A COMPARATIVE STUDY OF TEACHING ATTITUDE OF STUDENT TEACHERS OF FORMAL AND DISTANCE LEARNING SYSTEMS

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ABSTRACT
The present study was conducted with the aim to compare student teachers of formal and distance learning systems with regard to teaching attitude. A sample of 200 student teachers of formal learning system and 200 student teachers of distance learning system was selected by using stratified random sampling technique. Teacher Attitude Inventory developed by Ahluwalia (1974) was used for data collection. Data were analyzed using Mean, S.D. and t test. The study concluded that the student teachers of formal and distance learning system were almost identical in their teaching attitude except educational process and teachers dimensions of teaching attitude.

Keywords: Teaching Attitude, Student Teachers, Learning Systems

INTRODUCTION
An attitude is a personal disposition common to individuals but is possessed by different individuals in different degrees. It impels them to react to objects, situations or proposition in the way that can be called favourable or unfavourable. This basic motivation is responsible for moulding the nature of attitude in each individual. Continuous motivation manifests it in terms of appetites and aversions and through experience we develop favourable or unfavourable inclination towards objects and classes of object.

According to Cook et al (1951) the attitudes of a school teacher are the results of the interaction of numerous factors including academic and social intelligence, general knowledge and abilities, social skills personality traits and values, and teaching techniques and therefore, attitudes may afford a key to the predication of the teaching process of social atmosphere a teacher will maintain in the classroom.

A school is an organization of social system. It is established with the specific purpose, such as, teaching-learning process, harmonious development of students, welfare of the society and nation and so on. The realization of these purposes or goals, to a large extent, depends on the attitudes of the members. Positive attitude facilitates the attainment of goals, while a negative attitude tends to negate all efforts towards goal attainment. It, therefore, becomes necessary that the members of any social organization should develop positive attitude towards one another in order to enhance the realization of the organizational goals.

Due to the significance of secondary education and its large structure in the country universities have started to increase the enrolment of student teachers in the regular stream and some of them have started teacher education programme through distance system or mode by enrolling all those who are
aspirant for a degree of secondary teacher education. Many of these student teachers, if not all, are appointed in the secondary schools and start their work of national building by shaping the personality of the students in the way they have been taught in the correspondence or distance learning system. The quality of the product of this system cannot be questioned on the basis of mere assumptions unless and until it is examined and by scientific investigations. Although the products of correspondence or distance learning system can hardly be distinguished in terms of degree requirements, but certainly they have undergone an entirely different kind of exposure to teacher preparation. So it is necessary that research be conducted to probe the qualitative differences in the products of the two systems so as to advise the university, the policy makers and NCTE to adopt such a system which is qualitatively viable and sound and has lower unit cost (Singh and Malhotra, 1991). The present study was an attempt in this direction to examine the student teachers with regard to their teaching attitude which is of vital importance from research point of view.

OBJECTIVES

The present study was conducted keeping in view the following objectives:

1. To examine teaching attitude of student teachers of formal and distance learning systems.
2. To compare student teachers of formal and distance learning systems with regard to teaching attitude.

Hypotheses of the Study

The researchers have adopted descriptive methodology for this study Research has been placed on secondary data sources such as books, journals, newspapers and online database.

Art Classification

The present study was forwarded on the basis of the following hypotheses:

1. There is no significant difference in the teaching attitude of student teachers of formal and distance learning systems as a whole.
2. There is no significant difference in the teaching attitude of male student teachers of formal learning system and female student teachers of distance learning system.
3. There is no significant difference in the teaching attitude of male student teachers of formal learning system and male student teachers of distance learning system.
4. There is no significant difference in the teaching attitude of female student teachers of formal learning system and female student teachers of distance learning system.
5. There is no significant difference in the teaching attitude of student teachers of science group of formal learning system and student teachers of science group of distance learning system.
6. There is no significant difference in the teaching attitude of student teachers of Arts group of formal learning system and student teachers of Arts group of distance learning system.
7. There is no significant difference in the teaching attitude of student teachers of Science group of formal learning system and student teachers of Arts group of distance learning system.

METHOD OF THE STUDY

This was an exploratory study based on comparative design where student teachers of formal learning system and distance learning system were to be compared with regard to teaching attitude.
Population of The Study

The population of the study consisted of student teachers pursuing teacher education programme for secondary stage through formal learning mode run by Kanpur and Lucknow Universities in their own department of Education and in the colleges affiliated to them and also through distance learning mode run by IGNOU and UPRTOU in the study centres in some affiliated colleges of Kanpur University and in Lucknow University and in some of its associated colleges.

Sample and Sampling Technique

The study was conducted on 200 student teachers of formal learning system (100 male100 female) and 200 student teachers of distance learning system (100 male100 female). The sample of student teachers of formal learning system was selected from 13 colleges affiliated to Kanpur University and 5 colleges associated with Lucknow University and from their own department of Education by using stratified random sampling technique. The sample of student teachers of distance learning system was selected from the study centre of IGNOU and UPRTOU located in Kanpur and Lucknow cities by adopting the same sampling technique. The sample of student teachers consisted of arts and science stream both.

