. K. Ojha. Bell's Adjustment Inventory for collecting the data. The study was conducted on a sample of 50 M.Ed. students from central university of Jammu. . The collected data was analyzed with the help of C.R. The results of the study showed that students who has positive attitude towards two year program course are also highly adjusted. The study is also reflects the percentages of students having positive negative attitudes towards two years M.Ed. program.*

**Key words:** Attitude, Adjustment, Teacher Educators.

### INTRODUCTION

The teachers by his position and role are one of the most eminent agents of the transmission and enrichment of culture in today's society. Teachers have to deal with human material during the most impressionable period of life; the teacher is bound to make a significant impact on the personality, character, intellectual growth, attitude and value of the future citizen. It is important to the society to provide adequate equipment to enable them to meet the challenges of their task. In this context the teachers have more responsibilities in shaping and building the character, especially mental characters of students. Development of a nation has always relied on knowledge

acquired through education and its practical Implications. Considering any effective education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of a quality education system. Teachers are the persons who could develop and mould the learners as good citizens. They should develop a higher attitude towards the teaching profession, do extremely well in their academic performance and enhance lifelong skills to face in future. The term "Attitude" has been defined in a number of ways by the psychologists. Attitude is a mental characteristic. The simplest definition is that, it is a feeling for or against something. Allport (1935) defines it as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Thurstone (1946) has defined attitude as the degree of positive or negative affect associated with some psychological object. Professional attitude means a person's feelings, behaviors and commitment to the profession. If the teacher is committed and has a positive attitude, then it is sure that his performance will be better and his effort will be fruitful. Richardson (2003) narrated that Education is a nation building activity. The quality of education depends upon the ability and efficiency of teachers. If the teachers are well trained, motivated and committed to their profession learning will be enhanced. One's behavior, to a great extent depends upon one's attitude toward the things idea, person or object, in this environment. An attitude is a hypothetical construct to represent an individual's like or dislike for an item. Attitude a powerful resource of human motivation - is capable out the pattern of life as well as success and happiness. Attitude is a great driving force in achieving goals. The importance of attitude in the life of an individual is universally acknowledged. It determines the actions of a person and supplies the code by which behavior of an individual is judged. Samantaroy (1971) showed a positive relationship between the variables, teacher adjustment and teaching efficiency, there by showing that superior efficiency also causes good adjustment and vice-versa. Singh (1998) Conducted research topic creativity and adjustment as correlates of attitudes of public teachers towards the teaching profession. In his study found that factors of creativity and adjustment are significant predictors of attitude of student teachers towards the teaching profession. In addition the finding established that these factors as a term rather than individually are better predictors of attitudes of student teachers towards the teaching profession. Shakuntala (1999) found that there was a significant and positive correlation between the adjustment of secondary school teachers and their interest in and attitude towards teaching. Difference in interest in teaching, attitude towards teaching, sex, and type of management, marital status, age and experience of secondary school teachers accounted for significant difference in their adjustment. Singh (2010) indicates that positive and significant correlation has been found between job satisfaction and academic records, job satisfaction and adjustment as well as between job satisfaction and attitude towards teaching. The present study is selected after the review of related literature. After reviewing the literature, it was found that the studies conducted by the

different investigators it can be concluded that there is a strong relationship between the teachers attitude with the various personality traits of an individual. If a person has a desirable attitude, then he/she will be well adjusted with his/her job and will motivate him/herself for the excellent programme in multi various activities of any organization. So there was an immediate need to conduct a study on the attitude towards two year M.Ed. programme in relation to adjustment of M.Ed. students. This study was conducted with the following objectives:

### **OBJECTIVES OF THE STUDY**

1. To study the differences in adjustment of positive and negative attitudinal urban M.Ed. students.
2. To study the differences in adjustment of positive and negative attitudinal rural M.Ed. students.
3. To study the differences in adjustment of positive and negative attitudinal M.Ed. students.
4. To study and compare the percentages of students having positive and negative attitudes towards two year M.Ed. program.

### **HYPOTHESES OF THE STUDY**

- 1 There will be no differences in adjustment of positive and negative attitudinal urban M.Ed. students.
- 2 There will be no differences in adjustment of positive and negative attitudinal rural M.Ed. students.
- 3 There will be no differences in adjustment of positive and negative attitudinal M.Ed. students.

### **DELIMITATION OF THE STUDY**

1. The present study was delimited to Jammu district only.
2. The present study was confined to 50 M.Ed students only.
3. The present study was confined to study the attitude towards two year M.Ed programme and adjustment among M.Ed students .

### **RESEARCH METHOD**

For the present study descriptive survey method was employed.

### **SAMPLE**

For drawing the sample of the present study, simple random sampling technique was employed. out of 60 M.Ed. students, only 49 students was selected.

