

Perception of Trainee Teachers towards Two-Years B. Ed. Programme with Respect to Some Determinants

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Abstract

In the present study the investigators made an attempt to study the student-teachers attitude towards Two-year B.Ed. Programme with special reference to NCTE New Regulation, 2014 in West Bengal. 100 Student-Teachers of Govt. Sponsored and Self Financing / Private (203) B.Ed. Colleges (both Urban and Rural areas) affiliated to WBUTPA, University of Calutta, Burdwan University of West Bengal were taken as representative sample of the whole population. Purposive sampling technique was adopted for selecting the B.Ed. Colleges. For selecting the student teachers stratified random sampling was adopted. An attitude scale was used for collecting the data. Findings of the study showed that most (90.9%) of the trainee teachers has moderate perception towards 'two years B. Ed' program. The study revealed that there was no significant difference in the perception of trainee teachers towards the 'Two-years B. Ed programme' with regard to their Educational Qualification, Caste, Habitat, Status of Training (pre-service and in-service) and there was significant difference in perception between married and un-married trainee teachers towards 'two years B. Ed programme'. Un-married trainee teachers possess more favourable perception towards 'two years B. Ed programme'.

KEYWORDS: Perception; Trainee Teachers; 'Two-Years B. Ed. Programme';

INTRODUCTION

In the words of **Prof. Humayun Kabir**, "Teachers are literally the arbiters of a nation's destiny" It is said that educational level can't rise if the quality of teachers are not raised. A good teacher means good and lasting education. It is not possible for reconstruction of education system unless until the prospective or would-be teachers are empowered with knowledge and skills by effective and productive training. Changing times have added new dimension to this profession, which requires specified competencies and right attitude in shaping the personality of the student-teacher. 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. In the words of Prof. Nataraja R (2014) revealed that Most of the teacher's trainee's opinion was that two

year B.Ed programme is not correct. But they agree the teacher trainee's quality will improve by increase of two years. And they will have good hope for their future / job security. M.D. Devi (2008) revealed that over 60 percent of the teacher educators are of the view that the present B.Ed programme partially fulfils this. Sao & Behera (2014) revealed that the attitude of B.Ed. Student-Teachers in Purulia District of West Bengal is neither more favorable nor unfavorable towards Two-year B.Ed. Programme i.e., satisfactory or average in attitude towards Two –Year B.Ed. Programme. The study also revealed that Male and Female, Pre-service and In-service, General and SC, General and ST, General and SC/ST, General and OBC as well as Less than 5yrs and Above 5 years teaching experience student-teachers attitude towards two-year B.Ed. programme did not differ significantly, on the other hand, Rural and Urban as well as Govt. and Private B.Ed. college student-teachers attitude towards two –year B.Ed Programme differ significantly. They revealed that the attitude of B.Ed. Student-Teachers in Purulia District of West Bengal is neither more favorable nor unfavorable towards Practicum i.e., satisfactory or average in attitude. The study also revealed that attitude of Male and Female, Rural and Urban, as well as Govt. Sponsored and Private B.Ed College B.Ed. student-teachers towards Practicum differs significantly. Sushma.R. (2016) said that there is difference in the attitude of government, aided and unaided teacher educators towards two years B.Ed programme. She concluded that there exists no significant difference in the attitude of experience wise teacher educators towards two years B.Ed programme. By analyzing different related studies in India it has been observed that Teacher education has a major research area throughout all over the world. From the above discussion of reviews it is clear that though there were various studies about two years B.Ed Programme in India, but this field remained a fertile area of study in West Bengal. From the above discussion it is found that few number of studies are conducted on the student - teachers in relation to attitude of B.Ed. Programme in West Bengal. There seems to be a dearth of studies on attitude of student-teachers towards two- year B.Ed. programme. So, the present investigation is taken up to fill the gap. There is no recent study of attitude of Student-Teachers towards Two-Year B.Ed. programme. In this background investigators started to take up the present study entitled “Perception of Trainee Teachers towards Two-years B. Ed. Programme With Respect To Some Determinants” in West Bengal. It is expected that this study, though small, will be able to make some significant contributions in the field of education.

STATEMENT OF THE PROBLEM

Hence, in view of the above research gaps and rationale the problem of the present study can be stated as “Perception of Trainee Teachers towards Two-years B. Ed Programme with Respect to Some Determinants ”

OBJECTIVES OF THE STUDY

The present study has undertaken to achieve the following objectives:

1. To study the level of perception of trainee teachers towards ‘Two-years B. Ed. Programme’;
2. To study the perception of trainee teachers towards ‘Two-years B. Ed. Programme’ with respect to their Educational Qualification, Marital Status, Status of Training (pre-service and in-service), Caste, Habitat.

