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A STUDY ON B.ED. TEACHER TRAINEES ATTITUDE TOWARDS TRAINING PROGRAMMES

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ABSTRACT

The study investigated the difference between Male and Female, Rural and Urban, High SES and Low SES, SC/ST caste and GM caste teacher trainees' attitude towards training programmes. The sample included 400 teacher trainees of B.Ed. were selected for the study by the purposive random sampling technique, Tools: 1) An Attitude Scale on training programmes of B.Ed. constructed by Researcher keeping in view of different components of Training programmes. 2)Socio-Economic Status scale by Kalkkarwas used for data collection. Descriptive statistical technique was adopted for data analysis. Male and female,Rural and urban,High SES and Low SES, SC/ST caste and GM caste teacher trainees' differ significantly in respect to their attitude towards training programmes.

KEYWORDS :Attitude. Socio-Economic Status, Training programmes

INTRODUCTION

Teaching is a profession-indeed a noble one, conceptually and ideally. It is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. It is only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. Training of the practitioners is considered to be one of the important characteristics of a profession. Therefore, in order to befit the teachers to their roles, a sound professional training and positive attitude towards training



programmes is needed.

1. Teacher Training Programme:

Simply and briefly the program of teacher preparation was called teacher training programme. It prepared teachers as mechanics or technicians. Teacher training programme would include providing teaching skills and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Teacher training programmes encompasses teaching skills, sound

pedagogical theory and professional skills.

2. Attitude:

Attitude is the underlying way we think, feel and act - how we react to the world around us. It determines the quality and effectiveness of all of our thinking, emotions and behavior and, thereby, the positive or negative consequences of that behavior.

3. Socio Economic status:

Socio Economic status is defined as the relative position of the family on the continuum of aggregate of weightages assigned to the education, occupation of father or guardian of the student. Good (1973) defined Socio-Economic Status as the Background or the Environment, indicative of both Social and Economic Status of an individual or groups".

4. Need and Importance the Study

The present study aims to investigate the difference between Male and Female, Rural and Urban, High SES and Low SES, SC/ST caste and GM caste teacher trainees' attitude towards training programmes. It attempts to shows the significance differencebetween Male and Female, Rural and Urban, High SES and Low SES, SC/ST caste and GM caste teacher trainees' attitude towards training programmes. Training programmes is defined in terms of micro-teaching, demonstration lessons, lesson observations, cultural programmes and sports activities. The findings reveal thatMale and Female, Rural and Urban, High SES and Low SES, SC/ST caste and GM caste teacher trainees 'have positive attitude towards training programmes.

Keeping all the above mentioned points in mind, the researcher decided to take up the above study to assess attitude of B.Ed. teacher trainees towards training programmes. Also review of related literature revealed that there is not much research work has been done on Attitude towards Training programme. Sensing the gap the researcher has conducted this study to contribute something to this field.

6. Review of Related Literature

1. Studies Related to the Training Programmes
2. Studies Related to the Attitude
3. Socio-Economic Status scale by Kalkkar

7. Statement of Problem

"A Study on B.Ed. Teacher Trainees Attitude towards Training Programmes"

8. Objectives of Study

1. To study the difference between male and female teacher trainees in respect of their attitude towards training programmes of B.Ed. College.
2. To study the difference between rural and urban teacher trainees in respect of their attitude towards training programmes of B.Ed. College.
3. To study the difference between arts and science teacher trainees in respect of their attitude towards training programmes of B.Ed. College.
4. To study the difference between teacher trainees of high and low socio-economic status in respect of their attitude towards training programmes of B.Ed. College.
5. To study the difference between SC/ST and GM category teacher trainees in respect of their attitude towards training programmes of B.Ed. College.

9. Hypothesis

In pursuance of objectives 1 to 5 the null hypotheses were set up for the present study.

1. There is no significant difference between male and female teacher trainees in respect of their attitude towards training programmes.

2. There is no significant difference between rural and urban teacher trainees in respect of their attitude towards training programmes.
3. There is no significant difference between arts and science teacher trainees in respect of their attitude towards training programmes.
4. There is no significant difference between teacher trainees of high and low socio-economic status in respect of their attitude towards training programmes.
5. There is no significant difference between SC/ST and GM category teacher trainees in respect of their attitude towards training programmes.

