

Effect Of Face-To-Face B.Ed. Programme On Teacher Interns Attitude Towards Teaching Profession With Respect To Type Of Institutions, Academic Streams, And Different University System

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ABSTRACT

Teaching being a dynamic activity requires a favorable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude she possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. Attitude being a social construct is influenced by many factors like gender social strata, age, stream of education, type of institutions and previous experience of the job. This study deals with effect of face-to-face B.Ed. Programme on Teacher Interns Attitude towards Teaching Profession with respect to type of Institutions, academic streams, and different university System. The sample constituted of 1256 teacher interns belonging to science and humanities streams drawn from fifteen education Colleges from two universities i.e. Guru Nanak Dev University Amritsar and Panjab University Chandigarh were selected from government-

aided and self-financed. The effect of execution of B.Ed. programme on the teacher attitude of the teacher interns was studied with the help of a pre-test, post-test experimental design with 2×2×2 factorial design taking gain scores of the teacher attitude as dependent variable. The results revealed that teacher interns of self-financed institution exhibited significantly higher gain in the teacher attitude than their counterparts in government-aided institutions. Teacher interns studied in Panjab University Chandigarh exhibited significantly higher gain in teacher attitude than their counterparts Guru Nanak Dev University Amritsar as an outcome of B.Ed. programme. Whereas teacher interns following different academic streams were did not differ gain significantly in their teacher attitude.

The interaction effects between institution types and academic streams, between academic streams and university system on the gain scores of teachers attitude were reported significant. But the

interaction effect between university system and institution types was not reported significant.

Keywords: Teacher Education, Teacher Interns, Teacher attitude.

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INTRODUCTION

Education is a key factor determining a country's progress and one of the basic needs of human beings. Teachers play a crucial role in shaping and directing it in the right direction. Education is a reforming process. It has continued to evolve diversify and extend its reach since the dawn of human history. Every country develops its own system of education to express and promote its unique socio-cultural identity as well as to meet the challenges of the times.

This is not an important matter that 'Teaching is a profession' most important issue is that 'Teachers are professionals.' If teachers possess healthy and professional attitude he/she is most capable in handling the problems related with teaching-learning

process. In India, large number of people enters in this profession, because teaching is a third major workforce. The quality of teaching shapes the future of students and prepares them to be responsible citizens. Teachers play a central role in ensuring quality and effectiveness in learning and establishing foundations of a learned and educated society.

VISION OF TEACHER AND TEACHER EDUCATION

As we engage in the act of envisioning the role of the teacher and the shape of teacher education unfolding in the coming years, it would do us well to take note of the movement of ideas, globally, that have led to current thinking on teacher education. While the search for a philosophy of teacher education that satisfies the needs of our times continues, we seem to be converging on certain broad principles that should inform the enterprise. First, our thinking on teacher education is *integrative* and *eclectic*. It is free from the hold of 'schools' of philosophy and psychology. We also do not think of teacher education as a prescriptive endeavor; we want it to be open and flexible. Our emphasis is on *changing contexts* and our aim is to empower the

teacher to relate himself/herself to them. Second, modern teacher education functions under a global canvas created by the concepts of ‘learning society’, ‘learning to learn’ and ‘inclusive education’. The concern is to make teacher education *liberal, humanistic* and responsive to the demands of *inclusive education*. The emphasis in teaching is not on didactic communication but on *non-didactic and dialogical explorations*. Third, modern pedagogy derives its inspiration more from *sociological and anthropological insights* on education. There is increasing recognition of the worth and potential of *social context* as a source for rejuvenating teaching and learning. *Multi-cultural education* and *teaching for diversity* are the needs of contemporary times.

Fourth, we acknowledge the existence of a *diversity of learning spaces and curriculum sites* (farm, workplace, home, community and media), apart from the classroom. We also appreciate the diversity of learning styles that children exhibit and learning contexts in which teachers have to function – oversized classrooms, language, ethnic and social diversities, children suffering disadvantages of different kinds. Lastly, we

have realized the tentative and fluid nature of the so-called knowledge-base of teacher education. This makes *reflective practice* the central aim of teacher education. Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practices. Teacher education needs to build capacities in the teacher to construct knowledge, to deal with different contexts and to develop the abilities to discern and judge in moments of uncertainty and fluidity, characteristic of teaching-learning environments. From above discussion, we conclude that there are so many responsibilities on the shoulder of teacher. So, there is need to prepare prospective teacher to fulfill their all duties and responsibilities. For this purpose, teacher education is given to teacher interns. But, the most important thing is that attitude of teacher interns towards teaching profession plays an important role to make teacher interns committed to their profession. The reason behind this is that if a teacher has positive attitude towards teaching profession then he/she will become successful to reduce or finish the problems which comes in his/ her teaching carrier.

