

# Assessment and Accreditation of Governance, Leadership and Management of Teacher Education Institutions (TEI) in Karnataka

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## ARTICLE DETAILS

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## ABSTRACT

Accreditation is a process of quality assurance and improvement, whereby a programme in an institution is critically appraised to verify that the teacher education institutions or the programme continues to meet and exceed the norms and standards prescribed by the appropriate designated authorities. Accreditation does not seek to replace the system of award of degree by the universities/autonomous institutions. But, accreditation provides quality assurance that the academic aims and objectives of the institution are honestly pursued, and effectively achieved, by the resources available, and that the institution has demonstrated capabilities of ensuring effectiveness of the educational programmes over the validity period of accreditation. Effective leadership by setting values and participative decision-making process is key not only to achieve the vision, mission and goals of the teacher education institutions but also in building the organizational culture. The governance structure of the programme must clearly assign authority and responsibility for the formulation and implementation of policies that enable the programme to fulfil its mission. The programme must possess the financial resources necessary to fulfil its mission and programme of educational objectives. The present research falls under the purview of quantitative research and hence quantitative methods, such as data collection, analysis, comparison, tabulation and illustration, are used. Among 48 randomly selected colleges of education, I received replies from 19 colleges of education only, and the same data are taken for granted for analysis.

## 1. Introduction

Effective functioning of an teacher-education institutions can be gauged by the policies and practices it has evolved in the matter of planning human resources, recruitment, training, performance-appraisal, financial management and the overall role of leadership. Strategic Management is the identification of strategies educational leaders can adopt to achieve improved performance and competitive advantage over contending institutes of learning. An institution of learning is said to have competitive advantage if its profitability is higher than the average profitability of the contending institutes of learning. It is a continuous process of planning, monitoring, analysing and assessing the learning out-come of the teacher education institutions.

- **Institutional Vision and Leadership:** Effective leadership by setting values and participative decision-making process is key not only to achieve the vision, mission and goals of the teacher education institutions but also in building the organizational culture. The formal and informal arrangements in the teacher education institutions to co-ordinate the academic and administrative planning and implementation reflects the teacher education institutions efforts in achieving its vision.
- **Strategy Development and Deployment:** The leadership provides clear vision and mission to the teacher education institutions. The functions of the teacher education institutions and its academic and administrative units are governed by the principles of

participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the institutional provisions.

- **Faculty Empowerment Strategies:** The process of planning human resources including recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and ensure that they form the basis for planning. Efforts are made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.
- **Financial Management and Resource Mobilization:** Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.
- **Internal Quality Assurance System (IQAS):**The internal quality assurance systems of HEIs are Self-regulated responsibilities of the teacher education institutions, aimed at continuous improvement of quality and achieving academic excellence. The

teacher education institutions has mechanisms for academic and administrative auditing. It adopts quality management strategies in all academic and administrative aspects. The institution has an IQAC and adopts a participatory approach in managing its provisions.

**2. Objectives of the study**

- To assess the differences between four regions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to component of total quality management i.e. institutional information of Governance, leadership & management, functioning of Governance, leadership & management scores of teacher education institutions in Karnataka.

**3. Hypothesis of the study**

- There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores of Governance, leadership & management of teacher education institutions in Karnataka.
- There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores of Governance, leadership & management of teacher education institutions in Karnataka.

**4. Methodology of the study**

The present study, survey and comparative method was used as research method for collecting information.

**• Sample:**

In the present study, the sample was selected from all the 49 assessed and accredited colleges of teacher education

institutions in Karnataka state. For this purpose the 19 colleges of education were selected randomly from four divisions of Karnataka. All the selected colleges were recognized by NAAC and NCTE.

**• Tools Used To Collect Data:**

Governance, Leadership & Management scale was developed by the investigator on various dimensions of quality in teacher education institutions. Validity and reliability were established for the scale. The Rating scale was developed to measure the quality management in colleges of teacher education. The Rating scale was framed on the basis of objectives of the study.

**• Statistical Techniques Used:**

The appropriate statistical tools have been used such as simple mean, standard deviation, median, Inter quartile range (IQR), Non-parametric Kruskal Wallis analysis of variance and the Karl Pearson’s correlation coefficient and other relevant statistical tests.

