



A comparative study on 'Problem-solving strategies' of two-year B.Ed student-teachers and four-year integrated B.Ed student-teachers

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Abstract

In Indian society and in the world of education, teachers have long enjoyed social rank and position. As moral, spiritual, and intellectual leaders in antiquity, Indian teachers were venerated as "guru". Without a doubt, the quality of the education depends on the professionalism and character development of the instructors. "A poor teacher informs, an average teacher explains, a good teacher displays, and a great teacher inspires," is a saying that summarises how teachers should conduct themselves. In spite of many research findings, there is a dearth of studies related to Comparative study between Four-year Integrated B.Ed. Student-teachers and Two-year B. Ed Student-teachers about their problem-solving strategy skills in our country. The present study reveals that there is a significant difference between Four-year integrated B.Ed. student-teachers and Two-year B.Ed. student-teachers in their preference for the PSS 'confer' Dealing with Students and Dealing with Parents.

Keywords: problem-solving strategies, two-year B.Ed. student-teachers and four-year B.Ed. student-teachers

Introduction

A country's social, political, and economic growth may be greatly aided by education. Teaching as a profession is of utmost significance for directing education in the desired direction. When teaching is done well, the instructor gives the students experiences that will significantly advance their cerebral, physical, social, and emotional development. The "architect of the country" is the teacher. The instructor has received the best praises of any individual who has ever lived. Everywhere, whether in the east or the west, he has been revered.

Vinoba Bhave said, "Books may teach a child but a teacher educates him. The Guru is God for his disciples and disciples is God of the Guru."

The educational system and society place a high value on teachers. In Indian society and in the world of education, teachers have long enjoyed social rank and position. As moral, spiritual, and intellectual leaders in antiquity, Indian teachers were venerated as "guru." In our nation, there is still a respect and value placed on teachers' education by the general population. Without a doubt, the quality of the education depends on the professionalism and character development of the instructors. "A poor teacher informs, an average teacher explains, a good teacher displays, and a great teacher inspires," is a saying that summarises how teachers should conduct themselves.

Therefore, teacher and teacher education institutions play a crucial and intricate function in today's modern and sophisticated educational system.

Nature of teacher education

Pre-service and in-service components of teacher education work in tandem and are ongoing processes. Pre-service, Induction, and In-service are the three phases of teacher education, according to the International Encyclopedia of Teaching and Teacher education (1987). The three stages are viewed as components of an ongoing process.

Contrary to the presumption that teachers are born, not made, teacher education is founded on the premise that "teachers are formed, not born." Given that teaching is both an art and a science, it is necessary for teachers to learn "tricks of the trade" in addition to subject-specific information.

The curriculum, design, structure, organisation, and transaction modalities of the overall teacher education process, as well as the degree of its appropriateness, are what matter most.

The teacher education curriculum, like other professional education programmes, is built on a knowledge foundation that is attentive to the demands of field applications and incorporates meaningful, conceptual blending of theoretical understanding from other related fields. However, the knowledge base in teacher education is sufficiently specific since it includes a separate "gestalt" that emerges from the "conceptual blending," not just an amalgam of concepts and principles from other fields.

Hence one of the noble and well-respected professions is teaching. The teacher has always been crucial for the wellbeing of the group & significance of its culture in all nations & among all civilised people. The growth of information and aspirations in the second half of the 20th century has made it far more crucial for any society than it has ever been.

Reiterating this, Mitra (1972) expressed it well when he said, "The goals, method, and assessment of education are fundamentally related with teaching; hence, the crucial problem in education cannot be solved, unless, we delve into the difficulties and process of teaching." Teaching is a difficult process that may take countless shapes and has no boundaries. The ability to educate effectively depends on having instructors who are highly qualified, skilled, and behave appropriately.

A nation's ability to advance is greatly dependent on how well its people resources are utilised, which is best accomplished through the appropriate educational

procedure. It is a well-acknowledged reality that teachers play a crucial role in the nation's ability to flourish in this way. Teachers, in contrast to other professionals, must perform a crucial role in society, and as society's leaders, we often demand much more of them. The implementation of a rigorous curriculum, ambitious evaluations, decentralised administration, engagement with the community and parents, and upkeep of positive relationships both within and outside of the classroom all rely on highly qualified instructors.

Mudhaliar Commission (1953) remarked, "Every teacher and educationist of experience know that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right method of teaching and the right kind of teacher." The part played by the teacher has thus been proved to be a crucial and prime one in our society.