10. Design of the Study

• Method

The present study intends to investigate the difference between male and female teacher trainees in respect of their attitude towards training programmes and its dimensions. The nature of present study is Descriptive survey.

• Sample

For the present study random sampling technique was used. Total 400 B.Ed. trainees were selected randomly for the present study.

• Data gathering tools

The tools used in the present study are as follows

1. Attitude Scale on training programmes of B.Ed. constructed by Researcher keeping in view of different components of Training programme.
2. Socio-Economic Status scale by Kalkkar

DATA COLLECTION PROCEDURE

Printed copies of Emotional Intelligence Scale developed by Anukool Hyde and Sanjyot Pethe (2001), and Attitude scale on training programmes for B.Ed. teacher trainees developed and standardized by the investigator were administered to the teacher trainees studying different B.Ed. colleges in Karnataka. The filled in data from teacher trainees of B.Ed. have been collected by the investigator. The responses were given by the teacher trainees of B.Ed. were relevant to the subject.

Prior to the administration of the different tools the permission from the Principals of all the selected B.Ed. colleges were taken for the collection of data. Along with the different tools the personal information of the teacher trainees of B.Ed. was obtained.

• Statistical technique

1. Descriptive analysis

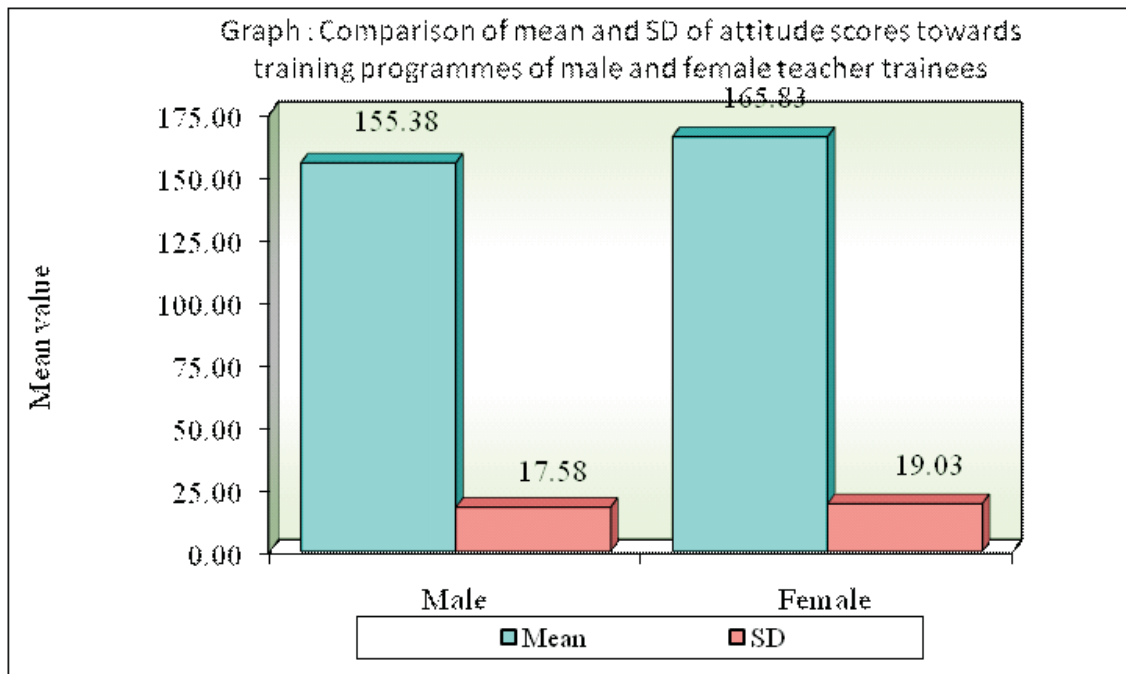
11. Analysis and Interpretation of Data

Hypothesis.01. There is no significant difference between male and female teacher trainees in respect of their attitude towards training programmes.

