

CHAPTER IV :

EXOGENOUS FACTORS AFFECTING  
THE QUALITY OF TEACHER EDUCATION

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" I believe that the teachers now leaving the colleges are better educated, more mature and more adaptable than they have ever been. However, it is also true that too many are just not good enough to meet with confidence the tremendous and new challenges which are presented to them by the current situation in the schools; and that is rather different.

--- E.G. PIERSON  
Chairman  
AICDE, 1970

#### 4.1 INTRODUCTION

After having set forth the background perspective and reviewed the historical growth and development of the education of elementary school teachers both in Gujarat State and in the Philippines, it would now be possible to take up the main thread of the present research which is the critical examination of the current teacher education programmes for primary teachers in both the lands. In attempting this, the focus will be on those factors that affect the teacher education programme and determine its quality and index of effectiveness. The investigator has identified the following such factors after discussion with the educational administrators, teacher educators and specialists in teacher education whose names figure in the list of persons interviewed and which is given in the Appendix III.

- (a) Administration and supervisory set-up;
- (b) Organizational Climate as Structured by Andrew W. Halpin and Don B. Croft in their OCDQ Questionnaire (1963);
- (c) Leadership behaviour as hypothesised by Andrew W. Halpin and Winner in their LBDQ Questionnaire (1952);

- (d) Teacher morale as factorised by Ralph Bentley and Averno M. Remple (1970);
- (e) Procedures for selecting student-teachers for professional training;
- (f) Physical plant of teachers' colleges;
- (g) Academic and professional equipment of teacher educators.

The actual study of the teacher education programme will have the following three focal points :

- (a) To study the syllabus of teacher training in the light of the needs of changing primary schools and adequacy to meet the larger objective as reflected in the role expected of elementary school teachers in school and in society;
- (b) To inquire into the effectiveness of the provision made for the inservice education of elementary school teachers; and
- (c) To identify factors that either help or hamper the development of effectiveness of teacher education programme for primary school teachers.

Thus, the main focus in the analysis and interpretation

of descriptive and quantitative data presented in the current Chapter will be the study of organizational climate, teacher morale, leadership behaviour, physical plant of training schools, quality of the entrants into the portals of teachers' colleges, quality of the teacher educators, the pre-service and inservice teacher education programmes, and the broad evaluation of the inputs and the output of the system of education of elementary school teachers in both Gujarat State and the Philippines. It is true that the primary interest in this research is to identify such ideology and practices in the education of elementary school teachers in the Republic of the Philippines that could be adapted to strengthen and enrich the training programme of primary teachers in Gujarat State and also to examine whether there is anything in the Gujarat teacher training programme which could be suggested to enrich the similar teacher training programme in the Philippines. And also vice versa.

In subsequent sections the factors influencing the teacher education programmes and the three vital constituents of the professional preparation of primary school teachers will be dealt with

4.2 ADMINISTRATIVE AND SUPERVISORY  
SET-UP OF TEACHERS' COLLEGES

In the State of Gujarat there are currently 65 primary teacher education colleges\*. In management, they fall into two distinct groups, viz., government and private. Of the total teachers' colleges in Gujarat 38.46 per cent are government institutions and the remaining 61.54 per cent are private institutions. It may be broadly observed that in Gujarat State out of every 10 primary teachers' colleges, 4 are government and 6 are private. The recent trend in Gujarat is to reduce the number of government teachers' colleges and depend more on private grant-in-aid colleges. Jayendra Bhatt (1973) in his study has shown that between 1965 and 1972 as many as 16 teacher education institutions were closed down in Gujarat State under the orders of the Department of Education, and 14 of them were government colleges and 2 were private colleges. The investigator discussed the issue of recession with some of the members of the State Board of Teacher Education (Professor D.M. Desai, Principal M.D. Vaishnav and Smt. Kusumben Patel). It emerged from these discussions that the colleges closed down were firstly, those which were not needed in the areas

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\* Vide- Chart

in which they were located; secondly most of them were government colleges because the private enterprise in the district was adjudged adequate and efficient enough to take over the responsibility of training primary teachers in the concerned districts; thirdly, private colleges which were asked to wind up their programme had not satisfactory physical plants and their financial resources also were inadequate and uncertain; and lastly the trend in recession is to gear the outputs of the colleges to the stock of trained teachers needed by primary schools. This is so far as the general picture of government and private teachers' colleges needed to counteract surplus outputs and curtail further the unemployed primary school teachers. Their administrative organisation needs a detailed study.

In Gujarat State, the government primary teachers' colleges are under the direct authority of the District Education Officer who is the reviewing officer in the district for them. The organization of government training colleges in Gujarat is both in theory and practice of the line and staff type. It is headed by a Class II officer in Gujarat Education Service. He is designated as the "Principal". He is under the supervision and direction of the District Education Officer, a Class I Officer in

the State Education Service. The DEO functions under the Director and Deputy Director (training) of Education, who sit in the Department's headquarters at Ahmedabad.

From the talks and discussion that the investigator had with the principals of government training colleges at Baroda, Dabaka, Rajpipla, Surat, Devgadbaria and Rajkot (Saurashtra), and the case studies he made of the two government training colleges at Baroda, the following characteristics of the administrative functioning of government teacher training institutions emerge :

- The administration lacks warmth and sometimes even the human touch;
- The organisation is hierarchical; the personnel has line and staff relationship;
- It is an administration of bureaucracy and of rules and regulations;
- There is uncertain stability<sup>\*</sup> of staff particularly of the college principal;
- Little identification of the staff with their work in the college; motivation is for promotion to class II service grade rather than genuine interest in teacher training work;

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\* This is because of transfers, particularly of principals of Government teachers' colleges.

- Subdued freedom for the staff as well as students;
- Superficial and propagandist\* interest of the principal and the staff in innovative practicises in teacher training;
- Doubtful rapport of the staff within and without the college;
- Regular and tight schedule and operation of the programme;
- Teacher educators not always trained and graduates;
- Major concern for good examination results.

The investigator met the staff of some of these colleges at tea during the recess. Their informal talks centered quite often around the departmental matters such as transfer and promotion of known officers and friends, justice or injustice done to persons working in the Department, and such other matters that affect their service. He also noticed that the staff always kept 'some distance' from the principal and senior teachers. As it happens in private colleges, he did <sup>not</sup> notice interference by politicians in the internal administration and supervision of these government colleges; where this was found, it was largely due to on the personality variables and character of some

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\* This will not be largely agreed by the principals and staff of these colleges.



staff members. He was also told that 'a section of the students occasionally bring in politics to wrest maximum concessions from the principal and the staff on matters where government rules of discipline would not favour them in their demands. A principal of a government training institution seemed to the investigator more sensitive to what the District Education Officer felt it best to be done in a training college. This was the case to a greater extent in a government college than in a private training college.

The administrative set-up of private training colleges is somewhat like this. It ~~has~~ has its Management Committee or Board. Quite often this Committee is manned by lawyers, doctors and/or social workers. Person or persons who have donated money for the establishment of the college have usually their nominated representatives sitting on the Management Board. It is this Management Board which is principally <sup>the</sup> decision-making body. Quite often the Chairman and the Secretary of the Board between them make up the decision-making force. It is they who have larger voice and greater influence in running the administration of the college. The principal of the

training colleges is an administrative head, but in practice he is only superficially consulted. Only in few cases, the investigator found that the principal was able to get the things done in his college as he wanted and the way in which he wanted them to be done. This he does by persuading or influencing the Management. However, this would depend upon personal variables such as his personality, the respect he commands in the local community, the influence he has with the members of the State Board of Teacher Education and the Officers of the Directorate in Education at Ahmedabad. By and large he is the executor of the policy-decision taken by the Management. In the financial administration he has little freedom. Whatever freedom he has, it is in academic field.

Within the training college, the centre of gravity lies in the principal. He is usually a trained graduate teacher, i.e. he holds a Bachelor's and sometimes Master's degree also in Education.\* But this qualification does not denote any specialisation either in primary education or teacher education in general and teacher education of primary teachers in particular. This is because specialisa-

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\* Of the fifteen teachers' colleges that he visited, in Gujarat State only 31.1 per cent have a Masters Degree in Education; 68.9 per cent had only a B.Ed. degree.

tion at Master's Degree level in <sup>teacher</sup> education has been only recently introduced in the Universities of Gujarat and, as such, there is no Master's degree with specialisation in Elementary Education.\* Therefore, the principal who is supposed to provide professional leadership to his faculty members in training primary school teachers is a generalist like his colleagues in the college. They learn the science of teacher training by experience and, to some extent, by hit-and-miss method. The Education Department of the State prescribes detailed syllabus for training primary teachers which has to be followed rigorously without any deviation by every teachers' college, whether private or government. The State Institute of Education (SIE) located in Ahmedabad periodically arranges inservice training programme for principals and staff of the teachers' colleges for primary teachers. These short term programmes provide some kind of professional training but this inservice programme is neither regular nor thorough. The investigator got an impression from the talks he had with the training college principals and staff that hardly 40 to 50 per cent of the teacher educators derive real benefits of these programmes because the Managements are quite often not willing to depute them to these inservice education courses

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\* 1. The M.Ed. programme of the Gujarat Vidyapeeth is a happy exception.

when the colleges are in session as the staff is limited and the absence of more than one staff member throws the work of the college almost out of gear. It is the college principal, rather than the college staff, who gets largely the advantages of the inservice refresher courses, seminars and workshops.

The Director of Education exercises little academic control excepting the fact that all teachers' colleges have to implement the syllabus of teacher training prescribed by the Department. There is very little interference into the day to day work of individual colleges by the District Education Officer who has supervisory authority over them. A principal can offer a good or bad programme depending upon his own academic insight and ability. Within the institution centralisation is the mode of administration and supervision. The authority and decision-making are wielded by the college principal. The investigator found good degree of centralisation even in colleges which professed decentralised functioning. Decentralisation is an eye-wash professed by many institutions as the whole show is run by the principal. If at all there is decentralisation it is the directed one wherein faculty members operate largely on lines chalked out by

the college principal. It is, however, true that unlike government colleges, there is little line-and-staff relationship or functioning in private colleges. There is some academic freedom but the extent to which it is really utilised depends upon the personality characteristics of both the college principal and of the faculty members who are bold enough to come out openly with their ideas and convictions. The freedom is snatched rather than given. It may be largely observed that in private teachers' colleges, the Management Board and the Principal are the two fulcrums on which the administration operates. Only in few cases the staff members constitute the third fulcrum. However, in the last three years the community of student-teachers have also come into the front and a process has now begun wherein they are forcing themselves into the role of decision-making of the training colleges, both in administrative and academic dimensions. This is, however, a new trend which is still not very clearly manifested as is the case in colleges of general education and in universities in the State. One is not sure whether this new trend of student dominance at the stage of primary teacher education is a passing phase or is going to stay for a long time. This is so far as administrative and supervisory

3 organisation of teachers' colleges in Gujarat State is concerned.

In contrast to the Gujarat practices, the administrative and supervisory organisation of elementary teachers' colleges in the Philippines appears to be better articulated and structured. From the administrative angle, the teacher education institutions in the Philippines fall into four groups, viz., (1) the Philippine Normal College, (2) the Regional Normal Schools, (3) the College of Education of the University of Philippines, and (4) the Colleges of Education of private universities.

### XIII

The Chart<sup>XIII</sup> on the next page gives the graphical presentation of the administrative and supervisory organisation of the Philippine Normal College. This organisation is statutory in the sense that its framework is laid down in the Republic Act No.416 (as modified by Act No.921) of 1949. The head of the Normal College is designated as 'President' and not 'Principal' as is the case in Gujarat State. The appointment of the President of the College is done at a higher level by a person of no lesser <sup>eminence</sup> ~~rank~~ than the President of the Republic of the Philippines with the approval of the Commission on Appointments. The College

(THE PHILIPPINES NORMAL COLLEGE, MANILA)



**DIRECT AUTHORITY  
SUPERVISORY OR  
COOPERATIVE FUNCTION**

# CHART- XIII

4 has also a Vice-President. The appointment of the Vice-President is approved by the Board of Trustees upon the recommendation of the President of the College. The intra-administrative and supervisory services are clearly structured and organised with proper division of responsibility among the administrative staff. The four principal executive officials in the college organisational structure deserve to be noted. They are :

(a) The dean of Instruction, (b) the Dean of Graduate School, (c) the Administrative Officer and (d) the Registrar. The set-up seems to be on the American lines. It is more elaborate than the one operates in any teachers' college in Gujarat State, even more elaborate than the one found in the Faculty of Education and Psychology of the M.S. University of Baroda or the School of Philosophy, Psychology and Education of the Gujarat University. The advantage of this elaborate structure is that important functions of the College are well diversified and separate personnel are provided to plan and execute the programmes of the College. This becomes evident from the following excerpt from Noval and Aquino (1971, pp.109-110) on the administrative and supervisory organisation of the College :



"The Dean of Instruction is responsible for the instructional and promotional services; he supervises the Undergraduate College the Laboratory School, including the Off-campus and Field Unit, Student Personnel and Complimentary Services, and the P.M.C. Community School Health Services.

The Dean of the Graduate School takes charge of the Graduate Studies and Research Services.

The Administrative Officer is in charge of the Medical and Dental Units, the Finance and Budgeting Office and the Property Section.

The Registrar takes care of the enrolment and scholastic records of the students."

The teachers' colleges in Gujarat State both government and private, are too small to have an elaborate organisational structure as the one described above. They have limited personnel and limited funds. This would make it difficult for them to think in terms of separate organisational leaderships as provided in the model of the Philippine Normal College. At the most by way of the application of the Philippines model for teachers' colleges in Gujarat, it can be considered whether these diversified functions under the four different organisational set-ups

are delegated to different staff members for whom they would constitute additional responsibilities. In order that they are able to discharge these responsibilities with single-mindedness of purpose, employ planned thinking and develop sincerity, their teaching workload should be reduced at least by 25 to 30 per cent of the total quantum. This might necessitate the appointment of one or two additional faculty members on the staff of a college. The primary teachers' colleges in Gujarat have nothing to do with graduate and post-graduate research programme. Till the day when primary teacher education has been brought into the main stream of university academic life, the question of the Dean of Graduate School and Research Services will not arise. A primary teachers' college needs an extra faculty member to organise and pilot inservice education programme for the teacher of the primary schools situated in the round about talukas. There can be an Extension Service Unit<sup>in it</sup> as is the case in some selected colleges of education of the State for the secondary school teachers of the round-about-areas. In primary teachers' colleges, the functions of the Administrative Officer as well as of the Dean of Instruction are vested in the college principal himself.

