



A Study of Performance Management of Teacher Trainees of B. Ed. College

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Abstract:

The objectives of the present research study were: (i) To study the level of effectiveness of 'Performance Management' of teacher trainees; (ii) To study the Performance Management of teacher trainees in relation to following background variables: (a) Gender; (b) Academic Qualifications and (iii) Geographical Locations. Hypotheses of the present investigation were: Ho₁: The teacher trainees have higher mean score of Performance Management on Teacher Performance Scale; Ho₂: There is no significant difference between Male Teacher Trainees and Female Teacher Trainees on the Performance Management Scale Total Mean Scores on Performance Management Scale; Ho₃: There is no significant difference between Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Performance Management Total Mean Scores on Performance Management Scale; Ho₄: There is no significant difference between Teacher Trainees of Rural Area and Teacher Trainees of Urban Area on the Performance Management Total Mean Scores on Performance Management Scale. Variables of the study were: (i) Dependent Variable: Performance Management; (ii) Independent Variable: Teacher Educators' Perception; and (iii) Moderate Variables: (a) Gender; (b) Academic Qualifications; and Geographical Location. Research Area: The present research study was conducted taking sample from Grant-in-aid college of Mehsana City of North Gujarat. Research Design: The present research was Descriptive Survey by its nature. Population and Sample of the Study: The population of the study was the Teacher Trainees of Grant-in-aid college of Mehsana City. The sample for the study was selected by using purposive sampling method from Swami Vivekananda Sarvodaya Bank Education College (Grant-in-aid) of Mehsana City. Research Method: In the present investigation survey method was employed. Tools of the Study: To collect the data for the present investigation the investigator had constructed the Performance Management Scale using seven scale measurements. Data Collection: Data for the present research was collected by the investigator herself. Statistical Treatment: For the calculation of the data, the researcher had employed the formulas of Mean, Standard Deviation, and t-value. Findings: (i) The Performance Management of Teacher Trainees was found to be higher than the average scores on Performance Management Scale; (ii) No significant difference was found between the mean scores of Male Teacher Trainees and Female Teacher Trainees on Total Scores of the Performance Management Scale; (iii) The mean scores of Post Graduate Teacher Trainees were found to be significantly higher than the Graduate Teacher Trainees on Performance Management Scale. (iv) No significant difference was found between the mean scores of Rural Teacher Trainees and Urban Teacher Trainees on Total Scores of the Performance Management Scale.

Keywords: Performance management, Teacher, Teacher Trainees

1. Introduction

"Investment in teacher education can yield very rich dividends, because the financial resource required a small when measured against the resulting improvements in the education of millions. First rate teacher training institutions thus play a crucial role in the development of education." Indeed the Kothari commission has given importance to the role of teacher education. Education is

the bipolar process in the context of classroom, there is one pole is teacher and another is student. To teach students, teacher keeps various general and specific objectives. After completing teaching-learning process, to measure the achievement of the objectives teacher uses various kind different kind of evaluation system. Teacher also uses various kind of activity, so that the maximum outcomes of the teaching-learning process are possible. Basically the word 'performance' means an outcome a result. It is the end point of people, resources, and certain environments being brought together with the intension of producing certain things, weather a tangible product or less tangible service. It can be state as individual's judgment about desired level of satisfactory of the performance.

Performance is differed from person to person and time to time. It directly related to individual's ability and motivation to the work. Various kinds of the factor affect to individual's performance and the group performance. So, it can be said that performance is the function of the ability and motivation. The term 'performance management' refers to individuals and group work. In this paper 'performance management' refers to individual's function of ability and motivation. It covers planning, measurement, diagnosis, and help for individual.

2. Justification of the Study

Teacher Education Institutions are directly related with training of teacher trainees in all spheres of education. Teacher Education Institutions try to develop various types of desirable skills for modifications of behaviors. The teacher is a one of the most effective change agent of the society who is accountable for responsible society and nation. Teaching is the only profession in which the teacher not only educates but also trains the teacher trainees. In Teacher Education Institutions students come from different regional locations and community with their particular beliefs about the task. Teacher Trainees also differ from their castes, qualifications, gender, habitat and stream. Hence, the teacher trainees differ in their ability to work and manage the teaching-learning processes.

Today's teacher must be competent with modern teaching-learning processes, skills, using technologies and performing tasks related to teaching tasks. In this context, the teacher trainees should be competent with respect to their own work and managing factors related to their own performance. So, it is necessary to know about the level of Performance Management of teacher trainees according to their perceptions of their ability for particular tasks. So, in the present research work an attempt has been made to find out the level of Performance Management of teacher trainees of Educational Institutions.

