Volume 16 Issue 18
Originally issued as G5

Global Journal of human-social science: G
Linguistics & Education
Volume 16 Issue 5 Version 1.0 Year 2016
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

A Comparative Study on the Perception of Trained & Untrained Higher Secondary Level Teachers towards the Effectivenss of B.Ed. Teacher Education Programme

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Introduction- Teachers are the important pillar of education system. It is also believed that teachers shape up a student's life. The role of the teacher in the classroom has been found to be the single most important factor in student learning. The vast majority of teachers strive to teach effectively in order to enhance student learning outcomes, and they draw upon the knowledge and skills acquired throughout their pre-service teacher degree. The 21st century saw the role of the teacher move from one, who is all-knowing and unquestionable to one, who is continually learning, self-aware and reflective. Further, teachers are now expected to encourage their students to engage in thoughtful reflection, critical thinking and increased self-awareness and responsibility. Every educational system in any identified human society requires highly skilled teaching staffs to raise the standard of education. No educational system can rise above the quality of its teachers. The Report of the Commission on National Education (1959) further adds that "the teacher should be academically well-trained in subjects he/she teaches and have had sound professional training to teach his/her subjects".

GJHSS-G Classification : FOR Code: 930202



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A Comparative Study on the Perception of Trained & Untrained Higher Secondary Level Teachers towards the Effectivenss of B.Ed. Teacher Education Programme

Riya Banerjee

I. Introduction

Teachers are the important pillar of education system. It is also believed that teachers shape up a student's life. The role of the teacher in the classroom has been found to be the single most important factor in student learning. The vast majority of teachers strive to teach effectively in order to enhance student learning outcomes, and they draw upon the knowledge and skills acquired throughout their pre-service teacher degree. The 21st century saw the role of the teacher move from one, who is all-knowing and unquestionable to one, who is continually learning, self-aware and reflective. Further, teachers are now expected to encourage their students to engage in thoughtful reflection, critical thinking and increased self-awareness and responsibility. Every educational system in any identified human society requires highly skilled teaching staffs to raise the standard of education. No educational system can rise above the quality of its teachers. The Report of the Commission on National Education (1959) further adds that "the teacher should be academically well-trained in subjects he/she teaches and have had sound professional training to teach his/her subjects". In order to achieve this objective, a course called B.Ed. (Bachelor of Education) was introduced. This course teaches a person all about being a good teacher. Once the person completes the course, he/she is awarded the degree and is qualified to become a full fledged teacher.

II. Teacher Education In India

Teacher education programme in India is designed to aspiring teachers to learn interactive and better ways of teaching to make a subject interesting. Teaching methods have to be different for different age groups. The educational requirement for a primary and secondary teacher is also different. People who wish to teach at primary school should minimum pass Higher Secondary examination with 50% marks whereas for teaching at a secondary school, one need to be post graduate in the subject one wishes to teach.

There are several schools and colleges in India which cater to teach training schools in India and these offer teaching courses for different levels. Teacher education in India is institution-based, along with internship programmes in real classroom setting.

Teacher education is provided by several Universities, affiliated colleges, private and open universities in India.

Teachers play an important role in shaping the future of the country and hence it's important that a lot of attention is paid on the quality of teachers churned out every year.

III. Bachelor of Education in India

A Bachelor of Education (B.Ed.) is a undergraduate professional degree which prepares students for working as a teacher is schools, though in some countries additional work must be done in order for the student to be fully qualified to teach.

In India, Bachelor of Education (B.Ed.) is a course offered for those interested in perusing career is teaching. The B.Ed. degree is mandatory for teaching in higher primary schools and high schools.

The minimum qualification required for entering into B.Ed. course is B.A. or B.Sc. or B.Com. While students from Arts stream are trained to teach subjects like History, Civics, Geography and languages, the students from Science stream are trained to teach Mathematics, Physics, Chemistry and Biology. After B.Ed., students can peruse Mater in Education (M.Ed.) in Indian Universities.

National Council for Teacher Education (NCTE) is a statutory body which regulates courses for teaching in India. The duration of this course is still under debate. Usually it is one-year course. But an Open University like Indira Gandhi National Open University (IGNOU) offers B.Ed. course with a minimum duration of 2 years. The Right of Free and Compulsory Education for children (RTE Act – 2009) came into force as an act from April 2010. The act emphasize on the quality education for every child. Therefore to improve the quality in

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education, the quality of teachers must be a crucial factor. With a view to bring quality in education, the entry level percentage to B.Ed. has been fixed at 45% for Scheduled Cast and Scheduled Tribes and 50% for general.

IV. West Bengal and Teacher Training

On October 1, a division bench of Calcutta High Court ruled the recognition of West Bengal's 142 Primary Teacher's Training Institutes (PTTIs) by the Delhi- based National Council for Teacher Education (NCTE) is mandatory. Ironically 58 of the state's 142 unrecognized institutes are run by the state government itself. Consequently the diploma issued or to-be issued by these institutes have been reduced to the status of worthless scraps of paper.

