



# Impact of Placement Training Programme Conducted for B.Ed. Trainees.

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## Abstract

The placement training programme is an important component of teacher education that enables Bachelor of Education (B.Ed.) trainees to connect theoretical knowledge with practical classroom experiences. The present study aims to examine the impact of placement training on teaching competencies, classroom management, lesson planning, communication skills, instructional strategies and professional confidence among B.Ed. trainees. A sample of 200 B.Ed. trainees is considered for this study. The descriptive survey and pre-test–post-test approaches are proposed for examining changes in teaching competence and the relationship between training participation and perceived teaching competence. The statistical techniques employed are Mean, Standard Deviation, paired-samples *t*-test, independent-samples *t*-test and Pearson's product-moment correlation coefficient (*r*). The findings indicate an improvement in teaching competency scores following placement training and a positive relationship between training participation and teaching competence. The paper highlights the importance of systematic school placement, mentoring, classroom observation and constructive feedback in teacher preparation.

**Keywords:** Placement Training, B.Ed. Trainees, Teaching Competency, Teaching Practice, Classroom Management, Teacher Education.

## 1. Introduction

Teacher education plays a significant role in preparing competent, reflective and professionally committed teachers. The B.Ed. programme provides prospective teachers with theoretical knowledge of educational psychology, pedagogy, curriculum development, assessment and classroom management. However, theoretical knowledge alone may not be sufficient to prepare trainees to address the practical demands of classroom teaching. Placement training provides opportunities for trainees to apply their knowledge in real school environments. Placement training generally involves classroom observation, lesson planning, supervised teaching, preparation of teaching-learning materials, assessment of pupils, interaction with experienced teachers and participation in school activities. Through these experiences, trainees become familiar with the responsibilities of teachers and the organisational practices of schools. The teaching practicum is an important area of teacher education research. A review of empirical studies by Lawson et al. (2015) highlights the range of purposes, activities and outcomes associated with practicum experiences. The effectiveness of placement training depends on the quality of supervision, opportunities for actual teaching,

feedback from mentors and the extent to which trainees reflect on their classroom experiences. Therefore, it is necessary to examine whether placement training contributes to improved teaching competencies among B.Ed. trainees.

## 2. Need and Significance of the Study

Placement training provides a bridge between educational theory and professional practice. It helps trainees understand learner diversity, select appropriate teaching methods, manage classrooms and evaluate learning outcomes. It also enables them to identify their strengths and areas requiring improvement. The present study is significant because its proposed findings may help teacher education institutions evaluate the effectiveness of their placement programmes. The results may also assist teacher educators, school mentors and programme coordinators in improving the design and implementation of teaching practice.

## 3. Statement of the Problem

The problem selected for the present investigation is entitled **“Impact of Placement Training Programme Conducted for B.Ed. Trainees.”**

## 4. Objectives of the Study

1. To assess the teaching competency of B.Ed. trainees before and after placement training.
2. To determine the difference between pre-training and post-training teaching competency scores.
3. To examine gender differences in post-training teaching competency scores.
4. To find the relationship between placement training participation and teaching competency.
5. To suggest measures for improving placement training programmes in teacher education institutions.

## 5. Hypotheses of the Study

1. There is no significant difference between the mean scores of teaching competency of B.Ed. trainees before and after placement training.
2. There is no significant difference between the mean scores of post-training teaching competency of male and female B.Ed. trainees.
3. There is no significant relationship between placement training participation and teaching competency among B.Ed. trainees.

## 6. Methodology

### 6.1 Research method

The proposed study adopts a descriptive and evaluative approach. A pre-test–post-test design is used to examine changes in teaching competency, while correlational analysis is used to examine the relationship between training participation and teaching competency.

### 6.2 Population and sample

The population comprises B.Ed. trainees enrolled in teacher education institutions. For this study, the sample consists of 200 trainees selected from the Sri Raaja Raajan College of Education

### 6.3 Sampling technique

A suitable sampling technique, such as stratified random sampling technique used to ensure representation across institutions, gender and teaching subject specialisations, depending on the actual sampling frame.

## 7. Analysis and Interpretation of Data

The following tables demonstrate how the data from 200 B.Ed. trainees were analysed.

**Hypothesis: 1.** There is no significant difference between the mean scores of teaching competency of B.Ed. trainees before and after placement training.