Table: 01. Mean and SD of attitude scores and its dimensions towards training programmes of male and female teacher trainees.

| Variables | Summary | Male | Female | Total |
|--------------------------------|---------|--------|--------|--------|
| | n | 200 | 200 | 400 |
| Attitude | Mean | 155.38 | 165.83 | 160.60 |
| | SD | 17.58 | 19.03 | 19.03 |
| Micro teaching | Mean | 56.50 | 60.80 | 58.65 |
| | SD | 11.78 | 12.83 | 12.48 |
| Demonstration of lessons | Mean | 17.22 | 17.47 | 17.34 |
| | SD | 2.61 | 1.97 | 2.31 |
| Lesson observation | Mean | 32.93 | 34.68 | 33.81 |
| | SD | 6.48 | 5.15 | 5.91 |
| Sports and cultural activities | Mean | 48.74 | 52.88 | 50.81 |
| | SD | 9.62 | 10.33 | 10.18 |

The results of the above table represent the Mean and SD of attitude scores and its dimensions towards training programmes of male and female teacher trainees. The total mean attitude scores towards training programmes of teacher trainees are 160.60 ± 19.03 . In which, the female teacher trainees have higher attitude scores (165.83 ± 19.03) as compared to male teacher trainees (155.38 ± 17.58). The mean and SD of attitude scores towards training programmes of male and female teacher trainees is also presented in the following Graph.

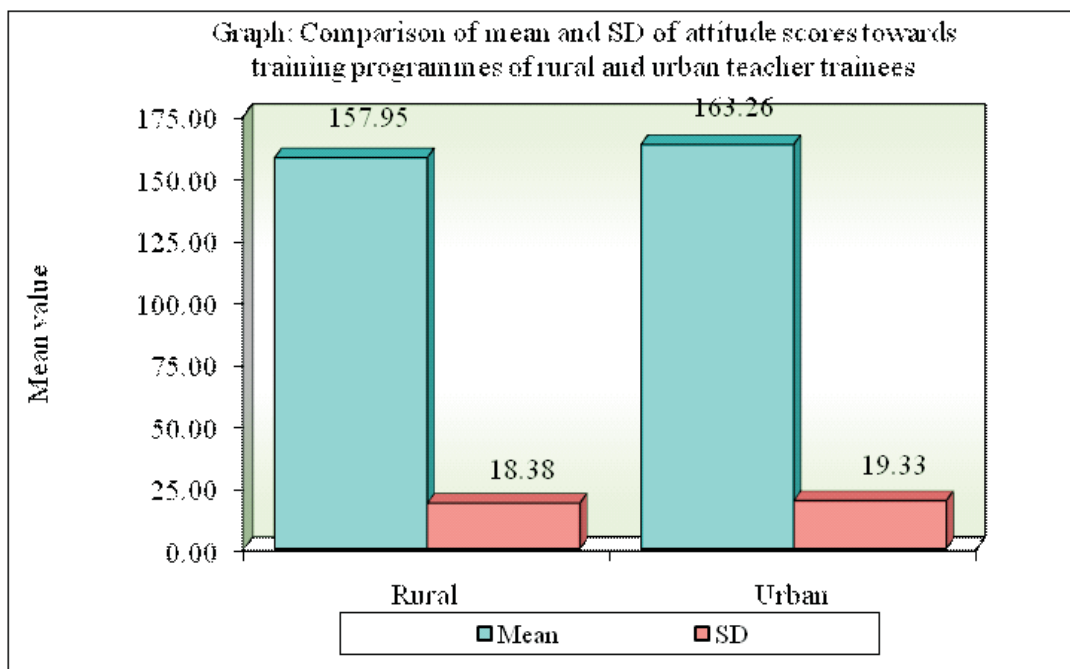


Hypothesis.02. There is no significant difference between rural and urban teacher trainees in respect of their attitude towards training programmes.