Under the NCTE Act 1993 passed by Parliament, NCTE is given a broad mandate to supervise teacher education programmes at pre-primary, primary, secondary and senior secondary stages in schools and non-formal education, part time education, adult education and distance education courses. The council is also empowered to approve and accredit state level institutions offering courses or training in teacher education.

a) Statement of the Problem

In recent years, there has been a renaissance in pursuit of tertiary education as exemplified by the rise in demand for University degree education globally. Since the world has become a global village due to technological development, information technology, communication and economic globalization, Higher Secondary school teachers have not been left out of this quest for further studies in order to be up-to-date with the changes. A significant number of higher secondary school teachers have pursued and still are pursuing Bachelor of Education degree.

Teacher education is an important educational programme charged with the role of producing well-equipped individuals with academic knowledge and pedagogical skills for the purpose of quality teaching and learning as well as enhancing teacher development.

Research has been conducted on factors that influence to pursue higher education, effects of school-based teacher development programmes on the teaching and learning process in public higher secondary schools, but there is very little research on the perception of trained and untrained teachers towards the effectiveness of B.Ed. teacher education programme. Not enough is known about how teachers working in Higher Secondary schools, adopt and adapt the knowledge and skills they have acquired through B.Ed. degree to address the particular learning needs of young students for their individual development. This study therefore attempts to find out the perception of trained and untrained teachers towards the effectiveness of B.Ed. degree on teacher development.

b) Significance of the Study

This study could be beneficial is a number of ways. The findings could be of help to teachers who intend to enroll for B.Ed. degree programmes offered in the various institutions of higher learning in making the right decision or otherwise change the perception of those not intending to.

The study would help to facilitate the adoption of a methodology that enhances teachers' capacity and overall performance through subject specialization.

This study would also be useful to various stakeholders in the education sector for the school development. These includes the teachers, parents, learners and the society who directly or indirectly benefitted from improved quality of education as a result of teachers' professional and personal development.

c) Objectives

The objectives of this study were,

- To study the differences in perception of trained and untrained higher secondary school teachers towards the effectiveness of B.Ed. teacher education programme on Total Quality Education.
- To find out the differences in perception of trained and untrained higher secondary school teachers towards the effectiveness of B.Ed. teacher education programme on the student-teacher relationship.
- To find out the differences in perception of trained and untrained higher secondary school teachers towards the effectiveness of B.Ed. teacher education programme on curriculum formation.
- To study the differences in perception of trained and untrained higher secondary school teachers towards the effectiveness of B.Ed. teacher education programme on methodologies of teaching.
- To study the differences in perception of trained and untrained teachers of higher secondary level towards the effectiveness of B.Ed. teacher education progamme on classroom management.
- To find out the differences in perception of trained and untrained higher secondary school teachers towards the effectiveness of B.Ed. teacher education programme on professional skills.
- To study the differences in perception of trained and untrained higher secondary school teachers towards the effectiveness of B.Ed. teacher education programme on conducting special education.

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d) Hypothesis

The Hypotheses of this study were,

- There is no significant difference between trained and untrained higher secondary school teachers' perception towards effectiveness of B.Ed. teacher education programme on Total Quality Education.
- There is no significant difference between trained and untrained higher secondary school teachers' perception towards effectiveness of B.Ed. teacher education programme on curriculum formation.
- There is no significant difference between trained and untrained higher secondary school teachers' perception towards effectiveness of B.Ed. teacher education programme on methodologies of teaching.
- There is no significant difference between trained and untrained higher secondary school teachers' perception towards effectiveness of B.Ed. teacher education programme on classroom management.
- There is no significant difference between trained and untrained higher secondary school teachers' perception towards effectiveness of B.Ed., teacher education programme on professional skills.
- There is no significant difference between trained and untrained higher secondary school teachers' perception towards effectiveness of B.Ed. teacher education programme on conducting special education.

V. Review of Literature

Review of literature reflects the research trends on a specific topic. A considerable amount of literature is available that supports the teachers' training and its impact on teacher education programmes rely on experience and subjective perception. The earlier literature refers that there is a positive relationship between training and behaviour of teachers which results in better classroom performance and effectiveness of teachers. In early works on teacher productivity, researchers estimated education production functions by regressing aggregate student achievement levels on measures of teacher training and various other controls using cross sectional data (Hanushek, 1986).

Bressoux, Kramarz & Prost (2005) examined the performance difference of trained and untrained teachers in Mathematics subject in France. They use the quasi-experimental design for this research. Two same classes of same numbers of students were taught for 1 year of period by trained and untrained teachers found the difference between the scores of students taught by trained and untrained teachers. The students taught by trained teachers were high achievers.

In a meta-analysis of 93 studies of the effect of teacher development on student performance reports that only 12 studies show positive effect of staff development. Dildy (1982), examined the results of a randomized trial, found that teacher training increases student performance. Angrist and Lavy (2002) found a strong effect of teacher training is their research paper. Farida Lodhi (2000) completed her M.Phil thesis on performance of trained teachers in comparative perspective and found the significant impact of training on teachers' performance.

Aaronson et al. (2007) and Betts et al. (2003) found no significant correlation between teacher training and student achievement while Clotfelter et al. (2007) found strong positive effects.

Douglas N. Harris and Tim R. Sass (2006) examined the pre-service training and in-service training effect on teachers' productivity, but they did not find any evidence that teachers' pre-service training was related to productivity.

Muhammad Shahid Farooq and Neelam Shahzadi (2006) compared the effectiveness of trained teachers and untrained teachers in Mathematics subject. They found the significant difference between the performance of the students in Mathematics taught by trained and untrained teachers. The students taught by trained teachers were high achievers.

