IMPACT OF B.ED. PROGRAMME ON TEACHER EFFECTIVENESS, PERSONALITY, TEACHING APTITUDE AND ATTITUDE TOWARDS TEACHING OF PROSPECTIVE TEACHERS

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ABSTRACT

The present study was designed with the purpose to find out the impact of B.Ed. programme on teacher trainees, who were doing B.Ed. from Panjab University, Chandigarh. The investigator tried to evaluate and enquire the change in drives, thoughts, beliefs and behaviour of pupil-teachers as a result of the training programme consisting the whole curriculum. It was found that B.Ed. programme was effective in bringing positive changes in Teacher Effectiveness, Teaching Aptitude, Attitude Towards Teaching and Personality Traits of prospective teachers. The study revealed that B.Ed. Programme had more favourable effect on Teacher Effectiveness of Female Prospective Teachers as compared to male prospective teachers. It further added that B.Ed programme was equally effective in enhancing Teaching Aptitude and Attitude Towards Teaching of both female and male prospective teachers. The study also concluded that male teachers were more tense and frustrated as compared to female prospective teachers.

INTRODUCTION

Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is, therefore, a powerful means for the upliftment
of education standards in the country. It inculcates the necessary pedagogical skills and competencies among the teachers and makes them professionally competent to meet the demands of the society. The National Council for Teacher Education (NCTE) after becoming a statutory body by an act of parliament in 1993, has taken number of steps for raising the quality of teacher education system. It has formulated norms and standards for all teacher education courses i.e. pre-primary, primary, secondary, senior secondary, physical and distance education courses.

The success of any educational process depends on teacher effectiveness, teaching aptitude, attitude towards teaching, personality of the teacher and many more factors. Teacher effectiveness refers to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. Good (1959) observed 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."

The term 'aptitude' narrowly defined is the native or in born capacity of people in tasks requiring intellectual ability and skill. Although aptitude has an innate basis, yet more broadly, environment has maximum influence in the formation of aptitudes.

According to Bingham (1937), "Aptitude is a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some usually specified knowledge, skill or set of responses such as the ability to speak language, to produce music."

Attitudes are dynamic as they change with time and experience. They are not innate but are acquired. Attitude is influenced by environmental factors by which the person is surrounded. Attitudes guide our behaviour. Thurston and Chave (1929) first used the term 'attitude' to denote "the sum-total of a man's inclination and feelings, prejudice or bias,
preconceived notions, ideas, fears, threats, convictions about any specific topic". Attitude of teachers are developed during their passage of becoming teachers - in their schools, colleges, university and especially in teacher training institutes. A teacher's attitude not only affect his behaviour in classroom but also influence the behaviour of his students.

Personality is concerned about a person's nature, qualities, inner aspects as well as outer appearances. The personality of the teacher can be developed through proper training. A prospective teacher getting training under teacher education system develops his unique personality traits which make him an effective as well as successful teacher in the society.

**RATIONALE OF THE PROBLEM**

There is always a need to evaluate the efforts which are being made by the training institutions to achieve the desired goals. It is highly recognised that the teacher effectiveness, the aptitude of the teacher, a healthy attitude towards world of work and personality contribute a lot in successful teaching. Hence, the investigator tried to find out the impact of B.Ed. programme on teacher effectiveness, personality, teaching aptitude and attitude towards teaching of the prospective teachers joining the programme of teacher education. The purpose of this study, is, to evaluate and enquire the change in drives, thoughts, beliefs and behaviour of the pupil- teachers as a result of the training programme consisting the whole curriculum i.e. foundation course, optional subjects, practicals, curricular and co-curricular activities, learning resources, teaching practice, evaluative techniques, the methods and techniques employed at different stages of the programme.

The present study will stimulates the academic bodies to plan the teacher education programme in a more effective way, which will definitely provide data-base to bring change in the current syllabi, duration of training period, theory or practical hours, teaching practice, teaching
methodology, work experience and methods of evaluation, etc.

Findings will also help the administrators and the faculty of the B.Ed. colleges in providing the rationale of dissemination teacher education programme and if necessary to bring changes in the teacher education programme in the light of feedback received. Government and other organisations engaged in teacher education may extract the benefit from the conclusions of the study and may come to know the requirement of spending money in a proper way for the development of a healthy attitude, teaching aptitude, personality and teacher effectiveness of prospective teachers doing B.Ed. Hence, findings will be useful for policy makers especially NCTE and other national level organisations to bring desired changes in the programme.

