

APPENDIX XII - THE BACKGROUND OF THE TEACHER-EDUCATORS,
THEIR RATING FOR SIGNIFICANCE OF THE
RECENT DEVELOPMENTS IN EDUCATION AND THEIR
RATING FOR ESSENTIALITY OF KNOWLEDGE OF
THESE ITEMS TO THE B.Ed. STUDENTS:

1.1 The Sample: The 114 teacher-educators who participated in this study were from 14 affiliated colleges of education of the University of Madras and two of its Departments, namely, Education and Adult Education. They constituted a sample of 85.1% from the population of teacher-educators of the University of Madras.

1.2 The Age-Group of the Sample of Teacher-educators

Number of teacher-educators				Percentage of teacher-educators		
Age intervals	Men	Women	Total	Men	Women	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
25-29	-	5	5	-	4.40	4.40
30-34	6	13	19	5.26	11.40	16.60
35-39	7	15	22	6.14	13.15	19.29
40-44	19	11	30	16.67	9.64	26.31
45-49	8	10	18	7.02	8.77	15.79
50-54	7	8	15	6.14	7.02	13.16
55-59	3	1	4	2.63	0.88	3.51
60 and above	1	-	1	0.88	-	0.88
Total	51	63	114	44.74	55.26	100.00

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1.3 The Professional Status of the Teacher-Educators:

Sr. No.	Designation and Status	Teacher-educators	
		No.	Percentage
1.	Tutors	2	1.75
2.	College Assistant Professors and University Lecturers	76	66.67
3.	College Professors and University Reader	25	21.92
4.	College Principals	9	7.89
5.	University Professors	2	1.75
	Total	114	99.98

1.4 The Academic Qualifications of the Sample of Teacher-Educators

Sr. No.	Degree	Teacher-educators	
		No.	Percentage
1.	B.Sc.	4	3.51
2.	M. A.	73	64.04
3.	M. Sc.	34	29.82
4.	M.Litt.	2	1.75
5.	Ph. D.	1	0.88
	Total	114	100.00

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1.5 The Professional Qualifications of the Sample of Teacher-Educators

Sr. No.	Degree	Teacher-educators	
		No.	Percentage
1.	B.Ed.	42	36.64
2.	M.Ed.	65	57.02
3.	Ph.D.	7	6.14
	Total	114	100.00

1.6 Teaching the B.Ed. Class

One hundred eight out of 114 teacher-educators were engaged in teaching the B.Ed. students. All the teacher-educators of the affiliated Colleges of Education except the principal, Teachers' College, Saidapet, Madras handled B.Ed. classes. The 5 members belonging to the University Departments of Education, and Adult and Continuing Education were not engaged in teaching the B.Ed. classes at the time of this study.

1.7 Teaching the B.Ed. Classes

Fiftyfour out of 114 teacher-educators (47.37%) were handling M.Ed. classes. Out of the 14 affiliated colleges of education, M.Ed. course was offered in only 10 colleges and hence even though some of them were qualified and experienced in handling the M.Ed. class, they were not engaged in teaching the M.Ed. class at the time of this study.

1.8 Research Thesis Guidance

Fifty per cent of the teacher-educators of the sample were actively engaged in guiding the research thesis of the M.Ed. students, who were required to submit thesis towards part fulfilment of their M.Ed. Degree by the University of Madras.

1.9 The School-Level Teaching Experience of the Teacher-Educators

Years of Experience	Teacher-Educators	
	No.	Percentage
Nil	31	27.19
1- 5	41	35.98
6-10	22	19.29
11-15	12	10.53
16-20	8	9.02
Total	114	100.01

1.10 The Collegiate-Level Teaching Experience of the Teacher-Educators

Years of Experience	Teacher-Educators	
	No.	Percentage
(1)	(2)	(3)
Less than 1 year	1	0.88
1- 5	26	22.81
6-10	35	30.70
11-15	27	23.68

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(1)	(2)	(3)
16-20	10	8.77
21-25	10	8.77
More than 25	5	4.39
Total	114	100.00

1.11 Total Teaching Experience (School, College and University Levels)

Years of Experience (1)	Teacher-Educators	
	No. (2)	Percentage (3)
1 - 5	5	4.39
6 - 10	20	17.54
11 - 15	34	29.82
16 - 20	20	17.54
21 - 25	21	18.42
26 - 30	8	7.02
More than 30	6	5.26
Total	114	99.99

2.1 Rating Recent Developments in Education for their Significance

The sample of teacher-educators rated the significance of the 176 items of Recent Developments in Education on a five point scale of 4, 3, 2, 1 and 0 scores. Besides, whenever they themselves did not happen to know a certain item they encircled the X provided. Vide Appendix IX for details regarding the percentage of teacher-educators marking

at different levels of significance for each item in the list and the percentage of teacher-educators not knowing certain of the items of Recent Developments in Education.

2.2 The Most Significant Recent Developments in Education

Sr. No. (1)	Category Code (2)	Item No. (3)	Item description (4)
1.	E.T.	2.1	In-Service Education and Training of Teachers
2.	T.L.	5.12	Activity-based method of Teaching and Learning
3.	E.E.	6.5	Improved Question Paper Construction
4.	E.E.	6.6	Objective type tests
5.	E.E.	6.8	Diagnostic tests
6.	E.E.	6.9	Unit Tests
7.	E.COM.	8.1	Equality of Educational opportunity and education of the disadvantaged sections of the people
8.	E. R.	9.3	Education-Commission Report entitled "Education and National Development", 1964-66
9.	E.A.	12.11	National Council of Educational Research and Training (NCERT), New Delhi

The above mentioned nine developments in education were rated as strongly significant by more than 70% of the teacher-educators.

