

Study of More Teaching Experience and Low Teaching Experience Group of ODL Mode B.Ed. Learners Decision Making in Operation of the Teacher Education Programme

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Abstract

The concepts of distance education are autonomous of learners, its need and provision to alternate of the traditional colleges and universities. The present study examines the existing level of participation of B.Ed. students of open universities in entrance matter; course objective and content; curriculum transaction; learners support service and assessment and evaluation. The study also intend to compare the level of decision making of B.Ed. students of more teaching experience and less teaching experience of IGNOU and UPRTOU in different aspects of teaching learning system. The data were gathered with the help of a decision making scale developed by the researchers from 400 samples B.Ed. students of IGNOU and UPRTOU. Data were analysed using descriptive statistics and “t” tests. The study revealed negligible participations of learners on entrance matter. Their participation was comparatively higher on the matters of curriculum transaction and assessment and evaluation.

The more teaching experience (MTE) B.Ed. students of UPRTOU had high level decision making in entrance matter, course objective and contents, curriculum transaction, learners support service and assessment and evaluation areas than that of their IGNOU counterparts. Although the less teaching experience (LTE) B.Ed. students of IGNOU had high level decision making in the same aspects as above mentioned than that of their UPRTOU counterparts. The open universities are not very open on the matters of teaching learning system of B.Ed. programme. More emphasis should be given to promote learners decision in the system. They wish to participate more in decision making of the programme.

KEYWORDS: Decision making, More Teaching Experience (MTE), Less Teaching Experience (LTE)

Introduction

In open learning system the learners learn at their convenience through various learning modes with properly designed learning support system. Open learning system is a flexible, need based, cost effective, learner based system of education, where learner is at the centre. Later on, the concept of open distance learning system emerged by integrating the characteristics of openness with distance education.

Open learning is characterized by **Lewis (1988)** as being essentially a means to enable individuals, of whatever age, to take responsibility for their own learning in respect of content (what is learnt), learning methods(how the content is learnt), the place of learning, the time of learning, feedback on progress, and who can help the learning to occur. It implies development of learners’ capabilities to decide about own learning and development. **Thorpe and Grugeon (1987)** have developed a framework for comparison of openness and closeness of learning system. Open learning denotes the concept of

complete autonomy of learners in the context of decision making on curriculum, entrance policy, selection of course content, use of methods and procedures, media and technology, place of study, schedule of studies, feedback mechanism and evaluation etc. It conceptualizes different dimensions of open learning system in the context of learners involvement in their own educational input process and outcome. The conceptual analysis of different dimensions of open learning system, **Sahoo, (1994)** focused

on learner's autonomy in different kinds of learning system. The dimensions included; learner's intake, entrance policy, seats availability, objectives of learning, counseling and guidance, learning materials, methods of teaching, course structure, course choice, course content, media, place of study, attendance, entry time, time of completion of studies, time tables, method of assessment, type of assessment, feedback, date of assessment, coverage of assessment, support system, mode of support system and destination. Considering these parameters Open University system had more scope for openness than the traditional correspondence education system, adopted in the Traditional Universities. Since, open universities are characterized with the mission of providing openness in teaching learning system it is essential to focus on their provisions in terms of learners autonomy in decision making process of their own education.

Need for research in decision making in teacher education programmes:

There have been studies on decision making in various aspects of teaching learning system. They read as analysis of Educational Decision Makers: The School Guidance Counselor and Social Mobility (Rehberg and Hotchkiss (1972); Developing teachers' decision making (Parker, 1984); Curriculum decision making for teacher education (Griffin, 1990); Clinical problem solving and diagnostic decision making (Elstein and Schwarz,2002); Teachers' collaborative conversation about culture: Negotiating decision making in intercultural teaching (MacPherson,2010); Mostly, these studies focused on teachers decision making process. Studies on learners decision making are negligible.

