

IMPACT OF TEACHER TRAINING PROGRAMME ON ATTITUDE OF B.ED. STUDENTS TOWARDS TEACHING AND PERSONALITY

Gunwati*

ABSTRACT

The present study has been conducted on a sample of 150 male and female pupil teachers of B.Ed. colleges of Gurgaon district. The data were collected with the help of Eysenk personality questionnaire and S.P. Ahluwalia teacher Attitude Inventory. By using statistical techniques, the results are analyzed. The result indicate that there is positive impact of teacher training programme on attitude of B.Ed. students towards teaching and personality.

INTRODUCTION

The Teacher plays a very important and pivotal role in the educational system. His personality, character, qualities attitudes, teaching efficiencies and life style help the pupils to become good human being thereby contribution in building a knowledgeable society. Education is universally accepted most important factor in the development and progress of a nation and it aims at tapping the potentialities of an individual to the maximum. National policy on education (1968, 1992) clearly acknowledges the importance of teacher and stipulates "the status 'of the teacher reflects the socio-cultural ethos of a society." It is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help, motivate and inspire teacher on constructive and creative line".

Well organized teacher education programme can help greatly to create good, efficient and effective teachers who can function efficiently and effectively in classroom situation and can establish good relations with their students and colleagues in particular and the society in general. Hence, teacher education has attracted more and more attention and concern of the government. To streamline the Teacher Training Programme, the National Council for Teacher Education (NCTE) a statutory body was established by the central Government. This body started its functioning statutorily from 1996 throughout the country through its head office

situated at New Delhi and four regional Offices of NCTE. Through out training Programme, the students are taught the importance of the education, Its theory and practice, problems of education, methods of teaching etc.

Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is therefore a powerful means for the enlistment of education standards in the country. It inculcates the 'necessary pedagogical skills and competencies among the teachers and makes them professionally competent to meet the demands of the society. The National council for Teacher Education (NCTE) after becoming a statutory body by an act of parliament in 1993 has taken a number of steps for raising the quality of teacher education system. It has formulated norms and standards for 511 teacher education courses i.e. pre-primary, primary, secondary, senior secondary, physical and distance education courses.

The success of any educational process depends on teacher effectiveness, teaching aptitude, attitude towards teaching, personality of the teacher and many more factors. Good (1959) observed teaching' effectiveness as "The degree of success of a teacher in performing instructional and other furies specified in his contract and demanded by the nature of his position".

*Assistant Professor, S.S.C. College of Education, Bhora Kalan, Distt. Gurgaon (Haryana)

The term "aptitude" narrowly defined is the native or in born capacity of people in tasks requiring intellectual ability and skill. Although aptitude has an innate basis, yet more broadly, environment has maximum influence in the formation of aptitudes.

According to Bingham (1937), "Aptitude is a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some usually specified knowledge, skill or set of responses such as the ability to speak language, to produce music.

Attitudes are dynamic as they change with time and experience. They are not innate but are acquired, Attitude is influenced by environmental factors by which the person is surrounded, Attitudes guide our behavior. Thurston and Chaves (1929) first used the terms "attitude to denote! The sum total of a man's inclination and feelings, prejudice or bias, preconceived notions, ideas , fears, threats, convictions about any specific topic. Attitude of teachers are developed during their passage of becoming teachers in their schools, colleges, university and especially in teacher training institutes. A teacher's attitude not only affects his behavior in classroom but also influences the behavior of his students.

Personality is concerned about a person's` nature, qualities, inner aspects as well as outer appearances. The personality of the teacher can be developed through proper training. A prospective teacher getting training under teacher education system develops his unique personality traits and makes him an effective as well as successful teacher in the society.

The teacher plays a very important and pivotal role in the educational system. It is always recognized that the personality of a teacher and a healthy attitude towards his World of work contributes to effective and efficient teaching well organized teacher education programme can help greatly to create good competent, proficient and skillful teacher who can function efficiently and effectively in class room situation and can establish healthy relations with their students, colleagues in particular and the society in general.

DEFINITIONS OF THE TERM USED

Attitudes- A way of thinking or feeling about someone' and something. According to traders, "an attitude is a readiness to respond in such a way that behavior is given a certain direction. According to Allport (1954) Attitude is "A mental, neural state of readiness, organized through experience, exerting a direct or dynamic influence upon the individual's response to all objects and situations with which it is related."

Personality- Personality is the sum total of innate and acquired dispositions. According to Smith & Vetter, 1982, "Personality is not an existing substantive entity to be searched for but a complex construct to be developed and defined by the observer."

Teaching- Give information to a class or pupil so as to help them to learn something.

Teacher Training Programme- One year professional course of B.Ed. includes curriculum and teaching practice. Teacher training, professional preparation of teachers, usually through formal course work and practice teaching.

OBJ ECTIVES

1. To study the quantifying change in attitude towards teaching at two ,stages of the Teacher Training Programme i.e. entry stage (Stage I) and final stage (Stage II) of B.Ed. students.
2. To study the quantifying change in personality characteristics at two stages of the Teacher Training Programme i.e. entry stage (Stage I) and final stage (Stage-II) of B.Ed. Students.

HYPOTHESES

1. There will be no significant difference between attitude towards teaching of entry stage and final stage of Teacher Training Programme.
2. There will be no significant difference between personality characteristics of entry stage and final stage of Teacher training programme.

SAMPLE

Sample of 150 pupil teachers of B.Ed colleges of gurgaon distirict will be taken randomly.

TOOLS AND TECHNIQUES

The data were collected with the help of Eysenk personality questionnaire and S.P. Ahluwalia teacher Attitude Inventory. The statistical techniques Mean, standard deviation and t test were used.

METHODOLOGY

Descriptive survey Method has been used.

FINDINGS

1. Teacher training program has no effect on the motives of the students with which they join the teaching profession.” The motives behind the joining of teacher training program has remained the same with small changes in percentage at the middle and end of the training period.
2. The total scores on attitude towards teaching gradually decreased at the end of the teacher training programme.
3. There is a constant increase in psychotic tendency of B.Ed. students during the teacher training program. Whereas the neuroticism has decreased during the training period. The extraversion increased during the training period, the extraversion increased during the different stages and thus shows a positive' change towards the culmination of the training program.

CONCLUSIONS

It is always recognized that the personality of a teacher and healthy attitude towards his world of work 'contributes to effective and efficient teaching. Well organized teacher education program can help greatly to create good, competent, proficient and skillful teachers who can function efficiently and effectively in classroom situation and can establish” healthy relation with their students, colleagues in particular and the society in general. The paper concludes that a short period of 9 to 10 months creates a confusion on the minds of prospective 'teachers which makes them more neurotic and develops a negative attitude towards teaching. This paper will help them in finding means to reduce stress and burden from the minds of B.Ed. Students.

BIBLIOGRAPHY

- Bernard, H.W.(1954), Psychology of learning and teaching ' Mc. Graw Hill Book Co. Inc, New York.
- Best J.W. and Khan J.V. Research in Education, Prentice hall' New Delhi 1989
- Bhullar, JA (1982) Comparative study of attitudes Towards Physical activity of University male and Female Students. Shipes Journal. Vol.5 No; 1, Naj
- Bunch, M.B. (1983-1988) Fourth Survey of Research in Education N.C.E.R.T