CHAPTER VI

SUMMARY
The meaningful development of a nation depends upon effective teacher education program. Effective organisation and administration of academic activities in teacher education institutions produces quality teachers who can cope with the rapidly changing needs of the modern society. Institutions of teacher education are always under pressure to become more efficient and effective. There are attempts to adopt new management systems and processes that were originally designed to meet the needs of more efficient business or governmental organizations.

The effective leadership in the teacher education institutions makes the programmes to run effectively and to develop the required teacher community. The high level of self acceptance of teacher educators' significantly influence in the proper management of academic activities and in the production of required outputs. Besides, in the present era of consumerism, a competent teacher education programme should make the student teachers academically satisfied with the activities of the teacher education institutions and in acquiring the best education.

As an aid to the reader, this final chapter of the thesis restates the research problem and reviews the major methods used in the study. The major section of this chapter summarised the results and discuss their implications.

6.1. NEED AND SIGNIFICANCE OF THE STUDY

Restructuring teacher education is so crucial in the present era for the production of most effective teachers. This is concerned with the restructuring of teacher education institutions.
Educational change initiatives might be investigated with a view to gaining insight into deep-seated cultural attitudes, values and practices that either hinder or promote successful change.

Managing teacher education institutions is a complex task that involves dealing with people whose preconceptions; experiences, concerns and uncertainties need clarification. Management practices influence the potential for success of all educational activities. The efficacy of the conceptual framework is explored by applying the management strategies.

Leadership is generally perceived as what one does when taking charge. The term "leadership" connotes position, power and a role that includes title and formal authority. The leader is set apart from those who are led, elevated by station, power and ultimate responsibility.

The Indian system of teacher education has become quite conscious regarding the improvement of the quality of education. Efforts have been made to improve the effectiveness of teacher education institutions. Principal is a key factor which ensures effectiveness and productivity of teacher education institutions. Principal as manager manages the results. Management practices influence the potential for success of all educational change initiatives.

New approaches to institutional management are increasingly advocated for teacher education Institutions as they continue to face the challenges of educational as well as institutional restructuring. It has been argued that transformational forms of leadership are well suited to such challenges because of their potential to bring about the changes being demanded of institutions and for
building motivation, commitment and developing the capacity of teacher educators will need to overcome the challenges associated with restructuring.

In addition, research evidence has suggested that the effect of leadership on student learning outcomes is mediated by institutional conditions including, purposes and goals, structure of institution and social networks, people and institution culture.

Positive approaches in the management of institution has been found to be associated with higher student motivation and achievement, improved teacher collaboration and improved attitudes of teachers toward their job.

Principals are key factor in assuring the effectiveness and productivity of the teacher education institutions. Principal as manager manages the results. Management practices influence the potential for success of all educational change initiatives. Principal has to act as a responsible leader in finding and solving the problems. It is evident, that a principal is in a unique position to influence the norms, values and beliefs that shape policies, practices and procedures in an educational institution.

Research supports the view that teachers’ self acceptance play a pivotal role in the teaching behaviour and responsible for the effective teaching. The teacher educators must be aware of the factors other than the mental ability affect the student teachers development as a real teacher. The challenge for the teacher education institution would be to uncover many of the teachers’ beliefs and self acceptance and understand how these teachers’ self acceptance interact with the content and pedagogy of the existing teacher education programme and the extent
of what and how they learn. Having acknowledged the importance of teachers’ self acceptance, constant deliberate attempts should be made to map out an authentic approach to develop top quality teacher education programme.

In the context of recent reform and restructuring of teacher education programs includes new practices such as student teacher satisfaction, relationships between all factors related to the facilities provided by the institution, teacher educators’ approach and organisation of different activities.

Thus, a significant study on educational institution management can investigate the existing conditions of institutional management that are likely to influence student-learning outcomes, and examine the relationship between management aspects and some institutional conditions that facilitate positive student teacher learning outcomes.

The investigator has ten years of teaching experience in teacher education institutions in Kerala. During this period the investigator felt so many deficiencies in the academic management activities of the colleges of education as follows:

1. The academic management activities are not prompt.

2. The teaching practice activities are not properly organized and executed in some of the institutions.

3. Some of the teachers are only compilers in the institutions.

4. There is no staff improvement programmes, community relation activities.

5. No proper teaching, evaluation methods and not conducted co-curricular activities for the needs of the student teachers.
6. Majority of the heads of the institutions have dominating character which affects the total academic functions of the colleges.