3. Objectives of the Study

The objectives of the present research were:

1. To study the level of effectiveness of 'Performance Management' of teacher trainees.
2. To study the Performance Management of teacher trainees in relation to following background variables:
 - a) Gender
 - b) Academic Qualifications
 - c) Geographical Locations

4. Hypotheses of the Study

Hypotheses of the present investigation were:

- Ho₁.** The teacher trainees have higher mean score of Performance Management on Teacher Performance Scale.
- Ho₂.** There is no significant difference between Male Teacher Trainees and Female Teacher Trainees on the Performance Management Scale Total Mean Scores on Performance Management Scale.

- Ho₃.** There is no significant difference between Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Performance Management Total Mean Scores on Performance Management Scale.
- Ho₄.** There is no significant difference between Teacher Trainees of Rural Area and Teacher Trainees of Urban Area on the Performance Management Total Mean Scores on Performance Management Scale.

5. Variables of the Study

Variables of the present research study were:

Sr.	Type of Variables	Variables under the Investigation
1.	Dependent Variable	(a) Performance Management
2.	Independent Variable	(b) Teacher Educators' Perceptions
3.	Moderate Variables	(a) Gender; (b) Academic Qualifications (c) Geographical Location.

6. Operational Definitions of the Terms

- Performance Management: Performance Management refers to individual's ability and motivation to the work.
- Teacher Trainees' Perception: Teacher Trainees' perceptions refer to Teacher Trainees' perception of Management Performance
- Geographical Location: Geographical location refers to the urban and rural location of the Teacher Trainee's residence.
- Gender: Gender refers to male and female category of the Teacher Trainees.

7. Delimitations of the Study

- The study has been delimited to the Teacher Trainees of Teacher Education Institutions of Mehsana City.
- The study has been delimited to following dimensions of Performance Management Scale:
 - Gender
 - Academic Qualifications
 - Geographical Locations
- The study has been delimited to find out the effect of following variables:
 - Gender
 - Academic Qualifications
 - Geographical Locations

8. Research Area

The present research study was conducted taking sample from Grant-in-aid college of Mehsana City of North Gujarat.

9. Research Design

The present research was Descriptive Survey by its nature.

10. Population and Sample of the Study

The population of the study was the Teacher Trainees of Grant-in-aid college of Mehsana City. The sample for the study was selected by using purposive sampling method from Swami Vivekananda Sarvodaya Bank Education College (Grant-in-aid) of Mehsana City.

11. Research Method

In the present investigation survey method was employed.

12. Tools of the Study

To collect the data for the present investigation the investigator had constructed the Performance Management Scale using seven scale measurements.

13. Statistical Treatment

For the calculation of the data, the researcher had employed the formulas of Mean, Standard Deviation, and t-value.

14. Data Analysis

The sample of 62 Teacher Trainees from grant-in-aid secondary teacher education institutions of Mehsana City of North Gujarat were studied on Performance Management Scale. The tabulation and statistical calculations were made for analysis and interpretations of data. The t-test was employed for the comparison of two groups. The analysis and interpretation of the data have been presented under the following heads:

1. Level of Effectiveness of Performance Management of Teacher Trainees.
2. Effect of Gender on Teacher Trainees' Perceptions.
3. Effect of Academic Qualifications on Teacher Trainees' Perceptions.
4. Effect of Geographical Location on Teacher Trainees' Perceptions.

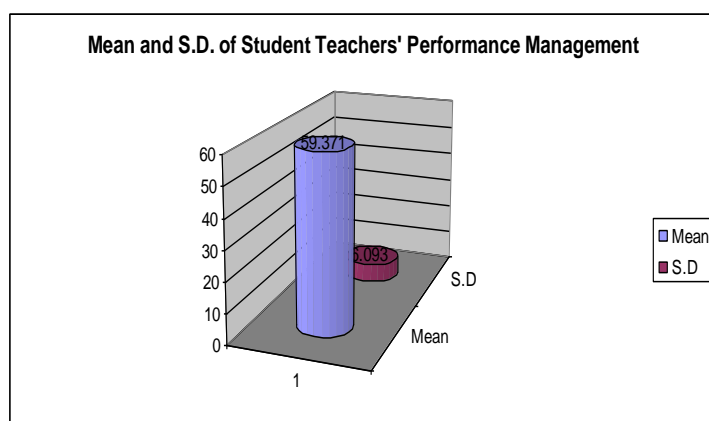
14.1 Level of Effectiveness of Performance Management of Teacher Trainees

To visualize the level of Teacher Trainees' Performance Management the total sample of 62 Teacher Trainees were selected and measured using Performance Management Scale. The calculated mean and S.D. are tabulated in table no.1.