2.3 Recent Development in Education, Not Known to More Than 20% of the Teacher-Educators

Sr. No.	Category Code	Item No.	Item description	Percentage of Teacher-Educator not knowing (5)
(1)	(2)	(3)	(4)	(5)
1.	E.Psy.	3.1	Robert Gagne's Learning Types	39.47
2.	E.Psy.	3.2	Mastery Learning Concept (B.S.Bloom)	21.05
3.	EMA	4.04	Methetics	34.20
4.	EMA	4.22	In-basket training technique for managers	40.35
5.	EMA	4.23	Cost-effectiveness Analysis	21.05
6.	TL	5.21	Buzz session	23.68
7.	ER	9.6	Lord Robbins' Report on 'Higher Education in the U.K.', 1964.	27.19
8.	ER	9.7	James' Report on 'Teacher Education in the U.K.', 1971	21.93
9.	ER	9.8	J.S.Coleman's Report on Equality of Educational opportunity in the U.S.A.' 1966.	20.18
10.	EP	10.15	Student Flow Model and cohort Analysis	40.35
11.	EP	10.17	Critical Path Method	36.84
12.	EL	11.7	Learning to Be - Report of Edgar Faure Commission by UNESCO	23.68
13.	EL	11.8	School is Dead- An essay on Alternatives in Education- Evertt Reimer	33.33
14.	EL	11.9	Deschooling Society- IanLister	30.70
15.	EL	11.10	Future Shock - Alvin Toffler	27.19

3.1 Rating the Essentiality of the Knowledge of Recent Developments in Education for B.Ed. Students

The sample of teacher-educators rated the essentiality of the knowledge of the 176 items of Recent Developments in Education from the point of view of the target population of the B.Ed. students on a five point scale of 4, 3, 2, 1 and 0 scores. Besides, whenever they did not know a certain item they encircled the X provided. Vide Appendix IX for details regarding the percentage of teacher-educators not knowing certain of the items of Recent Developments in Education. Only 69 items out of 176 secured a mean essentiality score of 2.90 and qualified for being included in the construction of a knowledge test on Recent Developments in Education.

3.2 The Recent Developments in Education Rated as most Essential to be Known to B. Ed. Students

Sr. No. (1)	Category Code (2)	Item No. (3)	Item description (4)
1.	T.L.	5.3	Demonstration Method
2.	T.L.	5.12	Activity-based Method of Teaching and Learning
3.	E.E.	6.6	Objective-type Tests
4.	E.E.	6.8	Diagnostic Test

More than 60% of the teacher-educators in the sample had rated the above four developments in education as essential and the B.Ed. students ought to know them completely.

4.1 The Relative Importance of the 12 Categories of Recent Developments in Education

Category No.	Description of the categories (2)	Significance Mean Score (3)	Rank Status (4)	Essentiality Mean Score (5)	Rank Status (6)	Percentage of Do not know Responses (7)	Rank status Teacher-Educator Knowledge (8)
(1)							
1.	Education and the State	3.42	1	3.11	1	0.77	1
2.	Education and the Teachers	3.35	4	2.96	5	1.58	3
3.	Educational Psychology	3.26	6	2.93	6	11.40	10
4.	Educational Management and Administration	3.04	10	2.48	8	8.54	8
5.	Methods of Teaching and Learning	3.30	5	2.99	4	2.98	6
6.	Educational Evaluation	3.15	9	2.83	7	2.74	5
7.	Education and the curriculum	3.41	2	3.05	2	1.75	4
8.	Education and the community	3.39	3	3.03	3	0.81	2
9.	Educational Reports	2.99	11.5	2.47	9	13.82	11
10.	Educational Planning	3.25	7	2.43	11	10.76	9
11.	Educational Literature	2.99	11.5	2.32	12	15.18	12
12.	Educational Agencies	3.20	8	2.45	10	3.13	7

It was interesting that in the judgment of the teacher-educators the following three categories were deemed to be first, second and third in rank status both from the point of view of their significance and their essentiality for the target population of the B.Ed. students:

- (1) Education and the state
- (2) Education and the curriculum
- (3) Education and the community

In terms of teacher-educators' knowledge of the 12 categories, the rank status 1 was accorded to the category for which the least percentage of teacher-educators had made 'Do not know' / X response. In this process, the last, last but one and last but two ranks were accorded to the following three categories in the order mentioned.

- (1) Educational Literature
- (2) Educational Reports
- (3) Educational Psychology

4.2 The Relationship Between Significance and 'Essentiality' of Recent Development in Education

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The pattern of the rating of teacher-educators had been such that there was a close relationship between the significance of the categories of Recent Developments and their essentiality for the target population of B.Ed. students. When the rank order correlation between these two attributes was worked out the $P = 0.91$. In other words,

11 significant developments were rated to be more essential for B.Ed. students.

4.3 The Relationship Between Teacher-Educators' Knowledge and Significance of the Recent Developments

There was a high relationship between teacher-educators' rating of significance of the categories of Recent Developments and their own knowledge of these developments. When the rank order correlation between 'Significance' of the categories and the 'Knowledge of the teacher-educators' was computed $P = .83$. The percentage of 'Do not know' responses of the teacher-educators was increasing for categories for which the rank status on significance was falling.

4.4 The Relationship Between Teacher-Educators' Knowledge and their Rating of 'Essentiality' of the Recent Developments

There was a high degree of correspondence between the rank statuses of the 12 categories of the Recent Developments on rated 'Essentiality' and the rank status of knowledge of the Recent Developments of the teacher-educators. The rank order correlation, when computed, $P = .83$. The percentage of 'Do not know' responses was the least for categories for which a high rank status had been accorded for their essentiality for B.Ed. students.