

Perception Of Pupil Teachers Towards Context Of Two-Year B. Ed. Programme: A Study Of Jalandhar City In Punjab

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Abstract: *In the present research paper, an attempt has been made to explore the perception of pupil teachers, who studied in government; grant-in-aid; and self-financed college of education of Jalandhar City in Punjab, towards context of two-year B. Ed. programme. The method used to conduct the study was descriptive in nature. A total of 173 pupil teachers were drawn from one government (63), one grant-in-aid (57) and one self-financed (53) colleges of education situated in Jalandhar City of Punjab through convenience sampling technique. A self prepared scale measuring perception of pupil teachers towards context of two-year B. Ed. programme was used by the investigator to collect the responses of the selected sample. Percentage and one-way ANOVA were used for the analysis of collected data. Results of the study concluded that ninety percent of pupil teachers of selected sample perceived positively the context of two-year B. Ed. programme; most of the pupil teachers studied in government, grant-in-aid and self-financed colleges of education perceived positively the context of two-year B. Ed. programme; and type of institution has a significant contribution on the perception of pupil teachers towards the context of two-year B. Ed. programme.*

Keywords: *Perception, Pupil Teachers and Context of Two-Year B. Ed. Programme.*

Introduction

As per the needs of society and education system, there is always a need to modernize the existing teacher education curriculum. After designing a reformed curriculum, the next step is its implementation after ensuring all necessary requirements available at ground level for its success.

In recent years, there is advancement and innovation in the field of technology at large scale which also influenced all the aspects of the present education system. In the light of these technological advancements, there is requirement that the teachers should be humane, professional, skilled, competent, committed and familiar with the advancements of modern education. They should be trained, develop skills and competencies in order to use these innovative technologies in teaching learning process and make the teaching effective and purposeful.

As per the demand and requirement of education organizations at various levels, in India, various commissions and committees were constituted time to time in order to evaluate the existing organization of teacher education programmes and made recommendation for their up gradation in various areas.

National Council of Teacher Education (NCTE), based on the recommendation and suggestions of Justice Verma commission, increased the duration of B. Ed. programme from one academic year to two academic years for qualitative improvement in teacher education. This change in duration of academic years of B. Ed. programme came into effect by August, 2015 in all universities and affiliated colleges of education all over India.

For quality improvement in teacher education, NCTE framed certain important goals of two-year B. Ed. programme to be achieved by teacher education institution after the completion of the duration. It can be visualized as context, input, process and product of B. Ed. programme. The present paper deals with perception of pupil teachers, studying in one government; one grant-in-aid; and one self-financed college of education of Jalandhar City in Punjab, towards the context of two-year B. Ed. programme.

Few research studies related to two year B. Ed. programme and perception of pupil teachers towards two year B. Ed. are discussed below:

Pal (2014) analyzed the shift of one year B. Ed. to two-year B.Ed. programme in relation to quality enhancement of aspiring teachers. Investigator analyzed the existing teacher education programme and its privatization; two-year B. Ed. programme; and qualitative improvement in teacher education programme. The analysis reveals that opportunity for rigorous theoretical study, self-study, cooperative learning, reflection, pedagogical skill development, involvement with the children, the school, the classroom, and the community is only possible with a reasonable time duration for teacher preparation programme. Four months teaching internship in schools provide enough scope to integrate the theory and practice. An effort has been made by teacher education institutions to prepare teachers with proper mind-set and capabilities for transforming the philosophy of education into practical learning experience. In order to provide a quality pre-service education, bring quality improvement in teacher education and education in India; it is very much essential to reorganize the teacher education in the country.

Barua (2015) compared the perception of B. Ed. students studied in public and private-funded institutions towards quality of learning enhancement. Investigator revealed that no significant difference was found in the perception of B. Ed. students towards learning enhancement with respect to gender, age group along with type of institution; significant difference was found in the perception of B. Ed. students towards learning enhancement with respect to type of institution; and B. Ed. students studied in public-funded institutions had more favourable perception towards learning enhancement than B. Ed. students studied in private-funded institutions.

