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## A STUDY ON ATTITUDES OF TEACHER EDUCATORS OF KALABURAGI EDUCATION DIVISION TOWARDS FOUR YEAR INTEGRATED B.ED. COURSE

Manjunath Patil

Research Scholar,

Department of Studies and Research in Education

Davanagere University

Davaranagere- 577007

and

Dr. Venkatesh K.

Dean and Chairman,

Department of Studies and Research in Education

Davanagere University

Davaranagere- 577007

### Abstract :

*This study is to know the attitude of Teacher Educators who are prepare future teachers as their attitude can play a significant role in the character building and development of teachers in the future to whom they are going to teach and in the successful implementation of four years B.Ed. Programme. The investigator could not find any study about the attitude of Teacher Educators towards four years of integrated B.Ed. Programme. Hence, the present study is an attempt in this direction to investigate the attitude of teacher educators towards four years integrated B.Ed. Programme and teaching profession. The survey method was used for the present study. The researcher had constructed the five-point attitude scale to measure the attitude of Teacher Educators towards four years of integrated B.Ed. Programme. The Teacher Educators in Kalaburagi Education division comprised the population for the present study. Purposive sampling technique was employed to select the sample of 200 teacher educators covering Arts and Science streamlines from 100 TTI in Kalaburagi Education. The data were statistically analyzed and interpreted.*

**Keywords:** Teacher Education, Teacher Educators, Attitude, Four Year Integrated B.Ed. Programme.

## 1. Introduction

Education is a powerful force in the life of the man, which is instrumental in shaping the destiny of the individual and the future of humanity. It can be considered as the most crucial investment in human development. The whole process of education is shaped by a human personality that is the teacher who plays a pivotal role in any system of education. The teacher's shape destiny of students and that of the future citizens who eventually shape the destiny of the country. But only a teacher with sufficient competencies can render effective and efficient service and help in the all-round development of younger generations. If teachers acquire professional competencies and commitment, then high-quality learning can be achieved by bringing about positive changes in the cognitive, affective, and psychomotor areas of human development of their pupils.

Good teachers can be produced only when we have an effective teacher education program. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The constant revitalization and strengthening of the teacher education system are, therefore, a powerful means for the upliftment of education standards in society. It can make the teachers professionally competent, flexible, and inculcate crucial pedagogical skills to meet the changing needs and demands of society.

## 2. Need & Significance of the Study

National Council for Teacher Education (NCTE), New Delhi, to enhance the quality of teacher education programs has notified revised regulations in the year 2014. The duration of B.Ed., and M.Ed., programs were enhanced to two years. It proposed a course structure for Two Year B.Ed. Programme to offer comprehensive coverage of themes and rigorous field engagement of prospective teachers with the child/student, school, and community. In 2018, policymakers, educationists, etc. have proposed four years of integrated B.Ed. Programme as they felt that the present Two-year B.Ed. The program is general may not prepare full-pledged quality teachers. It was felt that only deserving students opt for the teacher's training program by making it similar to B.E. and M.B.B.S. degrees. Accordingly, the MHRD Government of India has brought out four years of integrated B.Ed. Programme throughout the country. Integrated B.Ed. The program can be said to be a Dual Degree program. At the end of the program, a student will obtain two Degrees. The two Integrated B.Ed. programs introduced by the MHRD are B.Sc. + B.Ed. and B.A. + B.Ed.

The four years of integrated course gives an opportunity only for Science & Arts streams. Other streams like Commerce are not considered. It is necessary to know the attitude of Teacher Educators who are preparing teachers as their attitude can play a significant role in the character building and development of students in the future to whom they are going to teach and in the successful implementation of four years B.Ed. Programme. The investigator could not find any study about the attitude of Teacher Educators towards four years of integrated B.Ed. Programme. Hence the present study is an attempt in this direction

to investigate the attitude of teacher educators towards four years integrated B.Ed. Programme and teaching profession.