The syllabus of teacher training, as stated earlier, is ~~and~~ prescribed by the State. Education Department and individual teachers' colleges have little freedom to deviate from it. So, for development of the instructional programme on independent lines, there is no scope in the Gujarat set-up as it is in the Philippine set-up. So, to perform that function no Dean of Instruction is required. However, this point was discussed by the investigator with some of the principals and senior faculty members of some primary teachers' colleges of the State. He was told that at the level of teacher college, how to teach <sup>was</sup> ~~is~~ not the concern of the principal; it is the individual teacher educators who decide how to teach a subject assigned to him on the college timetable. He either prepares monthly plans of his teaching or teaches by developing mental plans not committed to paper, or he teaches without any pre-conceived plan at all. Therefore, they maintain, that an elaborate set-up for planning instruction is not necessary in the situation obtaining in teachers' colleges in Gujarat. The system of having a 'Registrar' exists only in universities, and even large-sized colleges of general education,

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and, in a teaching university like M.S. University of Baroda, even a Faculty (which contain a number of departments of teaching related courses), do not have a Registrar. The work ( ) maintaining records of correspondence, budget, accounts, college administration, library, equipment, furniture, dead stock, enrolment etc. is done by the college office under the direction and supervision of an administrative person called the Office Superintendent (if the college is large-sized) or the Head Clerk (if the college is small sized). So, the set-up of a Registrar does not seem to be a need in the Gujarat setting. It may be looked upon both by government and management<sup>as</sup> a luxury which poor teachers' colleges in Gujarat can ill-afford. However, instead of having an Administrative Officer and a Registrar, this work can be properly structured and organized and it can be distributed among the senior faculty members and office staff under the guidance and supervision of the college principal<sup>\*</sup>. This function falls naturally to him (the principal) as he has the responsibility of direction, supervision, co-ordination and also periodical evaluation of the functioning of these sections or units. There should be an inbuilt system within each college itself, with sufficient decentralisation in decision-making in execution (once policy-decisions are taken by the Management and/or principal),

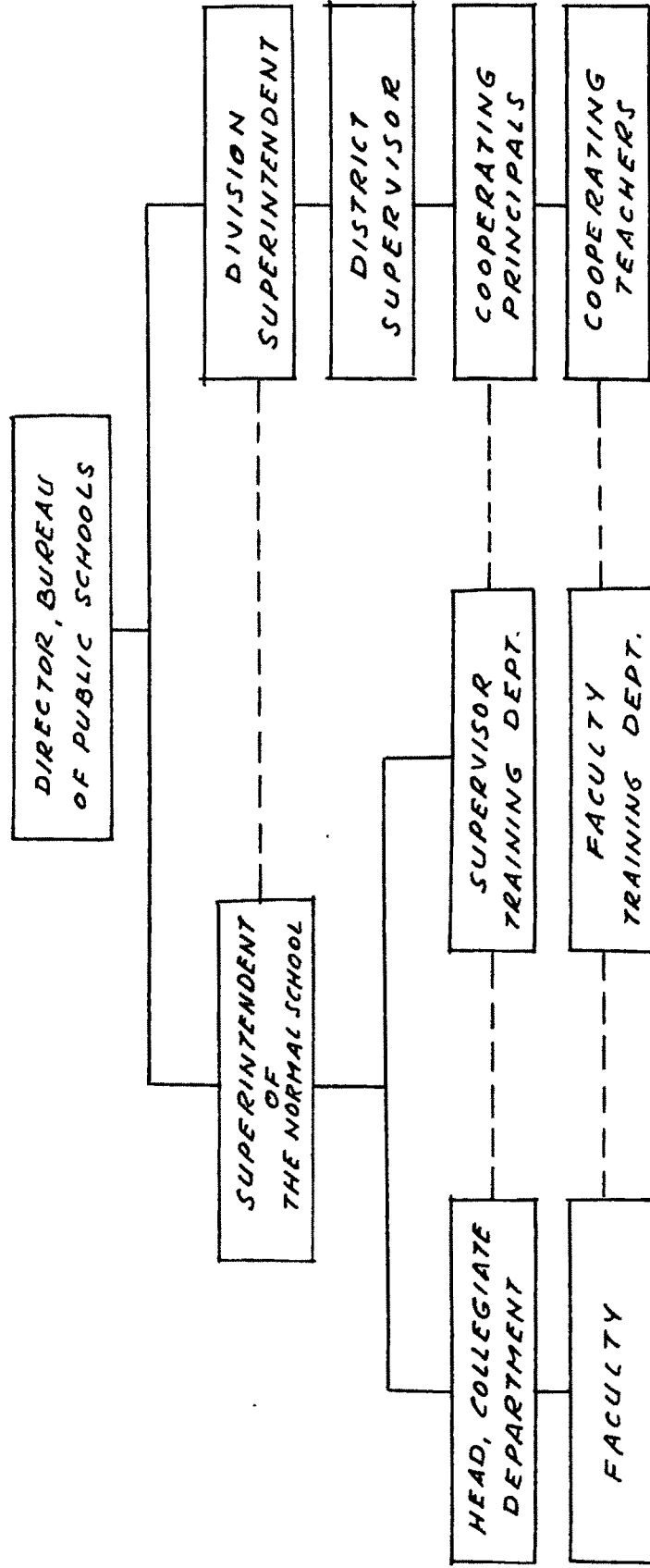
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\* This is what happens in Government High Schools.

so that the work of the college becomes smooth, quick and effective.

The Philippine Normal College presents one model of administrative and supervisory organisation. There is another such model also. It is supplied by the seven Regional Normal Schools. The Chart<sup>XIV</sup> immediately following this page makes a graphic presentation of the administrative and supervisory organization of these colleges which as, Naval and Aquino (1971, p.110) observe, is identical for all the Regional Normal Schools. From the Chart, it will be seen that this organisation is also the line and staff type. The head of a Regional Normal School is called "Superintendent". He is under the direction, supervision and control of the Director, Bureau of Public School as the principal of a teachers' college in Gujarat State is under the direction, supervision and control of the Director, Department of Education (the D.E.). A Regional Normal School, however, has two wings. One takes care of teaching and training. Actually the Superintendent is the head of this wing. The other wing is concerned with practice teaching of the student-teachers. It is headed by Division Superintendent who is not under the direct authority of the Superintendent but he is under supervision and control of

ADMINISTRATIVE AND SUPERVISORY ORGANIZATION OF  
REGIONAL NORMAL SCHOOLS  
(THE PHILIPPINES)



LEGEND:  
 ————— DIRECT AUTHORITY  
 - - - - - COOPERATION OR COORDINATION

The Director of Public Schools. Thus, the two functions of teaching and training in skills of teaching are separated, at least administratively, in the Philippines Regional Normal Schools. The relation between the two heads is one of co-operation and co-ordination. In the Gujarat set-up no such provision or even possibility exists. In the professional preparation of teachers, practice teaching constitutes a vital integral component. A recent trend in India is to regard training in practice teaching and practical work of the student-teachers even more important than their participation in theory lectures. The investigator discussed the issue of having a separate set-up for organising practice teaching work for trainees in district schools with the Deputy Director in Charge of teacher training, some district education officers and college principals. Most of them - almost 80 per cent of principals favoured a separate organization for practice teaching. According to them this would certainly make practice teaching more systematic, better supervised, and more effective. The twenty per cent of them, who did not agree with this line of thinking, however, said that such an elaborate set-up for supervision of practice teaching in our country is neither feasible nor desirable. According to them, this function can

1 be better performed by the Vice-Principal<sup>\*</sup>. He should be vested with this responsibility. If at all, they argued, a separate set-up is felt desirable each teachers' college in each district be called upon to constitute a committee for supervision of Practice Teaching consisting of (a) the Principal (convener), (b) the Vice-Principal or a Senior faculty member of the college, (c) the Chairman of the Taluka Panchayat executive committee and (d) an Assistant District Education Inspector preferably the one who is in charge of the beat or division of the district in which the teachers' college is located. Most of these persons agreed that the association of an officer of the Education Department in such a Committee will ensure better co-operation from the practising schools belonging to the range of supervision - inspection of the assistant to the District Education Inspector. A teachers' college in Gujarat State does not have collegiate or academic departments. They are to be found only in four Regional Colleges (which have Four-Year Degree courses in education) in the country, but they are concerned with the education of secondary school teachers and they have nothing to do with the education of elementary school teachers. Therefore, till the day when the primary teachers' colleges in Gujarat, are brought

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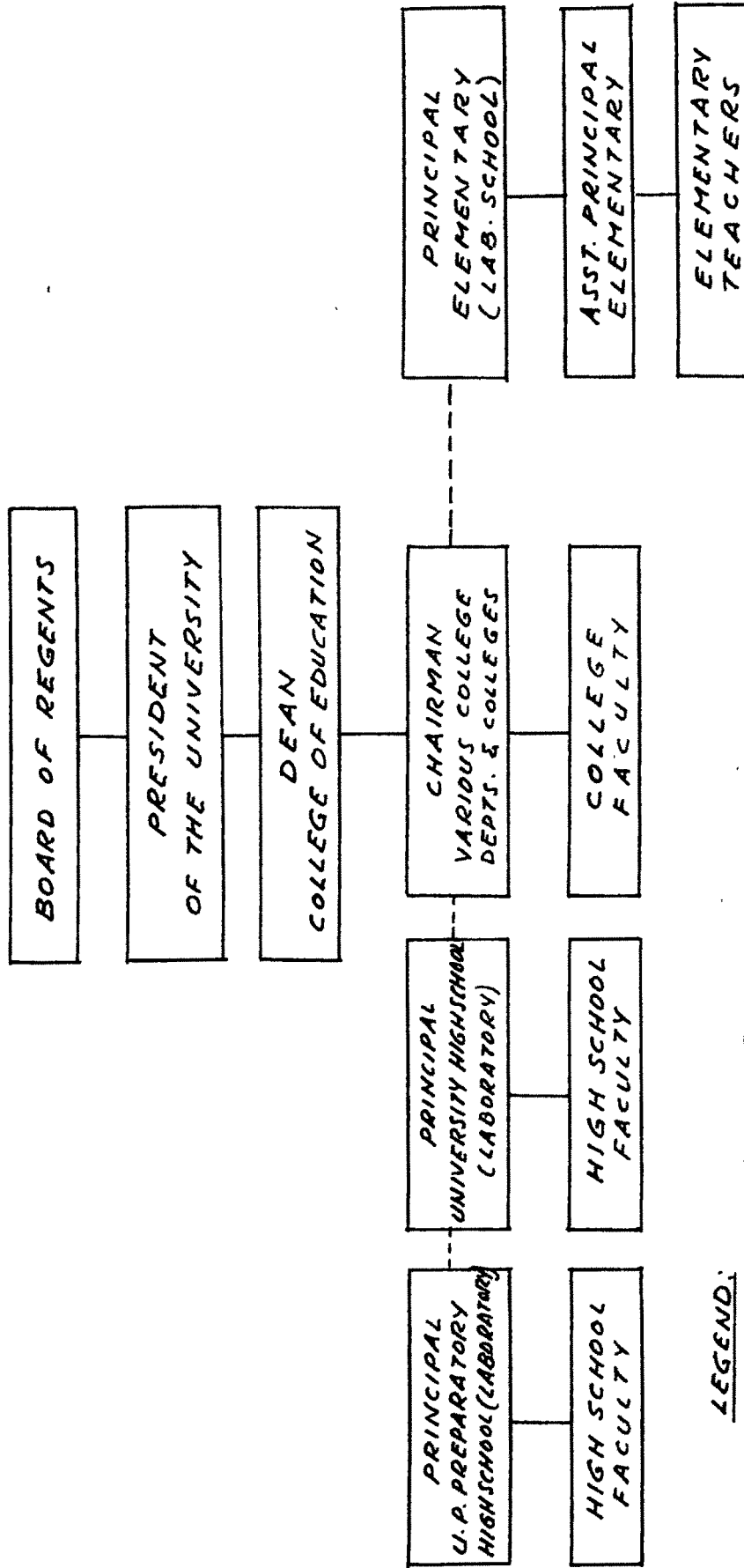
\* The argument advanced was that unless practice teaching is under the direction and control of the principal of a training college, no innovative practices like microteaching and classroom interaction analyses would be introduced in on-campus or off-campus student teaching.



2 under the main stream of university life, as recommended by the Kothari Education Commission (1966, para 4.04), this set-up of the Regional Normal School of the Philippines has no relevance for Gujarat. According to Naval and Aquino (1971, p.110) it appears that the Superintendent of a Regional Normal School in the Philippines is given plenty of freedom. It is this feature which needs to be adopted in Gujarat teachers' colleges. They should have appreciable freedom in day-to-day decision-making and in academic matters. The principal of a college should give similar academic freedom to his subordinate colleagues. Democratic practices, in place of present bureaucratic and authoritarian practices, should prevail in the infra-organisation of the teachers' colleges in the State. Co-operation among the administrators and teacher educators should constitute an important input which should result in better conditions of study and training for the community of student-teachers.

