

Perception of Parents of Student-Teachers towards Private Secondary Teacher Education Colleges

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Abstract

The present study was undertaken to examine the Perception of parents of student-teachers studying in unaided teacher education institutions in relation to their gender and location of residence. The study sample consisted of 125 parents of student-teachers studying in unaided teacher education institutions affiliated to Guru Nanak Dev University, Amritsar (Punjab). Data were collected by using Perception towards unaided teacher education institutions scale (2010) developed by the investigator. By employing 2x2 factorial design of MANOVA results showed that parents of student-teachers had unfavorable Perception towards unaided secondary education institutions, their academic environment, teacher educators and management. There was not significant influence of gender as well as location of residence on Perception of parents towards unaided teacher education institutions irrespective to dimensions. There was significant influence of gender and location of residence of parents on Perception towards teacher educators. There was significant influence of gender on Perception of parents towards management. The influence of interactions between gender and location of residence of parents on Perception towards teacher educators as well as management was found significant whereas the influence of interaction between gender and location of residence of parents on Perception towards academic environment was not significant.

Introduction

In the last ten years unaided secondary teacher education institutes has increased tremendously. Kaur et al. (2006) reported that there were only a few colleges of education in India in 1947 and the number rose to 360 in 1986. The number of these colleges big or small has touched the figure 1075 as up to 31st march 2003 with intake capacity of 113474 students. The number of elementary teacher education institutions has been found to be 1153 with intake capacity of 67638. Hence it is clear that the number of private colleges has increased. According to notification issued by Punjab Government (2010) there are 163 unaided secondary teacher education institutions in Punjab.

Malhotra (2010) said that it is good for rural and remote area where the B. Ed. Course was unapproachable and job opportunities have increased with this. But the opposite this opinion is that these institutions are opened on commercial ground i.e. with only purpose of money making. Amareswaran (2010) reported that teacher educational institutions are under the control of private sector. The main aim of private organizations is to get profit. How it is possible to expect quality education? As many institutions are exploiting student-teachers as well as teacher educators. Joshi (2010) reported that some private B.Ed colleges, falling under the purview of the Federation of Self-Financed Colleges of Education, Punjab, are allegedly adopting wrong practices to ensure admissions to their institutions. The staff of several colleges was pressurizing students to deposit Rs. 5,000 in advance, they alleged, adding Rs. 600 was charged from them for the form besides charging a similar sum for the scratch card. Students present they were not given any receipt for keeping their original certificates and depositing the advance money. It should be noted that in year 2010 the admission for B. Ed. was done by two agencies on the basis of decision given by Punjab and Haryana High Court. First agency was GNDU Amritsar and second was federation of self-financing college of education Punjab. The candidates and their parents were not clear about that. They were exploited by many of these colleges as Joshi (2010) said above.

Amareswaran (2010) reported that in the most of the private B.Ed. colleges in the state of Andhra Pradesh, there are two or three teaching staff only. In some of the universities, there are no selection

committees for these colleges. The managements run the colleges according to their whims and fancies. In majority of the situations, they are charging Rs.6000/- for a set of B.Ed. records which cost about Rs.300/- in the market. They will pay less than Rs. 5000/- to the teaching staff. They are collecting huge amounts from the students under the heads; 'practical examinations', 'study tours', etc.

Kaur (2010) reported that privatization had enhanced the exploitation of teachers as well as students. Teachers are receiving less pay with extra teaching and non-teaching work.

It is also fact in these days that girls are extremely dominating in numbers in doing B. Ed. course. Hardly 5 to 15 % male are doing B.Ed. in these days in Punjab. Almost all girls are dependent on their parents for expenditure of B.Ed. Hence indirectly parents are influenced by these institutions. Observing these facts the present study was undertaken.

Objectives

- To study the Perception of parents of student-teachers towards unaided teacher education institutions.
- To study the influence of gender, location of residence of parents and their various interactions (Total and dimension wise) on their Perception towards unaided teacher education institutions.

Method

Sample: The present study was conducted on parents of student-teachers studying in (session 2010-11) unaided teacher education institutions affiliated to Guru Nanak Dev University, Amritsar (Punjab). Only those colleges were included in sample which were located outside the municipal boundaries of city or which were located in rural areas. The total sample was 125 out of which 59 were male; 66 were female; 78 were residing in urban area and 47 were residing in rural area that was approached conveniently.

Tool

Perception scale (2010) towards unaided teacher education institutions developed by the investigator was used. The scale consisted of 20 items on five point scale (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree). Half of items were unfavorable and half were positive in nature. The scale was divided into three dimensions i.e. Perception towards academic environment, teacher educators and management. Each positive item was awarded 5, 4, 3, 2, 1 score for strongly agree, agree, undecided, disagree, strongly disagree and reverse for unfavorable items.

