

## ABSTRACT

Title: Comparative Effectiveness of Teacher Training in Enhancing the Professional Attitudes of B.Ed Students Admitted in Institutes of Education and Research NWFP, College of Education Islamabad and Allama Iqbal Open University Islamabad.

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The purpose of the study was to investigate and compare the effectiveness of teacher training in enhancing the professional attitudes of secondary school teachers admitted in institutes of education and research NWFP, college of education Islamabad and Allama Iqbal Open University Islamabad.

Eighteen hypotheses were formulated in order to find out; (a) the significant difference of professional attitudes of every institution before and after training, (b) the significant difference of eight categories of every institution (male, female, science graduates, arts graduates, male science graduates, female science graduates, male arts

graduates and female arts graduates) before and after training, (c) institution-wise significant difference among professional attitudes before and after training, (d) significant difference of all the B.Ed students admitted in all the four institutions before and after training, (e) the significant difference between males and females, science and arts graduates, male science and female science graduates and male arts and female arts graduates.

For data collection a 60 items professional attitude scale was developed from the available literature and from different scales already used for attitude measurement. In order to make the scale reliable, it was sent to 110 experts in N.W.F.P out of which 63 responses were received. The responses were analyzed for reliability in statistical program "statistica". Out of 60 items, 38 items were selected as reliable having Cronbach alpha 0.79. In order to control extraneous variables, only fresh B.Ed students with at least 55 % marks in first degree were selected. This 38 item scale was distributed among the B.Ed students of (a) I.E.R Gomal University, D.I.Khan, (b) I.E.R, Peshawar University, (c) College of Education Islamabad and (d) A.I.O.U Islamabad both for the purpose of pre-test and post-test.

The responses were quantified with A = 4, B = 3, C = 2, D = 1 and E = 0 on the items showing positive attitudes. However the scores were reversed in case of items showing negative attitudes.

In order to test the significant difference among the mean scores of professional attitudes of the students from all the four institutions one-way ANOVA

was used as statistical technique. To test the significant difference between the mean scores of two variables t-test was used. Main findings of the study were as follows:

a) No significant difference was found among the mean scores obtained from professional attitudes scale of B.Ed students at pre-test. It means that the B.Ed students of all the four institutions entered the teacher training institutions with same level of professional attitudes. Similarly when classified into eight categories, no significant difference was found among all these categories of B.Ed students at pre-test. It means that B.Ed students of all the eight categories joined the teacher training institutions with same extent of professional attitudes. (b) No significant difference among all the four institutions was found among the mean scores obtained from professional attitudes scale at post-test. It means that all the B.Ed students were successful in promoting their professional attitudes through teacher training institutions. When classified into eight categories significant difference was found among male B.Ed students and science graduates and no significant difference was found among the remaining categories at post-test. It means that male B.Ed students and science graduates developed different level of professional attitudes, while the remaining categories of students developed no significant difference in professional attitudes through teacher training. It was found that all the four institutions were successful in developing professional attitudes in their student teachers. When classified into eight categories it was found that I.E.R Peshawar University was successful in developing professional attitudes in all categories of students except "female science category". Similarly college of education Islamabad was successful in promoting professional attitudes in all categories of students except the categories of science and

male arts graduates whereas A.I.O.U was successful in promoting professional attitude in all the categories of students except female science category. I.E.R Gomal University was successful in developing professional attitudes in all its eight categories of B.Ed students. As regards the overall development of professional attitudes of B.Ed students admitted in all the institutions, significant difference was found at pre-test and post-test. It means that teacher training has a positive impact in development of professional attitudes. When classified into eight categories it was found that except male arts and science graduates, all the other categories developed the professional attitudes with the same pace. Moreover, it was found that female B.Ed students entered teacher training institutions with comparatively better professional attitudes than their male counterparts and kept the same pace during teacher training. No significant difference was found between science and arts graduates at pre-test and post-test. It means that science and arts graduates entered the teacher training with same level of professional attitudes and developed their professional attitudes with the same pace. Regarding male and female science graduates no significant difference was found at pre-test and post-test. It means that male and female science graduates entered the teacher training institutions with the same level of professional attitudes and developed the same level of professional attitudes through teacher training. Significant difference was found between male and female arts graduates at pre-test, whereas no significant difference was observed between the two sexes at post-test. It means that female arts graduates entered the teacher training institutions with better professional attitudes than their male counterparts and kept the same pace during teacher training.