

ATTITUDE OF B.ED. STUDENT TEACHERS TOWARDS VALUE-ADDED COURSES: A GENDER-WISE ANALYSIS

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Abstract

The main objectives of the study were to find out the level of attitude of the B.Ed student teachers towards value added courses with reference to gender. The sample drawn consisted of 300 B.Ed student teachers from various colleges of education. The attitude towards value added courses scale was prepared and developed by the investigator and guide. The research reveals that i) the level of attitude of the B.Ed student teachers towards value added courses is moderate (67.0). ii) Among B.Ed student teachers, 15.7% have low level, 67.0% have moderate level and 17.3% have high level of attitude towards value added courses. iii) With regard to male student teachers, 33.3% have low level, 41.7% have moderate level and 25.0% have high level of attitude towards value added courses. With regard to female student teachers, 13.3% have low level, 70.5% have moderate level and 16.3% have high level of attitude towards value added courses. iv) There is significant difference in attitude of the B.Ed student teachers towards value added courses with respect to gender.

Introduction

Education in the 21st century has undergone significant transformation, emphasizing not only academic knowledge but also the development of skills, competencies, and employability among learners. In this context, value-added courses have emerged as an essential component of teacher education programmes. These courses are designed to supplement the regular curriculum by providing additional knowledge, practical skills, and professional competencies that enhance the overall development of student teachers. B.Ed. student teachers, who are the future educators, are expected to be well-equipped with innovative teaching strategies, technological proficiency, and a positive attitude towards continuous learning. Value-added courses play a vital role in enriching their professional capabilities by offering training in areas such as communication skills, ICT integration, classroom management, and personality development. These courses not only improve their teaching competency but also prepare them to meet the dynamic demands of the modern educational system.

Attitude is a crucial psychological construct that influences an individual's behavior, interest, and level of participation in any activity. The attitude of B.Ed. student teachers towards value-added courses determines the extent to which they actively engage in and benefit from such programmes. A positive attitude can lead to better learning outcomes, whereas a negative attitude may hinder the effective utilization of these opportunities. Gender is another important variable that may influence the attitude of student teachers. Differences in socialization,

opportunities, and perceptions between male and female students can lead to variations in their attitudes towards value-added courses. Therefore, it becomes necessary to examine whether gender plays a significant role in shaping the attitudes of B.Ed. student teachers. In this context, the present study aims to analyze the attitude of B.Ed. student teachers towards value-added courses with special reference to gender. The findings of the study will help teacher educators, curriculum planners, and policymakers to understand the perception of student teachers and to design more effective value-added programmes that cater to the needs of both male and female learners.

Significance of the Study

The present study holds considerable significance in the field of teacher education, as it focuses on understanding the attitude of B.Ed. student teachers towards value-added courses. In the rapidly changing educational scenario, teacher preparation programmes are expected to equip future teachers with not only subject knowledge but also practical skills, professional competencies, and adaptability. Value-added courses serve this purpose by enhancing the overall quality of teacher training, making this study highly relevant. This study is significant as it helps in identifying the level of awareness and perception of B.Ed. student teachers towards value-added courses. Understanding their attitude provides valuable insights into how effectively these courses are being implemented and accepted among student teachers. It also highlights whether these courses are fulfilling their intended objectives of skill enhancement and professional development.

The gender-wise analysis adds further importance to the study. By examining differences in attitude between male and female student teachers, the study helps in identifying any existing disparities. This can assist teacher educators and institutions in adopting inclusive strategies to ensure equal participation and benefit for all students, irrespective of gender. The findings of the study will be useful for curriculum planners and policymakers in improving the design and implementation of value-added courses in B.Ed. programmes. It can guide them in introducing relevant, need-based, and student-centered courses that enhance employability and teaching effectiveness. Moreover, the study will benefit teacher educators by providing insights into student preferences and attitudes, enabling them to adopt suitable teaching methods and motivate students to actively participate in such courses. It also contributes to the existing body of knowledge in teacher education and may serve as a reference for future researchers who wish to conduct studies in similar areas. Thus, the study is important for improving the quality of teacher education and ensuring that prospective teachers are well-prepared to meet the challenges of modern classrooms.

Objectives of the Study

1. To find out the level of attitude of B.Ed. student teachers towards value-added courses.
2. To find out the level of attitude of B.Ed. student teachers towards value-added courses with reference to gender.
3. To find out whether there is any significant difference in the attitude of B.Ed. student teachers towards value-added courses with reference to gender.

