

A Study of Comparison between the Attitude of Teacher Educators of Self-Financing and Government Colleges of Education

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Abstract – The expert estimations of teachers of self-financed universities of training is fundamentally higher than the expert estimations of teacher teachers of government schools of instruction. At the point when part proficient esteems were looked at, the mean scores of expert estimations of teacher teachers of self-financed schools of training as for Esthetic Value, Theoretical Value, Religious Value and Social Value were fundamentally higher than the mean score of expert estimations of teacher teachers of government universities of instruction. Be that as it may, the mean scores of expert estimations of teacher teachers of government schools of training regarding Economic Value, Hedonistic Value and Political Value were fundamentally higher than the mean score of expert estimations of educator teachers of self-financed universities of training. It is discovered that the expert estimations of teacher teachers of self-financed universities of training are essentially higher than the expert estimations of educator teachers of government schools of instruction. The teacher teachers of government schools of training must understand this and should introspect and discover the reasons of disintegrating proficient esteems. Teacher teachers must have some sort of responsibility towards their calling. They ought to constantly be associated with their expert development as far as embraced examine, composing research papers, leading workshops and courses, going to gatherings, workshops and classes and showing papers, and so on.

Keywords: Teaching Profession, Attitude, Teacher, Educators, Self-Financing, Government Colleges.

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INTRODUCTION

Teacher education occupies an important place in the education system of a country. The teacher education in India is vastly institution listed. There are teacher education institutions for teachers of various levels and kinds and all these teacher education institutions are required by law to get recognition from National Council for Teacher Education. To provide education to every citizen of the country is the pious duty of the state but financial constraints and ever increasing demands for education from every section of population forced the Governments to look for new strategies to meet the demand. In order to facilitate access of education to masses without increasing financial burden on its part, the Governments experimented with the idea of self-financed institutions. The self-financed institutions in the field of education are those institutions which do not get any financial aid from Governments. Instead, these institutions meet out their expenses from the fee charged from students. Though emergence of self-financed institutions increases access to education but they are generally

out of reach of poor students as they charge very hefty fee from students.

Good education is the result of the interaction of multifactor's, the most important of which is increasingly recognized to be quality teachers and teaching. The way teachers teach is of critical concern in any reform designed to improve quality.

Education is an arrangement of procedures and results that are characterized subjectively. The accomplishments of general cooperation in instruction will be on a very basic level contingent on the nature of education. Different individuals have distinctive feeling about quality. The accomplishment of understudy depends above all else on the nature of the instructors. In any case, in we instruction we pick up when understudies are learning, schools and colleges make esteems for those they serve and the individuals who serve them. Those expansive ideas control enhanced instructing and teach in way those teachers, students, administrators and the group will see and

acknowledge on a day by day base. When we get the hang of something that is helpful for in instructive process that is called nature of education .Quality education is an institutionalize procedure of getting the hang of, preparing and learning, magnificence in education. The optional instruction commission(12952-53) has commented in a similar strain-"We are however persuaded that the most essential factor in the considered instructive reproduction is the educator his own qualities, his instructive capabilities, his expert preparing and the place he possesses in school and in addition in the group."

REVIEW OF LITERATURE

Mandeville and Liu (1997) tried more than 9,000 seventh grade understudies from 33 coordinated sets of schools whose science educators varied on level of planning. The understudies under high readiness and arranging educators beat those under low readiness instructors on the more elevated amount assignments. In an investigation of 135 male educators and 2839 understudies of class IX in Udaipur, Singh (1981) watched that an effective instructor was capable to prompt learning, create premiums and cultivate alluring demeanors in his understudies, both by his educating in the classroom and by his commendable direct .in various social circumstances. An unsuccessful instructor, on the other hand, delivered minimal subject learning, created antipathy for the subject, made misconception and encouraged bothersome demeanors.