OBJECTIVES OF THE STUDY

The following objectives were formulated for the present programme problem:

1. To see the impact of one year, regular, B.Ed. programme (face to face) on the prospective teachers.
2. To find the change in Teacher Effectiveness of teacher trainees due to the impact of B.Ed. programme.
3. To find the change in Teaching Aptitude of teacher trainees due to impact of B.Ed. programme.
4. To find the change in Attitude Towards Teaching of teacher trainees due to the impact of B.Ed. programme.
5. To find the change in Personality Traits of teacher trainees due to the impact of B.Ed. programme.
6. To find the change in Teacher Effectiveness of male and female teacher trainees due to the impact of B.Ed Programme.
7. To find the change in Teaching Aptitude of male and female teacher
trainees due to the impact of B.Ed Programme.

8. To find the change in Attitude Towards Teaching of male and female teacher trainees due to the impact of B.Ed Programme.

9. To find the change in Personality Traits of male and female teacher trainees due to the impact of B.Ed Programme.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated as per objectives of the investigation:

1. There will be significant difference in Teacher Effectiveness of prospective teachers after doing B.Ed.

2. There will be significant difference in Teacher Effectiveness of female prospective teachers after doing B.Ed.

3. There will be significant difference in Teacher Effectiveness of male prospective teachers after doing B.Ed.

4. There will be significant difference between Teacher Effectiveness of female and male prospective teachers after doing B.Ed.

5. There will be significant difference in Teaching Aptitude of prospective teachers after doing B.Ed.

6. There will be significant difference in Teaching Aptitude of female prospective teachers after doing B.Ed.

7. There will be significant difference in Teaching Aptitude of male prospective teachers after doing B.Ed.

8. There will be significant difference between Teaching Aptitude of female and male prospective teachers after doing B.Ed.

9. There will be significant difference in Attitude Towards Teaching of prospective teachers after doing B.Ed.

10. There will be significant difference in Attitude Towards Teaching of
female prospective teachers after doing B.Ed.

11. There will be significant difference in Attitude Towards Teaching of male prospective teachers after doing B.Ed.

12. There will be significant difference between Attitude Towards Teaching of female and male prospective teachers after doing B.Ed.

13. There will be significant difference in the Personality Traits of prospective teachers after doing B.Ed.

14. There will be significant difference in Personality Traits of female prospective teachers after doing B.Ed.

15. There will be significant difference in Personality Traits of male prospective teachers after doing B.Ed.

16. There will be significant difference between Personality Traits of female and male prospective teachers after doing B.Ed.

**DESIGN OF THE STUDY**

Present study is a descriptive in nature, in which "pre-test and post-test design" has been adopted. In the present study, one year regular B.Ed programme of Punjab University was the independent variable, whereas, 'Teacher Effectiveness', 'Personality', 'Teaching Aptitude' and 'Attitude towards Teaching' were the dependent variables. Sex was independent variable in the study. The dependent variables were measured at two levels during the B.Ed. programme:

a) At first level (Pre-test) - Immediately after the admission.

b) At final level (post-test) - At the end of session before the final exams.

Both male and female prospective secondary school teachers were taken for the purpose of present research.
SAMPLE

As it was not possible to cover all the prospective teachers of B.Ed class under different universities of Punjab, the sample was drawn from two districts of Punjab i.e. Ludhiana and Moga. These colleges of Education are affiliated to Panjab University, Chandigarh. Sample of 800 prospective teachers (660 female and 140 males) of session 2006-07 from eight colleges of Panjab University was taken for the study.

TOOLS USED

The following tools were used to collect the data:

I. Teacher Effectiveness Scale by Pramod Kumar and D.N. Mutha (1999), National Psychological Corporation, Agra.


III. Teacher Attitude Inventory by S.P. Ahluwalia (1978), National Psychological Corporation, Agra.

IV. 16 PF (Form C) by S.D. Kapoor and V.K.D. Tripathi (1981), National Psychological Corporation, Agra.

PROCEDURE OF DATA COLLECTION

The data for the present study was collected at two phases:

Phase I: The data collection was started in the month of September 2006 in the beginning of B.Ed session. Teacher effectiveness scale, Teaching Aptitude Test Battery, Teacher Attitude Inventory and 16 PF questionnaire were given to the B.Ed. trainees one by one by the investigator. Necessary instructions were given to the trainees to fill the response sheets. The general information regarding the name, roll numbers, teaching subjects, sex, college name, qualifications etc. were filled by the trainees. All the documents - scales and response sheets were collected by the investigator on the same day.
Phase II: Again the data collection was started in the month of April/May 2007 at the end of the B.Ed. session. The same teacher trainees on whom the tests were administered during the start of the B.Ed. session 2006-07 in the month of September were taken for this purpose. The questionnaires were given to the B.Ed. trainees one by one by the investigator. Necessary instructions were given to the trainees to fill the response sheets along with the bio-data sheet consisting general information regarding the name, roll number, teaching subjects, sex, college name, qualification, etc. All the documents-questionnaires, bio-data sheet and response sheets were collected by the investigator on the same day.