Studies on teacher education programmes in open university system from learners and teacher educators perspectives have been conducted in India in a large scale some of them read as: Networking of Institution in promotion quality of student support services in Open Universities (**Sahoo and Tripathi, 2004**), Developing and validity a training package to promote distance teaching activity through tutor comments on the learners (Srinivasan, 2004),Skills for Development; A case study of special Education Programme through Distance Mode (Nagar and Mahapatra,2005), A study of future expansion and instructional system of distance education at higher education in Orissa (Patri, 2005), Study on problems and expectation of distance mode B.Ed. trainees regarding support services(**Sahoo, 2009**), a study of progresses of B.Ed. programmes in open universities (Surendra Kumar, 2011),A study of the relationship between students' learning style and instructional inputs in a teacher education programme of IGNOU

(**Sahoo and Chandra, 2014**), Teacher education programme through open distance learning mode in Thailand and India: a comparative study (Seebal,2017)

Rationale of the Study: A study above, openness in education is characterized by learners autonomy in deciding about their different components of teaching learning system. As stated above, openness in education is characterized by learners autonomy in deciding about their different components of teaching learning system. More involvement of learners will indicate high magnitude of openness in a system and vice-versa. Since open distance learning system is learner centric in nature, it is presumed that such characteristics

will be prevalent in the professional education programmes, especially teacher education programmes offered by the open universities. There is a hunch that the B.Ed. open learning students will have high level of involvement in decision making related to entrance matter (EM); Course objective and contents (COC); Curriculum transaction (CT); Learners support service (LSS); and assessment and evaluation(AE). There can be various factors associated with decision making of students like university background and subject background. Since the B.Ed. programme is one of the well established programmes of national level and state level open universities. It is significant to explore the level of deciding making of B.Ed. students of the national open university (IGNOU) and one state open university (UPRTOU) in the context of their subject teaching background. This study will indicate the openness of B.Ed. programmes from students point of views in different open universities.

Methods and Procedures of the study: Descriptive survey method was used in this study.

Population of the study covered all the ODL mode B.Ed. Learners of study centers of IGNOU and UPRTOU located in the state of Uttar Pradesh (UP) India. The sample covered 400 students enrolled in the study centers of IGNOU and UPRTOU located at four places of eastern central and western U.P. The open distance learning mode teacher education decision making scale was developed by the researchers for collection of data. The tool covered items on five dimensions of open learning system viz; Entrance Matter (EM); Course Objective and Content(COC); Curriculum Transaction(CT); Learner Support Service(LSS) and Assessment and Evaluation(AE). The tool was validated by the judgment of the experts of ODL mode system from different institutions of India. The item total correlations were calculated to establish the values of the convergence of the items of the tool. The items with correlation values .30 to 1 were finally chosen for the study. The split half reliability co-efficient was found 0.97 establishing high internal reliability of the tool. The weightage of response to each item was given scored on a three point scale; maximum participation:3; average participation:2; and Negligible:1. The standard z-scores were used for analysis purpose with $m=50$ and $sd=10$. The students 't' test were used to study significant difference between mean decision making standard scores on different components by IGNOU and UPRTOU students of MTE and LTE groups. Data were also analysed by using descriptive statistics and graphs. Above the 7 year teaching experience said to be more teaching experience and vice versa.

Objective of Study:

- To study the status of stakeholder involvement in decision making in B.Ed. programmes of Open University System as perceived by B.Ed. students, University wise.
- To compare the decision making level of B.Ed. more teaching experienced students of IGNOU and UPRTOU in different aspects of open learning system.
- To compare the decision making level of B.Ed. less teaching experienced students of IGNOU and UPRTOU in different aspects of open learning system.

Hypothesis of Study:

- There is no significant difference in decision making of IGNOU and UPRTOU B.Ed. more teaching experienced students on different aspects.
- There is no significant difference in decision making of IGNOU and UPRTOU B.Ed. less teaching experienced students on different aspects.

Analysis and Interpretation of Data: The data analysis has been presented in the following objectives wise.

Figure: 1

Mean scores of decision making of more teaching experience B.Ed. Students of IGNOU: component wise.