7. Teacher educators do not possess the self acceptance.

8. The student teachers were found not satisfied with the academic management activities.

As a result of these major problems, the colleges of education are not able to manage in teaching at B.Ed. levels, providing facilities for academic growth of teachers, evaluation procedure and improper organisation of co curricular activities. Moreover, stereo type procedures are followed in all the institutions.

It is the need of our time to examine the effectiveness of the teacher education programmes and to provide the right directions for the quality improvement of teacher education and general education. Effective management of institutions ensures the quality of teacher education programmes. A shift from the conventional track of management of institutions to modern and scientific track will help to boost the quality of teacher education programmes.

Most teachers have received some training, although the length, quality and duration vary widely. But the effectiveness of teacher education has been criticised around the world, by researchers and practical educators alike.

The present study is aimed to investigate the different existing aspects of management in teacher education programmes of colleges of education affiliated to the Mahatma Gandhi University, Kottayam. This will help to put light in the existing teacher education management aspects and can help to modify according
to the modern concepts of management to improve the efficiency of the teacher education programmes in the Colleges of education affiliated to M.G. University, Kottayam.

There is dearth of researches related to problems of academic management even the once completed are not directly related to the management problems in colleges of education and university colleges of education. Hence, the investigator feels that it will be of much importance to study the management of academic activities in colleges of education affiliated to M.G. University, Kottayam.

6.2. SYNTHESIS OF REVIEW OF RELATED LITERATURE

Academic management, leadership styles of the heads, self-acceptance of the teacher educators and satisfaction of student teachers appear to be related to the effectiveness of pre-service teacher education programmes. There is no research that specifically correlates these characteristics to a pre-service teacher education programmes. These, then, identifies a need for the intended study.

On the basis of the above reviews it may be concluded that:

1. The studies in the field of academic management are concentrated towards the teaching of different aspects of school and higher education. A little has been done so far to assess or know the academic management of teacher education institutions.

2. A large number of studies have been conducted on leadership styles of the heads of the institutions. Most of them are related to general education. No
important investigation is found closely related to the leadership styles of
the heads of the teacher education institutions.

3. No specific studies were conducted in Indian and in foreign contexts on
self-acceptance of the teacher educators.

4. The student teacher satisfaction is one of the major concerns of most of the
investigators abroad. In this area also no particular study is conducted so
far to evaluate student teacher satisfaction of secondary stage.

The studies on academic management of teacher education institutions,
leadership styles of the heads of the institutions, self-acceptance of the teacher
educators and student teacher satisfaction reported in foreign and Indian contexts
clearly reveal that so far no attempt has been made to evaluate the teacher
education programmes. The present investigation thus, embodies an attempt to
probe and penetrate the fresh issues relating to an uncharted territory in the
domain of academic management of teacher education institutions, leadership
styles of the heads of the institutions, self-acceptance of the teacher educators and
student teacher satisfaction in the teacher education colleges affiliated to Mahatma
Gandhi University, Kottayam.

6.3. STATEMENT OF THE PROBLEM

The quality of the teacher depends largely on the quality of teacher
education programmes. The proper organisation of the academic activities under
an efficient leader and satisfaction of student teachers ensures the success of
teacher education programmes. Considering these facts related to teacher
education the investigator felt that it is desirable to investigate the
“ACADEMIC MANAGEMENT OF COLLEGES OF EDUCATION AND UNIVERSITY COLLEGES OF TEACHER EDUCATION AFFILIATED TO MAHATMA GANDHI UNIVERSITY KOTTAYAM.”

6.4. VARIABLES OF THE STUDY

This investigation is designed to examine the academic management of colleges of teacher education and university colleges of teacher education affiliated to Mahatma Gandhi University, Kottayam. Academic management is taken as the dependant variable of the study. Leadership effectiveness of heads of the institution, Self acceptance of teacher educators and satisfaction of student teachers were treated as independent variables. The basal variables of the study were Gender, Subject, Locality and Nature of Management of Institution.

