



# A STUDY OF ATTITUDE OF STUDENT TEACHERS UNDER TWO-YEAR B. ED COURSE IN HAVERI DISTRICT, KARNATAKA

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## ABSTRACT

This article also focuses on the attitude of student teachers towards the two-year B.Ed. course. Student teachers' attitude towards their profession has been an important area of research since the beginning. The importance of teachers as the architect of our future generation demands that only the best and capable members of our intelligence should be allowed to qualify for this noble profession. Teaching is a noble profession and teachers are the god of any educational system. The education course should make the student teachers realize the dignity of the teaching profession so that they can serve the society with greater responsibility towards the right change in the society. The objective of the study was to find out the locus and type of family-wise analysis of attitude towards the two-year B.Ed. course. The survey method was used for the investigation. 60 student teachers from Haveri district of Karnataka state were used as the sample for the study. The scale of attitude towards the two-year B.Ed. course developed and validated by V. Rajeshwari and P. Shanmugavadivu (2015) was adopted.

**Keywords:** Attitude, Two Year B.Ed. course, Student Teachers.

## INTRODUCTION

Teacher education is the set of policies, procedures and training courses designed to equip teachers with the knowledge, skills, behaviors and attitudes required to function effectively in the classroom.

It connects educational theory and practical teaching, ensuring that teachers can facilitate learning and adapt to evolving educational challenges.

The concept of teacher education is undergoing rapid change across the world. It is no longer just training as previously conceived. It means acquiring the type of knowledge of information, skills and competences that will enable the teacher to carry out his/her professional duties and responsibilities effectively and efficiently. It means shaping and reshaping the attitudes, habits and personality of the teacher (Agarwal, 1985).

## SIGNIFICANCE OF THE STUDY

The role of teachers in today's society of the 21st century will definitely change from now on. Teachers need to develop their competence to help students achieve their own potential. In contemporary society, teachers need to be fully professional and fully equipped with high academic quality education, practical skills and moral values. Teachers' attitude towards their profession has been an important area of research since ancient times. The success of teaching depends on the attitude of teachers towards the teaching profession, their inclination towards the interest of learners in teaching. Teachers should create an emotional environment among students to be friendly, tolerant, generous and calm. This directly affects the attitude of children to learn and students because they can improve their satisfaction and achievement with competent teaching, for this, teachers need to have the right attitude towards teaching, so there is a need to study.

## REVIEW OF RELATED LITERATURE

- **Bhatia (2021)** A study of the evaluation of the new B.Ed. curriculum in colleges of education affiliated to the University of Bombay.

### Objectives: -

- ✓ To study the relevance of the subjects in the revised B.Ed. syllabus.
- ✓ To study the relevance of the practical teaching course.
- ✓ To study the effectiveness of the assessment scheme in the new B.Ed. syllabus.
- ✓ To suggest improvements.

### findings of the study:

- ✓ On the one hand, there were some major changes in the new B.Ed. curriculum and several subjects were repeated. Implementation of the new curriculum was found to be difficult.
- ✓ The teachers unanimously agreed that the area of practical teaching was an important part of the B.Ed course. The majority found the B.Ed curriculum to be mechanical and book-based.
- **Behari (2021)** conducted a study on the analysis of teacher education curricula in the context of competencies required for effective teaching. The study analyzed teacher education curricula in order to develop competencies required for effective teaching. The findings of the study: The teaching essay method was more helpful than the foundation papers taken together in developing competencies, especially skills, while the practical teaching or practical skills in teaching were found to be more helpful than the rest of the teacher education program in developing competencies, especially skills. Activities and discussions were found to be more helpful as a transactional method of the program.
- **Sali, A. (2023)** studied the attitude of teachers towards four aspects of in-service training course, namely: enrichment of school subject content, teaching methods, new trends in education and innovation in education and various aspects were interpreted as favorable attitude towards them.
- **Chakravarthy and Behera (2024)** conducted a study on the attitude of female teacher-trainers towards the existing B.Ed. curriculum of Burdwan University: An experimental study. The objectives of the study were: a) To find out the level of difference in attitude between assigned female government B.Ed. and assigned female private B.Ed. students towards the current B.Ed. curriculum of Burdwan University. b) To assess the difference in attitudes between new female government B.Ed. students and new female private B.Ed. students regarding their attitude towards the current B.Ed. curriculum of Burdwan University.