STATISTICAL TECHNIQUES USED

To analyse the collected data, various statistical techniques were used such as Mean, S.D., skewness, kurtosis and t-ratio etc. The t-ratios were obtained to find out the significance of difference between means; pre and post tests, male and female prospective teachers. Data was represented in the form of tables. The results were graphically shown in the form of bar diagrams and line graphs wherever possible.

CONCLUSIONS

The following conclusions have been drawn from the analysis and interpretation of the relevant data of the present study:

1. Panjab University B.Ed. programme was effective in bringing positive changes in Teacher Effectiveness among prospective teachers during the session 2006-07.

2. Female B.Ed. trainees have shown improvement in Teacher Effectiveness after doing B.Ed.

3. Male B.Ed. trainees have also shown significant improvement in Teacher Effectiveness after doing B.Ed.
4. B.Ed. programme had favourable effect on Teacher Effectiveness of Prospective female teachers as compared to male prospective teachers.

5. B.Ed. programme brought positive changes in Teaching Aptitude among prospective teachers.

6. Female B.Ed. trainees have shown significant improvement in Teaching Aptitude after doing B.Ed.

7. Male B.Ed. trainees have also shown improvement in Teaching Aptitude after doing B.Ed.

8. B.Ed. programme was equally effective in enhancing Teaching Aptitude of both female and male prospective teachers.

9. B.Ed. programme had positive effect on Attitude Towards Teaching of prospective teachers.

10. Female B.Ed. trainees have shown improvement in Attitude Towards Teaching after doing B.Ed.

11. Male B.Ed Prospective Teachers have also shown significant improvement in Attitude Towards Teaching after doing B.Ed.

12. B.Ed. programme was equally effective among female and male prospective teachers in improving the Attitude Towards Teaching.

13. B.Ed. programme had made the prospective teachers more good natured, outgoing, more intelligent, emotionally stable, mature, assertive, active, expressive, responsible, socially bold, ready to try new things, independent, realistic, practical, polished, experienced, worldly, confident, more tolerant of change, resourceful and controlled. B.Ed. programme had made the prospective teachers a little bit tense and frustrated also. These signs of tension and frustration may be attributed to the less duration of the course and responsibility to accomplish many tasks of the programme.
14. B.Ed. programme had brought change in the personality traits of female prospective teachers. It made them more good natured, outgoing, more intelligent, emotionally stable, mature, assertive, active, expressive, responsible, socially bold, ready to try new things, independent, realistic, practical, worldly, confident, more tolerant of change, resourceful and controlled. B.Ed. programme had made the prospective teachers a little bit tense and frustrated also. These signs of tension and frustration may be attributed to the less duration of the course and responsibility to accomplish many tasks of the programme.

15. B.Ed. programme had brought improvement in the personality traits of male prospective teachers. It made them more good natured, outgoing, more intelligent, emotionally stable, mature, assertive, active, expressive, responsible, socially bold, ready to try new things, independent, realistic, practical, worldly, confident, more tolerant of change, resourceful and controlled. B.Ed. programme had made the prospective teachers a little bit tense and frustrated also. These signs of tension and frustration may be attributed to the less duration of the course and responsibility to accomplish many tasks of the programme.

16. B.Ed. programme was more effective in bringing changes in the personality of male prospective teachers as compared to female prospective teachers on factor L (Trusting, Adaptable, Easy To Get On With v/s Suspicious, Self-Opinionated, Hard to Fool), factor Q₁ (Conservative, Respecting Established Ideas v/s Experimenting, Liberal, Analytical), factor Q₂ (group dependent, a sound follower v/s self-sufficient, resourceful), factor Q₃ (undisciplined, self-conflicting, careless of protocol v/s controlled, socially precise, following self-image) and factor Q₄ (relaxed, unfrustrated v/s tense,
frustrated). B.Ed. training made the male prospective teachers suspicious, hard to fool, experimenting, liberal, analytical, resourceful, self opinionated, more tolerant of change, independent, socially aware and controlled. It was further concluded that male teachers were more tense and frustrated as compared to female prospective teachers.

**EDUCATIONAL IMPLICATIONS**

The present study was conducted to investigate the positive strengths and negative aspects of P.U. B.Ed. programme which was in force in 2006-07 to train secondary school teachers. A significant improvement was found in teacher effectiveness of teacher trainees after doing B.Ed. Both female and male prospective teachers became academically, professionally, socially, emotionally, morally strong during this professional course. Effective Teachers can do wonders in their classrooms. The present study can help all the society members who are responsible for providing teacher education for making the personality of teachers trainees more effective and successful.

