

A Study on Working Conditions of D.Ed Teacher Educators

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ABSTRACT

Teacher education is an important programme to improve the quality of school education. Teacher education is dependent upon the quality of teacher educators. The scope of tasks and responsibilities of teacher educators is broad. Teacher educators teach a variety of subjects. They are responsible for the education of future teachers. Hence researcher would like to know the working conditions of D.Ed. Teacher Educators in Krishna District, Andhra Pradesh, India. The cross sectional survey research design was used for this study. The population of the study was made up of all the D.Ed. Teacher Educators in the Krishna District Region. The sample population was made up of 100 Teacher Educators. The simple random sampling technique was used. Questionnaire was used as instrument for data collection. This study intends to find out the working conditions of D.Ed. teacher educators. Objectives, Hypotheses, Variables, Tool, Sample, Method, Data Analysis, and Educational Implications are discussed as follows.

1. Introduction

The development of any nation depends on the quality of its citizens. The quality citizens are the products of its education system. However, the most significant factor of all is the quality of teachers. The mastery over subject knowledge, good communication skills, professional commitment, dedication, and motivation are the required traits of quality teachers. To achieve such traits there is dire need of quality teacher education. Teacher education is concerned with policies framework and procedures and provision which are designed to provide knowledge, attitudes, behaviour and skills to prospective teachers to perform their task effectively in the school and society. Our country needs an ample supply of good teachers to meet this challenge. After independence, the efforts began for the expansion of teacher education in our country. The establishment of teachers training institutions began to meet the demand of required teachers but the reform in teacher education has been one of the enduring concerns in the reports of various commissions and committees on education. The Education Commission (1964-66) recommended "professionalization of teacher education, development of integrated programmes, comprehensive colleges of education and internship."

The National Policy on Education (NPE, 1986) recommended "the overhaul of teacher education to impart it a professional orientation." As a result of its recommendation, the centrally-sponsored scheme of restructuring and reorganization of teacher education came into existence in 1987 which incorporated the establishment of DIETs, CTEs, IASEs and SCERTs. Competent teacher educators shape the future of society. The quality of teacher educator reflects in his/her mastery over the subject, professional commitment, good communications, diagnostic skills, and different learning styles. Therefore, well trained, efficient and committed teachers are the greatest assets of any education system and thereby of the nation. According to Anees (2015) despite realizing various measures still, numerous problems of teachers training exist in India. The main problem of the present teacher education

system has been identified 'the unproductive trained teachers.' The large number of D.Ed. colleges face faculty shortage, poor library facilities, spends more time on initial teacher education. Because most of the faculty members are going to opt another fields. Most of the faculty members are facing problems to work in D.Ed. colleges. Hence there is a need to the present study working conditions of D.Ed. Teacher Educators.

2. Review of Related Literature

AfshanAnees(2015) has studied on "Teacher Education and Their Problems" and researcher highlighted the importance and the problems of teacher education and describes the various role educational agencies like NCERT, NCTE, NCF etc. improving the quality and standard of teacher education. Researcher suggested that the teachers have to keep abreast of the latest developments not only in their field of specialization but also in areas of educational developments and social and cultural issues through continuous in-service orientation.

DarshitHimmat (2017) studied on "Challenges and remedy of Teacher Education" and he suggested that co-curricular activities in the curriculum should be included, teacher educators must be experienced and well qualified with language proficiency, refresher course should be organized for teacher educators frequently, among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration, for professional growth of teacher educators there should be seminars, summer institutes and research symposia at more frequent intervals, correspondence courses in teacher education should be provided, with a strict and high screen for admissions and a rigorous manner of assessment.

3. Objectives of the study

1. To find out the attitudes of D.Ed. Teacher Educators towards working conditions in D.Ed. Colleges.

- To find out the working conditions of D.Ed. Teacher Educators with respect to Gender, Locality, Management, Experience and Subject.

4. Hypotheses of the study

- There is no significant difference between the working conditions of Male and Female teacher educators.
- There is no significant difference between the working conditions of Urban and Rural teacher educators.
- There is no significant difference between the working conditions of Government and Private teacher educators.
- There is no significant difference between the working conditions of Senior and Junior teacher educators.
- There is no significant difference between the working conditions of Language and Science teacher educators.

5. Methodology of the study

Cross sectional Survey Method was adopted for this study.

6. Sample for the study

A sample of 100 D.Ed Teacher Educators was selected from Language and Subject Teacher Educators.

7. Tool of the study

A utility of working conditions questionnaire was prepared with five point scale by the investigator and that was found that with face validity and reliability (0.85) with 50 statements asking of Strongly Disagree (S.D.A), Disagree (D.A), Neutral (N), Agree (A) and Strongly Agree (S.A). We distributed the questionnaire to D.Ed. Teacher Educators and collected after 60 minutes. The collected data was scored as 1 of SDA, 2 of DA, 3 of N, 4 of A and 5 of S.A and then interpreted with Mean, S.D. and t-test through Statistical Package for social sciences (SPSS ver. 20.0) and it explained in the following tables.

8. Analysis and Interpretation of Data

In the present investigation the data was tabulated of the demographic variables viz., Gender, Locality, Management, Experience and Subjection working conditions of D.Ed. Teacher Educators.

