



EduInspire-An International E-Journal

An International Peer Reviewed and Referred Journal

Council for Teacher Education

(CTE, Gujarat Chapter)

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Theoretical Background of Attitude, Beliefs and Teacher Effectiveness of teacher Educators

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Abstract

This paper is trying to focus on the theoretical background of attitude, beliefs, and teacher effectiveness of teacher educators. Any research needs to explain the basics, so it is highly clarified the scope of the research. Attitude and teacher effectiveness of teacher educators is being prominent factor for the professional development. However, learners need to understand the all theories, which are supporting to strengthen the base of the research. In the present paper, researcher is explaining the all the psychological theories of attitude, beliefs and teacher effectiveness. This is useful to understand the perspectives of the research, which is working to deepen and magnify what we see or distort them. It can also be thought of as a frame, serving to both include and exclude certain things from our views

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1. GENERAL INTRODUCTION

1.1 Teacher Education: Indian Perspective

Knowledge of the historical context of teacher education is essential to understand the evolution of the role of teacher educators and the potentially contradictory perspectives inhering in their work. The country has to deal with the need of providing well qualified and professionally competent teachers in superior numbers in the upcoming years. The magnitude of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework for Teacher Education (NCFTE, 2009) elaborates the context, concerns and vision underscoring that teacher education and school education have a symbiotic relationship and developments in both these sectors reciprocally strengthen the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well. Though truly a professional, the teacher's personality, in being compassionate to the learners, is the core preliminary issue on which this framework is based, in order that it has a bearing on transforming the paradigm shift of teacher education.

1.2 Teacher Education and Teacher Educator

The concern for teacher effectiveness dates back to the periods when the foundations of education as well as the philosophy of education were being laid in different traditions and civilizations. In the classical eastern educational tradition, especially those of India, the roots are embedded deep in the Vedic and Upanishad traditions in which the teacher enjoys great honour and respect as a personification of all the worthy values and qualities that often place him on a pedestal even higher than the gods. In the early decades of the twentieth century, professional groups of educational administrators who were deciding on the educational policy examined as to which classroom practices could best constitute the context and content of teacher education programmes and to ensure effective implementation of those practices, certain formal

measures such as university mandates were introduced for compliance by individual institutions, provincial governments. Teacher education curricula are validated, renewed or modified in terms of the subjective, unwritten and common sense based on the educational administrators' beliefs of what constituted effective teaching. It is important today that teacher educators perceive teacher education as a continuous process from the initial training and entry to a career-long professional development. It should reflect 'a reasonably coherent body of the necessary knowledge and skills; a considerable measure of "professional" of autonomy with respect to determine all relevant requirements necessary for today's role of teacher educator.

1.3 Role of Teacher Educator in Quality of Teacher Education:

The quality of teacher education is a major component which relies totally on teacher educators in order to improve the status of teacher education institutions, revitalizing professional preparation of teachers. The National Commission on Teachers (1983) pointed out the need for teacher trainers to be proficient in the use of skills they seek to develop among their trainees. The Programme of Action (1992), that induction and continuing training programmes for the teacher educators of DIETs/CTEs/SCERTs should be planned and implemented by NCERT, NIEPA and other sister institutes. Faculties of education are the brain and central nervous system of the teacher education institutes establishment. Thus, the current teacher education faculty must add another urgent need to their efforts: they must expand their focus beyond the multiple demands of teaching, research and service and sometimes conflicting expectations of their higher education institutions and the schools with which they work in order to terms with their role in the larger issues of the transformation of teacher education institutes.

2. THEORETICAL BACKGROUND:

2.1 Belief, Attitude, Teacher Effectiveness of teacher Educator and Theories

- **Theoretical aspect of teachers' belief:**

The factor of teachers' belief has a significant impact in the learning process. Teachers' beliefs can stimulus the way knowledge is acquired, the students' actions, as well as the way of thinking and behaviour (Borg, 2001). Director of the Melbourne Educational Research Institute John Hattie in his research highlights the importance of teacher beliefs. He considers that the lack of motivation, unproductive learning style, inability to concentrate, parents not supporting the students' learning process, etc., could be a barrier to the successful acquisition of knowledge. However, the most significant disturbing aspect in learning process is teacher's belief that they are unable to change the student's attitude towards learning. The teacher has to understand that he is a transformation agent". Teacher's beliefs have a huge impact on educational accomplishments. Hattie has gathered beliefs of successful teacher or teachers' experts about learning process, students, learning environment, achievements, etc. (Hattie, 2012). Teacher's beliefs are influenced by both: objective and subjective knowledge. E.g., teacher's assumptions: all students can debate or only talented students can debate. Such assumptions mirror the teacher's subjective knowledge that is based on the teacher's belief that this particular statement is true. Gaining and strengthening pedagogical beliefs will contribute to teacher's professional

achievements, create new opportunities, teacher openness to innovation to implement a successful classroom management strategy. A "thought" or "belief" may, therefore, in the view of common sense, be shown by behaviour, without any corresponding "mental" occurrence. And even if you use a form of words such as is supposed to express belief, you are still engaged in bodily behaviour, provided you pronounce the words out loud or to yourself.