The two charts XIV and XV given on pages following immediately this page present the organisation of the college of Education, University of the Philippines and the College of Education of a private university (i.e. the University of the East). It will be seen from them that they, too,

**ORGANIZATION OF COLLEGE OF EDUCATION**  
**UNIVERSITY OF THE PHILIPPINES**



**LEGEND:**  
 ——— LINE OF AUTHORITY  
 - - - - - LINE OF COOPERATION

3 provide elaborate organisational structure which also seem to have little relevance to primary teachers' colleges in Gujarat, at least at this stage of their development. However, the contents of these charts can be simplified and adapted for colleges of education in the State as well as in the country (India) that provide professional training to teachers of pre-primary, primary, high school and higher secondary schools. The Faculty of Education and Psychology, M.S. University of Baroda has such a comprehensive teacher training programme. Therefore, the administrative service model of these two types of the Philippines colleges can be used to improve the operation of this programme in the Faculty if (a) a separate department is organised for practice teaching, practical work and field-work (on campus as well as off-campus) for all the four categories of teacher-trainees in a properly integrated and co-ordinated way; (b) a separate department for theory work including examinations may be set-up; (c) a separate department of post-graduate teachers' programme may also be organised which should also include programmes of training in leadership, supervision and speciality in teacher training at pre-school, primary or secondary school state; and (d) a research department of a type which cuts

# ORGANIZATION OF COLLEGE OF EDUCATION UNIVERSITY OF THE EAST

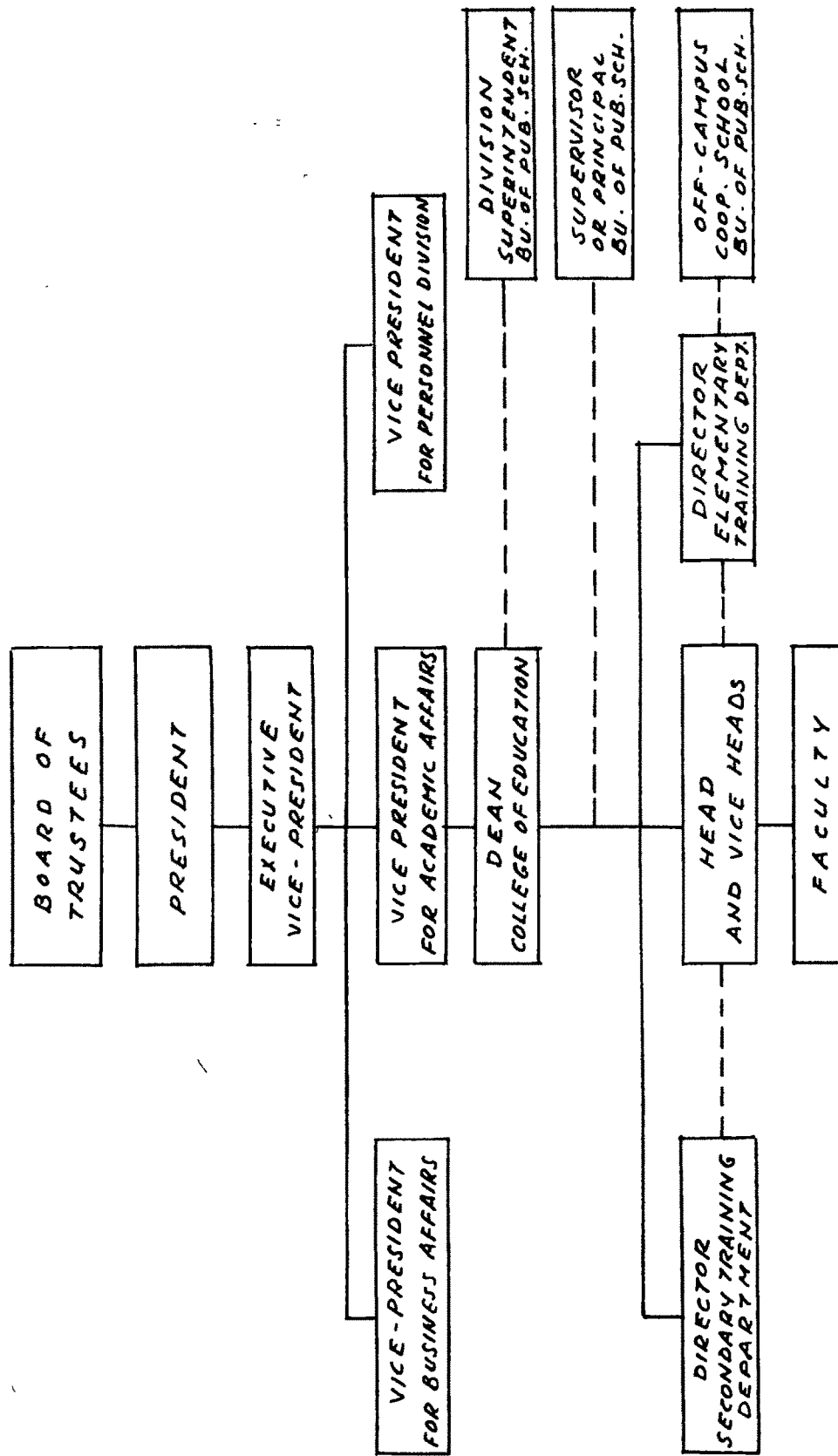


CHART XVI

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across teacher education at all the four stages.

From the data that the investigator could collect from documents, personal interviews and discussions held with academicians and administrators of the teacher education programmes of Gujarat State, it becomes apparent that little attention has been so far paid to the development of an effective organisational set-up in administration and supervisory work in teachers' colleges geared to the maintenance of quality of teacher education programme. The present trend is to vest in the principal many vital functions of administration, supervision, piloting of the instructional programme, leadership and maintenance of standards. This is being done as a measure of economy. However, a principal of an elementary teachers' college can hardly perform all these functions effectively as he seldom§ possesses pre-service training experiences in the training elementary school teacher. In that eventuality, he largely relies on his inservice experiences and on his own perceptions and conviction about the best way to train primary school teachers, but unfortunately such haphazard approaches hardly give him any insight in<sup>to</sup> his task. Therefore, it becomes necessary to undertake organizational

5 studies in teachers' colleges to develop an effective model of administration and supervisory work in them, and plan out instructional work, leadership training and research programme in the field of elementary education and elementary school teacher education.

#### 4.3 LEADERSHIP PATTERNS IN TEACHERS' COLLEGES

It was noted in section 4.2 that the administrative organisation in teachers' colleges in both the lands is of the line and staff type; It was also observed that it operated more rigidly in private teachers' colleges in Gujarat than <sup>in</sup> the government teachers' colleges, and further, the line and staff organisation was found to be more pronounced in the teachers' colleges in the Philippines than in the teachers' colleges of Gujarat. It was also noted particularly that leadership of teachers' colleges in Gujarat do not usually have a specialised professional training or background either in the field of primary education or in primary teacher education. It is true that the effectiveness of teacher education programme has been found to be depending in a significant measure upon the professional experiences and specialised

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training of the head and the staff of teachers' colleges. However, the quality of leadership in these colleges is assumed to be exercising no less crucial influence than the qualifications and experience. Studies done in Gujarat by Piloo Buch (1972), Sushma Bhagia (1973), Bhikhu Patel (1974), Dalsukh Pandya (1975) and Dahyabhai Darji (1975) on secondary schools, by Shinde (1975) on the Panchayati Raj leadership and by Ivy Franklin (1975) on secondary teachers' colleges also show that leadership behaviour of the principals of the institutions contributes largely to and achievement index. their productiveness/ The recent thinking is, effective leadership behaviour contributes a lot; it, in fact, constitutes a crucial input, in making an organisation productive. This is true of all organisations whether they belong to the sphere of public administration, business, industry or education.

With this sort of ideology in mind the investigator has thought it fit to study the leadership behaviour, along with some of their correlates, of the principals of selected teachers' colleges of Gujarat State as well as of the Philippines. In the study he has used the model of leadership behaviour developed by Halpin and Winner\* in

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\* Please refer to Appendix II.

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their tool the 'LBDQ' (Vide - Halpin, 1966, Chapter 3).<sup>\*</sup>  
 The model is based on two main postulates (Vide - p.81),  
 viz., the behaviour of a leader functioning vis-a-vis  
 members of a group in an endeavour to facilitate the  
 solution of group members, and the behaviour of the  
 leader and the behaviour of group members ~~being~~  
 inextricably interwoven. Halpin (1966, pp.86-90) has  
 identified two dimensions of leadership behaviour, viz.,  
 (1) Initiating Structure and (2) Consideration. Halpin  
 and Croft have actually constructed a tool called the  
 LBDQ<sup>\*</sup> to measure the leadership behaviour in these two  
 dimensions in an organisation. Halpin explains these  
 two dimensions in this way : (vide - pp.87-87)

"Initiating Structure refers to the leaders'  
 behaviour in delineating the relation-  
 ship between himself and members of the  
 work-group, and in endeavouring to esta-  
 blish well-defined patterns of organisation,  
 channels of communication and methods of  
 procedure.

Consideration refers to behaviour of friend-  
 ship, mutual trust, respect, and warmth in  
 the relationship between the leader and the  
 members of the Staff."

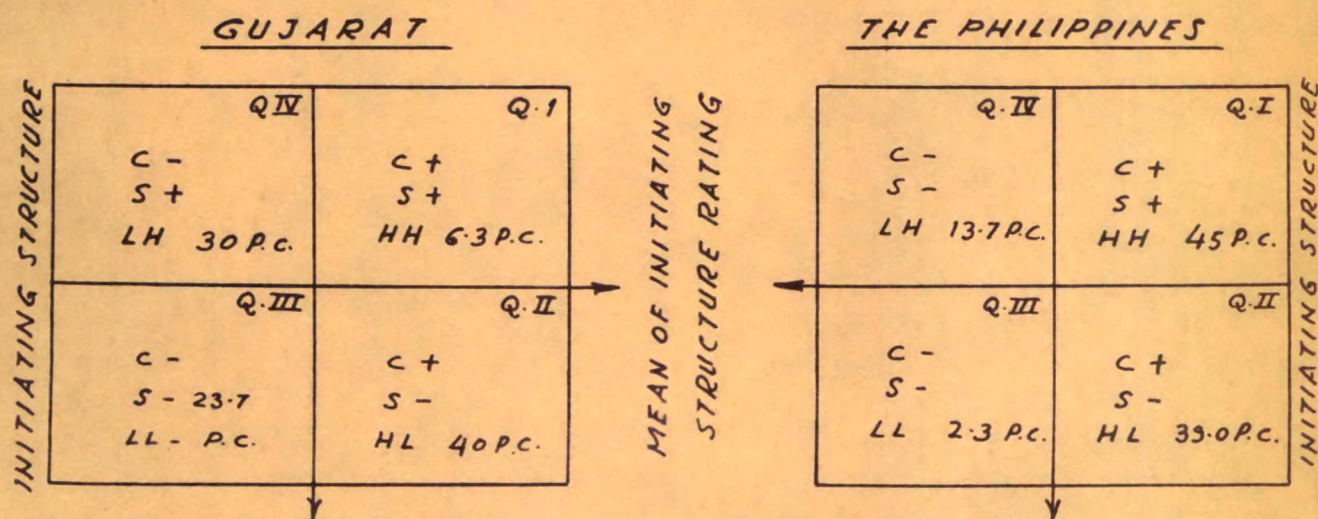
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\* The Gujarat studies on leadership behaviour referred to  
 earlier all have used the LBDQ of Halpin and ~~Winner~~ and  
 school leadership behaviour has been measured quanti-  
 tatively.

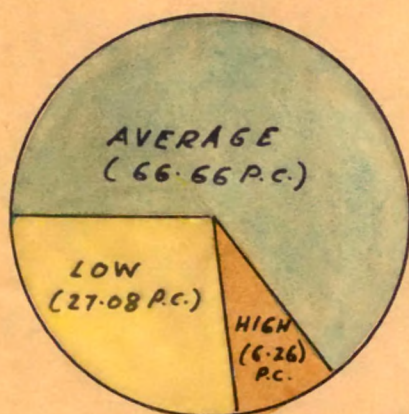


The principal of a teachers' college is naturally a leader of the group of teacher educators and also of the body of the student-teachers enrolled in his college. He must, therefore, lead - must initiate action in different aspects of the programme of teacher education and must get things (conceived to be contributing to the improvement of competence of student teachers in classroom teaching and in the performance of other duties generally being assigned to a primary school teacher) done. But this purpose he can accomplish best only through his colleagues - the teacher educators on the staff of the college and he had<sup>to</sup>/<sub>do</sub> that also without jeopardising the intactness and integrity of the staff. He has to play the role of a skilled executive. He should, therefore, know that if he has to achieve his purpose of putting across an effective teacher education programme in his training college, he must maintain "good human relations." This would mean, that he must, as Halpin observes (p.87), "contribute to both major group objectives of goal achievement and group maintenance". In Barnard's (1938) terms, he must facilitate cooperative group action i.e. the teacher educators' work in the college so that it can be both effective and efficient.

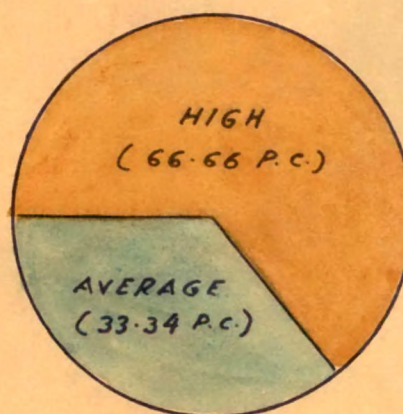
**Q- LEADERSHIP BEHAVIOUR OF PRINCIPALS  
OF TEACHERS' COLLEGES**



**B - STAFF MORALE OF TEACHERS' COLLEGES**



**GUJARAT**



**THE PHILIPPINES**

The investigator first thought of administering the adapted version of the LBDQ to sampled teacher educators and even to some college principals of both the lands. But he was not sure whether the responses of the teacher educators and principals on the LBDQ would be frank, true and objective. This happens quite often in India. This was actually the comment of some researchers who worked on leadership<sup>\*</sup>. Further, the administration of a tool to teacher educators of a foreign country when the researcher has already departed from the country was rather difficult. He, therefore, decided to make use of the method of personal visit and observation on Gujarat Colleges and to rely on his notes on teacher education colleges of <sup>the</sup> Philippines which he had visited with some friends in 1972 when he was a student of the University of the Philippines.

For the field study, the investigator has selected an unbiased random sample of 15 primary teachers' colleges<sup>\*\*</sup> in Gujarat. During his study visit to these colleges he used the approach of observation, talks, discussions and anectodates or incidents he has been able to collect. Thereby he classified the leadership behaviour patterns

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\* Vide- Studies by Bhikhu Patel (1974), Shelat (1975), Darji (1975), Pandya (1975), and others.