Sahoo and Sharma (2018) studied perception of student teachers towards curriculum reform in various teacher education programme. A sample of 300 (100 B. Ed., 100 M.Ed., 50 B.A/B.Sc. B. Ed. and 50 D.El.Ed.) student teachers enrolled in Regional Institute of Education, Bhubaneswar, and Radhanath IASE, Cuttack, Odisha. A self-prepared questionnaire was used by the investigator for data collection of the study. It was found that student teachers enrolled in various teacher education programmes perceived positively the curriculum reform in teacher education programmes.

Sahoo and Sharma (2018) explored perception of student teachers towards the restructuring of various teacher education programmes. A sample of 200 student teachers (40 M. Ed., 70 B. Ed., 40 B. A./B. Sc.- B. Ed. and 50 D. El. Ed.) enrolled in Regional Institute of Education, Bhubaneswar, and Radhanath IASE, Cuttack, Odisha. A self-prepared questionnaire was used by the investigator for data collection of the study. Result of the study revealed that student teachers enrolled in D. El. Ed., B. A./B. Sc.- B. Ed., B. Ed. and M. Ed. have expressed positive preception

about structural reforms in teacher education introduced as per NCTE regulation, 2014 and are supportive to strengthening reform in the teacher education institutions of Odisha state.

Kaur and Mittu (2019) explored the perception of pupil teachers, who studied in education colleges of Himachal, Haryana and Punjab, towards context of two-year B. Ed. programme. Descriptive survey method was used to conduct the study. A sample of 1436 pupil teachers was drawn from government, grant-in-aid and self-financed colleges of education situated in Himachal, Haryana and Punjab State of India through convenience sampling technique. A self prepared scale measuring perception of pupil teachers towards context of two-year B. Ed. programme was used by the investigator to collect the responses of the selected sample. Percentage and one-way ANOVA were used for the analysis of collected data. Results of the study concluded that majority of pupil teachers perceived positively the context of two-year B. Ed. programme; and majority of pupil teachers of government, grant-in-aid and self-financed colleges of education as well as Himachal, Haryana and Punjab have positive perception towards context of two year B. Ed. programme; type of institution has a significant influence on the perception of pupil teachers whereas state did not play a significant role in making the perception of pupil teachers towards the context of two-year B. Ed. programme.

Statement of Problem

Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme: A Study of Jalandhar City in Punjab

Objectives

1. To explore the perception of pupil teachers towards context of two-year B. Ed. programme.
2. To explore the perception of pupil teachers towards context of two-year B. Ed. programme with respect to type of institution.
3. To compare the perception of pupil teachers towards context of two-year B. Ed. programme with respect to type of institution.

Hypotheses

1. Pupil teachers have positive perception towards context of two-year B. Ed. programme.
2. Pupil teachers of government, grant-in-aid and self-financed colleges of education have positive perception towards context of two-year B. Ed. programme.
3. There exists no significant difference in perception of pupil teachers studying in government, grant-in-aid and self-financed colleges of education towards context of two-year B. Ed. programme.

Delimitation

The present study was delimited to the pupil teachers studied in one government, one grant-in-aid and one self-financed colleges of education situated in Jalandhar City of Punjab only.

Design of the Study

The method used to conduct the study was descriptive in nature. A sample of 173 pupil teachers was drawn from one government (63 or 36%), one grant-in-aid (57 or 33%) and one self-financed (53 or 31%) Colleges of Education situated in Jalandhar City of Punjab through convenience sampling technique.

Tool

The following tool was used for data collection:

Self prepared scale measuring perception of pupil teachers towards context of two-year B. Ed. programme.

Statistical Techniques

Percentage and One-Way ANOVA was used to analyze the perception of pupil teachers towards context of two-year B. Ed. programme.

Results and Discussion

Analysis of data, results and interpretation of findings has been done keeping in view the objectives and hypothesis of the study.

Result Pertaining to Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme

The objective was to explore the perception of pupil teachers towards context of two-year B. Ed. programme. The perception of pupil teachers towards context of two-year B. Ed. programme of the sample population was examined through percentage. After administering scale pertaining to perception of pupil teachers towards context of two-year B. Ed. Programme, the percentage of the pupil teachers was calculated corresponding to the option strongly disagree, disagree, agree and strongly agree and results have been presented in table 1.

Ha: Pupil teachers have positive perception towards context of two-year B. Ed. programme.

