

## Golden Research Thoughts

### Abstract:-

One of the main objective of education is the development of desirable attitudes in the students. It is, therefore, obvious that the teachers must understand the various dimensions of attitude. It is also to be kept in view that teacher educators are required to develop several attitudes in the students – attitude towards studies, attitude towards self, attitude towards colleagues, attitude towards certain ideas, etc. The teachers should develop necessary knowledge, skill, abilities to perform their duties effectively and develop a positive attitude towards teacher education programme.



### ATTITUDE OF TEACHER TRAINEES TOWARDS TEACHER EDUCATION PROGRAMME



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### Keywords:

Teacher Trainees ,  
Teacher Education Programme  
, Various Dimensions .



## INTRODUCTION

Changing teacher trainees attitudes to make them more progressive is regarded as an important goal of teacher training. The trainers of teachers place heavy emphasis on changing traditional attitudes towards education to more progressive ones, either through lectures and workshops or with the help of practical training experience. Nevertheless, it is widely recognized that not all trainees show the expected change. But the teachers must be properly equipped to deal with children. They should develop necessary knowledge, skill and attitude to perform their duties effectively. So, it becomes most important to develop positive attitude towards their training programme. The attitude of student teachers also must be positive. If the student teachers have favourable attitude towards the teacher education programme, the teacher education colleges can mould graduates into good teachers.

## NEED FOR THE STUDY :

“A new vision for teacher education, a paradigm shift from a regulatory to a developmental approach is the demand of the day” (R. Sethuraman, V.C. Sastra University, The Hindu, 26, July, 2009). The Investigator is aware of the growing challenges the future teachers face both in the colleges of education and later at schools as teachers.

The attitude of teacher trainees is most important. The attitude refers to the way one feels about the events, people and things in his/her learning situations. They should develop positive attitude towards their training programme to perform their duties effectively. Hence the investigator is interested to study the attitude of teacher trainees towards teacher education programme.

## OBJECTIVES OF THE STUDY :

1. To study the significant difference if any in the attitude of teacher trainees towards teacher education program with reference to gender.
2. To study the significant difference if any in the attitude of teacher trainees towards teacher education programme with reference to the types of management.

## Hypotheses of the Study:

1. There is no significant difference between male and female teacher trainees with respect to the attitude towards teacher education programme.
2. There is no significant difference in the attitude of teacher trainees towards teacher education programme with regard to the types of management.

## Methodology :

The investigator was interested to find out the attitude of teacher trainees towards teacher education programme. Survey method of research was followed.

## Tools used :

Attitude towards teacher education programme inventory was used to measure the attitude of teacher trainees towards their training programme. To establish reliability of the tool the investigator used test-re-test method and the reliability co-efficient for ATTEPI was found to be 0.762. Content Validity was tested by giving the inventory to the experts for their suggestions and approval. The attitude towards teaching profession inventory constructed and standardized by V.V. Kutti and C.S. Banner was used to find out the concurrent validity of attitude towards teacher education program inventory constructed by the investigator. The correlation coefficient for the attitude scale was found to be 0.810.

## Sample:

The study was confined to colleges of education which were started on or before 2005 – 06 at Coimbatore and Erode Dt. Till 2005-06. 14 colleges were there. The sample for the study was drawn from all the 14 colleges of education. All the teacher trainees from each college were included for the study. 1160 teacher trainees studying in those colleges were taken as the sample for the study.

## Data gathering procedure:

The investigator personally visited colleges of education. The investigator contacted the heads of the institutions and explained about the study and purpose of visiting the college. With their help the investigator contacted the teacher trainees and explained the method of answering the tool. The tool was distributed to the teacher trainees. They were requested to complete the tool without omitting any of the items. The subjects were fully assured that their views and information furnished would be kept confidential and used only for the purpose of research.

**Analysis of Data:**

After collecting data, the data were analyzed in accordance with the objectives and hypothesis with appropriate statistics. The results were given in the following tables.

**Hypothesis:1**

1. There is no significant difference between male and female teacher trainees with respect to the attitude towards teacher education programme.

**a) Gender**

The following table gives attitude towards teacher education programme scores according to the gender of teacher trainees.