Procedure

Student-teachers studying in private secondary teacher education institutions were asked to get the scale filled from their parents. For less educated parents, the scale was used as a schedule. Instructions were made clear to them. The investigator received only 125 completely filled responses in scale. The collected Data were described and analyzed in the light of formulated objectives.

Results

Table 1

Dimension wise Mean and SD of Perception towards Unaided Teacher Education Institutions

Dimension	Mean	SD	CV	Perception
Academic Environment	18.18	4.34	23.87	Unfavorable*
Teacher Educator	8.43	2.04	24.19	Unfavorable *
Management	24.22	5.45	22.50	Unfavorable *
Total	50.83	9.82	19.32	Unfavorable *

*Note. Neutral score for concluding whether Perception of parents is favorable or unfavorable is 60 (total number of statements 20 x score of undecided 3 = 60). It means score obtained equal to 60

indicates neutral Perception; scores obtained more than 60 indicates favorable Perception; and score obtained less than 60 indicates unfavorable Perception. Same as criterion for dimension of Teacher Educator is = 9; for dimension of Academic Environment is = 21; and for dimension of Management is =30.

It is evident from table 1 that mean value for academic environment, teacher educator, management and total is less* than criterion score. It may be concluded that parents of student-teachers had unfavorable Perception towards unaided secondary education institutions, their academic environment, teacher educators and management.

Table 2

Summary of 2x2 MANOVA for Perception of Parents towards (Dimension of) Academic Environment of Unaided Teacher Education Institutions

Source	Sum of Squares	df	Mean Square	F	Sig.
Gender	5.306	1	5.306	0.285	0.594
Residence	58.303	1	58.303	3.131	0.079
Gender X Residence	11.718	1	11.718	0.629	0.429
Error	2253.258	121	18.622		
Total	43630.000	125			

Table 2 reveals that the *F* value for Gender is 0.285, which is statistically not significant. It indicates that the mean scores of Perception of male and female parents towards academic environment do not differ significantly. In this context null hypothesis that there is no significant gender difference in Perception of parents towards academic environment, is not rejected. It may, therefore, be concluded that there is no significant influence of Gender of parents on Perception towards academic environment.

The *F* value (Table 2) for Residence is 3.131, which is not significant. It indicates that the mean scores of Perception of parents residing in rural and urban area towards academic environment, does not differ significantly. In this context null hypothesis that there is no significant Residence difference in Perception of parents towards academic environment, is not rejected. It may, therefore, be concluded that there is no significant influence of Location of Residence on Perception of parents towards academic environment.

The *F* value (Table 2) for interaction between Gender and Location of Residence is 0.629, which is not significant. It indicates that the mean scores of Perception of male and female parents residing in urban and rural area do not differ significantly. In this context, null hypothesis that there is no significant influence of interaction between Gender and Location of Residence on Perception of parents, is not rejected. It may, therefore, be concluded that there is no significant influence interaction between Gender and Location of Residence of parents on Perception towards academic environment.

Table 3

Summary of 2x2 MANOVA for Perception of Parents towards (Dimension of) Teacher Educators of Unaided Teacher Education Institutions

Source	Sum of Squares	df	Mean Square	F	Sig.
Gender	40.611	1	40.611	11.304	0.001
Residence	22.155	1	22.155	6.167	0.014
Gender X Residence	27.878	1	27.878	7.760	0.006
Error	434.707	121	3.593		
Total	9406.000	125			

Table 3 reveals that the *F* value for gender is 11.304, which is significant at 0.001 level with *df* 1/121. It

indicates that the mean scores of Perception of male and female parents towards teacher educators differ significantly. In this context null hypothesis that there is no significant gender difference in Perception of parents towards teacher educators, is rejected. It may, therefore, be concluded that there is significant influence of gender of parents on Perception towards teacher educators. Further, the mean score of males ($M=8.98$, $N=59$) is more than females ($M=7.94$, $N=66$). It indicates that males have less unfavorable* Perception towards teacher educators than females.

The F value (Table 3) for residence is 6.167, which is significant at 0.05 level with df 1/121. It indicates that the mean scores of Perception of parents residing in rural and urban area towards teacher educators differ significantly. In this context null hypothesis that there is no significant residence difference in Perception of parents towards teacher educators, is rejected. It may, therefore, be concluded that there is significant influence of Location of Residence of parents on Perception towards teacher educators. Further, the mean score of parents residing in urban ($M=8.71$, $N=78$) area is more than parents residing in rural area ($M=7.98$, $N=47$). It indicates that parents residing in urban area have less unfavorable* Perception towards teacher educators than parents residing in rural area.