Against this backdrop and keeping in view the vision of teacher education as articulated above, the following set of concluding statements relating to a teacher's role, and the philosophy, purpose and practice of teacher education can be made:

- Teachers need to be prepared to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction.
- Teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.
- Teacher education must engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole.
- Teachers need to be trained in organizing learner-centred, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.
- Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as 'given' and accepted without question.
- Teacher education should provide opportunity to student-teachers for reflection and independent study without packing the training schedule with teacher-directed activities alone.
- The programme should engage teachers with children in real contexts rather than teach them about



children through theories alone. It should help them understand the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred

- Mode of cognition, motivation and learning resulting from home and community socialization.
- The programme should help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.
- Teacher education programmes need to broaden the curriculum (both school and teacher education) to include different traditions of knowledge; educate teachers to connect school knowledge with community knowledge and life outside the school.
- Teacher education programmes need to help teachers appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.
- Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of

critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values.

In view of the many-sided objectives of teacher education the evaluation protocol needs to be comprehensive and provide due place for the evaluation of attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters.

PRESENT TEACHER EDUCATION SCENARIO

In the present scenario, due to abundant changes in numerous facet of our civilization such as population explosion, scientific and technological advancement, explosion of knowledge, speedy industrialization, urbanization, mobilization, IT revolution, liberalization, privatization and globalization as well as the domination of western culture, in this time society has become vigorously changing. Modernization movement is followed by with multifold

problems, nervousness and worries to human life, endangering its original simple nature. Growing global poverty, pollution, hunger, disease, unemployment, unsociability, caste system, child-labour, gender inequality, ill-treatment of women, violence, disability, exploitation of natural resources and many such evils have caused value- crisis on the globe, adversely affecting the core human values such as honesty, sincerity, morality and humanity and, as such, there is a great transition in human society. To overcome the problems of the present era, inculcation of values among individuals and promotion of values in educational system, as well as society, is highly essential (Vijayasree, 2006).

Teachers' role is very vital in molding the future of a country and, as such, it is considered the noblest profession. Teachers are the ideals to their pupils. An educational institute should not be just confined to teaching and learning but it should be considered as a place where consciousness is aroused and illumined; soul is purified and strengthened. It is the place where the seeds of discipline, devotion and commitment are planted and fostered with deliberate efforts. A constructive

companionship between teachers and students has to be developed. Gurus like Parshuram, Bhishma and Drona influenced their students by practicing what they preached (Thakur, 2007). In a nutshell, a teacher in real sense is one who himself practices the human values. He should walk his talk to leave an ever-lasting impression in the minds of students.

There is a main problem in our country is implications of teacher education programmes. The teachers which are produced in teacher education institutions, when they go to school, they do not teach well. They push all their teaching skills to dustbin instantly after achieving the training eligibility. It so seems that all our efforts to generate competent teachers are in vain if we do not take note of the attitude of teachers towards teaching profession because attitude is directly associated with some eternal values. But the present scenario has been changed and those who are preparing for civil services, engineering, medical, defense exam, and if not selected they, qualifies for the teacher education programme and join this profession as there is a secured government job for B.Ed. candidates. The teaching profession is

neglected by the society because of the less financial gain and there is no rapid promotion in the teaching profession. There is corruption in every sphere of the society but production of sincere, honest and truthful teacher is big requirement of present time for the development of the nation.

TEACHER ATTITUDE

Teacher is the pivot of education process. Behaviour of the teacher directly effects the pupils. It is therefore, imperative that those individuals who are going to adopt the teaching profession should have the right kind of attitude towards their work. Only teachers with favourable dynamic attitude towards their work can play the role of nation builders. On the other hand, teachers with unfavourable orientation towards their work can prove to be unbearable liabilities for any society.

