

Attitude of Student-Teachers towards Four Year Integrated Teacher Education Programme

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Abstract: *This research aimed to study the attitude of student-teachers towards Four-year Integrated Teacher Education Programme. The study was conducted at Gaya, Bihar and Bhubaneswar, Odisha on the sample of 192 student-teachers. Standardized attitude scale was developed by the researchers to study the attitude of student-teachers. On the basis of findings it was concluded that student-teachers of different surroundings have positive attitude towards four year integrated teacher education programme. There was no significant difference between male and female; rural and urban; B.Sc.-B.Ed. and B.A.-B.Ed. student-teachers towards Four Year Integrated Teacher Education Programme but significant difference was found between student-teachers of Central University of South Bihar and Regional Institute of Education, NCERT, Bhubaneswar.*

Key Words: Attitude, Student-Teachers, Four Year Integrated Teacher Education Programme

Introduction

Education is an instrument for preparing younger generation for which efficient teachers are needed. Teachers are considered to be agents for change, when these agents enter teacher education institution through central admission process (CAP) they form a heterogeneous class with regard to various factors like subject, age, gender, socioeconomic status, working efficiency etc. We teach our trainees the value of fostering strong relationships between adults and children. We believe in learning together. Teachers should be taught to take responsibility for establishing the environment based on the ongoing inputs derived from children. Through our teacher training education programmes in India, teachers learn to develop links between the resources in the environment and the pursuits of the children. Our trainees learn that by observing, questioning, supporting and being a model, teachers challenge and encourage children, sharing in their enthusiasm, excitement and their desire to learn. We teach our trainees that activities should be planned, child-centred, spontaneous, self-guided, project-based and innovative. A strong component of our teachers training program is the development of empathetic thinking among children whereby our trainees are taught to generate in children an understanding of another person's thoughts and feelings as well as the development of problem-solving skills including helping, turn-taking, co-operating with others and sharing.

Teaching

Teaching is considered as art as well as science, it is a complex process which involves teacher – taught–environment. Teaching is dependent on method of teaching used, curricula, infrastructure, technology used etc. To be efficient it demands in-depth knowledge of the content and mastery over teaching skills. Teaching is the art of assisting another to learn. It includes providing information, appropriate situations, conditions or activities designed to facilitate learning.

Four Year Integrated Teacher Education Programme

The integrated approach to teacher education was borrowed from U.S.A. and a few experiments were conducted in our country during sixties. The first experiment was conducted in the college of Education at Kurukshetra University and later at the Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore by NCERT. In 1961, Ministry of Education established NCERT with an aim to devise improved techniques of training and building competent professional leadership. A new thinking developed in the field of teacher education to make B.Ed. course an integral part of the graduate degree programme. Instead of B.A., B.Sc., or B.Com. degree and B.Ed. degree, taken separately, it was proposed to have a four year degree course programme at the end of which a student will be B.A., B.Ed.; B.Sc., B.Ed.; B.Com., B.Ed.; degree depending on his subject matter specialization. NCERT established Regional Colleges of Education at Ajmer, Bhubaneswar, Mysore in 1963-64 and at Bhopal in 1964-65.

Concurrent and Integrated programmes of content-cum-pedagogy were instituted in those colleges for proper orientation and fuller preparation of teachers. Before the experiments could take its roots and schools could feel the new training programme in full, review committees (viz. Nag Chaudhary Committee, Kappor Committee (1974), Mathur Committee (1974 etc.) were set up in regular intervals. As a result of the recommendation of one of such committees the four year integrated courses in regional college of education were discontinued. But after a few years the four year integrated courses in the Regional College of Education have been restarted and continuing till today. National Commission on teachers (1985) observes that, "At this stage we only wish to invite attention to the fact that the unsatisfactory teacher preparation is a problem of long standing". Certain questions in connection with the four year integrated course yet remain to be answered. What were the original objectives behind the starting of the four year integrated teacher education programme in Regional Colleges of Education and at other places? Were these objectives sacrificed, modified or diluted with the passage of time? Was the integration of content with pedagogy which was the corner stone for these courses achieved and what were the techniques contemplated for achieving this integration? What extent did they prove to be useful? Has this integration been reflected in the curriculum of four year integrated courses as distinct from the traditional preparation of teachers in other programmes? Are these four year integrated course expensive compared to other systems of preparing teachers? How were the products of these courses received outside on completion of their study? Were they treated at par in qualification and in matter of employment and in further studies?

There are only few studies in this area. Most of these studies are in the form of reports of different committees and Commissions set up from time to time by the Government of India or the NCERT or MHRD etc.

