CHAPTER V

SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

Teachers are the most critical agents of change, responsible for the progress of society. The responsibility of preparing competent teachers is mainly on teacher educators as they need to bring desirable change in next generation by helping them to be committed, devoted and dedicated to ensure quality education for future. The role of teacher is changing in current times, characterised by globalisation and liberalization and vast expansion of new information and communication technologies. It is essential that all issues critical to preparation of competent, committed and willing teacher need to be examined in depth by all stakeholders in the field of education. Teacher education has to respond to the challenges of expansion, universalisation of elementary education and overall quality of school education. Changes in education and policies, curriculum practices, research areas and priorities in teacher education needed to be considered for planning of teacher education programmes. The induction training and recurrent in-service education of teachers utilising new techniques and technologies can be greater contributing factors. In this context it becomes very essential to explore the area of teaching competence needed in modern Indian teachers.
5.2 PRESENT STUDY

Teaching is an interactive process which is mainly influence directed. Only a competent teacher can bring desirable changes in the students and in the community and such teachers are called nation builders.

Teachers instead of becoming nation builders creating a lot of problems in helping students in developing appropriate attitude and learning skills due to the inadequate preparation of teacher education programme. The present study intended to identify the problems existing in one year teacher education programme and to find out the relative effectiveness of one year and two year teacher education programmes. It is an attempt to find out the teaching competence of one year and two year models student teachers in relation to the various dimensions of teaching competence on the basis of selected variables and to compare the transactional strategies and course content of both teacher education programmes.

5.3 TITLE OF THE STUDY

The present study is entitled as “RELATIVE EFFECTIVENESS OF ONE YEAR AND TWO YEAR MODELS OF TEACHER EDUCATION PROGRAMMES ON TEACHING COMPETENCE”.

5.4 OBJECTIVES OF THE STUDY

The study focused on following objectives:

1. To study the teaching competence of one year and two year B.Ed. students in respect of the following dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of
evaluation, classroom management, teacher characteristics and overall teaching competencies.

2. To study the influence of teaching attitude of the one year and two year B.Ed. students in relation to the following dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

3. To study the influence of subject mastery of one year and two year B.Ed. students in relation to the following dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

4. To study the influence of methodology of one year and two year B.Ed. students in relation to the following dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

5. To study the influence of language proficiency with the following dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus
variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

6. To study the interaction effect of independent variables on dependent variables.

7. To predict the best predictor of teaching competence from a set of predictor variables.

8. To compare the transactional strategies and course content of one year and two year B.Ed. programme.

5.5 HYPOTHESES

1. The students studying in one year and two year B.Ed. programmes do not differ significantly in their scores of teaching competence in dimensions of: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

2. Male and female students do not differ significantly in their scores of teaching competence in: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

3. There is no interaction effect of year of study and gender on their scores of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.
variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

4. The students with low and high level of teaching attitude do not differ significantly in their teaching competence in: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

5. There is no significant interaction effect between years of study and levels of attitude towards teaching in their dimensions: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

6. Students with high and low levels of subject mastery do not differ significantly in their dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

7. There is no significant interaction effect between years of study and levels of subject mastery in teaching competency in dimensions of writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.
8. The students with high and low levels of methodology do not differ in their scores of teaching competence in: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

9. There is no interaction effect of years of study and methodology on their scores of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

10. The students with high and low scores of language proficiency do not differ in their scores of dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

11. There is no interaction effect of year of study and language proficiency on the following dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

12. The variable selected are not the best predictors of teaching competence.
13. There is no difference in the transactional strategies and in course content of one year and two year B.Ed. programmes.

5.6 METHODOLOGY OF THE STUDY

In this study the investigator followed descriptive and correlational type of research to study the relative effectiveness of one year and two year models of teacher education programmes on teaching competence. Investigator made an attempt to find out whether the one year and two year B.Ed. students differ in their teaching skills. On the basis of some independent variables like teaching attitude, subject mastery, methodology and language proficiency on the dependent variable teaching competence. A qualitative analysis of course content and transactional strategies were made to compare the effectiveness of one year and two year programme.