Attitudes have been defined in a number of ways. Allport (1935) defined it as a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and

situations with which it is related. Thurstone (1946) has defined attitude as the degree of positive or negative affect associated with some psychological object. According to Britt (1958), it is a mental set of response. The simplest definition is that, it is a feeling for or against something (Remmers, Gage & Rummel 1960). Fishbein (1967) defined it as a mental disposition of the human individual to act for or against a definite object. By a psychological object, he means any symbol, phrase, slogan, person, institution, ideal or idea towards which people can differ with respect to positive or negative effect. A particular job, for example, may be a psychological object.

Attitudes are formed by direct experience as well as by implicit learning and may reflect personality (Zimbardo & Lieppe, 1991) Attitudes are typically conceptualized as having three related components: cognitive that is idea or assumption upon which the attitude is based, affective that is feelings about the issue and behavioural that is a predisposition toward an action that

corresponds with the assumption or belief (Wood, 2000).

Richardson (1991) narrated that education is a nation building activity. The quality of education depends upon ability and efficiency of teachers. If the teachers are well trained, motivated and committed with their profession, leaning will be enhanced. In present teacher training, more stress is given on teaching skills. This study may provide a searchlight towards improvement of teacher training through development of positive professional attitude.

Umme (1999), found that teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Conducting a study on the secondary school teachers of Bangalore city concluded that attitude towards teaching correlated positively and significantly with their job-satisfaction.

Flores (2001) explored from the newly graduated teachers that what affects their attitude towards teaching profession. She reported that the workplace also plays a crucial role in shaping teachers' attitudes

towards teaching, especially behavior of principal, and the nature of the communication within the school. The teachers' attitude is an important variable in classroom application of new ideas and novel approaches to instruction (Remke & Moseby, 2002).

Dodeen (2003) define attitude of teachers have also been determined to be influenced by gender. They found that female teachers have more positive attitude towards teaching profession as compared to male teachers.

Jeon and Peterson (2003) defined that in education, teacher attitudes are important constructs that guide the teacher- thinking process, knowledge acquisition, teacher strategies, and classroom management.

Celikoz and Cetin (2004) opined that if prospective teachers develop a positive attitude towards their profession, they will develop creative thinking, motivate their students more easily, and adapt their verbal and non verbal messages to their students. As a result, the prospective teachers attitude which is shaped in the teacher education programmes should be arranged in order to obtain a positive attitude for teaching profession.

Bolhuis and Voeten (2004), Macnab and Payne (2003), Ernest (1988), Bishop and Nickson (1983), teaching, teacher beliefs and attitudes play an important role in shaping classroom practice and there is a substantial body of evidence examining this supposed link between teachers' beliefs and attitude about mathematics and teaching, and classroom practice.

Kaya and Buyukkasap (2005) investigated the attitudes and concerns of 36 senior pre-service teachers - studying at Physics Education Department of Kazım Karabekir Faculty of Education in Ataturk University - regarding teaching profession in terms of several variables. From the study, it is found that females were found to have more positive attitudes toward the profession than males, viewed it as an ideal profession and they had more ambition to be a teacher.

Lasek and Wiesenbergovala (2007) administered a Questionnaire of Attitudes toward Teaching Profession to 136 3rd year pre-service teachers in order to determine their attitudes toward teaching profession in terms of several variables. Pre-service teachers whose parents are teachers and female pre-service teachers were found to have more positive attitudes than the others.

Temizkan (2008) opined that the teachers' attitudes towards their profession are usually related with their enjoying profession, dedicating themselves to their profession, being aware that their profession is socially necessary and important, and believing that they need to improve their profession, and so, themselves, continuously. Learning experiences of prospective teachers should be organized in a way that they will establish positive attitudes towards the profession of teaching.

Çapri and Çelikkaleli (2008) investigated the attitudes of 250 pre-service teachers studying at Mersin University, Faculty of Education toward teaching profession in terms of the variables of gender, program and faculty of study. It was determined as a result of the study that, the attitudes of pre-service teachers were significantly affected from gender, in other words females were found to have more positive attitudes.

Akkaya (2009) stated that gender factors affect the pre-service teacher's attitude towards teaching profession. It was revealed that female pre-service teachers who are in Turkish Education Department are more successful than male pre-service teachers

with respect to their attitudes and academic success.

Ghanti & Jagadesh, (2009) saw insignificant difference in their attitude towards teaching profession of teachers working in government and private institutions.

Pehlivan (2010) reported that there is a gain between the attitude of science and social science prospective teachers.

