



A COMPARATIVE STUDY ON THE ATTITUDES OF STAKEHOLDERS OF TEACHER EDUCATION TOWARDS KSOU'S B.ED. COURSE

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ABSTRACT

In- service teacher education refers to the education a teacher receives after (s)he has entered the teaching profession and after having education in a teachers' training institution which leads to the improvement of professional competence of teachers throughout their career. According to M. B. Buch, 'In-service education is a programme of activities aiming at the continuing growth of teachers and educational personnel in-service'. In-service education and training of teachers basically means all education and training which is received by teachers and other related personnel after joining an educational institution that further develops their knowledge and understanding in their own and allied disciplines, enables them to play various role effectively and meet their changing needs and aspirations and demands of the system.

KEYWORDS : service teacher education , educational institution.

1. INTRODUCTION

Continuing training (another word for In-service education) is defined by the International Alliance of Leading Education Institutes (2008) in their report, 'Transforming Teacher Education: Redefined Professionals for 21st Century Schools' as a key avenue for developing the knowledge; skills and dispositions needed to reach higher student outcomes. In this idea of in-service training, schools are regarded as valuable places for teacher learning.

In-service education is most urgent in the teaching profession in the current milieu because of the rapid advance in all fields of knowledge and continuing evolution of pedagogical theory and practice. It helps further in eliminating the deficiencies in the background preparation of teachers. It is a supplement to the pre-service training and facilitates the task of educational reconstruction. It protects their professional health lending a golden touch to their activities. Various in-service training activities seek to update, and broaden the knowledge teachers acquire during the pre-service teacher education and/or provide them with new skills and professional understanding.

Researchers like Good, Grouws, & Ebmeier (1983), Carpenter, Thomas P., Elizabeth Fennema, Penelope L. Peterson, Chi-Pang Chiang, and Megan Loef, (1989), Khad, Rubina (2002) found in their studies that in-service training had a positive impact on the performance of the students.

2. STAKEHOLDERS OF TEACHER EDUCATION:

A stakeholder is a person (or group) that has an interest in the activities of an institution or organization. Stakeholders are those who have rights or interests in a system. They can be individuals, communities, social groups or organizations.

Freeman (1984) defines stakeholders as “any group or individual who can affect or is affected by the achievement of the organization’s objectives”. In education, the term stakeholder typically refers to anyone who is interested in the welfare and success of an educational institution and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as board members, councillors, and state representatives. In the context of higher education quality, stakeholders are those groups that have an interest in the quality of provision and standard of outcomes. These include government, employers, students, academic and administrative staff, institutional managers, prospective students and their parents, and taxpayers among others. Gross and Godwin (2005) in an article entitled “Education’s Many Stakeholders”, define ‘stakeholders’ as “individuals or entities who stand to gain or lose from the success or failure of a system or an organization”. They identify education’s stakeholders as parents, students, alumni, administrators, employers and communities.

3. TEACHER AND TEACHER EDUCATION:

Teachers are central to teaching and key in the learning process. In almost all the societies and cultures teacher has been regarded as a person who possesses certain attributes, competencies, and traits to succeed both in classroom and society as a whole. Teaching is one of the most common – and also one of the most complicated –human activities. Despite the prevailing view of teaching as requiring little more than patience, basic content knowledge, and liking children, teaching is ‘unnatural’ work (Ball & Forzani, 2011). There are two popular conceptions about teachers- the first one being ‘Teachers are born, not made’ and the other one as ‘Teachers are made, not born’. Teacher education is based on the second premise that ability to teach is something to learn, and therefore to be taught. UNESCO (1972) has emphasised that ‘what once as an art – the art of teaching – is now a science, built on firm foundations, and linked to psychology, anthropology, cybernetics, linguistics and many other disciplines’. Teaching is considered art as well as science and the teacher has to acquire some skills which are ‘tricks of the trade’ (Bajwa & Chabra, 2010). An education system that aims to offer quality education for all its citizens should be able to rely on teachers who are well prepared, competent and committed ones (Guarino, et al., 2006). On the basis of researches conducted by Deva, Jayamma, Sheny, Roy and Pandey in India as reported by Kundu (1988), it can be concluded that the teachers’ characteristics such as ‘academic and professional skills’ among other skills are important determinants of students’ achievements. Research findings of

the studies conducted in Pakistan indicate that level of formal academic education of teachers has positive correlation with the students' achievement (Qaisrani, 1989). Students of trained teachers are better performer than the untrained teachers (Farooq & Shahzadi, 2006). Allen (2003) pointed out that knowledge of how to teach a subject is important, so some form of teacher training is imperative in order for a teacher to be successful in the classroom. There is ample empirical research evidence to suggest that students' achievement is significantly related to the professional preparation of teachers (Darling- Hammond, 2000; Goe, 2002; Goldhaber and Brewer, 2000). This necessitates the education of teacher to make them familiar with the technicalities of the teaching-learning process. In this study we compared the attitudes of stakeholders of teacher education towards KSOU's B.ED. Course.

