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Attitude of Teacher Educators and Teacher Trainees towards Restructuring the T.T.C Curriculum of Kerala

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Abstract:
The study was conducted to find out the attitude of Teacher Educators and Teacher trainees towards restructuring the T.T.C curriculum of Kerala. The sample consists of 69 Teacher educators and 300 Teacher trainees from various Teacher Training Institutes. Normative sample survey was used for the study. Statistical techniques used in the study were Mean and Standard Deviation. The analysis shows that all the teacher educators and teacher trainees have favourable attitude towards restricting the T.T.C curriculum of Kerala.

Education plays an important role in the development of human Capital Education is often viewed as a process in which and by which knowledge, character and behaviour of the young are shaped and moulded. The system of education that we have got a glorious past firmly rooted in the Vedic Gurukula system of education where knowledge acquisition was considered as the supreme means to salvation.

It is right when Swami Vivekananda reminds of the role of the teachers to him "Education is the manifestation of the perfection already in man". He wants to establish that knowledge is inherent in man, and only duty of the teachers is the removal of obstruction by clearing the way (Mahadevan, 1985, P.122). Only with the right teacher could know how to unveil the hidden treasure with the pupil in the right way.

A teacher is expected to help the pupil in improving the quality of human life in the context of multiple internal and external forces of impinging on man and the society.

Teachers are always playing a crucial role in preparing committees and societies towards exploring new horizons and achieving higher levels of progress and development. They are the prime agents of change. The significance of emerging role of teachers has never been so critical as at this juncture. Professionalism in teacher education has been a matter of concern and attention in India, particularly during the last five decades teachers are treated as the torch bearers in creating social cohesion national integration and a learned society.

Keywords: Attitude, teacher educator, teacher trainee

1. Need and Significance of the Study

The investigator as a teacher educator since last thirteen years motivated to take up the study of the present type. She herself has experienced some problems while in the field and felt that the other teacher educators and teacher trainees also faced the same problem. The investigators interaction with teacher educators and teacher trainees made the conviction that restructuring the T.T.C curriculum is an urgent need of the time.

2. Title of the Study

The problem of the study is entitled as Attitude of Teacher Educators and Teacher Trainees towards restructuring the T.T.C curriculum of Kerala.

2.1. Definition of Key Terms

- Attitude: Attitude is the positive or negative mutual dispositions towards something say persons, objects, ideas or events.
- Teacher Educator: Qualified teachers engaged in the task of preparing teachers for primary level.
- Teacher Trainee: students undergoing primary level teacher education programme.

3. Objectives of the Study

1. To estimate the attitude of teacher educators towards restructuring the T.T.C curriculum of Kerala
2. To find out whether there exists significant difference in the attitude of teacher educators on the basis of

- Gender
- Type of institution
3. To estimate the attitude of teacher trainees towards restructuring the T.T.C curriculum of Kerala
4. To find out whether there exists significant difference in the attitude of teacher trainees on the basis of
   - Gender
   - Type of institution
5. To find out whether there exist significant difference in the attitude of teacher educators and teacher trainees towards restructuring the T.T.C curriculum of Kerala

4. Hypotheses of the Study
Important hypotheses formulated foe the study are
1. Teacher educators have a positive attitude towards restructuring the T.T.C curriculum of Kerala
2. There is no significant difference in the attitude of teacher educator on the basis of
   - Gender
   - Type of institution
3. Teacher trainees have a positive attitude towards restructuring the T.T.C curriculum of Kerala
4. There is no significant difference in the attitude of teacher trainees on the basis of
   - Gender
   - Type of institution
5. There is no significant difference in the attitude of teacher educators and teacher trainees towards restructuring the T.T.C curriculum of Kerala.

5. Methodology in Brief
Methodology used for the study
1. Data collection procedure: Normative study.
2. Sample of study: Sample selected for the study consists of teacher educators and teacher trainees of Kerala.
3. Sampling procedure: Stratified random sampling.
4. Statistical techniques: percentage analysis and test of significance between means.

6. Limitations of the Study
The study is limited to the T.T.C of Kerala and teacher educators and teacher trainees of only selected T.T.I's forms the sample for the study.

7. Variables of the Study
The main action of the study is to estimate the attitude of teacher educators and teacher trainees towards restructuring the T.T.C curriculum of Kerala. Restructuring T.T.C curriculum of Kerala as the independent variable attitude of teacher educators and teacher trainees as the dependent variable and the classificatory variable are the following
- Gender and Type of institution.

8. Method Adopted for the Study

8.1. Normative Sample Survey
The aim of the study was to assess the attitude of teacher educators and teacher trainees. Survey method has been adopted for the same. Thirty four teacher educator and hundred and eighty teacher trainees including first and second year. It can be shown with the help of a table.

Category	Teacher Educator	Teacher Trainees
Govt aided	35	120
Unaided	34	180
Total	69	300

Table 1

Category	Teacher Educator	Teacher Trainees
Male	35	120
Female	34	180

Table 2: Break up on the basis of gender

Self made attitude scale with the help of guide has been prepared with the help of Dr. Abdul Gafoor. The scale consisting of statements indicating favourableness and unfavourableness towards restructuring the T,T,C curriculum of Kerala. The scale value for positive statements will be 5,4,3,2 and 1 for strongly agree, agree, undecided, disagree, and strongly disagree respectively.