Akkus (2010) discovered a significant relationship between teachers' attitudes towards the teaching profession and burnout levels of the teachers. For the pre-service teachers who have almost finished the required courses to become a teacher, they have yet to be exposed to the negative points of the profession, and therefore might have a more positive attitude.

Akblut and Karakus (2011) determined that pre-service teachers attitude toward teaching profession were positive.

Akblut and Karakus (2011) determined how pedagogical content courses taken during teacher education programme affect the pre-service teacher's attitudes toward teaching profession, the findings revealed that pre-service teacher's attitude toward teaching profession were positive.

Oruc (2011) in his study on the perception of teaching as a profession by trainee teachers of a state University Faculty of Education revealed that these students have clear positive attitudes for their future profession.

Choudhry, Gujjar and Iqbal (2011) revealed that there was significant difference among the attitude of different type of institution.

Benjamin et al. (2011) observed science B.Ed. trainees had more favorable attitude towards teachings than that of arts stream. It was supported by Khan, Nadeem and Basu (2013) with sample of female teacher at higher secondary level.

Sharma and Dhaiya (2012) revealed that the arts and science B.Ed. students do not differ significantly in attitudes towards teaching profession

Akbaba, (2013) found pre-service teacher of social studies had positive teaching attitude.

Shah and Thoker (2013) reported that there is significant gain between teaching attitude of government and private secondary school teachers, and government secondary school teachers have higher teaching attitude towards their teaching profession as compared to private secondary school teachers.

Chakraborty & Mondal, Incik & Kiliç, Maheshwari, (2014) revealed no significant difference among stream of study.

Banerjee and Behera (2014) added that no significant difference was observed in attitudes towards teaching profession between social science and general science teacher. It was supported

by Chakraborty and Mondal (2014) with sample of arts and science streams.

Chakraborty and Mondal (2014) conducted study on Attitude of prospective teachers towards teaching Profession. professional attitude is the feelings of an individual, behaviors and commitment to the. In this article, they have measured the professional attitude of prospective teachers in relation to their gender, category, religion, locale, subject stream and academic qualification. The results show that prospective teachers' attitude towards teaching profession did not differ significantly with the variables like gender, religion, category, locale and stream of study. However, significant difference occurs in case of academic qualification.

Awan (2015) conducted study on Development of Attitude towards Teaching among Prospective Teachers of Punjab, Pakistan. The present study was aimed at

exploring the effect of teacher training on the attitude of prospective teachers towards teaching. Findings of the study revealed that there is a significant difference in attitude towards teaching before and after the B.Ed but gender and locality has no effect on the prospective teachers 'attitude towards teaching while students of different colleges did differ on the attitudes towards teaching. It reveals that training did affect the attitudes of perspective teachers towards teaching.

Kachhap and Namta (2015) conducted study on A Study on Problem Faced by the Teachers at Secondary Level Teacher Training Programme in Jharkhand. The Secondary Level Teacher Training Programme in the state Jharkhand is in worst condition. The secondary level teacher training programme in Jharkhand is going on in three types of institutions, namely government teacher training college, self-finance constituent college and privately managed college. But there is no proper attention towards the system from very beginning. Neither the SCERT has been formed nor has the appointment of teachers on regular basis been done for the government colleges. It is worst in the case of self-finance mode colleges. The teachers

are appointed for eleven months by the respective universities. The service of the teachers may or may not be automatically renewed, depends on the decision by the university authority. In the self-finance colleges, the teachers of future teachers are facing a lot of problems and accordingly mentally so unbalanced that they are searching a stable job even with low salary. The finding of this study revealed that there is significant difference between Arts stream teachers and Science stream teachers in relation to attitude towards the existing teacher training programme.

OPERATIONAL DEFINITION OF KEY WORD

Teacher attitude is a pre-disposition of a teacher to act either in a favourable or in an unfavourable way towards various components related to this profession and routine duties as a service provider. In the present study teacher attitude is measured in terms of teaching profession, classroom teaching, child-centered practices educational process, pupils and teachers as measured by Ahluwalia (2007).

a) Teaching Profession: Exist when teaching develops personality and

character, teaching as a better occupation with bright future, feels pride in telling belong to the teaching profession because it is a stimulating profession.

b) Class-Room Teaching: Exist when class-room teaching make the students disciplined but it should not be quite as graveyard, teaching makes work easy, begets social atmosphere, makes students respect each other, strengthen the desire to learn, needs a change and weak students gain a lot through revision in class-room.

c) Child-centered Process: Emerges when pupil's behavior should be taken into consideration be the teacher, pupils should be given freedom to express, they should not be let down before the class, students learn best by doing, their health is important responsibility of the school, books are not all in all for students, assigning home-work pupil's ability should be taken into consideration.