6.5. OBJECTIVES OF THE STUDY

1. To find how curricular activities are organised and managed in the colleges of education and university colleges of teacher education in the following areas:

   a) Planning for teaching.

   b) Classroom teaching methods.

   c) Pre practice teaching.

   d) Microteaching.
2. To find how evaluation activities are organised and managed in the colleges of education and university colleges of teacher education in the following areas:

   a) Theory

   b) Practical

3. To find how co-curricular activities are organised and managed in the colleges of education and university colleges of teacher education in the following areas:

   a) Various clubs and Associations

   b) Personality development

4. To find how staff improvement activities are organised and managed in the colleges of education and university colleges of teacher education.

5. To find how community relation activities are organised and managed in the colleges of education and university colleges of teacher education.

6. To find the significant differences, if any, in the management of curricular activities among aided, unaided and university colleges of teacher education.

7. To find the significant differences, if any, in the management of evaluation activities among aided, unaided and university colleges of teacher education.
8. To find the significant differences, if any, in the management of co-curricular activities among aided, unaided and university colleges of teacher education.

9. To find the significant differences, if any, in the staff improvement activities among aided, unaided and university colleges of teacher education.

10. To find the significant differences, if any, in the management of community relation activities among aided, unaided and university colleges of teacher education.

11. To find significant differences in the effectiveness of leadership of the heads of the colleges of education with reference to their gender and nature of management of the institution.

12. To find the level of self-acceptance of teacher educators in the colleges of education with reference to their gender, age and native place.

13. To find significant differences in the self-acceptance of teacher educators in the colleges of education with reference to their gender, age and native place.

14. To find significant differences in the opinion of student teachers with the academic management activities with reference to their gender, qualification, native place and subject and nature of management of institution.
6.6. HYPOTHESES

The following hypotheses have been formulated for the present study:

1. There is no significant difference exists in the management of curricular activities, evaluation activities, co-curricular activities, staff improvement activities and community relation activities with reference to the nature of management of the institutions.

2. There is no significant difference exists in the leadership effectiveness of the heads of the colleges of education affiliated to Mahatma Gandhi University, Kottayam with reference to their gender and nature of management of the institutions.

3. The level of the self acceptance of teacher educators of the colleges of education is moderate with reference to their gender, age group and native place.

4. There is no significant difference exists in the self acceptance of teacher educators of the colleges of education with reference to their gender, age group and native place.

5. There is no significant difference exists in the satisfaction of student teachers with the management of academic activities with reference to their gender, qualification, native place and subject and nature of management of institution.
6.7. METHODOLOGY IN BRIEF

The present study investigated the academic management of colleges of teacher education institutions affiliated to M.G. University, Kottayam. So the investigator decided to adopt the descriptive method.

6.7.1. TOOLS USED:

1. An Academic Management questionnaire was used to measure management of academic activities in the colleges of education, which was prepared and validated by the investigator.

2. Leadership effectiveness Scale (LES) developed by Dr. Haseen Taj was used to measure Leadership effectiveness of heads of the institutions.

3. Teacher educators’ self-acceptance was measured using Kakar Self-Acceptance Inventory (KSAI) developed by S.B. Kakar.

4. A Student Teacher Satisfaction Scale (STSS) was used to measure the student teacher satisfaction, which was developed and validated by the investigator.

6.7.2. STATISTICAL TECHNIQUES

In the present study, the relevant data obtained from the entry level and exit level of the teacher education programme was analysed using different statistical techniques. Computer facilities were adopted (SPSS) to do the major statistical analysis. The following statistical techniques were employed for analyzing the data.
6.7.2.1. Descriptive analysis

It provides information about the nature of particular group of student teachers and teacher educators. Mean and Standard deviation were calculated to determine the central tendencies and dispersions to describe the properties of the sample and compare them.

6.7.2.2. Differential analysis

It provides inferences involving determination of statistical significance of difference between the variables with reference to the selected basal variables. One-way analysis of variance ANOVA used to test the significance of differences in the Management of Academic Activities of colleges of education, leadership effectiveness of heads of colleges of education, Self Acceptance of teacher educators and satisfaction of student teachers. Tukey Post Hoc Test used for multiple comparisons to find out specific differences between groups.

6.7.2.3. Percentage analysis

Percentages were used to find the management of academic activities in the colleges of education and the level self acceptance of teacher educators.