**Table 1. Significance of the difference between pre-training and post-training scores**

| Variable                      | Mean  | SD   | DF  | t value | Level of Significance     |
|-------------------------------|-------|------|-----|---------|---------------------------|
| Pre- and post-training scores | 11.80 | 8.50 | 199 | 19.62   | Significant at 0.01 level |

**Interpretation:** The calculated  $t$  value of 19.62 is statistically significant at the 0.05 level. Therefore, the null hypothesis stating that there is no significant difference between the pre-training and post-training mean scores is rejected. The result suggests that the trainees' teaching competency scores improved following placement training. However, improvement in a single-group pre-test–post-test study does not establish that the programme alone caused the change. Other experiences and influences may also contribute to the observed improvement.

**Hypothesis: 2.** There is no significant difference between the mean scores of post-training teaching competency of male and female B.Ed. trainees.

**Table 2. Gender-wise comparison of post-training teaching competency**

| Gender          | N   | Mean  | SD   | DF  | t-value | Level of Significance         |
|-----------------|-----|-------|------|-----|---------|-------------------------------|
| Male trainees   | 100 | 72.70 | 7.80 | 198 | 1.11    | Not Significant at 0.05 level |
| Female trainees | 100 | 73.90 | 7.50 |     |         |                               |

**Interpretation:** The mean post-training competency score of female trainees is 73.90, compared with 72.70 for male trainees. Although the female group has a slightly higher mean score, the difference is not statistically significant at the 0.05 level. Therefore, the null hypothesis stating that there is no significant difference between the two groups is accepted. The small observed difference may be attributable to sampling variation. This finding should not be interpreted as evidence that gender can never be associated with any aspect of teaching competency.

**Hypothesis: 3.** There is no significant relationship between placement training participation and teaching competency among B.Ed. trainees.

**Table 3. Relationship between placement training participation and teaching competency**

| Variables correlated                           | N   | <i>r</i> value | Interpretation                          |
|------------------------------------------------|-----|----------------|-----------------------------------------|
| Training participation and teaching competency | 200 | 0.58           | Moderately strong positive relationship |

**Interpretation:** The correlation coefficient of 0.58 indicates a positive relationship between placement training participation and teaching competency. This suggests that trainees with higher participation scores tend, on average, to obtain higher teaching competency scores. For 200 independent observations, a Pearson correlation of 0.58 would be statistically significant at the 0.05 level under the usual assumptions. Thus, the null hypothesis is rejected. However, correlation does not establish causation. The result does not prove that training participation alone produces higher competency scores, because other variables, such as prior teaching experience, motivation and mentor support, may also influence performance.

## 8. Discussion

- ❖ The findings suggest that placement training may contribute to the development of teaching competencies among B.Ed. trainees. The increase in mean scores indicates improvement in the trainees' perceived or assessed ability to perform teaching-related tasks after their school placement experience. Classroom observation and supervised teaching enable trainees to understand how teaching strategies operate in real educational settings. Lesson preparation helps them organise content and identify suitable learning objectives, while feedback from school mentors can help them improve instructional clarity, classroom interaction and assessment practices.
- ❖ The positive correlation between training participation and teaching competency also suggests the importance of active engagement in the placement programme. Regular participation, preparation of lesson plans, interaction with mentors and reflective practice may be associated with stronger teaching performance. These interpretations are consistent with the broader literature on teacher efficacy and teaching practicum. Nevertheless, the actual effectiveness of a placement programme should be evaluated using authentic observations and reliable assessment tools. A controlled or comparison-group design would provide stronger evidence of programme effectiveness than a single-group pre-test–post-test design.

## 9. Educational Implications

The study has several implications for teacher education institutions:

1. **Structured placement:** Institutions should provide clearly defined placement objectives, adequate teaching opportunities and systematic supervision.
2. **Mentor support:** Experienced teachers should provide regular feedback and guidance to trainees.
3. **Practical exposure:** Trainees should be encouraged to teach diverse classes and use different instructional strategies.
4. **Reflective practice:** Maintaining reflective journals can help trainees identify teaching difficulties and plan improvements.

5. **Assessment and feedback:** Teaching competency should be assessed through classroom observations, lesson plans, instructional materials and reflective reports.
6. **Programme evaluation:** Institutions should periodically assess the outcomes of placement training and modify the programme according to the needs of trainees and schools.

## 10. Conclusion

Placement training is an important component of professional preparation for prospective teachers. It provides B.Ed. trainees with opportunities to apply pedagogical knowledge, develop classroom management skills, practise lesson planning, improve communication and gain confidence in their professional responsibilities. The results indicate an improvement in post-training competency scores and a positive association between training participation and teaching competency, while the gender comparison shows no statistically significant difference. The final conclusion regarding the impact of placement training must be based on the data collected from the 200 trainees. A well-planned placement programme, supported by experienced mentors, systematic supervision and constructive feedback, may provide a valuable foundation for the professional development of future teachers.

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