Wiley and Yoon (1995) and Cohen and Hill (2000) were others who found teacher development programme to have atleast small impacts on student performance.

a) Formulation Of Research Questions

- How do the higher secondary trained teachers perceive the effectiveness of B.Ed. teacher education programme on, (i) Total Quality Education, (ii) student-teacher relationship, (iii) curriculum formation, (iv) methods of teaching, (v) classroom management, (vi) professional skills, and (vii) conducting special education?
- How do higher secondary untrained teachers perceive the effectiveness of B.Ed. teacher education programme on, (i) Total Quality Education, (ii) student-teacher relationship, (iii) curriculum formation, (iv) methods of teaching, (v) classroom management, (vi) professional skills, and (vii) conducting special education?
- What are the differences between trained and untrained teachers of higher secondary schools on the perception towards effectiveness of B.Ed. teacher education programme?

VI. Methodology

This section includes description of sample, instrumentation/tool of this work, data collection and data analysis strategies of the study.

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SAMPLE: A Sample of 50 trained teachers and 50 untrained teachers was collected from 5 different Higher Secondary schools.

RESEARCH DESIGN: This study adopted a descriptive study. Survey is an attempt to collect data from members of a population in order to determine current status of that population in respect to one or more variables. This study aims at studying events that have already occoured. This design was appropriate for this study since the research was able to collect information in the current status of the phenomena.

INSTRUMENTATION: Data were collected by developing survey questionnaires. The questionnaires had two parts: Biographical information and opinions on 5-point rating scale - Strongly Agree (SA), Agree (A), No Opinion (NO), Disagree (DA) and Strongly Disagree (SDA) based on 20 items. The items were developed on 7 major themes.

The instrument was validated through experts' opinion. In the light of experts' opinions, the items were improved is terms of language, format/style and content.

DATA COLLECTION: The whole activity of data collection was carried out with the help of personal visits to the schools. Face to face instructions were given for clarification. They (teachers) were requested to go through the general instructions first and then to respond.

VII. Data Analysis and Interpretation

(The analysis of data was done by the graphical representation of the responses)

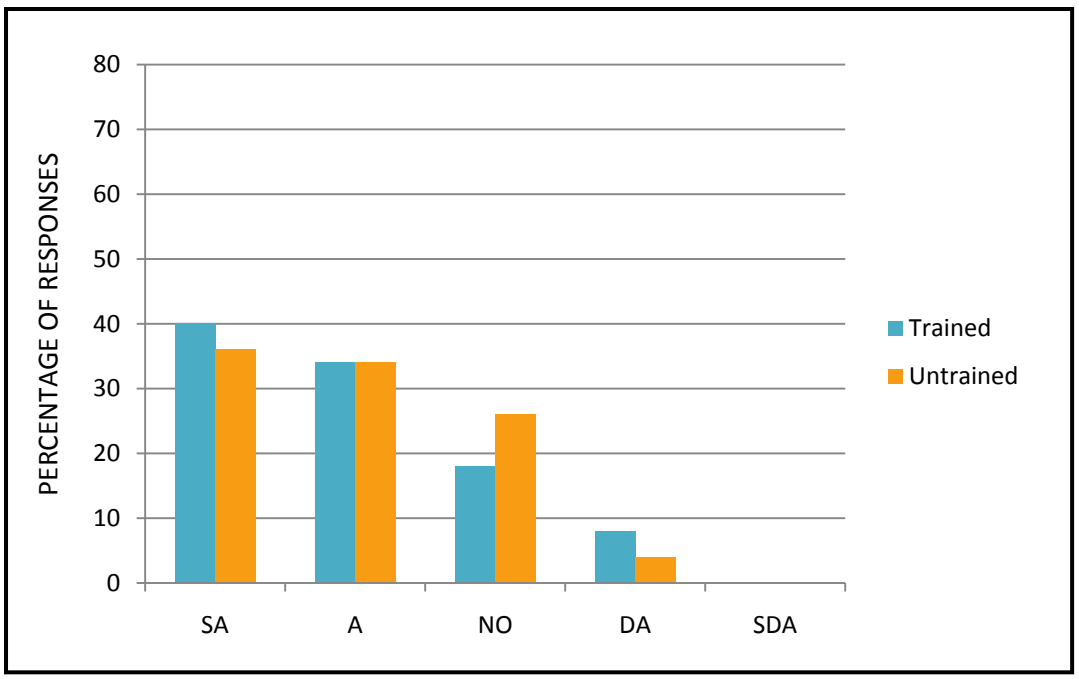

Figure 1 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Total Quality of Education (Includes item no. 1, 2, 15, 16)