### 3. Statement of the Problem :

“A STUDY ON ATTITUDES OF TEACHER EDUCATORS OF KALABURAGI EDUCATION DIVISION TOWARDS FOUR YEAR INTEGRATED B.ED. COURSE”

### 4. Objectives

1. To construct and validate the attitude scale to measure the attitude of Teacher Educators towards four years B.Ed. Integrated program.
2. To study the significant difference in the attitude of Teacher Educators towards four years of integrated B.Ed. Programme when they are classified according to subject
3. To study the significant difference in the attitude of Teacher Educators towards four years of integrated B.Ed. Programme when they are classified according to gender
4. To study the significant difference in the attitude of Teacher Educators towards four years of integrated B.Ed. Programme when they are classified according to locality.
5. To study the Teacher Educator's opinion about the four years integrated B.Ed. Programme

### 5. Variables:

1. Dependent Variable: Attitude of the Teacher Educators towards Four years integrated B.Ed program
2. Moderate Variables: a) Gender, b) Subject, and c) Locality

### 6. Hypotheses:

1. H01: There is no significant difference in the attitude of male and female Teacher Educators towards the four years integrated B.Ed. Programme.
2. H02: There is no significant difference in the attitude of urban and rural Teacher Educators towards the four years integrated B.Ed. Programme.
3. H03: There is no significant difference in the attitude of Science and Arts Teacher Educators towards the four years integrated B.Ed. Programme.

### 7. Method of the Study

The survey method was used for the present study.

#### 7.1.Tool:

For the present study, the researcher had constructed the five-point attitude scale to measure the attitude of Teacher Educators towards four years of integrated B.Ed. Programme. Experts validated the tool for its content. The final tool has eighteen positive statements. After careful editing and scrutiny researcher found eighteen statements specific and suitable for Teacher Educators. Efforts were made to improve the language of and to remove ambiguity in these items /statements to make them understandable to the Teacher Educators.

## 7.2.Sampling

The Teacher Educators in Kalaburagi Education division comprised the population for the present study. Purposive sampling technique was employed to select the sample. The sample consists of 200 teacher Educators

Table 1: Classification of Teacher Educators According to Gender, Locality, and Discipline

PUC	Male	Female	Arts	Science	Rural	Urban
Second Year Students	100	100	100	100	100	100
<b>Total</b>	200					

## 7.3.Sampling Procedure:

For the present study, the researcher has selected 200 Teacher Educators of the year 2020-21 from the four different TTI in Bangalore. The researcher for administering the attitude scale among the Teacher Educators. They were told that their responses would be kept confidential hence asked to answer freely without any hesitation. After giving necessary instruction, the investigator requested them to tick against each statement. Sufficient time was given to teacher educators give responses on the attitude scale. The obtained responses of the Teacher Educators on the attitude scale towards four years integrated B.Ed. The Programme were scored, and they were subjected to statistical analysis.

## 8. Statistical Analysis and Interpretation of Data:

### Hypotheses wise analysis of the data:

1. **H<sub>0</sub>1: There is no significant difference in the attitude of male and female Teacher Educators towards the four years integrated B.Ed. Programme.**

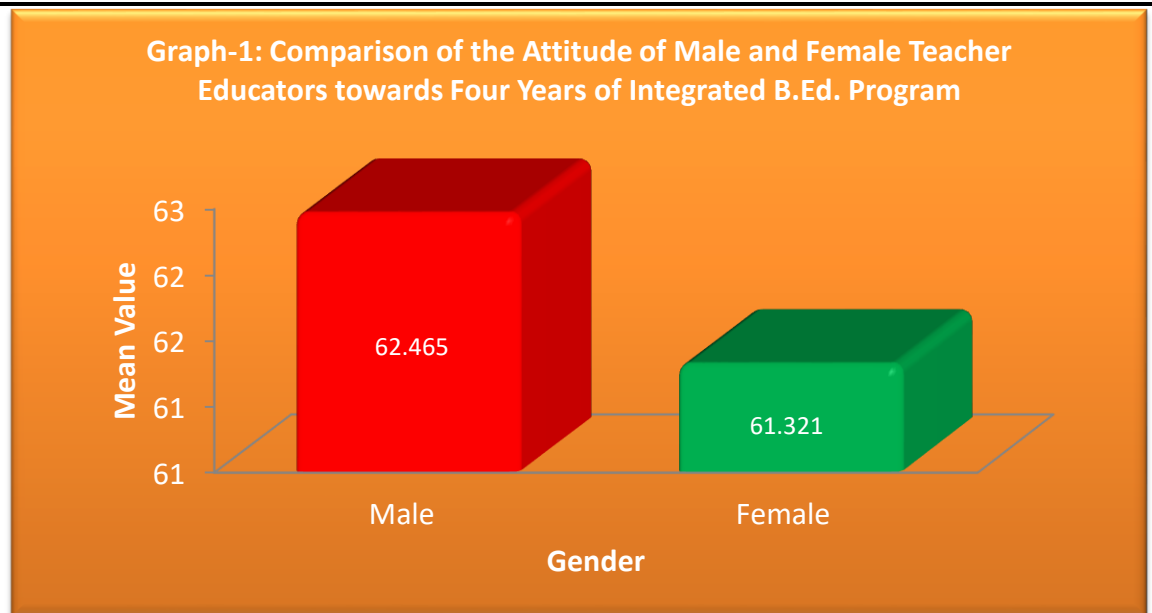
Table 2: Comparison of the Attitude of Male and Female Teacher Educators towards Four Years of Integrated B.Ed. Program

