CHAPTER - VI

RETROSPECTS AND PROSPECTS
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CHAPTER VI

RETROSPECTS AND PROSPECTS

6.1 Introduction

This chapter is the concluding part of the research report. It gives a brief summary of the study starting with the objectives, the methodology and the major findings. The suggestions are offered for further research studies.

6.2 The Problem

The present investigation is entitled as “A Study of Human Resource Development of Teacher Educators in Colleges of Education” No doubt that every one is interested in knowing how human resource development in each teacher education college can be achieved by regulating some correlated factors.

The present study aims at identifying certain variables responsible for human resource development in teacher education colleges that account for growth and development and prosperity of the institutions.

6.3 Objectives

The main objectives of the study are to identify the correlates of human resource development. The study also aims at analyzing the relationship of four
variables in developing the human resource development in teacher education colleges.

6.4 Hypotheses

The following hypotheses are formulated based on the objectives of the study:

Hypothesis 1

Teacher educators belonging to different age groups differ in their perception of human resource development climate.

Hypothesis 2

Teacher educators belonging to different age groups differ in their perception of performance appraisal.

Hypothesis 3

Teacher educators belonging to different age groups differ in their perception of in-service education.

Hypothesis 4

Teacher educators belonging to different age groups differ in their perception of secondary teacher educators training needs and its sub components viz.,
a) instructional planning and preparation
b) subject matter competence
c) teaching competence
d) classroom management competence
e) institutional management
f) community service
   i) academic
   ii) social
f) professional self- development
g) general awareness.

Hypothesis 5
Teacher educators belonging to different gender differ in their perception of human resource development climate.

Hypothesis 6
Teacher educators belonging to different gender differ in their perception of performance appraisal.

Hypothesis 7
Teacher educators belonging to different gender differ in their perception of in-service education.
Hypothesis 8

Teacher educators belonging to different gender differ in their perception of secondary teacher educators training needs and its sub components viz.,

a) instructional planning and preparation

b) subject matter competence

c) teaching competence

d) classroom management competence

e) institutional management

e) community service

   i) academic

   ii) social

g) professional self-development

h) general awareness

Hypothesis 9

Teacher educators with different designations (Lecturers/ Senior Lecturers) differ in their perception of human resource development climate.

Hypothesis 10

Teacher educators with different designations (Lecturers/ Senior Lecturers) differ in their perception of performance appraisal.
Hypothesis 11

Teacher educators with different designations (Lecturers/ Senior Lecturers) differ in their perception of in-service education.

Hypothesis 12

Teacher educators with different designations (Lecturers/ Senior Lecturers) differ in their perception of secondary teacher educator training needs and its sub components viz.,

a) instructional planning and preparation
b) subject matter competence
c) teaching competence
d) classroom management competence
e) institutional management
f) community service
   i) academic
   ii) social
g) professional self- development
h) general awareness

Hypothesis 13

Teacher educators of arts and science groups differ in their perception of human resource development climate.
Hypothesis 14

Teacher educators of arts and science groups differ in their perception of performance appraisal.

Hypothesis 15

Teacher educators of arts and science groups differ in their perception of in-service education.

Hypothesis 16

Teacher educators of arts and science groups differ in their perception of secondary teacher educators training needs and its sub components viz.,

a) instructional planning and preparation
b) subject matter competence
c) teaching competence
d) classroom management competence
e) institutional management
f) community service
   i) academic
   ii) social
g) professional self-development
h) general awareness
Hypothesis 17

Teacher educators with and without in-service education differ in their perception of human resource development climate.

Hypothesis 18

Teacher educators with and without in-service education differ in their perception of performance appraisal.

Hypothesis 19

Teacher educators with and without in-service education differ in their perception of in-service education.

Hypothesis 20

Teacher educators with and without in-service education differ in their perception of secondary teacher educators training needs and its sub components viz.,

a) instructional planning and preparation
b) subject matter competence
c) teaching competence
d) classroom management competence
e) institutional management
f) community service i) academic
   ii) social
g) professional self-development
h) general awareness

**Hypothesis 21**

Teacher educators working in different types of management (Government, Private aided- Private unaided) differ in their perception of human resource development climate.

**Hypothesis 22**

Teacher educators working in different types of management (Government, Private aided- Private unaided) differ in their perception of performance appraisal.

**Hypothesis 23**

Teacher educators working in different types of management (Government, Private aided- Private unaided) differ in their perception of in-service education.