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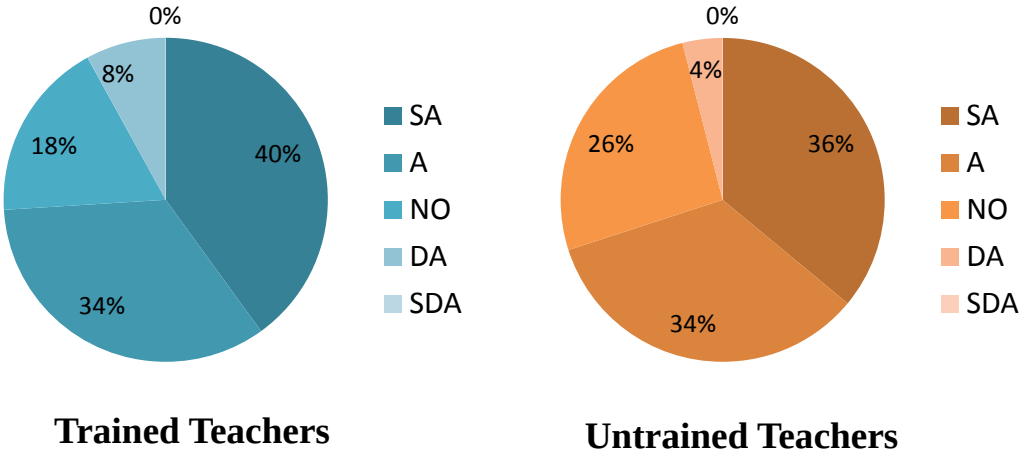

SA – Strongly Agree; A – Agree; NO – No Opinion;

DA – Disagree; SDA – Strongly Disagree.

a) Interpretation

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B. Ed. teacher education programme on Total quality of education is analyzed graphically, it was observed that, 74% of the trained and 70% of the untrained teachers agreed and 8% of the trained teachers and 4% of the untrained teachers disagreed on this note. 18% of the trained and 26% of the untrained teachers were not sure about this. So, the data analysis indicates a positive response of teachers towards effectiveness of B.Ed. teacher education programme on Total Quality Education.

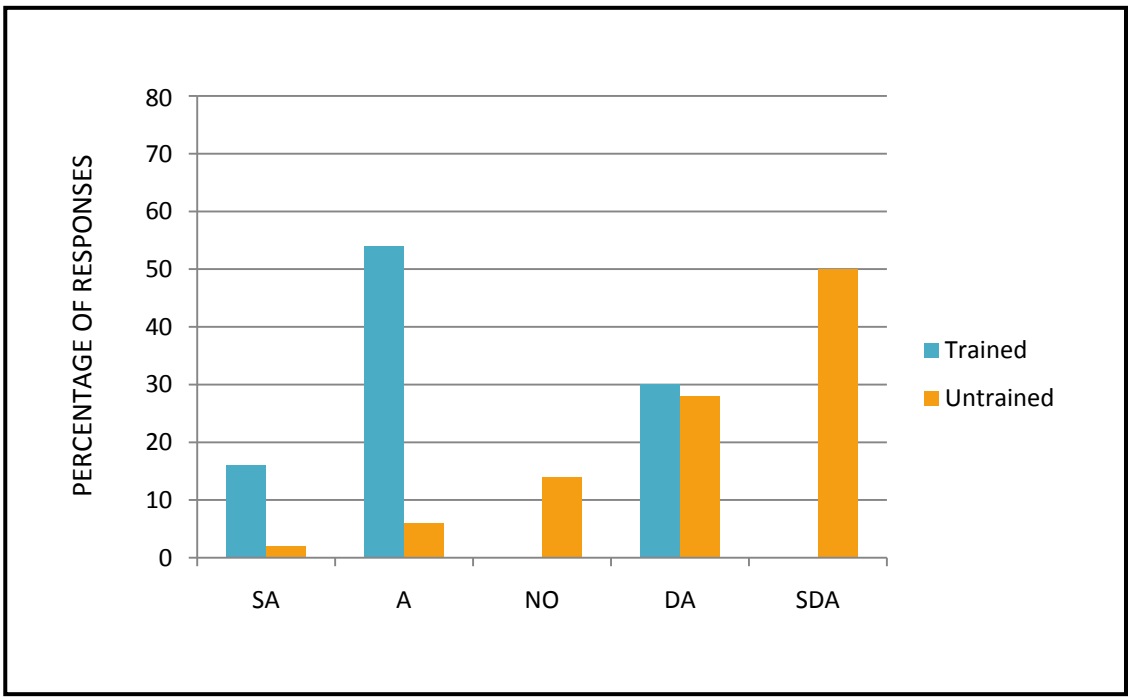

Figure 2 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Student-Teacher Relationship (Includes item no. 4, 5)

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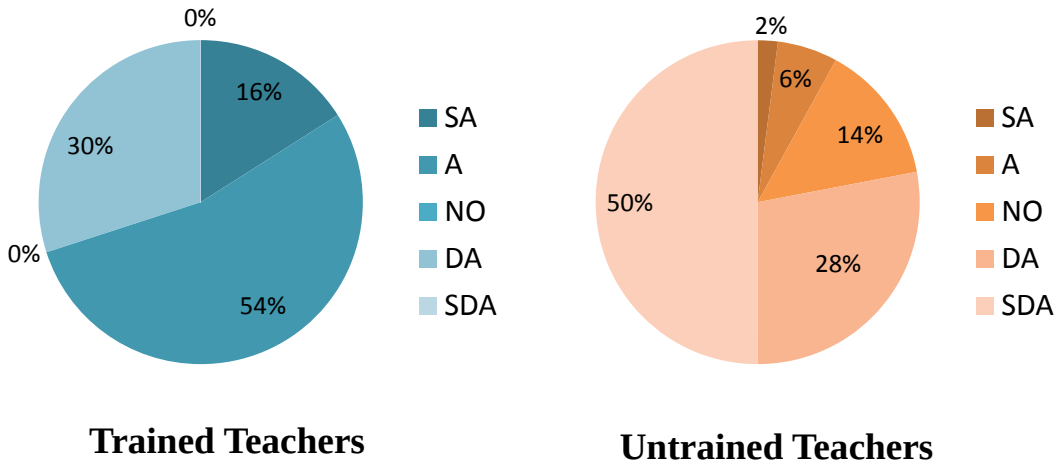

