



Attitude of Teacher Educators towards Privatization of Teacher Education



* Dr. Veenu Khurana

October, 2012

* Lecturer, Swami Devi Dyal College of Education, Barwala (Goalpura), Distt. Panchkula

ABSTRACT

Educational quality means, 'the achievement of desired learning at the level of mastery'. It refers to the development of knowledge and understanding, application and problem solving, creative thinking, principal and productive skills, attitudes and values at a high level of proficiency and having command over what is learnt. India witnessed rapid expansion of education in the post-independence era in terms of students and staff, schools, colleges and Universities. This significant increase in the quantum of allocation is suppressed by the rapid growth in population, phenomenal increase in student population including the new entrants to higher education from all sections of the population. Although in absolute terms, the increase of investment in seems significant, the cost per student is not impressive especially if one considers the cost at constant prices instead of current prices. A glance at the figure on expenditure on education as a proportion of GNP shows that over the years, it has increased markedly from 0.64% in 1950-51 to 3.02% in 2008-2009 (MHRD, 2010). This however does not meet the requirements of the education system to provide reasonable levels of quality education to the entire students.

Privatization of Education:

The term Privatization is an umbrella term referring to many different educational programmes and policies. Privatization is the transfer of activities, assets and responsibilities from Government and Public institutions and organizations to private individuals and agencies. (Levin, 2001). Privatization involves a change in the ownership of enterprise from the public or government, to the private sector or individual private companies (Aggarwal, 2007).

Privatization is of the hottest currently being debated in the education sector, it is fast becoming a widespread trend when considering education reform, as it eases the pressure on government to meet immersing demand and relieves them of exclusive costs in developing countries, the issues at hand are provision and accountability there, privatization can be advantageous to parents who are given more freedom and choice when deciding on schools for their children and greater control over the way their children are educated.

Need and Significance of the Study:

Today in terms of Infrastructure India has 443 universities, 16885 colleges with a total enrolment of 99.54 lakh students, 4.57 lakh teachers and an annual expenditure of over 18355.87 crores. This monolith creates to barely 8-10% of the largest population of 18-23 year old as against 50-51% of students getting university education (Manjula, 2004) These figures are indicative of a huge gap between the demand and supply of higher education, between the aspirations of a youth for higher education and its provision by the government, which spends a meager 3.5% of GNP as

against the required investment of 6.5% of GNP in higher education. (Manjula, 2004). Investment in higher education is already evident in the developed countries where industry has joined hands with the academicians and set up or funded research facilities, set up technological parks, and patent and technology transfer centers aimed at quicker commercialization of the scientific output of the universities. Predictably this is the future scenario of the self-financing higher education.

Education is the process of instruction aimed at the all-round development of boys and girls. Education dispels ignorance. It is the only wealth that cannot be robbed. Learning includes the moral values and the improvement of character and methods to increase the strength of mind. 'The destiny of India is being shaped in her classrooms'. This is opening sentence of Kothari Education Commission report (1964-66)

The nation today witnesses the declining popularity of teaching as a profession, not only among the students that we produce, but also among parents, scientists, society and the government. The teaching profession attracts only those who have missed all other 'better' opportunities in bureaucratic controls and education concepts such as 'hours' of teaching 'load', 'paid by the hour', 'contractual teachers etc. With privatization reducing education to a commodity, teachers are reduced to tutors and teaching is reduced to coaching. The consumerist boon and the growing salary differentiates between teachers and other professionals and the value system of the emerging free market economy have made one of the least attractive profession that demand more work for less pay. Yet, the

International Indexed & Referred Research Journal, October 2012, ISSN 0975-3486, RNI- RAJBAL 2009/30097: VoL IV *ISSUE- 37
society expects not only teachers to be inspired but also to do an inspiring job. Very few studies have been conducted to assess the attitude of teacher educator towards privatization of teacher education. Therefore this study is an attempt in this regard.

Objectives: The objectives of the study are as stated below:-

1. To study the attitude of teacher educators towards the privatization of teacher education.
2. To compare the attitude of male and female teacher educators towards the privatization of teacher education.
3. To compare the attitude of rural and urban teacher educators towards the privatization of teacher education.
4. To compare the attitude of more and less experienced teacher educators towards the privatization of teacher education.

Review of the related literature:

Abel et al. (2006) carried out investigation on privatizing the education in Philadelphia.. He analyzed if Educational Management Organizations were improving student achievement. This paper reported initial findings from a study of middle grades educational reforms in Philadelphia. They used multilevel change models to analyze the impact on students mathematics and reading achievement of privatization through the use of educational management organizations (EMO) taking account of the structure reforms(formation of new K-8 schools to replace selected middle schools) occurring simultaneously with in the district. Overall, the longitudinal mathematics and reading achievement gains for students in EMO managed schools were not larger than those for students in school managed by the district.

While schools in long established K-8 schools generally outgained students in middle schools, there were hopeful signs, however, that broader systemic reforms such as district –wise increase in the quality and coherence of curriculum and professional development are bearing fruit. The 2004 and 2005 cohorts of eighth graders showed much achievement gains across the middle grades that were much larger than shown by the 2003 cohort. This finding was broad based, occurring in middle schools and K-8 schools, in privately managed and district managed schools. Singh and Singh (2007) studied the dynamics of privatization of higher education. There were great demand for diploma and degree in teacher education. In earlier times, teaching was considered as a vocation, but today it is called a profession. Earlier, money and service conditions were less important, and commitment and

dedication characterized teachers in the past years. In this light National council for Teacher Education (NCTE) was set up to bring quality into the system and counter commercialization. Unfortunately, the NCTE did not have an effective monitoring system to ensure quality of education, although it was empowered to maintain standards and prevailing commercialization.