**Findings:**

- ✓ There is a significant difference in attitude between government B.Ed. female students and private B.Ed. female students. Should be rejected.
- ✓ There is a significant difference in attitude between new female government B.Ed. female students and new female private B.Ed. female students regarding the current B.Ed. curriculum of Burdwan University. The conclusion of the study is that.
- **Smitha and Acharya (2024)** concluded that the overall attitude of the teachers towards inclusive education for the disabled was unfavourable. The attitude towards inclusive education compared to their male counterpart. Professional experience of teachers in terms 10 years and below was found to be not a significant factor.
- **Khan, A. T. (2024)** investigated secondary school teachers 'attitudes towards and knowledge about inclusive education in Bangladesh and found that secondary school teachers have mostly favorable or supportive attitudes towards children with special educational needs. This study also brought to light that Bangladeshi secondary school teachers had positive feelings about the inclusion of such children in the mainstream classes.
- **Kaur, M. & Kaur, K. (2024)** studied the attitude of secondary school teachers towards inclusive Education and found that there was significant difference based on gender and locality of secondary school teachers with respect to their attitude towards inclusive education.

**OBJECTIVES OF THE STUDY**

1. A study of the attitude of rural and urban B.Ed. college students-teachers towards the two-year B.Ed. course in Haveri district, Karnataka state.
2. A study of the attitude of boys and girls B.Ed. students-teachers towards the two-year B.Ed. course in Haveri district, Karnataka state.

**HYPOTHESIS OF THE STUDY**

1. There is a significant difference in the attitude of rural and urban B.Ed. college students-teachers towards the two-year B.Ed. program in Haveri district of Karnataka state.
2. There is a significant difference in the attitude of B.Ed. students-teachers towards the two-year B.Ed. program in Haveri district of Karnataka state.

**RESEARCH METHOD****Population and Sample**

The population of this study consists of student teachers studying in B.Ed. College in Haveri district of Karnataka state. The researcher used simple random sampling technique to select the sample from the population. The sample consists of 60 student teachers.

**METHODOLOGY**

This study falls under the category of descriptive research. Thus, survey method has been adopted to carry out the research work.

**TOOL AND TECHNIQUES USED**

This study aims to assess the locality and type of family-wise analytical attitude towards a two-year B.Ed. course.

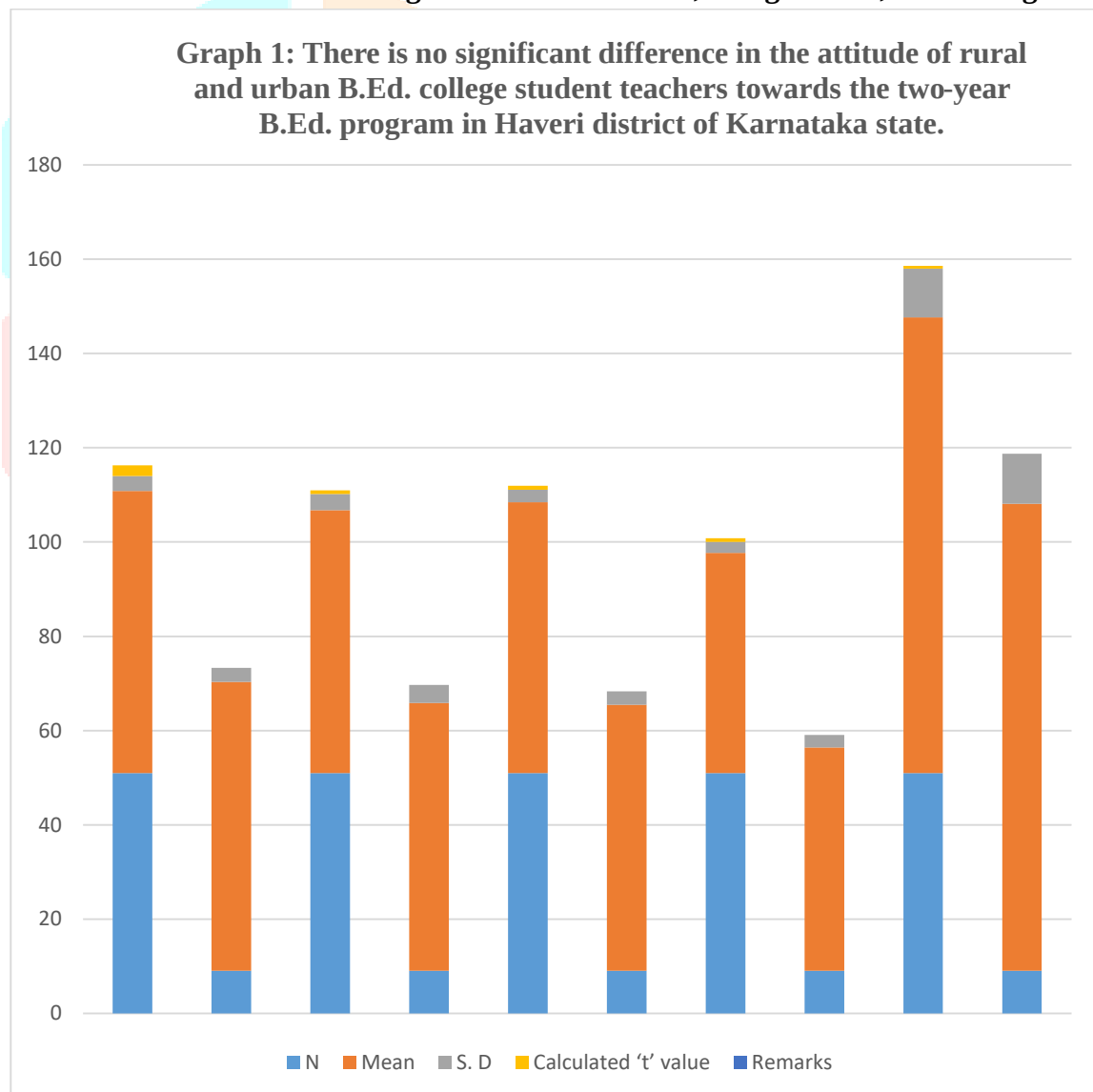
The investigator used the attitude scale towards a two-year B.Ed. course developed and validated by V. Rajeshwari and P. Shanmugavadivu (2015). The technique used in this study was mean, SD and 't' test.

