

Effectiveness of Teacher Training Program on the Attitude of Student Teachers

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Abstract:

The success of a school depends largely on its teachers. Amongst all the attributes, the teachers' attitude towards the entire teaching profession is very crucial. A positive attitude will enhance the teaching learning process thereby ensuring the quality of the education. It is also seen that the teachers have a great influence on the students. Thus, it is important to train the teachers to be more proficient and competent to carry out their role effectively. The following study focusses on measuring the effectiveness of the two-year teacher training program on the attitude of the student teachers. Statistical test like the mean scores, were considered and 't' value was calculated to find the difference in the attitude of the student teachers towards the different aspects like teaching profession, classroom teaching, child-centred practices, educational process, pupils and teachers. The study revealed that the two-year teacher training program helped to bring a positive change in the attitude of the student teachers.

Keywords: Teacher Training Program, Student Teachers, Attitude

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I. INTRODUCTION

For the professional preparation of the teachers it is important to study the attitudes held by them. How a teacher carries out her responsibilities and duties largely depend on their attitude, values and beliefs. A teacher with positive attitude will have a different approach towards work in comparison to a teacher with negative attitude. The teachers attitude not only has an impact on the teaching learning process but also influence the behaviour of the students. Since the teachers are dealing with children it becomes imperative for them to have a positive and favourable attitude. Children look upon their teachers as their second parent and at such an impressionable age definitely get influenced by the teachers' words, actions in fact by her presence in the class.

II. NEED OF THE RESEARCH

Attitude plays an important role in determining people reactions to situations. Attitude is a predisposition to respond favourably or unfavourably to an object, person, or event. Teachers attitude plays a very important role in the education process. The attitude of the teachers influences the students in a positive or negative way. Thus, it is important for the teachers to have a positive attitude towards the profession they have chosen. Hence the following research study was taken up to see the change in the attitude of the teachers after completing the two-year teacher training program.

III. STATEMENT OF THE PROBLEM

The problem of the study focusses on measuring the effectiveness of the teacher training program on the attitude of the student teachers. Whether the two-year program has helped in bringing a favourable change in the attitude of the student teachers and prepared them for the world of work.

IV. VARIABLES OF THE STUDY

Dependent variables

Attitude of the student teachers towards the following aspects: -

- teaching profession,
- classroom teaching,
- child-centred practices,
- educational process,
- pupils and teachers

Independent variables

Two-year teacher training program

V. OPERATIONAL DEFINITIONS

Attitude: For the present study, attitude is defined as student teachers' beliefs, feelings and tendencies towards the teaching profession, classroom teaching, child-centred practices, educational process pupils and teachers.

Student Teachers': For the present study, student teachers are the ones who have enrolled for the two-year teacher training program offered by Hansraj Jivandas college of education which is affiliated to University of Mumbai.

Two-year teacher training program: For the present study the two-year teacher training program offered by University of Mumbai is Credit Based Choice System comprising of four semesters. The Theory and the practicum part intend to train the teachers for all round development and make them more humane and positive in their outlook so as to face the world of work.,

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VI. OBJECTIVES OF THE STUDY

- 1) To find out the difference in the student teachers' attitude before the commencement of the two-year teacher training program for the following aspects: -
 - teaching profession,
 - classroom teaching,
 - child-centred practices,
 - educational process,
 - pupils and teachers.
- 2) To find out the student teachers' attitude after the completion of the two-year teacher training program for the following aspects: -
 - teaching profession,
 - classroom teaching,
 - child-centred practices,
 - educational process,
 - pupils and teachers.
- 3) To find out the difference in the student teachers' attitude before the commencement and after the completion of the two-year teacher training program for the following aspects: -
 - teaching profession,
 - classroom teaching,
 - child-centred practices,
 - educational process,
 - pupils and teachers.

VII. HYPOTHESIS OF THE STUDY

- 1) There is no significant difference in the pre-test and post-test scores on the attitude of student teachers after completion of the two-year teacher training program.

VIII. SCOPE AND DELIMITATIONS OF THE STUDY

The present study focuses on the following aspects like teaching profession, classroom teaching, child-centered practices, educational process, pupils and teachers.

The research includes only one teacher training college for the study.

IX. METHOD OF THE STUDY

For the present study, single group pre-test –post-test experimental design is used to test the effectiveness of the two-year teacher training program.

Pre-test was administered before the commencement of the two-year teacher training program and post-test at the completion of the two-year teacher training program. Pre-test and post-test scores were compared and subjected to test of significance of the difference between the means of two tests.

