
PROFESSIONAL ASPIRATIONS AMONG B.ED.STUDENTS IN MADURAI DISTRICT

Dr.K.Vellaichamy

Assistant Professor, Department of Education Madurai Kamaraj University, Madurai

Every individual aims at reaching a definite good or excellence in performance and in doing so, he sets desire for distinction which has an inner structure known as level of aspiration. Aspiration has been a prominent topic within education and sociology for many years. Aspiration as defined by Merriam-Webster dictionary is “ A strong desire to achieve something” when put in an educational sense , aspiration can be defined as “ A strong desire to achieve academically. Aspiration involves the estimation of his ability for his future performance on the strength of his past experience, his ability and capacity and the effort that he can make towards attaining goals thus set by him.

Professional aspiration of the student teacher is the need of the hour to create a bright and knowledgeable society. Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted and significantly associated with the quality of education in general and students’ learning outcomes in particular. Hence, student teacher must concentrate on the various skills essential to maintain them with balanced emotional as well as to excel in their duty for the sake of future generation and improve their aspiration towards teaching profession.

Terms and Definitions

Professional Aspiration

Professional aspiration is the level of performance in a succession of learning tasks with established possibilities for improvement which an individual sets for himself/herself and aspire towards a next trail.

B.Ed. Students

It refers to those who are studying undergraduate teacher education programme under Tamil Nadu Teachers’ Education syllabus in Madurai district.

Dependent Variables

Professional Aspirations

Independent Variables

- | | |
|-------------------|--------------------------|
| 1. Gender | : Male/Female |
| 2. Residence | : Dayscholar / Hosteller |
| 3. Nativity | : Rural / Urban |
| 4. Marital status | : Married / Unmarried |
| 5. Family Type | : Nuclear / Joint |

Objectives of the Study

To measure the level of professional aspiration among B.Ed. students and to find out whether there is any significant difference among B.Ed. students in terms of select independent variables in their professional aspirations.

Hypotheses of the Study

Each of the independent variables involved in this study exerts a significant influence on professional aspiration among B.Ed. students.

Methodology- in -Brief

Sample

A random sample of 350 student teachers in Madurai district with due representation to the variables viz. Gender, Residence, Nativity, Marital status.

Tools used

1. General information schedule
2. Professional aspirations scale constructed and standardized by Manivannan, V. (2012).

Statistical treatment

1. "t" test between the large independent samples.
2. Pearson's Product Moment Correlation

Results and Discussions

Professional aspiration among B.Ed. students

The empirical average of professional aspiration among B.Ed. students in Madurai district is found to be 38.92, while the theoretical average is 30 only. This shows that professional aspiration among B.Ed. students is found to be above the average level.

Table 1: Results of test of significance of difference between the mean scores of professional aspiration among B.Ed. students: Independent Variables - Wise

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Gender	Male	120	58.99	6.32	-2.441	Significant
		Female	230	62.12	6.08		
2.	Residence	Rural	245	60.19	6.43	2.157	Significant
		Urban	105	58.19	6.45		
3.	Nativity	Rural	218	62.69	6.64	-2.223	Significant
		Urban	132	63.63	4.77		
4.	Marital Status	Married	75	61.47	5.95	1.067	Not Significant
		Unmarried	275	58.58	6.33		
5.	Family type	Nuclear	185	63.96	5.59	1.701	Not Significant
		Joint	165	58.69	6.34		

Professional aspirations and Gender

The calculated 't' value (-2.441) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between male and female B.Ed. students in possession of professional aspirations.

Professional aspirations and Residence

The calculated 't' value (2.157) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between dayscholar and hostel B.Ed. students in possession of professional aspirations.

Professional aspirations and Nativity

The calculated 't' value (-2.223) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between rural and urban B.Ed. students in possession of professional aspirations.

Professional aspirations and Marital status

The calculated 't' value (1.067) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between married and unmarried B.Ed. students in possession of professional aspirations.

Professional aspirations and Family type

The calculated 't' value (1.071) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between nuclear and joint families B.Ed. students in possession of professional aspirations.

Conclusions

The major conclusions emerged out of the study are presented below:

1. Professional aspiration among B.Ed. students is found high.
2. Professional aspiration among B.Ed. students is dependent upon-Gender, Residence and Nativity.
3. Professional aspiration among B.Ed. students is independent upon- Marital status and Family type.

References

1. Aggarwal, Y.P. (1986). Statistical Methods: Concepts, Application and Computation. New Delhi: Sterling Publishers Pvt. Ltd.
2. Bradfield, James M. and Moredock, M. Stewart (1957). Measurement and Evaluation in Education. New York: The Macmillan Co.
3. Rose, James S. (1955). Ground Work of Educational Psychology. London: George G. Harrap & Co. Ltd.
4. Singh, S.K. (Ed.) (1997). Dictionary of Education. New Delhi: Common Wealth Publishers.
5. Skinner, Charles E. (1989). Educational Psychology. New Jersey: Prentice Hall Inc.
6. Sorenson, H. (1964). Psychology in Education. Tokyo: McGraw - Hill Book Co.Inc.