Variable and Groups		N	Mean	S.D.	't' Value	P Value	Sig. level
Gender	Male	100	62.465	7.432	4.65	0.698	NS
	Female	100	61.321	9.482			

NS - Not Significant; [df = 198, t - table value at \*0.05 level = 1.98; \*\*0.01 level = 2.63]

Table-2 shows that the obtained "t" value 4.65 is more than the tabled "t" value 1.98, and "p" value 0.698 is greater than tabled "p" value 0.05 level of significance with a degree of freedom 198. So the null hypothesis is rejected. This means that there is significant difference in the attitude of male and female teacher educators towards four years of integrated B.Ed. Program.

The below graph shows that the mean value of male teacher educators is slightly higher than the mean value of female teacher educators. This means that male teacher educators have a slightly better attitude towards four years of integrated B.Ed. Programme.



2. **H<sub>0</sub>2: There is no significant difference in the attitude of urban and rural Teacher educators towards the four years integrated B.Ed. Programme.**

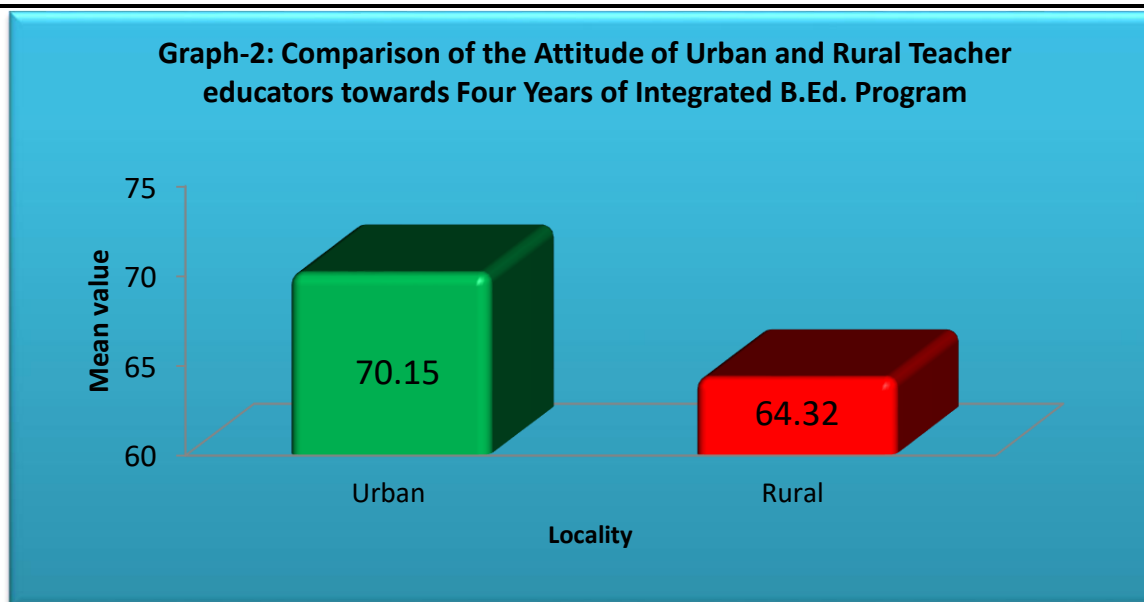
**Table – 3: Comparison of the Attitude of Urban and Rural Teacher educators towards Four Years of Integrated B.Ed. Program**

Variable and Groups		N	Mean	S.D.	't' Value	P Value	Sig. level
Locality	Urban	100	70.15	8.51	5.64	0.142	NS
	Rural	100	64.32	9.74			

NS - Not Significant; [df = 198, t table value at \*0.05 level =1.98; \*\*0.01 level = 2.63]

Table-3 shows that the obtained “t” value 5.64 is less than the tabled “t” value 1.98, and “p” value 0.142 is greater than tabled “p” value 0.05 level of significance with a degree of freedom 198. So the null hypothesis was rejected and alternative hypothesis accepted. This means that there is significant difference in the attitude of urban and rural Teacher educators towards four years of integrated B.Ed. Programme.