Compared to other aspects of our social life, education has undergone significant transformation during the past 20 years. As a result, there are several important concerns that schools and suppliers of teacher education must contend with. This forces the system of teacher preparation to take into account the continuously developing changes and difficulties arising from society, the economy, and technology. In order to keep up with the shifting conditions of the shifting world, there is a critical need for the creation of novel tactics and effective behaviour modification programmes (Ozben, 2010). In light of all these demands, changes, and problems, teacher education systems across the world are expected to perform.

In addition to academic knowledge, it is imperative that teachers have the practical and technological skills necessary to meet the obstacles that arise along their career's dramatic course. Teachers require both explicit and implicit knowledge for this. Teachers acquire explicit information via reading books, articles, periodicals, journals, handouts, rules, etc. Implicit knowledge is defined by Sun-Ju (2006) as knowledge that is occasionally learned, implicitly stored, and automatically employed.

It alludes to tacit knowledge that a teacher develops via modelling, watching, or conversing with students in a group setting.

Additionally, each teacher's learning environment and the educational challenges they confront are unique. As a result, specialised knowledge and teaching skills may be different from the educational scientific information that educators have developed, drawn conclusions from, and codified in a certain manner. Not all codified information may be applied indiscriminately in all situations, particularly when dealing with complicated challenging situations. The need for contact and conflict resolution mechanisms among educators persists (Stemler, Elliot, Grigorenko, & Sternberg, 2006).

The teacher's education and training have an impact on their efficiency and effectiveness. Hence student-teachers must have sound knowledge of problem-solving strategies.

Problem Solving Strategies

The term "Problem Solving Techniques" refers to a set of practical tactics for dealing a specific issue, including confer, delegate, consult, retaliate, evade, legislation, and comply. The social component of education involves social interaction that takes place in a specific situation (Stemler 2001; Stemler, Elliott, Grigorenko & Sternberg, 2006).

India, there are several forms of institutions and methods for choosing applicants for teacher training colleges. Effective classroom instruction comes from educators who have received good training. They are familiar with the many educational pedagogies, techniques, and approaches. If they are well-versed in instructional strategies, educational theories, and child psychology, they can instruct pupils in an efficient manner.

In India, there are two different teacher training programmes. One is that candidates for the two-year teacher training programme are chosen for it either through an entrance exam or on the basis of direct merit.

The other training programme is four-year Integrated B. Ed programmes, what matters most is the trainees' intellectual capacity, aptitude for teaching, academic success, and attitudes toward the teaching profession. The features of a Two-year B.Ed. programme and Four-year Integrated B.Ed. programmes are given below:

Two-year B.Ed. programme

It refers to a 2-year B.Ed. degree-granting educational programme. The Bachelor of Education (B.Ed.) programme is a professional training programme that prepares instructors for middle level (classes VI–VIII), secondary (classes IX–X), and senior secondary (classes XI–XII) education.

Four-year integrated B.Ed. programme

4 Year Integrated Programmes of Teacher Education titled 'Bachelor of Science Education' (B.Sc.B.Ed.) degree programme and Bachelor of Art Education' (B.A.B.Ed.) degree programme. The programme will be of four years duration organized on the semester scheme (CBCS pattern) with 2 semesters in a year.

Need for the study

Several research compared the levels of tacit knowledge held by professionals and beginners in various fields (Ho, 2001; Lorraine & Quinn, 2006; Wolff, Jarodzka, and Bosuizen, 2017). These studies specifically examined the problem-solving abilities of teachers in the context of social learning (Sternberg *et al.*, 2005; Stemler *et al.*, 2006; Elliot *et al.*, 2011; Stemler *et al.*, 2018). Studies are also being done to find ways to resolve disputes between instructors and administrators, parents, and other teachers as well as between teachers and students. Lasater (2016); Blunk *et al.* (2017) ^[4].

Similar research and disclosures are analysed, and it becomes clear that practical competence, tacit knowledge, and strategic effectiveness are essential in instructors. The studies also stress the significance of enhanced activities in this area and the dissemination of expert teachers' tacit knowledge to new teachers. Moreover, it emphasises the need of putting in worthwhile effort in programmes for teacher preparation. In spite of all these research findings, there is a dearth of such studies related to Comparative study between Four-year Integrated B.Ed. Student-teachers and Two-year B. Ed Student-teachers about their problem-solving strategy skills in our country. This calls for more serious research in problem-solving strategies in different situations has led to the present study.

