



Teaching Attitude of In-Service Trainee Teachers of Conventional and Distance Educational Training Institutions: A Comparative Study

KEYWORDS

Teaching Attitude, in-service Trainee teacher, conventional Training Institutions, Distance Educational Training institutions.

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ABSTRACT

The progress of a nation depends on the standard of education received by her citizens and the quality of teachers. Teachers role are the most important determinants of such education. Teaching is a process and its goals to prepare future citizens of a country are achieved only when the teaching community has the proper attitude and necessary dynamic training received by them. Now – a – days we experience rapid changes in educational scenario of the world. More and more trainee teachers are enrolling themselves in to distance teacher education mode. It is perceived that there is vast difference between attitude of teacher trainee towards conventional mode and distance mode of teacher education. This paper intends to find out the difference in teaching attitude of in-service Trainee teachers of conventional and distance educational training institutions and the difference in teaching attitude of teachers of teachers' training institutions in certain background variables.

INTRODUCTION

Education in modern age aims at preservation, transmission and advancement of knowledge and information is committed to bring peace and prosperity for the society. To achieve these goals of education, a nation has to provide the desired type of education for its teachers who are the real architect of the nation building. It is expected from the teachers to undertake and promote research and innovation. To equip a teacher with changing national goals, revision of educational process and adoption of new concepts in the field of education is required. For this reason, a teacher has to go for pre and in-service teaching programmes.

Due to population explosion the conventional education system is not sufficient to fulfill the needs of people of India. Distance education plays a vital role to fulfill the educational needs seems to be the solution to meet the demands. Consequently, distance and open education mode has been growing rapidly all levels of education. But the success of both the conventional and the distance education mode mostly depends on the attitude and skill of the teachers affected by various socio-economic-culture factors.

Conventional educational institution means the formal teacher training institutions run by different governmental and non-governmental agencies. Distance mode education is one of the forms of study which are not under the continuous, immediate supervision of teachers, present with their student in the lecture rooms and it includes teaching through print and electronic devices, although the meaning of distance education differs from place to place and country to country. Trainee teachers are individual or person who gets training to be a future teacher or still in the service without any training. The training helps in the growth of an individual as a teacher. Teaching attitude defined as the feelings, thoughts and pre-dispositions of a trainee teacher towards teaching profession.

The success of teacher education depends largely on the attitude of the trainee teachers, quality of training, curriculum framed, duration of training, social impact of training etc.

So the present researcher tried through her study to find out all these important issues of teacher education and find out the difference of attitude of trainee teachers of conventional and distance mode training institutions.

OBJECTIVES:

The objectives of the study were as follows-

- 1) to measure the teaching attitude of in-service trainee teachers of conventional and distance educational training institutions.
- 2) to study the significance of difference in teaching attitude of teachers of teachers' training institutions in certain background variables.

DELIMITATION OF THE STUDY:

The study is limited to certain sample, number of students, sexes, areas, reliability and validity of the test score. The samples were collected only from secondary trainee teachers.

HYPOTHESIS

The following null hypotheses were formulated for investigation and testing:

There might be no significant mean difference in the Teaching Attitude between

- in-service male trainee teachers of conventional and distance educational training institutions.
- in-service female trainee teachers of conventional and distance educational training institutions.
- in-service trainee teachers of conventional and distance educational training institutions.
- in-service trainee (urban - male) teachers of conventional and distance educational training institutions.
- in-service trainee (urban - female) teachers of conventional and distance educational training institutions.
- in-service trainee (rural - male) teachers of conventional and distance educational training institutions.
- in-service trainee (rural - female) teachers of conventional and distance educational training institutions.

METHODOLOGY

Descriptive survey method was followed for the present study.

SAMPLE

The population of the study was in-service trainee teachers of secondary school teachers of conventional and distance educational training institutions of West Bengal. The tools were administered on a sample of 500 in-service trainee teachers of conventional and distance educational training institutions. Out of 500 samples, 250 were conventional in-service trainee teachers and 250 were distance in-service trainee teachers.