SA – Strongly Agree A – Agree NO – No Opinion

DA – Disagree SDA – Strongly Disagree

b) Interpretation

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B. Ed. Teacher education programme on student-teacher relationship is analyzed graphically, it was observed that, 70% of the trained teachers and 8% of the untrained teachers agreed and 30% of the trained teachers and 78% of the untrained teachers disagreed on this note. But none of the trained teachers and 14% of the untrained teachers were not sure about this. So, the data analysis indicates an opposite response of the trained and untrained teachers towards effectiveness of B.Ed. teacher education programme on student-teacher relationship.

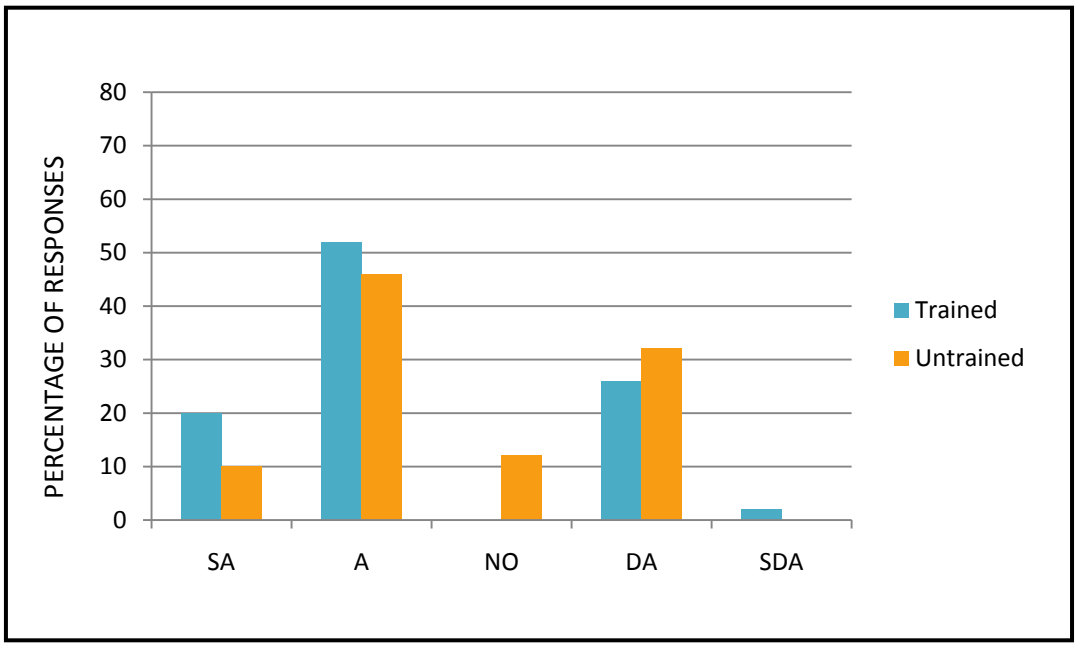

Figure 3 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Curriculum Foramtion (Includes item no. 6, 12, 18)

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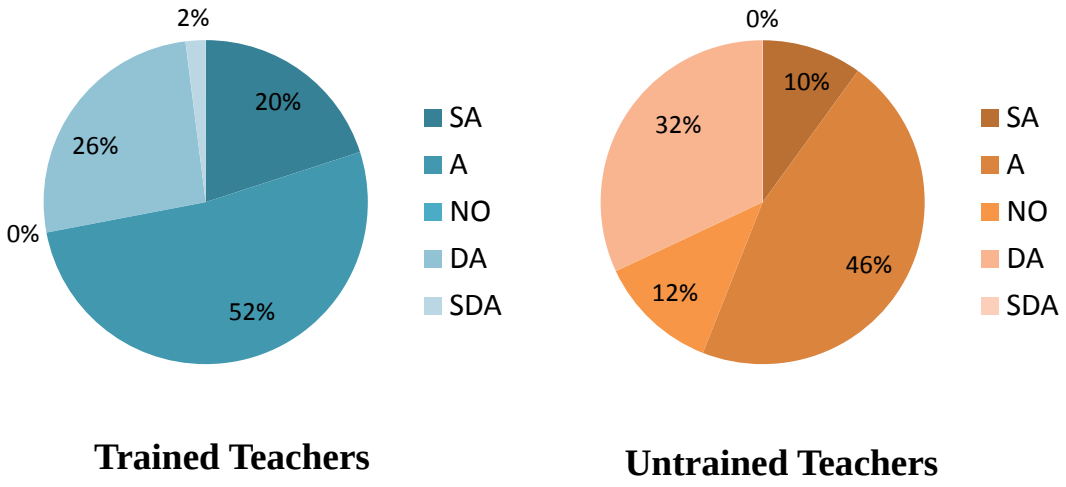

Trained Teachers **Untrained Teachers**

SA – Strongly Agree A – Agree NO – No Opinion

DA – Disagree SDA – Strongly Disagree

c) *Interpretation*

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B.Ed. teacher education programme on curriculum formation is analyzed graphically, it was observed that, 72% of the trained teachers and 56% of the untrained teachers agreed and 28% of the trained teachers and 32% of the untrained teachers disagreed on this note. But none of the trained teachers and 12% of the untrained teachers were not sure about this. So, this data analysis indicates a positive response of the teachers towards effectiveness of B.Ed. teacher education programme on curricular aspects.

