

RELATIONSHIP AMONG ATTITUDE, SELF-EFFICACY AND MENTAL HEALTH OF TEACHER TRAINEES OF B.ED. COLLEGES

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Abstract

It is assumed that education is an instrument for bringing out the potentialities of human beings while effectiveness of a education system is mainly dependent upon its teachers. Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. The quality of any teaching programme cannot rise above the quality of its teachers. In the professional preparation of teachers, the study of attitudes held by them is very important. The attitude of teacher is a teacher's characteristic and component of teacher's personality. How a teacher performs his duty as a teacher is dependent, to a great extent, on his attitudes values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding; rather a negative attitude makes the teaching task harder, more tedious and unpleasant. Self-efficacy belief is of paramount importance in the transfer of the information and skills that prospective teachers acquire during their prospective education to the students. Mental health is a concept that refers to individual emotional and psychological well-being. Feeling capable and competent; being able to handle normal level of stress, and lead an independent life; and being able to "bounce back" or recover from difficult situations, are all signs of mental health. The researcher used survey method for present study. The population of the present study was all the B.Ed. Trainees of Patna. Random sampling technique was used to select 400 prospective teachers studying in 8 B.Ed. Colleges run by government and private management in Patna town. . There is no significant correlation between attitude and self – efficacy of teacher trainees while there is significant correlation between attitude and mental health & self – efficacy and mental health of teacher trainees.

Key Words: Attitude, Self – Efficacy, Mental Health , Teacher Trainees.



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Teacher's attitude, self-efficacy, beliefs and mental health are interrelated to each other. Teachers always take decision according to own attitude. If a teacher has positive attitude towards teaching profession is committed to his profession, performance of this teacher will be better and he will be more productive. In this context, prospective teachers

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who starting their teaching profession have positive attitude towards teaching, positive values, high self-efficacy, good mental health and perceptions which can be seen as determinant of the success in their professional life. The World Health Organisation considers mental health as a person's ability to communicate in harmony with others, to be able to modify and improve their social environment, and to properly and logically solve emotional conflicts and personal desires. One of the factors of mental health is self-efficacy, which today has a high status in different aspects of life and health and plays an important role in teacher trainee's attitudes, how to deal with problems, mental health, resolving, coping with stress and depression. Mental health, self- efficacy suggests that a teacher with high self-efficacy has the ability to change his and student's negative psychosocial state, that is strong self-efficacy beliefs are relaxed and can be a good predictor of mental health. Teacher with poor self-efficacy instead of dealing with hurdles, they avoid them and they are unrealistic. They have high standards for themselves, leading to successive failures, depression and ultimately disruptions in their mental health. On the basis of different research findings, we can conclude that there is a meaningful relationship among attitude, self- efficacy and mental health.

In the present scenario teachers aspire to be seen as true professionals with competency, knowledge concerning the content, skill of teaching and methods of instruction. The reason behind this is the attitude of teacher towards teaching. Teachers' ideas, understandings, self-efficacy and attitudes influence their quality of instruction. Therefore, these features of them must be considered in the teacher education programs. Teacher training of prospective teachers has very important role to develop the qualified teachers. Quality of teacher training enhances teacher's self-efficacy. Teachers' self-efficacy has been found to be predictive of attitudes towards teaching profession. In the same way, attitudes towards teaching profession also influence the way students learn. Mental health has also been defined in relation to self-efficacy and it is consider as an important factor of human behavior. On the basis of research on the human brain, researcher says that people have two different ways of understanding, emotionally and intellectually and their mental life depends on the interaction of both. The way in which they react to physical and emotional stress also plays a role in their levels of self-efficacy. From the different research, it is noticeable that mental health is related with emotional intelligence as well as self-efficacy. Considering all this, the significance of these three variables in the educational process is indisputable. For this reason, it is extremely useful

for pre-service teachers who are generator of the next generations of learners, instructional activities enabling them to adopt positive attitudes towards teaching profession and to have good mental health and high self-efficacy beliefs so that they become competence and to give them the opportunity to show their competence and perform the profession in the best way possible. That's why researcher wish to study Relationship among Attitude, Self-Efficacy and Mental Health of Teacher Trainees.

RESEARCH OBJECTIVES

- i. To find level of attitude in teacher trainees.
- ii. To find level of self-efficacy in teacher trainees.
- iii. To find level of mental health in teacher trainees.
- iv. To find significant relationship among attitude, self efficacy and mental health of teacher trainees.

NULL HYPOTHESIS

H₀₁ There is no significant correlation between attitude and self – efficacy of teacher trainees.

H₀₂ There is no significant correlation between attitude and mental health of teacher trainees.

H₀₃ There is no significant correlation between self – efficacy and mental health of teacher trainees.

Research Methodology

Research Design

Research design is the **plan, structure and strategy** of investigation conceived, so as to obtain answer to research questions. The term plan here refers to the overall scheme or programme of research. The researchers plan to approach the research subject, collect data, analyze it and study the research problem. Structure refers to the outline, scheme and paradigm of operation of variables. Strategy refers to the method to be used to gather and analyze data. The researcher used survey design.

