



Perception of Stakeholders towards Secondary Teacher Education Programme

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"Perception of Stakeholders towards Secondary Teacher Education Programme"

Introduction Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is, therefore, a powerful means for up-liftment of education standards in the country.

The success of any educational process depends on teacher's effectiveness, teaching

Abstract

Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is, therefore, a powerful means for up-liftman of education standards in the country. The purpose of this study was to examine "Perception of stake holders towards Secondary teacher Education Programme." For this purpose the investigator has constructed a Questionnaire on "Stake Holder Attitude towards Secondary Teacher Education Programme." Ten B.Ed. Colleges in Murshidabad District were selected through Purposive sampling by the researcher and 300 B Ed students and 100 parents (either father or mother), 150 B Ed teachers were selected through stratified random sampling by the researcher. In this present study, the investigator has followed the Descriptive Survey design of ex-post facto type. Secondary teacher education programme in terms of the perspectives of their three key stake holders, namely teachers, student-teachers, parents at the same time and in on context. Hence, the present study will explore how these stake holders perceive secondary teachers education programme in the real teaching contexts.

Key Words

Murshidabad District, ex-post facto and Stake Holder.

Introduction

Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is therefore a powerful means for up-liftment of education standards in the

country. The success of any educational process depends on teacher's effectiveness, teaching aptitude, perception of stakeholder towards teaching and professional training, personality of teacher and many more factors.

To improve secondary teacher education programme, role of stake holders, their intervention, participation is very important. The society members who assigned to support to copy of the best professional education programme, they are the stakeholders. Their perception towards education is always vertical upwards. For the society's perception is defined as perceived views, it is also the synonym word with acceptance (Liu and Gentle, 2005). Teachers' professional development and education both of which play important roles in teachers' effective performance and in learners' success in the classroom. As Seyoum (2016) states, continuing professional development is directly related to high quality teaching and learning. Professional development programmers are an effective way to enhance teachers' performance in the classroom and improve their practice through an enjoying process, the role of teacher education programme should not be overlooked. In fact, those programmers Act as the building blocks of teachers' knowledge in respect to their understanding of teaching and learning process.

As a result, the need is felt to develop an appropriate analysis of perception of stake holders including community members, parents, teachers, learner, educational officers, religious personalities and political leaders about secondary education programmers which may lead to a more improved and effective educational programme. Because secondary education is the gateway of the higher education of any society. That is why perception about the secondary education programme by the stake-holders, if it is in right way than whole higher education programme of the society will be Longley benefitted peacock (2009) argues that teacher-training programmers must involve internal evaluation systems those internal evaluation systems, is to increase the accountability of the programme to the stake holders (white, 1998, Lynch, 2003) Secondary teacher education's stakeholders through good management can empower professional educational programme, in order to develop a better quality educational process healthier teaching/ learning environments and improved students outcomes.

Rational of the study

Professionalism in any field of work is a necessary condition for success. The Secondary teachers education programme and the role of the stake holders, their perceptions towards these programme is very essential for promoting conducive environment for professionalism. The perceptions of the stake holders towards secondary teachers programme is important for improvement of classroom process also, to ensure quality education.

This study will be expected to reveal the proper information for educational planners and administrators for further investigation and information about stake holders perceptions on the secondary teacher education programme. This investigation will help stake holders to maintain good conduct and make the required reforms in relation to both curricula coverage and students' acquisition of professionalism to improve the secondary teacher education. Actually, no attempts have been made in this region to investigate and analyze.

Secondary teacher education programme in terms of the perspectives of their three key stake holders, namely teachers, student-teachers, parents at the same time and in on context. Hence, the present study will explore how these stake holders perceives secondary teachers education programme in the real teaching contexts.

Statement of the Problems

To find out clues to the about mentioned research questions, the problem for study is stated as mentioned below:

"Perception of stake holders towards Secondary teacher Education Programme"

Objectives of the study

This study will be conducted keeping in view the following objectives:

1. To compare the mean score of the teachers perceptions towards secondary teacher education programme based on gender variation.
2. To compare the mean score of the teachers perceptions towards secondary teacher education programme based on local variation.
3. To compare the mean score of the students perceptions towards secondary teacher education programme based on gender variation.
4. To study the impact on the opinion of the parents of the B.Ed. students perceptions towards secondary teacher education programme.