The F value (Table 3) for interaction between Gender and Location of Residence is 7.760, which is significant at 0.01 level with df 1/121. It indicates that the mean scores of Perception of male and female parents residing in urban and rural area differ significantly. In this context, null hypothesis that there is no significant influence of interaction between gender and location of residence on Perception of parents, is rejected. It may, therefore, be concluded that there is significant influence interaction between Gender and location of residence of parents on Perception towards teacher educators. In order to know the trend of interaction between gender and location of residence on Perception of parents graph (Figure 1) has been plotted. From the graph it is evident that at urban group mean score of Perception of parents male is slightly higher in comparison to urban female group and when there is shift from urban to rural group mean score of male group increase very slightly whereas mean score of female group descend sharply. It may, therefore, be concluded that male parents residing in rural area had less unfavorable* Perception towards teacher educators than male residing in urban area. Female residing in urban area had (very) less unfavorable Perception than female residing in rural area. Male residing in urban area had less unfavorable Perception than male residing in urban. Same as male residing in rural area had very less unfavorable Perception than female residing in rural area.

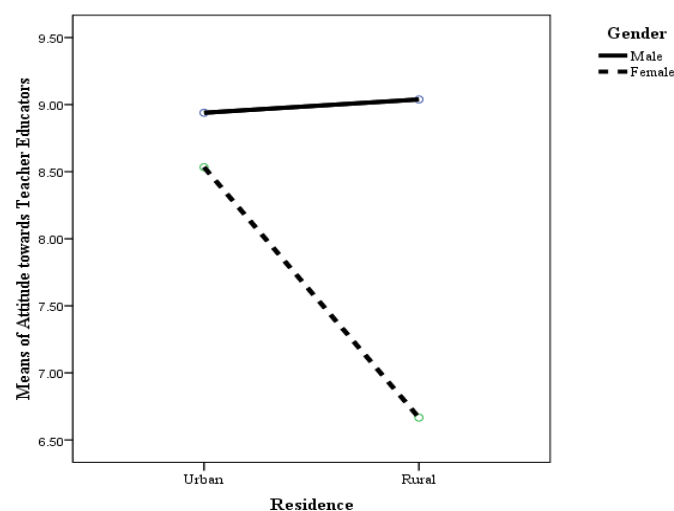


Figure 1. The influence of interaction between gender and location of residence on towards teacher educators.

Table 4

Summary of 2x2 MANOVA for Perception of Parents towards (Dimension of) Management of Unaided Teacher Education Institutions

Source	Sum of Squares	df	Mean Square	F	Sig.
Gender	141.082	1	141.082	5.054	0.026
Residence	11.288	1	11.288	0.404	0.526
Gender X Residence	153.028	1	153.028	5.482	0.021
Error	3377.622	121	27.914		
Total	77046.000	125			

Table 4 reveals that the F value for Gender is 5.054, which is statistically significant at 0.05 level with df 1/121. It indicates that the mean scores of Perception of male and female parents towards management differ significantly. In this context null hypothesis that there is no significant gender difference in Perception of parents towards management, is rejected. Further, the mean score of females ($M=25.27$, $N= 66$) is more than males ($M=23.05$, $N= 59$). It may, therefore, be concluded that female parents had less unfavorable Perception towards management than male parents.

The F value (Table 4) for residence is 0.404, which is statistically not significant. It indicates that the mean scores of Perception of parents residing in rural and urban area towards management do not differ significantly. In this context null hypothesis that there is no significant residence difference in Perception of parents towards management, is not rejected. It may, therefore, be concluded that there is no significant influence of location of residence of parents on Perception towards management.

The F value (Table 4) for interaction between gender and location of residence is 5.482, which is significant at 0.05 level with df 1/121. It indicates that the mean scores of Perception of male and female parents residing in urban and rural area differ significantly. In this context, null hypothesis that there is no significant influence of interaction between gender and location of residence on Perception of parents, is rejected. It may, therefore, be concluded that there is significant influence interaction between gender and location of residence of parents on Perception towards management. In order to know the trend of interaction between gender and location of residence on Perception of parents graph (Figure 2) has been plotted. From the graph it is evident that at urban group mean score of Perception of female parents is slightly higher in comparison to urban female group and when there is shift from urban to rural group mean score of male group decrease very sharply whereas mean score of female group increase sharply. It may, therefore, be concluded that female parents residing in urban area had less unfavorable* Perception towards Management than male residing in urban area, female residing in rural area had less unfavorable Perception than female residing in urban, male residing in urban area and male residing in rural area.

