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Payal Agarwal
Research Scholar, Department of Education, University of Allahabad, Uttar Pradesh, India

Dr. Ruchi Dubey
Assistant Professor, Department of Education, University of Allahabad, Uttar Pradesh, India

Impact of Two-Year B.Ed. programme on student-teachers' teaching self-efficacy

Payal Agarwal and Dr. Ruchi Dubey

Abstract

The present study is an attempt to find out the impact of Two-Year B.Ed. programme on student-teachers' teaching self-efficacy. In the present study Descriptive Survey Method was employed. Random Sampling Technique has been used for the study. The sample comprised of 160 B.Ed. student-teachers from randomly selected two Central Universities and two State Universities each from Prayagraj and Varanasi city. For the present study 'Teaching Self-Efficacy Inventory' (TSEI) developed by K. S. Misra and Ruchi Dubey has been used to collect data. Pre-test and Post-test design is used in the study. For the present study t-ratio was computed for the analysis of data. The result revealed that the exposure to Two-Year B.Ed. programme brings improvement in teaching self-efficacy of student-teachers of Central Universities as well as State Universities. There is significant difference in the final scores of teaching self-efficacy among student-teachers of AU, ASU, BHU and MGKVP.

Keywords: Two-Year B.Ed. programme, teaching self-efficacy

Introduction

Teachers are the pillars who support the entire building of education and works constantly for the construction of any nation. It is globally accepted that a skilled, well trained, well equipped teachers with positive attitude towards teaching can transmit all the required traits in his/her students too. Indeed a "teacher is a person who imbibes, interprets and disseminates the culture and traditions of the past and as the maker of one and all, his position is unique and second to none" (Adaval, 1979) [1]. A teacher can be effective and efficient only when he/she acquires a quality teacher education. The National Education Policy (1986) stated in this regard that "The goal of education cannot be achieved unless teachers have the necessary skills and competencies. The skill and competencies can be developed through systematic approach revitalize and modernize teacher education." As a serious concern, teacher education has gone through various changes and upgradation time to time but still serious implementation is yet to be achieved. The duration of Bachelor of Education from One-Year to Two has been increased keeping in mind for proper implementation of all the skills taught during the training programme. The redesigned structure of B.Ed. programme is a good initiative. Education Commission (1964-66) signifies teacher education as "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small measured against the resulting improvement in the education of millions".

A well structured teacher education programme imbibes a positive attitude towards their teaching self-efficacy.

Bandura derived the term 'Self-Efficacy' from his Social Cognitive Theory which is "the belief in one's capabilities to organize and execute the course of action required to manage prospective situation". When student-teachers have this belief regarding their teaching, it enhances their confidence level and their better execution ability. Teaching self-efficacy beliefs help to determine what student-teachers do with the knowledge and skills they have (Misra & Dubey, 2012) [1]. Bruinsma and Jansen (2010) [3] also stated that teacher self-efficacy was positively related to the amount of time pre-service teachers intended to remain

Corresponding Author:
Payal Agarwal
Research Scholar, Department of Education, University of Allahabad, Uttar Pradesh, India

in the profession. Teaching self-efficacy can have positive and negative impact on prospective teachers' teaching. Prospective teachers with high teaching self-efficacy perform with greater intrinsic motivation and inclination, set challenging goals, engage themselves in professional commitment and put continuum effort during teaching-learning activities even in the time of failure. Woolfolk Hoy (2005) [18] found that "teachers with a strong sense of efficacy are more enthusiastic, more open to new ideas, and more willing to use complex strategies (as cited in Moulding Stewart & Dunmeyer, 2014) [12]. It is also studied that the prospective teachers with a high sense of teaching efficacy use different teaching methods in their classroom situations (Weiner, 2003) [17], reflects greater commitment to the profession (Coladarci, 1992) [4]. In the contrary, prospective teachers with low teaching self-efficacy possesses a sense of stress, anxiety, depression and burn out feelings while engaging in teaching-learning activities whether in favorable situation or in adverse. It is essential that the pre-service teacher need to feel connected and have a sense of self-efficacy for the duties they shoulder while teaching (Ryel, Bernausen & Van Tassell, 2001) [13].

