

QUALITY OF PUBLIC AND PRIVATE FUNDED B.ED PROGRAMME IN NORTHERN REGION BASED ON PERCEPTION OF TEACHER TRAINEES WITH REGARD TO ACCESSIBLE AND COMMITTED TEACHER EDUCATORS

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ABSTRACT

The quality of a teacher education programme lies in the extent to which teachers exhibit certain qualities besides technical competence. These include commitment, involvement, identification with institutional goals, be steadfast, friendly and accessible, but without being unnecessarily lenient.

The objective was to study and compare the perception of one year B.Ed. programme teacher trainees of Public and Private-Funded Institutions with regard to 'Accessible and Committed teacher educators' based on household income. The findings of the study showed that with respect to the six key areas of Teacher Education there was significant difference in perception of a) Public, b) Private, c) Public and Private d) Between Public and Private-Funded Institutions indicating public-Funded Institution having more favourable perception.

INTRODUCTION

The National Curriculum Framework for Teacher Education (NCFTE 2009) aims to prepare professional and humane teachers. It proposes detailed reforms in the curriculum, pedagogy, evaluation and models of Teacher Education programme. The Teacher Education Institutions (TEIs) are envisioned as active centres of practical experiments directed to the educational methods, curricula and research (NCTE 2009a.p.v). It suggests that, if teacher education institutions could be organized to become "dynamic centers of progressive educational movements, the whole task of educational reconstruction would be greatly facilitated" (NCFTE 2009). This conviction underscores the importance of nature of teacher education institutions in our country. The role of the teacher as culled out from Right to free and compulsory education Act, RTE 2009, National Council For Educational Research and Training (NCERT, 2005) and the National Curriculum Framework requires the teacher to work with children and to respond to the children's needs in imaginative and dynamic ways. In the light of this, the quality of TEIs is in providing the kind of preparation that would meet the demands of current scenario is directly under question. The existing reality is

that due to the increasing demand for school education, the need for trained teachers have gone up tremendously in India. We all know that qualified and interactive teachers are instrumental in the development of knowledge, skills and attitude in the prospective teachers, but the problem arises when institutions engage in recruiting underqualified teachers with poor salary. Consequently, the capacity and motivation of such teachers to shape the future teachers and provide quality inputs becomes abysmally low.

NEED AND SIGNIFICANCE OF STUDY

According to the Justice Verma Report, 2012 volume 1 "....The current dominant teacher education Programme offers ritualistic exposure to fragmented knowledge which is neither linked to larger aims of education and disciplinary knowledge, nor to the ground realities of classroom practice...as they are neither woven together nor integrated in any meaningful way..." The NCFTE 2009 says that "....Teaching is not a mechanical activity of information transmission and teachers are not information dispensers...." Keeping these observations in the backdrop, the present study has made an effort to bring out some areas that need strengthening in the light of

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quality of teacher education, in terms of qualification, commitment, knowledge and skills intransacting curriculum, subject content, pedagogy and learner-friendly behaviour. The findings of the study will enable all stakeholders to understand to what extent teacher educators have the following attributes, in terms of commitment towards their learners, profession, society and have a 'do it well attitude', with basic human values.

REVIEW OF RELATED LITERATURE

According to Narayana U Lakshmi (2005) very few teacher educators have acquired research degree Arora R.K.S 2006 pointed out that only lecture method was used and teacher educators neither had professional qualifications nor had the necessary competencies necessary to train prospective teachers. Sengupta Debjani found limited use and mention of IT and feedback was not valued. Kothari 2007 found that there was a need for professional requirement that enhanced competencies of teacher educators. Vasanthi and Anandhi (1997), MD Usha (2007) examined Teacher effectiveness of B.Ed. student teachers and analyzed perception with regard to relevance and adequacy of existing professional preparation of teachers. Mohanty (1984), Dash J (1985) and Zayapragassan Pughazhendi and Nirvane Minal (2007) studied efficiency of teachers, quality of trainees and practice teaching programme. Pandey Renu Dr (2011) found that an important factor for teaching was the interest of an individual teacher towards teaching.