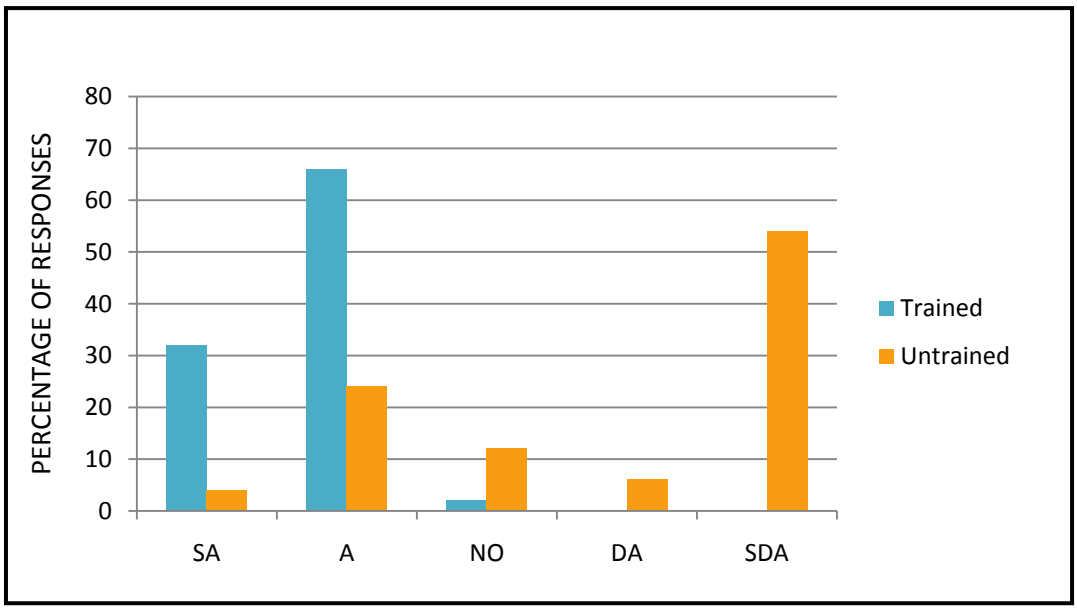

Figure 4 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Methods of Teaching (Includes item no. 7, 9, 19, 20)

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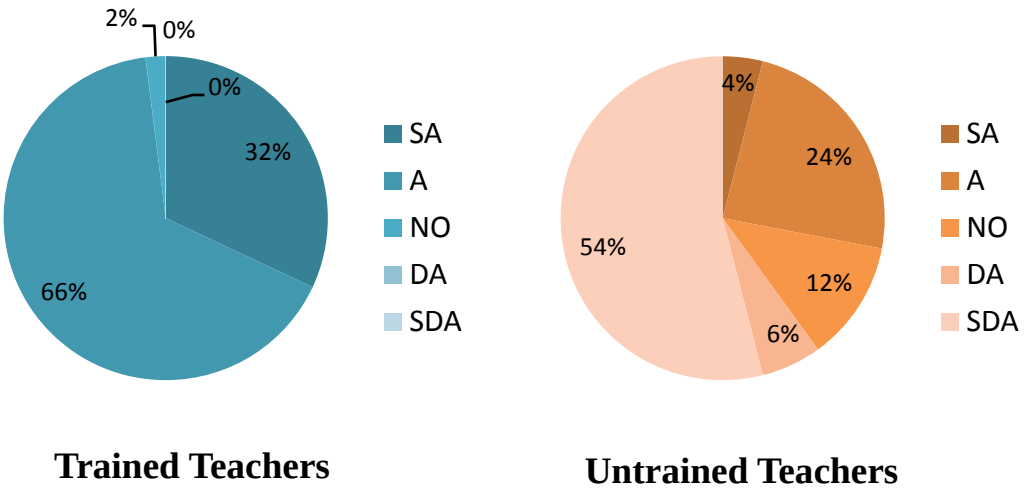

SA – Strongly Agree A – Agree NO – No Opinion

DA – Disagree SDA – Strongly Disagree

d) Interpretation

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B. Ed. teacher education programme on methods of teaching is analyzed graphically, it was observed that, 98% of the trained teachers and 28% of the untrained teachers agreed and 60% of the untrained teachers disagreed. A highly contradictory response of the trained and untrained teachers towards effectiveness of B.Ed. teacher training programme on methods of teaching was observed.

