



Impact of B.Ed. programme on teaching effectiveness and teaching attitude of in-service teacher trainees of secondary school.

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INTRODUCTION:

Kabiguru Rabindra Nath Tagore has rightly said, "A lamp can never light another lamp unless it continues to burn its own flames. A teacher can never teach truly unless he is still learning himself." Earlier, teacher education was known as teacher training; the concept 'teacher education' comprises all those formal and informal activities and experiences accumulated by an individual who makes him/her capable of carrying out the duties and responsibilities of a teacher effectively and efficiently. A teacher has to be the torchbearer for the student, society and nation. So continuous and comprehensive development of the teacher is essential and is possible with the help of teacher education. Most of the world's countries have neglected the inborn traits of the teacher and believed that training could create, re-orient, and develop the qualities of the teacher. Teacher education makes up the mindset among the teachers to pursue their duties smoothly and systematically.

To bring the change and comprehensive improvement in teacher education Intensive Teacher Education Programme (ITEP) was planned by the Teacher Education Department of the National Council of Educational Research and Training (NCERT, 1961). Two conferences of principals of Colleges of Education were held in 1969, where B.Ed. the programme was accepted as a general professional course with two school subjects and other educational subjects.

National Policy on Education (1986) realized the importance of teacher education and viewed it as, "The status of teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to

innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and the concern of the community."

National Policy on Education (1990), popularly known as the Programme of Action, came with concrete, specific, detailed measures for the development of Teacher Education as a follow up of National Policy on Education 1986. Some of the essential recommendations are - facilitating the latest technology for teacher education, reorganization of Elementary Teacher Education, quality development of secondary teacher education, enhancement of in-service teacher education and SCERTs would play a significant role in planning, sponsoring, monitoring and evaluating the in-service education programme for all level of teachers, instructors and other educational personnel, separate cadre for teacher educators, revised curriculum for teacher education. POA (a programme of Action) has also pointed out the functions of NCTE (National Council of Teacher Education), which has been in existence since 1973 and recommended that it will be conferred autonomous and statutory status. Teacher Education is categorized into two categories – pre-service and In-service.

Present Scenario of Teacher Education in Assam: Before independence progress of teacher education in Assam was not remarkable. In 1793 first Normal school was set up in Serampore (Bengal), a neighbouring state of Assam. However, till 1905 there was not a single teacher training institution in Assam. In 1906 first Normal school was established in Jorhat. Gradually, 7(seven) Normal schools were established in different areas of Assam, which are continuing till today. In 1947 after the Government of Assam established the Second Primary Education Act, Guru Training Centres in most of the plain sub-division of the state for the training of primary school teachers. Up to 1952-53 number of training, Institution was increased up to 20 nos. Basic training centres were established based on the pattern recommended by the Assam Basic Education Act 1954. As recommended in National Policy on Teacher Education, 1986 and its Programme of Action District Institute of Education and Training (DIET) was established in the first phase in 1989.

Regarding the Training of Secondary school teachers, initially, some teachers were deputed for B.T and L.T Dacca Training College, Dacca, Bangladesh. In 1936 B.T colleges were arranged in St. Edmund's college at Shillong, Meghalaya. A need for secondary teacher training was sought very lately in Assam after Independence, and as a result, Gauhati University and Govt. of Assam established B.T. Department in 1949. The first Post Graduate Training College was established in 1957 in Jorhat for secondary school teachers with an affiliation with Dibrugarh University. In 1960 second training college was started in the Cachar district, affiliated with Gauhati University and now affiliated with Assam University, Silchar. In 1966 Banikanta B.T.college was established as private B.T. College and taken over by the Government of Assam in 1983. "meanwhile, the National Council for Teacher Education (NCTE), as a non-statutory body, took several steps for quality improvement in teacher education. It began to grant recognition to the teacher education institutions on the basis of certain norms and standards. Hence, the number of B.Ed. Colleges started declining in Assam, i.e. from 65 to 51(NCTE, 2012) of these colleges; only ten are run by the Government of Assam under CTE scheme sponsored by MHRD, Department of education" (Sultana, 2013). Gradually universities, SCERT, DIETs, and Colleges of Teacher Education came up with teacher training programmes in regular and distance Mode for the development of teachers. In Assam total no of 10,723 secondary school teachers having B.Ed. Degree and at senior and senior secondary level 6281 teachers have B.Ed. Degree. In Assam, several seats for in-service B.Ed. Trainees are limited as the course is available only in government teacher education colleges and only nine govt. Teacher training colleges are available, whereas, in that limited seat and in-service trainees, pre-service trainees also got the opportunity to pursue B.Ed. Course. Newly in 13 DIETs of different districts of Assam have started B.Ed. Course for in-service and pre-service teachers. B.Ed is mandatory for teachers of secondary level. However, in Assam, a deplorable picture is found regarding the training status of teacher education. Very few teachers are trained at the secondary and senior secondary levels. The data is given in the table below.