**Hypothesis 24**

Teacher educators working in different types of management (Government, Private aided- Private unaided) differ in their perception of secondary teacher educators training needs and its sub components viz.,

a) instructional planning and preparation

b) subject matter competence
c) teaching competence
d) classroom management competence
Hypothesis 25
Teacher educators working in different types of colleges (Unisex and Co education) differ in their perception of human resource development climate.

Hypothesis 26
Teacher educators working in different types of colleges (Unisex and Co education) differ in their perception of performance appraisal.

Hypothesis 27
Teacher educators working in different types of colleges (Unisex and Co education) differ in their perception of in-service education.

Hypothesis 28
Teacher educators working in different types of colleges (Unisex and Co education) differ in their perception of secondary teacher educators training needs and its sub components viz.,

a) instructional planning and preparation
b) subject matter competence
c) teaching competence
d) classroom management competence
e) institutional management
f) community service
  i) academic
  ii) social
g) professional self-development
h) general awareness

Hypothesis 29

Principals and teacher educators differ in their perception of human resource development climate.

Hypothesis 30

Principals and teacher educators differ in their perception of performance appraisal.

Hypothesis 31

There is significant relationship between human resource development climate and

1. performance appraisal
2. in-service education
3. secondary teacher educators training needs and its sub
   components viz.,
   a) instructional planning and preparation
   b) subject matter competence
   c) teaching competence
   d) classroom management competence
   e) institutional management
   f) community service
      i) academic
      ii) social
   g) professional self-development
   h) general awareness.

6.5 Methodology

The present study adopted normative survey (ex-post-facto) technique
and the data were collected from principals and teacher educators from teacher
education colleges.

6.5.1 Sample

The data was collected from forty eight principals and four hundred
twenty six secondary teacher educators from fifty five teacher education
colleges, coming under six universities in Karnataka state.
6.5.2 Tools

The following tools were administered to principals and teacher educators of teacher education colleges.

1. Human Resource Development Climate Questionnaire
   (Principals and teacher educators)

2. a) Performance Appraisal Effectiveness Questionnaire Part I
   (Principals and teacher educators)

   b) Performance Appraisal Effectiveness Questionnaire Part II
   (Teacher Educators)

3. In-Service Education Scale
   (Teacher Educators)

4. Secondary Teacher Educators Training Needs Assessment Scale
   (Teacher Educators)

6.5.3 Data Collection

The investigator personally collected the data from 55 teacher education colleges out of 69 teacher education colleges affiliated to six universities in Karnataka State namely Karnataka university, Bangalore University, Mysore University, Mangalore University, Gulburga University and Kuvempu University. Principals and individual teacher educators were personally administered the tools. Clear-cut instructions were given to fill up the responses to the items in the tools. The filled in proformas were collected.
6.5.4 Data Analyses

For the analysis of the data collected, descriptive, differential, correlation and multivariate statistics were used.

6.6 Major Findings

The major findings of the study are enumerated as follows.

6.6.1 Findings of Descriptive Analysis

- The mean scores of principals is high on human resource development climate.
- The mean scores of teacher educators in private aided colleges is high on human resource development.
- The mean scores of principals is high on performance appraisal (part-I).
- The mean scores of teacher educators of age upto 35 years is high on performance appraisal (part-I).
- The mean scores of senior lecturers is high on secondary teacher educators training needs.
- The means scores of senior lecturers is high on institutional management dimension.
- The means scores of senior lecturers is high on community service (academic) dimension.
- The means scores of senior lecturers is high on subject matter competence dimension.
• The means scores of senior lecturers is high on general awareness dimension.
• The mean scores of teacher educators in unisex type of colleges are high on instructional planning and preparation, professional self-development, classroom management competence dimensions.
• The mean scores of teacher educators of private aided colleges is high on human resource development climate.

6.6.2 Findings of Differential Analysis
• Principals are high in their perception of human resource development climate when compared to teacher educators.
• Teacher educators working in private aided colleges of education are high in their perception of human resource development climate when compared to teacher educators of government and private unaided colleges of education.
• Teacher educators up to 35 years of age are high in their perception of performance appraisal (part-I) when compared to teacher educators above 35 years of age.
• Teacher educators up to 35 years of age are high in their perception of performance appraisal (part-II) when compared to teacher educators above 35 years of age.
• Teacher educators working in unisex types of colleges are high in their perception of performance appraisal (part-II) when compared to teacher educators of co-education types of colleges.

• Teacher educators of private aided colleges are high in their perception of performance appraisal (part-I) when compared to teacher educators of government and private unaided colleges of education.

• Teacher educators of private aided colleges are high in their perception of in-service education when compared to teacher educators of government and private unaided colleges of education.

• Senior lecturers are high in their perception of training needs when compared to lecturers.

