

Preservice Teacher Competences and Attitudes during Teacher Training

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Abstract

The main purpose of this study is to assess to what extent preservice teacher training affects the competences and attitudes of preservice teacher. This research involved 290 preservice teachers from Institutes of Education and 208 preservice teachers from Colleges of Education. Hence, a total of 498 preservice teachers were included for this study. The questionnaire used in this study consists of three sections A, B and C. The purpose of section A was to gather biographical data about each respondent. For section B, the questionnaire for measuring preservice teachers' acquisition of knowledge, skills and abilities that is composed of eleven subscales. For section C, the questionnaire for preservice teachers' attitudes was used. ANOVA results indicated that there were significant differences with regard to preservice teachers' competences and attitudes by different schools and year of schooling at 0.05 level. In addition, multiple regression analysis showed that preservice teachers' attitudes were the best predictor of their competences.

Key words: preservice teacher education, competence, attitude.

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