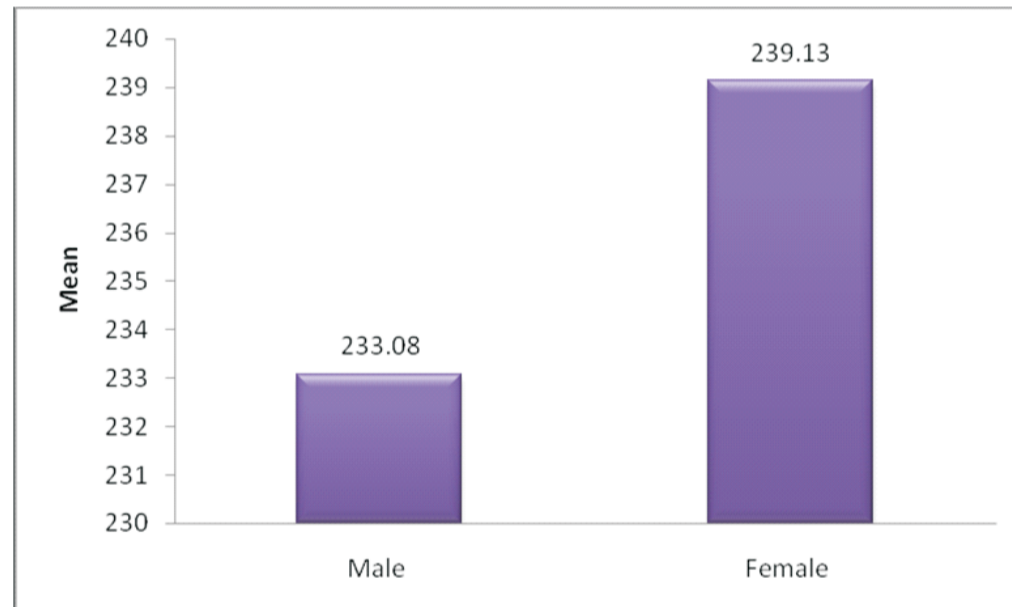
**Table - 1**  
**Attitude Towards Teacher Education Programme Scores: Gender**

Gender	N	Mean	SD	t
Male	334	233.08	28.01	3.201**
Female	826	239.13	29.56	

\*\*Significant at P=0.01 level

The table 1 reveals that the female teacher trainees have better attitude towards teacher education programme than male teacher trainees. The calculated t value is greater than the table value (2.58) at 1% level of significance. The t value indicates that there is significant difference in the male and female teacher trainees attitude towards teacher education programme. The preference given by females for teaching profession may be the reason for this significant difference. Hence, the null hypothesis: "There is no significant difference between male and female teacher trainees attitude towards teacher education programme" is rejected. The graphical representation is given in Fig 1

**Attitude towards Teacher Education Programme Scores : Gender**



**Figure - 1**

**Hypothesis:2**

1. There is no significant difference in the attitude of teacher trainees towards teacher education programme with regard to the types of management.

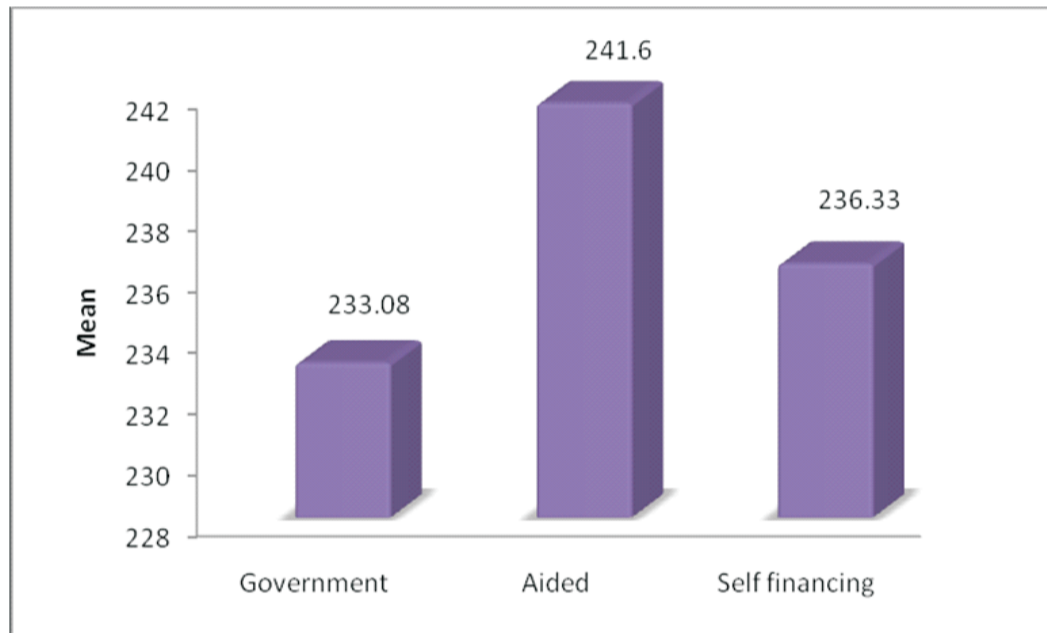
The table 2 gives the attitude of teacher trainees towards teacher education programme according to the types of management of colleges of education.