Table 1

Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme

Strongly Disagree	Disagree	Agree	Strongly Agree	Total
2%	8%	63%	27%	100%

Interpretation

It has been found that, most of the pupil teachers (90%) were shown positive perception i.e. agreement with context of two-year B. Ed. programme whereas only 10% of the pupil teachers were shown negative perception i.e. disagreement with context of two-year B. Ed. programme (table 1). Therefore, the stated hypothesis that pupil teachers have positive perception towards context of two-year B. Ed. programme, is accepted.

Pupil teachers perceived that context of two-year B. Ed. programme has been effectively defined as well as designed and it will help to improve the quality of teacher education and ultimately school education.

Result Pertaining to Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme with respect to Type of Institution

The objective was to explore the perception of pupil teachers towards context of two-year B. Ed. programme with respect to type of institution. The perception of pupil teachers towards context of two-year B. Ed. programme of the sample population was examined through percentage. After administering scale pertaining to perception of pupil teachers towards context of two-year B. Ed. Programme, the percentage of the pupil teachers with respect to the institution were calculated corresponding to the option strongly disagree, disagree, agree and strongly agree and results have been presented in table 2.

Ha: Pupil teachers of government, grant-in-aid and self-financed colleges of education have positive perception towards context of two-year B. Ed. programme.

Table 2

Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme

Type of Institution	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
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Government	1%	3%	25%	7%	36%
Grant-in-Aid	0%	3%	22%	8%	33%
Self-financed	1%	2%	16%	12%	31%

Interpretation

Most of the pupil teachers of government (32%), grant-in-aid (30%) and self-financed colleges of education (28%) were shown positive perception i.e. agreement with context of two-year B. Ed. programme whereas very few of the pupil teachers of government (4%), grant-in-aid (3%) and self-financed colleges of education (3%) were shown negative perception i.e. disagreement with context of two-year B. Ed. programme (table 2).

Therefore, the stated hypothesis that pupil teachers of government, grant-in-aid and self-financed colleges of education have positive perception towards context of two-year B. Ed. programme

So, it was concluded that pupil teachers of government, grant-in-aid and self-financed colleges of education perceived that context of two-year B. Ed. programme has been well and effectively defined as well as designed. Context of two-year B. Ed. programme will help to improve the quality of teacher education and ultimately school education.

Result Pertaining to Difference in Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme with respect to Type of Institution

The objective was to compare the perception of pupil teachers towards context of two-year B. Ed. programme with respect to type of institution. After administering scale pertaining to perception of pupil teachers towards context of two-year B. Ed. Programme, mean, standard deviation, one-way ANOVA for perception of pupil teachers towards context of two-year B. Ed. programme studied in government, grant-in-aid and self-financed college of education was computed and the results have been presented have been shown in table 3.

Ho: There exists no significant difference in perception of pupil teachers studied in government, grant-in-aid and self-financed colleges of education towards context of two-year B. Ed. programme.

Table 3

Mean and SD of Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme with respect to Type of Institution

Type of Institution	N	Mean	SD
Government	63	24.79	2.71
Grant-in-Aid	57	24.86	2.20
Self-financed	53	26.30	2.99

Interpretation

As depicted in table 3 the mean perception scores of pupil teachers studied in government, grant-in-aid and self-financed college of education towards context of two-year B. Ed. programme are 24.79, 24.86 and 26.30 respectively and their standard deviations are 2.71, 2.20 and 2.99 respectively. The mean perception score of pupil teachers studied in self-financed college of education towards context of two-year B. Ed. programme is the highest, followed by pupil teachers of grant-in-aid and government colleges of education. The mean perception score of pupil teachers studied in government college of education towards context of two-year B. Ed. programme was found to be the lowest among all the pupil teachers.

To explore the significance of differences between means of perception of pupil teachers towards context of two-year B. Ed. Programme with respect to type of institution, one-way ANOVA was applied. The summary of one-way ANOVA for perception of pupil teachers towards context of two-year B. Ed. Programme with respect to the type of college is given in table 4.

