

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

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INTRODUCTION:

The study was designed to assess the attitude of teacher educators towards teaching performance and to find out if the expressed attitude and aptitude, teaching performance were influenced by their characteristics like gender, type of institutions. The study was a survey and made use of standardized attitude scale towards teaching profession and teaching aptitude, student's opinion about teaching performance of teacher educators to be developed by researcher. A random sample of 109 teacher educators and 840 student teachers was selected from affiliated B.Ed colleges in Kuvempu and Davanagere University. Hypothesis was tested using technique of ANOVA.

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 aptitude to the given situation environment. The task of a each teacher educators is to bring behavioural changes in students so that they become better adjusted in society.

About the attitude, aptitude and Teaching Performance:

“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.”

“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 objectives:

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

Hypothesis:

- There is no significant influence of main and interaction effect of attitude and aptitude 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:

In the present study having Descriptive method and Survey method of research. Correlation method was used in this study.

Data gathering tools:

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 –To be developed by Researcher.
- Teaching Aptitude Test – Dr.Surender, S.Dahiya, Dr.L.C.Singh.

Analysis of data:

Objective: 1. To study the interaction effect of teacher educators’ attitude and aptitude 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: 4.1 Summary of 3 x 3 (Attitude and Aptitude) Factorial Design of ANOVA for teaching performance

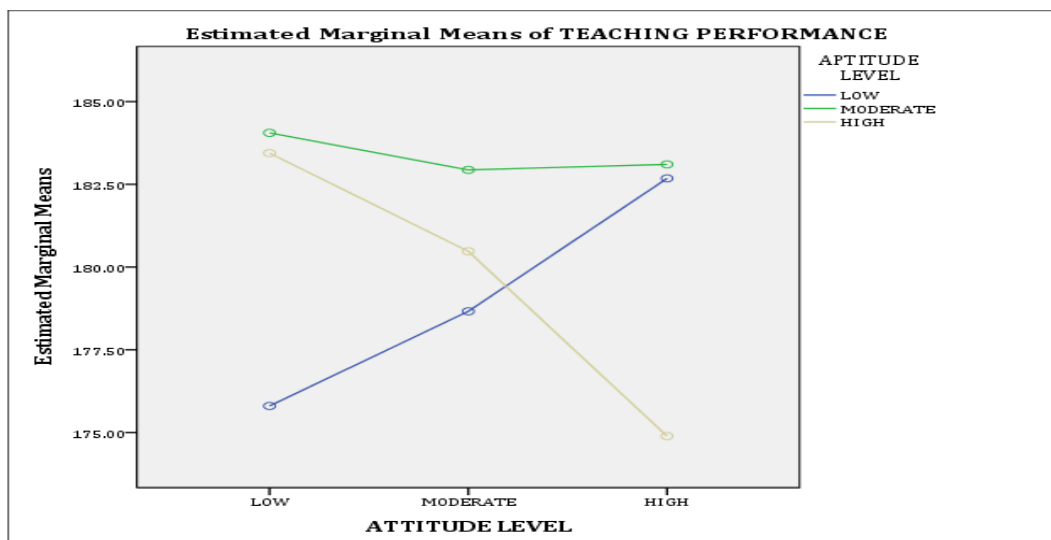
Tests of Between-Subjects Effects					
Dependent Variable: TEACHING PERFORMANCE					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Attitude	9.48	2	4.74	0.10	N.S
Aptitude	392.14	2	196.07	4.20	Significant as 0.05 level
Attitude X Aptitude	429.97	4	107.49	2.30	N.S
Error	4667.07	100	46.671		
Total	3594856.64	109			

The analysis of main effect of attitude and aptitude was done and is progressed in table 4.1, 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 aptitude on teaching performance is found to be 4.20, which is significant at 0.05 level, it means that , “There is a significant influence of main effect of aptitude on teaching Performance among teacher educators”.

Further, from the same table it is found that the F value for interaction between attitude and Aptitude is 2.303, which not significant. It means that mean score of teaching performance of different levels of attitude having different levels of aptitude differ significantly. Hence, the null hypothesis that ‘There is no significant influence of interaction between attitude and aptitude on teaching performance of teacher educators is accepted.

This is interpreted graphically in figure 01



Graphical representation: influence of interaction between levels of attitude and aptitude on teaching performance

Further it can be concluded that teacher educators in low, moderate and high level of attitude having different levels of aptitude possessed different level of teaching performance.

Findings:

- The teaching performance of different levels of attitude having different levels of aptitude differ significantly. Hence, the null hypothesis that ‘there is no Significant Influence of Interaction between attitude and aptitude on teaching performance of teacher educators is accepted. It may, therefore be concluded that ‘there is a significant

influence of interaction between attitude and aptitude on teaching performance of teacher educators.

Educational Implications:

- A teacher educator is central and formal to the teacher educational system. Therefore, positive attitude towards teaching performance plays an important role.
- Attitude of a person cannot be changed but by providing in-service programmes attitude may be changed or boosted for better adjustment of teacher because attitude and aptitude of teacher educators teaching performance are related to each other and are a crucial factor in the success of the educational system.
- The present study indicates that the attitude and aptitude of teacher educators influence on the teaching performance of the teacher educators .
- Teaching aptitude and attitude is having the more important role in the teaching performance of the teacher educators.
- This study may also be helpful for maintain the quality of the teacher training institutions.

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