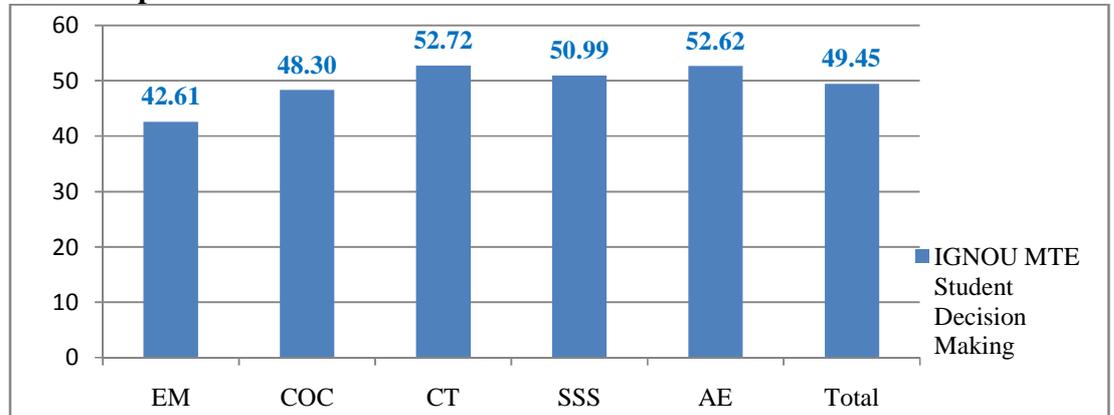


Figure:1 shows the mean values of more teaching experience students level of involvement in decision making in different components. The mean values of more teaching experience students decision making were high in these components as; curriculum transaction (52.72), assessment and evaluation (52.62) and student support services (50.99). While the mean value was moderate in course objective and contents (48.30) and was very low decision making in entrance matter (42.61).

Thus It indicated that the decision making of more teaching experience B.Ed. programme of students of IGNOU were prominent in curriculum transaction (CT), assessment and evaluation (AE) and student support services (SSS).

Figure: 2

Mean scores of decision making of less teaching Experience students of IGNOU: Componentwise.

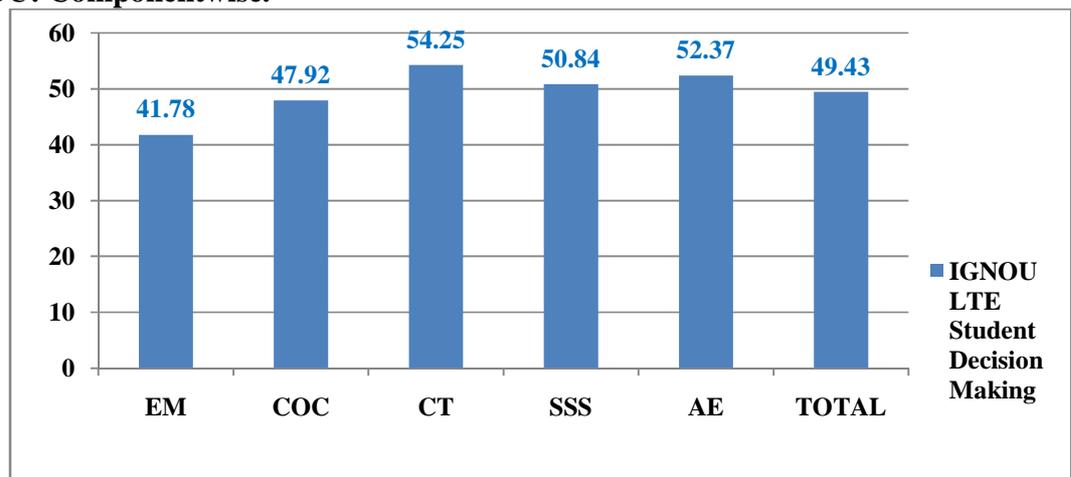


Figure: 2 shows the mean values of less teaching experience students level of involvement in decision making in different components. The mean values of less teaching experience students decision making were high in these components as; curriculum transaction (54.25), assessment and evaluation (52.37) and student support

services (50.84). While the mean value was moderate in course objective and contents (47.92) and was very low decision making in entrance matter (41.78).

Thus It indicated that the decision making of less teaching experience B.Ed. programme of students of IGNOU were prominent in curriculum transaction (CT), assessment and evaluation (AE) and student support services (SSS).

Comparison of mean scores of decision making of more teaching Experience and less teaching experience students of IGNOU: component wise.

Table 1

‘t’ Values on Comparison of decision making mean scores of more teaching experience and less teaching experience students of IGNOU: component wise.

