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EFFECTIVENESS OF THE BANGALORE UNIVERSITY B.ED CURRICULUM IN DEVELOPING PROPER ATTITUDE TOWARDS TEACHING PROFESSION



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ABSTRACT

The present study explored the variables that contribute to the effectiveness of teachers training program in Bangalore University for the education sector. A sample of 52 students were selected which included both male and female teacher trainees of B.E.S B.Ed. College; with the help of a research questionnaire their response was recorded. This study determined that their effectiveness could have been increased if rigorous training need analysis had been done. The study also finds that factors such as support from the head of departments, interest and cooperation from colleagues and availability of physical facilities in the colleges influenced the effectiveness of trainings. The study suggests that training programs are more effective due to presence of experienced trainers and better training facilities. The study also determined that factors like duration of training programs has no effect on effectiveness of training, rather, it requires appropriate time for subject matter to be studied. The study suggests that an increase in training budget can make these training programs more effective.

KEYWORDS : Teachers Training Program, Education Sector, Effectiveness Of Trainings, Etc.

INTRODUCTION

Attitude has always been a subject of interest to many researchers across the globe. It plays a

crucial role in the lives of the people. Winston Churchill once said "Attitude is a little thing that makes a big difference." Attitudes play a major part in determining a person's personality. Attitude affects the way people perceive and act towards people, objects or events that they encounter. Attitudes can also have an effect on one's social interactions. The survival and progress of organizations and communities also depend on the attitude of the people. Modern educational institutions also primarily depend on the attitude of principals and teachers for the accomplishment of tasks in a competitive educational environment.

Teaching is an innovative profession. In teaching process a teacher requires his innovation to impart the lesson effectively. Basically attitude of teachers refer to their wishes, feelings, ideas, liking or disliking towards teaching.

Allport (1935) perceived attitude as 'a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.'

The degrees to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing."

The grand success of educational programmes and policies is dependent on teacher's attitude, because teachers are the grass root programmers of any educational programmes and policies. Trained teachers are more effective in implementation of the course content in actual classroom environment, because they are aware about all dependent and independent variables of classroom teaching. The positive attitude of teachers towards teaching can be developed by providing short-term and long-term training programmes. It is influenced by the effectiveness of the curriculum prepared for the training programmes.

In fact, it can be said that the whole human capital formation of the country is dependent on teacher's attitude towards teaching and training is an urgent need for the development of proper attitude among the teachers. So, research studies are essential to evaluate the effectiveness of teacher training programmes in developing proper attitude towards Teaching Profession.

Positive attitudes not only promote learning but also create the climate which stimulates effective learning. Therefore, prospective-teachers must develop proper and positive attitudes towards their profession so that they can bring about a positive change in the life of their students. Attitudes towards profession are usually related with the status of the teaching profession and soundness of managing the teaching operations in modern educational institutions including teacher education colleges in India and abroad.

[Review of Related Literature](#)

[Bhatia, Ranjana \(1987\)](#) has made a study on the evaluation of new B.Ed curriculum in the colleges of education affiliated to the University of Bombay.

[Bhasin, chanchal \(1988\)](#) has done a study on *Teaching attitude and its relationship with teaching effectiveness of the higher secondary school teachers in relation to the modern community*, under Rani Durgavathi Viswavidyalaya.

[Bordoloi, Ajantha Dutta \(1990\)](#) had done a study on *A critical evaluation of Teacher Education in Assam at the primary level during Post- Independence period with special reference to the curriculum and in*

Service Training, Guwahati university.

Das, Sradindu (1992) had done a study on *The effectiveness of the present curriculum of the one year Junior Basic Training Programme for the teachers of primary schools of Assam, in developing the proper attitude towards the teaching profession, independent study Cachar, D.I.E.T, Assam.*

Rama Mohan, Babu, V (1992) conducted a study on Job Satisfaction, attitude towards teaching, Job involvement, efficiency of teaching and perception of organizational climate of teachers of residential and nonresidential schools under Sri Venkateswara University.

Objectives of the Study

- To study the effectiveness of one year B.Ed programme of Bangalore University for the teacher trainees in developing proper attitude towards teaching profession.
- To compare the effectiveness of the B.Ed programme in developing attitude among the male and female teacher-trainees.

Hypotheses of the study

- There is no significant effectiveness of one year B.Ed programme of Bangalore University in developing proper attitude among the teacher-trainees.
- There is no significant effectiveness of one year B.Ed programme of Bangalore University in developing attitude among male and female teacher-trainees.

Definitions of Key Terms

- **Teacher's attitude:** In this study teacher's attitude refers to the scores obtained by the B.Ed students on the basis of the Teacher Attitude Inventory developed by Dr.S.P. Ahluwalia.
- **Teacher trainees:** All trainees underwent the one year B.Ed course under Bangalore University for the session 2012-2013.
- **Effectiveness:** The degrees to which objectives are achieved and the extent to which targeted problems are solved. Efficiency means "doing the thing right," effectiveness means "doing the right thing."

Delimitation of the study

- i. This study is limited to Teacher trainees of B.E.S.B.Ed. College only.
- ii. This study would find out only the change of attitude of the teacher trainees towards teaching.

Methodology: In this study, the researchers used Survey Method.

(a) Population of the Study: 12 secondary teacher training institution under Bangalore University offering B.Ed course.

The 60 students of B.E.S B.Ed. College constituted the total population because samples were taken from B.E.S.B.Ed. College.

(b) Sample of the Study:

For the 1st objective 52 students were selected which included both male and female teacher trainees of B.E.S.B.Ed. College.

For the 2nd objective From the total sample of 52 trainees, 11 male trainees and 41 female trainees were

selected randomly.

(c) **Tool Used:** The researcher used a standard attitude scale named “Teacher Attitude Inventory” developed by Dr.S.P.Ahluwalia. It is a Likert Summated rating Scale, which included 6 aspects of teacher’s attitude. These are teaching profession, classroom teaching, child-centered practices, educational process, pupils and teachers.

(d) **Procedure of Data Collection:** In this study primary data is employed. The researcher organized a pretest at the beginning of the course and collected the scores. Again, by using same attitude scale the researcher conducted a post test at the end of the course with same samples as in pretest.

Analysis of Data

Table-1

Tests	N	Mean	S.D.	t	Remarks
Pre test	52	238	30.2	2.69	Significant at 0.05 level
Post test	52	254	32.8		

Table- 2

Tests	N	Mean	S.D.	t	Remarks
Pre test	11	238	30.94	1.02	Not Significant at 0.05 and 0.01 level
Post test	11	251	24.61		

Findings of the study

1. The significant improvement in attitude of teacher trainees towards teaching profession. Table-1 Shows that the Mean scores of posttest is higher than the Mean scores of pretest. So, the one year B.Ed course of Bangalore University is effective in changing the attitude of teacher trainees towards teaching profession. The null hypothesis of the study is rejected.
2. The significant improvement in attitude of male teacher trainees towards teaching profession. Table-2 Shows that the t value calculated is smaller than the t value tabulated, so the course is not effective in changing the attitude of male students.

Suggestions for Further Research

- A research study can be conducted for other teacher training courses such as pre-service teacher education, junior basic training etc.
- The same study can be taken in broad prospective covering more teacher training institutions of different levels.

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