The below graph shows that the mean value of urban Teacher educators is less than the mean value of rural Teacher educators. This means that rural Teacher educators have a better attitude towards four years of integrated B.Ed. Programme.



3. **H<sub>03</sub>: There is no significant difference in the attitude of arts and science Teacher educators towards the four years integrated B.Ed. program.**

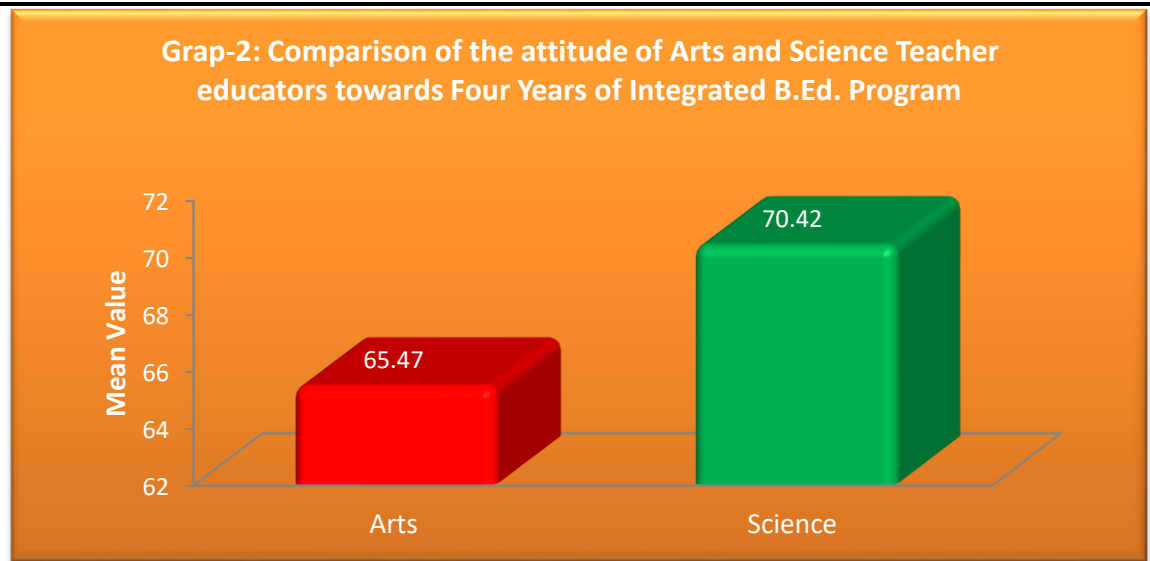
**Table – 4: Comparison of the attitude of Arts and Science Teacher educators towards Four Years of Integrated B.Ed. Program**

Variable and Groups		N	Mean	S.D.	't' Value	P Value	Sig. level
Subject	Arts	100	65.471	10.421	4.55	0.005	NS
	Science	100	70.42	7.855			

NS - Not Significant; [df = 198, t table value at \*0.05 level = 1.98; \*\*0.01 level = 2.63]

Table 4 shows that the obtained “t” value 4.55 is more than the table value. The tabled “t” value is 1.980 is less than the calculated value at 0.05 level hence it is significance with a degree of freedom 198. So the null hypothesis is rejected and alternative hypothesis accepted. This means that science and arts Teacher educators differ in their attitude towards four years of integrated B.Ed. Program.

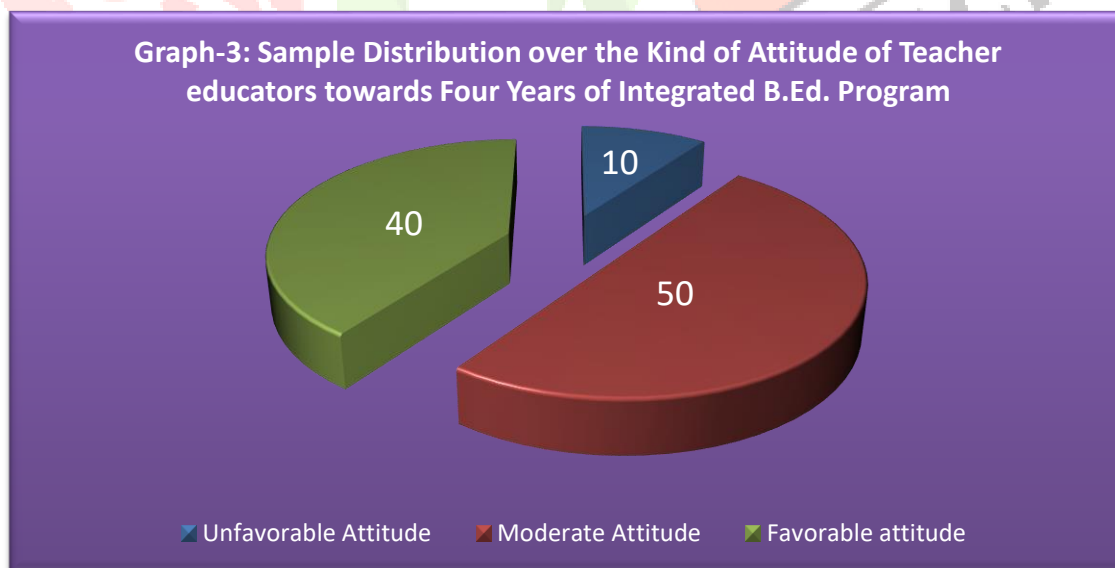
The graph shows that the mean value of science Teacher educators is higher than the mean value of Arts Teacher educators. This means that science teacher educators have a better attitude towards four years of integrated B.Ed. program than arts teacher educators do.