Components Of decision making	More Teaching Experience			Less Teaching Experience			‘t’ value
	M	SD	N	M	SD	N	
Entrance Matter (EM)	42.61	5.26	90	41.78	4.15	110	0.85 N S
Course objective & contents (COC)	48.30	3.96	90	47.92	4.71	110	2.50*
Curriculum Transaction (CT)	52.72	4.19	90	54.25	4.47	110	0.27 N S
Student Support Services (SSS)	50.99	3.95	90	50.84	3.84	110	0.34 N S
Assessment & Evaluation (AE)	52.62	3.88	90	52.37	3.61	110	0.33 N S
Total	49.45	0.48	90	49.43	0.49	110	0.29 N S

Note: *= Significant at .05 level; N S =Not Significant

Figure: 3

Mean scores of decision making of more teaching experience & less teaching experience students of IGNOU: Component wise.

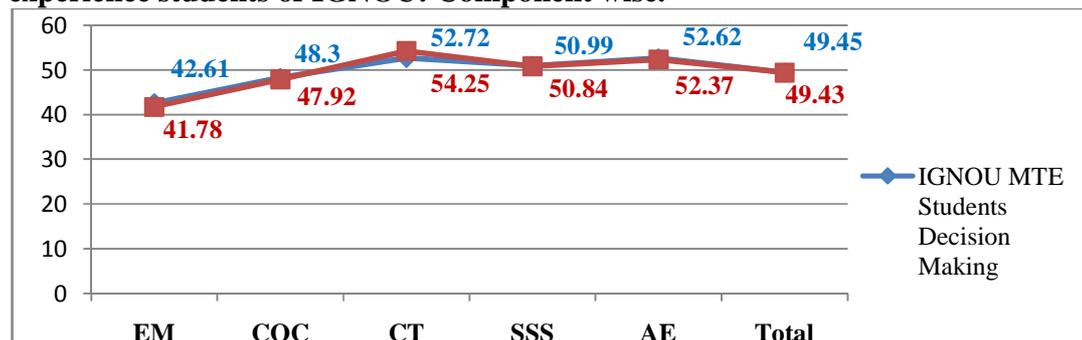


Table:1 and figure 3 revealed that there were existed significant differences in the mean scores of decision making of more teaching experience and less teaching experience students with regard to one component, such as: course objective and contents of learners. The component of “t” value was found to be 2.50. They were found significant at 0.05 level of significance with df 198. The area of course objective and contents the more teaching experience students mean scores were found to be higher than those of their less teaching experience students counterparts.

It indicated more teaching experience students decision making level were higher than their less teaching experience students counterparts regarding course objective.

Table 1 and Figure 3 also, revealed that there were no significant difference between mean scores of decision making of more teaching Experience and less teaching experience students with respect to four areas, such as entrance matter, curriculum transaction and assessment and evaluation. The respective 't' values of these areas were not found significant at 0.05 level.

It revealed that the more teaching Experience and less teaching experience students decision making levels were very close to each other on these areas.

Figure: 4

Mean scores of decision making of more teaching experience students of UPRTOU: component wise.

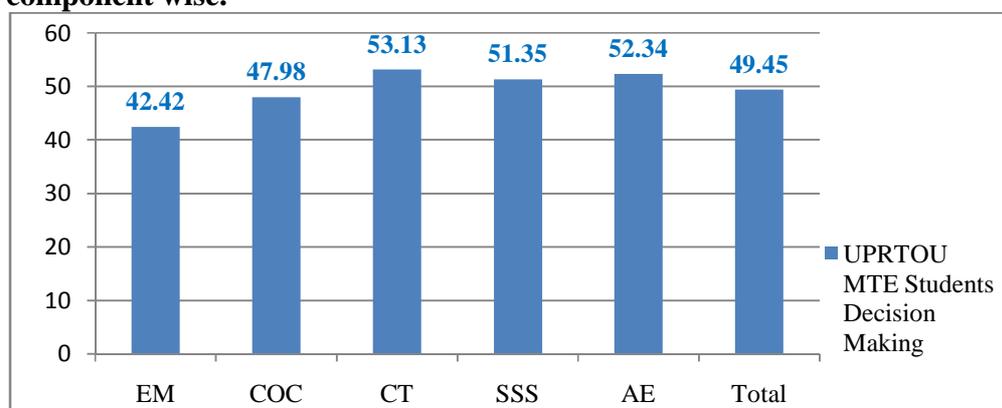


Figure: 4 shows the mean values of more teaching experience students level of involvement in decision making in different components. The mean values of more teaching experience students decision making were high in these components as; curriculum transaction (53.13), assessment and evaluation (52.34) and student support services (51.35). While the mean value was moderate in course objective and contents (47.98) and was very low decision making in entrance matter (42.42).

