



A Study on the perceptions of Teacher Educators towards Administrative Aspects in B.Ed., Colleges of East Godavari District

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ABSTRACT

The present paper was an attempt to establish the perceptions of Teacher Educators towards Administrative Aspects in B.Ed., Colleges of East Godavari District. Various Indian and foreign studies were reviewed. The variables are Gender, Age, PG Qualification Professional Qualification, designation, methodology-I and Methodology-II, teaching experience, monthly income and locality. Descriptive Survey method has been used in this study. The sample consisted of 100 teacher educators from Visakhapatnam district using stratified random sampling method. Questionnaire was constructed for the teacher educators to find out the opinions on Administrative Aspects in B.Ed., Colleges of East Godavari District. The data were analyzed using various statistical methods like mean, SD, t-test and ANOVA by SPSS package. The score obtained by different groups are compared across the variables. The results indicated that There is a significant difference between the perceptions of male and female category respondents and female category teacher educators perceived high and also a significant difference was found among the perceptions of teacher educators based on their age group and 55-65 years age group teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of the rest.. The results are discussed in light of previous research studied; Implications and Recommendations for further research were also suggested.

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1. Introduction:

Teacher education is a continuous process and its pre-service and in-service components are inseparable. Effectiveness of teacher education' and their impact in the determination of the teacher's performances as a whole needs to be dispassionately examined. Kothari Commission said "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant". Therefore, there should be a sufficient supply of intelligent and sincere persons to the teaching profession with the

best professional education and satisfactory conditions for their work.

Therefore, a sound programme of professional education of school and college teachers is essential for the qualitative improvement of education. Investment in teacher education can bring rich dividends, because the financial resources required are small when measured against the resulting improvement in the education of the millions of boys and girls. A teacher generally tries to teach in the way he himself was taught by his favorite teachers during his own school and college days. He tries to perpetuate the traditional methods of teaching. Therefore,



India should develop effective professional education, which may initiate the teachers to the most needed revolution in teaching and lay the foundations for their professional growth and life long education.

A teacher educator with all his enthusiasm and necessary motivation may not be able to undertake research due to lack of proper resources and facilities. Resources and facilities refer to various adjunct conditions that influence successful undertaking of research. For example, the availability of expertise for advice one requires advice and direction from experts who may be called the resource personnel. For proper planning advice is very much essential. The expertise in statistical procedures for interpretation of data and for reporting the findings is also essential conditions for successful undertaking of research. Resources in the form of material type include the facilities available in a teacher education institution. Any teacher educator being hard pressed for such facilities may not be in a position to conduct research.

Administrative accountability:

It relates to the managerial functions that are necessary for the graceful functioning of the university and its various sub-systems. Academic accountability cares with the implementation of educational programmes and therefore the achieving of minimum standards of education. Financial accountability deals with the procurement of funds and efficient utilisation of resources. In all these domains of accountability it should be possible to spot expected levels of attainment. A University should be able to achieve the following:

In Administrative matters

- Adhere to reasonable norms of administrative efficiency as regards correspondence, movement of files and solving of routine problems
- Take timely decisions at appropriate levels
- Adhere to a pre-determined schedules of meetings of various bodies and committees
- Conduct examinations and declare results according to predetermined and pre-announced schedule
- Provide adequate student-support services like student's hostels, canteens, and sports facilities
- Adequately maintain the university campus and supply basic facilities to residents and 18 Accountability and Autonomy in education
- Strictly adhere to norms while making appointments to faculty positions or admitting students.
- In Academic matters
- Start academic terms on time, conduct regular teaching activities, and complete pre-determined, minimum days of actual teaching
- Monitor quality assurance activities including updating and revision of curricula
- Provide adequate laboratory and library facilities
- Provide basic research facilities to faculty members and research scholars
- promote human resource development programmes such as the orientation and training of teachers and preparation of scholars for various competitive examinations.

Need and Importance of the study

To understand the phenomenon of teacher education requires prediction. By prediction is meant that a researcher is able to foresee the nature of changes that would take place in a given dependent variable based on his knowledge of the relationship of this variable with another. Variable which is independent in its influence on the given variable. In teacher education prediction is done for two reasons. One, the prediction of success in a teacher education course of a trainee for which he is selected. Two, the prediction of success in a classroom of a trainee who has successfully undergone teacher education. Though there are many other situations of teacher education where predictions are mostly required, yet the researchers mostly use to do predictions for the twin reasons mentioned above.

Objectives of the study:

1. To study the perceptions of teacher educators towards Administrative Aspects in B.Ed., Colleges of East Godavari district
2. To study the significant differences among the perceptions of teacher educators towards Administrative Aspects in B.Ed., Colleges of East Godavari district basing on their socio-economic backgrounds viz., Gender, Age, PG Qualification Professional Qualification, designation, methodology-I and Methodology-II, teaching experience, monthly income and locality.