\*\* Vide- Appendix IV.

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of the principals of Gujarat primary teachers' colleges on the Halpin's model. He has used the Quadrant Scheme developed by Halpin (p.99) for describing leaders' behaviour. His finding<sup>d</sup>, as they emerged from pooling together the results of the meetings he had with the teacher-educators and principals in face-to-face situations and from his observations of principals' acts and teacher educators' acts, are as under :

- (1) He found 6.3 per cent of Gujarat teachers' college leaders standing high both on Initiating Structure and Consideration dimensions of the leadership behaviour. They denote the HH leadership pattern referred to by Dahyabhai Darji (1975) and others. The principal was found to be quite effective in his leadership role in his college;
- (2) He also found 40 per cent of the principals who stood quite high on the dimension of Consideration but quite low on the dimension of Initiating Structure. They belong to the HL-pattern of leadership behaviour as described by the researchers referred to earlier. These principals were not judged as effective leaders by their own staff of teacher

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educators. The investigator also tends to agree with this group judgement or perception about their leader because studies on leadership referred to earlier have shown that in making an organisation function effectively, <sup>only</sup> the possession of ~~the~~ the milk of human kindness on the part of the leader is not enough. This quality, though good in itself, is not always productive. It needs to be supported by some other qualities. For instance, a leader, to be effective in his leadership functions, also needs to develop an ability to organise well, to develop an effective channel of communication, to develop viable and productive methods of procedures and keeping the organisation on move and dynamic. As Halpin (p.99) observes, "consideration contributes little to effective performance unless a leaders Consideration behaviour is accompanied by a necessary minimum of Initiating Structure behaviour."

- (3) Further, the investigator found <sup>\*</sup> 13.7 per cent of the sampled principals belonging to the category of leadership behaviour which is characterised by low degree both in Consideration and Initiative Structure.

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\* Vide- Chart XVII.

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It is called the LL pattern of leadership behaviour. These principals were found to be most ineffective. They just functioned. They, however, gave the investigator a feeling that the whole show that they were running might crash at any time. The principal and the staff were not only illadjusted with one another, but there was explicit conflict, resentment and implicit mischief intent on the part of the staff<sup>also</sup>. They had many tales to relate about their college, their principal, their work conditions and even the irregularity of the payment of their monthly salaries.

- (4) The investigator also came across a group of college principals - also not less than 40 per cent of the sample - who stood quite high on the dimension of Initiating Structure but quite low on the dimension of 'Consideration'. This denotes the LH pattern of leadership behaviour. These principals were described by their staff as 'mean' and 'unreliable'. Halpin would have described them as "martinets" and the "cold fish". They were intent upon getting the job done. They were of the dictating type. They almost bullied their staff to get the work done. They pushed



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the staff hard in almost all their work - in finishing the theory course, in guidance, supervision and evaluation of practice teaching, in assigning, correcting and assessing the practical work, in the work of planning community and camp living, out-side the campus community work, in craft-work and such other aspects of the teacher education routine schedule of a training college. They had actually turned their college into a "training" class instead of a "teachers' college". The principals falling into this category were characterised by an attitude and approach reflecting their concern and impatience about getting the job done, reflecting at the same time an indifference to the human aspect - they almost forgot that they were dealing with human beings, not with cogs in machine. One interesting fact that also emerged from this study was this. Most of this category of college principals belonged to government primary teachers' colleges and they were also of the above middle age group, i.e. they were in their late forties.

Looking from the point of examination results conducted by the Gujarat State Examination Boards, it was found that the percentage of <sup>successful</sup> ~~pass~~ students was higher in the

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colleges where the principals were of the category described in (a) and (d).

The question of leadership behaviour of the heads of teacher education colleges of the Philippines was also studied in a similar manner. However, the investigator had to depend upon the data he and his friends had collected in 1972. His analysis of the data showed that the leadership behaviour manifested in the Philippines colleges <sup>was</sup> of the HH pattern to a larger extent and of the LH pattern to some extent. The latter was found to be the case to greater degree in the Regional Normal Schools than in colleges of education run by <sup>a</sup> private university. This finding tallies with the finding of the Gujarat Colleges where the investigator had found more HH patterns of leadership in private colleges and government colleges having more of the LH pattern. The College of Education of the University of the Philippines where the investigator studied for his Master's Degree had provided him rich data. This leads him to conclude that the College manifest<sup>s</sup> a leadership pattern of the HH type. His study of the 15 sampled private teachers' colleges in the Philippines did not reveal a single case of the LL Pattern.



This is a tribute to the ethos and environment in teachers' colleges in the Philippines. In case of only 33.7 per cent of the colleges, his overall conclusion from what he observed and heard on their campuses is that they belong <sup>ed</sup> to the LH pattern of leadership behaviour. It is to this fact that 45 per cent of the leaders of teachers' colleges, in the opinion of this investigator, manifest the HH pattern of leadership behaviour, 41.3 per cent HL pattern behaviour and almost none the LL pattern of leadership. He also tends to attribute the greater effectiveness of teacher education programme in the Philippines to this leadership characteristics in teachers' colleges. The example of the Philippines provides a pointer to the fact that it is very crucial to have leaders of the teacher colleges adequately, professionally trained and it is equally crucial to place the operation of teachers' colleges in the hands of leaders who show welcome characteristics of positive and significant Initiating Structure and Consideration. It is this leadership behaviour which contributes largely to the development of open organizational climate which, as it will be seen in the next section, plays a large role in achieving and maintaining the effectiveness of an organisation.

#### 4.4 ORGANISATIONAL CLIMATE OF PRIMARY TEACHERS' COLLEGES

As revealed by doctoral studies by Patel (1974), Shelat (1975), Franklin (1975),<sup>Pandya(1975)</sup> and Darji (1975) another factor correlated very highly with instructional quality or organisational effectiveness is the organisational climate. The trend in Climate Studies began in the U.S.A. in the sixties. It began in Gujarat in seventies. Advances have been also made in the Philippines in research in this area.

During the sixties, a new ideology of organisational climate manifested itself in the domain of educational administration. In Gujarat State this movement has emerged in educational research in seventies. The leadership in this came from the Centre of Advanced Study in Education of the M.S. University of Baroda where, till today, eleven doctoral studies have been attempted in the field of the organisational climate of secondary schools or teachers' colleges.\* They include approved Ph.D. theses by Kumar (1972),<sup>Sheth(1973)</sup>, Sharma (1973), Pillai (1973), Patel (1974), Shelat (1975), Pandya (1975) and Darji (1975).

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\* They are by Sheth (1975) and Franklin (1975).

7 Shah (1975) and Franklin (1975). Of these researchers - Sheth and Franklin have studied organisational climate of colleges of education for secondary teachers in Gujarat State. Shah (1975) has also recently identified the various types of organisational climate among colleges of Central Gujarat. The field of climate of primary schools and primary teachers' colleges in Gujarat has so far remained unexplored. The present study has ventured to study broadly the organisational climate of primary teachers' institutions in Gujarat and the Philippines.

The concept of the organisational climate was developed by Andrew H. Halpin (1966, Chapter 4) reviewing and crystalising ideas contained in several studies of similar nature. As Halpin (1966, p.131) views climate, it is the "personality" of an institution. He observes, "Personality is to the individual what Organisational Climate is to the organisation". In fact, the ideology of Climate is not a new discovery; what is new therein is its measurement and identification, factor analysis and discovery of dimensions. Halpin's thesis is that organisational climate of an institution or an organisation is created as a result of interaction of two types, viz., (a) interaction among faculty

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members in relation to one another, and (b) interaction between the principal and the faculty members. He has identified eight dimensions, four relating to teachers' behaviour and another four to leaders' behaviour. The ultimate climate results from the operation of these eight dimensions. The dimensions of climate as identified by Halpin are as under :

- |                                 |                         |
|---------------------------------|-------------------------|
| (a) Teachers' Behaviour :       | (1) Disengagement       |
| (Characteristics of the group)  | (2) Hindrance           |
|                                 | (3) Esprit              |
|                                 | (4) Intimacy            |
|                                 |                         |
| (b) Principal's Behaviour :     | (1) Aloofness           |
| (Characteristics of the Leader) | (2) Production Emphasis |
|                                 | (3) Thrust              |
|                                 | (4) Consideration.      |

Halpin (pp.150-152) has explained the meaning of each of these eight dimensions. According to him, 'disengagement' describes a group that is "not in gear" with respect to the task at hand. 'Hindrance' refers to the faculty's feeling that their principal or the leader is unnecessarily burdening them with so many routine duties

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which they (the teachers) construct as obstacles in their main work - they feel that the principal is hindering rather than facilitating their work as classroom teachers. Esprit refers to teachers' morale. Intimacy refers to teachers' enjoyment of friendly social relations with ~~one~~ <sup>one</sup> other. This dimension is focused on social-needs satisfaction. These four dimensions relate to teachers' behaviour which contribute to the creation of an institution's organisational climate. They also signify the quality of interaction and inter-personal relationships among the staff members.

But the organisational climate is also contributed in a significant manner by the principal's behaviour. The four dimensions relating to the leader's or principal's behaviour are described by Halpin in the following way. Aloofness refers to behaviour <sup>of</sup> ~~by~~ the principal which is characterised as formal and impersonal. The principal keeps himself emotionally at distance from his faculty members. He prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. The dimension of Production Emphasis denotes close and strict supervision of the staff by the Principal.

40 Here, the principal emerges as a highly directive leader. Communication tends to go only in one direction, and the principal is hardly sensitive to feedback from the staff. The dimension of Thrust refers to the behaviour of the principal reflected in his anxiety and efforts to "move the organisation". Unlike in the Production Emphasis dimension, this dimension does not characterise close supervision of the staff by the principal, but, on the contrary, it denotes his attempt to motivate the staff through the example which he personally sets. The dimension of Consideration is a behaviour of principal to treat his teachers "humanly" and to try to do a little something extra for them in human terms. It resembles to the 'Consideration' dimension of the leadership behaviour in the tool LBDQ and feeds the 'Esprit' dimension of teacher behaviour of the tool OCDQ.

This description of the eight dimensions is taken from Halpin's book "Theory and Research in Administration" (1966). He has used teachers' responses on the 64 item tool (the OCDQ) embodying all these eight dimensions. He has developed statistically a "Prototypic Profile" (p.174) to identify the organisational climate of an organisation

1 on a climate continuum which has the Open Climate at one end and the Closed Climate on the other extreme end and four intermediate climates, viz., Autonomous, Controlled, Familiar and Paternal.

The central interest of the present investigator being merely to identify broadly the open and closed climates rather than measuring and identifying the specific climates. He, therefore, saw no need to measure and identify the specific climate of the sampled teachers' colleges, such as the Open, the Autonomous, the Controlled, the Familiar, the Paternal and the Closed. His interest was to judge the institutional climate on the basis of the behaviour of the teachers and the principal on the eight dimensions. He felt that his purpose will be adequately served if he is able to infer the organisational climate of a college, that is, whether it was Open, the Closed or an Intermediate one between the two extremes. This he did by getting a pooled "feel" on each climate dimension by visiting the institution, staying in the campus for a day or two, having a heart-to-heart talks and discussions about the internal functioning of the college. He developed the following Norm-chart to arrive at a broad conclusion about the organisational climate of a teachers' college included in the sample.

\*  
Table 4.1 : Norm-Chart to Identify the Organisational  
Climate of a Teachers' College.

| Climate           | <u>Dimensions</u>            |                |             |               |                |                                  |              |                              |
|-------------------|------------------------------|----------------|-------------|---------------|----------------|----------------------------------|--------------|------------------------------|
|                   | Dis-<br>enga-<br>ge-<br>ment | Hind-<br>rance | Esp-<br>rit | Inti-<br>macy | Aloof-<br>ness | Produ-<br>ction<br>Empha-<br>sis | Thru-<br>st  | Con-<br>side-<br>ra-<br>tion |
| Open              | low                          | low            | high        | high          | low            | low                              | high         | high                         |
| Inter-<br>mediate | low                          | high           | high        | low           | ave-<br>rage   | high                             | ave-<br>rage | low                          |
| Closed            | high                         | high           | low         | ave-<br>rage  | high           | high                             | low          | low                          |

The following two excerpts from Halpin (1966, p.175, p.180) show how he interprets the Open and Closed types of Organisational Climate :

(1) Open Climate : "On the whole, the group members enjoy friendly relations with <sup>one</sup> ~~each~~ other, but they apparently feel no need for an extremely high degree of intimacy. The teachers obtain considerable job satisfaction, and are sufficiently motivated to overcome difficulties and frustrations. They possess the incentive to work things out and to keep the organisation "moving". Further-more, the teachers are proud to be associated with their school."

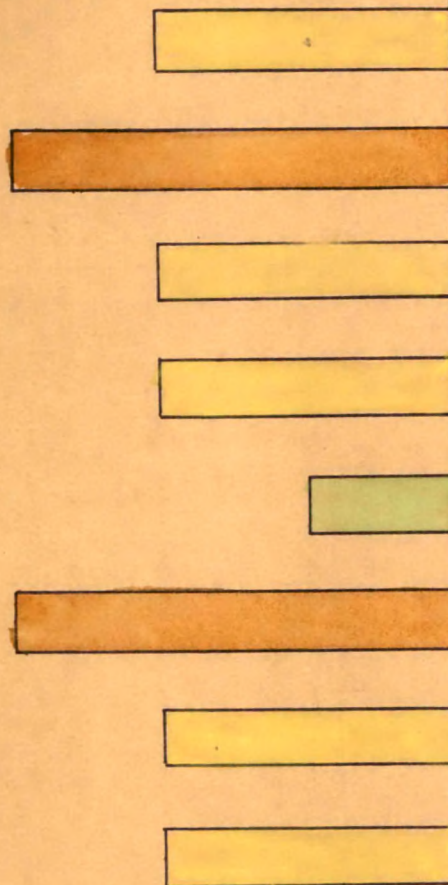
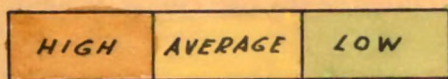
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\* Vide- Chart XVIII.

