

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Attitude of Prospective Teachers towards Academic Reforms in Higher Education

Dr. Preeti Sinha

Professor, St. Xavier's College of Education, Digha Ghat, Patna, Bihar, India

Sushil Kumar Singh

Assistant Professor, St. Xavier's College of Education, Digha Ghat, Patna, Bihar, India

Abstract:

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledge and self-sufficiency. When there is a willingness to change, there is a hope for progress in any field. India being the second largest country in the world, quality of education is still considered to be poor. The educationist and planner feel that the curriculum of the higher education needs a sea change. The change proposed by the planners and educationist needs a consideration from the teachers' point of view.

The purpose of this study is to study the attitude of prospective teachers towards academic reforms in higher education. The purposive sampling technique is used to select 150 prospective teachers of Patna. A self-constructed and validated Attitude scale was used to see the attitude of prospective teachers towards academic reforms in higher education. t-test was applied to analyse the data. Conclusion and discussion will be made on the basis of the result.

Keywords: Attitude, Prospective teachers, Academic Reforms.

1. Introduction

Change is the need of the hour. With changes taking place in all area of life reform in education is the demand of the time. A curriculum which does not take in the new developments taking place all over the world will remain stagnated, giving no option in life to young pursuing it. Adopting to change needs fresh input in the curricula keeping in mind the demand of the moving society. This positive approach will lead to a sustainable and more inclusive growth, reforms in education will empower everyone, young and old, to make decisions culturally appropriate and locally relevant to address the problems that threaten our common future.

Young India constitutes the maximum population of India. Younger generation spends their maximum time in schools or colleges. So if we want to change the mindset of the new generation in India then there is a need of academic reforms in higher education. Indian society has experienced period of critical adaptation to new reforms, particularly in education. This sector plays a crucial role in structuring the transfer of knowledge, social behaviors and cultural awareness. Educational reforms can be fundamental or external affecting the whole structure of the system or it can be internal, having less sweeping input on the system. An external school reform can also result in internal reforms.

1.1. Rationale of the Study

India has seen many types of both external and internal reforms in its education system. Keeping above mentioned idea in mind it is necessary to study the Attitude of Prospective Teachers towards Academic Reforms in Higher Education.

1.2. Objectives of the Study

- i. To study the significant difference between male and female prospective teachers in their Attitude towards Academic Reforms in Higher Education.
- ii. To study the significant difference between Hindi medium and English medium prospective teachers in their Attitude towards Academic Reforms in Higher Education.
- iii. To study the significant difference between Rural and Urban prospective teachers in their Attitude towards Academic Reforms in Higher Education.
- iv. To study the significant difference between Graduate and Post Graduate prospective teachers in their Attitude towards Academic Reforms in Higher Education.

1.3. Hypotheses of the Study

- i. There is no significant difference between male and female prospective teachers in their Attitude towards Academic Reforms in Higher Education.

- ii. There is no significant difference between Hindi medium and English medium prospective teachers in their Attitude towards Academic Reforms in Higher Education.
- iii. There is no significant difference between Rural and Urban prospective teachers in their Attitude towards Academic Reforms in Higher Education.
- iv. There is no significant difference between Graduate and Post Graduate prospective teachers in their Attitude towards Academic Reforms in Higher Education.

2. Methodology

The method of the study is the survey method. For the study data were collected from the prospective teachers of two different B.Ed. colleges of Patna. One hundred and fifty prospective teachers were purposely selected from the two college. A self-constructed and validated Attitude scale was administered on these selected samples. Appropriate statistical techniques were applied to elicit the information from collected data.

2.1. Statistical analysis and Interpretation

t-test was used for analyzing and interpreting the data.

2.2. Hypotheses Testing

2.2.1. Hypotheses-1

There is no significant difference between male and female prospective teachers in their Attitude towards Academic Reforms in Higher Education.

Gender	Number	Mean	S.D.	t-value	Remarks
Male	94	78.28	4.34	13.70	S
Female	56	64.76	6.58		

Table 1: Difference in Attitude of prospective teachers with respect to Gender

From table 1, it is evident that the calculated t-value 13.7 is greater than the table value at 0.01 level of significance. Hence there is a significant difference between male and female prospective teachers in their Attitude towards Academic Reforms in Higher Education.

2.2.2. Hypotheses-2

There is no significant difference between Hindi medium and English medium prospective teachers in their Attitude towards Academic Reforms in Higher Education.

Medium	Number	Mean	S.D.	t-value	Remarks
Hindi	108	62.3	8.46	0.58	NS
English	42	61.47	7.58		

Table 2: Difference in Attitude of prospective teachers on the basis of medium of Instruction

From table 2, it is evident that the calculated t-value 0.58 is less than the table value at 0.05 level of significance. Hence there is no significant difference between Hindi medium and English medium prospective teachers in their Attitude towards Academic Reforms in Higher Education.

2.2.3. Hypotheses-3

There is no significant difference between Rural and Urban prospective teachers in their Attitude towards Academic Reforms in Higher Education.

Habitation	Number	Mean	S.D.	t-value	Remarks
Rural	63	68.57	5.82	2.126	S
Urban	87	66.43	6.43		

Table 3: Difference in Attitude of prospective teachers on the basis of Habitation

From table 3, it is evident that the calculated t-value 2.126 is more than the table value at 0.05 level of significance. Hence there is significant difference between Rural and Urban prospective teachers in their Attitude towards Academic Reforms in Higher Education.

2.2.4. Hypotheses-4

There is no significant difference between Graduate and Post Graduate prospective teachers in their Attitude towards Academic Reforms in Higher Education.

Qualification	Number	Mean	S.D.	t-value	Remarks
Graduate	122	63.49	6.37	10.905	S
Post-Graduate	28	74.32	4.29		

Table 4: Difference in Attitude of prospective teachers on the basis of Qualification

From table 4, it is evident that the calculated t-value 10.905 is more than the table value at 0.01 level of significance. Hence there is significant difference between Graduate and Post Graduate prospective teachers in their Attitude towards Academic Reforms in Higher Education.

2.3. Findings

- i) There is significant difference between male and female prospective teachers in their Attitude towards Academic Reforms in Higher Education.
- ii) There is no significant difference between Hindi medium and English medium prospective teachers in their Attitude towards Academic Reforms in Higher Education.
- iii) There is significant difference between Rural and Urban prospective teachers in their Attitude towards Academic Reforms in Higher Education.
- iv) There is significant difference between Graduate and Post Graduate prospective teachers in their Attitude towards Academic Reforms in Higher Education.

2.4. Conclusion

From the above result it can be concluded that there is significant difference in attitude of prospective teachers towards academic reforms in higher education on the basis of Gender, Habitation and Educational qualification while there is no significant difference in attitude of prospective teachers towards academic reforms in higher education on the basis of medium of instruction of the school .It was found that Post Graduate, Rural and Male prospective teachers attitude are in the favour of academic reforms in higher education.

3. References

- i. Dhawan, S. (2008). Anweshika, International Journal of Teachers Education. December, 5(2).
- ii. Gupta, A.(2011). Innovations in Higher Technical Education in India: A Status Report. MIER Journal of Educational Studies, Trends & Practices. 1(1) pp.1-11.
- iii. World Education Report. UNESCO Publishing. 1998. Teachers and Teaching in the Changing world.
- iv. www.asia.si.edu/education/default.htmlretrieved on 28-03-2015
- v. www.educationworld.com/a-curr/voice/voice095.shtmlretrieved on 23-02-2015
- vi. www.smu.edu/teacher_ducation/giftedendorsement.aspxretrieved on 20-03-2015