4. REVIEW OF RELATED LITERATURE:

1) Newton, E. H. & Brathwaite, W. E. (1987) in their work 'Priorities and program effectiveness in teacher education: A study of the perceptions of teachers in training and their tutors', solicited opinions of teachers in a postgraduate teacher education program and teacher educators at the University of the West Indies (Barbados) on program effectiveness and the importance of specific teaching skills. Eighty-two teachers and twenty faculty members participated. The relevant findings of the study were – (i) Interpersonal, curriculum and evaluative skills were found to be the most important. The high importance of interpersonal skills applied only to interactions with students. Interactions with other teachers' and parents' were consistently lowest in importance. Other low priorities were managerial and methodological skills. Few significant teacher faculty differences were found. (ii) In general, program effectiveness showed strong positive correlation with order of importance of skills, contrasting with the tendency to negative correlations in the literature reviewed. High involvement of faculty in classroom activity is considered a possible factor influencing these results.

2) Jegede, O., Taplin, M. & Chan, S. L. (2000) made an investigation into the trainee teacher's perception of their current knowledge and what they think they need to know to become expert teachers. Data was collected from a sample of 183 science and mathematics trainee teachers. A 60-item instrument, the Science and Mathematics Expert Teacher Preparation Survey (SMETPS), was developed to gather data on trainee teachers' perceptions of their current knowledge and what they think they need to know to become expert teachers. The data, analysed using both descriptive and inferential statistics, indicated some of the areas in which trainee teachers identified the need for future professional development that would contribute towards expert training. The areas they wanted more knowledge about were pedagogical knowledge, pedagogical content knowledge, knowledge of concepts, and knowledge about theories of teaching and their use. Significantly, trainee teachers identified knowledge of theories of teaching and their use as the area in which they had least current knowledge and felt they needed to know more about. According to authors, these findings indicate that student teachers have high expectations of the range of knowledge they need to be an expert teacher, which in itself is a good indicator of dedication they feel towards the profession.

3) **Marable and Raimondi (2007)** conducted a study to analyse teachers' perceptions during their first year of teaching. The sample consisted of 326 teachers in New York State. The beginning teachers reported need for training in curricular policies and procedures, role of a teacher, organisational skills and strategies, and classroom management. The study recommended for a high quality in-service training for new teachers.

5. SIGNIFICANCE OF THE STUDY:

The findings of present study are expected to have many fold uses. The finding of the present study is expected to be helpful to the Student, Teachers, principals and Management of colleges in particular so that they will develop themselves and their colleges. Principals and teacher will be enabled to understand their strength and weakness. The findings will also expected to be useful to the larger society who would know the extent of attitude towards Students performance of Distance mode Courses.

6. OBJECTIVES:

1. To compare the attitudes of Teacher Students and Principals of TEIs towards KSOU's B.Ed. Course.
2. To compare the attitudes of Teacher Principals of TEIs and Block Education Officers towards KSOU's B.Ed. Course.
3. To compare the attitudes of B.E.O.s and D.D.P.I.s towards KSOU's B.Ed. Course.
4. To compare the attitudes of Teacher DDPIs and University Teachers towards KSOU's B.Ed. Course.
5. To compare the attitudes of University Teachers and Educationists towards KSOU's B.Ed. Course.
6. To compare the attitudes of Educated Parents and Educationists towards KSOU's B.Ed. Course.
7. To compare the attitudes of Educated Parents and Teacher Students towards KSOU's B.Ed. Course.

7. HYPOTHESES:

- 1) H_01 : There is no significance deference between attitudes of Teacher Students and Principals of TEIs towards KSOU's B.Ed. Course.
- 2) H_02 : There is no significance relationship between attitudes of Teacher Students and Principals of TEIs towards KSOU's B.Ed. Course.
- 3) H_03 : There is no significance deference between attitudes of Principals of TEIs and Block Education Officers towards KSOU's B.Ed. Course.
- 4) H_04 : There is no significance relationship between attitudes of Principals of TEIs and Block Education Officers towards KSOU's B.Ed. Course.
- 5) H_05 : There is no significance deference between attitudes of B.E.O.s and D.D.P.I.s towards KSOU's B.Ed. Course.
- 6) H_06 : There is no significance relationship between attitudes of B.E.O.s and D.D.P.I.s towards KSOU's B.Ed. Course.