Chaudhury (1990) examined the relationship of the showing abilities of 178 auxiliary school instructors with the understudy accomplishment. The six showing skills of organizing questions, responding to expand understudy however, lucidity in clarification, concentrated perusing, maintaining student consideration and giving assignments were emphatically connected with understudy accomplishment in English. Educators' method for organizing questions was critical in affecting understudies' preferring for the instructor. Preece (1994) was be that as it may, or the view that securing general educational information won't not convert into successful conduct in classroom, as appeared by 135 pre-benefit training understudies' dispositions towards general instructive standards and the quality of their classroom educating in an optional school setup. An altered rendition of Merchant and Bower's (1990) Teaching Behaviors Questionnaire estimated demeanors towards general academic principals. Their educating was seen on no less than four separate events amid three months of instructing in schools. No noteworthy positive relationship was found between the inspirational dispositions towards genera instructive principals and any of the instructing ability. A frail negative relationship was youngsters.' It was recommended that the cultivating of uplifting demeanors in pre-benefit training understudy educators towards general instructive standards,

based on hones went for improving understudies' scholastic accomplishments, may bring about lower quality educating, as a result of its unfriendly impact on student educators relationship. Gilberts and Lignugaris-Kraft (1997) explored 33 considers and reasoned that the critical skills in advancing positive learning condition included classroom administration to encourage getting the hang of, detailing a standard for classroom conduct, actualizing procedures to change conduct, and surveying the viability of mediations and instructional competencies preparation for particular educating exercises, introduction utilizing assortment of techniques and procedures, input and acclaim, intelligent evaluation to encourage future lesson arranging, and ultimately, viable utilization of time, (for example, differing pace of guideline and keeping up understudies' consideration amid seatwork at 80% levels or higher).

The significance of scholarly capacity in scholastic accomplishment can't be characterized, yet countless identity factors have been found to pose a potential threat in scholarly accomplishment. Scholarly accomplishment in general, alludes to the degree or level of achievement of capability, accomplished in some particular territory, concerning educational or scholastic work. Scholarly or instructive age, achievement remainder or accomplishment remainders are the most ordinarily utilized intends to decipher the level of scholarly accomplishment of understudies in a particular given topic. Great (1959) characterizes scholastic accomplishment as the learning achieved or ability created in the school subjects, typically assigned by test scores or stamps allocated by the educators. Trow (1956) characterized scholarly accomplishment as the achieved capacity or level of ability in school assignments for the most part estimated by government sanctioned test scores and communicated in evaluations or units, in view of standards, got from a wide inspecting of understudies execution. Consequently, scholarly accomplishment is the fitness the understudies appear in the school subjects in which they have gotten direction.

METHODOLOGY

1. The three districts of (Murshidabad, Malda and Dakshin Dinajpur proposed) in West Bengal selected for the study.
2. The researcher will use descriptive and survey method and other tools like questionnaire interview, and problem checklist in the present study.

POPULATION AND SAMPLE OF THE STUDY:

Population:-The teacher education institutions of Murshidabad, Malda and Dakshin Dinajpur districts

of West Bengal were the population of the study. In the present study, quality of principals, teachers, student-trainees, administrator from govt. and self-financed teacher education institutions area of Murshidabad and Malda and Dashing Diaper districts and five criteria of NAAC are taken as population. The investigator will be meeting the principals, teachers, student-trainees and administrators who are selected through sampling.

Sample: -About 6 government (Bed and Deed) teacher education institutions and 18 self-financed (Bed and Deed) teacher education institutions of Murshidabad, Malda and Dakshin Dinajpur districts in West Bengal were the sample of the study. Overall 24 govt. and self-financed teacher education institutions' students selected through stratified random sampling technique considering of the districts as the sample of the present study.

Research Design: For present study interview schedule types, descriptive survey method will be used.

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Sample: - About 6 government (B.Ed. and D.Ed.) teacher education institutions and 18 self-financed (B.Ed. and D.Ed.) teacher education institutions of Murshidabad, Malda and Dakshin Dinajpur districts in West Bengal were the sample of the study. Overall 24 govt. and self-financed teacher education institutions' students selected through stratified random sampling technique considering of the districts as the sample of the present study.

RESULT AND ANALYSIS

Table No. 1

Significance of Difference between Mean Scores of Attitude of Teacher Educators of Self-Financing and Government Colleges of Education towards Teaching Profession

Type of Colleges	N	Mean	S.D.	SE	t-ratio	Level of Significant
Self-financing	60	17.10	6.466	1.026	1.62	Not significant at 0.05 level
Government	40	19.26	7.074	0.791		

This table no.1 demonstrated the mean scores of the state of mind of instructor teachers of self-financing and supported universities of training towards showing calling were 17.10 and 19.26 separately. The ascertained t-esteem is 1.62 which isn't critical at 0.05 levels. Along these lines, invalid speculation expresses that there is no importance contrast between the demeanor of instructor instructors of self-financing and supported schools of training towards showing calling, stands acknowledged.