5.7 SAMPLE AND THE SAMPLING PROCEDURE

The sample selected for the investigation consisted of 131 students of one year and two year B.Ed. programme. The purposive sampling technique is followed to draw the sample. Seventy-one B.Ed. students studying in two year B.Ed. course in RIE, Mysore of 2005 and 2006 batch of Social Science and English were selected. Thirty-five students from 2005 batch and 36 students from 2006 batch. Sixty students were taken from one year B.Ed. course. Thirty students from 2005 batch and 30 students from 2006 batch from Government Training College, Thalassery.
5.8 RESEARCH TOOLS EMPLOYED

The following tools were used for finding out relative effectiveness of one year and two year B.Ed. students of selected variables on teaching competence.

1. Teaching Attitude Inventory
2. Subject Mastery Test
3. Language Proficiency Test
4. Student Teaching Profile
5. Methodology Test in Social Science
6. Questionnaire on Transactional Strategies

Among the six tools used, four tools were prepared by the investigator. Teacher Attitude Scale was developed and standardised by Dr. S.P. Ahluwalia and Student Teaching Profile was constructed by faculty members of RIE, Mysore. The language proficiency test was developed by Central Institute of English and Foreign Language, questionnaires of transactional strategies, subject mastery test and methodology test were developed and standardised by the Investigator for the purpose of measuring the related variables.

5.9 STATISTICAL TECHNIQUE USED

The following statistical methods were employed in the present investigation.

1. Two-way Analysis of Variance (Two-way ANOVA) is applied to find out the individual effects as well as interaction effect of independent variables on dependent variable.
2. Pearson product moment correlation is used to find out the relationship between independent variables.
3. Stepwise multiple regression was used to predict the best predictor of teaching competence of student teachers.

4. Percentage was used to see the mode of transactional strategies used in one year and two year programme.

5.10 MAJOR FINDINGS OF THE STUDY

5.10.1 Findings related to Teaching Competence

There is a significant difference between one year and two year B.Ed. students in their scores of teaching competence.

Two year B.Ed. students have significantly higher scores in overall teaching competence.

Male and female students do not differ significantly in their scores of teaching competence.

There is no significant difference between one year and two year B.Ed. students in their scores of writing evaluation.

One year B.Ed. students have a significantly high score on providing activities dimension of teaching competence. But in all other dimensions of teaching competence, writing instructional objectives, organising the content, in the skill of introduction, in content competence, in the skill of explanation, in the skill of evaluation and in classroom management, in teacher characteristics and in overall teaching competence two year B.Ed. students are having higher competence.

It shows that in two year B.Ed. programme more hours of instruction and teaching skill practices are given before internship programme, duration of pre-internship and internship period are more than one year course. Advanced
methods of teaching and transactional strategies are provided. These may be the reason for the better performance of two year B.Ed. students in majority of the teaching competencies.

Students of one year programme are practicing learner centered activity method in classroom. That may be the reason for better performance of one year students in classroom activities.

In writing evaluation there is no significant difference between one year and two year B.Ed. students. In all other dimensions of teaching competence two year B.Ed. students had a higher score than one year B.Ed. students.

One year B.Ed. programme need to develop teaching competencies by extending its period for skill practicing and also enriched curriculum, and period of internship also needed to be extended.

Male and female students are equally competent in all dimensions of teaching competence. This may be due to the awareness and advocacy programmes on gender equality.

RIE is such an institution were creams of southern region gets admission. Kerala is also giving great concern for quality education and cent percent literacy is there in education. It may be due to these factors no significant difference is observed between males and females in teaching competence.

In classroom management skills, one year B.Ed. females had a significantly higher score than males. Here the number of females are more than males. So the matrices have been changed. In two year B.Ed. programme number of boys are more than girls. So their classroom management is significantly higher than girls.
5.10.2 Findings related to the Influence of Teaching Attitude on Teaching Competence

The study reveals that attitude towards teaching had a significant influence on teaching competence. Students with high level of attitude score, high in most of the dimensions of teaching competence.

