



## A STUDY OF THE IMPACT OF TEACHER TRAINING ON THE ATTITUDE OF TRAINEES TOWARDS THE TEACHING PROFESSION

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### ABSTRACT :

*It has been realised all the world over that among the vital inputs for National Development in any country human resources' input is the most crucial. How do we get appropriate Human Resources? It is education of various types which provides Human Resources. As a matter of fact, education, in the broadest sense of the term, is the means for human resource development.*

**KEYWORDS :** *National Development , Human Resources , matter of fact, education.*

### 1. INTRODUCTION

It is universally recognised that the 'foundation' for education in terms of elements of human resources is laid at the school level. Therefore the National Education Commission, popularly known as Kothari Commission (since Dr D.S. Kothari was its chairman) 1964-66, rightly starts its voluminous report with the statement, 'The destiny of our Nation is being shaped in our class-rooms'. It needs to be realised that among the various inputs of school education as the foundation for National development, the 'Teacher', as a Ph.D. level study concludes, contributes to the extent of 68% and all other inputs together constitute 32%.

The Teacher, therefore, is the central pillar for education which provides human resources for National development. In preparing the teacher for his noble task effectively, Teacher Training colleges play a vital role.

Unfortunately, all teacher training institutions over-emphasise (a) storage of knowledge (reduced to just a mass of Information) and (b) skills required to get marks in the examination. For human resources to be appropriate and effective, the trainees' 'Attitude' towards the teaching profession ultimately decides the level of effective work of the teacher for producing a highly motivated and competent person for the all too important task for the goal of National Development.

### 2. DEARTH OF STUDIES:

In this regard, a broad survey of Researches in Teacher Education indicates the grave paucity of studies relating to 'Attitude' development of trainees for teaching. Though there are a few studies directed to the assessment of Teachers' Attitude to Teaching as a Profession, the amount of specific studies measuring the IMPACT of the Training Courses on developing favourable and effective attitude of teachers towards the teaching profession as such, is almost 'Nil'.



### 3. TITLE AND OBJECTIVES TITLE :

"A study of the Impact of Teacher Training on the attitude of trainees towards the teaching profession"

### 4. OBJECTIVES:

- 1 To measure the attitude of trainees towards the teaching profession before and after training.
- 2 To find out the significance or otherwise of the extent of change in their attitude and
- 3 Surmise the factors that may have influenced the change in their attitude.

### 5. SIGNIFICANCE:

The study has an enhanced significance especially after the National "New Policy on Education" (NPE 1982 - revised 1992) expanded the role of the teacher to (a) teaching, (b) preparing teaching aids, (c) Research (specially action research), (d) Extension (helping lower levels of Institutions to develop higher quality in teaching) and (e) Management (both institutional management and educational management in a wider sense). Such a dynamic role is not possible without a favourable, positive attitude towards teaching as a profession. This attitude is a vital product of a good course of teacher training. By just collecting data at one shot regarding the attitude of trainees towards the teaching profession, it will not be possible to 'Pinpoint' whether the 'attitude' was developed because of the course run or due to other factors. Studies by Lulla (1964), Usha Pandey, Misra, Joshi etc. refer to measurement of attitude only. They are not impact studies.

### 6. OPERATIONAL DEFINITIONS:

1. **Teacher-training:** Means the course of one year for the B.Ed. (Bachelor of Education Degree of the Gulbarga University, Kalaburagi) — both Theory and Practical's.
2. **Teaching Profession:** Means the academic and non-academic work done by teachers in secondary schools in Karnataka State.
3. **Attitude:** Favourable or unfavourable responses of Trainees towards the teaching profession as measured by using a standardised 'Attitude scale'.
4. **Impact:** Influence of the Teacher Training Course on the attitude of trainees evidenced by the change in attitude.

### 7. VARIABLES:

1. Independent variable : Training course
2. Dependent variable : Change in Attitude
3. Intervening variables :
  - a. Gender of Trainees
  - b. Location
  - c. Status-Aided/Unaided

### 8. HYPOTHESIS:

1. There is no significant difference (at 0.05 and 0.01 levels) in the mean levels of attitudes between pre-test scores and posttest scores.
2. There is no significant difference between male and female trainees in their attitudes towards the teaching profession.
3. There is no significant difference between trainees studying in Aided colleges versus Unaided colleges. Aided colleges are the oldest and receiving 100% salary grant for both academic and non-academic staff from the government directly and also manned by fully qualified staff on par with equivalent government servants within 58 years of age (Retirement) whereas staff in unaided colleges may be less than the

prescribed teacher-student-ratio and may consist of some retired teachers, though possessing minimum qualifications, but drawing lesser salary as compared to staff in aided colleges.

