



A Study of Opinions of Trainees towards Secondary School Teachers' Code of Conduct

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1. Introduction

During the ancient times, Indian culture and teaching method was considered pure and was held in high esteem. During that time the position of a teacher or the Guru was higher than that of a king. Napoleon, while stating the importance of a teacher, once said that "I am Indebted to my father for living but to my teacher for living well." In words of Vinoba Bhave, "A Sage is consistent, an intelligent man will like about progress and a mother is a lovable human being. But a teacher is a combination of all these qualities. Guru Dronacharya and Sandipani are famous in the history of teaching as great names. After independence, the craving for education increase, so number of schools was setup. In order to establish and run school many private institutions came forward. Slowly, the pious Gurukul were replaced by Private schools as institutions which further exploited the teaching members. In order to get the job, teachers were further exploited. Teachers became unsecured to their future. As a result, teachers unions were formed and at last policies were formed for the benefit of teachers. As a result of these policies which give the job security, the teachers' attention towards teaching decreased. In spite of doing their duties, teachers' became more in tested in enjoying their rights. Different teaching methods, techniques, new methods of assessment and equality.

2. Objectives of the Study

1. To develop opinion measurement test to study the opinions of secondary teacher trainees towards the secondary teacher's code of conduct.
2. To explore the opinions of secondary teacher trainees with respect to their gender, category and college area.

3. Hypothesis

Ho₁: To study the different three independent variables on the dependent variables, the opinions of Secondary teachers' trainees the following null hypothesis formulated and tested.

Ho₂: There will be no significant difference between the mean value of scores obtained by male and female trainees on Opinionnaire.

Ho₃: There will be no significant difference between the mean value of scores obtained by reserved and non reserved teacher trainees on Opinionnaire.

Ho₄: There will be no significant difference between the mean value of scores obtained by teachers' trainees of Urban and Rural Areas on Opinionnaire.

4. Importance of the Study

1. With the help of this study opinions of secondary teacher trainees towards opinions of secondary teacher's with respect to their gender (male and female), category (reserve and non reserve) and college area (urban and rural) could be found out.
2. The investigated pattern of opinion towards code of conduct of secondary teacher's will provide guidelines to teacher trainees can be undertaken.
3. The opinion scale will be an outcome of this study for the further researchers in the gujarati language.

5. Population and Sample

In the present study the trainees of B.Ed. College affiliated with Gujarat University for academic year 2019-20 were included as the universe of the study.

By stratified random sampling method four secondary teacher education institutions were selected from these institutions by purposive sampling method. 356 trainees who were serving themselves for the academic year 2019-20 were selected as sample.

6. Research Tools

The required data was collected with the help of Opinionnaire. The research tool was constructed by the researcher in Gujarati language. It consists of 50 statements. The Opinionnaire was divided into five sections in respect to code of conduct of Secondary Teachers' i.e.

1. Teacher in context of students.
2. Teacher in context of parents of students.
3. Teacher in context of society and nations.
4. Teacher in context of co-teachers and professionals.
5. Teacher in context of Principal, Trustee and Administration.

Each statement of Opinionnaire has five points i.e. complete agree, agree, neutral, disagree and complete disagree. The ranking for the statements were 5,4,3,2 & 1 respectively.

7. Reliability and Validity

The reliability of the tool by test, retest method was 0.78 where split half reliability for the whole test was 0.70. The validity of tools was 0.81.

8. Data Collection and Its Analysis

In the present study the researcher have gone to the secondary teachers institutions, after taking prior permission for administering the opinion scale. Based on the response of the teacher's trainee of Secondary teacher education institutions on opinion scale the obtained score was collected. Statistical calculation, such as frequency distribution, mean, Standard Deviation and t-ratio was done with the help of computer programme SPSS.

9. Findings of the Study

1. The mean value of scores obtained by male and female trainees on Opinionnaire with reference to t-value was 4.10. Significant difference at 0.01 level was found. The mean scores on opinion scale of male and female trainees were 102.41 and 109.49 respectively. Therefore it can be said that the opinion in respect of code of conduct of female trainees were higher that of male trainees.
2. The mean value of scores obtained by reserved and non reserve Secondary teacher trainees on Opinionnaire with reference to t-value was 3.37. Significant difference at 0.01 level was found. The mean score on opinion scale of reserved and non reserved Secondary trainees were 101.95 and 108.72 respectively. Therefore it can be said that the opinions of non reserved trainees was higher than that of reserved trainees.
3. The mean value of scores obtained by trainees of urban and rural area of secondary teacher trainees on Opinionnaire with reference to t-value was 0.45. Significant difference at 0.05 level was not found. The mean scores on Opinionnaire of teacher trainees of urban and rural area of secondary teacher education institution were 108.43 and 109.14 respectively. Therefore it can be said that there is no difference between the opinion in respect of code of conduct of secondary teachers of rural trainees and urban trainees.

10. Education Implication

1. Activities related to increase teachers' moral values should be undertaken.

2. Debate and discussions should be held in the colleges to upgrade teachers' code of conduct decided by the secondary board of education.
3. In male trainees as well as in reserved trainees the opinion related to code of conduct should be developed.

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