



A Study of Factors affecting Teacher Educator's Capability and its Effectiveness

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Abstract:

The teacher-educator is the persons who bring great changes in the field of education. They are truly called angles of the revolution. It is said that if doctor mistakes, it buries in the grave, if in engineer mistakes, it hides in wall, if an advocate mistakes, it hides in the files, but if teacher is faulty, it is seen clearly in mirror of the nation. There are many factors effective on quality of teacher education colleges. The researcher had intended to find out effect of some factors responsible on capability of teacher educators.

Keywords: Education, Effectiveness, Factor, Teacher educator

1. Introduction

In Gujarat state, more and more B.Ed. Colleges are being started. But quality of education is also necessary. A statement by Chanakya Shikshak Kabhi Sadharan Nahi hota, Pralay aur nirman uski God mein Palate Hai.” This statement expresses the greatness and strength of teachers. We all know that a teacher is maker of our Nation. Only the teacher can do the work of education at the level of Universe. Teacher is the builder of ideal citizen in any Nation.

2. Objectives of the study

1. To find out effective factors on capability of teacher-educators.
2. To arrange the factors according to their priority order of preference.
3. To know the effect of these factors, on capability of teacher-educators.
4. To find out solution to improve quality of education based on such effective factors on capability of teacher-educators.

3. Sample

Forty teacher-educators from five B.Ed. Colleges of Mehsana District were selected by using Probable method of sample selection. Among the sub-techniques of this method, the researcher was selected the entire sample by using random sampling technique.

4. Limitation of Study

To complete the study within limited time period, only priority ordered of effective factors on capability of teacher educators was taken for consideration.

5. Method & Tool used for the study

The survey method was used to collect the data. Twenty one statements were constructed by the researcher. The opinion sheet was given to teacher-educators to find out effective factors on capability.

6. Collection of data

The opinions from teacher-educators were collected in the form of an opinion sheet. The percentile score was calculated in reference to their opinions.

7. Conclusions

1. 90% teacher-educators had taken Government policy as an important factor and given first rank with a view point of preference.
2. 90% teacher-educators had taken Administration policy as trust and refresher/orientation programme and seminars as important factors and given first rank of preference.
3. 70% teacher-educators had given second rank to insufficient salary among the factors effective on their capability.
4. 65% teacher-educators had given third rank to pressure of higher result in exams.
5. 50% teacher-educators had given fourth rank to inadequate teaching learning materials.
6. 40% teacher-educators had given fifth rank to social factors as effective of their capability.
7. 30% teacher-educators had given six rank to educational factors.
8. Only 20% teacher-educators had given seventh rank to Government, Economical and Psychological factors.
9. Economical factors were found the most effective among those factors on capability of teacher-educators.
10. The restrictions of institutions and trust were also an important factor.
11. Physical and Psychological factors were found less effective on capability of teacher educators.
12. The effect of responsibility of paying income tax and investment was also found effective factors.

8. Solutions

1. Teacher-educators should be paid enough salary regularly.
2. Responsibility should be decided according to capability of a teacher-educator.
3. The programmes should be arranged for development of knowledge and research.
4. The college authorities should plan orientation and refresher courses and training programmes of GCERT.
5. New creative work should be finding out in all subjects.
6. The teacher-educators 'achievements in education should be appreciated by the trust and the principal.
7. The principal should solve all problems with teacher education with free discussions.
8. The programmes for teacher-educators empowerment should be held.
9. Time should be allotted for preparations of teaching points and other activities.
10. High level of communication among members of teaching staff.
11. Freedom to work independently.
12. Enough working days for student teacher by University.
13. Convenience of adequate teaching learning material and other facilities in campus and college building.
14. Planning of programmes based on research.

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