6.8. MAJOR FINDINGS

6.8.1. Percentage Analysis of Academic Management Activities

**Curricular Activities - Planning for Teaching**

Majority of the teacher educators (84.36%) prepare a master plan for their teaching activities in an academic year. 64.36% of teacher educators
systematically teach. From the findings it may be inferred that the teacher educators fail in the completion of portions in time and to adjust the class timings as it shows 46.54% and 31.63% respectively.

Curricular Activities - Methods of Classroom Teaching

The project method (91.18%), lecture method (88.36%), discussion method (87.27%), assignment method (78.54%), seminar method (78.54%) and demonstration method (55.27%) are significantly used by the teacher educators in their teaching. It is found that most of the teacher educators prefer project method for their curriculum transaction.

Curricular Activities - Pre Practice Teaching

All the teacher educators (100%) ensure the student participation in teaching learning activities. 96.00% of teacher educators conduct discussion lessons to prepare the student teachers for practice teaching. 84.36% of teacher educators conduct demonstration lessons at pre practice training stage. 78.54% of teacher educators organise demonstration classes of experts for the student teachers. 87.27% of teacher educators provide opportunity for every student teacher for criticism classes in the preparation stage of school teaching.

Majority of the teacher educators (87.27%) prepare the list of schools for practice teaching according to the convenience of the student teachers. 90.18% of teacher educators give proper guidelines in the preparation of macro lesson plan to the student teachers. 96.00% of teacher educators do earlier correction of lesson
plans of student teachers. 96.00% of teacher educators ensure that the student teachers prepare all required teaching aids in advance and get approval of concerned teachers. 90.18% of teacher educators observe the teaching of all their student teachers. 66.90% of teacher educators able to observe the teaching of all their student teachers at the time practice teaching in schools. 90.18% of teacher educators maintain an observation dairy to record their observations on teaching of their student teachers in classroom for further improvements during practice teaching. 79.27% of teacher educators encourage student teachers to use Information and Communication Technology (ICT) during the time of practice teaching in schools. 72.72% of teacher educators encourage student teachers to conduct action research or case study during practice teaching in schools.

**Curricular Activities - Microteaching**

Majority of the teacher educators (90.18%) conduct micro teaching practice for the improvement of teaching skills of student teachers. 84.36% of teacher educators provide training in the preparation of lesson plans for micro teaching.

**Evaluation Activities on Theory**

Majority of the teacher educators (93.09%) conduct regular class or unit tests for continuous evaluation of student teachers. 96.00% of teacher educators conduct terminal examinations. 93.09% of teacher educators conduct model examinations. 93.09% of teacher educators value the answer scripts of student teachers in time and provide proper feedback. 93.09% of teacher educators
maintain records of the performance of student teachers in various examinations during the course of study.

**Evaluation Activities on Practical**

Majority of the teacher educators (87.27%) adopt specific criteria to internally assess the student teacher’s academic and professional performance. 87.27% of teacher educators use class room performances of the student teachers during teaching practice as a criterion for internal assessment. 78.54% of teacher educators consider preparation of teaching aids of the student teachers during teaching practice as a criterion for internal assessment. 78.54% of teacher educators consider preparation of lesson plans of the student teachers during teaching practice as a criterion for internal assessment. 75.63% of teacher educators consider preparation of practical records of the student teachers as a criterion for internal assessment. 87.27% of teacher educators consider practicum of the student teachers as a criterion for internal assessment. 81.45% of teacher educators consider project works of the student teachers as a criterion for internal assessment. 69.81% consider overall development of personality of the student teachers as a criterion for internal assessment. 84.36% of teacher educators follow university guidelines for the internal assessment. 84.36% of teacher educators consider student teacher’s participation in seminar, discussion, etc as a criterion for internal assessment. 87.27% of teacher educators consider the timely submission and presentation of records by the student teachers as a criterion for internal assessment. 90.18% of teacher educators analyse of results of student teachers in various examinations for further development.
Co-curricular Activities - Activities of Various Clubs and Associations

Majority of the colleges (64.00%) organise and conduct language club activities as a part of co-curricular activities. 84.36% of colleges organise and conduct mathematics club activities as a part of co-curricular activities. 81.45% of colleges organise and conduct science club activities as a part of co-curricular activities. 87.63% of colleges organise and conduct social science club activities as a part of co-curricular activities. 78.54% of colleges organise and conduct arts club activities as a part of co-curricular activities. 75.63% of colleges organise and conduct nature club activities as a part of co-curricular activities. 62.54% of colleges organise and conduct alumni association activities as a part of co-curricular activities. Majority colleges do not give importance to the activities of women cell, legal cell, grievance cell, social service league and sports club as it shows lower percentages.