There is no significant difference between high and low attitude students in their scores on providing activities in the class.

There is an interaction effect between years of study and levels of attitude on the scores of teaching competence.

Students studying in two year B.Ed. course and high attitude towards teaching have high scores in the skill of introduction, in content competence, in classroom management, in teacher characteristics and in overall teaching competence.

Students studying in one year B.Ed. course have a higher score in writing evaluation.

There is no significant difference between one year and two year B.Ed. students with high and low attitude in their scores of writing instructional objectives, in organising the content, in providing activities, in the skill of stimulus evaluation and in the skill of questioning.

Teaching attitude is one of the important requisites to become successful teachers. If B.Ed. students are not having positive attitude towards teaching cannot develop desirable qualities among their children and cannot become good teachers. The study reveals that students studying in one year and two year B.Ed. course have positive attitude towards teaching. But the two year B.Ed. students had a higher score
on teaching attitude. It may be due to the peculiarity of the course and duration may be one of the factors to develop positive attitude towards teaching. In this study all dimensions of teaching competence except in providing the activities in the class are positively correlated with teaching attitude.

The interaction effect of year and attitude is also found significant in the dimensions of teaching competence like organising the content, in writing evaluation, in the skill of introduction, in stimulus variation and explanation, in teacher characteristics and in overall teaching competencies. Hence longer duration has a significant influence on the attitude of students towards teaching. Curriculum transacted strategies and course contents may have some influence on teaching attitude.

5.10.3 Findings related to the Influence of Subject Mastery on Teaching Competence

Study reveals that subject mastery has positive influence on most of the dimensions of teaching competence.

Students with high subject mastery have a significantly higher score in writing instructional objectives, in classroom management, in teacher characteristics and in overall teaching competence.

There is an interaction effect of years of study and levels of subject mastery.

One year B.Ed. course students with low subject mastery had low scores of teaching competence.

In the skill of introduction and in content competence higher subject mastery resulted in lower competence. Though the students have high subject mastery they are
not able to introduce skill through appropriate and effective technique and failed to arouse interest among children.

In the skill of organising the content, in writing evaluation, in providing activities in the class and in the skill of evaluation higher subject mastery score resulted lower teaching competence. Even though the students score high in subject mastery they are failed to organise the content clearly, accurately and giving relevance to the particular content.

There is an interaction effect of years of study and levels of subject mastery in writing instructional objectives, in organising the content, in the skill of introduction, in content competence, in the skill of explanation, skill of evaluation, in the classroom management, and in overall teaching competence. This shows that the students with high and low levels of subject mastery is significantly different with the years of study. This may be due to the larger kind of course input and teaching styles and the total academic facilities given to two year B.Ed. studies.

There is a significant interaction effect of year and subject mastery in their scores of writing instructional objectives, in organising the content, in the skill of introduction, in content competence, in the skill of explanation, in the skill of evaluation, in classroom management and in teacher characteristics.

High and low levels of subject mastery students of one year and two year B.Ed. differ in their scores of teaching competence. Two year B.Ed. programme found to be developing improved teaching competence.
5.10.4 Findings related to the Influence of Methodology

This study reveals a significant influence of methodology on the scores of teaching competence.

Students with high score of methodology have a higher score in most of the dimensions of teaching competence, in writing instructional objectives, in organising the content, in the skill of introduction, in providing activities in the class, in presenting the content competence, in the skill of stimulus variation and explanation, in the skill of evaluation, in classroom management, in teacher characteristics and in overall teaching competence.

There is no significant difference between one year and two year B.Ed. students in their score of writing evaluation.

Two year B.Ed. students with high methodology score have high scores of teaching competency in organising the content, in the skill of introduction, in content competence, in the skill of stimulus variation, in the skill of questioning, in classroom management and in overall teaching competence.

There is no significant difference between one year and two year B.Ed. programme with high and low methodology scores in their scores on writing instructional objectives, in writing evaluation and in teacher characteristics.