Out of 250 teachers (males-132 and females-118) of conventional training institutions, on whom the tools were administered, 101 were urban in-service trainee teachers, 149 were rural in-service trainee teachers.

Out of 250 teachers (males-132 and females-118) of distance training institutions, on whom the tools were administered 101 were urban in-service trainee teachers and 149 were rural in-service trainee teachers.

For selection of sample for the study, 'Random Sampling' method was used. The sample was selected from B. Ed. colleges only.

TOOLS USED

The present study used the following tool:

Mukhopadhyaya and Kabiraj Teaching Attitude Scale for secondary school teachers.

ANALYSIS AND INTERPRETATION OF DATA

DATA COLLECTION

The data were collected by using Mukhopadhyaya and Kabiraj Teaching Attitude Scale for Secondary School Teachers. The scale consisted of 56 items measuring eight dimensions-Pupil, Academic, Economic, Examination, School, Discipline, Management and social.

DATA ANALYSIS

The collected data was statistically treated in the following ways:

- 1) Descriptive Statistics
- 2) Inferential Statistics

Table – 1 : Descriptive Statistics concerning Distribution of Teaching Attitude Scores

N	500
Mean	188.27
Std. Error of Mean	0.93
Median	188.00
Mode	162.00
Standard Deviation	20.80
Skewness	0.150
Kurtosis	0.095
Percentile 25	173.00
Percentile 75	201.00

From the Table-1, the descriptive statistics revealed negligible differences between the mean and median of the distribution. The standard deviation of the distribution was 20.80. The skewness was found to be 0.150 which is almost normal. The mode value was lower than the mean and median value by 26.27 and 26.0 respectively which meant that the scores were gathered slightly more towards the negative end of the normal curve. The distribution was

slight but positively skewed. The value of Kurtosis was 0.095 which indicated that the distribution was leptokurtic (slightly higher than normal).

Table – 2 : Mean and Standard Deviation of the Strata considered for Teaching Attitude of Trainee Teachers

Gender	Strata Mode		N	Mean	SD	
	Area					
Male	Distance	Urban	47	183.21	23.39	
		Rural	85	188.94	19.78	
		Total	132	186.90	21.22	
	Conventional	Urban	47	180.89	20.84	
		Rural	85	188.74	23.58	
		Total	132	185.95	22.87	
Total			264	186.42	22.03	
Female	Distance	Urban	54	189.30	18.98	
		Rural	64	191.02	21.44	
		Total	118	190.22	20.28	
	Conventional	Urban	54	192.98	17.59	
		Rural	64	188.33	18.28	
		Total	118	190.45	18.04	
	Total			236	190.34	19.16
	Distance			250	188.47	20.81
	Conventional			250	188.08	20.82
	Total			500	188.27	20.79

Table- 3 : Summary of t-test for the Scores of Teaching Attitude of Trainee Teachers

	Source	SE	df	T
Gender	Male Conventional Trainee Teachers vs Male Distance Trainee Teachers	2.71623	262	0.351**
	Female Conventional Trainee Teachers vs Female Distance Trainee Teachers	2.49923	234	0.092**
	Conventional Trainee Teachers vs Distance Trainee Teachers	1.86177	498	0.213**
	Urban Male Conventional Trainee Teachers vs Urban Male Distance Trainee Teachers	4.56955	92	0.508**
Strata	Urban Female Conventional Trainee Teachers vs Urban Female Distance Trainee Teachers	3.52183	106	1.046**
	Rural Male Conventional Trainee Teachers vs Rural Male Distance Trainee Teachers	3.33845	168	0.60**
	Rural Female Conventional Trainee Teachers vs Rural Female Distance Trainee Teachers	3.52201	126	0.763**

**Insignificant at 0.05 level.

It was revealed from Table-3, that t-value for inservice trainee teachers was insignificant (t = 0.351, df = 262, p > 0.05) that meant there was insignificant difference between male trainee teachers of conventional and distance educational training institutions. Therefore, $O_H(i)$ was accepted at 0.05 level.