Hypothesis of the study

Basing upon the research questions and objectives of the study, the following hypothesis of the study are framed for statistical interpretation in the null form:

- H₀₁**: There does not exist any significant difference of the mean score of the teachers perceptions towards secondary teacher education programme due to gender variations.
- H₀₂**: There does not exist any significant difference of the mean score of the teachers perceptions towards secondary teacher education programme due to locale variations.
- H₀₃**: There does not exist any significant difference of the mean score of the students perceptions towards secondary teacher education programme due to gender variations.
- H₀₄**: There does not exist any significant impact on the opinion of parents of the B.Ed. students perceptions towards secondary teacher education programme.

Operational Definition of the terms used

Perception: Perception in the context of study is the process and level of awareness about the Secondary teacher education programme towards six components.

Stake holders

In the context of teacher education programme stakeholders is an individual or group of person (Teacher, Learner, Parents) who cater to improve the quality education by participating each and every activities of education parallelly with an interest in the success of an organization and fulfilling its mission.

In this study key stake holder are teacher educators of B Ed Students-teacher of B Ed, Parents (Either father or mother).

Secondary Teacher Education Programme

Here it refers two years B.Ed. programme according to 2014 November NCTE latest rules and regulations.

Scope and Limitations of the study

The scope of the study is to investigate perceptions of stakeholder or thinking of stakeholders about 2 years B.Ed. course according to 2014 New Regulation by the three members of the stake holders, i.e. B.Ed. teacher educators, B.Ed. students, parents.

The present study is limited as follows

- i) The study is limited to Murshidabad district of West Bengal.
- ii) The study is limited to investigate about secondary teacher education programme i.e. about 2 years B.Ed. Programme.

- iii) Another limitations of the study is to investigate perception of the three members of the stake holders i.e. teacher, Learner, Parents their perceptions towards secondary teacher education.
- iv) Here another limitations of the study is only 300 B.Ed. students, their 100 parents (either father or mother) and 150 teachers from 10 B.Ed. College.

Methodology and Procedure of the Study

The Design

For the present study descriptive survey method and ex-post-facto design will be used.

Population and Sample

Population of the study is all the B.Ed. teachers, students and parents of the students from B.Ed. College situated at the Murshidabad district. 10 B.Ed. Colleges (Private and Govt.) in Murshidabad District were selected through Purposive sampling by the researcher and 300 B Ed students and 100 parents (either father or mother), 150 B Ed teachers were selected through stratified random sampling by the researcher.

Tools

The present investigation is primarily an exploration of the perception of the stake holders i.e. their level of awareness and participation about the two years B.Ed. course.

Research instruments tools will be used by the researchers to collect information for the intended study.

Research instrument(s) such as, questionnaires was employed to obtain useful information for this study. The self-made standardized tool will be used by the investigator.

Data Analysis

H₀₁: There does not exist any significant difference of the mean score of the teachers perceptions towards secondary teacher education programme due to gender variations.

Table-1: Mean, SD and Std. Error Mean of the teachers perceptions towards secondary teacher education programme due to gender variations.

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male teachers	75	427.31	28.798	3.325
Female teachers	75	426.19	30.973	3.576

(Source : Primary Data)

Table-2: Significant difference between Male and Female teachers perceptions towards secondary teacher education programme.

Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.179	.673	.229	148.00	.819	1.120	4.883	-8.530	10.770
Equal variances not assumed			.229	147.22	.819	1.120	4.883	-8.531	10.771

(Source : Primary Data)

Interpretation

From the above table, the t value is 0.229. The mean difference and Std. Error Difference are 1.120 and 4.883 respectively. The lower and upper limit of 95% Confidence Interval are – 8.530 and

10.770 respectively. The Sig. (2-tailed) value is 0.819 which is greater than 0.05 such that $0.819 > 0.05$. So the test is not significant at 0.05 level. Therefore the hypothesis is accepted.

Then the final hypothesis is : There does not exist any significant difference of the mean score of the teachers perceptions towards secondary teacher education programme due to gender variations.