OBJECTIVES OF THE STUDY

To find out and compare the perception of teacher trainees with regard to six key areas of Teacher Education based on household income in the B.Ed. Programme run by:

- 1) Public-Funded Institutions
- 2) Private-Funded Institutions
- 3) Public and Private-Funded Institutions
- 4) Between Public and Private-Funded Institutions

HYPOTHESES OF THE STUDY

- 1) There is no significant difference in perception of teacher trainees of Public-

Funded Institutions with regard to six key areas based on household income.

- 2) There is no significant difference in perception of teacher trainees of Private-Funded Institutions with regard to six key areas based on household income.
- 3) There is no significant difference in perception of teacher trainees of Public and Private-Funded Institutions with regard to six key areas based on household income.
- 4) There is no significant difference in perception of teacher trainees between Public and Private-Funded Institutions with regard to six key areas based on household income.

DESIGN AND METHODOLOGY

The study was conducted in nine northern states, taking two Co-Ed Institutions each from Public and Private-Funded Institutions from the states of NCT Delhi, Chandigarh, Jammu and Kashmir, Himachal Pradesh, Uttarakhand, Punjab, Uttar Pradesh, Haryana and Rajasthan.

SAMPLE SIZE AND SAMPLING TECHNIQUE

A total of 36 co educational B.Ed (18 Public and 18 Private Funded) institutions were identified for the purpose of a representative sample. The total sample comprised of 974 teacher trainees in whom at least 25 35 male and female teacher trainees from each institution was included as representative sample based on random sampling.

TOOLS FOR DATA COLLECTION

A questionnaire was formulated based on the key areas of Teacher Education programme to determine the quality of the programme in the Public and Private-Funded Institutions. To collect the required data for the study a Perception Schedule was devised with the help of quality inputs that had been mentioned in the Criterion developed by NAAC for quality assessment of Teacher Education programme. Modifications and adaptations were made after tool testing, discussion with senior academicians, guide and supervisors.

DATA COLLECTION

Data was personally collected from both in Hindi and in English Public and Private-Funded Institutions from all the nine states. Prior to data administration, the objectives of the study were discussed with the heads and teacher educators of the institutions. Teacher trainees were briefed regarding the importance and purpose of the study.

ANALYSIS OF DATA, INTERPRETATION AND DISCUSSION

The obtained data was treated by applying Mean, S.D., 't' value 'F' ratio which were subsequently subjected to Factor Analysis. The test retest reliability of the 8 items in the schedule was calculated as 0.895. All the items were measuring 'Accessible and Committed Teachers' on a 5 point scale (1 being the least and 5 being the highest). The total score of these items was divided by 8 in order to reduce the factor into a 5 point scale.

FACTOR AND FACTOR LOADINGS

The factors that were extracted were also variables. To make the factors unrelated or to reduce the overlapping a technique called rotation of factors the factor structure becomes simple. Factor loading is the correlation that a variable has with a particular factor. Table 1 shows that the factor loadings of 8 items of 'Accessible and Committed Teachers' ranges from 0.425 to 0.710.

**Table: 1
Factor and Factor Loadings**

| FACTOR | Q. NO. | ITEMS = 8 | FACTOR LOADINGS |
|--|--------|---|-----------------|
| Accessible and Committed Teacher Educators | 1 | The knowledge of teachers is good | 0.710 |
| | 2 | Teachers provide the best transaction | 0.688 |
| | 3 | Teachers communicate effectively | 0.658 |
| | 4 | The institution has best response accessible | 0.638 |
| | 5 | Teachers provide a variety of learning experiences including individual, self-directed learning and there is flexibility in their management. | 0.628 |
| | 6 | Teachers use creative ways to remove difficulties faced by students and teachers both aspects concerning and kind upon their operations systematically. | 0.557 |
| | 7 | Teachers show qualities of commitment and involvement. | 0.477 |
| | 8 | Institution has professionally qualified and competent teachers and staff. | 0.425 |

Analysis of Public-Funded Institutions.