Self-efficacy appears to be an important motivating factor in how pre-service teachers position themselves (Arnold *et al.* 2011) [2]. In order to maintain a constant professional development and approachable for students, it is paramount that they have a strong sense of self-efficacy (Gedzune, 2015) [8]. The required qualifications that a pre-service teacher will learn to become an effective teacher in the future is attained through teacher education programme (Temiz & Topcu, 2013) [15]. Gupta (2014) [9] found positive correlation between teaching self-efficacy and attitude towards teaching among male and female student-teachers as well as the student-teachers of government aided and self-financed institutions. Teaching self-efficacy has a positive correlation with achievement in practical exam whereas teaching it has no relation with achievement in written exam of B.Ed. (Dubey, 2012 a) [6]. It is found that female student-teachers have high teaching self-efficacy as compared to male student-teachers, whereas no significant difference has been found in the teaching self-efficacy of B.Ed. student-teachers streamwise and categorywise (Dubey, 2012 b) [7]. Singh (2013) [14] reported that the male prospective teachers had higher level of self-efficacy and self-esteem than their counterparts. Prospective teachers with high and average academic achievement were found to possess higher level of self-efficacy, self-esteem and decision making style than prospective teachers with low academic achievement. Teaching self-efficacy strongly predicts satisfactory teaching abilities and successful academic performance and it also serves as a bridge between emotional intelligence, teaching abilities and academic performance (Walter and Marcel, 2013) [16]. Dhatt and Rishi (2015) [5] reported a significant contribution of optimism in determining self-efficacy of B.Ed. students. Considering the significant role of self-efficacy in the professional development of teachers, it is necessary that the teacher education programme that nurtures students to be resilient and having high self-efficacy by building successful teaching so that pre-service teachers can share their teaching experiences and address the issues of reality shock (Kim & Cho, 2012) [10].

In this connection no work has been found to compare the impact of Two-Year B.Ed. programme on student-teachers

of Central and State Universities on Teaching Self-Efficacy. The present study is an attempt to find the same.

Objectives

1. To compare initial and final scores of teaching self-efficacy of student-teachers exposed to Two-Year B.Ed. programme in Central Universities.
2. To compare initial and final scores of teaching self-efficacy of student-teachers exposed to Two-Year B.Ed. programme in State Universities.
3. To compare final scores of teaching self-efficacy among student-teachers exposed to Two-Year B.Ed. programme in AU, ASU, BHU and MGKVP¹.

Hypotheses

1. Exposure to Two-Year B.Ed. programme brings improvement in teaching self-efficacy of student-teachers of Central Universities.
2. Exposure to Two-Year B.Ed. programme brings improvement in teaching self-efficacy of student-teachers of State Universities.
3. There is significant difference in the final scores of teaching self-efficacy among student-teachers of AU, ASU, BHU and MGKVP¹.

Methodology

In the present study Descriptive Survey Method is employed. Random Sampling Technique has been used for the study. The sample comprised of 240 B.Ed. student-teachers randomly selected from two Central Universities and two State Universities of U.P. i.e. Allahabad University, Allahabad State University, Banaras Hindu University and Mahatma Gandhi Kashi Vidyapeeth. In the present study two affiliated colleges were randomly selected from each university for data collection. For the present study 'Teaching Self-Efficacy Inventory' (TSEI) developed by K. S. Misra and Ruchi Dubey has been used to collect data. Pre-test and post-test design has been used

¹AU= Allahabad University, ASU= Allahabad State University, BHU= Banaras Hindu University, MGKVP= Mahatma Gandhi Kashi Vidyapeeth, Varanasi

in the study where pre-test means the data is collected from the students when they were in the first semester and post-test means the data is collected from the students when they were in the fourth semester of Bachelor of Education to find out the impact of Two-Year B.Ed. programme on their teaching self-efficacy. For the present study t-ratio and one way ANOVA was computed for the analysis of data.

Result and Discussion

Table 1: Mean, S.D. and t-ratio showing the difference in teaching self-efficacy due to exposure of Two-Year B.Ed. programme among student-teachers of two central universities

Phases	N	Mean	S.D.	t-ratio
Pre-test	120	102.33	27.72	
Post-test	120	132.86	17.42	14.23**

**significant at 0.01 level

Table 1 shows that the value of t-ratio for pre and post test of teaching self-efficacy is 14.23 which is significant at 0.01 level. Thus, the null hypotheses that the exposure to Two-Year B.Ed. programme brings no significant improvement in teaching self-efficacy of student-teachers of Central

Universities, stands rejected. Mean of pre-test and post-test of the student-teachers of Central Universities on teaching self-efficacy are 102.33 and 132.86 respectively. It means that as compared to pre-test teaching self-efficacy at this initial stage, post-test teaching self-efficacy at the final stage among student-teachers of Central Universities is higher. It means that exposure to Two-Year B.Ed. programme increases the teaching self-efficacy of student-teachers of central universities. This may be due to the reason that the Two-Year B.Ed. programme provides ample opportunity for developing self-confidence and positive belief towards teaching among student-teachers of Central Universities.

