

# TEACHER EDUCATORS' EXPECTATION TOWARDS QUALITY IN COLLEGES OF EDUCATION

Research Paper

## ABSTRACT

*The objectives of the study was to find out the significant difference in the level of Expectation among Men and Women, Rural and Urban Teacher Educators. The investigators randomly selected 76 Teacher Educators working in 8 Private and Aided Colleges of Education and Teacher Training Institutes. The investigators developed a tool on the Expectation towards Quality of Education in Colleges of Education. It consists of a four point scale of Strongly Agree, Agree, Disagree and Strongly Disagree. There were 26 statements. Different statistical techniques were used to analyze the data. The salient findings of the study are i) High positive Expectation was observed among the Teacher Educators towards Quality of Education in Colleges of Education in the dimensions such as Knowledge Aspect, Conceptual Skill, Job Opportunity, Personality Development and Social Development. ii) Women Teacher Educators show significantly higher Expectation than the Men Teacher Educators towards Knowledge Aspect of Quality of Education in Colleges of Education.*

## INTRODUCTION

As secondary schools have increased and strengthened, it has become much more difficult than it once was to think of education as the exclusive preview of Colleges and Universities. Because of interlinking of subject and information and organizational connection across higher education institutions and schools, it has become almost impossible in recent years to isolate Teacher Education as a distinct and separate phenomenon. Teacher Education has become a responsible activity in terms of what is needed and designed in elementary, middle and secondary schools. Due to commercialization of education and marketing of services of Teachers due to Globalization of Education, Teacher Education and Teaching requires a radical transformation. For quality improvement and management of the Teacher Education Institution Teacher Educators play a key role. At present educational institutions meant for Teacher Education are not being used properly. Teacher Educators are not keeping themselves up-to-date. Lack of social audit and assessment of Teacher's performance make them less interested in professional growth. Lack of reward for excellence of Teachers also makes them disinterested. The success of Teacher Educational program solely depends upon Teacher Education.

## OBJECTIVE OF THE STUDY

The main objective is

To find out the significant difference in the mean values of the level of Expectation towards Quality in Teacher Education between Men and Women, Rural and Urban Teacher Educators.

## NEED FOR THE STUDY

At present there are around 350 Colleges of Education in Tamil Nadu and around 50 Colleges are under the control of the Bharathidasan University. There is a saying that quantity and quality would not go hand in hand. At the same time basic academic facilities are to be made in self-finance Colleges. This concept has motivated the investigators to probe whether the mushrooming Colleges of Education are really maintaining quality or not. Hence the topic selected is "Teacher Educators' Expectation towards Quality in Colleges of Education".

## NATURE OF THE STUDY

It is a Survey Research. Because the investigators aimed at studying the Teacher

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Educators' Expectation towards Quality in Colleges of Education.

### SAMPLE

The population of this study was Teacher Educators from 50 Government and Private Colleges of Education that are affiliated to Bharathidasan University and 45 Aided and private Teacher Training Institutes belonging to Trichy District. The investigators randomly selected Teacher Educators from 4 private Colleges of Education and 3 private Teacher Training Institutes and 2 aided Teacher Training Institutes. The questionnaire was given to 80 Teacher Educators. The filled in questionnaires received from them were 76.

### TOOL USED

The investigators constructed a tool about the Expectation of Quality of Teacher Education in mushrooming Colleges of Education. It consists of a four point scale of strongly agree, agree, disagree and strongly disagree. There are 26 statements in that tool. After the rough development of the questionnaire, the investigators approached two Teacher Educators to give their recommendations. Their valuable ideas were taken. The drafts of the statements were given to 10 Teacher Educators by Test - Retest method. The r-value of 0.81 reveals that the tool was a highly reliable one. Thus the validity and reliability were found out. Now the tool was ready for collection of data.

### DATA ANALYSIS

The Teacher Educators were asked to reveal their opinion freely and different statistical techniques were used to analyze the data. The following table shows the Mean and SD of Men and Women, Rural and Urban Teacher Educators on the level of Expectation towards Quality in Colleges of Education.

Table 1 shows that there is no significant difference at 5% level in the mean scores among the Men and Women Teacher Educators on the level of Expectation towards Quality in Education in the Colleges of Education for various dimensions such as Conceptual Skill, Job Opportunity and Social Development

except in the dimensions of Knowledge Aspect and Personality Development.