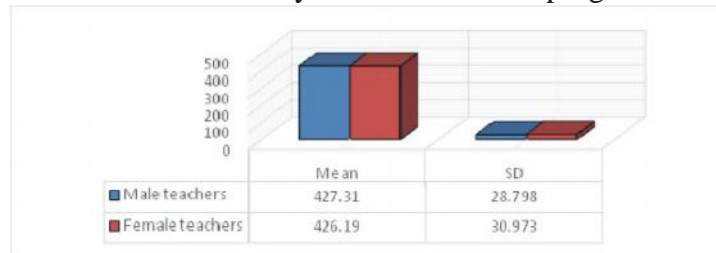


Figure -1: Bar-diagram showing the Mean and SD of Male teachers and Female teachers respectively.

H₀₂: There does not exist any significant difference of the mean score of the teachers perceptions towards secondary teacher education programme due to locale variations.

Table- 3: Mean, SD and Std. Error Mean of the teachers perceptions towards secondary teacher education programme due to locale variations.

Group Statistics

Locale		N	Mean	Std. Deviation	Std. Error Mean
Scores	Urban B.Ed. College Teachers	75	429.20	27.692	3.198
	Rural B.Ed. College Teachers	75	424.29	31.783	3.670

(Source : Primary Data)

Table-4: Significant difference between Urban and Rural College teachers perceptions towards secondary teacher education programme.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Scores	Equal variances assumed	.360	.549	1.008	148	.315	4.907	4.868	-4.712	14.526
	Equal variances not assumed			1.008	145.276	.315	4.907	4.868	-4.714	14.527

Interpretation

From the above table, the t value is 1.008. The mean difference and Std. Error Difference are 4.907 and 4.868 respectively. The lower and upper limit of 95% Confidence Interval are – 4.712 and 14.526 respectively. The Sig. (2-tailed) value is 0.315 which is greater than 0.05 such that $0.315 > 0.05$. So the test is not significant at 0.05 level. Therefore the hypothesis is accepted.

Then the final hypothesis is : There does not exist any significant difference of the mean score of the teachers perceptions towards secondary teacher education programme due to local variations.

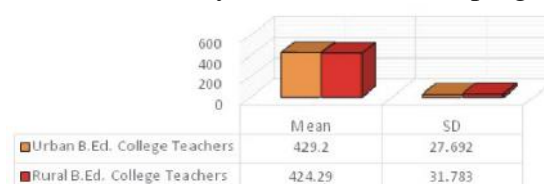


Figure - 2: Bar-diagram showing the Mean and SD of Urban B.Ed. College teachers and Rural B.Ed. College teachers respectively.

H₀₃: There does not exist any significant difference of the mean score of the students perceptions towards secondary teacher education programme due to gender variations.

Table- 5: Mean, SD and Std. Error Mean of the students perceptions towards secondary teacher education programme due to gender variations.

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Boys Students	150	418.73	25.980	2.121
Girls Students	150	399.95	15.537	1.269

Table-6: Significant difference between boys and girls students perceptions towards secondary teacher education programme.

Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	10.32	.001	7.598	298.00	.000	18.780	2.472	13.916	23.644
Equal variances not assumed			7.598	243.49	.000	18.780	2.472	13.911	23.649

Interpretation

From the above table, the t value is 7.598. The mean difference and Std. Error Difference are 18.780 and 2.472 respectively. The lower and upper limit of 95% Confidence Interval are 13.916 and 23.644 respectively. The Sig. (2-tailed) value is 0.000 which is less than 0.05 such that $0.000 < 0.05$. So the test is significant at 0.05 level. Therefore the hypothesis is rejected.

Then the final hypothesis is : There exist any significant difference of the mean score of the students perceptions towards secondary teacher education programme due to gender variations.

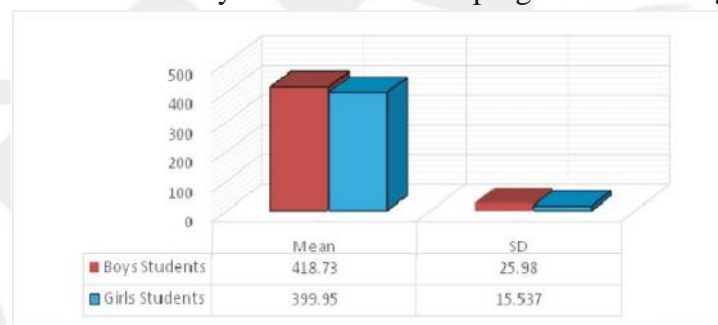


Figure - 3: Bar-diagram showing the Mean and SD of Boys students and Girls students respectively.

