

A study on Teacher Attitude of Teacher Educators in Colleges of Education

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Abstract : The research is in the form of a Descriptive survey method. The purpose of this study is to determine the Teacher Attitude of Teacher Educators in Colleges of Education. It also contrasts Teacher Attitude of Teacher Educators with two types of background variables, such as Gender and Type of Colleges. The study's findings reveal that the level of Teacher Educators has a highly positive level of Teacher Attitude, and Male and Female Teacher Educators, have similar mean scores of Teacher Attitude. As well as Private aided and private unaided Teacher Educators, have no similar mean scores of Teacher Attitude.

Key words : Teacher Attitude, Teacher Educators, Colleges of Education.

Introduction:

According to the Kothari commission, "The destiny of a nation is shaped in its classroom and it is the teacher who is a very important instrument in moulding that destiny". "The role of principal as significant in fostering positive attitudes and environments for teacher and students is supported. Teachers should possess a positive attitude towards teaching." Beery (1974) states "Belief in self and others leads to creation of a democratic environment in which principal growth facilitates teacher growth which, in turn, facilitates pupil growth." Rao (1989), states that "The quality or effectiveness of teacher is considered to be associated with his attitude towards his profession; his satisfaction with his values and adjustment in the job and professional interest". "The standard of education can be maintained when teacher education system is revitalized and strengthened in a country." In educational system Colleges of Education can be considered as vital agents for bringing out necessary changes. "Attitude, Aptitude teaching effectiveness, competence and character of teacher highly influences the quality of Education. Maximum problems related to teaching learning can be handled if teachers possess healthy professional attitude."

Significance of the study:

The teacher is responsible for the bright future of a country. "Teachers inculcate and transmit knowledge, values and skills in the students. They are the strength of the education system. They are known to be the greatest asset of any educational system. It is the teacher who transfers the knowledge, tradition and skill from one generation to another generation. It is only by teaching that the goodness of an educational programme is determined to a large level." The valuable change, to advance the standard of education, is possible only when we recruit teachers who not only are effective, but also have required positive attitude toward teaching profession. "Prospective teachers should not only be entrusted with knowledge and skills but they should have a favourable attitude towards teaching which in turn affects their teaching efficiency. Hence the present study tries to assess the Gender and Institute attitude towards teaching of prospective teachers." Teacher education programme is an active means for making a good teacher. The main objectives of colleges of education are to provide good teachers with high teaching attitude and teaching effectiveness.

Objectives:

- To assess the level of Teacher Attitude of Teacher Educators in colleges of education.
- To Study the Gender wise Teacher Attitude of Teacher Educators in Colleges of Education.
- To Study the Teacher Attitude of Teacher Educators in Private Aided and Private Unaided Colleges of Education.

Hypotheses:

- There is no significant difference between Male and Female Teacher Educators in Colleges of Education in relation to Teacher Attitude.
- There is no significant difference between Private Aided and Private Unaided Teacher Educators in Colleges of Education in relation to Teacher Attitude.

Variables:

Main Variable:

- Teacher Attitude

Background Variables:

- Gender
- Type of Colleges

Research design:

Descriptive survey method is used to "A study on Teacher Attitude of Teacher Educators in Colleges of Education"

Sample of the study:

Stratified random sampling technique is adopted in this study. Teacher Educators of Nine Colleges of Education affiliated to University of Mysore were selected; from the total population of One hundred twenty-five teacher educators working in these colleges, out of this Ninety teacher educators were selected randomly.

Tool used for the study:

For the purpose of collecting data, "Attitude Scale towards Teaching Profession" developed and standardized by Dr. Umme Kulsum was employed. The tool consists of 55 items of 5 areas are Academic, Administrative, Co-curricular, Socio- Psychological and Economical. There are 25 positive items scored as 4,3,2,1 and 30 negative items scored as 1,2,3,4. The tool is a four point scale with strongly agree, agree, disagree and strongly disagree.

Statistical Technique used:

The collected data was analyzed applying the Percentage Analysis and t-test.

Analysis and Interpretation of Data:

TABLE 1: Level of Teacher Attitude of Teacher Educators.

Sl. No	Level of Attitude	Percentage	Teacher Educators
1	Extremely Positive	10%	9
2	Highly Positive	26.66%	24
3	Above Average Positive	22.22%	20
4	Average/Moderate Positive	20%	18
5	Below Average	15.55%	14
6	Highly Negative	5.55%	5
7	Extremely Negative	0%	0

As per the above table 10% of Teacher Educators are Extremely Positive Attitude, 26.66% of Teacher Educators are Highly Positive Attitude, 22.22% of Teacher Educators are Above Average Positive Attitude, 20% of Teacher Educators are Average/Moderate Positive Attitude, 15.55% of Teacher Educators are Below Average Attitude, 5.55% of Teacher Educators are Highly Negative Attitude and 0% of Teacher Educators are Extremely Negative Attitude. It inferred that most of Teacher Educators level of Attitude is Highly Positive.

