Abstract

Now a day’s people feels teaching profession is a tension free job. That’s why there are a lot of competitions. So many unemployed persons are trying to get teaching job without any interest. This creates unskilled persons in teaching profession. To reduce this government tests the attitudes of persons on teaching profession before giving admission into teacher training colleges. After successful completion of their training they recruited in schools and colleges. In colleges they learn how to teach the content. But there is lack of professional attitude testing and training to persons. So collection of opinions of teaching faculty on their profession is important to train up them to develop and create best citizens to the country. Lecturers need to see themselves as craftperson’s—skilled and passionate professionals who are all exceptional somewhere. Strengths could be collaboration with colleagues, assessment design, classroom management, curriculum development, or other traditional educational pillars. But they also might be character-driven artifacts as well—flexibility, creativity, service attitude, and so on. For this a self-developed and tool used. And results are drawn by using some simple statistics like mean, standard deviation and critical ratio.

1 Introduction

According to national curriculum frame work (NCF) repeated ‘practice’ in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development. Even if
you dislike your job, displaying a professional attitude is important because it shows your employer, other staff and clients that you take your job seriously. Maintaining a positive, professional attitude creates a more productive work environment, helps you maintain a healthier perspective and contributes to increased job satisfaction, according to an article published in the Winter 2004 issue of the journal, "Human Resource Management." Our attitude can determine the quality of our relationships, affect our productivity level and make or break our overall success, including having an impact on factors such as potential pay raises and promotions.

Your appearance is often the first thing that people judge you on; when you look like a professional, you are more likely to be perceived as a professional. At present, the college admission/access field includes school counsellors, professionals from community-based organizations, independent counsellors, and college and university staff. Their involvement in this field varies by type of involvement (i.e., instrumental, emotional or family support), degree of involvement.

2 Objective Of The Study

I. To study the professional attitudes among male and female degree college lecturers.
II. To study the professional attitudes among degree college faculty based on their qualification.

3 Hypothesis

I. The professional attitudes changes due to their gender.
II. The professional attitudes changes due to their profession.

4 Sample And Tool

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>122</td>
<td>28</td>
</tr>
</tbody>
</table>

A self-prepared tool was administered and standardized with five point rating scale containing answers 1,2,3,4 and 5 giving the score as same.

5 Analysis And Interpretation

Research hypothesis 1:
Professional attitudes of male and female degree college lecturers are significant.
Null hypothesis 1:
There is no significant difference between professional attitudes of male and female degree college lecturers.

Table 5.1: The significance of difference in the attitudes of male and female degree college lecturers towards their profession

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>122</td>
<td>107.08</td>
<td>5.6</td>
<td>0.47</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>106.60</td>
<td>4.75</td>
<td></td>
</tr>
</tbody>
</table>

Not significant at 0.05 and 0.01 levels.
The null hypothesis is accepted.
Research hypothesis 2:  
Professional attitudes of degree college lecturers having qualification P.G. and P.G., B.Ed. is significant.

Null hypothesis 2:  
There is no significant difference between degree college lecturers having qualification P.G. and P.G., B.Ed.

Table 5.2: The significance of difference in the attitudes of degree college lecturers having qualification P.G. and P.G., B.Ed. towards their profession

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.G.</td>
<td>75</td>
<td>107.44</td>
<td>5.37</td>
<td>0.54</td>
</tr>
<tr>
<td>P.G., B.Ed.</td>
<td>45</td>
<td>106.86</td>
<td>5.81</td>
<td></td>
</tr>
</tbody>
</table>

Not significant at 0.05 and 0.01 levels.  
The null hypothesis is accepted.

Research hypothesis 3:  
Professional attitudes of degree college lecturers having qualification P.G., B.Ed. and P.G., B.Ed. with NET or SLET is significant.

Null hypothesis 3:  
There is no significant difference between degree college lecturers having qualification P.G., B.Ed. and P.G., B.Ed. with NET or SLET.

Table 5.3: The significance of difference in the attitudes of degree college lecturers having qualification P.G., B.Ed. and P.G., B.Ed. with NET or SLET towards their profession

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.G., B.Ed.</td>
<td>45</td>
<td>106.86</td>
<td>5.81</td>
<td>0.56</td>
</tr>
<tr>
<td>P.G., B.Ed. with NET or SLET</td>
<td>30</td>
<td>106.16</td>
<td>4.95</td>
<td></td>
</tr>
</tbody>
</table>

Not significant at 0.05 and 0.01 levels.  
The null hypothesis is accepted.

Research hypothesis 4:  
Professional attitudes of degree college lecturers having qualification P.G. and P.G., B.Ed. with NET or SLET is significant.

Null hypothesis 4:  
There is no significant difference between degree college lecturers having qualification P.G. and P.G., B.Ed. with NET or SLET.
Table 5. 4: The significance of difference in the attitudes of degree college lecturers having qualification P.G. and P.G., B.Ed. with NET or SLET towards their profession

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.G.</td>
<td>75</td>
<td>107.44</td>
<td>5.37</td>
<td>1.15</td>
</tr>
<tr>
<td>P.G., B.Ed. with NET or SLET</td>
<td>30</td>
<td>106.16</td>
<td>4.95</td>
<td></td>
</tr>
</tbody>
</table>

Not significant at 0.05 and 0.01 levels.
The null hypothesis is accepted.

6 Findings From The Present Study

I. There is no significant difference between professional attitudes of male and female degree college lecturers in Vijayanagaram district.
II. There is no significant difference between professional attitudes of degree college lecturers in Vijayanagaram district based on their qualification.

7 Conclusion

- Professional attitudes of degree college faculty working in vijayanagaram district are not changes due their gender. i.e.) male and female lecturers having same opinion on their profession.
- Professional attitudes of degree college faculty working in vijayanagaram district are not changes due their qualification. From this we conclude that there is no effect of qualification on their profession.
- Generally qualification decides the designation of faculty. High qualified employees provide highest quality of teaching. Here we say that experience is also an important factor to deactivate the qualification effect on professional attitude.
- Teachers are high creative advisers to mould their students to national development. In this connection male and female faculty having the equal opportunity. It is proved by our test i.e.) both are having same professional attitude.

8 Suggestions

The present research can be carried out in various areas of Vijayanagaram district.
- A study can be taken up to study the professional attitudes of various junior college lecturers in junior colleges and +2 schools.
- Connect teachers from different schools or districts—even in different states or countries—to not only improve the diversity of resources, but naturally expand professional learning networks in the process.
- A comparative study of professional attitudes of B.Ed. and T.T.C. teacher educators can be taken up.
- Relationships and curiosity will take a teacher further than a policy or minimal requirement.
- A study can be taken up to study the professional attitudes of trained and untrained lecturers also.
References