Need and Significance of the study

Preparation of competence teachers through the teacher education institutions is a prime responsibility of these institutes. For this sake many institutions have done experiment on some alternatives models of teacher education. Dr. J.P. Naik an eminent educationist has been experiment the integrated model of teacher education at Shri Mouni Vidyapeeth, Gargoti under the title- 'Diploma in Rural Service (Education) Equivalent to B.A and B.Ed. Degrees of the Contemporary Universities'. In 1975, the nature of this programme was changed and it became the degree course of four year duration as B.A.-B.Ed. (Special) and was affiliated to Shivaji University, Kolhapur.

Again in 1990 it was restructured as B.A.-B.Ed. (Integrated). The changes have been done in the programme to meet the needs of ever changing society.

The teacher is the backbone of the education system. To prepare good teacher is a difficult task. Everybody speaks about quality education. But quality education is not possible without quality teachers. And so the utmost importance is to be given to the training programmes from the teacher education colleges. In the document of national commission on teachers-1, 1983 it has been said that, the training of teachers demands our urgent attention. What obtains now in the majority of our teaching colleges and training institutions are woefully inadequate and in the context of the changing needs of India today? The document also says about the new teacher, nothing is more important in educating teachers then to make them imbibe the right attitudes and values besides being proficient in the skills related to teaching.

In this context, the present study seeks to know the attitude of student-teachers towards four-year integrated teacher education programme. The investigators collected the data from two institutes' i.e. Central University of South Bihar, Gaya and Regional Institute of Education (RIE) Bhubaneswar to find the attitude of student- teachers towards four year integrated teacher education programme.

The present study is helpful to the institutes to plan their courses regarding the integrated teacher education. It is also helpful to educationist, policy makers and the agencies i.e. NCTE, NCERT, UGC which work in the field of teacher education to impart quality education through quality teachers prepared by teacher education institutes.

This programme is planned to impart quality teacher education. But whether the course is succeeded in doing was always a question in the investigator's mind while after getting some questions from B.A.-B.Ed. and B.Sc.-B.Ed. of Central University of South Bihar and RIE, Bhubaneswar. The investigator makes up his mind to conduct the study on this topic.

Statement of the Problem

The problem under investigation was stated as "Attitude of Student-teachers towards Four-year Integrated Teacher Education Programme".

Operational Definitions of the Terms Used

Attitude: In this study, attitude means a settled way of thinking or feeling of student-teachers towards four-year integrated teacher education programme.

Student-teachers: Student-teachers are the enrolled trainees in four year integrated teacher education programme.

Four Year Integrated Teacher Education Programme: It refers to four year integrated teacher education programme runs under Government of India and announced by National Council for Teacher India (NCTE).

Objective of the Study

The objectives of the study were:

- To study the attitude of student-teachers of Central University of South Bihar towards four year integrated teacher education programme.
- To study the attitude of student-teachers of Regional Institute of Education (RIE), Bhubaneswar towards four year integrated teacher education programme.
- To study the attitude of rural and urban student-teachers towards four year integrated teacher education programme of Central University of South Bihar and Regional Institute of Education (RIE), Bhubaneswar.
- To study the attitude of male and female student-teachers of Central University of South Bihar and Regional Institute of Education (RIE), Bhubaneswar towards four year integrated teacher education programme.

Hypotheses

The following hypotheses were formulated for this study-

- There is no significant difference between the attitudes of student-teachers of Central University of South Bihar and Regional Institute of Education (RIE), Bhubaneswar towards four year integrated teacher education programme.
- There is no significant difference between the attitudes of rural student-teachers of Central University of South Bihar and Regional Institute of Education, Bhubaneswar towards four year integrated teacher education programme.
- There is no significant difference between the attitudes of urban student-teachers of Central University of South Bihar and Regional Institute of Education, Bhubaneswar towards four year integrated teacher education programme.
- There is no significant difference between the attitudes of male student-teachers of Central University of South Bihar and Regional Institute of Education, Bhubaneswar towards four year integrated teacher education programme.

- There is no significant difference between the attitudes of female student-teachers of Central University of South Bihar and Regional Institute of Education, Bhubaneswar towards four year integrated teacher education programme.
- There is no significant difference between the attitudes of B.Sc.-B.Ed. student-teachers of Central University of South Bihar and Regional Institute of Education, Bhubaneswar towards four year integrated teacher education programme.
- There is no significant difference between the attitudes of B.A.-B.Ed. student-teachers of Central University of South Bihar and Regional Institute of Education, Bhubaneswar towards four year integrated teacher education programme.

