

Analysis of Personality Characteristics Factors Of Pupil Teachers of Self-Financed and Government Aided College

Rekha Sharma

Research Scholar
Mewar University, Rajasthan

Dr. Nishi Aggarwal

Supervisor
Mewar University, Rajasthan

ABSTRACT:

India is a democratic developing country like other developing countries. Its population is increasing at fast rate to provide education to all the children. India has launched many schemes right from its independence. As such the government decided that providing education at all levels would be a national responsibility. Teacher educators are like a burning lamp having burning oil for lighting the mind and hearts of pupil-teachers. To provide quality teacher education at the elementary and secondary level, teacher-educators have to maintain a high-level of academic and professional competence so as to prepare the best teachers for our country's schools. Unless, teacher educators are in a position to provide worthwhile experiences to our pupil teachers for realizing the stipulated teacher education objectives related to a particular type of teacher education course, the talk of any worthwhile quality teacher education would be futile by all means. At this juncture of time, where unprecedented changes of knowledge and action manifest in all the diversions of worldly life, the role of teacher educators needs to take a positive direction. In other words, the need is to have quality teacher educators that mean, to have competent committed and willing to perform teacher educators.

KEYWORDS: Teaching educator, academic & professional

INTRODUCTION:

Till 1980s the resources of the government reached the limit and most of the state governments were forced to stop establishing or funding new colleges. In the same period, the preferences of students also shifted from academic disciplines to professional programmes to study particularly in areas related to engineering medicine management, computer applications etc. The effect of these two factors resulted in the new category of private institutions. The government encouraged the establishment of these private and self financing institutions are made them function under the academic regulations of the universities in the area. This new crop of private institutions, locally called "self-financing" institutions. It has been accepted now that providing for higher education is the responsibility of both the state and private investors. There are two main reasons, first is the demand for education from the growing numbers of regular students as well as from the many persons and who desire to more education. Secondly, there is an inability of the state to catter the increasing demand due to financial constraint. In the first five years plan, the allocation to education was 7.6%. It come down to 1.3 in the 8th plan. The government had committed 6% of the GNP on education during the 9th plan but could spend only 3.7% on education. The Ambeni-Birla Report (2000) estimates that this figure will reduced to 1.8% by 2015. In our country today there are about 16 million students enrolled in post secondary level institutions of all categories, including the distance mode. About 85% of them are enrolled in general liberal art and science institutions and the rest in professional and vocational programmes. Though the number of students enrolled appears to be huge, it still works out just about 6% of the relevant age group between 18 and 22 years of age. This is very low compared to the corresponding figure of about 80% for countries like the USA, Finland and Japan. In most of the western countries, it

ranges from 20% to 30%. A sizeable number of these institutions comprises of affiliated colleges a half of whom have already been abandoned by UGC by describing them as academically non-viable institutions. The pass outs of most of these institutions of higher education are only joining the already existing vast stream of unemployable and underemployed youth. It is for this and other reasons that on the eve of formulation of new education policy (1986) the state of higher education was severely criticized in these words: "the whole process of higher education has become warped, dysfunctional, producing a number of unemployable young men and women" (Challenge of Education, 1985). One of the basic reasons as to why substandard general higher education institutions grew phenomenally and technical and professional education institutions increased at a much slower pace was that as against general education institutions, technical education institutions required much heavier investment of funds which was unavailable in the proportion of their requirements.

COEXISTENCE OF PUBLIC AND PRIVATE UNIVERSITIES:

As stated earlier this form of privatization occurs through developing private institutions without reducing or affecting the existing number of public institutions/universities. In other words government funded public universities remain operational but a number of parallel private universities may be permitted or encouraged to operate. The number of private universities and public universities may remain constant, expand or contract in different permutations and combinations. The private universities and institutes falling under this form seek to charge all costs of education from the learners themselves and are privately owned and controlled and finance their activities through their funds. This form is quite popular in Japan, Korea, Philippines and Latin American countries where private and public universities coexist simultaneously. In fact looking at our political and social ethos and the kind of economic development we have, even this form of privatization which seeks to recover all costs of education from students themselves and serves the interests of havens and neglects have-nots is not suitable as it also badly hits the principles of equity and social solidarity. It has almost the same disadvantages as the first extreme form has and so it also needs to be discouraged and guarded against. Those who favour this kind of privatization argue that private funding and control of education will enhance efficiency and effectiveness of the higher education system and will also promote excellence and relevance of education. The bitter fact about the Indian experience is that in the ocean of thousands of private professional education institutions across the country we find only a few Islands of excellence and the rest are afflicted by mediocrity. One finds little control over the quality of their performance.