- 7) H₀₇: There is significance deference between attitudes of DDPIs and University Teachers towards KSOU's B.Ed. Course.
- 8) H₀₈: There is significance relationship between attitudes of DDPIs and University Teachers towards KSOU's B.Ed. Course.
- 9) H₀₉: There is significance deference between attitudes of Teacher Students and Principals of TEIs towards KSOU's B.Ed. Course. towards KSOU's B.Ed. Course.
- 10) H₀₁₀: There is significance relationship between attitudes of University Teachers and Educationists towards KSOU's B.Ed. Course.
- 11) H₀₁₁: There is significance deference between attitudes of Educated Parents and Educationists towards KSOU's B.Ed. Course.
- 12) H₀₁₂: There is significance relationship between attitudes of Educated Parents and Educationists towards KSOU's B.Ed. Course.
- 13) H₀₁₁: There is significance deference between attitudes of Educated Parents and Teacher Students towards KSOU's B.Ed. Course.
- 14) H₀₁₂: There is significance relationship between attitudes of Educated Parents and Teacher Students towards KSOU's B.Ed. Course.

8. DESIGN OF THE STUDY:

The finer details of the research design employed in the present research have been discussed in the following pages.

5.1. Sample:

The sampling frame for this study comprised of –

1. Teacher educators and principals working in colleges of education affiliated to Different Universities of Karnataka- 20 Samples
2. Teacher trainees studying in colleges of education affiliated to different Universities of Karnataka - 20 Samples
3. Block Education Officers of different Talukas - 20 Samples
4. DDPIs of different Districts- 20 Samples
5. Teachers working in different Universities of Karnataka- 20 Samples
6. Educated Parents of students of colleges of education affiliated to different Universities of Karnataka- 20 Samples
7. Educationists retired Principals of TEIs, H.O.D.s Universities - 20 Samples

5.2. Tools Used:

Five point attitude scale "A Scale on Attitude towards B.ED. Course (SSTBC) prepared and standardized by researcher. While constructing and standardizing scale he used all characteristics. The validity and Reliability was found to be 0.81 and 0.68 respectively.

5.3. Statistical techniques used:

The researcher analyzed the data by- Inferential Analysis. The Statistical techniques used were as follows:

- a) t - test and
- b) r – test

9. DATA ANALYSIS:

Difference between different stakeholders in their attitude towards KSOU's B.Ed. Course:

Table: Difference between different stakeholders in their Attitude towards KSOU's B.Ed. Course

Stake holders type	N	Mean	SD	t -value	r-value	Level of Significance
Teacher Students (a)	20	156	5.11	5.14 (a&b)	0.874 (a&b)	t- value (sign.) r- value (sign.)
Principals of TEIs (b)	20	200	4.98	3.26 (b&c)	0.752 (b&c)	t- value (sign.) r- value (sign.)
B.E.O. (c)	20	208	4.01	4.72 (c&d)	0.851 (c&d)	t- value (sign.) r- value (sign.)
DDPI (d)	20	210	4.04	6.54 (d&e)	0.674 (d&e)	t- value (sign.) r- value (sign.)
University Teachers (e)	20	200	5.10	4.78 (e&f)	0.574 (e&f)	t- value (sign.) r- value (sign.)
Educationists (f)	20	215	4.00	3.68 (f&g)	0.442 (f&g)	t- value (sign.) r- value (sign.)
Educated Parents (g)	20	209	5.10	6.41 (g&a)	0.841 (g&a)	t- value (sign.) r- value (sign.)

Above table shows following Results:

The calculated t-value of mean attitude score of Teacher Students and Principals (a & b) of TEIs was 5.14 hence we can say that there is significance deference between attitudes of Teacher Students and Principals of TEIs hence hypothesis H_01 was rejected and alternative hypothesis accepted. The calculated r-value of mean attitude score of Students and Principals of TEIs was 0.874 hence we can say that there is significance relationship between attitudes of Teacher Students and Principals of TEIs hence hypothesis H_02 was rejected and alternative hypothesis accepted. The Principals of TEIs more positive attitude towards KSOU's B.Ed. Course than that of Teacher Students.

The calculated t-value of mean attitude score of B.E.O. and Principals (b&c) of TEIs was 3.26 hence we can say that there is significance deference between attitudes of Principals of TEIs and Block Education Officers hence hypothesis H_03 was rejected and alternative hypothesis accepted. The calculated r-value of mean attitude score of Students Principals and Block Education Officers (b & c) of TEIs was 0.752 hence we can say that there is significance relationship between attitudes of Principals of TEIs and Block Education Officers, hence

hypothesis H_04 was rejected and alternative hypothesis accepted. B.E.O.s were having more positive attitude towards KSOU's B.Ed. Course than that of Principals of TEIs.