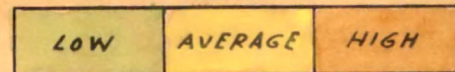


RATIO OF TEACHERS' COLLEGES ON  
DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE  
IN TERMS OF THE HIGHEST PERCENT RECORDED

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(2) Closed Climate : "It marks a situation in which the group members obtain little satisfaction in respect of either task-achievement or social-needs. In short, the principal is ineffective in directing the activities of the teachers; at the same time, he is not inclined to look out for their personal welfare. This climate is the most closed and the least genuine." The investigator has thought it desirable to study the organisational climate of teacher education colleges for training primary school teachers because previous doctoral studies in the M.S. University of Baroda, where the bulk of the climate studies in India has been attempted, have shown that organisational climate is highly correlated with the achievement index or quality of an educational institution. His interest in the study of organisational climate of primary teachers' colleges arose out of an anxiety to find out whether climate is a factor in raising or deteriorating the effectiveness of the teacher education programme at the level of primary teacher training.

The investigator visited, in early 1974, 15 out of the total 65 primary teachers' colleges in Gujarat State. He spent from 1 to 3 full days on the campus of each college meeting the principal, faculty members, Management Board

4 members and also a sample of student teachers and broadly evaluated on a three point-scale (i.e. high, average, low) the standing of each of these 15 colleges on the eight dimensions of the organisational climate as described by Halpin.

His findings on the different climate-dimensions are as under :

- (1) Disengagement was high in 20 per cent of the colleges, average in 66.6 per cent of the colleges and low in 13.4 per cent of the colleges;
- (2) Hindrance was high in 66.6 per cent of the colleges, average in 13.4 per cent of the colleges and low in 20 per cent of the colleges;
- (3) Esprit was high in 13.3 per cent of the colleges, average in 73.3 per cent of the colleges and low in 13.4 per cent of the colleges;
- (4) Intimacy was high in 33.3 per cent of the colleges, average in 53.3 per cent of the colleges and low in 13.3 per cent of the colleges;
- (5) Aloofness was high in 33.3 per cent of the colleges, average in 33.3 per cent of the colleges and low in 33.4 per cent of the colleges;

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- (6) Production emphasis was high in 11 colleges and low in 4 colleges;
- (7) Thrust was high in 13.3 per cent of the colleges, average in 73.3 per cent of the colleges and low in 13.4 per cent of the colleges;
- (8) Consideration was high in 13.4 per cent of the colleges, average in 66.6 per cent of the colleges and low in 20 per cent of the colleges.

Further, according to the overall "feel" of the investigator, 6.6 per cent of the colleges belonged to the Open Climate category, 40 per cent of the colleges to Intermediate Climate Category and 53.4 per cent of the colleges to Closed Climate Category. Among the closed Climate ~~Category~~ the proportion of the government colleges and private colleges in Gujarat State was found to be 7:3. The Open Climate College was of the private college type. The Intermediate Category had also more private colleges than government colleges.

Like the Gujarat sample of teachers' colleges selected for the field-study, the Philippines sample also consisted of 15 colleges. They were the same colleges used in the study of leadership behaviour of the teachers' college principals.

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The investigator used the group process - the one used in the study of leadership behaviour in distributing the 15 teachers' colleges on a three-point (high, average, low) scale on each of the eight dimensions of the organisational climate. The results are as under :

- (1) Disengagement was not all high in any college. It was average in 26.6 per cent of the colleges and low in 73.4 per cent of the colleges;
- (2) Hindrance was also not at all high in any college. It was average in 26.6 per cent of colleges and quite low in 73.4 per cent of the colleges;
- (3) Esprit was high in as many as 86.6 per cent of the colleges and average in 13.4 per cent of the colleges;
- (4) Intimacy was high in 13 colleges, average in 2 colleges and low in none of the colleges;
- (5) Aloofness was high in none of the sampled colleges. It was average in 26.6 per cent of the colleges and low in 86.6 per cent of the colleges;
- (6) Production emphasis was high in 13.4 per cent of the colleges, average in 20.0 per cent of the colleges and low in 66.6 per cent of the colleges;
- (7) Thrust was high in 46.6 per cent of the colleges, average in 53.4 per cent of the colleges and low in none of the sampled colleges;

- 7 (8) Consideration too, was high in 73.3 per cent of the colleges, average in 27.7 per cent of the colleges and low in none of the colleges.

If the Philippine teacher education institutions are to be categorised climate-wise, it may be observed that 60 per cent had Open Climate, 40 per cent had Intermediate Climate and practically none had Closed type of Climate.

It was also found from the study that of the total colleges having Open type of organisational climate, most of them stood also high on leadership (global) behaviour, and they also stood high on staff morale (global). The effectiveness of teacher education was distinctly higher in those teachers' colleges having Open type of climate than those which were assigned to the Intermediate climate category in the study. Thus, by and large, it was found that the effectiveness of teacher education programme was a function of leadership behaviour as well as of organisational climate.

#### 4.5 STAFF MORALE IN TEACHERS' COLLEGES

Along with leadership behaviour and organisational climate, staff or faculty morale is an <sup>equally</sup> important correlate of effectiveness of an organisation. In fact, Ivy Franklin (1975, p.407) who recently inquired into the effectiveness of teacher education programme for secondary school teachers in Gujarat State concluded that though openness of organisational climate and the HH pattern of leadership contribute significantly to the effectiveness of teacher education programme, the latter seems to depend more on teacher morale. She observes (p.393) :

"In the teachers' college situation, morale implies a number of facts pertaining to teacher educators. It is important for the teacher educators to feel that they play a special and unique role in the colleges. Their social and emotional needs are satisfied and their working conditions are satisfactory. Their merits are recognised and appreciated by the principal. There are plenty of opportunities for them to grow professionally. They are respected and humanly treated. All these combined together or independently boost up the morale of the faculty members. If the pre-requisites of the teachers' morale are satisfied, it becomes easier to

ensure their identification with the college and also their acceptance of the organisational goals."

The faculty morale can be high, average or low. Ralph Bentley and Averno Remple (1970 ) have constructed and standardised a tool called "The Purdue Teacher Opionnaire" (the P.T.O.) to measure the morale of an organisation or an institution. The morale can be <sup>statis-</sup> ~~satis-~~ tically computed as is the case with leadership behaviour and organisational climate. As stated earlier, the investigator has preferred to adopt a global general type of approach rather than measurement approach by the administration of the measurement tools to make deductions and draw conclusions about leadership behaviour and organisational climate through field-visits, observations, talks, discussion, collection and examination of anecdotes, etc. The investigator adopted the same general non-quantitative but at the same time evaluative approach. Bentley and Remple have based their PTO tool on ten factors which are :

- (1) teachers' rapport with the principal, (2) satisfaction with teaching, (3) rapport among teachers, (4) teacher salary, (5) teacher work load, (6) curriculum issues, (7) teacher status, (8) community support of education, (9) social facilities and services, and (10) community pressures.



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The investigator used the same sample of 15 teachers' colleges from Gujarat State and a similar number from the Republic of Philippines as in <sup>the</sup> two previous studies of leadership behaviour and climate. His broad conclusion on the faculty morale of these sampled colleges is summarised in the table below :

Table 4.2 : Distribution of Gujarat and Philippine Primary Teachers' College under Morale Categories.

| Morale Category       | <u>Gujarat Sample</u> |            | <u>Philippines Sample</u> |            |
|-----------------------|-----------------------|------------|---------------------------|------------|
|                       | No.                   | Percentage | No.                       | Percentage |
| High                  | 1                     | 6.26       | 10                        | 66.66      |
| Average               | 10                    | 66.66      | 5                         | 33.34      |
| Low                   | 4                     | 27.08      | -                         | -          |
| Total No. of Colleges | 15                    | 100.00     | 15                        | 100.00     |

It would be seen that the standing of the Philippines' teachers' colleges on morale is much better than that of the Gujarat colleges. The investigator, however, does not want to make any categorical or sweeping generalisation. He recognises the fact that his sample of the Philippines' colleges is too small to warrant any conclusive deductions.

1 However, he has a feeling, which was supported by several foreign and national students studying in the campus of the University of the Philippines in 1972 who carried almost a similar feeling about the faculty morale of teachers' colleges in the Philippines.

The investigator has also tried to assess the general standing of the Gujarat and the Philippines' primary teachers' colleges on each of the ten factors of the P.T.O. This judgement was a pooled process involving a number of staff members of each of the colleges sampled and the conclusion was arrived at by observing carefully the functioning of the colleges on different occasions. The table below gives the pooled assessment of the sampled primary teachers' colleges of the two lands on different constituents of staff morale.

Table 4.3 : Distribution of Teachers' Colleges of Gujarat and the Philippines on the 10 Factors of the P.T.O. under Morale Categories (High, Average and Low).

| P.T.O.<br>Factors                       | Gujarat Sample<br>of the 15<br>Teachers' Colleges | The Philippine Sample<br>of the 15 Teachers'<br>Colleges |
|---|---|--|
| 1. Teachers' Rapport with the Principal | Between Average and Low                           | Between High and Average                                 |
| 2. Satisfaction with teaching           | Average   | Between High and Average                                 |
| 3. Rapport among teachers.              | Slightly above Average                            | Slightly below High                                      |
| 4. Teacher Salary                       | Low   | Between Average and High                                 |
| 5. Teacher load                         | Average   | Slightly below High                                      |
| 6. Curriculum Issues                    | Low   | High   |
| 7. Teacher Status                       | Low   | Average  |
| 8. Community Support of Education       | Low   | Above Average  |
| 9. College facilities and Services      | Low   | High   |
| 10. Community Pressures                 | Low   | Average  |

It would, thus, be seen that the teachers' colleges in the Philippines are markedly much better placed in respect of teachers' morale - they stand distinctly higher on almost all the ten factors of teacher morale as formulated under the PTO.

Leadership behaviour patterns, organisational climate and staff morale have been also studied by Ivy Franklin (1975) in her doctoral study of Gujarat's secondary teachers' colleges. A similar conclusion emerges from the present study also. The Philippines' teachers' colleges stand remarkably higher on all the three correlates (leadership, climate and morale) of teacher education effectiveness than the Gujarat teachers' colleges. This conclusion provides a clue as to what should be done hereafter to improve the effectiveness of teacher education for primary school teachers in Gujarat. The present study tends to emphasise the need for improvement - substantial improvement in all the three spheres - leadership training and behaviour patterns, organisational climate of the teachers' colleges of Gujarat. The areas which should receive greater attention of government and college administrations are: (a) improvement of esprit and intimacy

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among the teacher educators; (b) improvement of thrust and consideration among the teachers' college principals, and (c) reduction of disengagement on the part of teachers and hindrance, aloofness, and production emphasis on the part of the teachers' college principals. How this can best be done will be discussed in the last concluding chapter.

#### 4.6 PHYSICAL PLANT OF THE TEACHERS' COLLEGES

A primary teachers' college has certain well defined functions to <sup>be</sup> perform<sup>ed</sup>. For instance, it has to refresh, broaden and deepen the knowledge of the subject-matter of student-teachers in the courses of studies provided at the primary stage; it has to develop <sup>in</sup> student-teachers skill in the techniques and methods of instruction; it has to provide to them training at least in one of the basic crafts; it has also to expose them to some work-experiences in some areas; it has to teach them some fundamentals of cultural subjects like music and art (drawing); and it has also to initiate them in those programme of physical education that form a regular part

5 of the primary school curriculum for grades I to VII.

The investigator was told that around 40 per cent of the <sup>in Gujarat State teachers' colleges</sup> student teachers are fresh high school graduates and they have no background at all in teaching. Therefore, it is crucial that the student-teachers who go out from the portals of the teachers' colleges should know the academic subjects well and that they should have developed at least some reading interest which should also include acquaintance with recent professional literature and with leading professional journals. These products of the teachers' colleges have to apply themselves, eventually in the challenging task of ~~assisting~~ <sup>on</sup> the growing ~~the~~ future generation to develop sound lines - they have not only to develop their cognitive side of the character but also the affective or emotional and the conative ones. This they can do only when their own cognitive, affective and conative development has been adequately achieved. It is sometimes alleged that the teachers' colleges, not only of the State but ~~also~~ <sup>also</sup> of the country have, by and large, failed dismally in these tasks and in inculcating in the student-teachers desirable habits, moulding their attitudes, stimulating in them noble and lofty values and weaving the moral fibre of their character. They merely attempt to give to student-

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-teachers only some skills in teaching, but they never make a sincere and conscientious attempt to touch the finer and more vital sides of their character and professional work. The failure of teachers' colleges in these is rather disastrous, because such half baked and indifferently trained teachers are not much good as they are not able to contribute their mite in raising the growing generation intellectually, physically, emotionally, aesthetically, vocationally and morally at the level deemed crucial for the nation. This failure of the present primary teachers' colleges of Gujarat is not in a small measure due to their pitiable deficiency in building, furniture and equipment and in facilities like laboratory, library, reading room, seminar rooms and educational technology.

The investigator, therefore, felt that he should get a picture of the physical facilities available in teachers' college and view them against the task-expectations. He had, therefore, selected a random sample of 60 teacher educators of the teachers' colleges of Gujarat whom he could utilise to get their perceptions about such dimensions of the physical plant of teachers' colleges that perceptibly affect the effectiveness of their teacher education programme. This he could do it

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in Gujarat, because field-visits to colleges in this connection was possible for him. In Gujarat State, the investigator was told that there were around 420 teacher educators manning the teachers' colleges in 1974. He, therefore, selected 60 teacher educators who formed around 14 per cent of the sample. Most of these teacher educators belonged to the colleges visited by the investigator as a part of his field-study, but a few belonging to teachers' colleges other than the sampled colleges were also associated in the inquiry. The investigator used this sample to get a pooled assessment of the quality of the physical plant of the primary teachers' colleges in Gujarat State. The investigator's own observations and the pooled perceptions of some members of the State Board of Teacher Education who had previously worked on the Committee for Panel Inspection (during 1973-74) constituted the supplementary source of the data on the teachers' college building and other physical facilities available in them. His findings and conclusion on the teachers' college plant are as under :

(1) Around 30 to 35 per cent of the colleges have fairly good buildings.\* In this category fail most of the government colleges. The buildings of some private colleges

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\* Chanchal Mehra (1970) found in her national survey that in Gujarat 42 per cent of teachers' colleges meeting in their own meeting and 58 per cent in rented building. Of these 20 per cent used high school buildings.