• Teacher educators with in-service education are high in their perception of training needs when compared to teacher educators without in-service education.

• Teacher educators of private unaided colleges are high in their perception of training needs when compared to teacher educators of government and private aided colleges of education.

• Senior lecturers are high in their perception of instructional planning and preparation dimension when compared to lecturers.

• Senior lecturers are high in their perception of teaching competence dimension when compared to lecturers.
• Teacher educators of private unaided colleges are high in their perception of teaching competence dimension when compared to teacher educators of government and private aided colleges.

• Senior lecturers are high in their perception of classroom management competence dimension when compared to lecturers.

• Science teacher educators are high in their perception of classroom management competence when compared to arts teacher educators.

• Teacher educators above 35 years of age are high in their perception of institutional management dimension when compared to teacher educators upto 35 years of age.

• Senior lecturers are high in their perception of institutional management dimension when compared to lecturers.

• Teacher educators with in-service education are high in their perception of institutional management dimension when compared to teacher educators without in-service education.

• Teacher educators of unisex type of colleges are high in their perception of institutional management dimension when compared to teacher educators of co-education colleges.

• Senior lecturers are high in their perception of community service (academic) dimension when compared to lecturers.
• Teacher educators with in-service education are high in their perception of community service (academic) dimension when compared to teacher educators without in-service education.

• Teacher educators with in-service are high in their perception of community service (social) dimension when compared to teacher educators without in-service education.

• Teacher educators of private unaided colleges are high in their perception of community service (social) dimension when compared to teacher educators of government and private aided colleges of education.

• Teacher educators of above 35 years of age are high in their perception of professional self-development dimension when compared to teacher educators upto 35 years of age.

• Senior lecturers are high in their perception of professional self-development dimension when compared to lecturers.

• Teacher educators with in-service education are high in their perception of professional self-development dimension when compared to teacher educators without in-service education.

• Teacher educators of unisex type of colleges are high in their perception of professional self-development dimension when compared to teacher educators of co-education type of colleges of education.
• Teacher educators private unaided colleges are high in their perception of
general awareness dimension when compared to teacher educators of
government and private aided colleges of education.

6.6.3 Findings of Correlation Analysis

1) There is significant zero order bi-variate correlations among the
   variables human resource development, climate performance
   appraisal, in-service education and secondary teacher educators
   training needs.

2) There is significant zero order bi-variate correlations among the
dimensions of secondary teacher educators training needs namely
   - Instructional planning and preparation
   - Subject matter competence
   - Teaching competence
   - Classroom management competence
   - Institutional management
   - Community service (academic)
   - Community service (social)
   - Professional self development
   - General awareness
   - Total of all the training needs
The following dimensions of secondary teacher educators training needs variable significantly correlate with the variables noted against each dimension.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional planning and preparation</td>
<td>- Human resource development climate</td>
</tr>
<tr>
<td>Teaching competence</td>
<td>- Human resource development climate</td>
</tr>
<tr>
<td>Institutional management</td>
<td>- Human resource development climate</td>
</tr>
<tr>
<td>Community service (academic)</td>
<td>- Human resource development climate</td>
</tr>
<tr>
<td>Community service (social)</td>
<td>- Human resource development climate</td>
</tr>
<tr>
<td>Professional self-development</td>
<td>- Human resource development climate</td>
</tr>
<tr>
<td>General awareness</td>
<td>- Human resource development climate</td>
</tr>
<tr>
<td>Total of all the training needs</td>
<td>- Human resource development climate</td>
</tr>
<tr>
<td>Institutional planning and preparation</td>
<td>- Performance appraisal -I</td>
</tr>
<tr>
<td>Teaching competence</td>
<td>- Performance appraisal -I</td>
</tr>
<tr>
<td>Institutional management</td>
<td>- Performance appraisal -I</td>
</tr>
<tr>
<td>Community service (academic)</td>
<td>- Performance appraisal -I</td>
</tr>
<tr>
<td>Community service (social)</td>
<td>- Performance appraisal -I</td>
</tr>
<tr>
<td>Professional self-development</td>
<td>- Performance appraisal -I</td>
</tr>
<tr>
<td>Total of all the training needs</td>
<td>- Performance appraisal -I</td>
</tr>
<tr>
<td>Institutional planning and preparation</td>
<td>- Performance appraisal -II</td>
</tr>
</tbody>
</table>
Teaching competence
Institutional management
Community service (academic)
Community service (social)
Total of all the training needs
Institutional planning and preparation
Classroom management competence
Institutional management
Community service (academic)
Community service (social)
Professional self-development
General awareness
Total of all the training needs