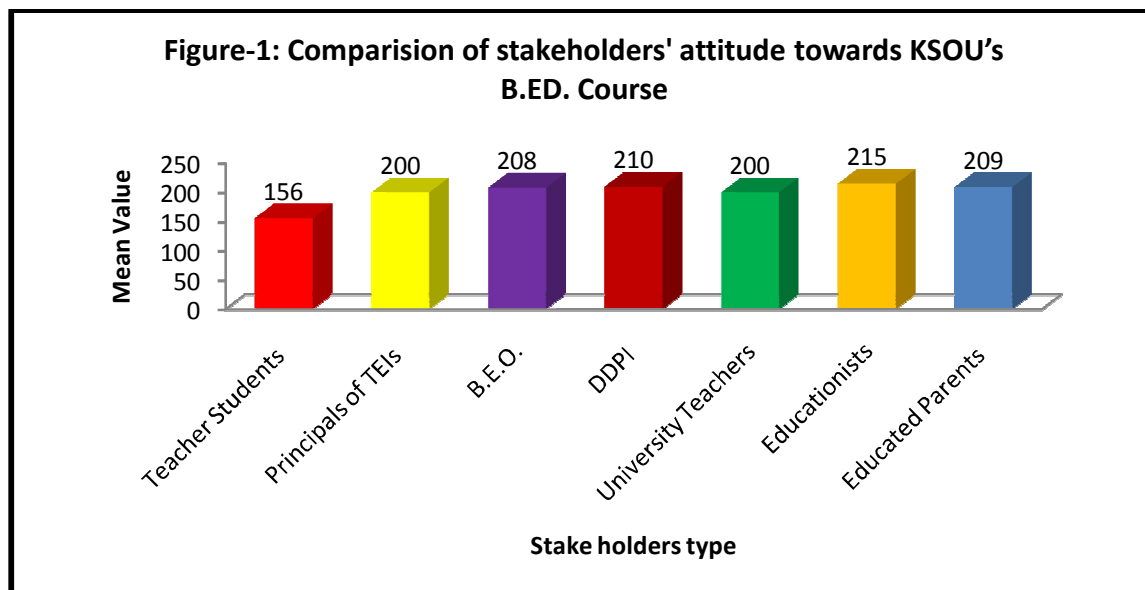
The calculated t-value of mean attitude score of B.E.O.s and D.D.P.I.s (c & d) was 4.72 hence we can say that there is significance deference between attitudes of B.E.O.s and D.D.P.I.s, hence hypothesis H_05 was rejected and alternative hypothesis accepted. The calculated r-value of mean attitude score of Students and Principals (c & d) of TEIs was 0.851 hence we can say that there is significance relationship between attitudes of B.E.O.s and D.D.P.I.s hence hypothesis H_06 was rejected and alternative hypothesis accepted.

The calculated t-value of mean attitude score of DDPIs and University Teachers (d & e) was 6.54 hence we can say that there is significance deference between attitudes of DDPIs and University Teachers, hence hypothesis H_07 was rejected and alternative hypothesis accepted. The calculated r-value of mean attitude score of DDPIs and University Teachers (d & e) was 0.674 hence we can say that there is significance relationship between attitudes of DDPIs and University Teachers, hence hypothesis H_08 was rejected and alternative hypothesis accepted.

The calculated t-value of mean attitude score of University Teachers and Educationists (e & f) of TEIs was 4.78 hence we can say that there is significance deference between attitudes of University Teachers and Educationists, hence hypothesis H_09 was rejected and alternative hypothesis accepted. The calculated r-value of mean attitude score of Students and Principals (e & f) of TEIs was 0.574 hence we can say that there is significance relationship between attitudes of University Teachers and Educationists hence hypothesis H_010 was rejected and alternative hypothesis accepted.

The calculated t-value of mean attitude score of Educated Parents and Teacher Students (g & a) was 6.41 hence we can say that there is significance deference between attitudes of Educated Parents and Teacher Students, hence hypothesis H_011 was rejected and alternative hypothesis accepted. The calculated r-value of mean attitude score of Educated Parents and Teacher Students (g & a) was 0.841 hence we can say that there is significance relationship between attitudes of Educated Parents and Teacher Students, hence hypothesis H_012 was rejected and alternative hypothesis accepted.

Above data Can be represented effectively in the graphical form as follows:



10. CONCLUSION:

Stake holders are having different attitudes. Their attitudes are significantly different and having relationship. The result shows that almost all stakeholders are having more positive attitudes towards KSOU's B.Ed. Course.

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