REVIEW OF LITERATURE:

Mandeville and Liu (1997) tested over 9,000 seventh grade students from 33 matched pairs of schools whose mathematics teachers differed on level of preparation. The students under high preparation and planning teachers outperformed those under low preparation teachers on the higher level tasks. In a study of 135 male teachers and 2839 students of class IX in Udaipur, Singh (1981) observed that a successful teacher was able to induce learning, develop interests and foster desirable attitudes in his students, both by his teaching in the classroom and by his exemplary conduct in different social situations. An unsuccessful teacher, on the other hand, produced little subject learning, developed aversion to the subject, created misunderstanding and fostered undesirable attitudes.

Chaudhury (1990) investigated the relationship of the teaching competencies of 178 secondary school teachers with the pupil achievement. The six teaching competencies of structuring questions, reacting to extend pupil thought, clarity in explanation, intensive reading, sustaining pupil attention and giving assignments were positively associated with pupil achievement in English. Teachers' way of structuring questions was important in influencing pupils' liking for the teacher. Preece (1994) was however, of the view that acquiring general pedagogical knowledge might not translate into effective behaviour in classroom, as shown by 135 pre-service education students' attitudes towards general pedagogical principles and the

quality of their classroom teaching in a secondary school setup. A modified version of Merchant and Bower's (1990) Teaching Behaviours Questionnaire measured attitudes towards general pedagogical principals. Their teaching was observed on at least four separate occasions during three months of teaching in schools. No significant positive relationship was found between the positive attitudes towards general pedagogical principals and any of the teaching competence. A weak negative 'relationship was children.' It was suggested that the fostering of positive attitudes in pre-service education student teachers towards general pedagogical principles, on the basis of practices aimed at enhancing pupils' academic achievements, might result in lower quality teaching, because of its adverse effect on pupil-teachers relationship.

Gilberts and Lignugaris-Kraft (1997) reviewed 33 studies and concluded that the important competencies in promoting positive learning environment included classroom management to facilitate learning, formulating a standard for classroom behavior, implementing strategies to change behavior, and assessing the effectiveness of interventions and instructional competencies preparation for specific teaching activities, presentation using variety of methods and strategies, feedback and praise, interactive assessment to facilitate future lesson planning, and lastly, effective use of time (such as varying pace of instruction and maintaining students' attention during seatwork at 80% levels or higher).

PRIVATIZATION OF TEACHER EDUCATION:

In our own country, the roots of teacher training programme are very-very old. The training programme of teachers in India started in the Gurukul where the father trained the son. The Gurukul system of training was adopted by the Buddhists and the Jains with a difference. The Jain and Buddhists teachers were no householders or grihashtas. The passing on the art of teaching from father to the son did not exist in their Viharas or chaity as the bright students who preferred to be the teachers, Upadhyayas or Munis were trained by their masters. The Buddhist and Jain system of education disappeared from the country by the twelfth century A.D. But the Hindu system of education and teacher preparation survived for a long period in the history of world. Formal training of teachers in modern India started in the 18th century in the form of monitorial mode as operative in India. The Wood's dispatch of 1854 stressed the training of teachers. Wood's dispatch (1854) desired to see the establishment, with us little delay as possible of training schools and classes or masters in each presidency in India. Lahore Univ. was established in 1869. As a result of wood's dispatch, universities were established in 1857 by different Acts at Calcutta, Bombay and Madras on the pattern of London University. There was rapid growth of colleges. Besides Government Colleges, numerous private Institutions also sprang up. "By the turn of the century the country had six training colleges. Saidapet, Rajamundry, Kurseong, Allahabad, Lahore and Jabalpur" (Mukherjee 1968). The recommendation of the Calcutta University Commission (1917) was the hall mark in the development of teacher education in India. They recommended the opening of a department of Teacher Education in University to be manned by a Professor, Reader and Lecturers Mysore was the first to have a faculty of Education in 1925 of the 18 universities till 1932, 13 head department of education and Bombay was the first to launch on M.Ed. programme in 1936. There are 1221 elementary teacher training institutions and 633 colleges of Education/University department preparing teachers for secondary and higher secondary schools (Selected Education Statistic 1995-96, M.H.R.D.Govt. of India, New Delhi).