Table no1: Showing the number and percentage of trained and untrained teachers of secondary and senior secondary schools of Assam.

Total no of teachers in secondary and senior secondary schools	Total no. of teachers having B.Ed. or equivalent	Total no. of untrained teachers	Percentage of trained teachers	Percentage of untrained teachers
66953	17004	49949	25.39%	74.61%

Source: SSA Assam.

As appears from the above table in Assam, at a secondary and senior secondary level number of untrained teachers is 74.61%, a staggering number.

Operational definition of key terms:

Teaching attitude:

Different research studies were conducted to look into the effectiveness of B.Ed. Training programme on the trainees and it is revealed that various factors are responsible for success in teaching profession consisting of grasp over the subject matter, intellect, attitude, aptitude, discipline, sincerity, attractive personality, deliver knowledge according to the need of the student, development of life skills and transmission of that skills to their students for quality living etc. Teaching attitude is one of the most important variables for success in the teaching profession, and training programmes should develop favourable attitudes among teachers.

Attitudes are the complex combination of personality, beliefs, values, behaviour, motivation, experiences, and feelings, either positive or negative, affected by age, position, education etc. it is the predisposition or tendency to react or behave in a particular manner to a given situation, object, idea, material or a person. Teachers' attitude towards teaching should be favourable; hence it is necessary to conduct different training programmes to boost teachers to continue their positive attitude towards their profession.

Teacher effectiveness: The term effectiveness is used by different people in different contexts and defines differently. Teacher education and teacher effectiveness are closely related. However, it is not easy to give a cut and universally accepted definition of competent characteristics of teacher effectiveness. In general, effectiveness is the requirement of a competency-based teacher education which includes knowledge, attitudes, values, and skills demonstrated by trainee teachers to complete the teacher education programme.

According to Barr (1952), "Teacher effectiveness is a relationship between teachers, pupils and other persons concerned with the educational undertaking."

Good (1959) defined teaching effectiveness as "The degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position."

In-service teacher trainees:

The teachers of secondary school who offering teaching in classes in ix, x, xi, xii in different government schools of Assam and are deputed for B.Ed. course and pursued their course in government Colleges of Teacher Education in (2019-2021).

Review of Related literature:

Kiwia, G. (1994) Describes and discusses an in-service training course conducted in Tanzania in 1984 with the objectives-i)To keep abreast with the developments in the teaching profession. ii) To cope with knowledge explosion in the teacher's respective subject areas. iii) To fill in the knowledge gap left during the teacher's professional teaching. Iv)To refresh teachers in their areas of specialization and indeed to relate their experiences, encounters, discoveries and any other interesting development in the course of their individual and group queers.

Kishore (1994) concluded that the primary purpose of in-service teacher education is to help the teacher to acquire the knowledge competency, and it must upgrade the teachers' subject matter competencies as well as improve his teaching method.

Eurydice (2002) stated that in-service teachers' training is imparted in two different forms around the world- A) containing professional development, which aims at updating existing knowledge and skills. B) So-called additional programs which offer new skills and qualifications.

Mumthas, N.S (2012) conducted a study on "Attitude towards teaching before and after B.Ed. programme". The findings of the study were The B.Ed. Trainees were not homogeneous in their attitude towards the teaching profession. There was no difference observed based on gender and marital status in attitude towards teaching of student teachers when they enrolled for B.Ed. Course. Having undergone B.Ed. Programme student teachers have a significantly better attitude towards teaching than they had before joining the course in all sub-sample except males.

Arumugam& Bhat, (2020) conducted a study on teacher effectiveness with special reference to the secondary school teachers of district Jammu and Kashmir and stated that the urban secondary school teachers are found more effective than the rural secondary school teachers.

Importance/ justification of the study:

Professional competency and a positive attitude are the key sources of success in any profession. The teaching profession seems very different nowadays as the new concepts, strategies, policies, methods, and techniques are overloaded in the education system. The attitude which must be positive, as well as the competency, makes the teaching-learning process more and more effective, which means teaching effectiveness is required for successful professionalism in teaching and which may directly or indirectly drown with the help of training. In-service teachers who are contributing and spreading their knowledge and experiences should possess a positive attitude and indulge in teaching effectiveness as they are continuing their teaching profession. In-service training is an inseparable part of the teaching profession so that it can find out the impact of B.Ed. Training programme on teaching effectiveness and teaching attitude of in-service secondary school teachers.

