



PERCEPTION OF TEACHER TRAINEES TOWARDS B.ED. COURSE IN TERMS OF ITS EFFECTIVENESS

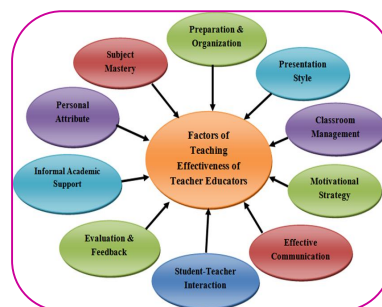
¹Chinmay Ghosh and Asim Das²

¹Guest Lecturer in Education, Department of Education, Rishi Bankim Chandra Evening College, Naihati, 24 Pgs(N), West Bengal, India.

²Guest Lecturer in Education, Department of Education, Plassey college, Plassey, Nadia, West Bengal.

ABSTRACT

The present study was undertaken to explore the Perception of Teacher Trainees towards B.Ed. Course in terms of its effectiveness. It was conducted to find out the effectiveness of B.Ed. course in terms of some factors, like; Gender, Academic stream, Service type and college variations. The researcher selected 100 sample by purposive sampling method and categorized as per gender, service type, college and academic stream wise variations. The researchers use different descriptive and inferential statistics, like; mean, standard deviation, 't'-test and correlation ('r') etc. for analyzed and interpret the collected data. After data analysis, the researchers concluded that Perception of Teacher Trainees towards B.Ed. Course in terms of its effectiveness were depends on different variations like, gender, service type, college and academic stream and there was a positive and significant relationship between scores on Teacher trainees Perception and Efficiency.



KEY WORD: Student-Teacher, Perception, B.Ed. programme, Effectiveness, NCTE, In-service Training, Pre-service Training.

INTRODUCTION:-

Teacher education is an integral part of education. It is the spotlight of the 21st century. The quality of education depends on the quality of teachers. The success of education depends on quality of teacher which creates excellence in all walks of life. The qualitative aspects of education depend entirely on the character, personality and professional skills of the teachers. Thus the role of the teachers is very important in making the nation. In order to develop the quality in various dimensions of teacher, teacher training is very much necessary. Particularly, Secondary level Teachers Training (In-service and Pre-service) play a vital role in India. The Bachelor of Education (B.Ed.) programme prepares quality teachers who in turn improve the quality of school education and also enhance the learning level of children. It means quality of teacher depends on B.Ed. training. In this direction, many efforts were made by implementing the various recommendations of policy documents as suggested by various Commissions and Committees in India. NCTE has also brought out Four National Curriculum Framework for Teacher Education during 1978, 1988, 1998 and 2009 and recommended to improve the quality of B.Ed. programme. Justice Verma Commission (2012) recommended that B.Ed. programme should be two year with adequate provision to branch out into specializations in curriculum studies, pedagogic studies, policy, finance and foundational studies. Very recently NCTE New Regulation 2014 made a radical change in teacher training programme particularly the B.Ed. Programme and proposed two-year B.Ed. Programme which will come into the force from the

academic session 2015-2017. The investigators felt that, the existing one year B. Ed .programme is general in nature and unable to prepare quality teachers.

On the other hand, while sparkly on the new trends and concerns of teacher education as well as on teacher training in India, it is felt that something more will be expected of the future teachers, whether it be a question of managing uncertainty, creativity, solidarity or participation. Since B.Ed. is a professional course, skills and strategies are more the urgent need than extensive theoretical framework of the curriculum. The Two-year B.Ed. Programmes suggested by NCTE, 2014 can prepare the quality teachers and fulfilment the needs of the students. In this backdrop, the B.Ed. student-teachers attitude towards Two-year B.Ed. Programme must be known. It is this feeling that has urged these investigators to take up the present study entitled “**perception of teacher trainees towards B-Ed course in terms of its effectiveness**” in a particular region of West Bengal. It is expected that this study, though small, will be able to make some significant contributions in the field of Education.

REVIEW RELATES STUDIES

The researchers reviewed the following literature for this present study -

Archana Adhikary (2017) in her research paper, “A study on the Perception of the Teacher trainees towards Two year B.Ed. programme implemented in the Teacher education Institutions in Assam” aimed to Study the perception of Teachers trainee towards two year B.Ed. programme. The findings of the study concluded that most of the trainees have negative perception towards the two year B.Ed. programme in respect to its economic compatibility. The fee structure is too high to afford for some trainees for one more year. Also Most of the trainees prefer one year B.Ed. programme to two year in respect of its durability and economic compatibility.

Nataraja R(2015) in a study “Attitude of Teacher trainees Towards Two Year B.Ed. Programme and Their Future” aimed to determine the teacher trainee’s opinion in relation to the two year B.Ed. programme and their interest and purity towards teaching profession. According to the objectives the findings was not satisfactory. Nearly half of the teacher trainees express that the two year B.Ed. programme is not suitable and it is a time waste process.

