

A COMPARATIVE STUDY OF TEACHING COMPETENCIES OF THE TEACHERS TRAINED THROUGH THE FORMAL SYSTEM OF EDUCATION AND THOSE THROUGH THE DISTANCE EDUCATION SYSTEM

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INTRODUCTION: In teacher education there appears to be a diffidence to adopt any curricular transaction mode other than the formal system. The UGC set up a committee of educationists in 1992 in order to examine the working of B.Ed. through the distance system. It submitted its report in April 1994 and was of firm view that B.Ed. can be offered through the distance education mode without diluting standards. However, NCTE stopped any further admission to the B.Ed. distance system in 1995 but no studies were cited in this regard. In order to understand the scenario of teacher education in India, need was felt to compare the teachers trained through both the systems of teacher preparation.

STATEMENT OF THE PROBLEM: “A comparative study of teaching competencies of the teachers trained through the formal system of education and those through the distance education system.”

OBJECTIVES OF THE STUDY: The specific objectives of the study are following:

- 1) To study the relationship between the presage, process and product variables of teaching competencies of the teachers trained through the formal education system.
- 2) To study the relationship between the presage, process and product variables of the teaching competencies of the teachers trained through the distance education system.
- 3) Comparison of presage variable of knowledge of the teachers trained through the two different modes.
- 4) Comparison of the presage variable of attitude of the teachers trained through the two different modes.
- 5) Comparison of the process variable of skills of the teachers trained through the two different modes.
- 6) Comparison of the product variable of pupil liking towards the teachers trained through the two different modes.

Design of the Study: The study was dealt within the following two phases:

- a) **Correlation phase:** This was concerned with the study of relationship between the presage, process and product variables of the study.
- b) **Comparison phase:** This was concerned with comparison of presage–presage, process–process and the product–product variables of the teachers trained through two systems of teacher training under consideration.

Sample

The sample of the study consisted of randomly selected 70 teachers trained through the formal system and other randomly selected 70 teachers trained through distance system of teacher preparation. Students taught by these teachers were also randomly selected in order to administer the pupil liking scale and constituted the student sample.

Statistical Analysis: The relationship between Presage process and product variable was investigated using Pearson Product Moment Coefficient of Correlation. In order to compare the Presage–Presage, process–process, product–product variables of the teaching competencies of the teachers trained of the teaching competencies of the teachers trained through the two modes, t–test was used.

FINDINGS OF THE STUDY

The findings of the study are presented below in relation to each objective:

1) Related to Objective 1:

- i) No significant relationship between the knowledge and the attitude of the teachers trained through the formal mode.
- ii) A significant relationship between the attitude and skills of the teachers trained through the formal mode.
- iii) A significant relationship between the attitude of the teachers and pupils liking.
- iv) No significant relationship between the knowledge and the skills of the formal mode teachers.
- v) No significant relationship between the knowledge of the teachers and pupils liking.
- vi) A significant relationship between the skills of the teachers and pupils liking.

2) Related to Objective 2:

- i) No significant relationship found between the knowledge and the attitude of the teachers trained through the distance mode.
- ii) A significant relationship between the attitude and skills of the teachers.
- iii) A significant relationship between the attitude of the teachers and pupils liking.
- iv) No significant relationship between knowledge and the skills of the teachers.
- v) No significant relationship between the knowledge of the teachers and pupils liking.
- vi) A significant relationship between the skills of the teachers trained and pupils liking.

3) Related to objectives 3, 4, 5 and 6: Four hypotheses were respectively formulated in relation to each objective and the findings related to each of these hypotheses are following:

- i) There was a significant difference in the knowledge of the teachers trained through the formal education system and those trained through the distance education system.

- ii) There was a significant difference in the attitude of the teachers trained through the formal education system and those trained through the distance education system.
- iii) There was no significant difference in the skills used by the teachers trained through the formal education system and those trained through the distance education system.
- iv) There was no significant difference in the pupils' liking for the teachers trained through formal education system and those trained through the distance education system.