Hypotheses of the study:

1. There is a high perceptions of teacher educators towards Administrative Aspects in B.Ed., Colleges of East Godavari district
2. There will be no significant differences among the perceptions of teacher educators towards Administrative Aspects in B.Ed., Colleges of East Godavari district basing on their socio-economic backgrounds viz., Gender, Age, PG Qualification Professional Qualification, designation, methodology-I and Methodology-II, teaching experience, monthly income and locality.

Review of Related Literature:

Ramana, K.V., (2000) conducted research on **“Attitudes of teachers towards teacher’s centers.”** He found that the teachers working both in Urban and Rural schools had the similar opinion towards teacher’s centers. Female teachers had a positive attitude towards teachers’ centers as they are very useful to teachers to enrich their professional competency. T.T.C. and B.Ed., qualified teachers have similar opinion towards teacher’s centers. It expressed that more experienced had positive opinion on the teacher’s centers, as they liked the activities conducted in teachers’ centers. The study revealed that the teacher’s centers are useful to the teachers in solving academic problems.

The teachers have a positive attitude on the functioning of a teacher’s centers. But all the categories of teachers have actively participated in the EC meetings. Female and experienced teachers have positive attitude on teacher’s centers, as they are committed to the practical work, which has evolved from the activities of the teacher centers.

Pandey, Saroj., (2004) studied on the **“Teacher education researches in developing countries: a review of Indian studies.”** They found that teacher education research in India is predominantly a post-independent Phenomenon, which gained momentum between 1950 and 1960. By the end of the 1960 and 1985 doctoral themes had been approved by various Indian Universities, out of which 40% of the researches were undertaken by Bombay University, the first university to institute a doctoral programme in education in the country before independence in 1947. A review of researches in teacher education is followed by an analysis that identifies those aspects of the Indian education system that most need attention.

Hemalatha, S., (2007) studied on **“The functioning of B.Ed., colleges for quality in teacher education in andhra university area – A study”.** The Objectives of the Study were 1) To study on functioning of B.Ed Colleges for Quality in Teacher Education.2) To study the effect of infrastructural facilities, instructional facilities, working environment and financial benefits in proving quality teacher education. 3) To compare the functioning of B.Ed colleges in the opinions of Student Teachers, Teacher educators & managements. 4) To compare the opinions of student teachers and teacher educators on functioning of B.Ed Colleges and Quality in Teacher Education. Based on various variables like gender, age, social status, Educational Qualification etc..

Margo Dellicarpini., (2007) studied on **“Enhancing cooperative learning in TESOL teacher education.”** Her research focused on TESOL teacher development, interdisciplinary teacher collaboration, and second language literacy development. In this research, the researcher discussed how a TESOL teacher educator took reflective action in an ESL

methods class with the goal of increasing pre-service and in-service teachers' use of cooperative learning (CL) activities in their own ESL classrooms. CL has been at the fore front of educational research and is a frequent topic in methodology textbooks, teacher education programmes and in-service course work. The positive benefit of CL has been documented in a variety of studies. Despite these benefits and the prevalence of the topic in teacher educational contexts, CL is not as wide spread as would be expected. Teaching practices are influenced by teachers' prior experiences and beliefs. If pre service teachers are not exposed to effective models of CL in their teacher education programs it may be unrealistic to expect them to engage in CL in their own classrooms.

Variables: Gender, Age, PG Qualification Professional Qualification, designation, methodology-I and Methodology-II, teaching experience, monthly income and locality.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

Research Tool:

The present study is collected from the perceptions of teacher educators towards Administrative Aspects in B.Ed., Colleges of East Godavari district.

Sample:

According to the research, the survey will be conducted 100 teacher educators in B.Ed., Colleges of East Godavari district.

Statistical Techniques Used

The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the 't' - test and Analysis of Variance have been used by the investigator.

Table 1: Mean, SD, and 'F'/t' Values on the perceptions of teacher educators based on their Socio-Economic variables towards Administrative Aspect.