Statement of the problem:

In view of the above justification, it is necessary to study the effectiveness of in-service B.Ed. the training programme, hence the topic stated as-

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Objectives of the study:

1. To measure the level of effectiveness of the B.Ed programme for effective teaching of in-service secondary school teacher trainees.
2. To measure the effectiveness of B.Ed. Programme in changing attitude towards teaching of in-service secondary school teacher trainees.
3. To find the relationship between teaching effectiveness and teaching attitude of in-service secondary school teacher trainees.

Hypotheses:

Ho 1- There is no significant difference in teaching effectiveness of in-service secondary school teacher trainees after doing B.Ed. Programme.

Ho 2- There is no significant difference in attitude towards teaching of in-service secondary school teacher trainees after completion of B.Ed.programme.

Ho 3-There is no significant relationship between teaching effectiveness and teaching attitude of in-service secondary school teacher trainees.

Methodology:

Method: For the present study, pre-test /post-test design has been used, which is one of the popular types of experimental methods. Pre and post-experimental design is an appropriate design for measuring the effectiveness of a programme. Here a pre-test has been conducted at the initial stage of the B.Ed. Programme and post-test have been conducted after completing the programme.

Sample: A sample of 100 in-service teacher trainees from the Colleges of Teacher Education (CTE,s) of Assam were selected through the cluster technique of sampling.

Tools for data collection: Teacher Effectiveness Scale (2017) by Pramod Kumar and D.N.Mutha, and the Teacher Attitude Inventory (TAI-AS) (2014) by Dr S.P. Ahluwalia are tools for the collection of data.

Statistics used to analyse the data: The collected data were analyzed through different descriptive and statistical techniques viz-Mean, Median, Mode, S.D, and t-test. Frequency polygon and simple bar diagram are used for graphical representation

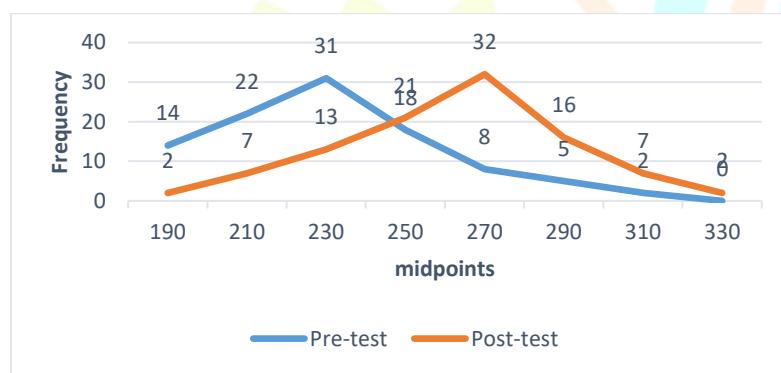
Analysis and interpretation of data:

Data analysis refers to breaking down the complex factors of tabulated material into simpler parts and putting the parts together in new arrangements to determine inherent facts or meaning. Data should be studied from a different angle so that new facts may come to light. In the present study, both qualitative and quantitative statistical techniques have been used based on the nature of the data.

Table no.2: Showing the significant differences in teaching effectiveness of in-service teacher trainees in pre-test and post-test (Mean, Median, Mode, S.D, t-value)

Group	Mean	Median	Mode	S. D	t-value
Pre-test	229.8	224.5	213.9	28.63	7.79
Post-test	260.8	261.8	263.8	27.62	

The table shows that the Mean, Median and Mode of the scores of the effectiveness of in-service teachers in the pre-test are 229.8, 224.5, and 213.9, respectively, and in the post-test, the Mean, Median, and Mode are 260.8, 261.8, 263.8 respectively. The Mean, Median, and Mode scores are higher for teacher effectiveness in post-test. The Standard Deviation of the pre-test and post-test are 28.63 and 27.62, respectively. The t-value is 7.79, which is significant at the .05 level. The null hypothesis, i.e. "There is no significant difference in teaching effectiveness of in-service secondary school teachers after doing B.Ed. programme", is rejected. Hence it has been concluded that B.Ed. Programme uplifts the teacher effectiveness of in-service teacher trainees.

Figure 1. Graph (frequency polygon) of Teaching Effectiveness of in-service teachers in pre-test and post-test**Table no. 3: Showing the significance difference between pre-test and post-test of Teaching Attitude of in-service teacher trainees. (Mean, Median, Mode, S.D, t-value)**

Group	Mean	Median	Mode	S. D	t-value
Pre-test	262.6	257.6	247.6	33.78	7.95
Post-test	299.2	305.71	318.73	31.42	

The above table shows that the Mean, Median, and Mode of a pre-test for the attitude of in-service teachers are 262.6, 257.6 and 247.6, respectively. The post-tests mean, median, and Mode are 299.2, 305.71 and 318.73, respectively. The scores of Mean, Median and Mode increased in the post-test. It indicates the enhancement of teaching attitude after doing B.Ed. Course. Thus, the pre-test and post-test values vary also; the Standard Deviation of pre-test and post-test are changed from 33.78 to 31.42. The t-value is 7.95, which is significant at the .05 level. Hence, the null hypothesis –"There is no significant difference in attitude towards teaching in-service secondary school teachers after completing B.Ed.programme." has been rejected.