Selma Gulec, Seçil Alikis (2009) conducted a study- “The Attitudes of Teacher trainees Towards Life Knowledge and Social studies teaching Course”. The main objectives of the study were to investigate the expectations and attitudes of social studies teachers-to-be towards General Life Knowledge and Social Studies Courses in Primary School Teaching Department. The findings of the study are mostly positive. The contribution of B-Ed course into socialization and bringing up of the individual as a good citizen and the perception levels of the teacher trainees of Social Studies and it is seen that the students had sufficiently acquired the methods taught in this regular course, that the materials used during the activities in the course made it easier to comprehend the subject and that their attitude towards B-Ed course.

Chan Kwok Wai (1983) in his research work “Student Teachers’ Attitudes towards the Curriculum in the College of Education”, proposed an improvement of the qualities of non-graduate teacher by extending the pre-service training course. The researcher conducted a survey study of the two categories of student teachers in North Cote College of Education with an attempt to seek their opinion, interest and need with reference to the curricula in the College of Education. The findings of the study were positive.

STATEMENT OF THE PROBLEM

The problem for the present study may be specifically stated as below:

“Perception of Teacher Trainees towards B.Ed. Course in terms of its effectiveness”

SIGNIFICANCE OF THE STUDY

The success of education depends on quality of teacher which creates excellence in all walks of life. Teacher training (In service and Pre service) play a vital role in India. The bachelor of Education (B.Ed.) programme prepares skilled teachers to improve the quality of school education and also enhance the

learning level of children. It means quality of teacher depends on B.Ed. programme. In this regard, the researcher wants to know “**perception of teacher trainees towards B-Ed course in terms of its effectiveness**”

DEFINE THE TERMS USED IN THE STUDY

Teacher trainees - In this study teacher trainee means the entire B.Ed. student in regular mode.

B-Ed Course - A Bachelor of Education (B.Ed.) is a graduate professional degree which prepares skilled teachers to improve the quality of school education. In present time B.Ed. Course duration is two years.

OBJECTIVES OF THE STUDY

This study was done keeping some viewpoints. The objectives of the study were –

- To assess the perceptions of teacher trainees (both pre service and in service) towards the regular B.Ed. course through its effectiveness.
- To compare the perceptions of teacher trainees with their teaching aptitude.
- To compare the perceptions both pre-service and in-service teacher trainees towards the regular B.Ed. course.
- To find out the differences in perceptions of B.Ed. course and its effectiveness due to Gender, Academic stream and college variations.

HYPOTHESIS

The researcher has framed the following hypothesis:

⁰H₁ There is no significant difference in perceptions of teacher trainees towards B.Ed. course in respect of gender variation

⁰H₂ There is no significant difference in perceptions of teacher trainees towards B.Ed. course in respect of service type

⁰H₃ There is no significant difference in perceptions of teacher trainees towards regular B.Ed. training in respect of academic stream variations

⁰H₄ There is no significant difference in perceptions of teacher trainees towards regular training course in respect of college variations

⁰H₅ There is no significant relationship between the expected perception and actual perception of regular training in influencing the effectiveness of teacher trainees in classroom situation

DELIMITATION OF THE STUDY

This study is limited to the teacher trainee students of two teacher training college (B.Ed.) in rural and urban area of Nadia district in west Bengal.

METHODOLOGY

The present study is considered as descriptive study design of ex-post-facto research in nature. This study considers Quantitative approach for data collection and interpretation of data.

Sample and sampling techniques

For this study, Researchers selected One Government B.Ed. college considered (Samurai Sachinandan B.Ed. College) and One Private B.Ed. college (Suniti Educational Trust B.Ed. college) by taking purposive sampling method. After that, categorization of the sample was done as per gender, service type, and academic stream wise variations. Total 100 samples were selected.

Variables

Independent variables:

1. Gender –male and female,
2. Service Type – pre-service and in-service,
3. Academic stream- Science Arts and Commerce
4. Type of Colleges- Government College, Private College

Dependent variables:

Perception of Teacher Trainees Towards B.Ed. Course

Tool and its procedure

To measure the perceptions of teacher trainees Researchers used two tools, first one, The Standardized Scale of Anand (2000) for evaluation of B.Ed training, to study the perception of teachers. And second tool, Teaching Proficiency Scale (1969) was used developed by A.S.Patel in Boroda to evaluate the effectiveness of B. Ed. training and to study the efficiency of the teachers in a number of educational activities. After that a structured observation schedule was used to observe the perceptions of teacher trainees.

Statistical Techniques

The researchers use different descriptive and inferential statistics for analyzed the collected data like, the mean, standard deviation, t- test and correlation ('r') etc.