Table: 02. Mean and SD of attitude scores towards training programmes of rural and urban teacher trainees.

| Variables | Summary | Rural | Urban | Total |
|--------------------------------|---------|--------|--------|--------|
| | n | | 200 | 200 |
| Attitude | Mean | 157.95 | 163.26 | 160.60 |
| | SD | 18.38 | 19.33 | 19.03 |
| Micro teaching | Mean | 57.34 | 59.96 | 58.65 |
| | SD | 11.62 | 13.19 | 12.48 |
| Demonstration of lessons | Mean | 17.11 | 17.58 | 17.34 |
| | SD | 2.65 | 1.90 | 2.31 |
| Lesson observation | Mean | 33.23 | 34.39 | 33.81 |
| | SD | 6.15 | 5.63 | 5.91 |
| Sports and cultural activities | Mean | 50.28 | 51.34 | 50.81 |
| | SD | 10.26 | 10.10 | 10.18 |

The results of the above table represent the Mean and SD of attitude scores and its dimensions towards training programmes of rural and urban teacher trainees. The total mean attitude scores towards training programmes of teacher trainees are 160.60 ± 19.03 . In which, the urban teacher trainees have higher attitude scores (163.26 ± 19.33) as compared to rural teacher trainees (157.95 ± 18.38). The mean and SD of attitude scores towards training programmes of rural and urban teacher trainees is also presented in the following Graph.

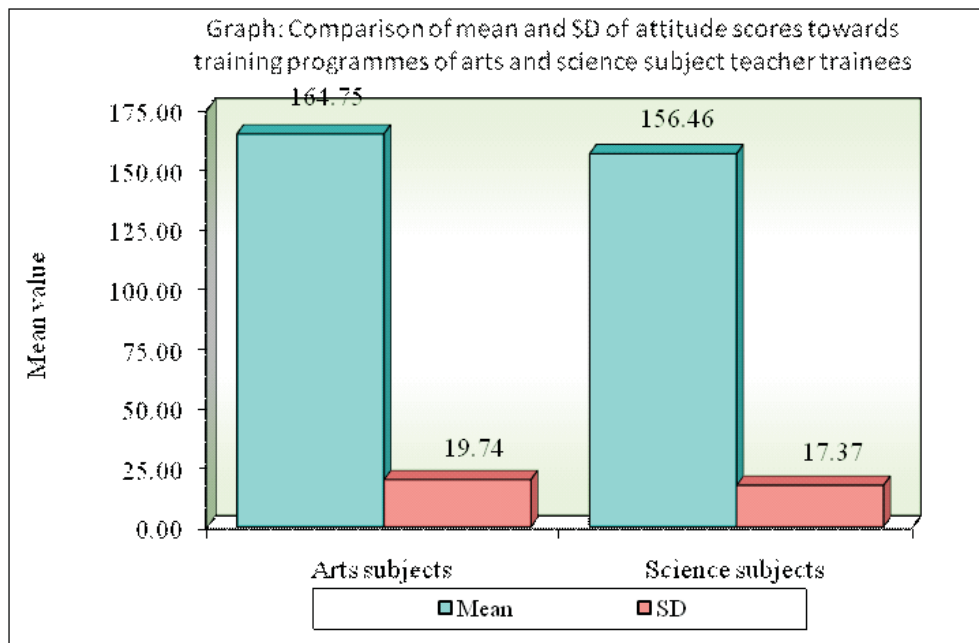


Hypothesis.03. There is no significant difference between arts and science teacher trainees in respect of their attitude towards training programmes.

Table: 03. Mean and SD of attitude scores towards training programmes of arts and scienceteacher trainees.

| Variables | Summary | Arts subjects | Science subjects | Total |
|--------------------------------|---------|---------------|------------------|--------|
| | n | | 200 | 200 |
| Attitude | Mean | 164.75 | 156.46 | 160.60 |
| | SD | 19.74 | 17.37 | 19.03 |
| Micro teaching | Mean | 60.61 | 56.69 | 58.65 |
| | SD | 13.10 | 11.54 | 12.48 |
| Demonstration of lessons | Mean | 17.52 | 17.17 | 17.34 |
| | SD | 2.04 | 2.55 | 2.31 |
| Lesson observation | Mean | 34.15 | 33.47 | 33.81 |
| | SD | 5.82 | 6.00 | 5.91 |
| Sports and cultural activities | Mean | 52.48 | 49.14 | 50.81 |
| | SD | 10.48 | 9.61 | 10.18 |

The results of the above table represent the Mean and SD of attitude scores and its dimensions towards training programmes of arts and science teacher trainees. The total mean attitude scores towards training programmes of teacher trainees are 160.60 ± 19.03 . In which, the arts subject teacher trainees have higher attitude scores (164.75 ± 19.74) as compared to science teacher trainees (156.46 ± 17.37). The mean and SD of attitude scores towards training programmes of arts and science teacher trainees is also presented in the following Graph.