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TABLE 1

MEAN AND SD OF THE MEN AND WOMEN TEACHER EDUCATORS ON THE LEVEL OF EXPECTATION TOWARDS QUALITY IN EDUCATION IN THE COLLEGES OF EDUCATION

Sl. No	Dimension	Gender	Mean	SD	't' test	Re
1	Knowledge Aspect	Men	73.75	12.00	5.73	
		Women	87.50	10.95		
2	Conceptual Skill	Men	57.5	10.90	1.54	
		Women	62.05	13.93		
3	Job Opportunity	Men	73.69	15.61	0.94	
		Women	77.11	16.10		
4	Personality Development	Men	70.97	16.83	3.76	
		Women	86.27	18.93		
5	Social Development	Men	69.65	11.69	1.715	
		Women	74.11	11.00		

S - Significant NS - Not Significant

the dimensions of Knowledge Aspect Personality Development. Women Teacher Educators have significantly higher mean scores of Expectation towards Quality in Education in the Colleges of Education than their counterparts. Hence except for Knowledge Aspect Personality Development, the stated Hypothesis that there is no significant difference between the mean scores of the Expectation Quality in Education in the Colleges of Education among Men and Women Teacher Educators is accepted.

TABLE 2

MEAN AND SD OF THE RURAL AND URBAN TEACHER EDUCATORS ON THE LEVEL OF EXPECTATION TOWARDS QUALITY IN EDUCATION IN THE COLLEGES OF EDUCATION

Sl. No	Dimension	Gender	Mean	SD	't' value	Re
1	Knowledge Aspect	Rural	81.6	10.00	1.877	
		Urban	80.98	18.50		
2	Conceptual Skill	Rural	59.55	14.04	1.629	
		Urban	65.60	18.32		
3	Job Opportunity	Rural	74.12	13.68	1.074	
		Urban	77.93	17.23		
4	Personality Development	Rural	71.00	18.91	2.188	
		Urban	80.50	18.30		
5	Social Development	Rural	76.5	11.59	0.419	
		Urban	75.2	11.65		

The 't' value from table 2 shows that there is no significant difference at 5% level between the mean scores of Rural and Urban Teacher Educators towards various dimensions except in the dimensions of Personality Development in Expectation towards Quality in Colleges of Education. Hence except for Personality Development, the stated Null Hypothesis that there is no significant difference between the mean scores of Expectation on Quality in Education in the Colleges of Education among Rural and Urban Teacher Educators is accepted.

## FINDINGS

i) Women Teacher Educators show high positive significant difference in their Expectation towards Quality of Education in Colleges of Education when compared to Men Teacher Educators towards Knowledge Aspect and Personality Development, but there is no significant difference in the other dimensions and

ii) Rural and Urban Teacher Educators show similar level of Expectation towards various dimensions of Quality of Education except Personality Development in Colleges of Education. Urban Teacher Educators show positive Expectation towards the dimension of Personality Development regarding Quality of Education.

## EDUCATIONAL IMPLICATIONS

The result of the study shows that the expectations of the Teacher Educators are high in general. Hence the Standard of the Colleges of Education must be increased to satisfy their Expectations. Regulation of the College of Education must be tightened in such a way that theory and practical aspects of Teacher Education programmes are provided in high quality. More Information Technology is to be incorporated in Teaching Learning strategies and Teacher Training strategies. The Teacher Educators in Colleges of Education should be well qualified and well trained in Information Technology and other Instructional Strategies. Proper orientation and refresher training must be provided periodically to provide up to date information in Teacher Education. The Government and Universities must ensure periodically that proper Quality is

maintained in all the Colleges of Education. By implementing all the above suggestions certainly the Expectations of the Teacher Educators may be fulfilled.

## CONCLUSION

The higher Expectation of Women Teacher Educators on the Knowledge Aspect and Personality Development may be due to deeper positive ambition towards Personality Development and the knowledge Aspect of Student Teachers for the better Development of the younger generation of the Country. There has been similar Expectation between Rural and Urban Teacher Educators in all dimensions except Knowledge Aspect and Personality Development. Among Urban Teacher Educators Expectations were found to be significantly higher than the Rural Teacher Educators. In general Gender and Locality are not much influencing factors and hence Expectations are found to be more or less similar. Gender and Locality are influencing to some extent. Women Teacher Educators are having higher Expectations on certain dimensions like Personality Development and Knowledge Aspect. Hence it may be concluded that Women expectations on Personality Development and Knowledge Acquirement of the Teacher Educators must be high for the betterment of the Younger Generation that ultimately develop the Economic Status of the Country.

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*A teacher should not so much supply answers  
but encourage a student to ask questions to himself*  
- Sir. C.V. Raman