

**A COMPARATIVE STUDY OF ATTITUDE TOWARDS TEACHER
EDUCATION PROGRAMME OF SCIENCE AND NON-SCIENCE FINAL YEAR
UNDER-GRADUATE STUDENTS OF BILASPUR DISTRICT**

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Abstract

This study reports on the attitude of science and non-science final year undergraduate students towards teacher education program. The main focus of the study was to compare mean score of attitudes towards teacher education programme of final year undergraduate students of science and non-science on the basis of their stream. Attitude being a social construct is influenced by many factors like gender, social strata, stream of education, residential background and occupation of parents etc. The numbers of sample restricted to 201 and Purposive technique was used in selection of six institutions and data was collected through simple random sampling technique. For data analysis t-test were used and significant difference in attitude towards teacher education program was found.

Key words: Attitude, Teacher Education Program, Under-graduate students, Science and Non-science



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Introduction

Teaching is a process that facilitates learning. Teaching is the dedicated profession of teachers where in teachers impart knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the professional practitioners associated to it. Teachers employ strategies that develop positive self-concept in students. Although the work of teachers typically takes place in a classroom setting, the direct interaction between teacher and student is the single most central/core component in teaching process. Therefore it becomes imperative for teachers to provide students with learning opportunities to meet curriculum outcomes, emphasize the development of values and guide students in their social relationships. (Ross, 1956) opined that teacher in a naturalistic setup is only a setter of the stage, a supplier of material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place.

Teachers differ greatly in their attitude and also differ in their methods to supply the pupil's deficiencies. There may be a definite relationship between teachers' attitudes to home background and their attitude to what is termed as reading readiness. Frequent changes are likely to develop indifferent attitudes among teachers towards their profession. Sukhwai (1976) studied about attitude of married lady teachers towards the teaching profession. He observed that the attitudes of the married women teachers were positive towards teaching profession. The difference between favourable and unfavourable attitude was significant. Nayar (1977) compared the teachers' attitude of Mysore city constructing a standardized tool. Mishra (1977) studied the attitudes towards teaching profession among teachers working in government aided conventional Sanskrit Vidyalaya of Varanasi. He observed that, there was difference in the attitude of genders towards teaching status influence the attitude towards the teaching profession. In his concluding remarks he observed that, the designation of teachers do not influence the attitude towards the teaching profession. Jaleel and Pillay (1979) studied on bureaucratic nature of college teachers and their attitude towards teaching profession. Bureaucratic as an aspect of personality was related to the attitude of college teachers towards the teaching profession. The teachers who had developed sound attitude towards the teaching profession were relatively more traditional and impersonal. It was observed that nearly two thirds of the college teachers were highly bureaucratic by nature. Bhandarkar (1980) studied about the polytechnic teachers' attitude towards teaching profession and its correlates. The study revealed that the attitude towards the teaching profession was not significantly related to the qualifications of the teachers. The trained teachers mean attitude score was significantly higher than the mean attitude of the untrained teachers. The job mobility and family problems were not significantly related to teachers' attitude towards the teaching profession.

Rationale of the study

Education policies can increase national innovation capacity by equipping more people with the skills required to contribute to innovation and by inspiring talented young people to enter innovation-related occupations. This study will help the authority by informing the design and structure of teacher education programme for both Science and Non-science background students. A better policy always gives better output to the society as well as nation. It will help to reach at the decision whether the science and non-science background student needs same policy, curriculum, method, environment, infrastructure in teacher education programme or something different from that and it provides a glimpse of attitude of the students whether they have same attitude or differs on the basis of their stream, their residential background and their

parental occupation. By raising attainment levels and the general quality of education, education policies can serve the need for diverse and complex skills in innovative activities. Still, the traditional focus of policies aimed at strengthening education for innovation is to improve, more specifically, the teaching of science and maths and to attract more people to science, technology, engineering and mathematics at graduate level.

Objectives of the study

1. To compare mean score of attitudes towards teacher education programme of final year undergraduate students of science in terms of their residential background.
2. To compare mean score of attitudes towards teacher education programme of final year undergraduate students of non-science in terms of their residential background.
3. To compare mean score of attitudes towards teacher education programme of final year undergraduate students of science in terms of their parental occupation.
4. To compare mean score of attitudes towards teacher education programme of final year undergraduate students of non-science in terms of their parental occupation.
5. To compare mean score of attitudes towards teacher education programme of final year undergraduate students of science and non-science on the basis of their stream.

Hypothesis

1. There is no significant difference in the mean score of attitudes towards teacher education programme of final year undergraduate students of science in terms of their residential background.
2. There is no significant difference in the mean score of attitudes towards teacher education programme of final year undergraduate students of non-science in terms of their residential background.
3. There is no significant difference in the mean score of attitudes towards teacher education programme of final year undergraduate students of science in terms of their parental occupation.
4. There is no significant difference in the mean score of attitudes towards teacher education programme of final year undergraduate students of non-science in terms of their parental occupation.
5. There is significant difference in the mean score of attitudes towards teacher education programme of final year undergraduate students of science and non-science on the basis of their stream.

Research Methodology

Population

All the students of final year studying science and non-science in under-graduation course in different universities and colleges in Bilaspur district were taken as population of the study.