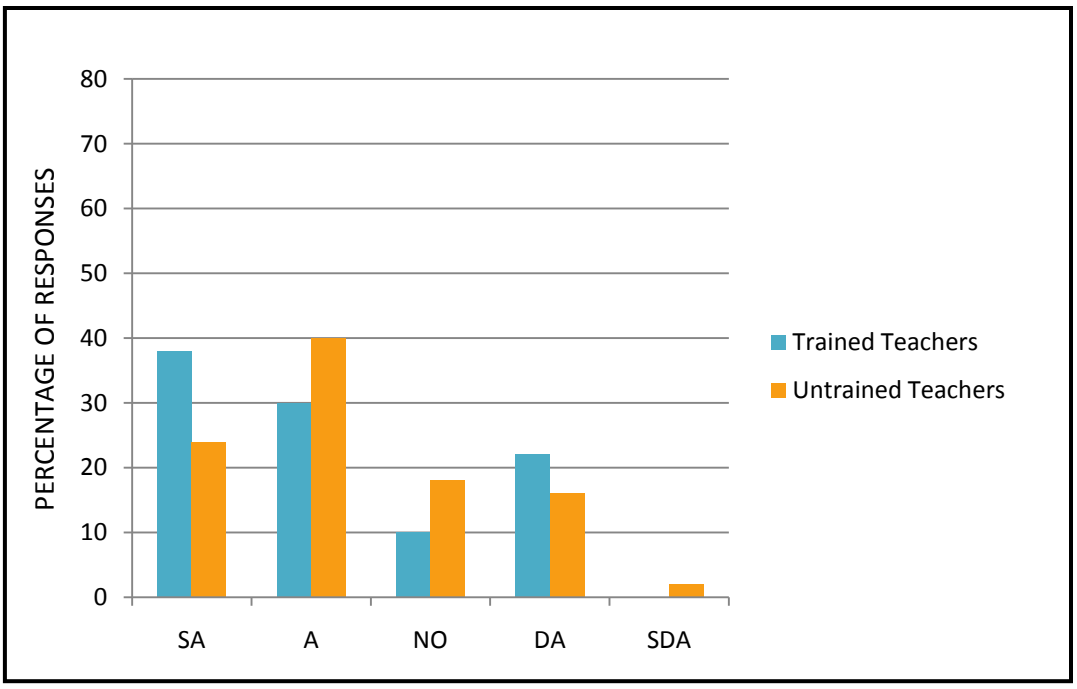

Figure 5 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Classroom Management (Includes item no. 8, 17)

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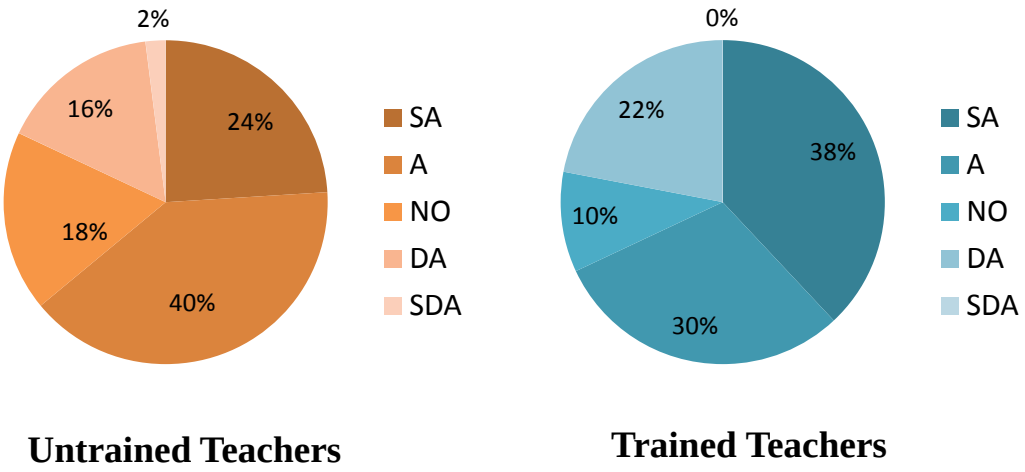

SA – Strongly Agree A – Agree NO – No Opinion

DA – Disagree SDA – Strongly Disagree

e) Interpretation

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B. Ed. teacher education programme on classroom management is analyzed graphically, it was observed that all the trained teachers and 12% of the untrained teachers agreed. 88% of the untrained teachers disagreed on this note. None of the trained and untrained teachers were undecided. It indicates highly contradictory responses of trained and untrained teachers in this category.

