

Attitude of Teacher-Educators and B.Ed. Students towards Two-year B.Ed. Programme in Kurukshetra

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Abstract

Teacher Education is education of teacher to make them progressive, responsible, professional and humane teacher. The mode, structure, curriculum and duration of teacher education programme are perennial issue of discussion. The present research work is an effort to study the attitude of teacher-educators and students of B.Ed. colleges affiliated to Kurukshetra University . The purpose of the study is to measure the attitude of teacher-educators and B.Ed. students towards existing two-years B.Ed. programme.

Researchers have adopted Simple random sampling method for the selection of the sample and total 7 Teacher education institutions, 62 teacher educators and 158 B.Ed. students have been selected.

The finding of the study shows that the attitude of the teacher-educators is more favorable than the B.Ed. students towards two-year B.Ed. programme. The attitude of female B.Ed. students is higher than male B.Ed. students. There is no significant difference found in the attitude of Government and private B.Ed. students. Students towards two-year B.Ed. programme. Finally, it can be concluded that, the teacher-educators and B.Ed. students both have favorable attitude towards two-year B.Ed. programme.

Keywords: Two-year B.Ed., Attitude, Teacher Educators, B.Ed. Students, Kurukshetra.

Introduction

Education is changing with the changing needs, demands, expectations and overall scenario of the society. Education is a very vital instrument of all developmental activities and it should be planned, organized and implemented effectively. A Teacher Education institution serves as a key agent of change in transforming education and society. Teacher Education occupies very

important place in education system, as it is directly connected with the improvement of education in general and preparing suitable teacher in particular. The quality and nature of Teacher Education determines the success of Education system. The ability and attitude of the teachers depends on the functioning of Teacher Education programme. Thus, the Teacher Education is said to be very significant investment for bringing qualitative improvement in education. No doubt a sound programme of education plays a significant role in nation's development and the quality of Teacher Education is greatly determined by the quality of teachers. National policy makers believe that if a revolution in education has to be initiated, then it is the Teacher Education which can be taken as a starting point. Teacher Education is, in one sense, undergoing rapid changes in keeping pace with demands of learning and expectations of learners, community and society as a whole.

There has been a continuous discussion among the stakeholders of education and teacher education regarding duration of the B.Ed. programme. One opinion suggests that B.Ed. programme is the second degree after three years graduation, so one year should be sufficient; other group advocates for a two-year programme because of the professional nature of the course. Another group says that teacher education is professional course, so it should be of four years or five years after higher secondary, like Engineering and Medical Courses. Attitude and opinion of stakeholders is very important for assessing relevance of new regulation as well as its suitable implementation.

Two-year B.Ed. programme is one of the recent changes made in the field of Teacher Education. So it is important to study the attitude of stakeholder of teacher education to this two year programme.

Objectives of the Study

1. To study the attitude of teacher-educators and B.Ed. students towards two-year B.Ed. programme.
2. To compare the attitude of teacher- educators and B.Ed. students towards two-year B.Ed. programme.

3. To compare the attitude of private and Government B.Ed. students towards two-year B.Ed. programme.
4. To compare the attitude of male and female B.Ed. students towards two-year B.Ed. programme.

Hypotheses of the Study

1. There is no significant difference between the attitude of teacher- educator and B.Ed. students towards two-year B.Ed. programme.
2. There is no significant difference between the attitude of private and Government B.Ed. students towards two-year B.Ed. programme.
3. There is no significant difference between the attitude of the male and female B.Ed. students towards two-year B.Ed. programme.

Methodology

In the present study the researchers adopted descriptive cum survey method to assess the attitude of teacher-educators and B.Ed. students towards two-year B.Ed. programme of Kurukshetra. The researchers have conducted a survey by administering the self made attitude scale for collection of data from selected sample of B.Ed. students and teacher- educators from different B.Ed. colleges of Kurukshetra.

Sample

Researchers have adopted Simple random sampling method for the selection total 7 Teacher education institutions, 62 teacher educators and 158 B.Ed. students have been selected.

Tool

In order to measure the attitude of the teacher-educators and B.Ed. students towards two-year B.Ed., the researchers prepared and used attitude scale based on Likert's five point scale. It is a bipolar scaling method to indicate positive or negative response to a statement.

Results and Discussion of the Study

The result and discussion of the study have been presented below according to sequence of objectives of the study.

1. To study the attitude of teacher- educators and B.Ed. students towards two-year B.Ed. programme.

Table 1: Attitude of B.Ed. students and Teacher-Educators according Scale Norms

Status	Attitude Scores	Response of B.Ed. Students	Response of Teacher Educators
High	More than 100	15 (9.49%)	15 (24.19)
Average	Between 72-100	101 (63.92%)	43 (69.35%)
Low	Less than 72	42 (26.58%)	4 (6.45%)
Total		158	62

Table 1 shows that 24.19% teacher- educators come under high attitude score group and only 6.96 % students come under this category. In average category both group have almost similar percentage. In case of lower attitude 25.32% students come under this category while only 6.45% teachers come in this category.

2. To compare the attitude of teacher-educators and B.Ed. students towards two-year B.Ed. programme.

HYPOTHESIS (Ho₁) There is no significant difference between the attitude of teacher-educators and B.Ed. students towards two-year B.Ed. programme.

Table 2: Comparison of Attitude between teacher-educators and B.Ed. students

Group	Number	Mean	SE	df	t-value	Remark
Teacher Educators	62	92.48	1.99	218	4.97	Significant
B.Ed. Students	158	81.92				

Table no. 2 shows the mean score of the teacher-educators attitude is 92.48 whereas the mean score of B.Ed. students is 81.92. The calculated value comes to be 4.97 which is greater than the table value at df 218. Thus, null hypothesis is rejected. This states that there is a significant

difference exists between the attitude of the teacher educators and B.Ed. students towards two-year B.Ed. programme. From the above table, we can conclude that the teacher educators have shown a more positive attitude towards two year programme than the B.Ed. students. T perhaps give them more time for proper implementation of curriculum, internship, practice teaching, etc. The B.Ed. students show less favorable attitude as they have to spend an extra one year for same degree. They may feel the two-year programme as a wastage of time, money without any assurance of getting a job on completion.

With respect to the two other comparisons namely between the students of the private B.Ed. colleges and the Govt. B.Ed. colleges.

The attitude of the male students and female students there is seen a small but significant difference in the t-value for the both girl students have a comparatively more positive disposition towards the 2 year program.

Findings, Recommendation and Conclusion

We surveyed the B.Ed. colleges of Kurukshetra and found that most of Teacher Education Institutions suffer in terms of shortage of qualified and permanent teachers; physical infrastructure, buildings, non functioning computer labs, shortage of reading materials. They also seem to have problems in implementing the two-year B.Ed. programme due to its vastness. There is an urgent need to look at this issue. Government should open Government or govt, aided B.Ed. colleges in Haryana. Regular effective inspection of private B.Ed. Colleges should be undertaken by National Council for Teacher Education and the Rajiv Gandhi University. Training programme, seminars, orientation programmes, workshops, should be organized for faculty of the B.Ed colleges. Since positive attitude of teacher-educators and B.Ed. students towards the teaching profession is a pre-requisite for a healthy school system and overall development of the students, efforts need to be made to develop such an attitude.

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