4. There is no significant difference between the attitudes of trainees studying in colleges located in metropolitan city of Bangalore and those studying in colleges located in taluk places

## 9. RESEARCH DESIGN

### 1. Sample :

#### a. Colleges :

- a) Selected from colleges which volunteered to participate in the study.
- b) Four colleges are located in Raichur 1 of them are aided and 3unaided.
- c) Three colleges are located outside the city, and 1 in taluka head quarters.

#### b. Trainees :

- a) Selected by random sample from among those made available for the Pre-test and Post-test purposes by the respective colleges.

### 2. Research Tool

a. "Teachers' Attitude Scale", developed by the Department of Education, Bangalore university, for its own study earlier, is used in the present study for both Pre-test and Post-test.

The tool consists of 50 items (both positive and negative together).

b. The items are distributed as under :

- |  |   |          |
|--|---|----------|
| a) Attitude towards Academic work          | - | 20 items |
| b) Attitude toward Administrative work     | - | 10 items |
| c) Attitude toward Co-curricular work      | - | 10 items |
| d) Attitude toward Community participation | - | 10 items |

c. It is a four-point scale

Weightage

A	-	4
B	-	3
C	-	2
D	-	1

### 3. Analysis:

Statistical analysis of Mean Average scores will be used for comparison. `T' scores will be the basis.

1. Test scores single group Pre-test and Post-test scores will form the core for comparison.
2. The duration between Pre-test and Post-test will be 8 months.

## 10. LIMITATIONS OF THE STUDY:

- a. The study is limited to the selected group of trainees from the seven selected colleges of education — all falling within the Gulbarga University only.
- b. The entire interpretation is based on Mean T -scores.
- c. Significance of difference is worked out both at 0.05 level and 0.01 level.

**11. STATISTICAL ANALYSIS AND FINDINGS:****Table-2: Comparison of Pre-test and Post-test attitude mean score**

Sl. No	College	Rounded off Mean Scores (In Integers)				0.5 + above are treated as 1.
		Male		Female		
		Pre-Test	Post-Test	Pre-Test	Post-Test	
1.	S.R.K. College of Education, Raichur	139	148	151	156	
2.	Navodaya College of Education, Raichur	143	145	147	153	
3.	Nandini College of Education, Raichur	144	147	144	149	
4.	Nalanda College of Education, Raichur	139	141	145	147	
5.	Sharada College of Education, Raichur	142	144	145	146	
6.	S.H.M. College of Education, Lingasugur	141	146	147	146	
7.	Kanakadas College of Education, Sindanoor	142	144	145	145	

**12. RESULTS ON THE BASIS OF MEAN SCORES:**

1. In all colleges the Post-test scores are higher than Pre-test scores (except S.H.M. College of Education, Lingasugur) indicating a positive impact of B.Ed. Training in respect of attitude towards the teaching profession.
2. Pre-test scores range from 139 to 144 in the case of males and 144 to 151 in the case of females indicating a slight higher starting point in the case of females as compared to males.
3. Post-test scores range from 141 to 148 in the case of males and 145 to 156 in the case of females indicating a higher edge for females.

**13. SIGNIFICANT LEVELS OF CHANGE:**

Though the change is generally positive, a stronger indicator would be whether the difference is Significant and if yes at what levels. The findings based upon the statistical analysis are:

1. The difference is significant at both the levels (0.05 and 0.01) in the case of only two sub-groups namely (i) S.R.K. College of Education males and (ii) Navodaya College of Education females though the samples of females were predominant in both these colleges.
2. It may be specially noted that these are the only two aided colleges among the seven studied. This gives rise to a speculation that 'Receiving aid in the form of 100% salary grant for the staff (teaching and non-teaching) and significant positive change in the attitude towards the teaching profession are positively linked. This, however, has to be tested on a broader and fully representative sample. Perhaps the service security enjoyed by the staff in these colleges may be a positive motivating factor in bringing about a significant change in attitude among the trainees.
3. There are two sub-groups (S.R.K. College of Education Female group and Nandini College of Education Female group in which the difference is significant at 0.05 level only). Since Nandini College of Education is

an unaided college, it gives hope that even unaided colleges, if well managed, may bring about a significant change in the attitude of trainees.

4. The change or difference is not at all significant at either of the two levels in any other college. This gives rise to the question, "What is the special factor in the Nandini College of Education which is missing in other unaided colleges?" This needs a further wider and deeper study.

#### 14. IMPLICATIONS:

Significant difference at 0.05 level is noted in female groups in both the two aided colleges and one unaided college. Does it mean that female trainees by and large are more amenable for significant change than males comparatively? If yes, why is it that the female groups in other unaided colleges have not shown a positive change? Perhaps coupled with sex, there may be other factors like the type of staff, infrastructure, guidance to staff and more specifically, a special attention and effort towards bringing about significant change in the attitude of trainees towards the teaching profession etc. may be vital factors.

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