RESULT AND DISCUSSION

Analyzing of the data has a great importance in a research work. Thus, after the data collection, data has to be processed and analyzes in accordance with the outline laid down for the purpose at the time of developing the research design. The result is presented under two section- both descriptive and inferential analysis of the obtain scores.

Descriptive measures of the scores on Perception scale and Teacher Trainees Efficiency Inventory

As per the objectives and hypothesis stated the scores of the teacher trainees on both scales in relation to all the variables were analyzed. The sample wise scores were stated by order on Perception Scale and Efficiency Scale.

Table: A Sample wise scores on Perception Scale

Variations	Sample	N	M	Sd
Gender	Male	34	212.4	30.7
	Female	66	214.5	32.7
Service Type	Pre-Service	50	214.7	28.3
	In-Service	50	178.5	35.2
Academic stream	Science and Commerce	22	218.1	27.2
	Arts	78	211.2	33
Type of Colleges	Government college	40	198.3	33.9
	Private college	60	216.7	27.9
	Total Sample	100	214.6	30.2

Table: B Sample wise scores on Efficiency Scale

Variations	Sample	N	M	Sd
Gender	Male	34	189.9	20.6
	Female	66	201.3	25.2
Service Type	Pre Service	50	198.5	23.4
	In Service	50	180.6	30.7
Academic stream	Science and Commerce	22	190.2	26.9
	Arts	78	205.4	21.5
Type of Colleges	Government college	40	193.3	25.1
	Private college	60	191.8	23.6
	Total Sample	100	192.9	23.5

Differential Analysis of Samples on Teacher trainee Perception scale

Table : C Difference between the mean scores of Gender (According to ⁰H₁) Perception Scale

Variations	Samples	N	M	SD	Df	't'	Level of Significance
Gender	Male	34	212.4	30.7	98	0.31	Not significant
	Female	66	214.5	32.7			

On the perusal of the above table 't' ratio being 0.31 is less than the table value of 't' 1.98 which is not significant at 0.05 level of significance at 98 degree of freedom. Therefore, there is no significant difference in perceptions of teacher trainees towards B.Ed. course in respect of Gender variation (⁰H₁), is accepted.

Table : D Difference between the mean scores of Service Type Perception Scale

Variations	Samples	N	M	SD	Df	't'	Level of Significance
Service Type	Pre Service	50	214.7	28.3	98	5.62	Significant
	In Service	50	178.7	35.2			

From the above table –D, it was observed that, 't' ratio being 5.62 is more than the table value of 't' 2.63 which is significant at 0.01 level of significance at 98 degree of freedom. Effectiveness of pre-service teacher trainees towards training higher compared to in-service teacher trainees. Hence, (⁰H₂) there is no significant difference in perceptions of teacher trainees towards B.Ed. course in respect of service type, is rejected.

Table : E Difference between the mean scores of different Academic Stream (According to ⁰H₃) Perception Scale

Variations	Samples	N	M	SD	Df	't'	Level of Significance
Academic stream	Science and Commerce	22	218.1	27.2	98	0.14	Not significant
	Arts	78	211.2	33			

From the table no – E, it can be found that, 't' value 0.14 which is less than the table value 1.98 at 0.05 levels. Hence, it can be concluded that there is no significant difference in perceptions of teacher trainees

towards regular B.Ed. training in respect of academic stream variation (H_3), is accepted. Thus, it is indicated that the teacher trainees with the academic stream variations no difference on their effectiveness classroom teaching performance.

Table : F Difference between the mean scores of different Type of Colleges (According to H_4) Perception Scale

Variations	Samples	N	M	SD	Df	't'	Level of Significance
Type of Colleges	Government college	40	198.3	33.9	98	2.97	Significant
	Private college	60	216.7	27.9			

From the table no – F, it was observed that, 't' value 2.97 which is more than the table value 1.98 at 0.05 level. Hence, it can be concluded that there is no significant difference in perceptions of teacher trainees towards regular B.Ed. training in respect of college variation (H_3), is rejected. Thus, it is indicated that the teachers with the college variations do differ on their effectiveness classroom teaching performance.

Table : G Difference between the mean scores of Gender (According to H_1) Efficiency Scale

Variations	Samples	N	M	SD	Df	't'	Level of Significance
Gender	Male	34	189.9	20.6	98	2.42	Significant
	Female	66	201.3	25.2			

Table no – G represents that, 't' value 2.42 which is larger than the table value 1.98 at 0.05 level. Therefore, there is no significant difference in perceptions of teacher trainees towards B.Ed. course in respect of Gender variation (H_1), is rejected. Hence, it can be concluded that Gender variations does play significant role in displaying the difference in the Effectiveness of the teachers towards B.Ed. training.