ACADEMIC PERFORMANCE:

The importance of intellectual ability in academic achievement cannot be defined, yet a large number of personality factors have been found to loom large in academic achievement. Academic achievement in general, refers to the degree or level of success of proficiency, attained in some specific area, concerning scholastic or academic work. Academic or educational age, accomplishment quotient or achievement quotients are the most commonly used means to interpret the level of academic achievement of pupils in a specific given subject matter. Good (1959) defines academic achievement as the knowledge attained or skill developed in the school subjects, usually designated by test scores or marks assigned by the teachers. Trow

(1956) defined academic achievement as the attained ability or degree of competence in school tasks, usually measured by standardized test scores and expressed in grades or units, based on norms, derived from a wide sampling of pupils performance. Thus, academic achievement is the competence the students show in the school subjects in which they have received instruction.

RESULT & DISCUSSION:**Table - 1**

Comparison of Pupil Teachers of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'A'

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	Pupil Teachers of Self-finance College	300	3.10667	2.16224	0.75508	Not Significant
2.	Pupil Teachers of Govt. Aided College	200	2.97500	1.72174		

Table-1 displays analysed data in terms of 't' value regarding comparison of pupil teachers of self-finance and Govt. aided teacher education institutions concerning personality factor 'A' i.e. Reserved Vs Outgoing. In order to be significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 0.755 is less than minimum significant 't' value 1.96. It means pupil teachers studying in self-finance and Govt. aided teacher education institutions don't differ significantly in terms of their personality factor 'A'. It is evident from the table that pupil teachers of self-finance institutions are more reserved or more outgoing then their counter part pupil teachers of Govt. aided institutions but difference in mean scores of the two groups is not real. It is due to chance error. Therefore, it can be said safely that two groups of pupil teacher possess personality factor A equally.

Table - 2

Comparison of Pupil Teachers of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'B'

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	Pupil Teachers of Self-finance College	300	7.94667	1.82314	0.82643	Not Significant
2.	Pupil Teachers of Govt. Aided College	200	8.0850	1.84059		

Table-2 displays analysed data in terms of 't' value regarding comparison of pupil teachers of self-finance and Govt. aided teacher education institutions concerning personality factor 'B' i.e. Dull Vs Bright. In order to be significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 0.826 is less than minimum significant 't' value 1.96. It means pupil teachers studying in self-finance and Govt. aided teacher education institutions don't differ significantly in terms of their personality factor 'B'. It is evident from the table that pupil teachers of self-finance institutions are less intelligent than their counter part pupil teachers of Govt. aided institutions but difference in mean scores of the two groups is not real. It is due to chance error. Therefore, it can be said safely that two groups of pupil teacher possess personality factor 'B' equally.

Table - 3

Comparison of Pupil Teachers of Self-finance and Govt. Aided Colleges in terms of their Personality Factor 'C' (Affected by feelings Vs Emotionally Stable)

S. No.	Name of group	N	Mean	S.D.	't'	Level of Significance
1.	Pupil Teachers of Self-finance College	300	4.47000	2.72441	0.33664	Not Significant
2.	Pupil Teachers of Govt. Aided College	200	4.39500	2.23136		

Table-3 displays analysed data in terms of 't' value regarding comparison of pupil teachers of self-finance and Govt. aided teacher education institutions concerning personality factor 'C' i.e. Affected by feelings Vs Emotional stable. In order to be significant 't' value should be either equal to 1.96 or above it, for df 498. Obtained 't' value 0.336 is less than minimum significant

't' value 1.96. It means pupil teachers studying in self-finance and Govt. aided teacher education institutions don't differ significantly in terms of their personality factor 'C'. It is evident from the table that pupil teachers of self-finance institutions more emotional stable but then their counter part pupil teachers of Govt. aided institutions but difference in mean scores of the two groups is not real. It is due to chance error. Therefore, it can be said safely that two groups of pupil teacher possess personality factor 'C' equally.