- Performance appraisal –II
- Performance appraisal –II
- Performance appraisal –II
- Performance appraisal –II
- Performance appraisal –II
- In-service education
- In-service education
- In-service education
- In-service education
- In-service education
- In-service education
- In-service education
- In-service education

5. The variable in-service education need significantly correlates with human resource development climate.

6.6.4 Findings of Regression Analysis

The variables significantly contributing to the variance in the human resource development climate are in-service education and performance appraisal part II.
6.7 Conclusions

The emerging trend in modern educational management is clearly towards the adoption of human resource philosophy. With the effective utilization of this approach, organizations benefit from two significant payoffs: increased organizational effectiveness and bonafide satisfaction of individual employee’s needs. Rather that viewing the achievement of the organizational and human needs and of the employees needs as separate and exclusive events, supporters of the human resource philosophy contend that these needs are mutual and compatible. One need not be gained at the expense of the other.

With all the economies of the world slowly going global it becomes essential that our most precious national resource -The human resource is properly geared for this globalization. If our nation is to compete successfully in this competitive environment, our human resources have to be developed, trained to be and made into experts in all the necessary areas. In order to increase the productivity of the nation, we have to increase the productivity of each individual.

Principals in most of the teacher education colleges coming under different universities have a better perception of human resource development climate. So, they have expressed a strong opinion in establishing human resource development climate in their institution. Particularly open systems of appraisal with emphasis on counseling, career development systems, informal
training mechanisms, potential development systems etc. contribute to human resource development climate. For that sake there is need for proper know how about human resource development among the principals through orientation programmes to be conducted by the academic staff colleges in different universities.

Performance appraisal is a process of determining how well a worker is performing his job. It provides a mechanism for identification of merit and deficiencies observed in an employee in relation to his job performance. The objective of appraisal is to determine the present state of efficiency of a worker in order to establish the actual need for training.

Both principals and teacher educators have expressed positive views about Performance Appraisal Effectiveness system to be practiced in their institutions. To develop healthy awareness and better working about Performance Appraisal Effectiveness System, teacher educators, principals and management authorities of government aided and unaided institutions need to organise need based training and workshops on Performance Appraisal Effectiveness System. This can be conducted by university PG departments, Department of Instruction and Management Associations. Through which misconceptions and mis-utilization of powers can be eradicated and institutional effectiveness and efficiency can be improved to a better condition.
Education that one acquires in colleges of education is pre-service education, whereas education given to the teachers, after their entry into the profession is known as in-service education or post-service education. As pre-service education alone is not sufficient to create an impact on the teachers. Teacher educators irrespective of their age group, gender, teaching experience and designation emphasized the need of getting in-service training in their profession. Department of Instruction, Academic Staff Colleges in different Universities and Institutes of advanced studies in education could design in-service education programmes for the upliftment of professional growth.

Training needs can be aptly explained as the gap between the requirements for skills and knowledge inherent in the job and those possessed by the current jobholder. Teacher educators working in teacher education colleges need thorough training in their teaching skills and knowledge. From the findings of this study it is observed that teacher educators irrespective of their age, gender, designation, subject specialization have shown their bent of mind about the need for training in their profession. So in order to gear up their potential abilities in the field of their workplace, intensive training through of refresher and orientation courses.

6.8 Implications

The modern world is one in which the only constant is change is a precarious matter implementing human resource development programme in
secondary teacher education colleges requires coping with change in a positioned constructive manner. Secondary teacher education institutions must be redesigned so as to be consistent with the human resource development that helps to create a congenial atmosphere for management.

For the last few years no research on human resource development has been conducted in the field of secondary teacher education programme. The major concern in secondary teacher education course should be educational excellence for which teacher education colleges have to become human resource centers and conduct performance appraisal of institutional personnel, In-service education and training needs of secondary teacher educators must be borne in mind. The principal as an initiator of human resource development climate would go a long way in making the institutions as human resource development centres.

Human resource development climate is correlated with performance appraisal part in-service education, secondary teacher educators training needs. Now a days most of the secondary teacher education organizations have lack human resource development, implementation of performance appraisal system of its personnel, and improper conduction of in-service education and neglected training needs of teacher educators.
6.9 Suggestions for Further Research

- The present study is undertaken only in secondary teacher education colleges. The study may be extended to primary teacher education colleges and to general arts and science colleges.

- The study can also be extended to primary schools and higher secondary schools.

- The study may be extended by including some other variables such as facilities available in colleges, professional development, career development, job rotation and quality of work-life, recruitment, selection and placement of employees.