The detailed syllabus of content-cum-methodology of two year programme, and the one full semester is devoted to internship in teaching that is supervised by the faculty members of RIE and cooperating teachers. But in one year programme classes are not continuously supervised by the teacher educators. Two or three classes are supervised by the teacher educators, cooperating teachings and do not evaluate the
students during internship period. These may be the reasons for significant difference between one year and two year B.Ed. programmes in methodology.

Another important result of this is that higher the methodology score better is the performance on teaching competence.

5.10.5 Findings related to the Influence of Language Proficiency and Teaching Competence

There is no significant difference between high and low language proficient students in their score on organising the content, in writing evaluation, in the skill of introduction, in content competence, in stimulus variation and explaining skills, in classroom management, in teacher characteristics and in overall teaching competence.

There is a significant difference between high and low language proficiency students in their scores of writing instructional objectives, in the score of providing activities, in the questioning skills, students with high language proficiency had a higher performance.

There is no significant interaction effect between years of study and the levels of language proficiency, in the teaching competence score of writing instructional objectives, in organising the content, in the skill of introduction, in providing learning activities, in content competence, in the skill of stimulus variation and explanation, in the skill of questioning, in classroom management, in teacher characteristics and in overall teaching competence.

There is a significant interaction effect of years of study and language proficiency on the score of writing evaluation.
One year B.Ed. students with high score in language proficiency have a higher score in providing activities in the class.

5.10.6 Findings related to prediction Variables of Teaching Competence

This study revealed that teaching attitude, methodology, subject mastery and language proficiency are the best predictors of teaching competence.

5.10.7 Findings related to correlation of Independent Variables on Dependent Variables

This study reveals that teaching competence was found to be correlated significantly and positively with methodology. Subject mastery and language proficiency were independent. Teaching competence was found significantly and positively with teaching attitude. Higher the score in teaching competency resulted in higher teaching attitude and methodology. No significant relationship is obtained between teaching competence and subject mastery.

5.10.8 Findings related to the Mode of Transactional Strategies

Transactional strategies that are most widely using in one year and two year B.Ed. programmes is lecture-cum-demonstration methods. Activity based teaching are utilising in both programmes, symposium and seminars, individual and group assignment, demonstration through audio and video and multimedias are using in both teacher education programmes, but their level of percentage is less in one year course. Problem solving, brain storming exercises and panel discussion are not using in one year teacher education programme.

Two year model of teacher education programme is make use of the modern transactional strategies recommended by the NCTE.
5.10.9 Findings related to the Course Content

By analysing the course content of one year and two year programmes it is revealed that two year B.Ed. programme is rich in clarity, coverage and relevance, more hours of instruction, enriched curriculum will develop quality improvement in teacher education.

5.11 CONCLUSION

Teaching competence is very essential to become an effective teacher. So teacher education programme needs to be focused the development of competence in B.Ed. students. In this study the Investigator attempted to explore the relative influence of variables like subject mastery, teaching attitude, language proficiency and methodology on various dimensions of teaching competence.

Gender and Teaching Competence

There is no significant difference between male and female teachers in any one of the dimensions of teaching competence. This study coincides with the findings of Sobha (2000), Mishra (1991) and Sabu (2005), Selwyn Bensan (2004). The findings of Bhat (1994), Buch and Santhanam (1971) and Lalith Kumar (1996) are contradicting.

Teaching Competence and Years of Study

There is a significant difference between one year and two year B.Ed. students in their score on various dimensions of teaching competence. This study coincides with the study of Yeshodhara (1979), Chander (1976), Joshi (1977), Sreevasthava and Kanti Mohan (1982), Sindhu (1983), Singh (1985), Shaha (1984), Nagendra Singh (1987), Chandrasekhar (2000) and Bhat and Jyothi (1997).
Teacher Attitude and Years of Study

The present study analysed the influence of teaching attitude and years of study and found a positive influence. Two year B.Ed. students have a high attitude. The high attitude had a positive correlation with teaching competence.