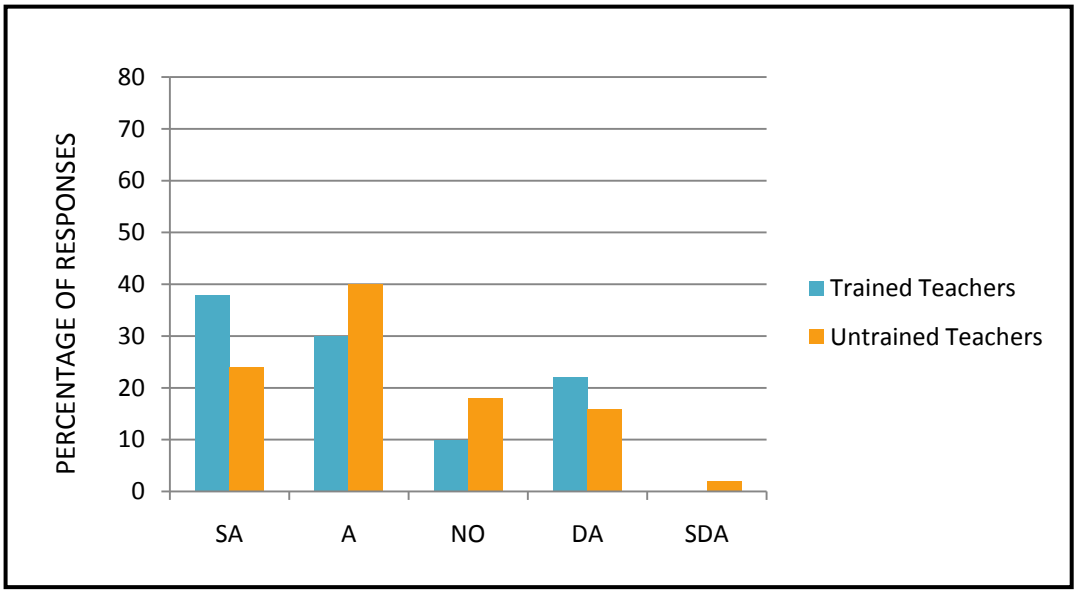

Figure 6 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Professional Skills (Includes item no. 3, 10, 11)

f) Interpretation

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B.Ed. teacher education programme on professional skills is analyzed graphically, it was observed that 68% of the trained teachers and 64% of the untrained teachers agreed and 22% of the trained and 18% of the untrained teachers disagreed on this note. It shows a positive response towards the effectiveness of B.Ed. teacher education programme on professional skills.

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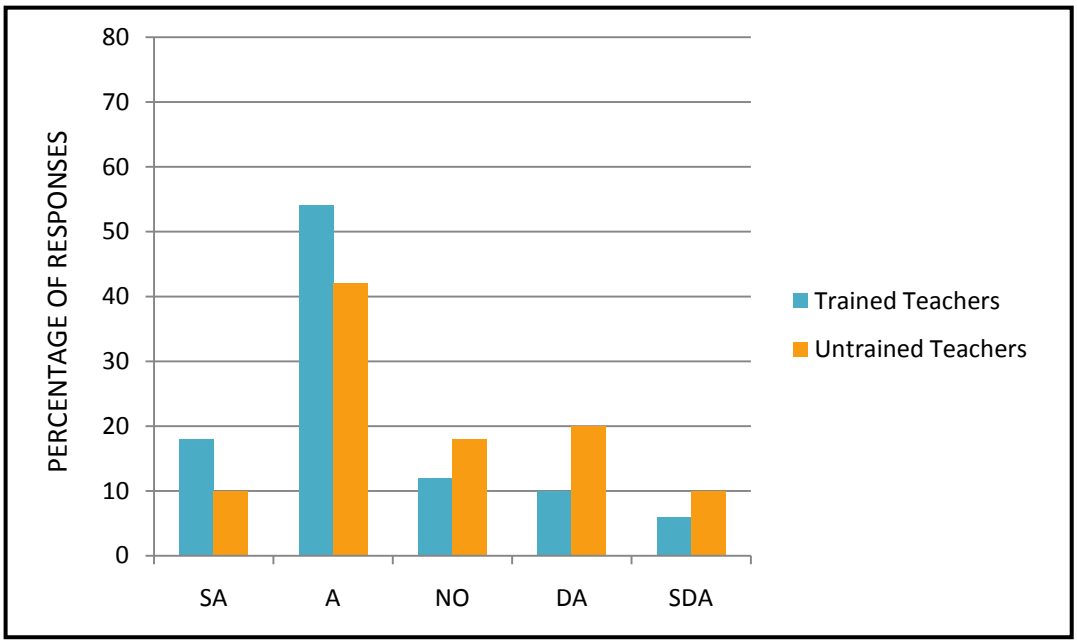

Figure 7 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Conducting Special Education (Includes item no. 13, 14)

g) Interpretation

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B.Ed. teacher education programme on conducting special education is analyzed graphically, it was observed that 72% of the trained and 52% of the untrained teachers agreed and 16% of the trained and 30% of the untrained teachers disagreed on this note. But 12% of the trained teachers and 18% of the untrained teachers were undecided. It indicates almost positive response towards the effectiveness of B.Ed. teacher education programme on conducting special education.

VIII. Conclusion

This research indicates toward the effectiveness of training in education sector. A significant difference between the trained and untrained teachers in specific area of performance indicates the role of training to ensure an effective performance. The performance of the teachers in specific area is evaluated and a significant difference was found. Trained Teachers are found more effective in their performance than untrained teachers.

The responses of the trained and untrained teachers towards effectiveness of B.Ed. teacher education progamme on Total Quality Education, curriculum formation, professional skills and capability to conduct and direct Special education were similar. The responses were highly positive as well.

But the responses of the trained and untrained teachers towards effectiveness of B.Ed. teacher education programme on student-teacher relationship, method of teaching and classroom management showed the contradictory responses. Most of the trained teachers support the effectiveness of teacher training programme on these three aspects whereas most of the untrained teachers thought that they can teach lessons, manage classrooms and make good relationship with the students instead of being trained. So, they think there is no need of B.Ed. teacher education programme for these aspects.

a) Suggestions For Further Research

The findings obtained herein may not be totally reflective for the influence of Bachelor of Education degree on teachers' development. The suggestions for future study are,

- A comparative study to investigate the teachers' performance before and after attainment of B.Ed. degree in the schools of rural and urban areas of West Bengal will be an effective and interesting study.
- Similar study should be extended to other parts of the country.
- Further study should be carried out to examine the impact of Bachelor of Education (B.Ed.) degree on male and female teachers.
- Similar study should be carried out comparing the teachers of Government and private institutions countrywide.

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