**5. Analysis and Interpretation**

**Hypothesis 01:** There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores of Governance, leadership & management of teacher education institutions in Karnataka.

To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below

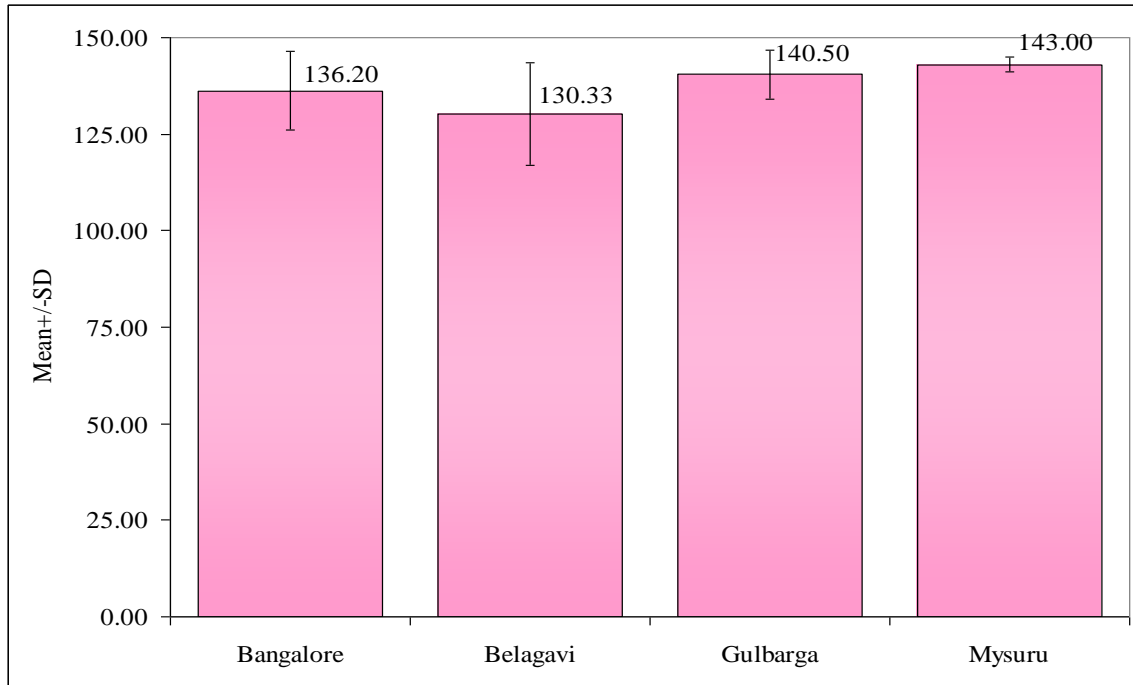
**Table 01:** Results of Kruskal Wallis ANOVA between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores of Governance, leadership & management of teacher education institutions in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	136.20	10.13	138.00	2.50
Belagavi	130.33	13.32	132.00	10.50
Gulbarga	140.50	6.36	140.50	4.50
Mysuru	143.00	2.00	143.00	1.50
Total	136.95	10.19	142.00	3.75
H-value	4.5480			
P-value	0.2080			

The results of the above table reveal that, the mean±SD and median ± IQR of institutional information scores of Governance, leadership & management of teacher education institutions in Karnataka are 136.95±10.19 and 142.00±3.75 respectively. In which, the mean of institutional information scores of Governance, leadership & management is higher in Mysuru division (143.00±2.00) as compared to lowest in Belagavi division (130.33±13.32) followed by Bangalore

division (136.20±10.13) and Gulbarga division (140.50±6.36). The difference between four divisions is not found to be statistically significant (H=4.5480, p>0.05) at 5% level of significance. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of institutional information scores of Governance, leadership & management is similar in four divisions. The mean and SD scores are also presented in the following figure.

**Figure: 01:** Comparison of four regions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores of Governance, leadership & management of teacher education institutions in Karnataka.



**Hypothesis: 02:** There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores of Governance, leadership & management of teacher education institutions in Karnataka.