HYPOTHESES OF THE STUDY

In keeping with the problem formulated and objectives to be tested, the following hypothesis was proposed to be tested:

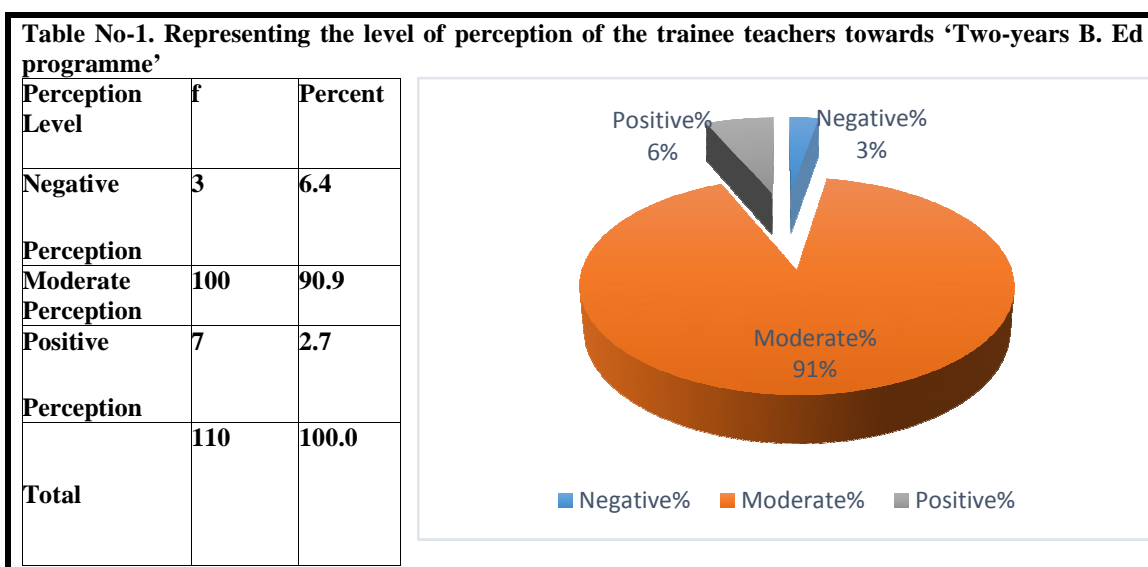
H01: There is no significant difference in perception of trainee teachers with respect to their, like- Educational Qualification, Marital Status, Caste, Habitat, Status of Training (pre-service and in-service) towards ‘Two-Years B. Ed Programme’.

METHODOLOGY OF THE STUDY

This is basically a cross-sectional survey research. All trainee teachers of West Bengal, who are taking ‘two years B. Ed’ training or already have completed their ‘two years B. Ed’ training are the target population for the present study. 110 pupil-teachers/ trainee teachers from different B. Ed sections and 10 affiliated B. Ed colleges of four Universities namely WBUTTEPA, University of Calcutta, University of Burdwan, Jadavpur University in West Bengal were selected as sample for the study with the help of cluster-sampling and random sampling technique. For testing proposed hypotheses relevant data were collected from the representatives through a self-developed perception scale on effectiveness of 2-Years B. Ed Programme. The study includes independent variables like Gender, Status of Training (pre-service and in-service), Stream of the trainee teachers, Type of Institution, and Universities and dependent variable like perception of trainee teachers towards the ‘Two years B. Ed. Programme’.

In the present study the researcher used descriptive statistics like Mean, Standard Deviation (SD) for analyzing personal data, and percentage analysis for indicating Attitude levels and Mean difference, SE_M , ‘T’ test to know the mean difference of attitude among different groups of Students.

ANALYSIS AND INTERPRETATION



Interpretation

The above table and pie chart showing that 6.4% trainee teachers possess negative perception towards ‘Two-years B. Ed. Programme’, 90.90% trainee teachers possess moderate perception and 2.7% trainee teachers possess positive perception towards ‘two years B. Ed’ programme.

From the above it can be concluded that most (90.9%) of the trainee teachers has moderate perception towards ‘two years B. Ed’ programme.

Hypothesis wise mean comparison of trainee teachers perception with respect to their educational qualification, marital status, caste, habitat, status of training (pre-service and in-service) towards ‘two years b. Ed’ programme

Table No. 2. Representing Educational Qualification wise descriptive statistics, chart and mean comparison in ‘t’- test									
Educational Qualification	N	Mean	S.D	t	df	Mean Difference	Sig(2-Tailed)	Std. Error Difference	Remarks
Under Graduate	11	90.00	15.62	.18	108	.76	.85	4.26	NS*(p>.05)
Post Graduate	99	90.77	13.17						

