Teaching Competence of Teacher Educators of Self-Finances and Aided Teacher Education Institutions-A Comparative Study

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Abstract-

Education is the key to the door of the modernization. Improved educational prospects, literacy and opportunities for skill training have direct implications for the quality of the life that people enjoy. Education can play a vital role in promoting and developing self-confidence, self-reliance initiatives and skills of innovations. It is notable that all such things are basic and significant in the process of human development and in turn, for the development of human society as a whole.

Background of the study-

The future custodians of all the present philosophies, including sovereignty, rule of law, justice, liberty, fraternity and international peace and security, are the children. They are potential embodiment of our ideals aspirations, ambitions and future expectations. They are the only messengers of our ideologies, philosophies, knowledge and cultural heritage. They are indeed future soldiers in the form of great scientists, rulers, administrator's philosophers, legislators, teachers, judges engineers, technologist's industrialists' planners, workers and politicians on whom the nation rests. It is a matter of pleasure that the growing emphasis on human development has focused the world's attention on the child as the significant future human resources and primary education as the fundamental part of education which in turn is the components of developmental process. Hence, both the child and primary education have been given prominence in several international documents. Children are an important asset not only for their country but for the whole of mankind. They are not merely future adults. They are tiny apostles of peace and above all very much human being though weak and immature. They have enormous potential to grow and develop into adults of future. Obviously they are not a commodity and hence cannot be subjected to family monopoly. Welfare and development of a society largely depends upon them. We must also realize that the efforts for advancement in the human conditions must start as early as possible. Protecting the health and education is the first and foremost right of these children, and it is also the most basic and wisest of all investments and, thus, for social and economic development of society.

Educationists want privatization to be restricted '**to minimum desirable level**' However, they are not closed to the idea of private participation. 'Private investors in education may be encouraged. However it must be made clear that this cannot be for profit making purposes, in however disguised a form. Further, the entry of the private sector cannot be seen as a solution to all the various problems of quantity and quality.'

It is a general feeling that although the constitution of India in its Article 19(6) grants freedom to practice any profession if it is misused by the private institution in the form of profiteering and short shift quality, it should certain, be stopped. That where the State needs to play a crucial role.

A new concept in educational scenario will revolutionize the entire educational system. It is against institutionalized teaching. It holds that when learning is eventually liberated from institutionalized teaching, people will wonder how a system as inefficient as the current education system lasted so long. For a man made institutionalized mechanism set up to impart education to all, just consider the many failings of our education system: most people cannot learn what they want in spite of willing to pay for it; one needs admission to a recognized institute to be able to learn something; and if one does not get that admission then one must spend one's life doing something else, and not what one really wanted to do. The unfortunates

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who are completely denied entry to higher learning of any kind must just get resigned to an under privileged life, because many doors of opportunity are closed to them for not having the necessary degree.

This is not the end of the restrictions that these selective structures for imparting education impose on the learners. The fixations of the current physical infrastructure based education system allow no freedom. They are fixed location-learning can only happen in a fixed physical place (School campus); fixed people -learning can only be acquired from fixed people who have been appointed for the purpose (teachers); and fixed time-learning must be completed in a fixed duration (the academic term).The learnersare penalized for any violation of these norms.

The acceptance of this kind of teacher oriented teaching has the tragic consequence that most people end up living lives they never wanted to. That the current education system is terribly flawed is not a new observation. Enlightened minds from Sri Aurobindo and J.Krishanamurti to John Holt and Ivan Illich have pointed this out extremely forcefully. However, in spite of the damage the current education system inflicts on human society, such is its power and stability that it hardly gets dented by this questioning of its relevance. It continues to grow stronger, devouring huge resources and delivering very little in return. This is because institutionalized teacher oriented teaching preliminary exists to support itself, and to ensure its own continuance authority and power. This overrides any thought of reforms.