To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below;

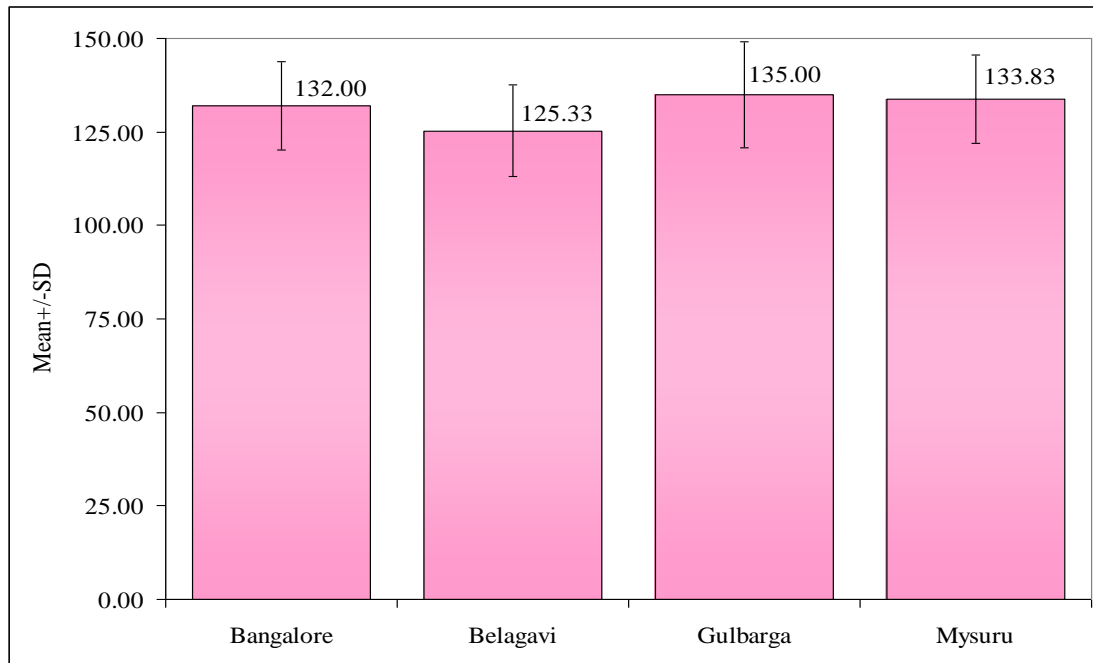
**Table 02:** Results of Kruskal Wallis ANOVA between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores of Governance, leadership & management of teacher education institutions in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	132.00	11.94	135.00	10.50
Belagavi	125.33	12.27	126.00	9.50
Gulbarga	135.00	14.14	135.00	10.00
Mysuru	133.83	11.86	139.00	11.50
Total	130.79	11.79	132.00	11.00
H-value	1.9110			
P-value	0.5910			

The results of the above table reveal that, the mean±SD and median ± IQR of functioning scores of Governance, leadership & management of teacher education institutions in Karnataka are 130.79±11.79 and 132.00±11.00 respectively. In which, the mean of functioning scores of Governance, leadership & management is higher in Gulbarga division (135.00±14.14) as compared to lowest in Belagavi division (125.33±12.27) followed by Bangalore division (132.00±11.94)

and Mysuru division (133.83±11.86). The difference between four divisions is not found to be statistically significant (H=1.9110, p>0.05) at 5% level of significance. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of functioning scores of Governance, leadership & management is similar in four divisions. The mean and SD scores are also presented in the following figure.

**Figure 02:** Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores of Governance, leadership & management of teacher education institutions in Karnataka



## 6. Findings of the study

- The mean of institutional information scores of Governance, leadership & management is higher in Mysuru division ( $143.00 \pm 2.00$ ) as compared to lowest in Belagavi division ( $130.33 \pm 13.32$ ) followed by Bangalore division ( $136.20 \pm 10.13$ ) and Gulbarga division ( $140.50 \pm 6.36$ ). The difference between four divisions is not found to be statistically significant.
- The mean of functioning scores of Governance, leadership & management is higher in Gulbarga division ( $135.00 \pm 14.14$ ) as compared to lowest in Belagavi division ( $125.33 \pm 12.27$ ) followed by

Bangalore division ( $132.00 \pm 11.94$ ) and Mysuru division ( $133.83 \pm 11.86$ ). The difference between four divisions is not found to be statistically significant.

## 7. Conclusions

- The mean of institutional information scores of governance, leadership & management is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru)
- The mean of functioning scores of governance, leadership & management is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru)

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