NS*=Not Significant

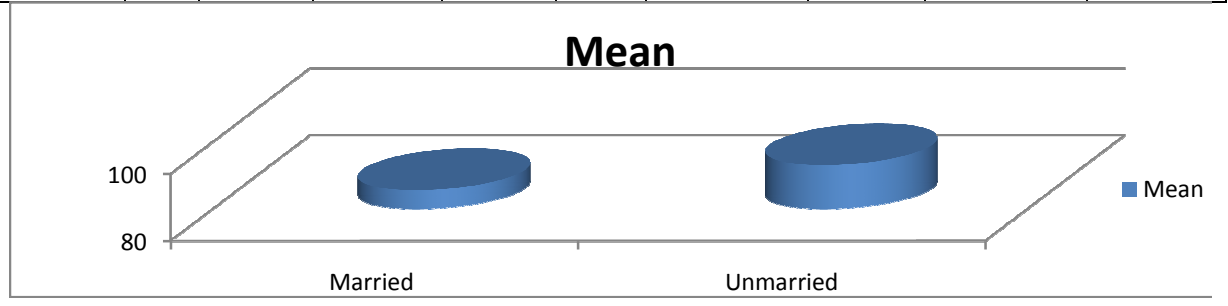
Interpretation:

This independent sample ‘t- test’ analysis indicates that the 11 Under Graduate trainee teachers had the mean of 90.00 and Standard Deviation (SD) of 15.64 and the 99 Post Graduate trainee teachers had the mean of 90.77 and SD of 13.17. Here the computed ‘t-value’ i.e. -.18 is less than 1.96, the critical values required to reach 5% level of significance, and hence it is not significant at 0.05 level. That indicates means did not differ significantly at 0.05 level (as p>0.05). Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations.

Hence, it can be concluded that there is no significant difference in perception between trainee Under Graduate Post Graduate teachers towards ‘two years B. Ed’ programme.

Table No. 3: Representing Marital Status wise descriptive statistics, chart and and mean comparison in 't'- test

Marital Status	N	Mean	S.D	t	df	Mean Difference	Sig(2-Tailed)	Std. Error Difference	Remarks
Married	34	85.53	14.847	2.793	108	-7.471	.006	2.675	S* (p< .05)
Un-Married	76	93.00	12.043						



S*= Significant

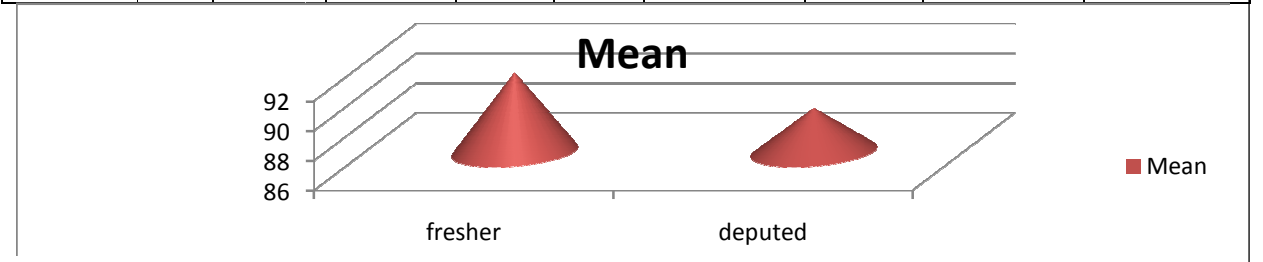
Interpretation:

The above table showing that the difference in mean score is (i.e.85.53, 93.00) for married and un-married trainee teacher is statistically significant as the p value is less than 0.05 level of significance (p=0.006<0.05).

Hence, it can be concluded that there is significant difference in perception between married and un-married trainee teachers towards 'two years B. Ed programme'. Un-married trainee teachers possess more favourable perception towards 'two years B. Ed programme'.

Table No. 4: Representing Training Status wise descriptive statistics, chart and and mean comparison in 't'- test

Training Status	N	Mean	S.D	t	df	Mean Difference	Sig(2-Tailed)	Std. Error Difference	Remarks
Pre-Service	81	91.32	11.625	.825	108	2.39	.411	2.896	NS*(p>.05 level)
In-Service	29	88.93	17.454						



Interpretation:

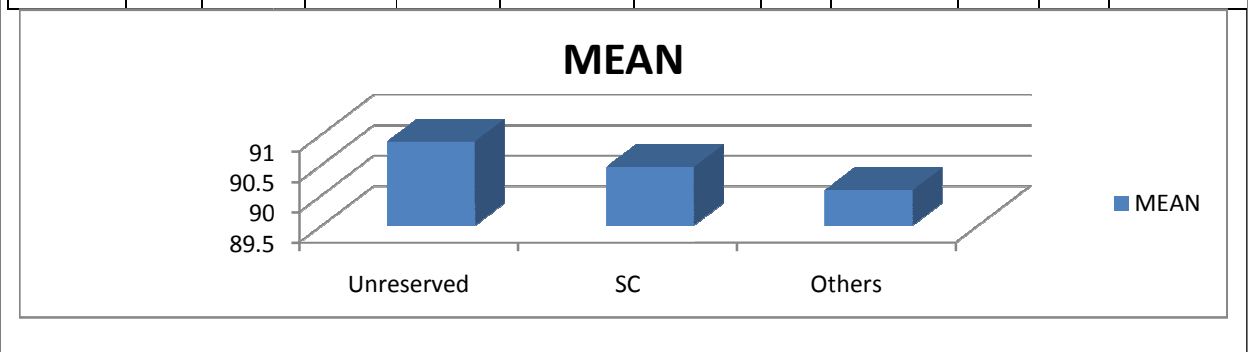
NS*= Not Significant

Interpretation

The above table shows that the difference in mean score (i.e.85.53, 93.00) for pre-service and in- service trainee teacher is statistically significant as the p value is less than 0.05 level of significance ($p=0.006<0.05$).Hence, it can be concluded that there is nosignificant difference in perception between pre-service and In-service trainee teachers towards ‘two years B. Ed programme’.

Table No-5. Representing caste wise descriptive statistics, chart, mean comparison in ANOVA and multiple comparison in LSD-test

	N	Mean	S.D	Std. Error		Sum of Squares	df	Mean Squares	F	Sig.	Remark
					Between Group	8.719	2	4.360	.024	.97	NS* ($p>.05$ level)
Unreserved	73	90.88	14.16	1.658	Within Group	19454.77	107	181.820			
SC	24	90.46	12.67	2.586	Total						
Others	13	90.08	10.48	2.908							
Total	110	90.69	13.36	1.274							



NS*=Not significant

Interpretation

The above table states about mean score in caste, for Unreserved, SC and Others group of trainee teachers, the scores are 90.88, 90.46 and 90.08 respectively. The one-way ANOVA result ($F=0.82$) for different caste of trainee teachers, revealed that the variances are statistically not significant as the 'p' value is greater than 0.05 level of significance ($p=0.97>0.05$). Hence, it can be concluded that there is no significant difference in perception among Unreserved, SC and Others trainee teachers towards 'two years B. Ed' programme.

Table No-6: Representing habitat type wise descriptive statistics, chart, mean comparison in ANOVA and multiple comparison in LSD-test											
Habitat	N	Mean	S.D	Std. Error		Sum of Squares	df	Mean Squares	F	Sig.	Remarks
					Between Group	267.411	2	133.705	.745	.477	NS* ($p>.05$ level)
Rural	50	92.28	12.840	1.816	Within Group	19196.080	107	179.403			
Semi-Urban	33	88.67	13.633	2.373	Total	19463.491	109				
Urban	27	90.22	14.102	2.714							
Total	110	90.69	13.363	1.274							

Mean

Habitat	Mean
Rural	92.28
Semi-Urban	88.67
Urban	90.22

N.S*= Not Significant

Interpretation:

The above table states about mean score in rural, urban and semi urban trainee teachers, the scores are 92.28, 88.67, and 90.22 respectively. The one-way ANOVA result ($F=0.47$) for different habitat of trainee teachers revealed that the variances are statistically not significant as the p value is greater than 0.05 level of significance ($p=0.47>0.05$). Hence, it can be concluded that there is no significant difference among rural, urban and semi urban trainee teachers towards 'two years B. Ed' programme.

Conclusion:

1. It is found that most (90.9%) of the trainee teachers has moderate perception towards 'Two-Years B. Ed Programme'. 2. There is no significant difference in perception between Under Graduate and Post Graduate trainee teachers towards 'Two-Years B. Ed. Programme'. 3. There is significant difference in perception between Married and Unmarried trainee teachers towards 'Two-Years B. Ed Programme'. Unmarried trainee teachers possessed more favorable perception towards 'Two-Years B. Ed. Programme'. 4. It is found that there is no significant difference in perception between pre-service and in-service trainee teachers towards 'Two-Years B. Ed Programme'. 5. There is no significant difference exists in perception among the trainee teachers of Unreserved, SC, Others towards 'Two-Years B. Ed Programme'. 6. There is no significant difference exists in perception among the trainee teachers of Rural, Urban and Semi-Urban area towards 'Two-Years B. Ed Programme'.

In the present study owing to various reasons such as time, etc. the present study was not extensive and "in-depth" study. The study could not cover large number of sample. Studies can be conducted focusing on different dimensions of Teacher Education as a background variable. A very significant area explored in the present study was professional attitude of teachers, where it was found that majority of student-teachers displayed lack of positive or favourable attitude towards their teaching training programme. On the bases of these findings an initiative could be taken by NCTE to find out the causes behind this negative perception. When the main lacuna would be found, appropriate initiatives of the problem may be taken by NCTE. And then Two years B. Ed Programme would be successful with true sense.

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