Thus it indicated that the decision making of more teaching experience B.Ed. programme of students of UPRTOU were prominent in curriculum transaction (CT), assessment and evaluation (AE) and student support services (SSS).

Figure: 5

Mean scores of decision making of less teaching experience students of UPRTOU: Component wise.

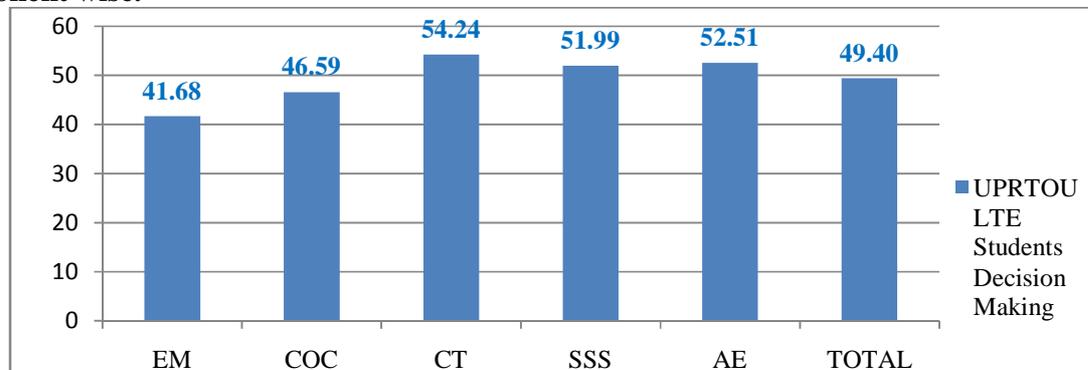


Figure: 5 shows the mean values of less teaching experience students level of involvement in decision making in different components. The mean values of less teaching experience students decision making were high in these components as; curriculum transaction (54.24), assessment and evaluation (52.51) student support services (51.99). While the mean value was moderate in course objective and contents (46.59) and was very low decision making in entrance matter (41.68). Thus it indicated that the decision making of less teaching experience B.Ed. programme of students of UPRTOU were prominent in curriculum transaction (CT), assessment and evaluation (AE) and student support services (SSS).

Comparison of mean scores of decision making of more teaching experience and less teaching experience students of UPRTOU: component wise.

Table 2

‘t’ test values on comparison of decision making mean scores of more teaching experience and less teaching experience student of UPRTOU: component wise.

Components Of decision making	More Teaching Experience			Less Teaching Experience			‘t’ value
	M	SD	N	M	SD	N	
Entrance Matter(EM)	42.42	5.09	113	41.68	3.89	87	1.17 N S
Course objective & contents(COC)	47.98	3.59	113	46.59	4.28	87	2.44*
Curriculum Transaction(CT)	53.13	4.53	113	54.24	5.28	87	1.56 N S
Student Support Services(SSS)	51.35	3.62	113	51.99	4.08	87	1.16 N S
Assessment & Evaluation(AE)	52.34	3.39	113	52.51	3.97	87	0.32 N S
Total	49.45	0.47	113	49.40	0.42	87	0.83 N S

Note: *= Significant at .05 level; N S =Not Significant.

Figure: 6

Mean scores of decision making of more teaching experience and less teaching experience B.Ed. Students of UPRTOU: Component wise.

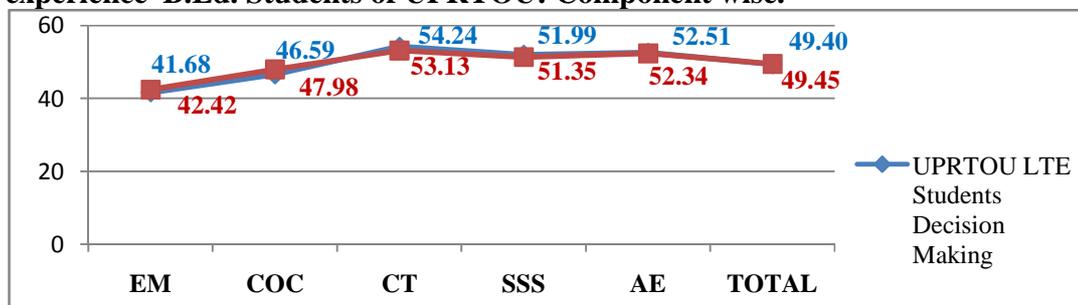


Table 2 and figure 6 revealed that there were existed significant differences in the mean scores of decision making of more teaching experience and less teaching experience students with respect to one component, such as: course objective and content of

learners. The component course objective and content of “t” value was found to be 2.44. They were found significant at 0.05 level of significance with df 198. The area of course objective and contents the more teaching experience students mean scores were found to be higher than those of their less teaching experience counterparts.