Table : H Difference between the mean scores of Service Type (According to H_2) Efficiency Scale

Variations	Samples	N	M	SD	Df	't'	Level of Significance
Service Type	Pre Service	50	198.5	23.4	98	3.27	Significant
	In Service	50	180.6	30.7			

On the perusal of the above table 't' ratio being 3.27 is more than the table value of 't' 2.63 which is significant at 0.01 level of significance at 98 degree of freedom. Effectiveness of pre-service teacher trainees towards training higher compared to in-service teacher trainees. Hence, there is no significant difference in perceptions of teacher trainees towards B.Ed. course in respect of service type (H_2), is rejected.

Table : I Difference between the mean scores of different Academic Stream (According to H_0) Efficiency Scale

Variations	Samples	N	M	SD	Df	't'	Level of Significance
Academic stream	Science and Commerce	22	190.2	26.9	98	2.43	Significant
	Arts	78	205.4	21.5			

From the table no – I, it can be found that, 't' value 2.43 which is more than the table value 1.98 at 0.05 level. Hence, it can be concluded that there is no significant difference in perceptions of teacher trainees towards regular B.Ed. training in respect of academic stream variation (H_0), is rejected. Thus, it is indicated that the teachers with the academic stream variations do differ on their effectiveness classroom teaching performance.

Table : J Difference between the mean scores of different Type of Colleges (According to H_0) Efficiency Scale

Variations	Samples	N	M	SD	df	't'	Level of Significance
Type of Colleges	Government college	40	193.3	25.1	98	0.30	Not significant
	Private college	60	191.8	23.6			

Table no –J represents that 't' value 0.30 which is less than the table value 1.98 at 0.05 level and null hypothesis is accepted. Hence, it can be concluded that Colleges variations does not play significant role in displaying the difference in the Effectiveness of the teachers towards B.Ed. training.

Table : K Relationship between Perception and Efficiency scores of Teacher trainees

Number of samples	'r'	Remark	Correlation Type
100	0.42	Significant	Positive

On the perusal of the above table, it is found that the value of 'r' (0.42) is high than tabular value. Therefore, the findings indicated that there is a positive and significant relationship between scores on Teacher trainees Perception and Efficiency.

CONCLUSION

The major findings of this study revealed that –

- Male and female do not differ on their perceived attitude towards professional training but gender differences present in their effectiveness level.
- Professional training was a determinant for Perceptions of Teacher trainees towards training and for teaching Efficiency of Teacher trainees.

- Teacher trainees with academic stream variations do not differ in their Perceptions towards training programme. But stream variations play significant role in their effectiveness towards the classroom teaching performance.
- College variations does play significant role in displaying the difference in the Perceptions of Teacher trainees towards training whereas it does not affect the efficacy of the Teacher trainees towards B.Ed. training.
- There was a positive and significant relationship between scores on Teacher trainees Perception and Efficiency. Teacher trainees have high Perception have equally performed very well and the teacher trainees with average and low scores have performed according to their level of perceptions.

REFERENCES

- Arora G.L. and Panda, P. (1997), "Teacher Education Curriculum in India . A critique of its Evaluation and Emerging Trends" . University News 36(12).
- Gujjar, A.A. (2007) "A study of the students' attitudes towards Distance Teacher Education Programme in Pakistan". Turkish Online Journal of Distance Education (TOJDE), Vol: 8 No. 4 Article 12.
- MHRD. (2012). "Vision of Teacher Education in India: Quality and Regulatory Perspective". Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/JVC%20Vol%201.pdf.
- NCERT. (2005). National Curriculum Framework-2005, New Delhi.
- NCERT. (2009). National Curriculum Framework for Teacher Education. Retrieved from <http://www.azimpremijifoundation.org/pdf/NCFTE-2010.pdf> .
- NCTE. (2013). "Action Plan for review and supervision of the implementation of the recommendations of Justice J.S. Verma Commission (JVC) on Teacher education". Retrieved from <http://www.ncteindia.org/Plan%20of%20Action%20made%20by%20R%20govinda.pdf>.
- Pravinchandra, R.M. (2015). "IGNOU-B.Ed. students and Uses of Educational Technology". Edutracks, vol.15,No.1.
- Rokade, M.K. (2014). "Job satisfaction of female teachers working in junior colleges", Edutracks, vol.13, No-8.
- Saxena, N.R., Mishra, B.K. & Mohanty, R.K. (2015). "Teacher Education", Vinay Rakheja Publication, Meerut.
- Wai ,Chan Kwok. (1983) "Student Teachers' Attitudes towards the Curriculum in the College of Education, Hong Kong". CUHK Education Journal, Vol. 11. No. 2.



Chinmay Ghosh

Guest Lecturer in Education, Department of Education, Rishi Bankim Chandra Evening College, Naihati, 24 Pgs(N), West Bengal, India.



Asim Das

Guest Lecturer in Education, Department of Education, Plassey college, Plassey, Nadia, West Bengal.