



ATTITUDE OF STUDENT TEACHERS AND TEACHER EDUCATORS TOWARDS TWO YEARS B.ED COURSE

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ABSTRACT

The present study aims at identifying the attitude of student teachers and teacher educators about two years B.ED. programme. Attitude plays an important role in determining the mental inclination of the individuals concerned. In the sphere of teacher education research, the attitude constitutes a significant and comprehensive dimension that prompts outlook on multiple factors pertaining to two years teacher education program. Considering this perspective the researcher made up her mind to explore the attitude of the teacher trainees and teacher educators. Pursuing this two years B.Ed., course in the teacher training institutions under the NCTE. The attitude of the teacher trainees & teacher educators belonging to government, aided and private B.ED., Colleges was the target population of the present study. Six of such colleges were selected for attitude survey. An opinionnaire comprising 25 statements were administered to the student trainees and teacher educators and their responses were collected. Administering Likert type scale their opinions were quantified. At last the scores were calculated and t-test was done to know the attitudinal differences of student trainees and teacher educators.

KEYWORDS

Teacher educators, student teachers, attitude, two year b.ed course.

1.1 EDUCATION

The origin of the word 'Education is from the Latin root Educare'. Educare mean to lead out or bring forth, it implies that through organized questions the knowledge, understanding and the potentialities of student have to be brought out, it is not pouring in knowledge assuming that student are like empty vessels. Gandhiji definition education in the Harijan issue of 1937, fits into the meaning implied here education is drawing out of the best in student and man-body, mind and spirit. The system of education at this time gave credence only to the intellectual development of student and has equated education to the imparting of knowledge. That is why Gandhiji desired that the best of body and spirit also be drawn out alone with that of the mind.

Education is a comprehensive and complex process aiming at bringing about not only change in knowledge and skill but also change in attitudes, behaviour, values, needs and several other variables which are psychological and behavioural in nature. Further, while attempting to bring about desired changes in the above, education also aims at an integration of these to help the individual to develop as a totality.

1.2 ATTITUDE

An attitude is an experiment of favour or disfavour toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon all port once described attitudes thieve and indispensable concept in contemporary social psychology'.

Attitude may be defined as a readings of attention of action of a definite sort. It is the same total of many time inclinations and feelings, prejudices or bias preconceived norms, ideas, fears and attitude is an 'an emotional judgement or an opinion which has become emotionally reinforced'.

Attitude is emotionally turned ideas dissected towards or against something. Attitude is always formed in relation to one self-picture attitude are theoretically a component of all behaviour over+ or cover+. Any definition of attitude depend upon the approach we make and meaning we attach to the term attitude.

1.2.1 MEASURING ATTITUDE

Many measurements and scales are used to examine attitude. Attitude can be difficult to measure because measurement is arbitrary, meaning people have to give attitude a scale to measure it against, and attitudes are ultimately a hypothetical construct that cannot be observed directly.

Following the explicit-implicit dichotomy, attitudes can be examined through direct and indirect measures. Explicit measures intend to rely on self-reports or easily observed behaviour. These tend to involve bipolar scales (e.g., good-bad, favourable, support-oppose, agree-neutral-disagree etc.

1.2.2 CHARECTERISTICS OF ATTITUDE

According to William A.Mehrn and J.Lahmann 1978 in their document. 'Measurement and Evaluation in education and psychology'. Attitude is very in intensity (strength of felling) and direction. Attitude is evaluation and can be presented on some continuum of 'Favorableness'. Attitude vary in effective saliency that is, there are some attitude that the accompanied by or connected with person's emotions. Attitude is relatively stable especially in adults, it supports the belief of many psychologists that attitude scale can provide reliable measures.

1.3 TEACHER EDUCATION

Teaching, being both a skill and an art, was found amenable to transmission in the early years of the 19th century. If, for ages, teacher education, per se, was a caste or family affair, it could not afford to remain so after educations become a mass movement., and literacy goals as well as the emergence of technology the very character of teacher training and its philosophy. The National Policy on education on education, 1986, reflects precisely this change in its concept and practice.