Co-curricular Activities - Other Co Curricular Activities

Majority of the colleges (93.09%) organise activities for the exposure of student teachers' abilities. 93.45% of colleges organise morning assembly. 80.36% of colleges organise brain storming activities for the intellectual development of the student teachers. 89.81% of colleges organise demonstration programmes of experts and artists on various activities for the benefit of student teachers. 89.81% of colleges organise personality development programmes for the student teachers. 87.27% of colleges organise talks of religious leaders as a part of value education. 90.18% of colleges organise separate value education programmes for the benefit of student teachers. 84.00% of colleges organise seminars or talks on current educational practices or issues. 90.18% of colleges
organise cultural programmes for the cultural development of student teachers. 93.09% of colleges organise competitions in different talent areas of student teachers. 87.27% of colleges encourage student teachers to participate in various competitions. 75.63% of colleges organise educational tour every year as a part of co-curricular activities.

**Staff Improvement Activities**

Most of the teacher educators in the colleges (93.45%) participate in educational seminars conducted by different agencies. Teacher educators of majority colleges (90.90%) attend talks of professionals for the quality improvement of educational activities. Teacher educators of majority colleges (90.18%) attend workshops or other activities organised for the quality improvement of education. 73.09% of colleges encourage teacher educators to attend refresher courses. 73.09% of colleges encourage teacher educators to participate in curriculum development activities. Teacher educators of majority colleges (72.72%) contribute in meetings of professionals and scholarly societies. Teacher educators form different colleges (67.27%) are members of various professional organizations. Majority of the teacher educators in the colleges (61.81%) participate in discussions on new trends and innovations of educational practices. 61.45% of colleges conduct quality improvement programmes in their colleges. 52.00% of teacher educators undertake research projects in education. 40.36% colleges only permit their staff to undertake educational programmes under faculty improvement programmes. Only 35.27% colleges encourage the teacher educators to undertake action research activities. Only 25.81% of teacher educators contribute articles to the educational journals. 19.63% of teacher
educators only have published books in the field of education. 8.36% of colleges permit their staff to go for higher education.

**Community Relation Activities**

Majority of the colleges (85.09%) encourage alumni association to involve in the activities of institution. 79.27% of colleges admit the views of the PTA regarding improvement of institution. 79.27% of colleges encourage PTA to involve in the activities of the institutions. 78.18% of colleges ensure the involvement of parents in the improvement of the institution. 77.45% of colleges discuss the problems of the student teachers with their parents. 76.72% of teacher educators in the colleges find time to communicate with parents of student teachers. 76.00% of colleges cooperate with PTA. 73.09% of colleges have constituted PTA. 72.00% of PTAs are cooperative with the activities of colleges. 61.09% of colleges have alumni association. 61.09% of colleges seek the suggestions of PTA before implementing a new strategy in the college. 60.72% of colleges utilise their infrastructure for the benefit of the community. 51.27% of PTAs in the colleges organize fund raising programmes for the infrastructure development of the colleges. 50.54% teacher educators consider PTA as an ignorable part in the colleges. 44.72% of colleges organize community programmes with the help of PTA.

**6.8.2. Differential Analysis of Academic Management Activities**

1. There is no significant difference in the management of curricular activities with reference to the nature of management of the institutions.
2. There exists a significant difference in the management of evaluation activities with reference to the nature of management of the institutions. The multiple comparisons and comparison of the mean scores revealed that the University Colleges of Teacher Education (UCTE) manage the evaluation activities better than the unaided colleges of education. The unaided colleges of education manage the evaluation activities better than the aided colleges of education.

3. There exists a significant difference in the management of co-curricular activities with reference to the nature of management of institutions. The multiple comparisons and comparison of the mean scores revealed that the university colleges of teacher education manage the co-curricular activities better than the unaided colleges of education. The unaided colleges of education manage the co-curricular activities better than the aided colleges of education.