8.2. Preparation of the Scale

The scale was prepared by the investigator by collecting the possible information from related literature journal and discussions with teacher educators and experts in the field of teacher education. The five point scale with response categories strongly agree, agree, undecided, disagree, and strongly disagree were given.

A pilot test was also conducted .On the basis of the pilot test changes in the language structure of the statement were made and finally 38 statements were selected out of which 25 were positive statements and 13 were negative. The score of an individual can be calculated by adding the score values of all responses of the statement in the scale. The total attitude score of 100 teacher trainees of the pilot study were calculated. Then arranging them in ascending order ,upper 27%and lower 27% were selected. Thus having selected the 27 higher scoring subjects and the 27lowerscoring subjects as criterion group ,the numerical value of their mean responses to each statement was computed then 't" value of each statement is calculated using the formula

$$t= \frac{\overline{XH}-\overline{XL}}{\frac{\sqrt{\sum X^2 H} - (\frac{\sum H^2}{N})+ [\sum x^2 L - \frac{(\sum XL)^2}{N}]}{N (N-1)}}$$

Where $\overline{XH}$=Arithematic mean of the high group for a given statement

$\overline{Xl}$ =Arithematic mean of the low group for a given statement

Xh=The score of an individual item in the high group for the statement.

HL=The score of an individual item in the low group for the statement.

N=Number of subjects in the criterian group. The value of 't' is a measure of the extent to which a given statement differentiates between the high group and low group. 't'value about 1'75 indicates that the average response of the high and low group to a statement differ significantly .

Equation

$$X=\frac{\sum Fx}{N}$$

$\overline{XH}$=4.185

$\overline{XL}$=2.44

$\sum XH^2$=491

$\sum XL^2$=184

't'=6.79

Similarly 't' values of the remaining item were also calculated.

Validity of the attitude scale

Validity refers to the extent to which measure the actually measures the intended value.

Investigator could only make a face validation of the attitude scale with the help of experts in the field of education.

8.3. Reliability of the Scale

Reliability of the scale was calculated by using test –retest method. Retest was conducted on the same sample selected for the pilot study after a period of two weeks .Thus for every individual a pair of score was obtained .The score pairs of respondents were used to work out person product moment coefficient of correlation. The resulting reliability coefficient was found to be o.81.The high value of 'r' shows that the attitude scale is reliable.

8.4. Data Collection Procedure

Adequate copies of general data sheet and scale of attitude were printed then a schedule for administering the tool was prepared by visiting the T.TIs. A uniform procedure was followed in administering the tool in the select T.T.Is. At the time of administration, all the teacher educators and the teacher trainees were informed about the nature of the tool and the purpose for which it is given. The scale of attitude towards restructuring the T.T.C curriculum of Kerala was distributed to the respondents and the same was collected back for scoring and consolidation of data.

8.5. Scoring and Consolidation of Data

The data collected were consolidated and used for suitable analysis. The sample was limited to 69 teacher educators and 300 teacher trainees. They were scored as per the scoring scheme described earlier summed up separately and total scores of each individual was taken .The thirty statements in the attitude scale was offer the following comprehensive view.

30x5=150

30x4=120

30x3=90

30x2=60

30x1=3o

Thus all the scores would fall between thirty and 150, scores between 90 and 150 can be rated as favourable where as scores below 90 can be rated as the unfavourable.

Statistical techniques used in the study.

The important statistical techniques used in the present study are   Arithmetic mean ($\bar{X}$)

$$\bar{X} = \frac{\sum x}{N}$$

Where $\sum x$ = sum of scores

N = Number of scores

Standard deviation (SD)

$$SD = \sqrt{\frac{(\sum X - \bar{X})2}{N}}$$

Where $(\sum X - \bar{X})$ = sum of deviation of mean

N = total number of scores

Critical Ratio (t)

$$T = \frac{\left| M1 - M2 \right|}{\sqrt{\frac{SD1^2}{N1} + \frac{SD2^2}{N2}}}$$

Where M1-M2= difference between mean of two groups

SD1 & SD2 = standard deviation of group one and group two respectively

9. Percentage Analysis

9.1. Analysis and Interpretation of Data

Analysis of data means studying the organized material in order   to discover inherent facts. Koul 1984.The data is studied from as many angles as possible to explore the new facts. Analysis being the key part of research provides us with a meaningful picture of the raw data gathered the present study attitude of teacher educators and teacher trainees towards restructuring the T.T.C Curriculum of Kerala proceeded with the following objectives.

To estimate the attitude of teacher educators towards restructuring the T.T.C curriculum of Kerala.

TO find out whether there exist significant difference in the attitude of teacher educators on the basis of gender, Type of institution

To estimate attitude of teacher trainees towards restructuring the T.T.C Curriculum of Kerala

To find out whether there exists significant difference in the attitude of teacher trainees on the basis of   :-Gender

9.2. Type of Institution

To find out whether their exists significant difference in the attitude of teacher educators and teacher trainees

9.3. Results of the Analysis of Data

The analysis shows that all teacher educators and teacher trainees have favourable attitude towards restructuring the T.T.C curriculum of Kerala. Hence the curriculum designers could make steps to restructure the curriculum accordingly

10. References

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