Methodology

To determine the degree to which student-teachers support a set of problem-solving strategies in a variety of scenarios that may emerge in their career while "Dealing with Others," the researcher has constructed the instrument "Problem-Solving Strategies" in the form of a situational judgement exam. The scale was tried out on a sample of 60 two-year B. Ed student-teachers and Four-Year integrated B.Ed. student-teachers and necessary item analysis for item selection employed. This process resulted in finalising 13 situations out of 25 situations. This scale was further treated for test-retest reliability and the reliability coefficient was found to be highly satisfactory. ($r=0.79$). All this procedure confirmed the high validity and reliability of the tool for collecting data for the purposes of the present investigation. The scale in its final form included some questions pertaining to the background information of the subjects along with 13 situations on problem-solving strategies of two-year B.Ed. Student-teachers and Four-Year Integrated

B.Ed. student-teachers at Bengaluru City University. The tool was administered to 185 student-teachers drawn from various streams like science, arts, and commerce respectively. In order to score the interval scale, the items were rated on a five-point scale ranging from strongly disagree to strongly agree for the positive item and in reverse order for negative items for the purposes of quantification.

Hypotheses of the study

Four-year Integrated B.Ed. student-teachers and two-year B.Ed. student-teachers do not differ significantly in their mean problem-solving strategies scores with respect to its two dimensions namely confer and delegate.

Result and analysis

Mean, *SD* and *t*-value for the PSS "Confer" between the Four-Year Integrated B.Ed. Student-teachers and Two-Year Integrated B.Ed. student-teachers.

Table 1

Types of Dealing	Sample	N	Mean	SD	t-value
Students	Four-Year Integrated B. Ed	55	1.20	0.33	2.27*
	Two-Years Integrated B. Ed	130	0.97	0.75	
Parents	Four-Year Integrated B. Ed	55	1.26	0.41	2.19*
	Two-Years Integrated B. Ed	130	1.06	0.85	

* denotes $p < .05$

The table-1 reveals that there is a significant difference between Four-year integrated B.Ed. student teachers and Two-year B.Ed. student-teachers in their preference for the PSS 'confer' Dealing with Students [$t= 2.27, p < 0.05$] and Dealing with Parents [$t=2.19, p < 0.05$].

The results show that Four-Year Integrated B.Ed. student

teachers show a tendency to 'confer' significantly more than two-years B.Ed. student-teachers. While dealing with students and parents.

Mean, *SD* and *t*-value for the PSS "Delegate" between the Four-Year Integrated B. Ed Student-teachers and Two-Years Integrated B. Ed student-teachers.

Table 2

Types of Dealing	Sample	N	Mean	SD	t-value
Students	Four-Year Integrated B. Ed	55	0.19	0.41	4.93**
	Two-Years Integrated B. Ed	130	0.29	0.61	
Parents	Four-Year Integrated B. Ed	55	0.51	0.52	0.15
	Two-Years Integrated B. Ed	130	0.49	0.63	

**denotes $p < 0.01$, * denotes $p < .05$

The table-2 reveals that there is a significant difference between Four-year integrated B.Ed. student-teachers and Two-year B.Ed. student-teachers in their preference for the PSS 'delegate' Dealing with Students [$t= 4.93, p < 0.01$].

But there is no significant difference between the Four-year integrated B.Ed. student teachers and Two-year B.Ed. student-teachers in their preference for the PSS 'delegate' Dealing with parents.

with regard to pupils, the most preferable technique was chosen by integrated B.Ed. student-teachers as "confer," which emphasised the need of having open talks while dealing with issues involving pupils. They believe that "delegate" is strengthened in more important and challenging situations. But to a lesser extent, consulting others to work with you to solve the issues is also a preferable approach.

Educational implications

Teachers often only have the chance to comprehend the frequent issues in education after they get fully immersed in it. There, they must deal with a range of circumstances, each with its own nature, participants, implications, and degree of complexity.

The foundation of problems in teaching careers can be laid by a variety of factors, including difficulty in controlling the class, behaviour issues with students or even peer teachers, unnecessary parental involvement, dependent students due to monetary, familial, or physical reasons, poor management or supervisory decisions, sexual and verbal harassment, etc. The quick exposure of new teachers to these difficulties might make them more perplexed in how they handle them and perhaps raise their risk of burnout. But, if instructors are made aware of the difficult circumstances related to the social aspect of teaching in advance, it will enable them to

have a thorough understanding of the vast range of potential issues.

In order to provide them with a thorough understanding of such regularly arising social concerns in the teaching profession, two years BE.d. teacher educators and curriculum architects of teacher education should take the necessary efforts in this respect. This will undoubtedly have a good effect on the teaching profession.

Typically, beginners must wait years of experience to become experts, however this time frame might vary from person to person. The curriculum can introduce beginners to potential approaches to dealing with teachers, classmates, administrators, and parents. The entire teaching community may gain from it.

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