CONCLUSIONS:

The main conclusion to be made from the above analyses is that teacher education is of great importance for students' reading achievement. The results show that students in both school types perform better when they have certified teachers. Furthermore, the influence of teacher education seems to be of the same magnitude in public and independent schools. The effect of teacher education is a disputed question, as some have claimed that teacher competence is an individual characteristic not much affected by education. It has also been argued that the circumstances for education and learning in independent schools differ substantially from those in public schools. The independent schools are supposed to attract highly motivated and devoted teachers with various backgrounds and with the ability to shape a positive educational environment for students. One possible explanation for the strong relationship between teacher education and students achievement for Indian graders is that most of these children have had the same teacher for almost three years of schooling. Another explanation might be that teacher certification in Indian is still subject to nationwide regulations.

REFERENCES:

1. Bergstrom, F., & Sandstrom, M. (2001). *Konkurrens bildar skola - en ESO-rapport om friskolornas betydelse for de kommunala skolorna*. [Competition shapes schooling: A report on the influence of independent schools on public schools]. Stockholm: Finansdepartementet [Department of Economy], Ds 2001:12.
2. Darling-Hammond, L. (1999). *Teacher quality and student achievement: A review of state policy evidence*. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.
3. Goldhaber, D., & Brewer, D. J. (2000). Does Teacher Certification Matter? *High School Teacher Certification Status and Student Achievement*. *Educational Evaluation and Policy Analysis*, 22 (2), 129-145.
4. Gustafson, J-E., & Rosén, M. (2003). Dimensional Structure of Reading Assessment Tasks in the IEA Reading Literacy Study 1991 and the Progress in International Reading Study 2001. Paper presented at the EARLI 10 XX Biennial Conference, Padova, Italy, August 2003.
5. Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (1998). *Teachers, Schools and Academic Achievement*. Working Paper 6691. NBER Working Paper Series. Cambridge MA: National Bureau of Economic Research.

6. Myrberg, E., & Rosén, M. (2003). Social selection into independent schools in Sweden. Results from PIRLS 2001. Gothenburg: Department of Education. (unpublished manuscript).
7. Rosén, M., Gustafson, J-E., & Myrberg, E. (2003). (in press) Laskompetens i skolar 3 och 4 - en jamforelse mellan 35 lander. [Reading Achievement in School year 3 and 4. A Comparison among 35 Countries]. Stockholm: Myndigheten for skolutveckling [Department for school development].
8. Singh Jitendra (2012). A Comparative Study of Personality Factors, Academic Performance, Socio-Economic Status and Teaching Skills of Pupil Teachers of Self-financed and Aided Institutions, CCS University, Meerut.
9. Wenglinsky, H. (2000). How teaching matters. Bringing the classroom back into discussions of teacher quality. Princeton, N. J.: Policy Information Center, Educational Testing Service.
10. Wiley, D., & Yoon, B. (1995). Teacher reports of opportunity to learn: Analyses of the 1993 California Learning Assessment System. *Educational Evaluation and Policy Analysis*, 17(3), 355-370.
11. Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75, 417-453.
12. Shukla, S.K. and Agrawal Archana (1997). A study of socio - economic status, intelligence, occupational aspiration, self concept and Academic achievement of scheduled caste and non-scheduled caste students, *Indian Journal of Education Research* 1, 15-19.
13. Jain Smita (1992). A Study of creativity in relation to the teaching aptitude, skills and personality variables of pupil teachers, Nagpur University, India
14. Rainey, D. V. & Murova, O. (2004). Factors influencing education achievement. *Applied Economics*, 36 (21), 2397 — 2404.
15. Piko, B. and Fitzpatrick, K. M. (2001). Does class matter ? SES and Psychological health among Hungarian adolescents. *Social Science Medicine*, 53, 817-830.
16. Chaudhry, A. H. (2006). Effect of Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students. *Bulletin of Education & Research* 28, (1), 35-45.
17. Schneider, M. (2002). Do School Facilities Affect Academic Outcomes? National Clearinghouse for Educational Facilities. Retrieved from www.edfacilities.org on Aug 20, 2008.
18. Urdan, T., & Schoenfelder, E. (2006). Classroom effects on student motivation: goal structures, socialrelationship, and competence beliefs. *Journal of School Psychology*, 44, 331-349.