4. There exists a significant difference in the management of staff improvement activities with reference to the nature of management of the institutions. The multiple comparisons and comparison of the mean scores revealed that the university colleges of teacher education manage the staff improvement activities better than the aided colleges of education. The university colleges of teacher education manage the staff improvement activities better than the unaided colleges of education. The unaided colleges of education manage the staff improvement activities better than the aided colleges of education.
5. There exists a significant difference in the management of community relation activities with reference to the nature of management of the institutions. The multiple comparisons and comparison of the mean scores revealed that the university colleges of teacher education manage the community relation activities better than the aided colleges of education. The university colleges of teacher education manage the community relation activities better than the unaided colleges of education. The unaided colleges of education manage the community relation activities better than the aided colleges of education.

6.8.3. Differential Analysis of Leadership Effectiveness of the Heads

1. There is no significant differences exist between male and female heads of the institutions in leadership effectiveness.

2. There is no significant differences exist between the heads of the colleges of education and university colleges of teacher education in leadership effectiveness.

6.8.4. The Level of Self Acceptance of Teacher Educators

1. 77.3% of male teacher educators exhibit high level of self acceptance.

2. 68.6% of female teacher educators exhibit low level of self acceptance.

3. 55.6% of the teacher educators between the age group of 20 and 29 exhibit low level in their self acceptance.

4. 55.6% of the teacher educators between the age group of 30 and 39 exhibit low level in their self acceptance.
5. 100% of the teacher educators between the age group of 40 and 49 exhibit high level in their self acceptance.

6. 50% of the teacher educators between the age group above 50 are very high in their self acceptance.

7. 48.6% of teacher educators belong to urban area shows low level of self acceptance.

8. 58.3% of teacher educators belong to rural area shows low level of self acceptance.

6.8.5. Differential Analysis of the Self Acceptance of Teacher Educators

1. There exists a significant difference between the male and female teacher educators of the colleges of education and university colleges of teacher education. The male teacher educators show prominence in their self acceptance than the female teacher educators.

2. There is no significant difference between the urban and rural teacher educators of the colleges of education and university colleges of teacher education in their self acceptance.

3. There is no significant difference between the teacher educators in their self acceptance according to the age group.

6.8.6. Differential Analysis of Student Teacher Satisfaction

1. There exists a significant difference between male and female student teachers. The female student teachers are more satisfied with the
management of curricular and community relationship activities than the male student teachers.

2. There exists a significant difference between undergraduate and postgraduate student teachers in the satisfaction with curricular and co-curricular activities. Postgraduate student teachers are found more satisfied with the management of curricular and co-curricular activities in comparison with the undergraduate.

3. There is no significant difference in the student teachers' satisfaction with the management of academic activities with reference to their native.

4. There exists a significant difference in the student teachers' satisfaction with the management of academic activities with reference to their subjects selected for the teacher education programme. The following are found:
   a. The physical science student teachers are more satisfied with the management of curricular activities than the mathematics student teachers.
   b. The physical science student teachers are more satisfied with the management of curricular activities than the social science student teachers.
   c. The physical science student teachers are more satisfied with the management of curricular activities than the language student teachers.
   d. The mathematics student teachers are more satisfied with the management of curricular activities than the social science student teachers.
e. The mathematics student teachers are more satisfied with the management of curricular activities than the language student teachers.

f. The commerce student teachers are more satisfied with the management of curricular activities than the mathematics student teachers.

g. The commerce student teachers are more satisfied with the management of curricular activities than the social science student teachers.

h. The commerce student teachers are more satisfied with the management of curricular activities than the language student teachers.

i. The physical science student teachers are more satisfied with the management of co-curricular activities than the social science student teachers.

j. The physical science student teachers are more satisfied with the management of co-curricular activities than the language student teachers.

k. The mathematics student teachers are more satisfied with the management of co-curricular activities than the language student teachers.

l. The physical science student teachers are more satisfied with the management of evaluation activities than the mathematics student teachers.

m. The physical science student teachers are more satisfied with the management of evaluation activities than the social science student teachers.
n. The physical science student teachers are more satisfied with the management of evaluation activities than the language student teachers.

o. The natural science student teachers are more satisfied with the management of evaluation activities than the mathematics student teachers.

p. The mathematics student teachers are more satisfied with the management of evaluation activities than the language student teachers.

q. The mathematics student teachers are more satisfied with the management of evaluation activities than the commerce student teachers.

r. The natural science student teachers are more satisfied with the management of evaluation activities than the social science student teachers.

s. The natural science student teachers are more satisfied with the management of evaluation activities than the language student teachers.

t. The commerce student teachers are more satisfied with the management of evaluation activities than the social science student teachers.

u. The commerce student teachers are more satisfied with the management of evaluation activities than the language student teachers.

v. The physical science student teachers are more satisfied with the management of community relationship activities than the mathematics student teachers.
w. The physical science student teachers are more satisfied with the management of community relationship activities than the language student teachers.

x. The social science student teachers are more satisfied with the management of community relationship activities than the language student teachers.