Null Hypotheses

1. The level of attitude of B.Ed. student teachers towards value-added courses is average.
2. The level of attitude of B.Ed. student teachers towards value-added courses with reference to gender is average.
3. There is no significant difference in the attitude of B.Ed. student teachers towards value-added courses with reference to gender.

Method Adopted

Survey method was adopted for the present study.

Population of the Study

The population of the study consists of all B.Ed. student teachers studying in B.Ed. colleges in Virudhunagar district.

Sample of the Study

A small portion of the population, consisting of 300 B.Ed. student teachers, was selected for the present study. The sampling technique used was the simple random sampling method. Thus, the sample consisted of 300 student teachers, of whom 36 were male and 234 were female.

Tools Used

The investigator used attitude towards value added course is prepared and developed by investigator and guide (2025).

Statistical Technique Used

The investigator used the percentage wise analysis and 't' test for analyze the data.

Analysis of Data

To find out the level of attitude of the B.Ed student teachers towards value added courses

Table 1 The Level of Attitude of the B.Ed Student Teachers towards Value Added Courses

Low		Moderate		High	
Count	%	Count	%	No.	%
47	15.7	201	67.0	52	17.3

It is inferred from the above table that, 15.7% of the B.Ed student teachers have low, 67.0% of them have moderate and 17.3% of them have high level of attitude towards value added courses.

To find out the level of attitude of the B.Ed student teachers towards value added courses with respect to gender.

Table 2 The Level of Attitude of the B.Ed Student Teachers towards Value Added Courses with Respect to Gender

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	12	33.3	15	41.7	9	25.0
Female	35	13.3	186	70.5	43	16.3

It is inferred from the above table that, 33.3% of the male B.Ed student teachers have low, 41.7% of them have average and 25.0% of them have high level of attitude towards value added courses. 13.2% of the female student teachers have low, 77.2% of them have average and 9.6% of them have high level of attitude of the towards value added courses.

Inferential Analysis

Null Hypothesis: 1

There is no significant difference in attitude of the B.Ed student teachers towards value added courses with respect to gender.

Table 3 Difference in Attitude of the B.Ed Student Teachers towards Value Added Courses with Respect to Gender

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	36	86.7222	6.15333	2.450	S
Female	264	87.1326	4.98529		

It is inferred from the above table that calculated 't' value (2.450) is greater than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in attitude of the B.Ed student teachers towards value added courses with respect to gender.

Findings of the Study

1. Among B.Ed. student teachers, 15.7% have low level, 67.0% have moderate level, and 17.3% have high level of attitude towards value-added courses.
2. Among male B.Ed. student teachers, 33.3% have low level, 41.7% have moderate level, and 25.0% have high level of attitude towards value-added courses. Among female B.Ed. student teachers, 13.3% have low level, 70.5% have moderate level, and 16.3% have high level of attitude towards value-added courses.
3. There is a significant difference in the attitude of B.Ed. student teachers towards value-added courses with respect to gender.

Recommendations of the Study

1. The institution should conduct orientation and awareness programmes on the importance of value-added courses to strengthen positive attitudes among B.Ed. student teachers.

2. Since a significant difference exists based on gender, special attention should be given to ensure equal participation opportunities for both male and female student teachers in value-added courses.
3. Teacher educators should adopt inclusive teaching strategies that address the learning needs and interests of both male and female student teachers to reduce attitudinal differences.
4. Courses should be designed in a more activity-based, skill-oriented, and practical manner to increase engagement and develop a more positive attitude among student teachers.
5. Regular feedback, encouragement, and recognition should be given to student teachers to improve their interest and active involvement in value-added courses. Strengthen
6. Colleges of education should provide better facilities, resources, and mentoring support to enhance the effectiveness of value-added courses and improve student satisfaction.
7. Institutions should create awareness programmes highlighting the importance and benefits of value-added courses for professional development of B.Ed. student teachers.
8. Teacher educators should motivate student teachers, especially those with low attitude levels, to actively participate in value-added courses through incentives and recognition.
9. Value-added courses should be made more practical, skill-based, and interactive to increase student interest and positive attitude.
10. Regular feedback should be collected from student teachers to improve the quality and relevance of value-added courses.

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