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COLLEGE CLIMATE AND ATTITUDE TOWARDS TEACHING PERFORMANCE OF TEACHER EDUCATORS IN B.ED COLLEGES

Vani Nayaki D. C.¹ and Dr. S. S. Patil²

¹Research Scholar, Department of P.G Studies and Research in Education, Kuvempu University, Shankaraghatta. and Assistant Professor, Kumadvathi College of Education, Shikaripura.

²Professor & Dean, Department of P.G Studies and Research in Education, Kuvempu University, Shankaraghatta.

ABSTRACT: -

In this article the investigator made an attempt to find out the level and relationship between attitude of teacher educators towards teaching performance and college climate, to find out if the expressed attitude and college climate, teaching performance were influenced by their



characteristics like gender, type of institutions. The study was conducted by survey method and made use of standardized attitude scale towards teaching profession and college climate questionnaire, student's opinion about teaching performance of teacher educators developed by the researcher. A random sample of 109 teacher

educators and 840 student teachers was selected from affiliated B.Ed colleges of Kuvempu and Davanagere Universities. Hypotheses were tested using technique of ANOVA.

KEYWORDS: investigator made, teacher educators, Teaching Performance, Teacher Educators.

INTRODUCTION :

Education is a powerful instrument to bring out desired change in the individual as well as in terms of more intensive knowledge, better growth of intellectual abilities, development of certain skills particular to each subject and attitude and college climate to the given situation environment. The task of a each teacher educator is to bring behavioural changes in students so that they become better adjusted in society.

"An attitude is a readiness to respond in such a way behavior is gives a certain direction."

"An attitude is a particular feeling about something. It therefore involves a tendency to behave in a certain way in situations which involve that something, whether person, idea or object. It is partially rational and partially emotional and is acquired, not inherent, in an individual."

College climate is a set of measurable properties of the whole environment of teachers and administrators based on collective perceptions. The atmosphere in which the college conducts itself is technically known as its college climate. The psycho-emotional environment in which the process of education takes place in colleges speaks for their Institutional climates. It is this climate, which can be found conducive for the teachers to teach and the students may feel like learning in it. The other side of the coin is that college climate may work to develop apathy in the minds of the teachers for teaching and at the same time it can prove to be instrumental in creating for learning in the mind of the learners. It may be said that college climate projects the nature of a believed to prevail in a college.

"Teacher performance is a continuous process for identifying, evaluating and developing the work

performance of teachers, so that the goals and objectives of the college are more effectively achieved, while at the same time benefiting teachers in terms of recognition of performance, professional development and career guidance.”

OBJECTIVES

The present study has been undertaken with the following objective:

- To study the interaction effect of teacher educators’ attitude and college climate on their teaching performance.

HYPOTHESIS:

- There is no significant influence of main and interaction effect of attitude and college climate on teaching performance of teacher educators.

Sample:

The sample is 109 B.Ed – Teacher Educators and 840 Student Teachers from affiliated B.Ed Colleges of Kuvempu University and Davanagere University.

Method of research:

This study is conducted with survey method

Tools used for collecting data

Based on the review of related literature and personal experience and also keeping in view the variables and the objectives of the study. The investigator has used the following tools for the collection of relevant data.

- Attitude -- Ahluwalia’s Teacher Attitude Inventory – (1974).
- Teaching Performance – developed by Researcher
- College Climate Questionnaire – Dr.Ashwani Kumar Gaur.

Analysis of data:

Objective: To study the interaction effect of teacher educators’ attitude and college climate on their teaching performance.