Method Adopted

In order to carry out the research, the researcher has to employ certain method through which she can collect data to reach the solution of the problem. The method employed depends upon the nature of the problem selected and the kind of data necessary for its solution. Since the problem of the study is concerned with the prospective teacher. So, survey method was employed.

Location of the Study

The present investigation was conducted in Patna, which is the capital of Bihar. Bihar is one of the frontier states of India bordering Nepal. The area of state is 94,163 km² which is divided into 38 districts. The total population of the state is 103,808,78 of which 5,5185,347 are males and 4,96,19,290 are females. (Source: Censes 2011)

The rate of increase in population is 25.07%. The sex ratio is 916 females per 1000 males. The literacy rate of the state is 63.82%. (Literacy in Bihar, Wikipedia).

Population

According to Best and Kahn, (2003), "A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher." Population is the aggregate or totality of objects or individuals regarding which inferences are to make in a study.

The population of the present study was all the B.Ed. Trainees of Patna run by government, and private management in Patna town.

Sample

John. E. Conklin, (1987), defines "A sample is a representative group of people chosen from a large population." A sample is a small proportion of a population selected for observation and analysis.

The sample for the present study constitutes 400 prospective teachers studying in 8 B.Ed. Colleges run by government and private management in Patna town.

To select the sample in the present study Random sampling technique was adopted.

Tools used for the present Study

Survey Research is a procedure in which information is systematically collected from a population through some form of direct solicitation such as face to face interview or administering questionnaire. The instrument employed as the means of a collection of data are called tools.

For the present study, the investigator has used the following tools for data collection.

1. Teacher Attitude Scale developed by Ahluwalia (1971)
2. Teacher Efficacy Scale (TES) by Pradeep Kumar (2011)
3. Mental Health Inventory developed by Jagdish and Srivastava (1983)

Statistics Used

The investigator has used the following major statistical techniques for the present study:

- (i) Mean
- (ii) Standard Deviation
- (iii) The 't' test to compare any two groups.
- (iv) Pearson Product Moment coefficient of correlation (r)

The Bihar is one of the units of the Indian state. Educationally Bihar is lagging behind among the states. This study is done especially with the view to assist the state of Bihar in its educational development.

Major Findings of the Study

1. As per the information gathered by the researcher it is concluded that 13.7% of teacher trainees have above average level of attitude, 74% have average attitude level and 12.3% have below average level of attitude.
2. As per the information gathered by the researcher it is concluded that 15.85 % of teacher trainees have above average level of self-efficacy, 71.55 % have average self-efficacy level and 12.6 % have below average level of self-efficacy.
3. As per the information gathered by the researcher it is concluded that 15 % of teacher trainees have above average level of mental health, 71.4% have average mental health and 13.6% have below average mental health.

Null Hypothesis 1: There is no significant correlation between attitude and self – efficacy of teacher trainees.

To test the hypothesis CR was applied and the results are shown in table 1:

Table No. 1: correlation between attitude and self – efficacy of teacher trainees.

ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	r	Remarks
4204	6318	124016	281890	182410	0.09	NS

(At 5% level of significance and 398 df, the table value of r is 0.097)

Table No. 1 reveals that there is no significant correlation between attitude and self – efficacy of teacher trainees.

Null Hypothesis 2: There is no significant correlation between attitude and mental health of teacher trainees.

To test the hypothesis CR was applied and the results are shown in table 2:

Table No. 2: correlation between attitude and mental health of teacher trainees.

Relationship	$\sum X$	$\sum Z$	$\sum X^2$	$\sum Z^2$	$\sum XZ$	r	Remark
X and Z	12414	38204	347766	3272108	1009364	0.271	S

(The critical value of 'r' for df 398 at 1 % level of significance is 0.118, N= 400)

Table No. 2 reveals that there is a significant correlation between attitude and mental health of teacher trainees.

Null Hypothesis 3: There is no significant correlation between self – efficacy and mental health of teacher trainees.

To test the hypothesis CR was applied and the results are shown in table 3:

Table No. 3 : correlation between self efficacy and mental health of teacher trainees.

Relationship	$\sum Y$	$\sum Z$	$\sum Y^2$	$\sum Z^2$	$\sum YZ$	R	Remark
Y and Z	38204	11264	3272108	274662	861577	0.71	S

(The critical value of 'r' for df 398 at 1 % level of significance is 0.118, N= 400)

Table No. 3 reveals that there is a significant correlation between self – efficacy and mental health of teacher trainees.

CONCLUSION:

On the basis of the study the researcher may conclude that around 15 % teacher trainees has high, 70 % has average and about 15% has low level of attitude, self efficacy and mental health. There is no significant correlation between attitude and self – efficacy of teacher trainees while there is significant correlation between attitude and mental health & self – efficacy and mental health of teacher trainees.

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