The single group pretest-posttest design is represented as follows:

O1 X O2

Where O1 is the pretest

O2 is the posttest

X is the treatment variable

X. SAMPLE

For the present study, the population comprises of 50 student teachers' of Hansraj Jivandas college of education which is affiliated to Mumbai University.

XI. TOOLS FOR THE DATA COLLECTION

The attitude of the student teachers was measured by Teacher Attitude Inventory (TAI) by Dr. S.P. Ahluwalia. The six aspects dealt in the inventory are teaching profession, classroom teaching, child-centered practices, educational process, pupils and teachers. For the experimental study the data was collected from 50 teachers of over a period of two academic years. Before commencing the program, pre-test was administered to measure the level of attitude. At the end of the program the post-test was administered to measure the same.

XII. ANALYSIS OF THE DATA

The mean scores were calculated for the pre-test and post-test for the following aspects.

TABLE 1.1

Mean Scores for the Pre-Test and Post-test of Teachers Attitude Inventory

Variables	Pre-test Scores	Post-test Scores
Teaching profession	43	47
Classroom teaching	48	51.34
Child-centred practices	40	44.18
Educational process	45	50.22
Pupils	42.10	44.20
Teachers	42.18	44
Total	260.28	280

Table 1.1 shows an increase in the post-test scores for all the variables.

Inferential analysis: - The statistical technique used was the t-test for the following hypothesis:

- 1) There is no significant difference in the pre-test and post-test scores on the attitude of student teachers after completion of the two-year teacher training program.

XIII. MAJOR FINDINGS

Hypothesis:

The hypothesis testing was done by using Single group 't' test to check the effectiveness of teacher training program on the attitude of student teachers'.

Testing of the hypothesis 1

The statistical technique used to test this hypothesis was Single Group 't' Test

There is no significant difference in the pre-test and post-test scores on the attitude of student teachers after completion of the two-year teacher training program.

Table 1.2

Difference in the Pre-Test and Post-Test Scores for Teachers Attitude Inventory

Single Group	N	Mean	SD	Obtained t-ratio	Tabulated t-ratio	I.o.s
Pre-test	50	260.28	22.87	6.53	2.75	0.01
Post-test	50	280.94	18.50			

Interpretation

Table 1.2 shows the obtained 't' is greater than the tabulated 't'. Hence the null hypothesis is rejected. There is a significant difference in the pre-test and post test score on teacher attitude Inventory of the student teachers after the two-year teacher training program.

XIV. CONCLUSION

There is significant difference in the pre-test and post-test scores of teachers' cultural competence. The post-test mean score is higher than the pre-test score of the group. This implies that the two-year teacher training program has helped in bringing a favourable change in the attitude of student teachers.

XV. DISCUSSION

In the present study the two-year teacher training program has brought a transformation in the attitude of the student teachers towards the teaching profession, classroom teaching, child-centered practices, educational process, pupils and teachers. The program has helped to create awareness among the student teachers about their attitude, values and beliefs. A marked improvement has been seen in the student teachers' attitude after the completion of the two-year teacher training program. The program may have brought a positive change in their outlook towards teaching profession, classroom, pupils and their duties as teachers. Thus, the program helped the student teachers to challenge their own beliefs and values regarding teaching profession, classroom teaching, child-centered practices, educational process, pupils and teachers and change for the progress as a humane teacher. The reasons could be the opportunities provided in the two-year teacher training program, the various strategies adopted made them more confident and helped to bring a positive change in their outlook.

XVI. CONCLUSION AND THE IMPLICATIONS OF THE STUDY

The teacher training program helps to bring a change in the outlook of the prospective teachers. The two-year extensive training included the theory part in form of different courses which helped the students to gain an insight about the philosophical, psychological and the sociological aspects of

education. The practicum part which included rigorous training for conducting lessons as per the individual needs of the diverse population in the classroom equipped the student teachers to perform better. The internship program gave them hands on experience to face the real classrooms and the challenges encountered as a teacher. The various workshops conducted intermittently by the experts from the fields related to education and the in-house faculty helps in overall personality development of the student teachers. For Teacher Education Program: The teacher education curriculum is a vehicle to provide students the skills and competencies to live and work in a globalized, multicultural world. The teacher education curriculum needs to orient the pre-service teachers to the history and contribution of various cultural groups. Thus, the teacher training program designed should be such that they try to give maximum opportunities to the prospective teachers to enhance their attitude towards the teaching profession.

XVII. REFERENCES

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