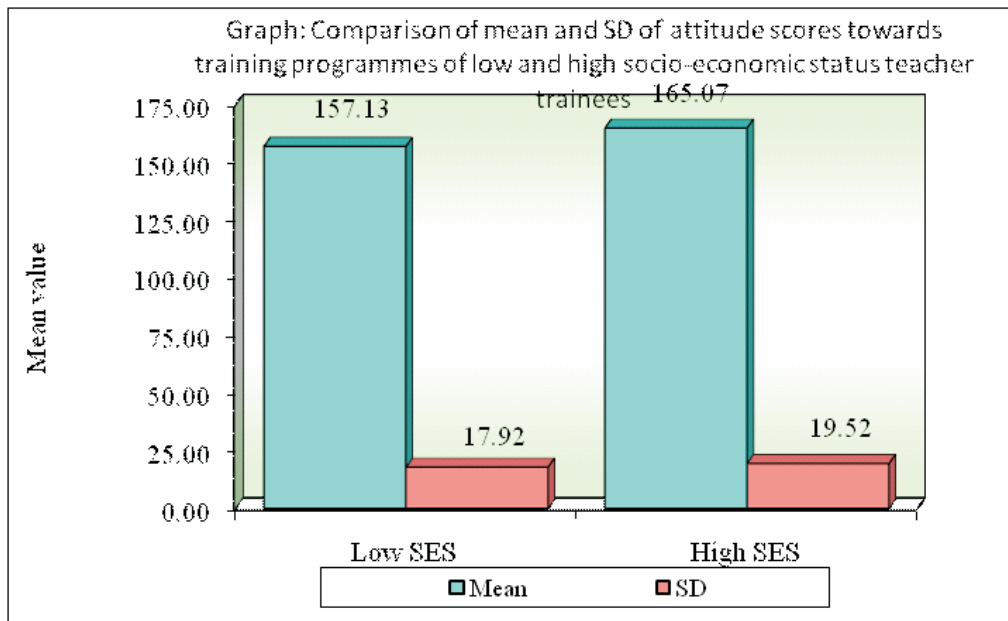


Hypothesis.04. There is no significant difference between high SES and low SES teacher trainees in respect of their attitude towards training programmes.

Table: 04. Mean and SD of attitude scores towards training programmes of high SES and low SES teacher trainees.

| Variables | Summary | Low SES | High SES | Total |
|--------------------------------|---------|---------|----------|--------|
| | n | 225 | 175 | 400 |
| Attitude | Mean | 157.13 | 165.07 | 160.60 |
| | SD | 17.92 | 19.52 | 19.03 |
| Micro teaching | Mean | 57.08 | 60.66 | 58.65 |
| | SD | 11.82 | 13.05 | 12.48 |
| Demonstration of lessons | Mean | 17.20 | 17.53 | 17.34 |
| | SD | 2.49 | 2.04 | 2.31 |
| Lesson observation | Mean | 33.11 | 34.70 | 33.81 |
| | SD | 6.26 | 5.33 | 5.91 |
| Sports and cultural activities | Mean | 49.73 | 52.19 | 50.81 |
| | SD | 9.85 | 10.46 | 10.18 |

The results of the above table represent the Mean and SD of attitude scores and its dimensions towards training programmes of high SES and low SES teacher trainees. The total mean attitude scores towards training programmes of high SES and low SES teacher trainee’s are 160.60 ± 19.03 . In which, the high socio-economic status teacher trainees have higher attitude scores (165.07 ± 19.52) as compared to low socio-economic status teacher trainees (157.13 ± 17.92). The mean and SD of attitude scores towards training programmes of high SES and low SES teacher trainees is also presented in the following Graph.