Table No. 2

Significance of Difference between Mean Scores of Attitude of Teacher Educators of Self-Financing and Government Colleges of Education towards Classroom Teaching

Type of Colleges	N	Mean	S.D.	SE	t-ratio	Level of Significant
Self-financing	60	20.53	4.745	0.750	1.26	Not significant at 0.05 level
Government	40	21.99	6.336	0.706		

This table no. 2 demonstrated the mean scores of the disposition of instructor instructors of self-financing and supported schools of training towards classroom educating were 20.53 and 21.99 separately. The ascertained t-esteem is 1.26 which isn't huge at 0.05 level. In this way, invalid theory expresses that there is no importance contrast between the state of mind of instructor instructors of self-financing and supported universities of training towards classroom educating, stands acknowledged.

Table No. 3

Significance of Difference between Mean Scores of Attitude of Teacher Educators of Self-Financing and Government Colleges of Education towards Child Centered Practices

Type of Colleges	N	Mean	S.D.	SE	t-ratio	Level of Significant
Self-financing	60	18.66	6.577	1.040	1.66	Not significant at 0.05 level
Government	40	20.76	6.315	.706		

This table no.3 demonstrated the mean scores of the mentality of instructor teachers of self-financing and supported schools of training towards youngster focused practices were 18.66 and 20.76 individually. The computed t-esteem is 1.66 which isn't noteworthy at 0.05 level. Hence, invalid theories expresses that there is no hugeness contrast between the state of mind of instructor teachers of self-financing and supported schools of

training towards youngster focused practices, stands acknowledged.

Table No. 4

Significance of Difference between Mean Scores of Attitude of Teacher Educators of Self-Financing and Government Colleges of Education towards Educational Process

Type of Colleges	N	Mean	S.D.	SE	t-ratio	Level of Significant
Self-financing	60	20.66	7.29	0.706	4.44	significant at 0.05 level
Government	40	14.60	6.56	1.040		

This table no.4 demonstrated the mean scores of the state of mind of instructor educators of self-financing and government colleges of education towards instructive process were 20.66 and 14.60 separately. The figured t-esteem is 4.44 which is huge at 0.05 level. Therefore, invalid theories expresses that there is no significance difference between the attitude of instructor educators of self-financing and government colleges of education towards instructive process, stands rejected. The cause of this distinction might be instructing learning procedure of supported universities was more advantageous than self-financing schools.

Table No. 5

Significance of Difference between Mean Scores of Attitude of Teacher Educators of Self-Financing and Government Colleges of Education towards Pupil Teachers

Type of Colleges	N	Mean	S.D.	SE	t-ratio	Level of Significant
Self-financing	60	24.61	6.995	0.762	2.92	significant at 0.05 level
Government	40	20.60	6.203	0.961		

The table no.5 demonstrated the mean scores of the disposition of instructor instructors of self-financing and government schools of training towards understudy educators were 24.61 and 20.60 individually. The ascertained t-esteem is 2.92 which is huge at 0.05 level. Along these lines, invalid speculations expresses that there is no essentialness distinction between the disposition of instructor teachers of self-financing and government schools of training towards student educators, stands rejected. The reason for this distinction might be instructor instructors of supported schools of training were less responsible than the educator instructors of self-financing universities with respect to student educators.

Table No. 6

Significance of Difference between Mean Scores of Attitude of Teacher Educators of Self-Financing and Government Colleges of Education towards Mutual Understanding

Type of Colleges	N	Mean	S.D.	SE	t-ratio	Level of Significant
Self-financing	60	19.64	7.615	0.651	1.74	Not significant at 0.05 level
Government	40	17.55	4.696	0.742		

The table no. 6 demonstrated the mean scores of the mentality of instructor teachers of self-financing and supported schools of training towards common comprehension were 19.64 and 17.55 separately. The ascertained t-esteem is 1.74 which isn't noteworthy at 0.05 level. In this way, invalid theories expresses that there is no noteworthiness contrast between the demeanor of instructor teachers of self-financing and government universities of training towards shared comprehension, stands acknowledged.

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