Table 2 shows that the calculated F-Ratio was 7.2 and was higher than the table value and was

significant at 0.05 level. This showed that there was significant difference in perception between groups 1 and 2, 1 and 3 and 1 and 4 respectively with respect to 'Accessible and Committed Teachers'. This indicated that level of household income had influence on this factor. The hypothesis that there is no significant difference in the perception of teacher trainees was rejected.

Table 2

Comparison of Factors on Perception Scale with regard to quality of B. Ed. Programme in Public - Funded Institutions with reference to Household Income. Gp1=<Rs 10,000, Gp2= Rs 10,001- Rs20,000, Gp3= Rs 20,001- Rs 40,000, Gp4= >Rs40,000/.

| Household income = INR | | | | | | | | | | | |
|------------------------|-------|------------|-------|------------|------|-------------|------|----|----|----|---------|
| <Rs 10000/- | | Rs 10000/- | | Rs 20000/- | | >Rs 40000/- | | Gr | Gr | Gr | F-Ratio |
| Gp1=1 | Gp2=2 | Gp3=3 | Gp4=4 | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Mean | SD | Mean | SD | Mean | SD | Mean | SD | 1 | 2 | | |
| 4.01 | 0.78 | 4.11 | 0.62 | 4.33 | 0.53 | 4.00 | 0.55 | * | * | * | 7.2* |

*Significant at 0.05 level

Analysis of Private-Funded Institutions

Table 3 shows that the calculated F ratio was 8.89 and was higher than the table value at 0.05. It showed that there was significant difference in the perception of groups 1 and 3, 1 and 4, 2 and 3, and 2 and 4. This showed that the level of household income had influence on this factor. The hypothesis that there is no significant difference in the perception of teacher trainees with respect to the above key areas was therefore rejected.

Table 3

Comparison of Factors on Perception Scale with regard to quality of B. Ed. Programme in Private - Funded Institutions with reference to Household Income. Gp1=<Rs 10,000, Gp2= Rs 10,001- Rs20,000, Gp3= Rs 20,001- Rs 40,000, Gp4= >Rs40,000/.

Quality of public and private funded b.ed programme in northern region based on perception of teacher trainees with.....

| Dimension / Factor | Household Income N=974 | | | | | | | | | |
|--|------------------------|------|------------------------|------|------------------------|----|--------------|----|---|------|
| | Rs 10,000- | | Rs 10,001- Rs 20,000/- | | Rs 20,001- Rs 40,000/- | | >Rs 40,000/- | | F | Sig. |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | | |
| Accessible and Committed Teacher Educators | 4.11 | 0.63 | 3.79 | 0.79 | 7.06* | | | | | |

*Significant at 0.05 level

Analysis of Public and Private Funded Institutions.

Table 4 shows that the calculated F-ratio was 11.84 and was higher than the table value at 0.05 level. This showed that there was significant difference between groups 1 and 3, 1 and 4, 2 and 3 and between 2 and 4 with respect to the factor 'Accessible and Interactive Teacher'. This showed that the level of household income had influence on this factor. The hypothesis that there is no significant difference in the perception of teacher trainees with respect to the above key areas was therefore rejected.

Table 4
Comparison of Factors on Perception Scale with regard to quality of B. Ed. Programme in Public and Private - Funded Institutions with reference to Household Income.

- Grp1 = <Rs 10,000,
- Grp2= Rs 10,001- Rs20,000/-
- Grp 3= Rs 20,001- Rs 40,000/-
- Grp4= >Rs 40,000/-

| Dimension / Factor | Household Income N=974 | | | | | | | | | |
|--|------------------------|------|------------------------|------|------------------------|----|--------------|----|---|------|
| | Rs 10,000- | | Rs 10,001- Rs 20,000/- | | Rs 20,001- Rs 40,000/- | | >Rs 40,000/- | | F | Sig. |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | | |
| Accessible and Committed Teacher Educators | 4.11 | 0.63 | 3.79 | 0.79 | 7.06* | | | | | |

*Significant at 0.05 level

Analysis between Public and Private-Funded Institutions

Table 5 shows, a comparison between

respondents of 498 Public Funded and 476 Private-Funded Institutions respectively aggregating to 974, that in factor 'Accessible and Committed Teachers', the mean score of Public and Private-Funded Institutions were 4.11 and 3.79 respectively. The obtained t' value 7.06 and was significant at 0.01 level. It indicated that the type of institution had influence on this factor. The hypothesis that there is no significant difference in the perception of teacher trainees with respect to the key areas was therefore rejected.