Table 1
Showing Mean and S.D. of Teacher Trainees on Performance Management Scale

Teacher Trainees (n=62)		
Dimensions	Mean	S.D.
Total Scores	59.371	6.093

Chart 1



From the above table it is evident that the obtained means scores of Teacher Trainees' (N= 62) on Total Scores of Performance Management Scale was found to be 59.371 and the obtained S.D. of the Teacher trainees was 6.093 respectively. The highest score of the Performance Management Scale 70 and the minimum score on the scale was 10. The average score of the Performance Management was 40. Thus, the obtained mean scores was found to be higher

$59.371 > 40$ than the average score which shows higher Performance Management of teacher trainees. Hence, this has selected the H_{01} , which states as **“The teacher trainees have higher mean score of Performance Management on Teacher Performance Scale.”**

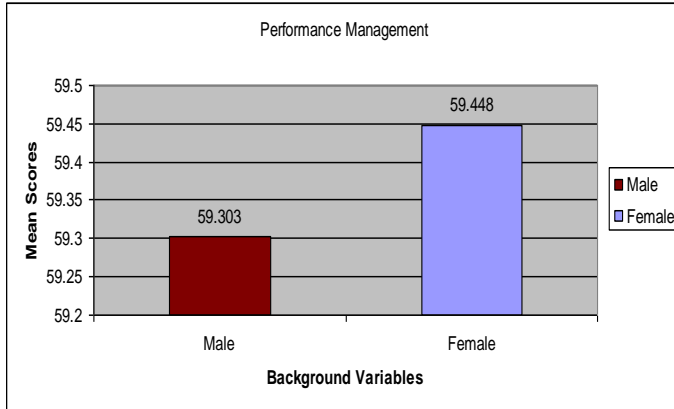
14.2 Effect of Gender on Teacher Trainees' Perceptions

The total sample of Teacher Trainees was classified into two groups on the basis of gender of the Teacher Trainees i.e. Male (N=33) and Female (N=29). To visualize the effect of gender of Teacher Trainees on Performance Management Scale, the calculated mean, S.D. and t-value are tabulated in table no.2

Table 2
Showing Mean, S.D. and t-value of Male and Female Teacher Trainees

Male Teacher Trainees n=33			Female Teacher Trainees n=29		t-value
Dimensions	Mean	S.D.	Mean	S.D.	
Total Scores	59.303	6.545	59.448	5.647	0.094

Chart 2



From the above table it is evident that the obtained means scores of Male Teacher Trainees (N=33) on Total Scores was found to be 59.303 and the obtained S.D. was found to be 6.545 respectively. The obtained means scores of Female Teacher Trainees (N= 29) on Total Scores was found to be 59.448 and the obtained S.D. was found to be 5.647 respectively. But no mean scores were found significantly higher since no t-value had not reached the 0.01 or 0.05 level of significance ($0.094 < 1.97$). Hence, this has

accepted the H_0 , which states as “There is no significant difference between Male Teacher Trainees and Female Teacher Trainees on the Performance Management total Mean Scores on Performance Management Scale.”

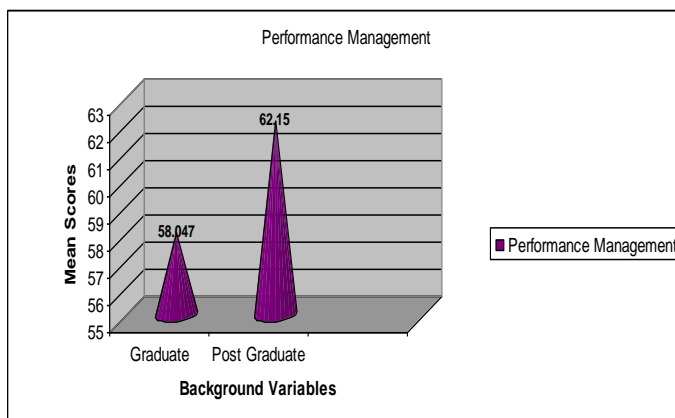
14.3 Effect of Academic Qualifications on Teacher Trainees’ Perceptions

The total sample of Teacher Trainees was classified into two groups on the basis of academic qualifications of the Teacher Trainees i.e. Graduate Teacher Trainees (N=42) and Post Graduate Teacher Trainees (N=20). To visualize the effect of academic qualifications of Teacher Trainees on Performance Management Scale, the calculated mean, S.D. and t-value are tabulated in table no.3

Table 3
Showing Mean and S.D. of Teacher Trainees of different Academic Qualifications