Variable	Category	Mean	Std. Dev.	t/F-value	p-value
Gender	Male	20.96	8.17	2.87**	0.00
	Female	23.14	9.09		
Age	25-35 Years	22.53	7.65	3.55*	0.05
	36-45 Years	22.88	9.12		
	46-55 Years	18.14	9.65		
	55-65 Years	22.90	8.41		
PG Qualification	M.A.,	22.43	9.38	1.12 ^{NS}	0.64
	M.Sc.,	22.19	8.46		
Professional Qualification	M.Ed.,	23.06	8.94	4.32**	0.00
	M.A., (Edn)	18.93	9.33		
	M.A.(Edn)+B.Ed.,	21.83	8.22		
Designation	Principal	19.67	7.90	2.28 ^{NS}	0.19
	Vice - Principal	22.00	8.43		
	Sr. Lecturer	21.19	9.02		
	Lecturer	22.90	9.11		
Methodology-1	English	23.13	8.47	4.01**	0.00
	Telugu	19.68	7.83		



Methodology-II	Mathematics	21.35	9.17	3.19*	0.05
	Physical Science	23.58	8.35		
	Biological Science	22.77	8.73		
	Social Studies	22.61	7.95		
Monthly Income	Below Rs. 15,000/-	22.56	6.99	1.01 ^{NS}	0.63
	Rs. 15,001-20,000/-	22.16	8.40		
	Rs. 20,001-25,000/-	22.50	9.18		
	Above Rs. 25,000/-	22.43	9.44		
Teaching Experience	Below 10 Years	22.73	8.49	3.54*	0.02
	10-20 Years	23.00	7.36		
	Above 20 Years	20.20	8.53		
Locality	Rural	23.18	9.61	3.01*	0.04
	Urban	21.57	7.85		
	Tribal	24.00	9.19		

**Significant at 0.01, *Significant at 0.05 level and NS : Not Significant

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Table 1. observed that, the mean perceptual scores of teacher educators based on their gender towards Administrative aspect of B.Ed., Colleges in East Godavari district, it was for male category teacher educators was 20.96, whereas it is for female category teacher educators was 23.14 and SD Values were 8.17 and 9.09 respectively. The derived t – value was 2.87 and the p-value was 0.00 which was statistically significant at 0.01 level. This shows that, there is a significant difference between the perceptions of male and female category respondents and female category teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of male category teacher educators.

With regard to age, the mean perceptual scores of teacher educators towards Administrative aspect of B.Ed., Colleges in East Godavari district, it was for 25-35 years age group teacher educators was 22.53, whereas it is for 36-45 years was 22.88, it was for 46-55 years was 18.14 and it was for 55-65 years age group was 22.90 and SD Values were 7.65, 9.12, 9.65 and 8.41 respectively. The derived F – value was 3.55 and the p-value was 0.05 which was statistically significant at 0.05 level. This shows that, there is a significant difference among the perceptions of teacher educators

based on their age group and 55-65 years age group teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of the rest.

With regard to PG qualification, the mean perceptual scores of teacher educators towards Administrative aspect of B.Ed., Colleges in East Godavari district, it was for M.A. qualified teacher educators was 22.43, whereas it is for M.Sc., qualified teacher educators was 22.19 and SD Values were 9.38 and 8.46 respectively. The derived t – value was 1.12 and the p-value was 0.64 which was statistically not significant at any level. This shows that, there is no significant difference between the perceptions of M.A., and M.Sc., qualified teacher educators and they perceived similar opinion towards Administrative aspect of B.Ed., Colleges in East Godavari district.

With regard to Professional Qualification, the mean perceptual scores of teacher educators towards Administrative aspect of B.Ed., Colleges in East Godavari district, it was for M.Ed. Qualified teacher educators was 23.06, whereas it is for M.,A.(Edn.) was 18.93, and it was for M.A.(Edn.)+B.Ed., qualified teacher educators was 21.83 and SD Values were 8.94, 9.33 and 8.22 respectively. The derived F – value was

4.32 and the p-value was 0.00 which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of teacher educators based on their Professional qualification and M.Ed., qualified teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of the rest.

With regard to Designation, the mean perceptual scores of teacher educators towards Administrative aspect of B.Ed., Colleges in East Godavari district, it was for Principal was 19.67, whereas it is for Vice-Principal was 22.00, it was for Sr. Lecturer was 21.19 and it was for Lecturer was 22.90 and SD Values were 7.90, 8.43, 9.02 and 9.11 respectively. The derived F – value was 2.28 and the p-value was 0.19 which was statistically not significant at any level. This shows that, there is no significant difference among the perceptions of teacher educators based on their designation and they perceived similar opinion towards Administrative aspect of B.Ed., Colleges in East Godavari district.

With regard to Methodology-I, the mean perceptual scores of teacher educators towards Administrative aspect of B.Ed., Colleges in East Godavari district, it was for English methodology teaching teacher educators was 23.13, whereas it is for Telugu Methodology teaching teacher educators was 19.68 and SD Values were 8.47 and 7.83 respectively. The derived t – value was 4.01 and the p-value was 0.00 which was statistically significant at 0.01 level. This shows that, there is a significant difference between the perceptions of English and Telugu teaching methodology teacher educators and English methodology teaching teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of Telugu methodology teaching teacher educators.