The study has also found positive effect on Teaching Aptitude of both female and male prospective teachers after the completion of the B.Ed. programme. Generally it is thought that Aptitudes are native or inborn, these cannot be developed, but the present study proved this notion wrong. Teaching potential can be developed by providing conducive climate and stimulating experiences to the concerned.

B.Ed. programme was successful in putting positive impressions towards teaching among female and male prospective teachers. This effective programme has developed favourable attitude towards teaching by providing various curricular and co-curricular experiences throughout the course. Therefore, the present study may inspire and motivate the people to join the B.Ed. course.
The B.Ed. programme has made positive impressions on the personality of the trainees. Both, male and female teachers sharpened their personality traits. The much gain was in the following personality traits: they have become more intelligent, emotionally stable, good natured, outgoing, mature, assertive, active, expressive, responsible, socially bold, ready-to-try new things, independent, realistic, practical, polished, experienced, worldly, confident, more tolerant of change, resourceful and controlled. B.Ed programme is considered as a programme of human resource development. Effective personalities will contribute to convert our society into a 'knowledge society' which will ultimately result in enhancing economy of the country. Hence it is effective in producing human capital not only for the 'world of teaching - learning' but also for all walks of life and other professions. A trained teacher, who may or may not join teaching profession, will certainly contribute to the society he or she joins.

The above effects on personality was due to the total impact of B.Ed. programme. The whole B.Ed. programme is related with all round development of the personality of teacher trainees. It includes practical activities related with physical, social, moral, spiritual, aesthetic, intellectual, emotional, literary, communication and writing skills.

The study further revealed that B.Ed course had favourable effect in Teacher Effectiveness among female trainees as compared to Male trainees, which suggests that teaching profession is inherently feminine in nature. B.Ed. programme should be equally effective for both female as well as male prospective teachers right from the beginning of the course. No significant difference had been found between Teaching Aptitude and Attitude Towards Teaching between female and male prospective teachers after the completion of the B.Ed. programme. This implies that B.Ed. course does not suggest gender bias in case of Teaching Aptitude and
Attitude towards teaching of female and male prospective teachers.

B.Ed. programme had favourable effect on personality of male prospective teachers on factor L, Q₁, Q₂, Q₃ and Q₄ as compared to female prospective teachers. Male teacher trainees became more suspicious, self-opinionated, liberal, analytical, independent, resourceful, controlled than female teacher trainees. The study further revealed that male teacher trainees were more tense and frustrated than their female counterparts. This tension and frustration may be due to short period of the course and much responsibilities to be accomplished within this short period of B.Ed. programme. Therefore, it suggests the increase in duration of the one year B.Ed. course to make it more effective which may reduce tension and frustration. The findings may attract more and more attention and concern of society members, government and other organizations involved in teacher education programme for considering B.Ed. programme as a kind of driving license i.e. an essential requirement for teachers joining the teaching profession. Effective teachers having positive teaching Aptitude, Attitude towards teaching and impressive personality traits are always considered essential for human development.

Thus, the study revealed that B.Ed. programme has a positive impact on the personality traits, teacher effectiveness, teaching aptitude and developing favourable attitude towards teaching.

SUGGESTIONS FOR FURTHER RESEARCH

Research is an unending process and every research work provides clue for further investigation. The success in solving a problem stimulates to solve other unsolved problems through a scientific probing. Every investigator, after completing the research, may feel inspired to do more research. Therefore, the present study opens up certain avenues for further research which are briefly listed below:
1. The present investigation was confined to B.Ed. programme of Panjab University, Chandigarh. So the inference derived from it, therefore may not be applicable to the other universities of India. So, the comparison of B.Ed. programme of different universities may be taken for study.

2. A comparative study may be conducted on rural and urban prospective teachers, aided and unaided colleges, private and government institutions.

3. A comparative study may be conducted on Art and Science prospective teachers.

4. Investigation may be undertaken by comparing one-year B.Ed. programme with four year B.Ed programme.

5. A study may be conducted on impact of B.Ed. programme for in-service teachers.

6. A research study may be undertaken on the academic achievement and achievement motivation among the teacher trainees.

7. A comparative study may be conducted on teacher education in India and other countries.

8. A comparative study may be undertaken on the relative effectiveness of face to face teacher education programme and teacher education through distance education mode.

9. A study may be taken on the intra-variable effect of Personality Traits, Teaching Aptitude, Teacher Effectiveness and Attitudes Towards Teaching etc.