**VARIABLE STUDIED**

- **Dependent variable**

Adjustment

- **Independent variable**

Attitude towards two year M.Ed. program Locality

**TOOLS USED**

- 1 Attitude scale for M.Ed. students towards two year duration of M.Ed. programme prepared by investigator is used.
- 2 Bell’s inventory prepared by R.K Ojha was used to measure adjustment difficulty among students.

**STATISTICAL TECHNIQUES USED**

- 1 Mean
- 2 Standard Deviation
- 3 Critical ratio

**DISCUSSION OF THE RESULTS**

1. Keeping in view the first objective i.e., to study the differences in adjustment of positive and negative attitudinal urban M.Ed. students. The discussion of data is given under table no. 1

**Table -1**

**Showing differences in adjustment of positive and negative attitudinal urban M.Ed. students.**

Groups	N	M	S.D	S <sub>EM</sub>	S <sub>EDM</sub>	C.R	Level of significance
Positive attitudinal urban students	11	47.81	12.35	3.72	4.0099	5.3391	Significant at 0.01 level
Negative attitudinal urban students	9	69.22	4.52	1.50			

Table-1 indicates that, the mean score of positive attitudinal urban students is 47.81 With S.D 12.35. The mean score of negative attitudinal students is 69.22 with S.D. 4.52. The C.R comes out to be 5.33 which is significant a0.01 level. Thus, the null hypothesis No. 1 stating that “There will be no differences in adjustment of positive and negative attitudinal urban M.Ed. students” is rejected. Further the mean score of negative attitudinal urban students is high it means students who have negative attitude towards two year duration of M.Ed. programme facing more difficulty in adjustment.

2. Keeping in view the second objective i.e. To study the differences in adjustment of positive and negative attitudinal rural M.Ed. students. The discussion of data is given under table no. 2

**Table -2**  
**Showing differences in adjustment of positive and negative attitudinal rural M.Ed. students**

Groups	N	M	S.D	S <sub>EM</sub>	S <sub>EDM</sub>	C.R	Level of significance
Positive attitudinal rural students	8	48.87	15.12	5.34	5.446	3.84	Not significant at 0.01 level
Negative attitudinal rural students	11	69.81	3.57	1.077			

Table-2 indicates that, the mean score of positive attitudinal rural students is 48.87 With S.D 15.12. The mean score of negative attitudinal rural students is 69.81 with S.D. 3.57. The C.R comes out to be 3.84 which is significant a0.01 level. Thus, the null hypothesis No. 1 stating that “There will be no differences in adjustment of positive and negative attitudinal rural M.Ed. students” is rejected. Further the mean score of negative attitudinal rural students is high it means students who have negative attitude towards two year duration of M.Ed. programme facing more difficulty in adjustment

3. Keeping in view the third objective i.e., to study the differences in adjustment of positive and negative attitudinal M.Ed. students. The discussion of data given under table no.3

**Table -3**

**Showing the differences in adjustment of positive and negative attitudinal M.Ed. students.**

Groups	N	M	S.D	S <sub>EM</sub>	S <sub>EDM</sub>	C.R	Level of significance
Positive attitudinal students	19	48.2632	13.19	3.027	3.149	7.09	Significant at 0.01 level of significance
Negative attitudinal students	20	69.55	3.92	0.8780			

Table-3 indicates that, the mean score of positive attitudinal students is 48.26 With S.D 13.19. The mean score of negative attitudinal students is 69.55 with S.D. 3.92. The C.R comes out to be 7.09 which is significant at 0.01 level. Thus, the null hypothesis No. 1 stating that “There will be no differences in adjustment of positive and negative attitudinal M.Ed. students” is rejected. Further the mean score of negative attitudinal rural students is high it means students who have negative attitude towards two year duration of M.Ed. programme facing more difficulty in adjustment.

- Keeping in view the objective no. 4 i.e, To study and compare the percentages of students having positive and negative attitudes towards two year M.Ed. program. The discussion of data given under table no. 4

**Table no. 4**

**Showing percentages of students having positive and negative responses towards two year M.Ed programme**

Students having positive attitude towards two year M.Ed. programme	Students having negative attitude towards two year M.Ed. programme	Students having in between responses	Total
38.77%	40.81%	20.40%	100%

**CONCLUSIONS AND IMPLICATIONS**

- There were differences in adjustment of positive and negative attitudinal urban M.Ed. students.
- There were differences in adjustment of positive and negative attitudinal rural M.Ed. students.
- There were differences in adjustment of positive and negative attitudinal M.Ed. students.

**On the basis of above conclusions there are some implications drawn from them**

- There should be proper implementation of the curriculum for enhancement of research perspective in the complete course for example separate time schedule related to dissertation in parts i.e., firstly proposal then field work than analysis part and completion.
- Accurate format should be followed for internship classes for skill development for eminent professional development.
- Overall duration of two year programme should be practiced with accurate and proper planning so that it should not be felt like wastage of time .

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