Teaching and learning are two different phenomena, and should not be confused with each other. Though projected as centers for learning, most schools and colleges are actually institutions for teaching. Nearly all of the current educational system has been designed according to the convenience of teacher and his teaching, and not of learning. The syllabi are prescribed text books written, courses taught so that one can give tests and assignments and conduct examinations, to allow the teachers to grade easily.

Learning is straitjacketed into programmed teaching, with the expectation that knowledge would flow from black- boards into the blank minds of peoples. It is an irony that the more expensive the teaching centers of this kind are the more authoritarian they become. An international group, which drafted a manifesto for the future of education in Seoul in early 2000, was unanimous on one point: physical infrastructure-based universities have outlived their utility.

The networking and sharing possibilities provided by information and communication technologies, as well as free and abundant access to information everywhere, now presents the exciting possibility that individuals would be able to plan their own learning, according to their interests and needs. They would be able to learn from whoever they want when and where they want, and at their own pace. One would not then be forced to sit on a bench waiting for the slow trickle of knowledge being delivered through the black-board by the teacher, while the mind races in many other directions. One would be able to learn directly and experientially from the phenomena themselves. In the present technology dominated era the education too is very much effected. The rapid involvement of information technology is threatening the relevance of formal teaching (traditional classroom instructions). The role and relevance of teacher for imparting instructions are placed under a question mark. The concept of deschooling of Ivan Illich is causing a brain storming in the minds of educationists.

Even through the above referred concept is forcing a review of the relevance of teacher. It is an establish fact that the sheer presence of a teacher acts as a catalyst. The students unconsciously grasp so many things from the personality of the teacher, which creates a long lasting impact over their behavior pattern and personality.

The above scenario in higher education clearly establishes the essentiality of self-finance institution for the growth of higher education in India, but it also a necessity for the healthy growth to evaluate objectively the academic and co-academic infrastructure available in the self- finance institutions.

As for as co-academic or to say physical infrastructure is concern. The relevant data is very well recorded and available with different controlling agencies like- University, NCTE, UGC and Directorate of higher education etc., but the true status of academic aspect needs to be investigated.

There may be so many factors which can be included in the above referred academic aspect. Teacher competency, Teacher personality's communication skills, academic status of students, academic status of teacher's are few important areas which demands deep and intensive investigation.

Considering this necessity the investigator decided to make a comparative study of the personality characteristics and teaching competence factors of the teacher educators serving in aided teacher education institutions and self-finance teacher education institutions.

Statement of the problem-

Teaching Competence of Teacher Educators of Self-Finances and Aided Teacher Education Institutions- A Comparative Study.

Definitions of terms used-

To avoid confusion and ambiguity, meaning and definition of the terms used in this research problem are as follows-

Teaching Competence-

Teaching competence in this research can be treated as akin/ similar to teaching skills. Teaching competency means an effective performance of all the observable teacher behavior that brings about desired people outcomes. Based on themicro-criteria approach to study 'teaching' (Gage, 1963), teachingis perceived as a set of teaching skills, where in a teaching skill is a set of behaviors that facilitate or bring about a specific instructional objectives. In other words, teaching competence involves effective use of these various teaching skills.

Teacher Educators-

Teacher educators are the teachers associated with teachers training institutions.

Self- Finances Teacher education institutions-

The institutions where all expenditures for the study of teacher education in which building and its maintenance, Library, Laboratory, pay and other allowances of the faculties and other appointed staff is done by the management of the institute.

Aided Teacher education Institutions -

The UGC and Government provide the grant to the department of teacher education as building and maintenance, Laboratory, Library, Pay and allowances of teachers, career advancement, retirement and old age medical benefits.

Teaching constitutes one of the major tasks of a teacher. Competency over this task of teaching is the essence of a successful educational system. Teacher competency is the ability of a teacher manifested through a set of teacher classroom behaviors which is a resultant of the interaction between the presage and the product variables of teaching within a social setting.