Tool of Data Collection

Data required for the present study was collected with the help of Teacher Attitude Inventory (TAI) developed by Ahluwalia (1974).

Administration of Tool and Data Collection

The data concerning teaching attitude of student teachers of formal and distance learning system were collected by the investigator with the cooperation of some teacher educators and teachers of the practicing schools by means of TAI.

Statistical Treatment to Data

Data collected through TAI were analyzed by using Mean, S D and t test which were found appropriate in the present case.

Analysis and Interpretations of Data

The collected data were organized and analyzed keeping in view the different groups of student teachers of formal and distance learning systems so as to make the interpretation of data convenient and meaningful.

RESULTS OF THE STUDY

On the basis of the analysis of data, the study revealed the following results:

1. There was no significance difference in the teaching attitudes of student teachers of formal and distance learning system.
2. Male student teachers of formal learning system and female student teachers of distance learning system did not exhibit difference in their teaching attitude.
3. Male student teachers of formal as well as distance learning system were identical in their teaching attitude.
4. Female student teachers of formal and distance learning system did not differ significantly in their teaching attitude.
5. Student teachers of science group of formal and distance learning system were identical in their teaching attitude.
6. Student teachers of science group of formal learning system and student teachers of arts group of distance learning system were almost similar in their teaching attitude.
7. Science male student teachers of formal learning system and science female student teachers of distance learning system did not differ significantly in their teaching attitude.

8. Male science student teachers of formal as well as distance learning system were not significantly different in their teaching attitude.

9. There was no significantly difference in the teaching attitude of science female student teachers of formal and distance learning system on different dimensions of teaching attitude except classroom teaching and total teaching attitude.

10. Student teachers of arts group of formal and distance learning system were almost similar in their teaching attitude.

11. Arts male student teachers of formal learning system and arts female student teachers of distance learning system were not significantly different on total teaching attitude and its different dimensions except educational process.

12. Arts Male student teachers of formal and distance learning system were significantly different on educational process and teachers dimensions of teaching attitude and also on total teaching attitude. But both groups were identical on other dimensions of teaching attitude.

13. Arts female student teachers of formal and distance learning system were not significantly different in their teaching attitude.

**Discussions of The Findings**

On making observation of the findings of the present study it was seen that the findings pertaining to the teaching attitude of student teachers of formal and distance learning system have been obtained according to the hypotheses formulated for this study. It was found that teaching attitude of the student teachers of formal and distance learning systems were almost identical irrespective of their sex and academic stream. It was only on educational process dimension of teaching attitude in case of male student teachers of arts stream of formal learning system and female student teachers of the same stream of distance learning system were found different from each other and also in the case of male student teachers of arts stream of formal learning system and distance learning system were found significantly different on educational process and teachers dimensions of teaching attitude and on total teaching attitude where student teachers of distance learning system were found to have higher mean score as compared to the student teachers of formal system. The reason of no significant difference in the teaching attitude of the student teachers of formal and distance learning system may be because of the social milieu of the area where the teacher education institutions of both the systems run. It is natural that the people residing in the similar social condition think in almost similar manner and try to see the things by the same spectacle. Since the student teachers belonged to the similar social conditions, that was why they had similar attitude towards teaching profession.

The other reason for having identical attitude towards teaching profession may be because of the value of teaching profession in the Indian society. It is observed that when the preference to the job or profession is to be accorded, most of the youths give higher preference to teaching profession. It is because of the merits of the teaching profession the persons, who are aspirant for this profession, have generally positive or favorable attitude.

In the case of female student teachers of arts stream and also male student teachers of this very stream of distance learning system who had higher mean score on educational process and teachers dimensions of teaching attitude and also on total teaching attitude, it can be said that because of their teaching experience before entering into the teacher education programme they had more acquaintance with the teaching process and teachers. This was why they had scored higher than those student teachers of formal learning system who entered into the teacher education programme without having teaching experience.
CONCLUSIONS OF THE STUDY

Keeping the results of the study in view, some conclusions of the study have been drawn and these are presented below:

The student teachers of formal and distance learning system irrespective of their sex and academic stream did not differ significantly in their teaching attitude. The only exception was in the case of male student teachers of arts stream of formal learning system and female student teachers of the same stream of distance learning system where female student teachers of distance learning system had higher attitude in the area of educational process dimension of teaching attitude as compared to male student teachers of arts stream of formal learning system. Similarly in comparison to male student teachers of arts stream of formal learning system, the student teachers of arts stream of distance learning system had higher attitude on educational process and teachers dimensions of teacher attitude as well as on the entire teaching attitude.

As a whole, it can be concluded that the student teachers of formal and distance learning system were almost identical in their teaching attitude except educational process and teachers dimensions of teaching attitude.

REFERENCES