5. There exists a significant difference in the management of academic activities with reference to the nature of management of the institution. The following differences are found:

a. The student teachers of aided colleges of education are more satisfied with the management of curricular activities in comparison with the university colleges of teacher education.

b. The student teachers of unaided colleges of education are more satisfied with the management of curricular activities in comparison with the university colleges of teacher education.

c. The student teachers of aided colleges of education are more satisfied with the management of co-curricular activities in comparison with the university colleges of teacher education.

d. The student teachers of unaided colleges of education are more satisfied with the management of co-curricular activities in comparison with the university colleges of teacher education.
e. The student teachers of aided colleges of education are more satisfied with the management of co-curricular activities in comparison with the unaided colleges of teacher education.

f. The student teachers of aided colleges of education are more satisfied with the management of evaluation activities in comparison with the university colleges of teacher education.

g. The student teachers of unaided colleges of education are more satisfied with the management of evaluation activities in comparison with the university colleges of teacher education.

h. The student teachers of unaided colleges of education are more satisfied with the management of evaluation activities in comparison with the aided colleges of education.

6.9. EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study disclosed that the management of teacher education programmes is satisfactory in the colleges of education affiliated to Mahatma Gandhi University, Kottayam. Partially the University colleges of teacher education fail in maintaining the standards of management of academic activities. The leadership capacities of the heads of colleges of education are not so commendable. In the light of these findings many educational implications of the present study are self-evident. A few of them may be as follows:

1. The planners and administrators of the teacher education programmes may be greatly benefited by these findings of the present study.
2. Seeking insight from the findings the teacher education programmes may be restructured with a view to the satisfaction of student teachers.

3. Common standards of management of teacher education should be formulated and implemented.

4. The heads of the colleges of education should be selected according to their leadership capacities.

5. The heads of the institutions will be provided with consequent programmes of leadership management programmes.

6. The teaching staff members should be encouraged to carry out research works and they should be permitted for higher studies.

7. The staff improvement programmes in the colleges of education should be made more efficient.

8. The duration of teacher education programmes should be increased to develop every aspect of the modern teacher.

9. The teacher education programmes should organise separate teacher personality development programmes.

10. Preferences should be given to four year integrated teacher education programmes.

6.10. SUGGESTIONS FOR FURTHER RESEARCH

1. At present there is no standardised tool for measuring the academic management of teacher education institutions. Hence, it may be helpful for
the educationists and administrators, the development of a standardised tool.

2. The replication of the study can be conducted in teacher education programmes of different universities.

3. The replication of the study can be conducted in teacher education programmes of different stages like elementary and postgraduate teacher education programmes.

4. The studies to analyse the effectiveness of teacher education programmes with reference to the NCTE guidelines can be conducted.

6.10. CONCLUSION

The investigation concludes that the entire teacher education programmes should be reconstructed to cope with the changing aspects of teaching and teaching profession.

This research was conceived as a vehicle by which to address the on-going challenge for teacher education of preparation of teachers as technically competent in basic teaching skills, as well as professionally knowledgeable and capable in an increasingly diverse social, cultural, technical and economic environment. The findings of this small scale, exploratory, longitudinal study indicate that teacher education programmes in an ongoing manner, with reflection as a technology to foster development, show much potential in addressing this challenge in effective and flexible ways. The teacher education programmes has
much to offer pre-service teacher education with regard to preparing teachers who are both technically competent and professionally reflective.

The integration of the modern principles and techniques of management should be well integrated to in the management of the academic activities in the colleges of education for the quality enhancement. The leaders of the teacher education institutions have to play a vital role in moulding teachers of the new generations. Their leadership abilities with proper psychological balance of the teacher educators can lead the teacher education programmes to the right place of its target.

The student teacher satisfaction as considering them as consumers in the business world should be given utmost care. They are the leaders of the new generations.