Figure 2. Graph (frequency polygon) of teaching Attitude of in-service teachers in pre-test and post-test:

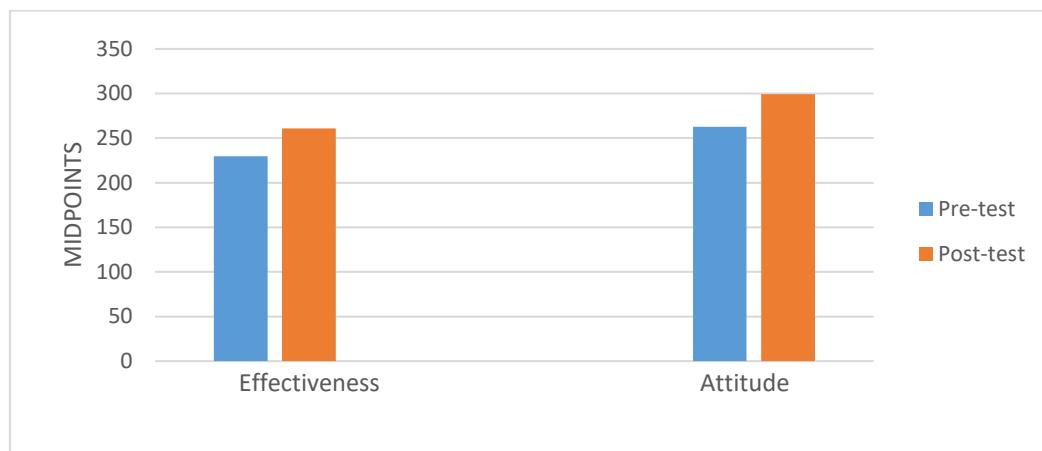


Table no. 4: Showing significant relation between Teaching Effectiveness and teaching Attitude of pre-test and post-test of in-service teachers.

Variables	N	Pre-test		Post-test		
		Mean	S.D	Mean	S.D	t-value
Teaching Effectiveness	100	229.8	28.63	260.8	27.62	9.1791
Teaching Attitude	100	262.6	33.78	299.2	31.42	

From the above table, it has been found that the pre-test Mean of Effectiveness and Attitude are 229.8 and 262.6, respectively. S.D of Teaching Effectiveness and Teaching Attitude of pre-test are 28.63 and 33.78, respectively. The post-test Mean of Teaching Effectiveness and Teaching Attitude are 260.8 and 299.2, respectively. The S.D of Effectiveness and Attitude are 27.62 and 31.42, respectively. The t-value is 9.1791 which is significant at a .05 level of significance. Hence the null hypothesis is rejected, and found a significant relation between Effectiveness and Attitude.

Fig.3 Showing Mean of Teaching Effectiveness and Teaching Attitude in pre-test and post-test with a multiple bar diagram.



MAJOR FINDINGS:

1. B.Ed. Programme is effective in developing teaching effectiveness of the in-service teachers. In the pre-test, the percentage of mean was 67.58 and in the post-test mean was 76.70, which shows an increase in teaching effectiveness.
2. The positivity in teaching attitude increases from 77.23% to 88% in pre-test and post-test, respectively.
3. There is a significant relationship between teaching effectiveness and the teaching attitude of in-service teachers. An increase in positive teaching attitude increases teaching effectiveness.

CONCLUSION:

Teacher effectiveness is an essential criterion for success in the teaching profession, and effectiveness has been added to teachers with various means and ways. Training is an important way among them. In-service training programmes are effective and continuously enhance the required qualities among in-service teachers. B.Ed. The training programme is designed in such a way that it has met the need of pre-service as well as in-service teachers. The theoretical and practical aspects of B.Ed. Training programme changes the attitude of in-service teachers, which increases the effectiveness of the training programme and influences the teachers to become effective teachers.

It is concluded by saying that the study indicates that the B. Ed Training programme is effective for in-service teachers of secondary schools in enhancing teaching effectiveness and change in a positive attitude toward teaching. The effectiveness and attitude have significant relation and influence on each other. A positive attitude increases effectiveness, and an effective training programme makes attitude positive.

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