Also the female teachers of conventional and distance training institutions was insignificantly difference with respect to their teaching attitude ($t = 0.092$, $df = 234$, $p > 0.05$). Therefore $O_H(i)$ was accepted at 0.05 level.

From Table-3, it was found that t-value for trainee teachers of conventional and distance educational training institutions was insignificant ($t = 0.213$, $df = 498$, $p > 0.05$). So there was insignificant difference between in-service trainee teachers of conventional and distance educational training institutions. Therefore $O_H(iii)$ was accepted at 0.05 level.

From Table-3, it was found that t-value for urban male was insignificant ($t = 0.508$, $df = 92$, $p > 0.05$). So, there was insignificant difference between urban male in-service trainee teachers of conventional and distance educational training institutions. Therefore, $O_H(iv)$ was accepted at 0.05 levels. It was also revealed from the same table that there was insignificant difference between urban female trainee teachers of conventional and distance educational training institutions ($t = 1.046$, $df = 106$, $p > 0.05$). Therefore $O_H(v)$ was accepted at 0.05 level.

It was found from Table-3, that t-value for rural male was insignificant ($t = 0.60$, $df = 168$, $p > 0.05$). So, there was insignificant difference between rural male trainee teachers of conventional and distance educational training institutions at the level. Therefore, $O_H(vi)$ is accepted at the level. From Table-4, showed that the t value for rural female was insignificant ($t = 0.763$, $df = 126$, $p > 0.05$). So, there was insignificant difference between rural female trainee teachers of conventional and distance educational training institutions. Therefore, $O_H(vii)$ was accepted at 0.05 level.

MAJOR FINDINGS OF THE STUDY

One of the major objectives of the present investigation was to determine the gender difference of in-service trainee teachers of conventional and distance educational training institutions.

Findings Regarding Gender Differences

From Table-3, it was found that there was insignificant difference between male trainee teachers of conventional and distance educational training institutions. It was also found that there was insignificant difference between female teachers of conventional and distance training institutions with respect to their teaching attitude.

Findings Regarding Difference between Strata (Mode-Area)

It was one of the objectives of the present study to find out whether there was any significant difference among the strata of the trainee teachers with regard to their Teaching Attitude. Here, the researcher had taken two strata namely mode (conventional, distance) and area (urban and rural).

From Table-3, it was found that there was insignificant difference between urban male inservice trainee teachers of conventional and distance training institutions. It was also revealed that there was insignificant difference between urban female trainee teachers of conventional and distance training institutions. It was further found that there was insignificant difference between rural male trainee teachers of conventional and distance training institutions. It was found that there was insignificant difference between rural female trainee teachers of conventional and distance edu-

cational training institutions in Teaching Attitude.

EDUCATIONAL IMPLICATION

Testing trainee teachers attitude towards conventional and distance mode will reveal the implacability of both the modes of training.

The distance mode is equally important as conventional mode and the problem of over population in the number of trainee teachers may be solved with quality educational practioners.

The instructors belonging to alternative mode of education are indifferent with the teachers coming out from the conventional mode of education.

The attitude of trainee teachers towards both the mode of educational institutions reveals the success of distance mode of teachers training as an alternative to conventional mode.

To create positive attitude towards distance mode of teachers training various methods of teachings and educational technology may be a fruitful step.

CONCLUSION

To conclude on the basis of research findings of the present paper, it can be said that the trainee teachers equally accepts the conventional method and distance mode of teachers' training. Their attitudes towards both the type of educational institutes are equally important and implacable. Sothe distance mode of teacher education may be regarded as the solution of the growing demand of teacher training institutions in our country where the number of students are increasing day by day. Last but not the least it may be said that with the inclusion of ICT in distance mode of teachers' trainings, it seems to be the equal important method as conventional method.

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