

Attitudinal correlates of academic performance of teacher trainees in distance and face-to-face mode

By

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Abstract

The quality of the attitude of the teacher reflects his or her occupational understanding of teaching (Can, 1987). Thus, attitude drives performance. The purpose of the present study was to explore the two attitudinal variables, namely, attitude towards teaching and perception about Bachelor of Education (B.Ed.) of secondary teacher trainees and to see the effect these two variables on their academic performance. The findings revealed that performance of distance trainees in theory papers as well as in aggregate is related significantly with their perception about relevance of course content of theory papers, overall perception about Bachelor of Education (B.Ed.) course and attitude towards teachers. But their performance in skills in teaching can be predicted by all the seven measures of attitude towards teaching and also by overall perception about B.Ed. course. Among on-campus trainees, only two attitudinal measures (i.e. overall perception about B.Ed. course and attitude towards teaching profession) has emerged as significant correlates of marks in theory and only one variable i.e. attitude towards teaching profession is correlated with skills in teaching. None of the attitudinal variable is correlated with the overall performance of these trainees.

Keywords: *Attitude towards teaching, perception about B.Ed. course, academic performance, secondary teacher training*