H₀₄: There does not exist any significant impact on the opinion of parents perceptions towards secondary teacher education programme.

Table-7: Significant impact on the opinion of parents perceptions towards secondary teachers education programme.

	SA	A	UD	D	SD	Total
f ₀	779	4429	5732	2335	0325	13600
f _e	2720	2720	2720	2720	2720	13600

$$\chi^2 = 7957.549$$

Interpretation

From the above table the value of χ^2 is 7957.549. For $df = 4$, the table value are 9.488, 11.345 at 0.05, 0.01 levels respectively. Our calculate χ^2 value is greater than the table value at 0.01 levels. So the test is highly significant at 0.01 levels. Therefore the hypothesis is rejected.

The final hypothesis is : There exist any significant impact on the opinion of parents perceptions towards secondary teacher education programme.

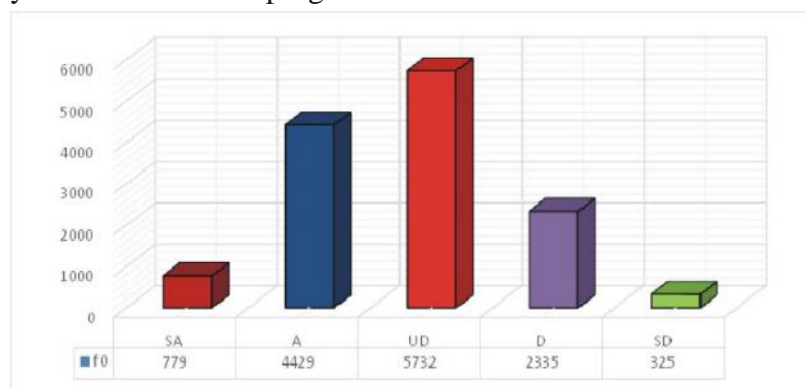


Figure -4: Bar-diagram showing the opinion of parents perceptions towards secondary teacher education programme.

Result and Discussion

From the table-2, the t value is 0.229. The mean difference and Std. Error Difference are 1.120 and 4.883 respectively. The lower and upper limit of 95% Confidence Interval are – 8.530 and 10.770 respectively. The Sig. (2-tailed) value is 0.819 which is greater than 0.05 such that $0.819 > 0.05$. So the test is not significant at 0.05 level. Therefore the hypothesis is accepted.

From the table-4, the t value is 1.008. The mean difference and Std. Error Difference are 4.907 and 4.868 respectively. The lower and upper limit of 95% Confidence Interval are – 4.712 and 14.526 respectively. The Sig. (2-tailed) value is 0.315 which is greater than 0.05 such that $0.315 > 0.05$. So the test is not significant at 0.05 level.

From the table-6, the t value is 7.598. The mean difference and Std. Error Difference are 18.780 and 2.472 respectively. The lower and upper limit of 95% Confidence Interval are 13.916 and 23.644 respectively. The Sig. (2-tailed) value is 0.000 which is less than 0.05 such that $0.000 < 0.05$. So the test is significant at 0.05 level.

From the table-7, the value of χ^2 is 7957.549. For $df = 4$, the table value are 9.488, 11.345 at 0.05, 0.01 levels respectively. Our calculate χ^2 value is greater than the table value at 0.01 levels. So the test is highly significant at 0.01 levels. Therefore the hypothesis is rejected.

Finding

- There does not exist any significant difference of the mean score of the teachers perceptions towards secondary teacher education programme due to gender variations.
- There does not exist any significant difference of the mean score of the teachers perceptions towards secondary teacher education programme due to locale variations.
- There exist any significant difference of the mean score of the students perceptions towards secondary teacher education programme due to gender variations.
- There exist any significant impact on the opinion of parents perceptions towards secondary teacher education programme.

Conclusion

From the above study, researcher investigate the Perception of stake holders towards Secondary teacher Education Programme. Secondary teacher education programme in terms of the perspectives of their three key stake holders, namely teachers, student-teachers, parents at the same time and in on context. Hence, the present study will explore how these stake holders perceives secondary teachers education programme in the real teaching contexts.

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