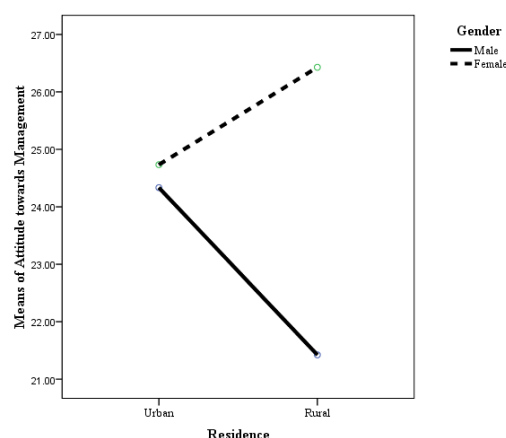


Figure 2. The influence of interaction between gender and location of residence on towards Management.

Table 5

Summary of 2x2MANOVA for Perception of Parents towards Unaided Teacher Education Institutions

Source	Sum of Squares	df	Mean Square	F	Sig.
Gender	60.974	1	60.974	0.636	0.427
Residence	246.562	1	246.562	2.572	0.111
Gender X Residence	13.449	1	13.449	0.140	0.709
Error	11600.045	121	95.868		
Total	334944.000	125			

Table 5 reveals that the *F* value for Gender is 0.636, which is statistically not significant. It indicates that the mean scores of Perception of male and female parents towards unaided teacher education institutions (irrespective to dimensions) do not differ significantly. In this context null hypothesis that there is no significant gender difference in Perception of parents towards unaided teacher education institutions, is not rejected. It may, therefore, be concluded that there is no significant influence of Gender of parents on Perception towards unaided teacher education institutions.

The *F* value (Table 5) for Residence is 2.572, which is statistically not significant. It indicates that the mean scores of Perception of parents residing in rural and urban area towards unaided teacher education institutions do not differ significantly. In this context null hypothesis that there is no significant residence difference in Perception of parents towards unaided teacher education institutions, is not rejected. It may, therefore, be concluded that there is no significant influence of location of residence of parents on Perception towards unaided teacher education institutions.

The *F* value (Table 5) for interaction between gender and location of residence is 0.140, which is not significant. It indicates that the mean scores of Perception of male and female parents residing in urban and rural area do not differ significantly. In this context, null hypothesis that there is no significant influence of interaction between gender and location of residence on Perception of parents, is not rejected. It may, therefore, be concluded that there is no significant influence interaction between gender and location of residence of parents on Perception towards unaided teacher education institutions.

Discussion

Results showed that the parents of student-teachers studying in unaided teacher education institutions had unfavorable Perception towards unaided teacher education institutions, their academic environment, teacher educators and management. Both male and female parents; as well as parents residing in urban and rural area had unfavorable Perception towards unaided teacher education institutions. There was not significant influence of gender as well as location of residence on Perception of parents irrespective to dimensions. Qualitative data obtained through interview revealed the major cause of unfavorable Perception is money-minded nature of these colleges. Frequently demanded money in various forms by these colleges irritates the parents. Amareswaran (2010) also expressed similar views. Singh et al. (2010) reported that students belonging to lower socio-economic status were not in favor of privatization of teacher education. Kaul (1993) is also against the privatization of higher education. She is the opinion that it will perpetuate inequalities in the system. Economic inequalities accentuate the inequalities in access to higher education which in turn contributes to the inequalities to occupational achievements, in earning and in social-economic sphere as a whole. Higher education, the public or the quasi-public good will turn out to be a luxury good and middle and upper middle-income class may not afford it. It will become monopoly of the rich. Aggarwal (2004) believes that privatization of higher education will ultimately lead to commercialization as the financial bodies or industrialists whoever will invest in higher education would invest with a profit motive and not for motive of social development or advancement in education. Kaur et al. (2003) reported that growth of colleges of education is not need based. Most of private colleges of education are functioning without fulfilling the conditions laid by universities. Private colleges of education are established mostly with commercial motive. Further, it is notable fact

that out of these institutions no one had been accredited by NAAC.

There was significant influence of gender and location of residence of parents on Perception towards teacher educators. Males have less unfavorable Perception towards teacher educators than females. Parents residing in urban area have less unfavorable Perception towards teacher educators than parents residing in rural area. There was significant influence of gender on Perception of parents towards management. Female parents had less unfavorable Perception towards management than male parents. The influence of interactions between gender and location of residence of parents on Perception towards teacher educators as well as management was found significant male parents residing in rural area had less unfavorable Perception towards teacher educators than male residing in urban area. Female residing in urban area had (very) less unfavorable Perception than female residing in rural area. Male residing in urban area had less unfavorable Perception than male residing in rural area. Same as male residing in rural area had very less unfavorable Perception than female residing in rural area. Female parents residing in urban area had less unfavorable Perception towards Management than male residing in urban area, female residing in rural area had less unfavorable Perception than female residing in urban, male residing in urban area and male residing in rural area. On the other hand the influence of interaction between gender and location of residence of parents on Perception towards academic environment was not significant.

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