With regard to Methodology-II, the mean perceptual scores of teacher educators towards Administrative aspect of B.Ed., Colleges in East Godavari district, it was for Mathematics methodology teacher educators was 21.35, whereas it is for Physical Science

Methodology teacher educators was 23.58, it was for Biological Science methodology teacher educators was 22.77 and it was Social Studies methodology teacher educators was 22.61 and SD Values were 9.17, 8.35, 8.73 and 7.95 respectively. The derived F – value was 3.19 and the p-value was 0.05 which was statistically significant at 0.05 level. This shows that, there is a significant difference between the perceptions of teacher educators based on their Methodology-II and Physical Science methodology teaching teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of the rest.

With regard to Monthly Income, the mean perceptual scores of teacher educators towards Administrative aspect of B.Ed., Colleges in East Godavari district, it was for Below Rs. 15000 was 22.56, whereas it is for Rs. 15001-20000 was 22.16, it was for Rs. 20001-25000 was 22.50 and it was for above Rs. 25000 was 22.43 and SD Values were 6.99, 8.40, 9.18 and 9.44 respectively. The derived F – value was 1.01 and the p-value was 0.63 which was statistically not significant at any level. This shows that, there is no significant difference among the perceptions of teacher educators based on their monthly income and they perceived similar opinion towards Administrative aspect of B.Ed., Colleges in East Godavari district.

With regard to Teaching Experience, the mean perceptual scores of teacher educators towards Administrative aspect of B.Ed., Colleges in East Godavari district, it was for below 10 years was 22.73, whereas it is for 10-20 years was 23.00, and it was above 20 years was 20.20 and SD Values were 8.49, 7.36, and 8.53 respectively. The derived F – value was 3.54 and the p-value was 0.02 which was statistically significant at 0.05 level. This shows that, there is a significant difference between the perceptions of teacher educators based on their teaching experience and 10-20 years teaching experienced teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of the rest.

With regard to locality, the mean perceptual scores of teacher educators towards Administrative aspect of B.Ed., Colleges in East Godavari district, it was for rural area was 23.18, whereas it is for urban area was 21.57, and it was tribal area was 24.00 and SD Values were 9.61, 7.85, and 9.19 respectively. The derived F – value was 3.01 and the p-value was 0.04 which was statistically significant at 0.05 level. This shows that, there is a significant difference between the perceptions of teacher educators based on their locality and tribal area teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of the rest.

Findings and conclusions of the study:

1. There is a significant difference between the perceptions of male and female category respondents and female category teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of male category teacher educators.
2. There is a significant difference among the perceptions of teacher educators based on their age group and 55-65 years age group teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of the rest.
3. There is no significant difference between the perceptions of M.A., and M.Sc., qualified teacher educators and they perceived similar opinion towards Administrative aspect of B.Ed., Colleges in East Godavari district.
4. There is a significant difference among the perceptions of teacher educators based on their Professional qualification and M.Ed., qualified teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of the rest.
5. There is no significant difference among the perceptions of teacher educators based on their designation and they perceived similar opinion towards Administrative aspect of B.Ed., Colleges in East Godavari district.
6. There is a significant difference between the perceptions of English and Telugu teaching methodology teacher educators and English methodology teaching teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of Telugu methodology teaching teacher educators.
7. There is a significant difference between the perceptions of teacher educators based on their Methodology-II and Physical Science methodology teaching teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of the rest.
8. There is no significant difference among the perceptions of teacher educators based on their monthly income and they perceived similar opinion towards Administrative aspect of B.Ed., Colleges in East Godavari district.
9. There is a significant difference between the perceptions of teacher educators based on their teaching experience and 10-20 years teaching experienced teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of the rest.
10. There is a significant difference between the perceptions of teacher educators based on their locality and tribal area teacher educators perceived high towards Administrative aspect of B.Ed., Colleges in East Godavari district than that of the rest.

Recommendations:

- The method of teaching in the teacher education departments should inspire appreciation among other departments of the university and colleges
- A teacher education department should conduct special innovative programmes in the following directions: Seminar, combining of seminar and discussions with lectures, team teaching, panel discussion, and projects sponsored by the faculty members for improvement of learning in various spheres.
- The colleges of education should be equipped; with facilities for organizing various types of activities such as daily assembly programmes, community living, social work, library organization and other curricular activities which promote democratic spirit of mutual appreciation and fellow feeling.
- It should be made integral part of education department. Definite norms should be followed for certain facilities such as laboratories, libraries and other important audio-visual equipment.

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