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## A COMPARATIVE STUDY OF QUALITATIVE DIFFERENCE PERCEIVED BY PUPIL TEACHERS IN B.Ed. INSTITUTIONS



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Quality has become the defining element in 21<sup>st</sup> century in the context of new social realities. Quality management plays a strategic role in educational organization to achieve higher standard (Gilbert, 1993). Now a days a large number of foreign universities offering their programs in India. It is obvious that multinationals are not confined to commerce and industry but are also eyeing on education. The emergence of I.T. has prompted foreign universities, both conventional and distance education institutions to offer their programmes in India. These institutions will compete with our local institutions and the concept of quality is going to determine their future.

Therefore globalization of Indian higher education can be worked out effectively after meeting the challenges imposed by W.T.O. through the improvement of quality only. Thus quality control has become a necessity in the present age. To enhance quality of higher education, a university needs huge amount of funds. Funds are needed for improving the quality of academic and physical infrastructure modernizing our laboratory and classrooms updating the stock of books, journals and reference material in our library and payment of salaries of teaching and non-teaching staff and so on. One can not get these funds unless he the expenditure incurred by the university in terms of the higher quality output.

**Solanki (1992)** Studied the relationship between educational management and organizational climate of secondary school, The finding indicated that- (i) The secondary school differed among themselves in their organizational climate. (ii) The organizational climate

of secondary school appeared to be independent of organizational management, place of school sex of students and population.

**Sudhira (1994)** In his study of teacher job satisfaction and job stress of secondary school physical education teachers working in different management schools. It was found that with regard to the job satisfaction of physical education teachers in different management schools found to be different significantly. It was indicated that the physical education teachers working in private school had significantly higher job dissatisfaction as compared to teachers working in semi government and government schools. The teachers working in semi government schools were also found to be more dissatisfied than teachers of government schools.

**Kumar S. (2002)** Studied the organizational commitment, attitude towards work and job satisfaction of post graduate teachers and showed the correlation between organizational commitment and job satisfaction is moderate which shows that the teacher who are more committed towards organization are more satisfied with their job

**Kumar and Patnaik (2004)** Studied the organizational commitment, attitude towards work and job satisfaction of post graduate teachers. The correlation between organizational commitment and job satisfaction is moderate which showed that the teachers who were more, committed towards organization are more satisfied with their job. The organizational commitment is moderately related to attitude towards work

**Usha and Sasi Kumar (2007)** Studied the teacher commitment and teachers self concept as predictors of job satisfaction. The study revealed that there were low and slight correlation between teacher commitment and job satisfaction in case of male and female teachers.

**Statement of the Problem**

**A comparative study of qualitative difference perceived by pupil teachers in B.Ed. Institution**

**Objectives**

**1-** To compare the qualitative difference in perception of pupil teachers of self financed and government aided B.Ed. institutions. **2-**To compare the qualitative difference in perception of pupil teachers of B.Ed. institutions on the basis of faculty i.e. Science and Arts. **3-**To compare the qualitative difference in perception of pupil teachers of B.Ed. institutions on the basis of sex. **4-**To compare the qualitative difference in perception of pupil teachers of self financed B.Ed. institutions on the basis of sex. **5-**To compare the qualitative difference in perception of pupil teachers of government aided B.Ed. institutions on the basis of sex.

**Hypotheses**

**1.** There is no significant difference between qualitative difference in perception of pupil teachers of self financed and government aided B.Ed. institutions. **2.** There is no significant difference

between qualitative difference in perception of pupil teachers of B.Ed. institutions on the basis of faculty i.e. Science and Arts. **3.** There is no significant difference between qualitative difference in perception of pupil teachers of B.Ed. institutions on the basis of sex. **4.** There is no significant difference between qualitative difference in perception of pupil teachers of self financed B.Ed. institutions on the basis of sex. **5.** There is no significant difference between qualitative difference in perception of pupil teachers of government aided B.Ed. institutions on the basis of sex.

**Methodology**—Survey method was used to collect data under the present investigation.

**Tools of Study:- (I) Qualitative Questionnaire** self prepared by the investigator.

**Sample and Sampling Techniques** Present investigation consists of pupil teachers of 8 B.Ed. institutions affiliated to Lucknow University, Lucknow and C.S.J.M. University, Kanpur in Lucknow District Jurisdiction. The investigator has used the stratified random sampling technique for selection of the sample.

**Administration and statistical analysis**

The test Administration involved data collection of data from 400 subjects of sample institution chosen for study . Mean, S.D and ‘t’ were calculated on scores of qualitative difference perceived by pupil teachers.

**Table :Detail of Sample Description of Qualitative Difference Perceived by Pupil Teachers**

S.No.	TYPE OF INSTITUTION	N	M	S.D.	t
1.	Grant-in-aided	200	28.80	6.48	3.10*
	Self-financed	200	23.37	5.45	
2.	Science	200	30.12	6.21	<b>0.91</b>
	Arts	200	29.56	6.07	
3.	Male	200	32.06	5.83	<b>4.79*</b>
	Female	200	29.47	5.19	
4.	Grant-in-aided				<b>4.65*</b>
	Male	100	33.34	5.09	
5.	Female	100	30.22	4.45	<b>1.54</b>
	Self-financed				
	Male	100	30.82	4.92	
	Female	100	29.74	5.03	

\* Significant at 0.01 level of significance

### Findings

1. The qualitative difference as perceived by pupil teachers of self financed and government aided teacher education institutions, the significant difference was found. The pupil teachers of self financed institutions showed better perception than government aided teacher education institutions. 2. The qualitative difference is perceived by Science and Arts faculty based pupil teachers, the insignificant qualitative difference was found among both faculty based pupil teachers 3. The qualitative difference as perception by male and female pupil teachers of teacher education institutions, the significant difference was found between male and female pupil teachers of teacher education institutions. The male pupil teachers have

better perception than female pupil teachers of teacher education institutions. 4. The qualitative difference as perceived by male and female pupil teachers of self financed teacher education institutions, the insignificant qualitative difference was found between male and female pupil teachers of self financed teacher education institutions 5. The qualitative difference as perceived by male and female pupil teachers of government aided teacher education institutions, the significant qualitative difference between male and female government aided teacher education institutions, the male pupil teacher perceived better qualitative difference than female pupil teachers of government aided teacher education institutions.

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