While arriving at a definition of this term it may be pointed out that teaching process is determined by knowledge, a set of abilities, attitudes and skills 'preset variables' which in turn determine pupil outcomes. This way the term teaching can be defined as a set of observable teacher behaviors that facilitate or bring about pupil, learning and 'Teaching competency' means an effective performance of all the observable teacher behavior that bring about desired learning outcomes. Based on the micro criteria approach to study 'teaching'. Teaching is perceived as a set of teaching skills, where as a teaching skill is a set of teaching behaviors that facilitates or brings about achievement of a specific instructional objective. It other words, teaching competence involves effective use of these various teaching skills.

Objectives of the present study-

An objective is a point or end-view of something towards which action is directed, a planned change ought through any activity, what we set out to do. In the present study an attempt is made to achieve following objectives-

1. To compare teaching competence of male teacher-educator of self-finances and aided teacher education institutions.
2. To compare teaching competence of female teacher educators of self-finances and aided teacher education institutions.

Hypothesis of the present study-

A hypothesis is a statement temporarily accepted as true in the light of what is known about the concerned phenomena at the commencement of the study. It is a tentative supposition or provisional guess which seems to explain the situation under observation, leads to tentative generalization whose tenability is too tested on the basis of the compatibility of its implication with evidence and with previous knowledge.

In order to give direction to the investigation and to avoid blind search. Following hypothesis is to be tested to achieve the above referred objectives of the study-

1. Male teacher-educators among self-finances and aided teacher education institutions do not differ significantly on their teaching competence scores.
2. Female teacher-educators among self-finances and aided teacher education institutions do not differ significantly on their teaching competence scores.

Universe of the present study-

Population means any group of individuals that have one or more characteristics in common. The population may be all the individuals of a particular type, or a more restricted part of that group. The population of the present study includes the teacher-educators of the teacher education institutions affiliated to U.G.C. and NCTE in C.C.S.University, Meerut.

Sample of the present study-

Considering the resources, time and means at the disposal of the investigator, it is not only difficult but also impossible to study the whole of the universe, therefore a representative sample is drawn from the population to ensure the valid generalization. In this study stratified random sampling has been used. In which the population is first divided into homogeneous or administratively convenient sub population or strata and from each stratum a separate sample of units is selected. The sample in the study contains 200 teachers from Meerut University.

This table shows the final structure of the sample selected from the total population of teacher-educators. The table below indicates the selection of sample as per pre-selected variables-

Institutions	No. of teachers	%of the teachers
Aided Teacher Education Institutions	Male - 20 Female - 20	50% of all
Self-Finances Teacher Education Institutions	Male - 80 Female - 80	50% of all
Total No.	200	100%

Variables involved in the present study-

- Independent Variables-Teaching competence of the teacher- educators is the independent variables.
- Dependent variables- sex (male and female) of the teacher educators.

Tools used for the collection of data-

The important tool, used in the present investigation for the collection of relevant data-

1- **General Teaching Competency Scale**

General teaching competence scale has been used in this research for measuring the teaching competence. Competence factors defined in terms of GTC as measured by B.K.Passi.

Method selected-

After analyzing and evaluating all the important research methods generally used in educational research. The investigator selects the normative survey method for the present research work.

Organization and analyses of data-

On the basis of the procedure selected the collected data has been properly organized. The data has classified in terms of pre-determined variables i.e. information related with teacher-educators serving in aided teacher education institution and self -finances teacher education institutions. The data has been further classified in terms of pre-selected variables i.e. male teacher- educators and female teacher- educators. A comparative analysis has also done.

Statistical techniques used-

The statistical analysis has been done in the form of calculating (Mean, Standard deviation, standard error of mean, Standard error of deviation and t-value).