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at Ahmedabad, Anand, Surendranagar, Rajkot and Ajo1 are also well built, specious and quite airy and hygienic Government colleges, except in few cases, have distinctly much better physical plant than most of the private teachers' colleges. Out of the total private teachers' colleges which constitute two-third of the total primary teachers colleges in the State, hardly 7 to 8 per cent have buildings which can be considered adequate and conducive to the maintenance of the quality of teacher education being imparted in them. Around 85 to 90 per cent of the private teachers' colleges are housed in buildings which can be described as small, unsuitable, and ill-located. They are not in any way better than the buildings of the 'below-the-average level' secondary school as some teacher educator respondents observed. It appeared to the investigator that the Department of Education in Gujarat is not very keen about requiring suitable building to house teachers' colleges. The over-all conclusion is that most of the government teachers' colleges that constitute one-third of the total number of teachers' colleges at this level have fairly good buildings, 7 to 8 per cent of the private teachers' colleges too have fairly good buildings, but the remaining 60 to 65 per cent of the colleges have

buildings below the standard.

(2) In his inquiry on the achievement and problems of primary teachers' colleges in Gujarat State, Gordhanbhai Patel (1963, pp.82-85) ~~was~~ found that around 50 per cent of the primary teachers' colleges were housed in rented building<sup>d</sup>. Around 57 per cent of the colleges had their buildings which their principals had perceived to be 'small'. It was pointed out by the responding principals that because of cramped space problems were created by student-teachers; the scope for undertaking educational experiments became limited, and proper climate did not get built up. Only 74 per cent of the colleges were found having their own hostels<sup>\*</sup>, whereas 26 per cent of the colleges had their hostels housed in the rented buildings, an appreciable number of which had not educationally viable environment. The principals also pointed out to the investigator (Shri Gordhanbhai Patel) that because the hostel buildings were not proper and as they had not enough building area, they could not maintain quality in their programme of community living for the student-teachers. Nearly 70 per cent of the sampled colleges could not provide residential quarters to their faculty staff, and

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\* In 1965, Mehra (1970) found 90 per cent of teachers' Colleges in Gujarat having their own hostel. Number of students sharing a room was found to be 4 to 5, but they were 14 to 16 where they were housed in halls. She found only a few college providing staff quarters in Gujarat.

therefore they had to live far away from the hostels which deprived the teacher education programme the benefits of teacher-student close contact. The teachers' colleges could not do much in influencing the behaviour patterns and attitudes and values of the student-teachers. In this study, 62 per cent respondents said that they had enough accommodation to house their college library and reading room. However, nearly 78 per cent of the respondents indicated that their colleges did not have Film projector and larger type of audio-visual aids. It was also indicated in the study that around 60 per cent of the sampled teachers' colleges could not provide a satisfactory physical plant because their financial resources were inadequate and year after year they faced deficits in their annual budgets.

(3) The location<sup>\*</sup> of the sampled teachers' colleges (of the present investigation) were rated as most satisfactory by around 25 per cent of the sampled teacher educators, moderately satisfactory by 30 per cent of them and 45 per cent rated the location as 'bad', or the least satisfactory;

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\* Chanchal Mehra's conclusion is that "environment of training institutions varies a great deal within the State. In some places the institutions have beautiful surroundings and are situated away from the din and bustle of public life. Most of them are located in rural areas". (p.73).

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(4) The other facilities in the colleges were rated as under :

Table 4.4 : Perceptions of Teacher Educators on the Facilities Provided in their College Building (responses in percentages)

| Conditions  | Sampled Respondents from- |                |
|---|---------------------------|----------------|
|   | Rural colleges            | Urban colleges |
| 1. Inadequacy of instructional rooms.   | 44                        | 37             |
| 2. Absence of Separate rooms for seminars and group work.                           | 94                        | 85             |
| 3. Absence of Craft shed.   | 49                        | 60             |
| 4. Inadequate reading facilities.   | 89                        | 58             |
| 5. Inadequate reading and instructional material.                                   | 89                        | 68             |
| 6. Inadequate sitting space in instructional rooms.                                 | 33                        | 35             |
| 7. Inadequate audio-visual aids such as film and slide projectors, etc.             | 19                        | 14             |
| 8. Inadequate laboratory facilities.  | 19                        | 14             |
| 9. Absence of a hall for morning prayers and assembly.                              | 38                        | 29             |
| 10. Inadequacy of facilities for games and conducting physical education programme. | 33                        | 46             |

2           The investigator was told, and he could also see ~~for~~ himself, that in 9 out of every 10 colleges he visited had hardly a Geography Room, Social Studies Room and Audio-Visual Instructional Room. Most of the colleges do not have a hall for cultural activities or programmes. In more than half the number of total teachers' colleges, there is no separate staff room and in none separate staff cabins. The sanitary conditions are, however, fairly satisfactory in most of the colleges. More than 50 per cent of colleges merely provide a room to impart instruction in crafts. Most of them do have a little land near the building for gardening and nature study work. Almost all colleges have their hostels but the conditions and facilities provided are far from being satisfactory in about 60 per cent of the colleges. Around 40 per cent of student teachers prefer to stay outside the hostels and thereby they miss the opportunity to have effective experiences in community living. This was also one of the findings in Gordhanbhai Patel's Study (1963) referred to earlier.

          The investigator discussed the question of the improvement of the physical plant of the colleges with the

3 principals of private colleges as their problems and needs are more pronounced. He was told that little precious could be done to improve the physical plant of the teachers' colleges unless it becomes possible to impress upon the State Government that the private teachers' colleges, like government teachers' colleges, should have a tolerably well physical plant, and this cannot be achieved unless the Education Department comes forward with liberal policy of grants-in-aid. Only then it would be possible for the private managements to rebuild or make necessary alterations and extension in their college buildings. They have been expressing their resentment about the lukewarm attitude and interest manifested by Government in this regard. When Government's help is not forthcoming and when the Department itself does not show any keenness to improve, expand and enrich the physical facilities of a teachers' college, the physical plant of teachers' colleges cannot achieve even minimum standards. More than 80 per cent of the principals of teachers' colleges with whom the investigator discussed the question of physical plant of their colleges doubted whether Government was serious at all about the building and other physical facilities in teachers' colleges. According to most

of them Government does not seem to be thinking that building is at all a factor to be reckoned with in the improvement of teacher training. Commenting on the teacher training policy of the State Government from 1970 onwards, one college principal observed that Government is interested, merely in giving a stamp of 'training' to its primary school teachers for propaganda purposes and for broadly claiming a high percentage of trained teachers and ~~not in~~ augmenting the stock of trained and competent classroom teachers. If its real intention is to have more and better trained teachers, it should be prepared to make ~~more~~ more sacrifices for teacher education in the State. The respondent strongly expressed himself that unless Government gives evidences of real 'concern' and 'earnestness' to improve the quality of the education of primary teachers, ~~no~~ substantial improvement would result in the field. He, therefore, suggested that the Education Department should have institutional development plans as integral schemes of educational developments in the State's Fifth Five Year Plan (and in subsequent exercises of educational planning) to improve physical plants of primary teachers' colleges of the State.

In the Philippines, as stated earlier, the number of teachers' colleges is almost five times the number in Gujarat State. One would have thought that the provision of adequate building and modern equipment and technology would have posed greater problems in the Philippines than in Gujarat State. But, in comparison to Gujarat, the Philippines teachers' colleges <sup>seem to be</sup> ~~are~~ far better organised and placed <sup>in this respect.</sup> This is perhaps because of the fact that they have a much better past to turn to. Forbes (1928, pp.480-86) have shown how the Americans displayed insight, zeal and determination to streamline and enrich ~~the~~ on a sounder basis the system of education in the Philippines. One of the singular contributions that the Americans made was the improvement of the buildings of educational institutions including schools and normal schools. The Second World War had done devastating damage to the school system in the country and many buildings of schools and normal schools were reduced to ruins. But the post-war developments had considerably redeemed the situation. Appropriations of funds for buildings began to increase. The American tradition in erecting spacious and well-designed school and college buildings sustained the educational system admirably. A teachers' college in the Philippines, whether public



or private, has larger, well-built, well-maintained buildings with more scope for future extension\*. The following excerpt from a letter addressed on December 29, 1972 by the Chairman, Benitez Memorial Committee, University of Philippines Education Library to the investigator in his capacity of an alumnus of the Philippines College of Education gives one an idea of the dimensions of a building of a teachers' college in the Philippines.

"The building has a Library-Museum where works of alumni will be collected, an Assembly Hall for our annual lectures, an Office, a Conference Room and two rooms for transient visitors where alumni may stay while visiting friends and relatives in University of the Philippines. There is a Canteen nearby where meals are served."

Such a spacious building with diverse facilities may not be a feature of all the teachers' colleges in the Philippines. Suwan Nakpanom (1969, p.57) refers, in his study, to 17 State Colleges and Universities offering teacher education courses, 7 Regional Normal Schools, 5 Agricultural Teacher Training Schools and Colleges and 5 Trade-Industrial Training Institutions. There are 34 government teachers' colleges, while the number of private

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\* Chanchal Mehra's study (1970) revealed that in Gujarat only 20 per cent of the primary teachers' colleges had scope for building extension.(p.108)

schools, colleges and universities that offer courses in teacher education are as many as 286. The private teachers' colleges may not have very good buildings. But, by and large, they all have to satisfy the minimum requirements laid down by the Bureau of Public Schools. As the Philippines is a country having frequent typhoons, the college buildings are not so tall as in the U.S.A. and the U.K. In many teachers' colleges the buildings are only one-storeyed. But the buildings are adequate in construction.

In the Philippines, the proportion of government teachers' colleges to private teachers' colleges is around 1:10 as against 1:2 ratio in Gujarat State. Even then the physical plant of the teachers' colleges in the Philippines is far better, by any standards, than it is in Gujarat State. The investigator had an opportunity to discuss this aspect of teacher training of the Philippines and of Gujarat State with Professor M.S.Patel, the former Dean, Faculty of Education and Psychology, M.S. University of Baroda, Gujarat, who was at the Philippine College of Education as one of the UNESCO experts in teacher education when the investigator was undergoing his Master's Degree education at the college. He also agreed with the investigator's general conclusion.

The investigator had visited only a few teachers' colleges in the Philippines - not more than 15. From his

first hand observation of these institutions, he can confidently state that the Philippines teachers' colleges are far much better conceived and structured than the Gujarat teachers' colleges. This is partly due to the previous American tradition in having fairly good buildings for educational institutions in the country they governed from 1899 to the time in the World War II when they lost it to the Japanese. It was also partly due to the larger and more comprehensive objectives and functions assigned by the Philippines National Board of Education to teachers' colleges. The General Education Policies Report (1958) of the Board had laid down the following objectives for teacher education programmes to be provided for the prospective school teachers in the Philippines.

1. A broad general education.
2. Intimate knowledge and deep understanding of children and of the most effective means of helping young people develop and learn to the fullest.
3. Resourcefulness and proficiency in the preparation of curriculum materials and in the use of local community resources for visualising and enriching the education of children. .

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4. Knowledge and understanding of fundamental and adult education, including arrangements and procedures for the continuing education of <sup>the</sup> drop-outs.
5. Understanding and knowledge of the dynamics of the democratic group process and skills for their utilisation in group thinking, decision and action.
6. Adequate professional laboratory experiences in schools and community including off-campus student teaching in typical community schools."

Suwan Nakpanom (1969, p.74) observes that besides keeping the above general objectives of teacher education in mind, "every normal school sets its own objectives for the curriculum offered in order that those objectives will suit the needs of a particular community".

It is this base supplied by the general and specific objectives of teacher education in the Philippines that has contributed significantly to the size, dimension, quality and functionality of the buildings of teachers' colleges.

Further, <sup>the</sup> Bachelor of Science degree programme in Elementary Education in the Philippines is a four year

degree programme which includes provision for instruction in academic subjects as well as in professional discipline. Therefore, a Philippine Teachers' college in ~~more~~ like an Arts, Science or Commerce College in Gujarat State. In the Philippines the model for building is a college whereas in Gujarat State the model is for a high school. It is this fact which places the Philippines teachers' colleges for primary school teachers in a more viable position than the corresponding teachers' colleges in Gujarat.

As there is dissatisfaction about physical plant of primary teachers' colleges in Gujarat, there is also outbursts of dissatisfaction about the building, laboratory facilities, library facilities, etc. existing in the Philippines normal school system. Onofre Corpuz (1968), the Secretary of Education delivering a keynote address before the Teacher Education Association in Central Visayas had expressed a doubt as to whether the economy of the Philippines could contribute to produce the wealth that they were spending on education. Jose Ledesma, President, West Visayas State College (PAPTE Review, 1969, p.141) commented strongly the inadequacies and obsoletedness of the equipment, the laboratories and the libraries in colleges. He observed :

"Students are learning from machines manufactured in 1940's and in 1950's obsolete machines. The knowledge and competencies the students obtain<sup>e</sup> and develop are obsolete even before they graduate. We have to find ways of replacing these old equipment<sup>^</sup>. Our laboratories simply are inadequate for these times. The libraries comply with regulations as to number of volumes, but that is all. If the books are there, they are not read because it is too much trouble to get at them. Teaching is a joy when you have the facilities."

Whatever may be the state of adequacy and quality of the physical plant of teachers' colleges in the Philippines, one thing became clear to investigator from what he saw, heard and read about their buildings, equipment, laboratories, libraries, etc., that they are much better than what they are in the teachers' colleges of Gujarat. Not only they are better, but they are also much better utilised and taken care of. In the course of last two years, many teachers' colleges in Gujarat have received expensive, modern and useful equipment<sup>^</sup> for science laboratories as a free aid from the UNESCO for improvement of science teaching in schools. The investigator found during his field-study visit<sup>^</sup> that hardly these expensive and valuable equipment<sup>^</sup> <sup>are</sup> ~~is~~ being used by teachers' colleges in their teacher training programme. They

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continue to be buried in the wooden boxes in which they were packed for despatch to individual colleges. He was intrigued to find that even in the Faculty of Education and Psychology of his own university at Baroda, this has largely remained inadequately used because the University did not accept the Dean's proposal to provide a laboratory assistant and a faculty staff member to plan and use the material lent to it in good faith. Such is the tragedy of the equipment provided to teachers' colleges when the other needed accessories of cupboards, laboratory assistant and the additional faculty member required to use them are not forthcoming.