Sample size

For this study the sample size remains restricted to two hundred and one (201). The student belongs from six different colleges. Researcher selected the institution by using purposive techniques of selection and simple random sampling is done by the researcher for collection of data. Sample categorized for this study as science and non-science stream, residential background of students (i.e. rural or urban) and parental occupation of the students (i.e. government job or private job).

Tool

To measure the attitude of students towards teacher education programme, researcher has developed - self-constructed non-standardized tool named “**Attitude scale towards teacher education programme**” having thirty-seven questions on the basis of six dimensions Biological, social, motivational, economical, leisure hours and life style. Out of thirty-seven, 19 statements are positive in nature and 18 are negative in nature. Each question has three answers i.e. agree, undecided and disagree.

Though no limitation of time was assigned for recording response on the answering performance and questions were dictated in their comfortable language.

Scoring

Each item has been assigned a score ranging from 3 for agree, 2 for undecided and 1 for disagree for positive items. In case if negative items the scoring range is reversed i.e. from 1 for agree, 2 for undecided and 3 for disagree. The theoretical range of score is from 37 to 111. Higher score indicates more favourable attitude towards teacher education programme.

Data Analysis

Table-1

Aggregate score based on residential background (Science stream students)

Variable	N	M	SD	df	t-value	Significant
Rural	43	76.48	7.17	87	0.95	Not
Urban	46	77.80	5.78			Significant

Table-1 unveils that the mean score of Rural and Urban students are 80.92 and 79.92 and SD is 6.22 and 6.93 respectively. The df is 102. t-value is 0.77 which is lower than t critical value (1.98) or t- value is not significant. Therefore, Null hypothesis is not rejected.

Table-2

Aggregate score based on residential background (Non-science stream students)

Variable	N	M	SD	Df	t-value	Significant
Government job	43	81.37	6.13	103	1.28	Not Significant
Private job	62	79.71	6.77			

Table-2 indicates that the mean score of Rural and Urban students are 76.48 and 77.80 and SD is 7.17 and 5.78 respectively. df is 87 and t-value is 0.95 which is lower than t critical value (1.98) or t value is not significant. Therefore, Null hypothesis is not rejected.

Table-3

Aggregate score based on parental occupation (Science stream students)

Variable	N	M	SD	Df	t-value	Significant
Rural	52	80.92	6.22	102	0.77	Not Significant
Urban	52	79.92	6.93			

Table-3 shows that the mean score of Government job and Private parental occupation Students are 81.37 and 79.71 and SD is 6.13 and 6.77 respectively. The df is 103. The t-value is 1.28 which is lower than t critical value (1.98) or t- value is not significant. Therefore, Null hypothesis is not rejected.

Table-4

Aggregate score based on parental occupation (Non-science stream students)

Variable	N	M	SD	df	t-value	Significant
Government	43	78.62	6.15	94	0.979	Not Significant
Private	53	76.75	6.50			

Table 4 reveals that the mean score of Government and Private parental occupation Students are 78.62 and 76.75 and SD is 6.15 and 6.50 respectively. The df is 94. The t-value is 0.979 which is lower than t critical value (1.98) or t- value is not significant. Therefore, Null hypothesis is not rejected.

Table-5

Aggregate score based on parental occupation (Science and Non-science stream students)

Variable	N	M	SD	df	t-value	Significant
Science	104	80.42	6.57	199	3.42*	Significant
Non-science	97	77.30	6.31			

*0.05 level of significance

Table 5 reveals that the mean score of Science stream Students are 80.42 and Non-science stream students are 76.75 and SD is 6.57 and 6.31 respectively. The Df is 199. The t-value is 3.42 which is more than t critical value (1.98) or t- value is significant. Therefore, Research hypothesis is not rejected.

Finding and Discussion

On the basis of the data analysis it can be said that there are significant difference in the attitude of science and non-science final year students on the basis of their stream. There may be the reasons that attitude is a dynamic entity which get influenced by variables like age, previous experience, beliefs, gender, parental occupation, residential background and stream of education. New teachers enter the teacher training programme with already established beliefs but Pre-service teacher training programmers help in shaping the attitude of teacher trainees by providing a series of experiences incorporated in their curriculum. Srivastava (1989) opined that favourable attitude of student teachers are formed at the end of teacher training programme. Yadav (1992) revealed that training had a significant influence on their self-concept, social maturity and attitude towards teaching profession. A positive attitude towards teaching profession can bring the desired quality in the education sector by developing sense of duty, professional competence and by giving them an insight of the student's needs and problems.

Suggestion for further Research

Research is never ending process it always has scope of further research on the similar research problems with different other variables, levels, location etc.

1. This study suggests that the attitude of students towards teacher education programme must be tested on some other psychological variables like motivation, aptitude, achievement, adjustment, psycho-social variables etc.
2. This study suggests that the attitude of students towards teacher education programme must be tested on some other demographic variables like economic status, gender, race, educational level, locality, ethnicity, family size etc.

3. This study also recommended that such type of study must be investigated outside of Bilaspur District for its rationality.
4. This study can be conducted at different university level.
5. Similar studies can be conducted by taking large sample of from other parts of the country.
6. Similar studies can be done at various levels of education in India.
7. Similar studies can be undertaken in different states of India.

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