

A STUDY OF PROFESSIONAL ATTITUDE OF TEACHERS TRAINEES IN DIFFERENT TEACHER TRAINING INSTITUTIONS

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ABSTRACT

Every individual have different attitude for same object, thing or work. Attitude plays big role to understand and experience better things. People adopt different profession in respect to their interest and need. There are many professions available to every person and teaching is also a profession. Some teachers adopts teaching due to interest and some takes it as a job but teaching is really profession of interest because it gives chance to live student forever to learn new things. Hence researcher decided "To study of professional attitude of teachers teaching in different teacher training institutions". For this purpose researcher taken two type of institutions which are government aided and self-financed teacher training institutions. Researcher taken 100 teachers of both type of institutions (50 male and 50 female) teachers. No significance difference found between governments aided and self-finance institutions teachers. No significance difference was found between male and female teachers of government aided and self-financed institutions.

1. INTRODUCTION

The impact of teacher training curricula on the attitude of B.Ed. student is a crucial area of study in the field of education. Teacher training programs especially B.Ed. course play an essential role in shaping future educators not only in terms of pedagogical skills but also in their professional and personal growth. A well-structured teacher training curriculum focuses on positive attitude, effective communication skills and extra, all of which are essential for successful teaching. Furthermore the impact of the training curriculum on students can extend beyond their professional lives so effective teachers had significantly better adjustment and more favorable attitude towards teaching then in effective teachers attitude towards their own effectiveness in the classroom but also the development of future

educators. As a teacher training institutions play a vital role in preparing educators for their careers. It is essential to examine the professional attitude of teachers who impart training in these Institutions so attitude is essential for enhancing programs by exploring the professional attitude of teachers across various teacher training institution. The purpose of the study is to analyses the professional attitude of teachers in different teaching training Institutions identifying key trends and areas of improvement

According to Allport (1935), 'Attitude is a mental or neural state of readiness, organized through experience, that exerts directive or dynamic influence on an individual's response to all objects and situations to which it is related, attitude also refer to an individual's predominant tendency to respond favorably or unfavorably to an object, person, group of people, Institution, or event'

Teacher -Trainees : A person or an individual who is getting a training of development of skills of teaching and related classroom behaviors to become successful and effective teacher in the present study teacher training programme who are presently studying in B. Ed. Professional course of 2year duration after getting their graduation degree

Attitude : According to Encyclopedia Education 1971,a teachers attitude is learning outcome represented by a state of mind that exerts a directive or compulsive influence on a person 's behavior.

Every individual have different attitude for same object, thing or work. Attitude plays big role to understand and experience batter things. People adopt different profession in respect to their interest and need. There are many professions available to every person and teaching is also a profession. Some teachers adopts teaching due to interest and some takes it as a job but teaching is really profession of interest because it gives chance to live student forever to learn new things. Hence researcher decided "To study of professional attitude of teachers teaching in different teacher training institutions". For this purpose researcher taken two type of institutions which are government aided and self-financed teacher training institutions. Researcher taken 100 teachers of both type of institutions (50 male and 50 female) teachers.

2. OBJECTIVE

To study the professional attitude of teacher trainees of government aided and self-finance B.Ed. institutions

Hypothesis -There is no significant effect on the professional attitude of aided and self-financed B. Ed. Institutions

3. STATEMENT OF THE PROBLEM

To Study the professional Attitude of teacher trainees in Different teacher training institutions

4. METHOD

In this study researcher used random survey method.

5. SAMPLE OF THE STUDY

In this study researcher selected 100 teachers of government aided and self-finance B.Ed. Institutions in the following manner-

Table 1

Table 1 Sample of the Study			
Type of Institution	Male	Female	Total
Government Aided	25	25	50
Self-financed	25	25	50
Total	50	50	100

Tool used

In this study researcher used Teacher attitude inventory developed by S.P. Ahluwalia.

Statistical technique

Mean, SD and 't' value were calculated after data collection.

Analysis of data

Table 2

Table 2 Showing Mean, SD and t Value of Attitude of Government Aided and Self-Finance Institutions Teachers							
Type of institutions	Government aided		Self finance		df	t-value	Significance Level
	Mean	SD	Mean	SD			
Male	324.27	22.22	321.61	21.02	48	0.6	<.05
Female	326.07	14.56	324.51	23.31	48	0.41	<.05

It is reveals from [Table 2](#) that mean of attitude scores of male teachers of government aided and self-finance was found 324.27 and 321.61 respectively and standard deviation was found 22.22 and 21.02 respectively. 't' value was found 0.60 which is found not significant at .05 level of significance. For Female teachers of government aided and self-finance was found 326.07 and 324.51 respectively and standard deviation was found 14.56 and 23.31 respectively. 't' value was found 0.41 which is found not significant at .05 level of significance. Hence no significance difference found between governments aided and self-finance institutions teachers.

Table 3

Table 3 Showing Mean, SD and t Value of Attitude of Male and Female Teachers of Government Aided and Self-Finance Institutions							
Type of institutions	Male		Female		df	t-value	Significance Level
	Mean	SD	Mean	SD			
Government aided	324.27	22.22	326.07	14.56	48	0.47	<.05
Self finance	321.61	21.02	324.51	23.31	48	0.64	<.05

It is reveals from [Table 3](#) that mean of attitude scores of male and female teachers of government aided Institutions was found 324.27 and 326.07 respectively and standard deviation was found 22.22 and 14.56 respectively. 't'

value was found 0.47 which is found not significant at .05 level of significance. For Female teachers of self finance was found 321.61 and 324.51 respectively and standard deviation was found 21.02 and 23.31 respectively. 't' value was found 0.64 which is found not significant at .05 level of significance. Hence no significance difference was found between male and female teachers of government aided and self-financed institutions.

6. CONCLUSION

It is well known that teacher training institutions have three fold system training program to make effective and efficient teachers .A study of professional attitude of teacher trainees in various teacher training Institutions explain several key insights so it was found that most trainees exhibited a strong sense of responsibility, commitment to their profession and enthusiasm for teaching .Teaching Framework generally showed higher levels of professionalism, including positive attitudes towards teaching Ethics, student engagement and professional development. Teacher training Institutions play in shaping the attitudes and preparedness of future educators. The study commend that teacher training Institutions organize the development of supportive environments, enriched practical experiences and professional development opportunities for trainees these areas Institutions can help promote more positive and professional attitude in teacher trainees. From the above results is clearly shown that there is no significance difference was found between aided and self-finance institutions teachers' attitude and also no significance was found in attitude of self finance and aided B.Ed. institutions.

CONFLICT OF INTERESTS

None.

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