Teacher education consists of sets of events intended to help candidates to acquire the skills, dispositions, knowledge, habits, attitudes, values, norms etc, which enable them to enter the occupation of teaching.

1.3.1 PARAMETERS OF TEACHER EDUCATION

For the purpose of this discussion, the term parameter is used to describe a broad category of variables of which every teacher education program or course can be said to have a case, or an entry, and which remains relatively constant throughout a given candidate's participation in the program.

Although the parameters are enumerated below as a list of distinct classes of variables, experience suggests that they represent complex interacting and confusing forces, separated here so as to values in each of them contributes to the ultimate kinds of experiences available to candidates remains to be ascertained.

A bachelor of education (B.Ed) is an undergraduate professional

degree which prepares students for work as a teacher in schools, though in some countries additional work must be done in order for the student to be fully qualified to teach.

Since post independence, teaching profession & existent in the country because the basis of development of a country is masked in the role of teachers. As the development in the field of education goes on in India, teachers have always been in demand for schools. The number of teachers produced at different levels is gradually increasing to meet the demands of education. By 'teacher education' we mean professional preparation of a person to accomplish the work of a 'teacher successfully'. It is apt to make a mention of prof.Humayaunkabir's observation that without a good teacher even the best system of education is bound the worst system can be largely over come.

In India, Bachelor of education (B.Ed) is a postgraduate course offered for those interested in pursuing a career in teaching. The B.Ed degree is mandatory for teaching at the secondary (10+2 or classes 11 &12). The minimum qualification required for entry into B.Ed., course is Bachelor of arts (B.A) or Bachelor of Science (B.Sc.,). While students from the Arts stream are trained to teach subjects like history, civics, geography & languages the students from the science stream are trained to teach mathematics, physics, chemistry & biology.

After the B.Ed., students can pursue Master of education (M.Ed.,) in any Indian university or teacher training institutes offering the course. The National Council for Teacher Education is the statutory body which regulating teacher training courses in India.

The Bachelor of Elementary Education (B.El.Ed,) programme is a four year integrated professional degree programme offered after the higher secondary stage of school. B.El.Ed., is designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. Both professional & academic options are available to students who graduate with a B.El.Ed., degree.

Role of teachers has always been hailed in India as among the gods, a testimony of which is the reverence paid to teachers. Celebrating Teachers Day, as a birth centenary of Sarvepalli Radhakrishnan, is a further reiteration of this belief. Since post independence, teaching profession is existent in the country because the basis of development of a country is masked in the role of teachers.

The regulation NCTE 2014 has made B.Ed and M.Ed programme two years from the forthcoming years. The teacher educators, experts from the educational field have diverse attitude towards two years B.Ed and M.Ed course. Some says it is good for two years, some says it is not at all good because after completion of three years degree, students have to peruse two years B.Ed and two years M.Ed and again M.A. M.Sc. M.Com is mandatory, this long run of course may make students to not to opt the B.Ed and M.Ed course. Thus the investigators interested to find the attitude of teacher educators' attitude towards B.Ed Programme in the present paper.

Reflection of the fundamental objectives of the entire B.Ed., programme in the light of the demands on the teacher from social, psychological & other consideration.

B.Ed is designated as two years secondary teacher education programme by NCTE.

Which has enshrined the following objectives?

- To enable the prospective teachers to understand the nature, purpose & philosophy of secondary education.
- To develop among teachers & understanding of the psychology of the pupils.
- To enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage.

1.4 REVIEW:

Sushma.R(2014),investigating on "Attitude of teacher educators towards two years B.Ed course in Belagavi Karnataka State". Study was conducted on random sample size of 30 teacher educators of Belagavi B.Ed., institutions. She has found that there is a diversified opinion of teacher educators towards two years B.Ed programme. R.Nataraja(2014), investigating on'Attitude of teacher trainees towards two year B.Ed., course and their furure in selected B.Ed., colleges of Hassan city, Karnataka.

