THE ENDOGENOUS INDICATORS FOR PERFORMANCE OF TEACHER EDUCATION INSTITUTIONS: AN EXPLORATORY ANALYSIS AND THEIR RELEVANCE.

Abstract

The aims of the present study to explore endogenous indicators for performance of teacher education institutions and to evaluate the quality status of the government and self financed teacher education institutions, therefore, the methodology were formed separately for phase- I and phase- II. The investigator employed the descriptive research method in the present study. In phase- I, the indicators were developed through perception of the responders (students, staff and administrators) towards quality aspects of the teacher education institutions therefore 330 sample (200 students, 100 staff and 30 administrators) units were selected through stratified sample method from AMU, central university, D.E.I (deemed university) and eight teacher education institutions from Dr. B. R. Ambedkar university, Agra. In this phase investigator constructed a rating type scale to develop endogenous indicator. Item – total item correlation and internal consistency (Cronbach’s alpha reliability) protocol were followed for item analysis and refinement of the scale. Those items placed in the final form of the scale having more than 0.3 value of item-total item correlation. Finally a set of 35 items placed in the final form of the scale. The index of Cronbach’s alpha reliability and test retest reliability were found satisfactory. The content and face validity were established for this scale (EIDS).

In this phase- II, Investigator selected 10 government and 10 self financed teacher education institutions from Dr. B.R.A. University, Agra through stratified random method and 560 responders from these institutions included in sample units in the phase- II. Investigator developed two scales such as quality assessment scale and questionnaire cum observation schedule for SWOT analysis of these institutions. The
statistical techniques performed using SPSS 16.0 version through such as Mean, Standard Deviation, ANOVA, Post hoc test, factor analysis and SWOT analysis were used for the analysis of the data. There are found six indicators known as governance, student support and progression, team effort and healthy coordination, knowledge assimilation, faculty quality and development and infrastructure with innovative resources and these indicators accounted nearly 75 percent of variance among observed quality aspects of the teacher education institutions. Further it is concluded that all responders (students, staff and administration) have assigned as prior and same rank to the endogenous indication ‘knowledge assimilation’, whereas it was found major differences in perception of responders in relation to governance, team effort and healthy coordination and faculty quality and development. The students have assigned low rank to these indicators as compared to staff and administrators. The quality indicators knowledge assimilation, team effort and healthy coordination, students support and progression, governance and faculty quality and development considered as marginal strengths of the government financed institutions whereas these indicators are found as weaknesses of the self financed teacher education institutions. The teacher education institutions have opportunities to develop the quality performance with standard parameters having their strengths these institutions may develop the action plan for faculty development and set the goal of achievement for next coming years.