The lesson of the Philippines' teachers' college is clear. If Gujarat has to strengthen its teacher education programme at the basic level, it has to find or provide more funds to improve the physical plant of the teachers' colleges. This would be necessary to upgrade them into collegiate institutions which would be unavoidable if Gujarat primary teachers' are going to have four-year degree programme in elementary education as the Philippines has at present. Many <sup>of</sup> teachers' college buildings will have to have <sup>face-lift</sup> alterations and additions so that they have at least one Central Hall, Staff Cabins, rooms for teaching

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academic subjects as it is done in colleges of general education in Gujarat State, a fairly spacious laboratory, adequate space for College Library and Reading Room, a Craft Shed, a play-field, an open space nearby to do gardening, a hostel building to accommodate at least 150 to 200 student-teachers, a recreation room and preferably a canteen. This reform will have to be commissioned and implemented by the State Government. Half-hearted efforts or measures would not serve the cause of teacher education in the State.

Teacher education in a country is a part of its educational system. The teacher education for primary teachers is a related joint sub-system with the sub-system of primary education. The educational system, in turn, is a part of the larger social, political and economic systems of the society. The psychological factor plays also no small a role. <sup>Whatever</sup> critics might say, it is one thing to feel that the Gujarat State or the Philippines Bureau of Public Schools should come forward to appropriate larger funds to improve and expand the physical plant of their teachers' colleges, particularly at the primary school stage and it is quite <sup>a</sup> different thing for the educational system itself to be able to allocate larger



funds for physical plant of teachers' colleges when so many sectors of the educational system <sup>go</sup> ~~begging~~ for funds. Educationally this might appear 'alright'. Academically also is an unassailable stand. But it becomes difficult for this expectation to be realised in practice, because there are several constraints thereon. Allocation of more funds to improve the physical plant of teachers' colleges would depend upon how the administrators view the question of appropriating larger funds for this purpose. The administration constitutes a bureaucratic hierarchical organisation. The decision-making is <sup>re</sup> ~~dictated~~ from the above with little feedback from the actual field. They view educational matters from a rigid point of feasibility and distribution of available funds on the basis of a priority order either determined by themselves or it has come from the overloads above. The investigator had a discussion with the Deputy Director of Education in the Department who has the portfolio of primary <sup>the</sup> teachers' colleges in the State, and also with ~~former~~ Chairman of the State Board of Teacher Education which is a recommendatory body to the State Government on academic, administrative and financial aspects of the development of the teacher education in the State. His conclusion from this discussion is that the Education Department is not likely to

take initiative in respect of betterment of the physical plant of teacher colleges as the funds that go in for teacher education are small enough and even from it the bulk of it is fed into the enrichment of the academic side - the inservice professional education of teacher educators. The official perception is that programmes are more important than physical plant and the latter should wait till the former is well taken care of.

This position meets with little resistance because the system of teacher education in the country has not developed so far its own identity and its effectiveness as a sub-system of education in relation to the bureaucracy in administration which is controlling it, with the result that its focus is insignificant. The teacher education colleges and their demands can be easily and conveniently ignored by the high-ups in the Department as well as in the Government. The society, too, has never manifested its concern about the unsatisfactory conditions of the physical plant of primary teachers' colleges. The politicians and the politics have shown, so that interest largely in the quantitative expansion and <sup>they</sup> <sup>only</sup> have given verbal support to quality. This is because expansion is more tangible and manifested to

catch a political vote. There is, thus a crisis of commission on the part of the politicians and the government machinery of decision-making in education which these politicians can influence. There is similar crisis of commission on the part of the administrators of the Education Department who look up more to the powerful political bosses rather than relying on their <sup>own</sup> insight and judgment. There is also a sad crisis of values, distortion of the sense of priority and urgency and an unfortunate attitude to look at educational matters from the top instead of from the bottom and the field. The field situations are hardly approached for feedback and the communication gap that exists between the field and the bureaucracy that controls the field is so much that there is hardly scope for such feedbacks. This prevailing ethos and climate, in their turn, create a crisis of confidence among the teacher educators which, in its turn, brings in among them (the teacher educators) passivity, lethargy and an attitude of 'little concern' about to "what is going on" as one teacher educator in Gujarat <sup>had</sup> put it.

The investigator is conscious of the fact that though his own inquiry leads to a conclusion that the State Government should come forward to rennovate, expand and re-build the buildings of teachers' colleges, as the American

leadership in the Philippines did after they conquered the country in 1899 and equip them adequately in equipment, laboratory, library, reading room, audio-visual aids and instructional resource materials, he is not very optimistic that this would be done in immediate future because of the prevailing crisis of commission, values and even confidence generated by the present social, political and economic set-up and its functioning in Gujarat State. These factors, he also found operating, (may be to a smaller extent) in the Philippines set-up. Funds for education are always a matter of struggle and anxiety in developing societies.

#### 4.7 SELECTION OF STUDENT-TEACHERS IN TEACHERS' COLLEGES

Next to the question of the provision of a viable physical plant, the issue of selection of students in teachers' colleges to ensure the essential minimum quality of their entrants is a crucial matter of careful deliberation and decision. The considered opinion in this regard among teacher educators is that in teachers' colleges, particularly at the primary school level, there cannot be an open door policy of admission. All those who want to be trained

irrespective of their basic equipment in academic essentials, ability of expression, potentiality of voice and language competence, listening skills, interest in children and their development, attitude to <sup>the</sup> work of teaching and the teaching profession, <sup>unsuitable candidates</sup> sense of responsibility, etc. <sup>can-</sup> not be allowed to enter into teachers' colleges and become teachers. The old times when a teaching career in primary schools was not a coveted proposition for young men and women have changed. Both in Gujarat State and in the Philippines the number of the aspirants to jobs in primary schools have been steadily increasing in the last two decades. Teachers' colleges experience practically no difficulty in getting the students for training. When more are knocking at the doors of teachers' colleges than they can actually take in, there arises a scope for selection. The investigator was told by a number of teacher educators, particularly in Gujarat, that the selection of the entrants to teachers' colleges should be carefully done and the Government as well as teachers' colleges should be on their guard and be extra vigilant to ensure that the undesirable and the unsuitable elements do not get admitted into the teachers' colleges and consequently into the system itself.

A teacher is a vital element of a school system. He holds the key to the creation of better and more effective citizenary - the products of the primary schools. The National (Kothari) Education Commission (1964-66) in India opens its monumental report with a statement saturated with the precious truth that "the destiny of the nation is being shaped in the class-room." The presiding deity of the classroom is the teacher. The teacher gets his professional stamp from a teacher's college. Actually, in recent years, his eligibility to the teaching profession is decided by his entry into a teachers' college and his successful completion of a teacher education programme. The sum and substance of the thesis being advanced here is that an educational system has to be cautious and vigilant about who enters its institutions as teachers. If a 'bad' entrant gets into the portal of a teachers' college he burdens the system with a liability which is for life-time and which constitutes a frustrating hurdle in the progress of the development of the organisation as well as the system.

in India

It has been long recognised that the effectiveness of a programme of teacher education depends upon the quality of the entrants into the teachers' colleges. Shrimali (1961),

and several others before and after him have reiterated the conclusion that the effectiveness of a teacher education programme depends upon the primary teachers who come forward to receive the training. Shrimali observed that the mental equipment which an entrant to the portal of a teachers' college brings himself to the college - his general education temperament and character makes the programme a success or a failure.

While on the theoretical plane the need for screening the entrants to the teachers' colleges is recognised, in actual practice selection is either not done or <sup>it</sup> is not so rigorous and is based on the criteria focused on the academic distinction. In Gujarat State, The element of selection is on a minimal level in terms of certain requisities such as a high school graduation certificate with at least 50 per cent marks in the subjects of Science and Mathematics and an overall percentage of not less than 40, and an age not less than 16 and more than 22. They can exceed the maximum age-limit if the student-teachers are deputed by Panchayat Education Committees. These conditions are relaxed for student-teachers coming from tribal communities. Primary teachers' colleges are allotted by the Education Department quota of seats or

the number of conditions they **each** can admit in their colleges. This step is taken by the Department perhaps to prevent private teachers' colleges from admitting students more than they can reasonably take in and commercialise teacher training. In Gujarat State, the recruitment of primary teachers in every district is done by a Committee of Recruitment which is a statutory Committee of the Education Committee which administers primary education in rural areas in the District Panchayat Council (the Jilla Panchayat) and a similar Education Committee in each Municipal Panchayat Council for urban areas. It is these Education Committees which decide the actual candidates to be deputed for training from their respective areas. Most of these deputed candidates are admitted into Government primary teachers' colleges but they are also sent to private training colleges.

The private teachers' colleges have almost 50 per cent scope to admit student-teachers on their own. The field-visit of the investigator to the sampled 15 teachers' colleges <sup>in Gujarat</sup> showed that hardly any planned effort is done at present to "select" candidates for training through selection or testing device <sup>o</sup> such as interviews, tests, previous



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history, records and demonstrated abilities <sup>in</sup> ~~of~~ language, expression, background history, physical characteristics, evidences of interest in teaching work, etc. The Gujarat practices do not provide much scope for selection as teachers' colleges have to function within the rules prescribed in detail by the State Education Department. In rural areas sociological and political forces operate quite perceptibly with the result that academic and professional factors get relegated to the background. The policy adopted by the State Government to require a Teacher Training certificate from all those who desire to teach in primary schools has created an economic, rather than educational urge to get 'training' any how to wade out possible unemployment. Quite a large number of young men and women flock to teachers' colleges for getting "trained" motivated largely by economic considerations, i.e. to find a source of income for livelihood.

When such a situation prevails, the selection procedures became merely a ceremony to be gone through with little or marginal impact.

In 1963, when Gordhanbhai Patel made his study on achievements and problems of primary teachers' colleges in

3 Gujarat, he had found that allmost all the principals of teachers' colleges were not happy ~~was~~ they had no participation in the selection of their own student-teachers and that they had merely to accept without raising any voice the stuff that is selected for them by the Education Department. All the 37 sampled teachers' college principals had categorically stated to the investigator that they should have their share in the selection of the student-teachers. Nearly 89 per cent of them had said that there should be tests for selecting the entrants to the teachers' colleges. Around 78 per cent had also frankly admitted that most of the candidates who came for teacher-training had not natural affinity to the teaching profession and genuine love in embracing teaching as a career.

In 1965 the State Institute of Education (The SIE) of Gujarat State had made a survey of the economic and educational background of the student-teachers of the State's primary training colleges. The sample used was 1,800 (1,453 men and 347 women). The size of the sample was 22.5 per cent of the total universe of 8,000 teacher trainees of the total 78 primary teachers' colleges of Gujarat. This survey, too, had yielded some insightful conclusions:

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- As many as 74.3 per cent of the student-teachers had taken to the teaching profession because their economic condition was weak; 14.6 per cent were drawn into the profession by their love of teaching; 7.6 per cent because teaching was being an innocent and pious vocation; 1.7 per cent student-teachers were actuated by a desire to do social service work and 1.8 per cent took up to teaching as a career as a last resort - they did not get any other better job.
- The bulk of the student-teachers - 74.6 per cent was primary school graduates, 25.0 per cent were high school graduates and only 0.4 per cent were university graduates. These student-teachers were motivated to improve their academic qualifications - 48 per cent of the total 74.6 per cent of primary school graduates wanted to study further so that they could <sup>become</sup> high school graduates and 46 per cent of the total 25 high school graduates wanted to read for a university degree.
- Only 38.6 per cent of them had teaching experience below 5 years; 61.4 per cent possessed teaching experience ranging from 5 years to 20 or more years.

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- of the total sampled student-teachers, 4.2 per cent received duty-pay, 36.1 per cent received stipend, 41.5 per cent could get loan from some source and 18.2 per cent had no such financial help accessible to them. The last category included such student-teachers who had received a low percentage of marks at the primary school or high school graduation examination.
  - The student-teachers experienced a number of difficulties while undergoing training. As many as 64.4 per cent had economic difficulties, 9.1 per cent had to be away from their family and native place, 11.6 per cent could not adjust to the facilities of food available in their teachers' college, 2.3 per cent were not happy with the treatment meted out to them by their teacher educators, 0.1 per cent were affected by disunity prevailing in the college and 1.0 per cent felt the pressure of time to prepare their day-to-day assignments properly in their college.

pc This was the situation prevailing in Gujarat in 1965.

In 1967, another survey type of study was done on teacher education at the primary stage by Upendra Pathak. He found that 89 per cent of the sampled 280 student-teachers belonged to the age-group of 21 to 30 years, and only 4 per cent were of the age-group 16-20 years. This study reaffirmed the trend of younger men and women joining primary teachers' colleges.

Another trend that Pathak (p.45) had found was that the ratio of student-teachers coming from advanced classes and backward classes of the society in Gujarat was around 6.5 : 3.5. The percentage of married student teachers was as high as 83 as against a low percentage of 15 for the unmarried.

In 1967, Pathak (p.51) had also noted a trend of more high school graduates who have previously taken the special examination called Primary School Certificate (the P.S.C.) entering primary teachers' colleges. This denotes an urge on the part of the primary teachers to improve their academic equipment. The bulk of them had teaching experience ranging from 1 to 6 years, with a mean of around 4 years. Among the total entrants (sample) 82 per cent were

4 with more or less teaching experience.

These facts yielded by Pathak's study have also to be viewed against a general motivational picture for young persons to enter the teaching profession, prevailing in the country. Dr. K.L. Shrimali (1966), the former Education Minister in Government of India had painted the picture thus :

"The teaching profession has now been so much down graded that few people with ambition or spirit of adventure ever think of entering it by choice. The talented youths go to business, administration and professions such as medicine and engineering and it is only those who fail to compete in other professions join teaching."