Table No. 1.1

The collection and analysis of the data is done accordingly. On the basis of the interpretation of data and conclusions are drawn considering the pre-conceived objectives. All the hypotheses are evaluated according to objectives previously framed-

Table showing the relationship between teaching competence factor A- planning among male teacher educators of aided and self-finances institutions-

	N	M	S.D.	S_{EM}	S_{ED}	t-value
A.I	20	**25.33**	1.42	.317	.430	**10.00 P=0.01**
S.F.I.	80	**19.22**	2.61	.291		

By observing above table, t-value for factor A for teaching competence factor 'planning' has come out to be **10.00**.It is significant at **0.01**level. The mean value for factor A of the male teacher educators of aided teacher education institutions is (**25.33**) and for male teacher educators of self-finances institutions are (**19.22**). Thus, it may be concluded that the male teacher educators of aided teacher education institutions are more competent in competence factor A planning than the male teacher educators of self-finances teacher education institutions.

Table No. 1.2

Table showing the relationship between teaching competence factor B- presentation among male teacher educators of aided and self-finances institutions

	N	M	S.D.	S_{EM}	S_{ED}	t-value
A.I	20	**68.77**	2.79	.623	.988	**6.86 P=0.01**
S.F.I.	80	**57.93**	6.87	.768		

By observing above table, t-value for factor B for teaching competence factor 'presentation' has come out to be **6.86**.It is significant at **0.01** level. The mean value for factor B of the male teacher educators of aided teacher education institutions is (**68.77**) and for male teacher educators of self-finances institutions is (**57.93**). Thus, it may be concluded that the male teacher educators of aided teacher education institutions are more competent in competence factor B presentation than the male teacher educators of self-finances teacher education institutions.

Table No. 1.3

Table showing the relationship between teaching competence factor C- closing among male teacher educators of aided and self-finances institutions

	N	M	S.D.	S_{EM}	S_{ED}	t-value
A.I	20	**12.12**	1.07	.239	.309	**5.02 P=0.01**
S.F.I.	80	**10.10**	1.76	.196		

By observing above table, t-value for factor C for teaching competence factor 'closing' has come out to be **5.02**. It is significant at **0.01** level. The mean value for factor C of the male teacher educators of aided teacher education institutions is (**12.12**) and for male teacher educators of self-finances institutions is (**10.10**). Thus, it may be concluded that the male teacher educators of aided teacher education institutions are more competent in competence factor C closing than the male teacher educators of self-finances teacher education institutions.

Table No. 1.4

Table showing the relationship between teaching competence factor D- evaluation among male teacher educators of aided and self-finances institutions

	N	M	S.D.	S_{EM}	S_{ED}	t-value
A.I	20	**12.44**	.940	.210	.288	**5.63 P=0.01**
S.F.I.	80	**10.11**	1.75	.195		

By observing above table, t-value for factor D for teaching competence factor 'evaluation' has come out to be **5.63**. It is significant at **0.01** level. The mean value for factor D of the male teacher educators of aided teacher education institutions is (**12.44**) and for male teacher educators of self-finances institutions is (**10.11**). Thus, it may be concluded that the male teacher educators of aided teacher education institutions are more competent in competence factor D evaluation than the male teacher educators of self-finances teacher education institutions.

Table No. 1.5

Table showing the relationship between teaching competence factor E- managerial among male teacher educators of aided and self-finances institutions

	N	M	S.D.	S_{EM}	S_{ED}	t-value
A.I	20	**12.66**	.759	.169	.301	**4.44**
S.F.I	80	**10.22**	2.28	.254		**P=0.01**

By observing above table, t-value for factor E for teaching competence factor 'managerial' has come out to be **4.44**. It is significant at **0.01**level. The mean value for factor E of the male teacher educators of aided teacher education institutions is (**12.66**) and for male teacher educators of self-finances institutions is (**10.22**). Thus, it may be concluded that the male teacher educators of aided teacher education institutions are more competent in competence factor E managerial than the male teacher educators of self-finances teacher education institutions.