**Table – 5: Sample Distribution over the Kind of Attitude of Teacher educators towards Four Years of Integrated B.Ed. Program**

Sl. No.	Option	Frequency	Percentage	Qui square value
1	Unfavorable Attitude	20	10	52.00 Significant At 0.05 and 0.01 level
2	Moderate Attitude	100	50	
3	Favorable attitude	80	40	
	Total	200	100	

Table-5 and Pie chart shows that 89.50 percentages of the Teacher educators have a moderate attitude towards four years of integrated B.Ed. The Programme, 6.30 percentage of Teacher educators, have an unfavorable attitude, and 4.20 percentage of the Teacher educators show a favorable attitude towards four years integrated B.Ed. Program.



## 9. Educational Implications:

1. The government of India can survey in India to find out the attitude of the Teacher educators towards proposed four-year integrated B.Ed. Programme
2. The MHRD should take a survey from parents to know their attitude and preference towards their children taking up the teaching profession
3. There should be provision at the PUC level for orienting students about integrated B.Ed. Program
4. The NCTE should see into that four years integrated B.Ed. The Programme should be in tune with the developments in the field of teacher education
5. The four years integrated B.Ed. The program should be balanced. It means giving due weightage to the degree content apart from B.Ed. Curriculum.
6. The Government has to make efforts to raise the status of the school teachers in terms of salary, professional growth, and promotions on par with other professions.
7. The MHRD can organize nationwide deliberations with different stakeholders such as educationists, policymakers, subject experts, University teacher educators, principals, and Senior Faculty from B.Ed. Colleges, secondary school head masters, senior school teachers, etc. to take various inputs to give more professional substance to the four years integrated teacher education program.
8. The MHRD can make efforts to have an interactive program with the Pre-university college students and their parents to clear the misconceptions and stress the importance of the teaching profession, thereby motivating them to consider four years of integrated teacher education as one of the best options in pursuing higher education.

## 10. Limitations of the Study:

The present project has the following limitations:

1. The present work was confined to Second year P.U.C. students of 2018-19 Batch.
2. The study was limited to Teacher educators studying in Bangalore north.
3. The sample size confined to 96 Teacher educators of four different PUC colleges in Bangalore.
4. The present study was confined to measure only the attitude of the second year PUC students towards four years of integrated B.Ed. Programme.
5. The present study was confined to study the attitude of the second year Teacher educators towards four years of integrated B.Ed. Programme when they are classified according to their discipline (Arts and Science), gender (Male and Female), and place of residence (Rural and Urban).
6. The tool constructed (attitude scale towards Four years integrated B.Ed. program) was developed within the constraints of time, human and material resources available. Moreover, only content validity was ensured for the present attitude scale.



## 11. Suggestions for Further Study:

1. The study can be extended to study the attitude of the 12<sup>th</sup> standard students towards four years of integrated B.Ed. program
2. The study draws a larger sample of Teacher educators.
3. The present study can be extended to study the influence of other moderate variables like type of institution, qualification of parents, socio-economic status of a family, etc.

## 12. Conclusion:

Teacher education in India has entered a new phase. The introduction of four years of integrated B.Ed. Programme is a major step towards a more thorough professionalization of teacher education program on par with other professional programs in India. The researcher has attempted to study the attitude of Teacher educators towards four years of integrated B.Ed. Programme. Given the moderate attitude on the part of majority, Teacher educators towards four years integrated B.Ed. The programme, it is important to make the program more relevant, techno-savvy, etc. to attract more and more Teacher educators.

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