Subject Mastery and Teaching Competence

In this study, subject mastery found to have both positive and negative influence over teaching competence scores. Higher subject mastery resulted in higher score in respect of writing instructional objectives, in classroom management, in teacher characteristics and in overall teaching competence. This study coincides with the findings of Ben Pertez (1975), Balachandran (1981), Tharayam (1986), Gupta (1996), Debnath (1971), Ramakumar Vasantha (1998) and it is in contradictory to the findings of Lakshmi Narayana (2006), Shoba (2000).

Methodology and Teaching Competence

In this study, methodology has high correlation with teaching competence scores. It is observed that the students having higher score on methodology are found similar score in almost all dimensions of teaching competence. It is found that methodology has significant influence on teaching competence.

**Language Proficiency and Teaching competence**

In this study, language proficiency has no significant influence on majority of the teaching dimensions of competence of B.Ed. students. It is found that the language proficiency is significantly influencing the skill of questioning, but it is negatively related with teaching competence. This study is in conformity with the study of Srivasthava Khaton (1980), Singh (1980), Mehta (1974) and contradicts with the study of Desai (1977), George Mathew Nair (1971) and Umer Farooq (2005).

**Educational Implications of the Study**

Quality of a nation depends on the quality of its teachers. Quality of teachers in turn depends on the quality of teacher education programme. Quality improvement of teacher education is one of the indispensable needs of the hour. The present study found that two year B.Ed. programme helped students in performing better teaching competence by implementing appropriate transactional strategies and advanced course contents. Quality improvement in teacher education programme can be implemented by following the methods and curriculum transaction strategies of two year B.Ed. programme.
The outcome of the study suggests that enough care has to be taken to control the quality of one year B.Ed. programme by extending the duration of the course and emphasising on development of adequate transactional strategy methods.

This study revealed that teaching attitude and methodology have a significant effect on the teaching competence. Hence, the students with positive attitude needed to be selected for teacher education programme. Besides content-cum-methodology course may be given more importance and more time for practicing in real teaching situations. Teaching skills need to be properly developed before sending for internship in teaching programme. And proper feedback may be given by the teacher educators. Proper enrichment programmes should be given for development of personality of B.Ed. students.

During internship programme students classes may be evaluated continuously by teacher educators. Occasional observations of the class found to be less effective. Feedback from the teacher educators and cooperating teachers and peers are essential for helping student teacher develop professional skills. Such practices should follow in one year programme. The plus point of two year B.Ed. programme is that more time for internship in teaching may be followed for all B.Ed. programmes. In two year B.Ed. programme activity oriented and child centered method is needed to be practiced.

In one year programme the period of internship or practice teaching should be extended. Students should get enough time to participate in curricular and co-curricular activities of the school and should be in a position to mingle with staff students, parents and administers.
In one year programme, it lacks the specificity and depth of its course contents. So detailed content and enriched syllabus should enable them to improve the professionalism in the course.

Hours of instruction in communication and information technology should be provided to enable the B.Ed. students to life fit in the era of globalisation.

Quality of pre-service teacher education programmes require specialised handling by experienced teacher educators at the highest level of excellence.

In conclusion, one can say that the teacher education programme would take into account structural change in the system of education. It should enhance entry qualifications, expanding duration, modifying curriculum and practice teaching and changing institutional arrangements. Besides schools, community, teacher training institutions and the university systems have to move collaboratively towards building a shared commitment for a paradigm shift in teacher education. It should ensure efficient and effective implementation of teacher education programme.

5.12 SUGGESTIONS FOR FURTHER RESEARCH

1. The study could be extended to other subjects like Mathematics and Science.

2. Relationship between teaching competence, intelligence, socio-economic status, with teaching styles and attitude could be done.

3. The study could be extended to one year BEd, two year BEd and BAEd, BScEd.

4. B.Ed. students teaching competence and their impact on achievement of school students could be undertaken.

5. The study could be extended upto nation wide by taking samples from other states and other RIEs.