Table 4

Summary of One-Way ANOVA for Perception of Prospective Teachers towards Context of Two-Year B. Ed. Programme with respect to the Type of Institution

SOV	df	SS	MS	F- ratio	p-value
Between the groups	2	80.32	40.16	5.726*	.004
Within the groups	170	1192.36	7.01		
Total	172	1272.68			

** p < 0.01

Interpretation

The F- value as seen in table 4 is 5.726 which come out to be statistically significant at both the levels of confidence. Therefore, the stated hypothesis that there exists no significant difference in perception of pupil teachers studied in government, grant-in-aid and self-financed colleges of education towards context of two-year B. Ed. programme, is rejected.

To further find out the statistical significance of individual differences between the means of perception of pupil teachers towards context of two-year B. Ed. programme with respect to type of institution, z' - test was applied pair wise on all the three type of institutions. The results of the z'-test have been summarized in table 5.

Table 5

Difference in Mean Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme with respect to Type of Institution

Type of Institution	N	Mean	SD	SE _D	z'-value	df	p-value
Government	63	24.79	2.71	.45	.146	118	.884
Grant-in-Aid	57	24.86	2.20				
Government	63	24.79	2.71	.53	2.85**	114	.005
Self-financed	53	26.30	2.99				
Grant-in-Aid	57	24.86	2.20	.50	2.89**	108	.005
Self-financed	53	26.30	2.99				

** p < 0.01

Interpretation

As seen in table 4, the z' -values for pupil teachers' perception towards context of two-year B. Ed. programme studied in government and grant-in-aid; government and self-financed; grant-in-aid and self-financed college of education comes out to be .146, 2.58 and 2.59 respectively. The z' -values for pupil teachers' perception towards context of two-year B. Ed. programme studied in government and self-financed as well as grant-in-aid and self-financed college of education were found to be statistically significant at 0.01 level of confidence. On the other hand, z' -values for pupil teachers' perception towards context of two-year B. Ed. programme studying in government and grant-in-aid college of education was found to be not statistically significant at 0.05 level of confidence. Therefore, it was concluded that pupil teachers studied in self-financed colleges of education differ significantly from the pupil teachers studying in government and grant-in-aid colleges of education on the basis of perception towards context of two-year B. Ed. programme whereas pupil teachers studied in government and grant-in-aid college of education did not differ in perception towards context of two-year B. Ed. programme.

In view of the above results and discussion, the stated hypothesis that there no significant difference in perception of pupil teachers studied in government, grant-in-aid and self-financed colleges of education towards context of two-year B. Ed. programme, is rejected for two combinations i.e. government and self-financed as well as grant-in-aid and self-financed college of education and accepted for one combination i.e. government and grant-in-aid college of education.

Findings

1. Ninety percent of pupil teachers of selected sample perceived positively the context of two-year B. Ed. programme. The same results reported by Pal (2014); Sahoo & Sharma (2018); Kaur & Mittu (2019) that majority of pupil teachers have positive perception towards context of two-year B. Ed. programme.
2. Most of the pupil teachers studied in government, grant-in-aid and self-financed colleges of education perceived positively the context of two-year B. Ed. programme. The same results reported by Pal (2014); Sahoo & Sharma (2018); Kaur & Mittu (2019) that majority of pupil teachers have positive perception towards context of two-year B. Ed. programme as a single group; and as three separate groups of government, grant-in-aid and self-financed colleges of education.
3. Pupil teachers studied in self-financed colleges of education have more positive perception i.e. agreement towards context of two-year B. Ed. Programme suggested by NCTE as compare to pupil teachers studied in government and grant-in-aid colleges of education whereas of pupil teachers studied in government and grant-in-aid college of education perceived the context of two-year B. Ed. Programme almost in same manner. The same results reported by Barna (2015); and Kaur & Mittu (2019) that type of institution has a significant influence on the perception of pupil teachers towards context of two-year B. Ed. programme i.e. pupil teachers studied in self-financed colleges of education have more positive perception towards context of two-year B. Ed. programme as compare to pupil teachers studied in government and grant-in-aid colleges of education.

Conclusion

Thus, it has been concluded that -

1. Most of the pupil teachers perceived positively the context of two-year B. Ed. programme. Pupil teachers perceived that context of two-year B. Ed. programme has been

effectively defined as well as designed by NCTE and it will help to improve the quality of teacher education and ultimately school education in coming future.

2. Type of institution has a significant contribution on the perception of pupil teachers towards the context of two-year B. Ed. programme.

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