### Analysis and interpretation of Data

**Table 1: There is no significant difference in the attitude of rural and urban B.Ed. college student teachers towards the two-year B.Ed. program in Haveri district of Karnataka state.**

| Elements                                       | Location | N  | Mean  | S. D   | 't' value | Remarks |
|------------------------------------------------|----------|----|-------|--------|-----------|---------|
| Teaching Learning Process                      | Rural    | 51 | 59.81 | 3.203  | 2.261     | S       |
|                                                | Urban    | 9  | 61.33 | 2.958  |           |         |
| Micro & Mini Teaching Skills                   | Rural    | 51 | 55.76 | 3.448  | 0.771     | NS      |
|                                                | Urban    | 9  | 56.89 | 3.756  |           |         |
| ICT & Macro Teaching Skills                    | Rural    | 51 | 57.43 | 2.657  | 0.878     | NS      |
|                                                | Urban    | 9  | 56.44 | 2.877  |           |         |
| Observation of a Person                        | Rural    | 51 | 46.67 | 2.352  | 0.771     | NS      |
|                                                | Urban    | 9  | 47.44 | 2.603  |           |         |
| Overall attitude towards two-year B.Ed. course | Rural    | 51 | 96.67 | 10.346 | 0.583     | NS      |
|                                                | Urban    | 9  | 99.11 | 10.600 |           |         |

The tabulated value of 't' at 5% significance level is 1.96, S- significant, NS- not significant)



In Table and Graph-1, the calculated 't' value for df 28 is less than the tabulated value (1.96) for micro teaching skills, observation of the individual, ICT and macro teaching skills and overall attitude towards the two-year B.Ed., course at 5% level of significance.