1.5 OBJECTIVES

- The attitude of teacher educators and teacher trainees is generally high in nature.
- To study the attitude of student-teachers towards the two years B.Ed., course.
- To study the attitude of teacher-educators in training colleges towards the two years B.Ed., course.
- To study the relationship between the attitude of student teachers and teacher educators towards the two years B.Ed., course.
- To find if there is significant difference between in the attitude of teacher trainees on the basis of :
 - Gender
 - Level of education
 - Locality
 - Types of institution
- To find out if there is significant difference between in the attitude teacher educators on the basis of:
 - Gender
 - Experience
 - Locality
 - Types of institution

1.6 HYPOTHESIS

- The attitude of student-teachers towards the two years B.Ed., course is high in nature.
- The attitude of teacher-educators in training colleges towards the two years B.Ed., course is moderate in nature.
- There is no significance difference in the attitude of student teachers with regard to two years B.Ed., course with respect to
 - Gender
 - Level of education
 - Locality
 - Types of institution

There is no significance difference in the attitude of teacher educators with regard to two years B.Ed., course with respect to

- Gender
- Experience
- Locality
- Types of institution

There is no relationship between in the attitude of teacher educators with regard to two years B.Ed., course.

1.7 SAMPLE

A sample is a segment of the population selected to represent the population as a whole. Convenience sampling technique was employed to select the sample. The sample consists of 50 male student trainees and 50 female student trainees and More than 30 male teacher educators and female educators selected from two government/ two government aided/two private colleges were included in the sample of the study

1.8 METHODOLOGY

Teacher educators	N	Mean	S.D	t - value	p - value
Male	47	78.62	11.74	0.687	0.494
Female	49	80.47	14.47		
Below 5 years(exp)	68	79.16	12.88	0.464	0.644
Above 5 years(exp)	28	80.54	14.04		
Rural	58	80.70	12.311	0.800	0.299
Urban		77.83	14.382		

Survey method had been chosen by the investigator for the study.

1.9 TOOL

The device or instrument employed in the collection of data are called tools. The selection of suitable tool is very important

Variables	'r' value	'p' value
Attitude of teacher educators & teacher trainees	0.036	0.731

for a successful research work.

Rating scale on professional challenges faced by student teachers and teacher educators was chosen as the tool for the present study. It comprised of 25 statements, five positive and twenty negative in nature.

1.10 FINDINGS, RESULT AND DISCUSSION

TABLE 1

From the t-test analysis it is seen that there was no significant difference among teacher trainees with reference to locality, level of education but there was significant difference with respect of gender. Student-

TABLE 2

From the t-test analysis it is seen that there was no significant difference among teacher educators with respect to level of experience, locality,

TABLE 3

Relationship between the attitude of teacher educators and teacher trainees From the correlation coefficient calculated it is seen that there is no relationship between attitude of teacher educators and teacher trainees. This is because teacher educators feel two year B.Ed course is good for the students and teacher trainees do not want to study for two years.

1.11 DELIMITATIONS

- The study was limited to teachers in Kancheepuram, Thiruvallur and Chennai city.
- The sample size was restricted to 96 teacher educators and 102 student teacher trainees only.

Student-Teachers	N	Mean	S.D	t - value	p - value
Male	49	66.56	17.700	2.389	0.020
Female	53	74.22	14.611		
UG	82	70.36	16.507	0.222	0.825
PG	20	71.28	17.085		
Rural	65	70.46	18.860	0.064	0.949
Urban	37	70.68	11.627		

1.12 CONCLUSION

The above study gave a clear insight for me about the opinion of teacher trainees and teacher educators. The government has implemented the two year B.ed and M.ed course from the academic year 2015-2016. This study brought to light that this not preferred by teacher trainees but it is welcomed by teacher educators. Hence i feel this implementation will grow students with the steady growth of creative talents and general intelligence.

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