Methodology

The researcher adopted a normative survey method to study the problem

Sample

For the purpose of the study 192 student-teachers of 4th year (final year) of four-year integrated teacher education programme of Central University of South Bihar and Regional Institute of Education, Bhubaneswar were selected as sample.

Tool

An *Attitude Scale for Student-Teachers* (ASST) was constructed and standardized by the investigators to collect the data for the present study.

Statistical Techniques Used

The data collected was subjected to statistical analysis namely means, standard deviation and t-test to test the framed hypothesis.

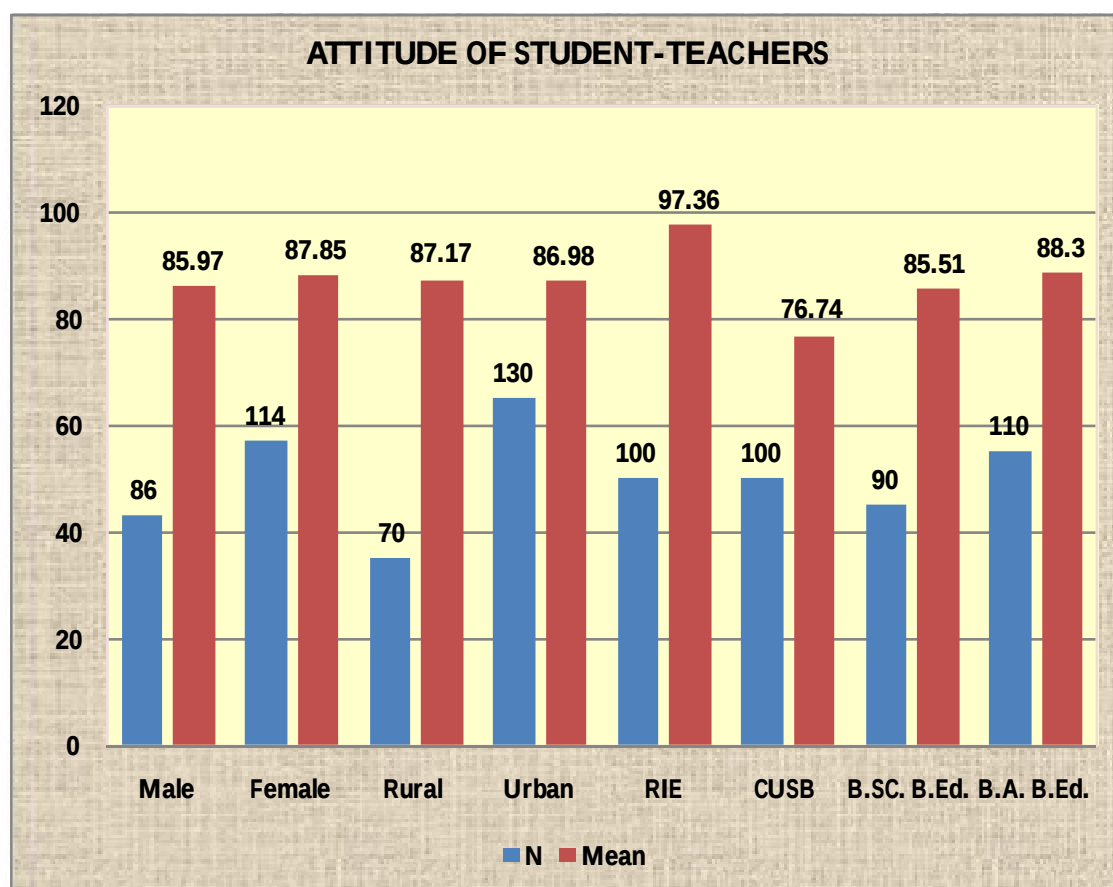
Results and Discussions

The researcher collected relevant data and subjected to statistical analysis and interpreted according to the norms.

Table-1: Attitude of Student- Teachers (Overall)

Group	N	Mean
Male	86	85.97
Female	114	87.85
Rural	70	87.17
Urban	130	86.98
RIE	100	97.36
CUSB	100	76.74

B.Sc.-B.Ed.	90	85.51
B.A.-B.Ed.	110	88.30



Bar diagram-1 is showing the attitude of student-teachers

Table no. 1 shows the overall scores of student-teachers attitude. Attitude score of Male is 85.97 and of Female are 87.85, attitude score of Rural is 87.17 and of Urban is 86.98, attitude score of RIE is 97.36 and of CUSB is 76.74 and attitude score of B.Sc.-B.Ed. and B.A.-B.Ed. are 85.51 and 88.30 respectively.

