

ATTITUDE TOWARDS TWO YEAR B.Ed. PROGRAMME OF STUDENT TEACHERS

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Abstract

This paper focus on the attitude towards two year B.Ed., programme of student teachers. Attitude of student teachers towards their profession has been a prominent area of research from the past itself. The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligence be allowed to qualify for this noble profession. Teaching is a very noble and challenging profession and teachers are the kingpins of any educational system. The teacher education programme should make the student teachers realize the dignity of teaching profession so that they can serve the society with greater accountability towards right change of society. The objective of the study was to find out the locality and type of family wise analysis of attitude towards two year B.Ed., programme of student teachers. Survey method was used for the investigation. 30 student teachers of Dindigul district were used as sample for the study. The investigators have adopted the Attitude scale towards two year B.Ed., programme developed and validated by V. Rajeswari and P. Shanmugavadivu (2015).

Keywords: *Attitude, Two Year B.Ed., Programme, Student Teachers*

Introduction

Teacher Education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the school and classroom. The concept of teacher education is undergoing a rapid change throughout the world. It is no longer mere training as conceived earlier. It means the acquisition of type of knowledge of information, skill and ability, which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means shaping and reshaping the attitudes, habits and personality of a teacher (Aggarwal, 1985).

Significance of the Study

The role of teacher in the emerging society will definitely change from what it is today. Teachers have to develop competence to help the learners to accomplish their own potentials. In the contemporary society teachers need to be thorough professionals and fully equipped with high academic standard pedagogical, practical skills and ethical values

Attitude of teachers towards their profession has been a prominent area of research from the past itself. Success of teaching depends on teachers' attitude towards teaching profession, his liking towards learners' interest in teaching. Teachers should create an emotional climate in students just for being friendly, tolerant, generous and calm. This will directly affects the children because they learn attitude and the student's

satisfaction and achievement can be improved by competent teaching, for which teachers should possess right attitude towards teaching. So it is a dire need to study the teaching attitude. The investigator being a student teacher as decided to explore the locality and type of family wise analysis attitude of two year B.Ed., programme among student trainees.

Objectives

- To find out the significant difference in the attitude towards two year B.Ed., programme of student teachers with regard to location of student teachers.
- To find out the significant difference in the attitude towards two year B.Ed., programme of student teachers with regard to type of family.

Hypothesis

- **H₀1:** There is no significant difference in the attitude towards two year B.Ed., programme of student teachers with regard to location of student teachers.
- **H₀2:** There is no significant difference in the attitude towards two year B.Ed., programme of student teachers with regard to type of family.

Delimitations of the Study

1. The study is limited to student teachers of Dindigul district only.
2. The investigator has proposed to choose only 30 student teachers as sample for the study.

Method Used

The investigator has adopted survey method in this study for locality and type of family wise analysis of attitude towards two year B.Ed., programme.

Population and Sample

The population of the present study consists of student teachers those who are studying in B.Ed., college of Dindigul district, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 30 student teachers. Among them 8 were male and 22 were female student teachers.

Tool Used

This study aims to evaluate the locality and type of family wise analysis attitude towards two year B.Ed., programme. The investigator has used the Attitude scale towards two year B.Ed., programme developed and validated by V. Rajeswari and P. Shanmugavadivu (2015).

Statistical Techniques Used

Mean, SD and 't' test was used in this study.

Analysis of Data

**Table 1: Difference in the Attitude Towards Two Year B.Ed.,
Programme of Student Teachers with Regard to Location Student Teachers**

Dimensions	Location Student teachers	N	Mean	S.D	Calculated 't' value	Remarks
Teaching Learning Process	Rural	21	29.81	3.203	2.261	S
	Urban	9	31.33	2.958		
Micro & Mini Teaching Skills	Rural	21	22.76	3.448	0.771	NS
	Urban	9	23.89	3.756		
ICT & Macro Teaching Skills	Rural	21	27.43	2.657	0.878	NS
	Urban	9	26.44	2.877		
Observation of a Person	Rural	21	16.67	2.352	0.771	NS
	Urban	9	17.44	2.603		
Overall attitude towards two year B.Ed. programme	Rural	21	96.67	10.346	0.583	NS
	Urban	9	99.11	10.600		

(At 5% level of significance the table value of 't' is 1.96, S-Significant, NS- Not Significant)

**Table 2: Difference in the Attitude Towards Two Year B.Ed.,
Programme of Student Teachers with Regard to Type of Family**

Dimensions	Type of Family	N	Mean	S.D	Calculated 't' value	Remarks
Teaching Learning Process	Nuclear	17	29.76	3.784	2.072	S
	Joint	13	30.92	2.060		
Micro & Mini Teaching Skills	Nuclear	17	22.94	3.766	0.283	NS
	Joint	13	23.31	3.301		
ICT & Macro Teaching Skills	Nuclear	17	26.76	3.032	0.881	NS
	Joint	13	27.62	2.256		
Observation of a Person	Nuclear	17	16.59	2.740	0.843	NS
	Joint	13	17.31	1.932		
Overall attitude towards two year B.Ed. programme	Nuclear	17	96.06	11.750	0.851	NS
	Joint	13	99.15	8.153		

(At 5% level of significance the table value of 't' is 1.96, S-Significant, NS- Not Significant)

Results and Discussion

1. Table 1 reveals that the calculated 't' value is less than the table value (1.96) for df28, at 5% level of significance in the dimensions of micro teaching skills, observation of a person, ICT & macro teaching skills and overall attitude towards two year B.Ed., programme. But there is significant difference between rural and urban student teachers in the dimension of teaching learning process. While comparing the mean scores of rural (mean=29.81) and urban (mean=31.33)

student teachers. It is inferred that the urban student teachers have better in the dimension of teaching learning process. This may due to the fact that they are much exposed to different methods of teaching and are aware on various opportunities available to them.

2. Table 2 reveals that the calculated 't' value is less than the table value (1.96) for df28, at 5% level of significance in the dimensions of micro teaching skills, observation of a person, ICT & macro teaching skills and overall attitude towards two year B.Ed., programme. But there is significant difference between nuclear and joint family student teachers in the dimension of teaching learning process. While comparing the mean scores of nuclear (mean=29.76) and joint (mean=30.92) family student teachers. It is inferred that the joint family student teachers have better in the dimension of teaching learning process. This may due to the fact that they are adept with the regular family situations and will be able to adjust to any situation.

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