Table 2: Mean, S.D. and t-ratio showing the difference in teaching self-efficacy due to exposure of Two-Year B.Ed. programme among student-teachers of two state universities

Phases	N	Mean	S.D.	t-ratio
Pre-test	120	84.44	28.58	
Post-test	120	95.82	28.65	4.05**

**significant at 0.01 level

Table 2 shows that the value of t-ratio for pre and post test of teaching self-efficacy is 4.05 which is significant at 0.01 level. Thus, the null hypotheses that the exposure to Two-Year B.Ed. programme brings no significant improvement in Teaching Self-Efficacy of student-teachers of State Universities, stands rejected. Mean of pre-test and post-test

of the student-teachers of State Universities on teaching self-efficacy are 84.44 and 95.82 respectively. It means that as compared to pre-test teaching self-efficacy at this initial stage, post-test teaching self-efficacy at the final stage among student-teachers of State Universities is higher. It means that exposure to Two-Year B.Ed. programme increases the teaching self-efficacy of student-teachers of state universities. This may be due to the reason that the Two-Year B.Ed. programme provides sufficient time and space for each curricular and co-curricular activity during the teacher training programme in state universities.

Table 3: Summary of results of ANOVA showing difference in teaching self-efficacy among student-teachers of AU, ASU, BHU and MGKVP

Source	df	Sum of Squares	Mean Square	F-ratio
Between group	3	44311.70	14770.567	
Within group	236	84143.90	356.542	41.43**

**significant at 0.01 level

Table 3 shows that the value of F-ratio is 41.43, which is significant at 0.01 level. So, the null hypothesis stands rejected. It means that the final scores of teaching self-efficacy among student-teachers of AU, ASU, BHU and MGKVP differ from one another. Further analysis was done by using Least Significant Difference Test (LSD-test).

Table 4: Results of LSD test showing difference in teaching self-efficacy among student-teachers of AU, ASU, BHU and MGKVP

Group No.	University	N	Mean	Groups Compared	Difference between Means
1.	AU	60	139.60	1 and 2	36.08*
2.	ASU	60	103.52	1 and 3	13.48*
3.	BHU	60	126.12	1 and 4	26.43*
4.	MGKVP	60	113.17	2 and 3	22.60*
				2 and 4	9.65*
				3 and 4	12.95*

*significant at 0.05 level

Table 4 shows that the mean score of teaching self-efficacy among student-teachers of AU, ASU, BHU and MGKVP are 139.60, 103.52, 126.12 and 113.17 respectively. Significant paired comparisons found by using least significant difference test show that as compared to student-teachers of Allahabad State University, Banaras Hindu University and Mahatma Gandhi Kashi Vidyapeet, student-teachers of Allahabad University have better teaching self-efficacy. As compared to the student-teachers of Allahabad State University, student-teachers of Banaras Hindu University and Mahatma Gandhi Kashi Vidyapeeth have shown better teaching self-efficacy. Further, the student-teachers of Banaras Hindu University have better teaching self-efficacy than the student-teachers of Mahatma Gandhi Kashi Vidyapeeth. To sum up, it can be said that as compared to student-teachers of State Universities, student-teachers of Central Universities have better teaching self-efficacy. It is also found that student-teachers of Allahabad University and Mahatma Gandhi Kashi Vidyapeeth have shown better improvement in teaching self-efficacy than those of Banaras Hindu University and Allahabad State University on teaching self-efficacy.

On the basis of the findings of the study it can be concluded that-

- The exposure to Two-Year B.Ed. programme brings improvement in Teaching Self-Efficacy of student-teachers of Central Universities.
- The exposure to Two-Year B.Ed. programme brings improvement in Teaching Self-Efficacy of student-teachers of State Universities.
- There is significant difference in the final scores of teaching self-efficacy among student-teachers of AU, ASU, BHU and MGKVP.

Educational Implication

A well structured and detailed teacher education programme surely helps student-teachers to be a competent teacher in future. Two-Year B.Ed. programme is a good initiative to cater all the needs of present scenario. The fact is clear with the findings of the study that the training of Two-Year B.Ed. programme develops a positive belief, self-confidence and a favorable attitude towards teaching profession among student-teachers of both Central and State Universities. Further exposure to Two-Year B.Ed. programme on student-teachers' teaching self-efficacy is examined better in the trainees of Central Universities than those of State Universities. As compared to student-teachers of BHU and ASU, the student-teachers of AU and MGKVP have high teaching self-efficacy. This may be due to the serious

implementation of theoretical and practical parts of two year long teacher training programme in these universities as designed and suggested by NCTE. Two- Year B.Ed. programme has the intrinsic responsibility for the overall development of the student-teachers for practicing pedagogical teaching, reflective learning and developing higher teaching self-efficacy. In this way the statement of the International Commission on Education for 21st century is true that “a rethinking of teacher education is necessary in order to bring out future teacher precisely those human and intellectual qualities that will facilitate a fresh approach to teaching”.(UNESCO, 1996).

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