Table-2: Attitude of Students-Teachers of CUSB and RIE towards Four Year Integrated Teacher Education Programme

Group	N	Mean	S.D.	t score	df	Level of Significance	Interpretation
CUSB	100	76.74	13.82	7.98	198	0.01	SD
RIE	100	97.36	11.64				

Above table-2 shows that mean score of attitude towards four-year integrated teacher education programme of CUSB and RIE are 76.74 and 97.36 respectively. Obtained t score is 7.98 which is significant at 0.01 level of significance. So, the hypothesis “There is no significant difference between the attitudes of student-teachers of Central University of South Bihar and Regional Institute of Education, Bhubaneswar towards four year integrated teacher education programme” is rejected. Mean value infer that RIE students are having more attitude towards integrated programme in comparison to CUSB students. One reason behind this difference may be that RIE is an old and premier institution for integrated course. They have much more resources in comparison to CUSB which is a developing university. RIE have a delicately infrastructure and also academic coordination to run the integrated course. On other hand CUSB has lack of infrastructure and other academic necessities.

Table-3: Attitude of Rural and Urban students-teachers

Group	N	Mean	S.D.	t score	df	Level of Significance	Interpretation
Rural	70	87.17	17.14	0.053	198	0.01	NS
Urban	130	86.98	16.61				

Table no. 3 shows the t score is 0.053 which is not significant at 0.01 level of significance. So hypothesis- “There is no significant difference between the attitudes of rural and urban student-teachers of Central University of South Bihar and Regional Institute of Education, Bhubaneswar towards four year integrated teacher education programme” is accepted. On the basis of mean value it can be said that attitude of rural student-teachers are more than that of urban student-teachers, there may be few reasons i.e. rural student-teachers do not get much exposure in compare to urban student-teachers so their attitude is high and they live in hostel so they are fully committed towards this programme.

Table-4: Attitude of Male and Female students-teachers

Group	N	Mean	S.D.	t score	df	Level of Significance	Interpretation
Male	86	85.97	16.42	0.56	198	0.01	NS
Female	114	87.85	16.62				

A perusal on above table, t score is 0.56 which is not significant at 0.01 level of significance. So hypothesis- “There is no significant difference between the attitudes of male and female student-teachers of Central University of South Bihar and Regional Institute of Education, Bhubaneswar towards four year integrated teacher education programme” is accepted. On the basis of mean value it can be infer that attitude of female student-teachers are more than that of male student-

teachers. The reasons behind this may be- female student-teachers are less engage in social media because they are involved in house-hold task in free time. There are so many social restrictions for the girls in Indian society, so they are not free as boys. Resulting they are more focused on their study.

Table- 5: Attitude of B.Sc.-B.Ed. and B.A.-B.Ed. Students-Teachers

Group	N	Mean	S.D.	t score	df	Level of Significance	Interpretation
B.Sc.-B.Ed.	90	85.51	17.67	0.842	198	0.01	NS
B.A.-B.Ed.	110	88.30	16.34				

Above table shows that obtained t score is 0.842 which is not significant at 0.01 level of significance. So, hypothesis- “There is no significant difference between the attitudes of B.Sc. B.Ed. and B.A. B.Ed. student-teachers of Central University of South Bihar and Regional Institute of Education, Bhubaneswar towards four year integrated teacher education programme” is accepted. On the basis of mean value it can be infer that attitude of B.A. B.Ed. Student-teachers are more than that of B.Sc. B.Ed. student- teachers. Some possible reasons may be- In B.A.-B.Ed. student-teachers are more engaged in co-curricular activities so their attitude are high towards four year integrated teacher education programme. Scope for job is very limited for B.A. B.Ed. Student-teachers so they are very sincere towards their programme.

Educational Implications

Findings of the study revealed that it would be helpful for the policymakers to know the perception of student-teachers towards four year integrated teacher education programme. It helps to make the educational policymaker aware about various limitations regarding four year integrated teacher education programme. It is useful to identify certain importance of four year integrated teacher education programme to improve the functioning of teacher education institutions. The findings also revealed that it will be useful to the teachers and administrators to organize different programs, workshops, seminars etc. on the importance of four year integrated teacher education programme. The interest of student teachers of Central University of South Bihar found to be low because inadequate infrastructure, lack of proper monitoring, training and awareness. So, there is an immediate need to revitalize the four year integrated teacher education programme by providing sufficient financial resources for upgrading its infrastructure and taking some schemes, policies, and strategies for smooth functioning of four year integrated programme.

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