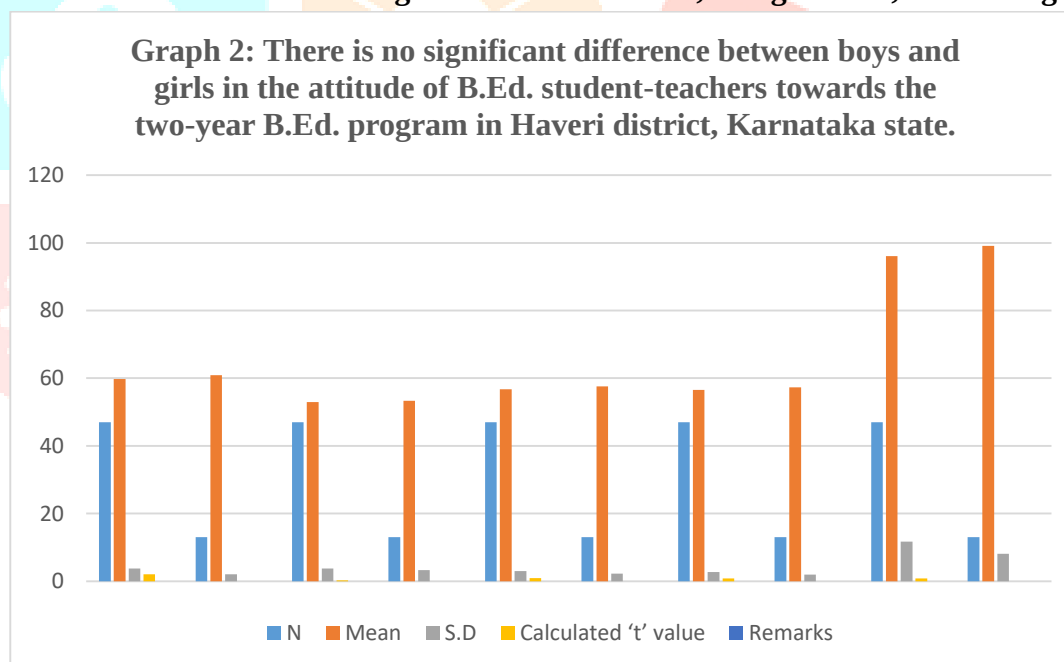
But there is a significant difference between rural and urban student teachers in the dimension of teaching learning process. When the mean scores of rural (mean = 59.81) and urban (mean = 61.33) student teachers are compared. It is hypothesized that urban student teachers are better in the dimension of

teaching learning process. This is because they are more exposed to different teaching methods and are aware of the various opportunities available to them.

**Table 2: There is no significant difference between boys and girls in the attitude of B.Ed. student-teachers towards the two-year B.Ed. program in Haveri district, Karnataka state.**

| Elements                                       | Type of Students | N  | Mean  | S.D    | 't' value | Remarks |
|------------------------------------------------|------------------|----|-------|--------|-----------|---------|
| Teaching Learning Process                      | Boys             | 47 | 59.76 | 3.784  | 2.072     | S       |
|                                                | Girls            | 13 | 60.92 | 2.060  |           |         |
| Micro & Mini Teaching Skills                   | Boys             | 47 | 52.94 | 3.766  | 0.283     | NS      |
|                                                | Girls            | 13 | 53.31 | 3.301  |           |         |
| ICT & Macro Teaching Skills                    | Boys             | 47 | 56.76 | 3.032  | 0.881     | NS      |
|                                                | Girls            | 13 | 57.62 | 2.256  |           |         |
| Observation of a Person                        | Boys             | 47 | 56.59 | 2.740  | 0.843     | NS      |
|                                                | Girls            | 13 | 57.31 | 1.932  |           |         |
| Overall attitude towards two-year B.Ed. course | Boys             | 47 | 96.06 | 11.750 | 0.851     | NS      |
|                                                | Girls            | 13 | 99.15 | 8.153  |           |         |

(The tabulated value of 't' at 5% significance level is 1.96, S- significant, NS- not significant)



In Table 2, the calculated 't' value is less than the tabulated value (1.96) for df 28, revealing that there is a significant difference at the 5% level of significance in the dimensions of micro teaching skills, observation of the individual, ICT and macro teaching skills and overall attitude towards the two-year B.Ed., course.

But there is a significant difference between the boys and girl's student teachers in the dimension of teaching learning process.

When the mean scores of boys (mean = 59.76) and girls (mean = 60.92) are compared, it is inferred that the student teachers are better in the dimension of teaching learning process. This may be due to the fact that they are proficient with regular family situations and are able to adapt to any situation.

## Discussion and Conclusion

Teacher education in India has entered a new phase. The introduction of the two-year B.Ed. course is an important step towards becoming a more holistic student teacher. Researchers have tried to study the attitude of students in Haveri district, Karnataka state, towards the two-year B.Ed. course.

However, there is a significant difference between rural and urban student teachers in the dimension of teaching-learning process and between boy and girl student teachers in the dimension of teaching-learning process. Considering the moderate attitude of the majority of students in Haveri district, Karnataka state towards the two-year B.Ed. course, it is important to make the course more relevant to the student teachers.

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