- d) **Educational Process:** Emerges when student learn more by love than punishment, one method of teaching is not suitable for all, good citizens only when teachers are good teachers, good relation between teacher and taught essential for learning.
- e) **Pupils:** Appears when students are generally sincere, enter the class after obtaining the permission from the teacher, they take pride in the neat and attractive environment of the school, they have right to express-disagreement with what the teacher says and if the student is unable to understand the assignment is usually the fault of teacher.
- f) **Teacher:** Appears when teacher respect everyone, everybody pay attention to what a teacher says, people do not look down upon teachers, they are leaders of the nation.

OBJECTIVE

- To study the effect of face-to-face B.Ed. programme on the teacher attitude among teacher interns.

HYPOTHESES

1. There is no significant difference in the teacher attitude of the teacher interns of government-aided and self-financed B.Ed. colleges; of science and humanities streams; of Guru Nanak Dev University Amritsar and Panjab University Chandigarh.
2. There is no interaction between type of institutions and academic streams; of academic streams and university systems; types of institutions and university systems on the gain scores of the teacher attitude among teacher interns.
3. There is no interaction among types of institutions, academic streams and university systems on the gain scores of the teacher attitude among teacher interns.

SAMPLE

In order to conduct the study, 1256 teacher interns belonging to science and humanities streams drawn from fifteen education

Colleges from two universities i.e. Guru Nanak Dev University Amritsar and Panjab University Chandigarh were selected from government-aided and self-financed colleges. Fifteen Colleges from each university are selected randomly out of self-financed or government-aided Institutions and Academic streams i.e. science and humanities.

TOOLS USED

Teacher Attitude Inventory by Ahluwalia S. P. (2007).

DESIGN AND PROCEDURE

The factorial design $2 \times 2 \times 2$ has been employed on the gain scores of teacher attitude, where in type of institutions,

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ANALYSIS AND INTERPRETATION

The means of sub-groups for $2 \times 2 \times 2$ factorial design on teacher attitude gain scores were calculated and have been presented in the Table 1 below:

different streams and the university system of B.Ed interns have been independent variables and have been used for the purpose of classification viz. Government-Aided and Self-Financed B.Ed colleges; students belonging to Science and Humanities stream from Guru Nanak Dev University Amritsar & Panjab University Chandigarh. Teacher attitude is studied as dependent variable. A pre-test of teacher attitude is administered on all the B.Ed. interns at the starting of the session, and then a post test of teacher attitude administered at the end of the session. Finally, the scores of pre-test and post-test are used to calculate gain in teacher attitude as an outcome of regular B.Ed. programme

TABLE 1
MEANS OF SUB-SAMPLE GROUPS OF ANOVA FOR 2×2×2
FACTORIAL DESIGN FOR TEACHER ATTITUDE GAIN SCORES

		GNDU	PU		
Government	Science	M ₁ = 40.92 σ ₁ = 24.77 N ₁ = 157	M ₂ = 33.56 σ ₂ = 25.16 N ₂ = 157	M ₁₂ = 37.24 σ ₁₂ = 25.20 N ₁₂ = 314	M ₁₂₃₄ = 35.88
	Humanities	M ₃ = 35.57 σ ₃ = 19.01 N ₃ = 157	M ₄ = 33.46 σ ₄ = 39.79 N ₄ = 157	M ₃₄ = 34.52 σ ₃₄ = 31.15 N ₃₄ = 314	
Self-Financed	Science	M ₅ = 40.43 σ ₅ = 24.32 N ₅ = 157	M ₆ = 33.84 σ ₆ = 23.80 N ₆ = 157	M ₅₆ = 37.14 σ ₅₆ = 24.25 N ₅₆ = 314	M ₅₆₇₈ = 40.62
	Humanities	M ₇ = 40.35 σ ₇ = 20.30 N ₇ = 157	M ₈ = 47.86 σ ₈ = 28.83 N ₈ = 157	M ₇₈ = 44.11 σ ₇₈ = 25.17 N ₇₈ = 314	
		M ₁₃₅₇ = 39.32	M ₂₄₆₈ = 37.18		
		M ₁₃ = 38.25	M ₂₄ = 33.51		
		M ₅₇ = 40.39	M ₆₈ = 40.85		
		M ₁₅ = 40.68	M ₂₆ = 33.70		
		M ₃₇ = 37.96	M ₄₈ = 40.66		
		M ₁₂₅₆ = 37.19	M ₃₄₇₈ = 39.31		