It indicated that more teaching experience students decision making level were higher than their less teaching experience counterparts regarding course objective and contents.

Table 2 and Figure 6 also, revealed that there were no significant difference between mean scores of decision making of UPRTOU more teaching experience and less teaching experience students with respect to four areas, such as: entrance matter, curriculum transaction, students support services and assessment and evaluation. The respective ‘t’ values of these areas were not found significant at 0.05 level.

It revealed that the UPRTOU more teaching experience and less teaching experience students decision making levels were very close to each other on these areas.

Major Findings and discussion of the Study:

- Figure 1 indicated that the decision making of more teaching experience B.Ed. programme of students of IGNOU were prominent in curriculum transaction (CT), assessment and evaluation (AE) and student support services (SSS). While the mean value was moderate in course objective and contents (48.30) and was very low decision making in entrance matter (42.61).
- Figure 2 indicated that the decision making of less teaching experience B.Ed. programme of students of IGNOU were prominent in curriculum transaction (CT), assessment and evaluation (AE) and student support services (SSS). While the mean value was moderate in course objective and contents (47.92) and was very low decision making in entrance matter (41.78).
- **Table:1** and figure 3 revealed that there were existed significant differences in the mean scores of decision making of more teaching experience and less teaching experience students with regard to one component, such as: course objective and contents of learners.
- It indicated that IGNOU more teaching experience students decision making level were higher than their less teaching experience students counterparts regarding course objective and contents.
- **Table 1** and Figure 3 also, revealed that there were no significant difference between mean scores of decision making of more teaching Experience and less teaching experience students with respect to four areas, such as entrance matter, curriculum transaction and assessment and evaluation. The respective ‘t’ values of these areas were not found significant at 0.05 level.
- It revealed that the more teaching Experience and less teaching experience students decision making levels were very close to each other on these areas.
- Figure 4 indicated that the mean values of UPRTOU more teaching experience students decision making were high in these components as; curriculum transaction (53.13), assessment and evaluation (52.34) and

student support services (51.35). While the mean value was moderate in course objective and contents (47.98) and was very low decision making in entrance matter (42.42).

- Figure 5 indicated that the mean values of UPRTOU less teaching experience students decision making were high in these components as; curriculum transaction (54.24), assessment and evaluation (52.51) student support services (51.99). While the mean value was moderate in course objective and contents (46.59) and was very low decision making in entrance matter (41.68).
- **Table 2** and figure 6 revealed that there were existed significant differences in the mean scores of decision making of more teaching experience and less teaching experience students with respect to one component, such as: course objective and content of learners.
- It indicated that more teaching experience students decision making level were higher than their less teaching experience counterparts regarding course objective and contents.
- Table 2 and Figure 6 also, revealed that there were no significant difference between mean scores of decision making of UPRTOU more teaching experience and less teaching experience students with respect to four areas, such as: entrance matter, curriculum transaction, students support services and assessment and evaluation. The respective 't' values of these areas were not found significant at 0.05 level.
- It revealed that the UPRTOU more teaching experience and less teaching experience students decision making levels were very close to each other on these areas.

Conclusion:- The study reveals that learners involvement in decision making process of teaching learning system of open universities have not been promoted. Learners involvement in different components of teaching learning system were not encouraging of course, the learners involvement were found comparatively more prominent on the matters of assessment and evaluation and curriculum transaction. As a national university IGNOU has an edge over the state university (UPRTOU) in different areas. However, the students involvement is very much negligible on entrance matters revealing the closeness of the system. It means the professional programme of teacher education is not open in nature on this component. Moreover, the learners support services and course objective area were found to be less open than other components. The learners of more teaching and less teaching experience both wish to more involve in taking decision in the teacher education programme.

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