Theories of Attitude:

Pavlov's Classical Conditioning theory:

Customers often purchase new products that are associated with a favourably viewed brand name. Their favourable attitude towards the brand name is frequently the result of repeated satisfaction with other products produced by the same company. The brand name is the unconditioned stimulus that, through repetition and positive reinforcement results in a favourable attitude (the unconditioned response). The idea of family branding is based on this form of attitude learning.

B.F. Skinner's Instrumental Conditioning theory:

Sometimes, attitudes follow the purchase & consumption of a product. A customer may purchase a brand name product without having a prior attitude toward it because it is the only product of its kind available. Further customers also make trial purchases of new brands from product categories in which they have little personal involvement. If they find the purchased brand to be satisfactory they are likely to develop a favourable attitude towards it.

Teacher Effectiveness:

A teacher at any level s/he should know about three important aspect i.e. content **knowledge, learning environment, and own personality**. The importance of teachers' educational background and performance characteristics to describe teacher effectiveness. The emphasis on the importance of instructional capacity building and the use of practice-centred criteria grounded in research on teaching and learning to define the characteristics of effective teaching. Therefore, s/he should have concern with following theories...

Theory of Knowledge: - It is a product of doubt. Generally, questing anything in the world we need to asked first ourselves some questions and then move to search the thing or matter. The procedure of knowing the very natural and we try to make some distinguish between true and false thing or matter. Therefore, as a teacher who should be able to find the desirable difference among things or matters for their teaching learning process. By and large, teacher must be aware about their content or subject and its knowledge. It is perhaps unwise to begin with a definition of the subject, since, as elsewhere in philosophical discussions, definitions are controversial, and will necessarily differ for different schools; but we may at least say that the subject is concerned with the general conditions of knowledge, in so far as they throw light upon truth and falsehood.

Theory of Learning: - Learning theories basically focused on the individual action for acquiring, retaining and recalling knowledge. Their important school of learning theories are behaviourism, cognitivism and constructivism. Behaviourism stating that new behaviour or changes in behaviour acquires through associations because of stimuli and response. Cognitivism stating that learning happens because of internal process of information and constructivism stating that individuals build their own

knowledge with their past experience. Now-a-days, connectivism is important in the learning scenario because all individuals are connecting with various mode to each other's. So that, the basic learning theories are highly concern with teacher's effectiveness in the classroom.

Theory of Personality: -The theories trying to demonstrate that findings from personality theories can help educational psychology craft a more thorough explanation of the role of teacher personality in the educational process. The personality of teacher is very important in the teaching and learning process. There are four basic theories of personality i.e. The **Psychoanalytic Theory** is the personality theory, which is based on the notion that an individual gets motivated more by unseen forces that are controlled by the conscious and the rational thought. The **Socio-Psychological Theory** asserts that individual and society are interlinked. This means, an individual strives to meet the needs of the society and the society helps him to attain his goals. Through this interaction, the personality of an individual is determined. The **Trait Theory** asserts that an individual is composed of a set of **definite predisposition attributes** called as traits. These traits are distinguishable and often long-lasting quality or a characteristic of a person that makes him different from the others. The **Self Theory** emphasizes on the set of perceptions an individual has for himself and the perceptions of the relationships he has with others and the other aspects of life.

2.2 Professional Development and Theoretical Framework:

Professional development means indulging in professional development activities for upgrading their skills and knowledge and achieves expertise in each role required for a teacher educator. The quality of education depends on the ability, hard work and dedication of the teacher. If a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become inefficient and ineffective. There are factors for shaping the quality of teaching. Among them, teacher training and professional development program are the main factor affecting the teachers' practices. It is argued that theories of professional development need to include both cognitive and social aspects of learning (Borko, 2004). However, theory has tended to focus on either cognitive or social perspectives. In this research study, the potential use of SLT is explored by interpreting the effects of a professional development (PD) programme that was designed to support teachers in using student-centred problem-solving (SCPS) approaches in their teaching. SCPS is an approach to teaching that is characterized by student collaboration and discussion in the process of solving open-ended tasks and activities.

Conclusion: All the theoretical background of basic terms is completely to strengthen the research and useful to understand for the learner. On the contrast to the analysis of theoretical literature the fact that teachers' belief, attitude and teacher effectiveness towards professional development. As a researcher its highly recommended for formulating results and discussion of the findings. It is argued that theories of all my variables always need to include both cognitive and social aspects of learning (Borko, 2004). However, theory has tended to focus on either cognitive or social perspectives or another. Cognitive perspectives have centred on notions of changes in teachers' beliefs or knowledge or attitude or their effectiveness in the classroom.

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Paper Received : 10th April, 2019

Paper Reviewed : 17th May, 2019

Paper Published : 1st June, 2019