In order to analyze the variance, the obtained scores were subjected to ANOVA. The results have been presented in the Table 2 below:

TABLE 2
SUMMARY OF ANOVA FOR 2×2×2 FACTORIAL DESIGNS ON
TEACHER ATTITUDE GAIN SCORES

Sources of Variation	Df	SS	MSS	F-ratio
Institution Type (A)	1	7060.895	7060.895	10.101**
Academic Stream (B)	1	1412.599	1412.599	2.021
University System (C)	1	1438.166	1438.166	2.057
Institution Type × Academic Stream (A × B)	1	7377.338	7377.338	10.553**
Academic Stream × University System (B × C)	1	2120.561	2120.561	3.033
Institution Type × University System (A × C)	1	7348.283	7348.283	10.512**
Institution Type × Academic Stream × T University System (A × B × C)	1	1538.296	1538.296	2.201
Within	1248	872415.363	699.051	
Total	1256	2738318.000		

*Significant at the 0.01 level confidence

** Significant at the 0.01 level confidence

INSTITUTION TYPE, ACADEMIC STREAMS AND UNIVERSITY SYSTEM

(A, B and C)

It may be observed from the Table 2 that F-ratio for the difference between means of teacher attitude gain scores of two types of the institution namely, government-aided and self-financed B. Ed. institutions, was found to be significant at the 0.01 level of confidence, Whereas, F-ratio for the difference between means of teacher attitude gain scores of students belonging to

humanity and science stream; students belonging to Panjab University Chandigarh and Guru Nanak Dev University Amritsar, were not found to be significant.

The examination of the corresponding group means from the Table 1 suggests that the mean teacher attitude gain scores among teacher interns of self-financed institutions is significantly more than the teacher interns of government-aided institutions. Meaning thereby, B.Ed. interns studied in self- financed institutions exhibited significantly higher gain in teacher attitude than their counterparts government-aided institutions as an outcome of B.Ed. programme.

On the other hand, the examination of the corresponding group means from the Table 1 suggests that the mean gain scores of teacher's attitudes of science and humanities Stream, and the mean gain scores of teacher's attitudes of Guru Nanak Dev University Amritsar and Panjab University Chandigarh were found to be comparable as outcome of B.Ed. face-to-face programme.

INSTITUTION TYPE × ACADEMIC STREAM (A × B)

it may be observed from the Table 2 that F-ratio for the interaction between institution type and academic stream on the teacher attitude gain scores was found to be significant at the 0.01 level of confidence.

To further analyze the significance of difference in various cells, t-ratios have been computed to know the inter cell differences due to which F-ratio for the interaction have been found to be significant and are presented below in the Table 3:

TABLE 3

t- RATIOS FOR THE DIFFERENCE IN MEANS OF VARIOUS CELLS OF 2×2 DESIGN ON THE GAIN SCORES OF TEACHER ATTITUDE

Mean group	Mean	Mean	SE _d	D	t-ratio
M ₁₂ -M ₅₆	37.24	37.14	1.973	0.105	0.053
M ₁₂ -M ₃₄	37.24	34.52	2.26	2.73	1.206
M ₁₂ -M ₇₈	37.24	44.11	2.01	6.86	3.42**
M ₅₆ -M ₃₄	37.14	34.52	2.228	2.62	1.176
M ₅₆ -M ₇₈	37.14	44.11	1.972	6.97	3.53**
M ₃₄ -M ₇₈	31.15	44.11	2.26	9.59	4.24**

*significant at the 0.05 level of confidence

**significant at the 0.01 level of confidence

M₁₂-Science (Govt.), M₅₆-Science (Self-Financed), M₃₄-Humanities (Govt.), M₇₈-Humanities (Self-Financed)

It may be observed from the Table 3 that means of sub-groups of teacher attitude gain scores reveals that t-ratios are significant for sub-group namely M₁₂- M₇₈, M₅₆-M₇₈ and M₃₄-M₇₈ at the 0.01 level of confidence. The further examination of means from the Table 2 suggests that- B. Ed. interns of humanities stream of self-financed institutions showed significant gain in teacher attitude than B. Ed. interns of science and humanities streams of government-aided institutions, B. Ed. interns of science stream of self-financed institutions.