TABLE 2: Showing that the Number of population, mean, SD and t-test difference of Teacher Attitude of Male and Female Teacher Educators.

Gender	N	Mean	SD	d.f	t-value	Remarks
Male	30	161.6	13.3	119	1.04	Null hypothesis Accepted
Female	60	164.2	14.0			

The above table shows that the mean scores of Teacher Attitude of Male and Female teacher educators are 161.6 and 164.2 respectively. And the t-value is 1.04 which is lesser than the t-table value 1.984 which is not significant at 0.05 level. Hence the null hypothesis was accepted and generalized that there is no significant difference in the Teacher Attitude of Male and Female Teacher Educators in Colleges of Education. This shows that the mean scores of Teacher Attitude have similarity between Male and Female Teacher Educators.

TABLE 3: Showing that the Number of population, mean, SD and t- test difference of Teacher Attitude of Private Aided and Private Unaided Teacher Educators.

Type of Colleges	N	Mean	SD	d.f	t-value	Remarks
Private Aided	40	157.8	8.34	59	4.11	Null hypothesis Rejected
Private Unaided	50	165	4.80			

The above table shows that the mean scores of Teacher Attitude of Private Aided and Private Unaided teacher educators are 157.8 and 165 respectively. And the t-value is 4.11 which is more than the t-table value 2.000 which is a significant at 0.05 level. Hence the null hypothesis was rejected and generalized that there is a significant difference in the Teacher Attitude of Private Aided and Private Unaided Teacher Educators in Colleges of Education. This shows that the mean scores of Teacher Attitude have no similarity between Private Aided and Private Unaided Colleges of Education.

Results of the study:

- 10% of Teacher Educators are Extremely Positive Attitude, 26.66% of Teacher Educators are Highly Positive Attitude, 22.22% of Teacher Educators are Above Average Positive Attitude, 20% of Teacher Educators are Average/Moderate Positive Attitude, 15.55% of Teacher Educators are Below Average Attitude, 5.55% of Teacher Educators are Highly Negative Attitude and 0% of Teacher Educators are Extremely Negative Attitude. It inferred that most of Teacher Educators level of Attitude is Highly Positive.
- This shows that the mean scores of Teacher Attitude have similarity between Male and Female Teacher Educators. It can be said that both men and women in the society have equal position, outlook and ideas.

- This shows that the mean scores of Teacher Attitude have no similarity between Private Aided and Private Unaided Colleges of Education. Therefore Private Unaided teacher educators are high Attitude compare to Private Aided teacher educators.

Educational Implications:

- In this study 26.66% of Teacher Educators are Highly Positive Attitude, It inferred that majority of Teacher Educators level possesses is highly positive. Therefore concentrate these factors like Seminars, Conferences, and Quality of Teaching and improve it.
- In this study 22.22% of Teacher Educators are Above Average Positive Attitude, It inferred that most of Teacher Educators level possesses is average positive attitude. Therefore improve their attitude towards teaching.
- In this study 0% of Teacher Educators are Extremely Negative Attitude; it inferred that 0% of teacher educators level possesses are extremely negative. Therefore it shows good result for this study.
- In this study shows that gender wise male and female Teacher Educators have similar teacher attitude. It can be said that both men and women in the society have equal position, outlook, ideas and opportunities.
- In this study shows that college wise Private aided and private unaided have different teacher attitude. Therefore teachers can be said to be more satisfied with the benefits that private unaided colleges offer to private aided colleges.
- The state government improve the in service programmes for the teacher educators to develop in them the necessary knowledge and skills in different activates.
- This study gives the clear idea about the level of presence of quality indicators in private aided and private unaided colleges.
- It is clear from this study that the teacher educators must understand and follow all the quality measures in the teacher education institution.

Conclusion:

From the above findings this study suggests that “The in-service programmed that are in vogue should be modified, restructured and implemented to meet the needs and requirements of the educational system, which help to rectify the behavioral problems of teachers and to develop more favorable attitude, help them to cope with stress, improve their abilities to adjust and in turn increases the teaching competence. Teacher Education system directly influences the quality of school education. “Improving teacher’s quality, teaching effectiveness and need to enhance the relevance and quality of teacher education in India has remained a persisting challenge over the last many decades.” (Draft NEP, 2016) “Empirical evidence has suggested that inadequate preparation to teach has an impact on student achievement outcome, teaching effectiveness, teacher attrition rates and college collegiality. The poor quality of school Education is a direct result of poor quality of teacher education and teacher training.”

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