**Table - 2**  
**Attitude towards Teacher Education Programme Scores: Types of Management**

Types of Management	N	Mean	SD
Government	92	233.08	28.01
Aided	92	241.60	32.45
Self financing	976	236.33	29.09

The table 2 shows variation in the attitude scores of teacher trainees studying in different types of management. The attitude towards teacher education programme scores of aided college teacher trainees were higher than other colleges. Proper guidance and motivation from well qualified and experienced teacher educators, and infra- structure motivate the trainees in the aided colleges. These may be the reasons for the trainees from aided colleges to have better attitude towards teacher education programme. F test is used to find out whether the difference is significant and the results are tabulated in the following table. The graphical representation is given in Figure 2.

**Attitude towards Teacher Education Programme Scores: Types of Management**



**Figure – 2**

**Table – 3**  
**ANOVA of Attitude Towards Teacher Education Programme Scores: Types of Management**

Source variation	sof	df	Sum of squares	Mean squares	F value
Between Groups		2	7187.146	3593.573	4.228*
Within Groups		1157	983426.060	849.979	

\*Significant at P=0.05 level

The calculated F value is greater than the table value (2.99) at 5% level of significance. From the table 3 the F value which is significant at 5% level indicates that the teacher trainees studying in different managements are not having the same attitude towards the teacher education programme. Hence, the attitude of teacher trainees towards teacher education programme differ significantly. Therefore, the null hypothesis: "There is no significant difference in the attitude of teacher trainees towards teacher education programme with regard to the types of management" is rejected.

To find out which management is responsible for this difference post ANOVA test was carried out. The table 4 gives the results of post ANOVA test.

**Table – 4**  
**Post ANOVA Test: Attitude Towards Teacher Education Programme: Types of Management**

Types of Management	Aided	Self financing
Government	0.642	2.524*
Aided		1.656

\*Significant at P=0.05 level

The above table clearly indicates that the teacher trainees studying in Government colleges and self financing colleges differ significantly in their attitude towards teacher education programme. There is no significant difference in the attitude of teacher trainees studying in aided colleges. Hence, it is concluded that the teacher trainees studying in aided and self financing colleges of Education are having better attitude towards teacher education programme than the teacher trainees from government colleges.

#### **FINDINGS AND DISCUSSION :**

1. The female teacher trainees have better attitude towards teacher education programme than male teacher trainees.
  2. The teacher trainees studying in aided and self financing colleges of education have better attitude towards teacher education programme than the teacher trainees from government colleges.
- The female teachers are hard working, retentive obedient, honest and committed in the teaching profession and enjoyed higher status in the eyes of female teacher trainees may be the reasons.
  - Regarding the types of management, aided college teacher trainees have better attitude towards teacher education programme than other college teacher trainees. Proper guidance, motivation from qualified and experienced teacher educators and good infra – structure motivate the trainees in aided colleges

#### **CONCLUSION:**

‘Attitude towards teacher education programme’ in this study means the total feelings or notions towards the teacher education programme. That’s why we are so anxious to create the correct attitude in colleges of education. Without it, education becomes what it unfortunately is in too many colleges – joyless, dull, oppressive and fruitless instead of fruitful spontaneous exciting and joyful experience. Teacher trainees having better attitude towards teacher education programme will definitely turn to be an effective and efficient teachers in future.

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