



Teaching Attitude of the B.Ed. Teacher Trainees and Secondary School Teachers

Chandrakant Borase

Associate Professor in Education,
College of Education, Nasik. Maharashtra State, India

Abstract

The present research study was mainly concerned with teaching attitude of the B.Ed. teacher trainees and secondary school teachers. The sample consists of 60 B.Ed. teacher trainees and 60 secondary school teachers from Nasik. Data was collected by using Teacher Attitude Inventory developed by Dr .S.P. Ahluwalia. The data was analyzed by using statistical measures as mean, Standard Deviation and t-value.

Key words- *Teaching attitude, Teacher trainees, Secondary school teachers.*

Introduction

In the context of globalization, the role of teacher is changes in the educational process. Attitude of teacher affects the action because attitudes and interest determine largely the direction of behavior. Attitude plays a vital role in every walk of the life. Attitude is a readiness to react towards an object.

For teaching profession the teaching attitude is much more important. That's why the study of teaching attitude of B.Ed. teacher trainees which will enter in this field in near future is very important. Also the study of the teaching attitude of secondary school teachers is very important.

A positive attitude of the B.Ed. teacher trainees as well as secondary school teachers makes the teaching process easier and also the more satisfying and interesting. But the negative attitude towards teaching makes the teaching process unpleasant and tedious.

Moreover, teaching attitude affects on its own behavior in the class and also affects the behavior of students which are present in the class.

Significance of the Research Study

School plays a vital role in shaping the individuals. Through the process of education, the students acquire the ability to handle any situation he or she going to face. For shaping the

students teaching process is very important in the school. If the attitude of the teacher towards teaching is positive, it affects the behavior of itself of teacher as well as the students.

So, through this present study investigator wants to find out the teaching attitude of B.Ed. teacher trainees and secondary school teachers.

Objectives of the Research Study

1. To study the teaching attitude of the B.Ed. teacher trainees.
2. To study the teaching attitude of the secondary school teachers.
3. To study the comparison of the teaching attitude of the B.Ed. teacher trainees and secondary school teachers.

Hypotheses

1. There is no significant difference in the mean scores of teaching attitude of the male and female B.Ed. teacher trainees.
2. There is no significant difference in the mean scores of teaching attitude of the male and female secondary school teachers.
3. There is no significant difference in the mean scores of teaching attitude of the B.Ed. teacher trainees and secondary school teachers.

Methodology of present research study

Descriptive survey method was used for present research study.

Sample

The sample consists of 60 B.Ed. teacher trainees in which 30 male and 30 were female B.Ed. teacher trainees. And 60 secondary school teachers were selected as a sample; in it 30 male and 30 were female secondary school teachers from Nasik.

Tools used for the study

For assessing the teaching attitude of B.Ed. teacher trainees and secondary school teachers the tool used was Teacher Attitude Inventory developed by Dr. S.P.Ahluwalia.

Procedure of the Study

Teacher Attitude Inventory was administered on 60 B.Ed. teacher trainees and 60 secondary school teachers. In it 30 male and 30 female B.Ed. teacher trainees and also 30 male and 30 female secondary school teachers from Nasik was included.

Statistical techniques used

Following statistical was used

1. Mean
2. Standard Deviation
3. t- value

Testing of Hypotheses

Hypothesis-1: There is no significant difference in the mean scores of teaching attitude of

the male and female B.Ed. teacher trainees.

Table-1: Mean scores of teaching attitude of the male and female B.Ed. teacher trainees.

Category	N	Mean	Standard Deviation	t-value	Level of significance
----------	---	------	--------------------	---------	-----------------------

Male	30	262.8	17.5	3.91	0.05
Female	30	273.4	15.7		Significant

For $df = 58$, at 0.05 level of significance the table t-value is 2.00 and the calculated t-value is 3.91. The calculated t-value 3.91 is more than the table t-value 2.00; hence the mean difference is significant. Therefore the hypothesis-1 is rejected. Hence the significant difference is found in the mean scores of teaching attitude of the B.Ed. teacher trainees and secondary school teachers.

Hence it was concluded that there is a significant difference in the teaching attitude of the male and female B.Ed. teacher trainees.

Hypothesis-2: There is no significant difference in the mean scores of teaching attitude of the male and female secondary school teachers.

Table-2: Mean scores of teaching attitude of the male and female secondary school teachers

Category	N	Mean	Standard Deviation	t-value	Level of significance
Male	30	256.3	21.5	0.118	0.05
Female	30	255.8	14.9		Not significant

For $df = 58$, at 0.05 level of significance the table t-value is 2.00 and the calculated t-value is 0.118. Calculated t-value 0.118 is less than the table t-value 2.00; hence hypothesis-2 is accepted. Therefore it was inferred that there was no significant difference found in the mean scores of the attitude of the male and female secondary school teachers.

Hence it was concluded that male and female secondary school teacher are much similar in their attitude towards teaching.

Hypothesis-3: There is no significant difference in the mean scores of teaching attitude of the B.Ed. teacher trainees and secondary school teachers.

Table-3: Mean scores of teaching attitude of the B.Ed. teacher trainees and secondary school teachers

Category	N	Mean	Standard Deviation	t-value	Level of significance
B.Ed. Teacher Trainees	60	264.6	20.7	1.17	0.05
Secondary School Teachers	60	258.9	26.2		Not Significant

For $df = 58$, at 0.05 level of significance the table t-value is 2.00 and the calculated t-value is 1.17. The calculated t-value 1.17 is less than the table t-value 2.00; hence hypothesis-3 is

accepted. Therefore it was inferred that there was no significant difference in the mean scores of the teaching attitude of the B.Ed. teacher trainees and secondary school teachers.

Hence it was concluded that there was no significant difference in the teaching attitude of the B.Ed. teacher trainees and secondary school teachers.

Findings of the Research Study

1. There was a significant difference in the teaching attitude of the male and female B.Ed. teacher trainees.
2. There was no significant difference in the teaching attitude of the male and female secondary school teachers.
3. There was no significant difference in the teaching attitude of the B.Ed. teacher trainees and secondary school teachers.

Conclusion

Teaching attitude of teachers affects his or her behavior in the classroom and also the behavior of his or her students. Since it is very important and essential to develop teaching attitude among both the male and female B.Ed. teacher trainees.

References

1. Ahluwalia, S.P. (2006). *Manual for Teacher Attitude Inventory*. Agra: National Psychological Association.
2. Best, J.W. and Kahn, J.V. (2007). *Research in Education (9th ed.)*. New Delhi: Prentice-Hall of India Pvt. Ltd
3. Garrette, H.E. (2006). *Statistics in Psychology and Education*. Delhi: Surjeet Publications.
1. Good, C.V., Bar, A.S. and Scates, D.E. (1935). *Methodology of Educational Research*. New York: Appleton-Century-Crofts