Table-1: Classification of D.Ed. Teacher Educators according to their working conditions

S.No	Scores of attitude on working conditions	Level	No. of Teacher Educators
1	1-33	Low	19
2	34-67	Moderate	54
3	68-100	High	27

From the above table-1, we may be defined their attitudes of working conditions on the basis of above analysis. There are 19 Teacher Educators found in between 1-33 scores of the attitude, 54 Teacher Educators are categorized under moderate level in between 34-67 marks and the remaining 27 Teacher Educators fall under the high level. Hence we conclude that attitudes are improving their working conditions low and moderate levels.

Hypothesis-1: There is no significant difference between the working conditions of Male and Female Teacher Educators.

Table-1: Comparison of Male and Female Teacher Educators

Variable	Sample	Sample size (N)	Mean	S.D.	t-Value
Gender	Male	42	161.26	22.82	0.01 ^{NS}
	Female	58	161.19	21.78	

NS-Not Significant at 0.05 Level

From table-1, it is observed that the calculated t-value 0.01 is not significant at 0.05 level, it is clear that there is no significant difference between the working conditions of Male and Female Teacher Educators. Hence it can be concluded that the hypothesis is accepted.

Hypothesis-2: There is no significant difference between the working conditions of Urban and Rural Teacher Educators.

Table-2: Comparison of Urban and Rural Teacher Educators

Variable	Sample	Sample size (N)	Mean	S.D.	t-Value
Locality	Urban	54	161.15	15.55	0.03 ^{NS}
	Rural	46	161.30	28.11	

NS-Not Significant at 0.05 Level

From table-2, it is observed that the calculated t-value 0.03 is not significant at 0.05 level, it is clear that there is no significant difference between the working conditions of Urban and Rural Teacher Educators. Hence it can be concluded that the hypothesis is accepted.

Hypothesis-3: There is no significant difference between the working conditions of Government and Private Teacher Educators.

Table-3: Comparison of Government and Private Teacher Educators

Variable	Sample	Sample size (N)	Mean	S.D.	t-Value
Management	Government	16	200	15.75	8.80*
	Private	84	156.91	18.32	

* Significant at 0.05 Level

From table-3, it is observed that the calculated t-value 8.80 is significant at 0.05 level, it is clear that there is significant difference between the working conditions of Government and Private Teacher Educators. Hence it can be concluded that the hypothesis is rejected.

Hypothesis-4: There is no significant difference between the working conditions of Senior and Junior Teacher Educators.

Table-4: Comparison of Senior and Junior teacher educators

Variable	Sample	Sample size (N)	Mean	S.D.	t-Value
Experience	Senior	68	160.18	23.19	0.69 ^{NS}
	Junior	32	163.44	19.84	

NS-Not Significant at 0.05 Level

From table-4, it is observed that the calculated t-value 0.69 is not significant at 0.05 level, it is clear that there is no

significant difference between the working conditions of Senior and Junior Teacher Educators. Hence it can be concluded that the hypothesis is accepted.

Hypothesis-: There is no significant difference between the working conditions of Language and Science Teacher Educators.

Table 5: Comparison of Art, Language and Subject teacher educators

Variable	Sample	Sample size (N)	Mean	S.D.	F-Value
Subject	Language	24	159.33	26.54	0.48 ^{NS}
	Science	76	161.82	20.64	

NS-Not Significant at 0.05 Level

From table-5, it is observed that the calculated t-value 0.48 is not significant at 0.05 level, it is clear that there is no significant difference between the working conditions of Language and Science Teacher Educators. Hence it can be concluded that the hypothesis is accepted.

9. Findings of the study

On the basis of analysis and interpretation of data, the following may be drawn:

- There is no significant difference between the working conditions of Male and Female teacher educators.
- There is no significant difference between the working conditions of Urban and Rural teacher educators.
- There is significant difference between the working conditions of Government and Private teacher educators.
- There is no significant difference between the working conditions of Senior and Junior teacher educators.
- There is no significant difference between the working conditions of Language and Subject teacher educators.

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10. Suggestions to further studies

- The sample size may be enlarged to more concrete results.
- The same study may be conducted to B.Ed. Teacher Educators, M.Ed. Teacher Educators at District and State levels.
- This study may be extended to student teachers from D.Ed. Colleges, B.Ed. Colleges and M.Ed. Colleges at District and State levels.

11. Conclusion

Quality teacher education certainly plays a key role in nation building. The nation which is incapable of providing quality teacher education cannot produce competent and skilled teachers. The teacher educator is the central point of the entire educational system and the principal agent for bringing desirable changes in the teaching-learning process. The whole educational activities revolve around the teacher educator. Thus, quality teacher educators are the key factors in achieving sustainable global development. Therefore, their training, recruitment, retention, status and working conditions should be among global priorities today. But the shortage of well-trained teacher educators is a significant problem today. Since no education system can rise above the existing level without the quality of its teacher educators, vigorous efforts would be needed to bring substantial reforms. To fill this gap, the central government, regulatory bodies like NCTE, UGC and other statutory bodies like NCERT, NUEPA, IASE, Central Universities, premier institutions of education and policy planners with other stakeholders have to play a major role in this process of reform. The restructuring curriculum of teacher education programme needs to be revised according to the changing needs of the society. And also Government has to recognize the teacher educators and hike their wages i.e. it must be minimum wages and provide Government sector jobs too.