INSTITUTION TYPE × UNIVERSITY SYSTEM (A × C)

It may be observed from the Table 2 that F-ratio for the interaction between institution type and university system on the teacher attitude gain scores was found to be significant at the 0.01 level of confidence.

To further analyze the significance of difference in various cells, t-ratios have been computed to know the inter cell differences due to which F-ratio for the interaction have been found to be significant and are presented below in the Table 3:

TABLE 3

t- RATIOS FOR THE DIFFERENCE IN MEANS OF VARIOUS CELLS OF 2×2 DESIGN ON THE GAIN SCORES OF TEACHER ATTITUDE

Mean group	Mean	Mean	SE _d	D	t-ratio
M ₁₃ -M ₅₇	38.25	40.39	1.779	2.14	1.21
M ₁₃ -M ₂₄	38.25	33.51	2.26	4.74	2.10*
M ₁₃ -M ₆₈	38.25	40.85	1.99	2.60	1.31
M ₅₇ -M ₂₄	40.39	33.51	2.261	6.88	3.04**
M ₅₇ -M ₆₈	40.39	40.85	1.992	0.46	0.23
M ₂₄ -M ₆₈	33.51	40.85	2.43	7.34	3.02**

*significant at the 0.05 level of confidence

**significant at the 0.01 level of confidence

M₁₃-Govt. (GNDU), M₅₇-Self-Financed (GNDU), M₂₄-Govt. (PU), M₆₈-Self-Financed (PU)

It may be observed from the Table 3 that means of sub-groups of teacher attitude gain scores reveals that t-ratios are significant for sub-group namely M₁₃-M₂₄ at the 0.05 level of confidence and M₅₇-M₂₄, M₂₄-M₆₈ at the 0.01 level of confidence. The further examination of means from the Table 1 suggests that: B.Ed. interns of government-aided and self-financed institutions of Guru Nanak Dev University, B.Ed. interns of self-financed institutions of Panjab University

Chandigarh exhibited higher gain in teacher attitude than their counterparts studied in government-aided institutions of Panjab University Chandigarh.

INSTITUTION TYPE × ACADEMIC STREAM × UNIVERSITY SYSTEM (A × B × C)

It may be observed from the Table 4.24 that F-ratio for the interaction between institution type, academic stream and university system on the teacher attitude gain scores was not found to be significant even at the 0.05 level of confidence.

There is no interaction among institution types, academic streams and university system on the gain scores of professional commitment among teacher interns.

FINDINGS OF THE STUDY

1. B.Ed. interns studied in self- financed institutions exhibited significantly higher gain in teacher attitude than their counterparts government-aided institutions as an outcome of B.Ed. programme.
2. B. Ed. interns of humanities stream of self-financed institutions showed significant gain in teacher attitude than B. Ed. interns of science and humanities streams of government-aided institutions, B. Ed. interns of science stream of self-financed institutions.
3. B.Ed. interns of self-financed institutions of Panjab University Chandigarh exhibited higher gain in teacher attitude than their counterparts studied in government-aided institutions of Panjab University Chandigarh.
4. There is no interaction among institution types, academic streams and university system on the gain scores of professional commitment among teacher interns.

DISCUSSION OF FINDINGS AND EDUCATIONAL IMPLICATIONS

The first finding i.e there is significant difference between Teacher interns of self-financed institutions depicted higher level of teaching attitude as compared to their counterpart government-aided institutions. This finding is in tune with the result of Choudhry, Gujjar and Iqbal (2011). This finding is contrary to the study of Shah & Thoker (2013) who reported that there is significant difference between teaching attitude of government and private secondary