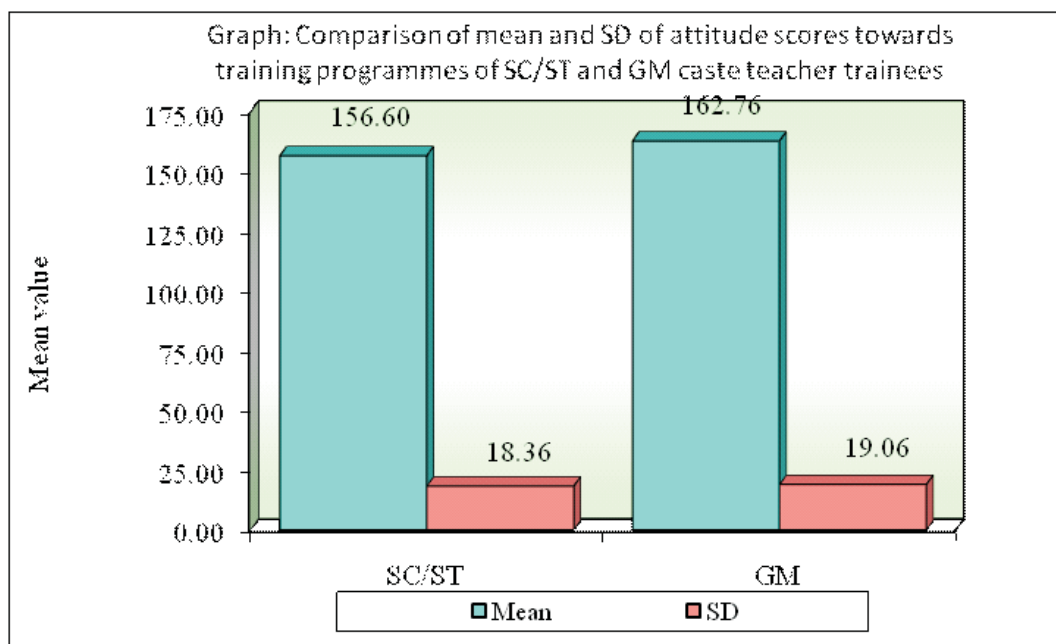


Hypothesis.05. There is no significant difference between SC/ST caste and GM caste teacher trainees in respect of their attitude towards training programmes.

Table: 05. Mean and SD of attitude scores towards training programmes of SC/ST caste and GM casteteacher trainees.

| Variables | Summary | SC/ST | GM | Total |
|--------------------------------|---------|--------|--------|--------|
| | n | 140 | 260 | 400 |
| Attitude | Mean | 156.60 | 162.76 | 160.60 |
| | SD | 18.36 | 19.06 | 19.03 |
| Micro teaching | Mean | 56.84 | 59.62 | 58.65 |
| | SD | 11.77 | 12.77 | 12.48 |
| Demonstration of lessons | Mean | 17.13 | 17.46 | 17.34 |
| | SD | 2.62 | 2.12 | 2.31 |
| Lesson observation | Mean | 32.93 | 34.28 | 33.81 |
| | SD | 6.47 | 5.55 | 5.91 |
| Sports and cultural activities | Mean | 49.71 | 51.40 | 50.81 |
| | SD | 9.82 | 10.34 | 10.18 |

The results of the above table represent the Mean and SD of attitude scores and its dimensions towards training programmes of SC/ST caste and GM caste teacher trainees. The total mean attitude scores towards training programmes of SC/ST caste and GM caste teacher trainees’ are 160.60 ± 19.03 . In which, the GM caste teacher trainees have higher attitude emotional intelligence scores (162.76 ± 19.06) as compared to SC/ST caste teacher trainees (156.60 ± 18.36). The mean and SD of attitude scores towards training programmes of SC/ST caste and GM casteteacher trainees is also presented in the following Graph.



Major Findings:

1. Male and female, Rural and urban, High and Low SES and SC/ST caste and GM caste teacher trainees differ significantly in respect to their attitude towards training programmes.

CONCLUSION:

From the results obtained in the present study it is found that Male and female, Rural and urban, High and Low SES and SC/ST caste and GM caste teacher trainees differ significantly in respect to their attitude towards training programmes.

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