Graduate Teacher Trainees (n=42)			Post Graduate Teacher Trainees (n=20)		t-value
Dimensions	Mean	S.D.	Mean	S.D.	
Total Score	58.047	6.176	62.15	4.987	2.796**

Chart 3



From the above table it is evident that the obtained means scores of Graduate Teacher Trainees (N= 42) on Total Scores was found to be 58.047 and the obtained S.D. was found to be 6.176 respectively. The obtained means scores of Post Graduate Teacher Trainees (N= 20) on Total Scores was found to be 62.15 and the obtained S.D. was found to be 4.987 respectively. The mean score of the Post Graduate Teacher Trainees was found to be 62.15 which was significantly higher than the mean scores of Graduate

Teacher Trainees which was 58.047. Thus, mean score Post Graduate Teacher Trainees on Performance Management was found to be significantly higher since the obtained t-value had

reached the 0.01 level of significance ($2.796 > 2.56$). Hence, this has rejected the H_{03} , which states as “There is no significant difference between Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Performance Management total Mean Scores on Performance Management Scale.”

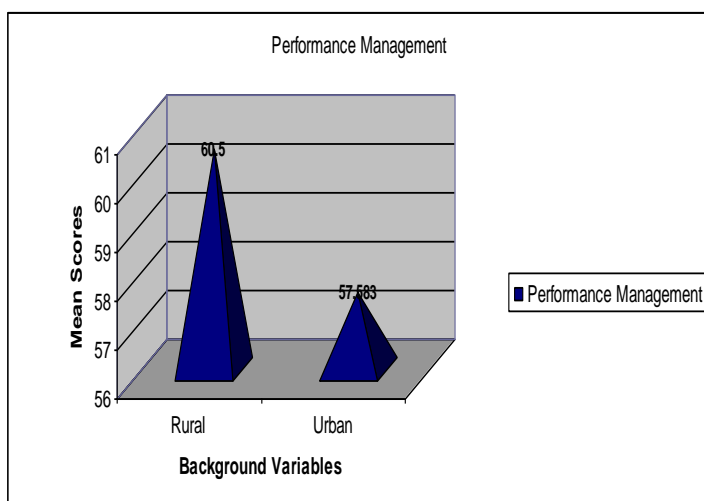
14.4 Effect of Geographical Location on Teacher Trainees’ Perceptions

The total sample of Teacher Trainees was classified into two groups on the basis of geographical locations (residence) of the Teacher Trainees i.e. Teacher Trainees of Rural Area (N=42) and Teacher Trainees of Urban Area (N=20). To visualize the effect of geographical location on Teacher Trainees on Performance Management Scale, the calculated mean, S.D. and t-value are tabulated in table no.4

Table 4
Showing Mean and S.D. of Teacher Trainees having different Geographical Qualifications

Teacher Trainees of Rural Area (n= 42)		Teacher Trainees of Urban Area (n=20)		t-value	
Dimensions	Mean	S.D.	Mean		S.D.
Total Scores	60.5	5.875	57.583	6.121	0.343

Chart 4



From the above table it is evident that the obtained means scores of Teacher Trainees of Rural Area (N=42) on Total Scores was found to be 60.5 and the obtained S.D. was found to be 5.875 respectively. The obtained means scores of Teacher Trainees of Urban Area (N=20) on Total Scores was found to be 57.583 and the obtained S.D. was found to be 6.121 respectively. But no mean scores were found significantly higher since no t-value had not reached the 0.01 or 0.05 level of significance ($0.343 < 1.97$). Hence, this has accepted the H_{04} , which states as “There is no significant difference between Teacher

Trainees of Rural Area and Teacher Trainees of Urban Area on the Performance Management Total Mean Scores on Performance Management Scale.”

15. Findings

1. The Performance Management of Teacher Trainees was found to be higher than the average scores on Performance Management Scale.
2. No significant difference was found between the mean scores of Male Teacher Trainees and Female Teacher Trainees on Total Scores of the Performance Management Scale.
3. The mean scores of Post Graduate Teacher Trainees were found to be significantly higher than the Graduate Teacher Trainees on Performance Management Scale.
4. No significant difference was found between the mean scores of Rural Teacher Trainees and Urban Teacher Trainees on Total Scores of the Performance Management Scale.

16. Conclusion

From the above findings it can be concluded that the Post Graduate Teacher Trainees differed in their perceptions regarding Performance Managements than the Graduate Teacher Trainees. They were found to have higher motivation for achievement. No significant difference was found between

the male and female teacher trainees and teacher trainees of Rural Area and teacher trainees of Urban Area.

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