Table 5
Comparison of Factors on Perception Scale with regard to quality of B.Ed. Programme Between Public and Private-Funded Institutions

| Dimension / Factor | Household Income N = 974 | | | | t' - Value |
|--|--------------------------|------|-----------------|------|------------|
| | Public N = 498 | | Private N = 476 | | |
| | Mean | SD | Mean | SD | |
| Accessible And Committed Teacher Educators | 4.11 | 0.63 | 3.79 | 0.79 | 7.03** |

** Significant at 0.01 level

MAJOR FINDINGS

Public-Funded Institutions

There was significant difference in perception of teacher trainees of Public-Funded Institutions with respect to the key areas, based on household income having the factors 'Accessible and Committed Teacher Educators'.

Private-Funded institutions

There was significant difference in perception of teacher trainees, based on household income having the factor 'Accessible and Committed Teacher Educators'.

Public and Private-Funded institutions

There was significant difference in perception of teacher trainees of Public and Private-Funded Institutions with regard to the key areas based on Household Income having the factor 'Accessible and Committed Teacher Educators'.

Between Public and Private-Funded Institutions By variable factor 'Accessible and Committed Teacher Educators' there was significant

difference between Public and Private-Funded Institutions. Teacher trainees of Public-Funded Institutions had more favourable perception than trainees of Private-Funded Institutions.

DISCUSSIONS

Rural trainees of Public-Funded Institutions and economically weaker sections and those with 'Hindi' medium educational background had favourable perception regarding 'Accessible and Committed Teacher Educators' because of better academic exposure and no discriminatory practices. With more and more Private-Funded Institutions coming up even in the remotest of areas, there has been awareness about benefits of professional education among the rural first generation learners. Despite the high fees charged, the lowest, the second lowest economically weaker rural groups, and those with vernacular or in 'Any other' language group undergo training in Private-Funded Institutions for the sake of professional qualification and employment opportunities. Trainees of Public and Private-Funded Institutions mostly male, from rural, household setting, those with rural educational background, economically weaker group, those with post-graduation and above educational level seemed to be highly motivated, aspirational and the desire to be upwardly and socially mobile. Despite the disadvantaged background the groups seemed to be somewhat satisfied with teachers whom they found approachable and adequately qualified. Between Public and Private-Funded Institutions, trainees of Public-Funded Institutions showed more favourable perception than Private-Funded Institutions by and large institutions were possibly able to fulfill their academic expectations from the programme.

EDUCATIONAL IMPLICATIONS

Both Public and Private Institutions need to ensure that teacher educators are able to create an appropriate setting for training where demonstrable teaching behaviour will be exhibited to facilitate curriculum transaction in terms of knowledge and pedagogical skills. In this context, institutions need to ensure that the attitude of teacher educators is forthcoming, if it is otherwise, then the only thing they will succeed in

doing is displaying a persona, body language, facial expressions that will keep student trainees away from approaching them for seeking approval, for some assignment related work or may be for clarification of doubts. To make the entire teaching learning process 'enjoyable' and 'vibrant', the teacher educators need to convey to the trainees 'why' and 'how' the learner in school needs to be given 'priority'. This is by no means a small task, but an important one at that. There is a whole spectrum of activities that trainees need to learn from such a process-oriented training programme, where teacher educators need to show their humane qualities and attributes like 'Caring', 'affection', 'patience', 'un-biased attitude' so that trainees notice and absorb them. As a part of assessment, training institutions need to adopt a skill-auditing exercise wherein a process needs to be adopted to understand which aspects of knowledge, skills and attitude are weak which are the ones that need further strengthening.

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