school teachers, and government secondary school teachers have higher teaching attitude towards their teaching profession as compared to private secondary school teachers. The possible reason for this finding is that Student attitudes are shaped to some extent by the structures (facilities) through which they are mediated. In fact, building conditions can directly affect the attitudes of students or the attitudes of teachers and parents which in turn affect student attitudes. Components for such type of the high level of teaching attitude is organisational climate, teacher-student relationships, job satisfaction and. These findings are supported by other researchers Christopher (1998) concluded that human nature makes people feel better about them when their surroundings are pleasant. Students who have better attitudes usually learn more and work harder. Christopher (1998) studied student attitudes in “ugly, neutral and beautiful” rooms finding significant differences corresponding to room quality in the responses. In the light of above discussion on the finding the researcher has drawn following conclusion that, self-financed institutions have the support of a well-developed infrastructure behind them. They provide teaching environment, teaching facilities, as well as latest teaching technologies all of which combine to create an environment which helps in developing a professional mindset of the students. Henceforth, the implication is to impose strict measures on government-aided institutions w.r.t. advance and supportive work environment. The research also reported that there is no statistical significant difference in the teaching attitude of teacher interns of academic streams (science and humanities) and university system (Guru Nanak Dev University Amritsar and Panjab University Chandigarh) towards teaching profession. This is corroborated by the finding of the study conducted by Sharma & Dhaiya (2012), Chakraborty & Mondal, Incik & Kiliç, Maheshwari, (2014) , Banerjee and Behera (2014) , Chakraborty and Mondal (2014) who revealed that arts and science teacher. Students do not differ significantly in attitudes towards teaching profession but, contrary to the finding of Pehlivan (2010), Benjamin et al. (2011), Kachhap and Namta (2015)who reported that there is a difference between the attitude of science and social science prospective teachers. The reason of this finding is that Teacher interns of self-financed institutions are enjoying the different co-curricular activities and opportunities to expose their abilities in different fields. Co-curricular activities develop the higher education aspiration, development of responsibility, self-discipline leadership skills and also help to create

the warm teacher-student relationships. This will help to enhance teaching attitude of the teacher interns. Humanities of self-financed institution are showing more teaching attitude than science of self-financed and humanities streams of government-aided institutions; teacher interns of science streams of self-financed institutions, because curriculum of teacher rich in co-curricular activities and teacher interns of humanities are showing more interests and participations in these activities. This is corroborated by the finding of the study conducted by like Birch & Ladd (1997); Ladd & Coleman (1997) stated that teacher-student attachment and teachers' attitude towards work appears critical in promoting and maintaining positive teacher behaviours. More motivated activities can be organised to help teachers develop positive relationships with students. As a result of positive relationships, teachers tend to enjoy school more, ultimately become more motivated towards engaging in learning activities and maintaining positive attitudes towards work. Therefore, the implication is to a healthy and growing environment is needed to keep the teacher interns attitude dynamic towards their work. The last finding i.e an outcome of face-to-face B.Ed. programme, teacher interns of government-aided and self-financed institutions of Guru Nanak Dev University, B.Ed. interns of self-financed institutions of Panjab University Chandigarh exhibited higher gain in 'Teacher Attitude' than their counterparts teacher interns of government-aided institutions of Panjab University Chandigarh. Teacher attitude of B.Ed. interns of government-aided and self-financed institutions of Guru Nanak Dev University Amritsar is more than the teacher interns of government-aided institutions of Panjab University Chandigarh because in Guru Nanak Dev University Amritsar theoretical aspects of the B.Ed. interns match with the assessment (behavioural achievement) of the teacher interns but in Panjab University Chandigarh theoretical and assessment aspects are not properly matched. So, proper co-relation between theory and assessment of teacher. interns studying in government-aided and self-financed institutions of Guru Nanak Dev University Amritsar infuses more teacher attitude. Self-financed institutions of Panjab University Chandigarh exhibited higher gain in teacher attitude than government-aided institutions of Panjab University Chandigarh due the good environmental conditions of self-financed institutions. Pugh and Others (1991) tried to investigate Pre-service Teachers' Attitude towards Theory and Practical Application in Teacher preparation. To determine program effectiveness, students were surveyed

at the end of the spring and fall semesters for 6 years, examining their attitudes towards theory and practical application in teacher education. The study noted whether they felt competent about subject matter, audio-visuals, classroom management and routine, and communication. Results found their attitudes more positive in the fall on all four measures. In the light of above discussion on the finding the researcher has drawn following conclusion that, Guru Nanak Dev University Amrisar has proper co-relation between theory and assessment.

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