To achieve this hypothesis, the Two-way ANOVA technique has been applied and results are presented in the following table:

Table: 1.1 Summary of 3 x 3 (attitude and college climate) factorial design of ANOVA for teaching performance

Table: 1

Tests of Between-Subjects Effects					
Dependent Variable: TEACHING PERFORMANCE					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Attitude of Teacher educators	16.97	2	8.49	0.18	N.S
College Climate	472.81	2	236.41	4.98	Significant as 0.01 level
Attitude of Teachers X College Climate	124.85	4	31.21	0.66	N.S
Error	4745.64	100	47.46		
Total	3594856.64	109			

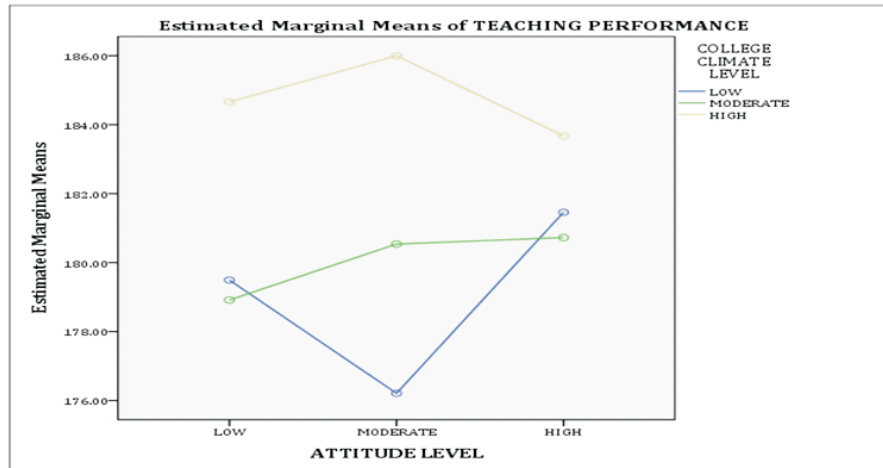
The analysis of main effect of attitude and college climate was done and is progressed in table 1, it is clear that the F value for main effect of attitude on Teacher Performance is not found significant, it means that “There

is no significant influence of main effect of attitude on teaching performance.

The F value for main effect of college climate on teaching performance is found to be 4.98, which is significant at 0.01 level, it means that, "There is a significant influence of main effect of attitude on teaching performance among teacher educators".

Further, from the same table it is found that, The F value for interaction to attitude and college climate is 0.66, which is not significant. It means that mean score of teaching performance of different levels of attitude having different levels of college climate differ significantly. Hence, the hypothesis, which states that 'there is no significant influence of interaction between attitude and college climate on teaching performance of teacher educators, is accepted.

This is interpreted graphically in figure 02



Graphical representation: influence of interaction between levels of attitude and college climate on teaching performance Further it can concluded that teacher educators in low, moderate and high level of attitude having different levels of college climate possessed different level of teaching performance.

FINDINGS:

1. The teaching performance of different levels of Attitude having different levels of college climate differ significantly. Hence, the hypothesis, which states that 'there is no significant influence of interaction between attitude and college climate on teaching performance of teacher educators, is accepted.
2. It clearly shows that the 'F' value of attitude 0.18 which shows that teaching performance is not found significant that there is no influence of attitude on their teaching performance. Further the 'F' value of college climate 4.98 shows that teaching performance is found significant, it clearly says that teacher educator's attitude which influence on their teaching performance. Continuingly the result of interaction effect of 'F' value between attitude and college climate on their teaching performance is 0.66, which clearly says that teacher educators in low, moderate and high level of attitude having different levels of college climate possessed difference level of teaching performance.

CONCLUSIONS:

The findings of the above study indicate that a teacher educator is central and formal to the teacher education system. The present study indicates that the college climate of teacher educators influence on the teaching performance of the teacher educators. College climate and attitude is having the more important role in the teaching performance of the teacher educators. There is a need of maintaining a proper college climate which has apposite impact on the teaching performance of teacher educators. The college climate does not mean just the infrastructure and material resources, it includes maintenance of a conducive environment for carrying over the job of a teacher. The profession of a teacher educator is more important than any other. It has a responsibility of preparing effective teachers for the schools which has an over all impact on the total education

system of a nation. Hence this study prompts to maintain the quality of the teacher training institutions.

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