Sapre and Patil (2009) studied about privatization of teacher education institutions and quality assurance. He concluded private educational institutions are gradually identifying their efforts for marketing themselves to attract talents to meet global competition by improving quality of their educational program. In Indian tradition, quality in education encompasses not only a product and process, but thought as well. In the era of privatization education is considered to a private good. The attempts are made to build and strengthen the relationship between education and economics.

In India what we require today is a number of dedicated educationists and intellectuals who fruitfully and doggedly devote their energies for the betterment of education at all levels especially at professional levels so that right kind of experience could be provided to the students. But more than that what they require today is to get education free from the fiendish clutches of the selfish and unenlightened politicians whose sole mission is to distort education for their own benefits. Anbalagan (2011) studied about inter-state variations in India for public expenditure on education. According to him development of a country is mainly determined by social and economic factors and it has been documented that where there is a social development, economic development is good.

Education is recognized as an engine of social and economic development. Investment in education enhances labor productivity, income generation, poverty reduction, human resource development etc. India is in the forefront among the developing nations and its major challenges are unemployment, inequality and poverty. All these obstacles are largely due to low level of public expenditure on education in India. These can be reduced with the help of providing better education facilities

Hypotheses:

The present study is based on the following hypotheses.

1. There is no significant difference between the attitude of male and female teacher educators towards the privatization of teacher educators.
2. There exists no significant difference between the attitude of rural and urban background teacher educators towards the privatization of teacher educators.

3. There is no significant difference between the attitude of more experienced and less experienced teacher educators towards the privatization of teacher educators.

Sample: For the current study a sample of 200 teacher educators, out of which 135 females and 65 male teacher educators were selected from the district of Ambala and Yamunanagar.

Tool description:

Self-Developed tool with 32 questions was developed. The reliability calculated by split half method was found to be 0.083 and the validity calculated through construct validity was found to be more than 0.08. The opinions from the experts in the field of

Table1: Distribution of Sample

Sample	No. of Teachers	Percentage %
Female	135	67.5%
Male	65	32.5%
Rural	105	52.5%
Urban	95	47.5%
Experience<5 years	150	75%
Experience>5 years	50	25%

education also contributed profitable results in the development of the tool.

Analysis and Interpretation of Data:

The present study on attitude on Teacher Education in the state of Haryana is an attempt to throw light on the burning issues.

1. Is there any usability of Privatization of teacher education in modern society?
2. Is there any need of Privatization of teacher education in modern society?
3. Is there any interest of Privatization of teacher education in modern society?

The t-value for the above two groups is 1.591 which is not significant at any level of significance. This means there is no significant difference between the attitude

Table 2: Gender Differences on Attitude towards Privatization

Dimension	Gender	N	Mean	S.D	t-value df=198
	Female	135	108.21	12.009	1.591
	Male	65	105.33	11.982	N.S

Table: 3 Locality Differences on Attitude towards Privatization

Dimension	Gender	N	Mean	S.D	t-value df=198
Locality	Rural	105	106.16	12.416	1.625
	Urban	95	108.28	11.641	(N.S)

of female teachers and male teacher educators towards privatization of education. The conclusions of the study

Table: 4 Experience Span Differences on Attitude towards Privatization

Dimension	Experience	N	Mean	S.D	t-value df=198
Experience	>5 years	150	107.29	11.605	0.023
	<5 years	50	107.24	13.409	(N.S)

conducted by Yusuf (2011), Dey & Saxena (2009) also supported this study.

The t-value for the above two groups is 1.625 which is not significant at any level of significance i.e. 0.05 and 0.01 level This means there is no significant differences between the rural and urban teacher educators towards privatization of education

See Table 2

The t-value for the above two groups is 0.023 which is not significant at any level of significance i.e. 0.05 and 0.01 level This means there is no significant differences between the experienced and non-experienced teacher educators towards privatization of education

Educational Implications: Since the attitude of Male and Female Teacher Educators did not differ, we can say that both male and female educators think alike with regard to the Privatization of Teacher Education sincerely. On the basis of experience and locality also there are no significant differences in attitude. Privatization of the Teacher Education is the one of the most recent changes that has acquired in the field of education with the mushrooming of self-financing Teacher training institutions where there is plenty of scope for teachers. All the Privatized institutes provide good facilities to the staff in order to compete in education markets.

Appendix

Attitude scale of Privatization of Teacher Educators

This measure consists of 32 statements for identifying attitude of Teacher Educators towards Privatization of Education. You are required to give responses by reading each statement carefully and then giving answer in the space provided against each item. Your response will be kept confidential.

Name..... Gender.....
 Age..... Educational Qualification.....
 Area..... Stream.....
 Institute.....

Instruction: The items in the questionnaire are intended to check your attitude towards Privatization of Teacher Education. You are required to indicate (y) to indicate the extent to which you agree or disagree with each statement

S.N	Statement	S.A	A	N	D	SDA