Table No. 2.1

Table showing the relationship between teaching competence factor A- planning among female teacher educators of aided and self-finances institutions

	N	M	S.D.	S_{EM}	S_{ED}	t-value
A.I	20	**24.44**	2.80	.626	.634	**9.53**
S.F.I	80	**18.62**	2.39	.267		**P=0.01**

By observing above table, t-value for factor A for teaching competence factor 'planning' has come out to be **9.53**. It is significant at **0.01** level. The mean value for factor A of the female teacher educators of aided teacher education institutions is (**24.44**) and for female teacher educators of self-financesinstitutions are (**18.62**). Thus, it may be concluded that the female teacher educators of aided teacher education institutions are more competent in competence factor A planning than the female teacher educators of self-finances teacher education institutions.

Table No. 2.2

Table showing the relationship between teaching competence factor B- presentation among female teacher educators of aided and self-finances institutions

	N	M	S.D.	S_{EM}	S_{ED}	t-value
A.I	20	**66.71**	4.69	1.04	1.205	**6.02 P=0.01**
S.F.I	80	**58.33**	5.80	.648		

By observing above table, t-value for factor B for teaching competence factor 'presentation' has come out to be **6.02**. It is significant at **0.01**level. The mean value for factor B of the female teacher educators of aided teacher education institutions is (**66.71**) and for female teacher educators of self-finances institutions is (**58.33**). Thus, it may be concluded that the female teacher educators of aided teacher education institutions are more competent in competence factor B presentation than the female teacher educators of self-finances teacher education institutions.

Table No. 2.3

Table showing the inter-relationship between teaching competence factor C- closing among female teacher educators of aided and self-finances institutions

	N	M	S.D.	S_{EM}	S_{ED}	t-value
A.I	20	**11.22**	1.81	.404	.431	**1.81 Not significant**
S.F.I	80	**10.35**	1.82	.203		

By observing above table, t-value for factor C for teaching competence factor 'closing' has come out to be **1.81**. It is **not significant** at any level. The mean value for factor C of the female teacher educators of aided teacher education institutions is (**11.22**) and for female teacher educators of self-finances institutions is (**10.35**). Thus, it may be concluded that the female teacher educators of aided teacher education institutions have some difference in competence factor C closing.

Table No. 2.4

Table showing the relationship between teaching competence factor D- evaluation among female teacher educators of aided and self-finances institutions

	N	M	S.D.	SEM	SED	t-value
A.I	20	**11.30**	1.42	.317	.357	**3.80 P=0.01**
S.F.I	80	**9.76**	1.66	.185		

By observing above table, t-value for factor D for teaching competence factor 'evaluation' has come out to be **3.80**. It is significant at **0.01** level. The mean value for factor D of the female teacher educators of aided teacher education institutions is (**11.30**) and of self-finances institutions it is (**9.76**). Thus, it may be concluded that the female teacher educators of

aided teacher education institutions are more competent in competence factor D evaluation than the female teacher educators of self-finances teacher education institutions.

Table No. 2.5

Table showing the relationship between teaching competence factor E- managerial among female teacher educators of aided and self-finances institutions

	N	M	S.D.	S_{EM}	S_{ED}	t-value
A.I	20	**11.71**	1.50	.335	.400	**3.57 P=0.01**
S.F.I	80	**9.90**	2.05	.229		

By observing above table, t-value for factor E for teaching competence factor 'managerial' has come out to be **3.57**. It is significant at **0.01**level. The mean value for factor E of the female teacher educators of aided teacher education institutions is (**11.71**) and of self-finances institutions it is (**9.90**). Thus, it may be concluded that the female teacher educators of aided teacher education institutions are more competent in competence factor E managerial than the female teacher educators of self-finances teacher education institutions.

Taking over all view of the analysis done in terms of the **whole sample** of the teacher-educators of aided teacher education institutions and self-finances teacher education institutions, the personality and teaching competence factors seems to possess significant difference. Thus**, the previously framed hypothesis in this regard is rejected**, as the majority of the cases i.e.98 % differs significantly.

In nutshell, it can be concluded that if the findings of the present study is applied earnestly, the entire concept of teaching competence, in relation to self-finances teacher education institutions and aided teacher education institutions will be revolutionized.

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