The investigator found in 1974 that this picture has considerably changed in the last decade. Of the 100 teacher educators on which he directed his inquiry, he found that around 14 per cent came after serving as teachers in secondary schools, 11 per cent after serving in primary schools and 14 per cent from the cadre of assistant deputy educational inspectors.

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The State economy has improved appreciably as shown in Chapter III during the last decade, <sup>However,</sup> the extent of unemployment among the educated has not shown any perceptible recession. Therefore, the recent trend is that a large number of high school graduates who are in dire need to earn turn to primary teachers' college to get themselves trained and thereby earn an eligibility to enter the teaching profession. When such a situation and climate prevail in the State, criteria for the selection of students for teacher training become nominal or marginal. The case study of the six colleges (100 randomly selected student teachers) that the investigator had made in Gujarat revealed the following facts about the student-teachers who were undergoing training :

- 27 per cent coming from families having at least some background in teaching;
- 63 per cent <sup>having</sup> little or low motivation to pursue teaching as a training;
- 67 per cent <sup>with</sup> economic necessity to do some remunerative work;
- 13 per cent with physical defects;
- 59 per cent with physical appearance which can be termed "unappealing";

- 48 per cent with not clear articulation and not correct accents and pronunciation;
- 36 per cent with pronounced cultural interests;
- 29 per cent with aggressive look or personality;
- 37 mal-adjusted or unhappy home background;
- 39 per cent having political orientation;

The investigator got the impression that out of the sample of 100 student-teachers that were screened by him with the help of some local teacher educators only about 44 were "properly" selected, that is to say, they deserve a place in the teachers' colleges and also they deserve an entry into the teaching profession; about 10 to 15 per cent might turn out to be "late bloomers", but the remaining 40 per cent were a big question mark, constituting a bad "investment".

The Philippines situation in this regard is distinctly better. The practice of selecting candidates for teacher training appears to be well established in the Republic. From the data available to the investigator from the sampled teachers' colleges of the Philippines, from some official reports and documents and from a few research material that the investigator could lay his hand on, he is able to make the following deductions: However, even in the Philippines,



as observed by the Report of the Special Area Grup for Teacher Education (1970, p.41), "available data and information on the quality of student-teachers, faculty, curricula, and graduates of teacher training institutions are sketchy and far from being complete." This would make the deductions severely limited.

- (a) The applicants to teachers' colleges must be at least high school graduates i.e. ten year schooling;
- (b) They must be at least 16 years by April of the year the entrance examination was taken;
- (c) The applicants must belong to upper 50 per cent (for boys) or upper 25 per cent (for girls) of their graduating high school;

The Information Bulletin of the Northern Luzon Teachers' College lays down two more conditions for these who seek admission in it, viz.,

- (a) He has to pass a physical and medical examination and submit the Bureau of Health General Form 86, duly accomplished by a government physician; and
- (b) He has to submit a certificate of moral character and integrity from the principal of the school and a police clearance from his municipality.

8           No such conditions prevail in Gujarat State. However, many teacher educators told the investigator that it is essential to ensure that the person to be selected is physically fit to bear the vigour and rigour of teacher training. They further said that a check should also be made whether a candidate is not <sup>under</sup> much under tension - emotional, economic and even social. Persons being in tension and under pressure are not able to take the fullest advantage of the teacher training programme. Not only that they are sometimes responsible for sparking off unrest on the campus of the teachers' colleges. Quite frequently such mal-adjusted ones come into conflict with faculty members of the colleges.

Most of the teachers' colleges that the investigator had visited in the Philippines set personal interview test for the applicants for admission to their teacher education programme. Applicants have to pass this interview test. The superintendent of the Normal School or the college appoints this committee of the interviewers from its faculty members. The investigator was told that this interview test usually lasts for about 15 minutes. It appears that in most of the teachers' colleges in the country there are no prescribed topics for an interview. The choice of the subject or

topic or topics depends upon the interviewer. Colleges have their official Interview Sheet. The rating earned by an applicant in the interview test is entered in this sheet. The applicant is also subjected to a written examination on which he is also graded. The grades of the interview test and written examination test are added to determine the applicant's overall standing.

According to Dr. Marcos D. Canlas, the Administrative Officer of the Philippines Normal College, the individual interview has following advantages :

- (1) Certain speech defects like stammering and stuttering can be detected.
- (2) Physical mannerism which are symptomatic of emotional conflict can be observed.
- (3) Mental characteristics which are of prime significance in teaching like mental alertness, logicity in reasoning and clarity of thought and expression are studied.
- (4) Personality traits such as liveliness or vivacity, self-confidence, evenness or equability of temper, willingness to concede to others the right to have their own points of view and willingness to learn are assessed.

- (5) Evaluation of speech qualities and communication skills qualities such as a pleasant well modulated voice fluency and accuracy in English and Philipino and intelligent exposition of one's own ideas as well as a clear, understandable and accurate interpretation of the thinking of others.
- (6) Observation of the applicant's physical appearance to ensure that there is nothing abnormal about the looks and physical condition.
- (7) Determination of a candidate's interest in teaching".

It would thus, be seen that in the Philippines the teachers' colleges have <sup>been</sup> ~~rightly~~ ~~be~~ given an effective say in the selection of student-teachers for training. Each institution's identity and individuality is thus recognised. This helps in creating both an ethos and a tradition which are conducive to the maintenance of standards of teacher education at a level desired by the teacher education system. In the past, as observed by Pangalangan (1968, p.7), the selection tests were prepared by the Research and Evaluation Division of the Bureau of Public Schools. But the present decentralisation is likely to create more identification of the faculty members of the teachers' colleges with their student-teacher and their training and education.

#### 4.8 ACADEMIC AND PROFESSIONAL EQUIPMENT OF TEACHER EDUCATORS

If student-teachers of primary teachers' colleges can be compared with raw material then the teacher-educators who mould and develop this raw material into finer products can be compared to the workers or technicians that deal with the raw material. How best the products emerge from the training process depends as much on the quality of the student-teachers (the raw materials) as it does on the teacher educators (the workers). In order that the raw material is effectively processed and moulded, the workers should be not only technically trained but they should have positive attitude to their work. They should be a well satisfied lot and their morale should be fairly high. In this perspective, the hiking of the quality of teacher training in any given land depends on the scholastic achievement, professional equipment and attitudes, values and interests of the teacher educators as it does on the quality of its student-teacher inputs.

In Gujarat State, there are at present 65 primary teachers' colleges. Bulk of them have 2 classes or 100 enrolment; some others have 3 to 4 classes with 150 or

200 enrolment; and a few others have 6 classes or 300 enrolment. According to the rules of the Gujarat Education Department, the ratio of teacher educators to a class is 2:1. That is to say, if a college has only two training classes, the strength of its staff of educators can be 4 plus the college principal and part time staff of special teachers of Craft, Hindi, Drawing, Music and Physical Education. The investigator found that the total number of teacher educators in the total primary teachers' colleges in the State was around 420.

The mean age of the faculty members in Gujarat is around 30 to 35 years. The qualifications of the bulk of them was a degree in Arts or Science and a Bachelor of Education degree of a statutory Indian University; only a few had a post-graduate first degree but 6 to 8 per cent of them <sup>had</sup> a Master's Degree in Education. More than one quarter (35 per cent) of the teacher educators had experience of working in a teachers' college for a period upto 5 years, 25 per cent had teaching experience in secondary schools and other 40 per cent had teaching experience ranging from 5 to 10 years in a teachers' college.

A study done by the State Institute of Education, Gujarat State, throws some more light on the equipment and experience of the teacher educators of primary training colleges. The 1965 Survey of the SIE had revealed that of the total 488 teacher educators included in the study, 35.2 per cent had teaching experience in primary schools ranging from 3 years to 10 years and some had even more than 10 years, and 65.4 per cent had teaching experience ranging from below 3 years to more than 10 elsewhere.

years/ The break-up of their experience in a teacher's college was as under - less than one year 14.9 per cent; 1 to 2 years 29.9 per cent; 29.9 per cent between 2 to 5 years; 19.3 per cent between 5 to 10 years and the remaining 6 per cent more than 10 years. Around 13 per cent of them had experience as primary school inspectors or supervisors. The two major reasons why they became teacher educators were: (a) transfer in the case of government teachers' colleges in 37.72 per cent cases and (b) interest in primary education in 57.78 per cent of the total cases. Around 3 per cent (3.38 per cent) became teacher educators because they could not secure a job of a teacher in a secondary school and around one per cent (1.12 per cent) did the same because they could not

secure a job any where else. The Survey also revealed that 26.41 per cent of the teacher educators who were in position in Gujarat in 1965 had no permanent plan's to stick to their job as teacher educators in the teachers' colleges. They would quit the job the moment they got a better or an equally good job. A disturbing finding of the Survey was that 30.90 per cent of the teacher educators did not teach the subjects with which they graduated and were asked to teach some other subjects with which they were not well acquainted. Around 11 per cent of these teachers stated that they experienced considerable difficulty in teaching these new subjects. Their difficulties stem from four handicaps, viz., (1) not proper understanding of the subject-content, (2) not conversant with the method of teaching the new subject, (3) difficulty in analysing the teaching material properly, and (4) weak in maintaining class-discipline. Of the total teacher educators covered up in the Survey, 48.06 per cent had as training qualification the graduate diploma in Basic Education (GBTC) and the remaining 51.94 per cent were the B.Ed. degree holders of the Gujarat universities. It was also found that the attitude of nearly only 52.85 per cent of the student-teachers towards their teacher-



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educators could be considered "good"; in the case of 46.31 per cent of teacher educators' it was "average"; and in the case of 0.84 per cent it was "low" or "the least congenial". The proportion of teacher educators having a training in Basic education had gone down in the last 8 or 9 years - it is 18 per cent as against 48 per cent in 1965. Six out of every ten teacher educators have maximum teaching experience in school and 4 in teachers' colleges. The number of teacher educators having an M.Ed. degree has also gone up. Teacher educators at primary stage are found to be little interested in having a post-graduate degree in Arts or Science. They have average job satisfaction because their salary did not go above a high school teacher (Rs.440 to Rs.750) though their professional and social status was perceived to be slightly better than that of a high school teacher. Excepting those who underwent training in Graduate Basic Training Centre at Rajpipla, Ahmedabad or Mangrol (in Saurashtra) and a small minority who had work-experiences in primary schools, the large majority seems to have developed an understanding of the needs and the problems of primary school education only after working in the teachers' colleges for a period ranging from 3 to 5 years. Their

6 . morale was adjudged average. The same was the evaluation about their professional interest and attitude towards their work in their teachers' college and to their student-teachers. Only around 40 to 50 per cent of them were exposed to inservice education programmes largely organised by the State Institute of Education. The investigator's analysis is that hardly 25 to 30 per cent of the teacher educators whom he met and with whom he talked and discussed a good many matters pertaining to teachers' colleges and the training programme for primary teachers were a fairly good motivated <sup>group.</sup> group. Nearly half of them were routine type of teachers and perhaps of average abilities and calibre. Their professional status was not impressive. The senior of this lot was pedantic, conservative, skeptical and slow-moving type. The investigator found hardly one or two teacher educators per college who could be considered intellectually agile and alert, innovative in their outlook and practices, and professionally inquisitive and ever learning type. The investigator also found that after having stayed as a teacher educator in a primary teachers' college for five or more years, <sup>a</sup>person tends to create for himself a cell of isolation of his own, and to build up a defence mechanism shrouded in his

own structure of skepticism. The young, bright, intellectually alert and professionally productive teacher educators were found to be far and few between.

It would be seen, as was indicated earlier, that the teacher educators do not have, generally speaking, any specialised knowledge, experience and training in the sphere of primary education. This is all the more true about those who hold the B.Ed. degree of universities of Gujarat. This degree is principally meant for secondary school teachers and principals and its programme equips a trainee with skills and other know-how to function at the secondary school level. There is no specialised degree programme available in the universities of Gujarat for the education at the primary school level of teacher educators.

As against this narrow background of teacher educators in Gujarat State, the facts of teacher educators in the Philippines are not only different but they are also more confidence-inspiring for ensuring the effectiveness of the programme of the education of teachers at primary level. The major determinant factor in this respect has been, the provision of not only a well programmed Bachelors degree in elementary education (the B.S.E.Ed.) but also a

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Master's as well as Doctorate degree in education, the latter two are particularly meant for those who want to do teaching at the collegiate level. This has resulted into a happy development for teachers' colleges in as much as most of the teacher educators have an M.A. and a Ph.D. degrees in education. This fact is significant because the teacher educators who staff teachers' colleges in the Philippines train both primary and secondary school teachers, and therefore, it is essential that they have distinctively higher academic and professional equipment and training. The Report of the Special Area Group for Teacher Education (The Presidential Commission, 1970, Figure II A) has indicated that between 1960 and 1968 as many as 67.02 per cent of the total enrolment in teacher education courses in the Philippines was in the programme of Bachelor of Science in Elementary Education. This means that the trend in teacher education in the Republic leans more towards the education of the elementary school teachers. It also means that more teacher educators with teacher training in elementary education man the staff of the Normal Schools and Colleges in the Philippines.

The School Statistics (1967, p.33) published by the

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Board of National Education in the Philippines show that "there are more professors and instructors in private schools than in Government teacher training institutions, since roughly 90 per cent of the enrolment in the various teacher education programme are in private schools." A corollary of this development is that the large bulk of the existing stock of the Ph.D.'s in education in the Philippines are on the staff of the private teachers' colleges.

The Manual of Regulations for Private Schools

(1970, p.17) have laid down the following minimum requirements for teaching as teacher educators in private teacher-training institutions.

"A Bachelor's degree in elementary education or its equivalent is required for teaching in elementary laboratory schools.... The qualification for teaching college courses also vary. To teach under graduate courses in a major field, a Master's degree is required. To teach graduate courses, in a Master's degree programme, an appropriate Master's degree or a Doctor's degree is required. However, in special fields of study which require special and technical training, professors without the Doctor's and/or

Master's degree may be admitted into the faculty only if they possess unusual demonstrated competence and scholarships in their respective fields."

From what the investigator read, saw and heard, it appears pretty certain that in basic qualifications of the primary level teacher educators of the private teachers' colleges <sup>are</sup> almost parallel with those of the government teachers colleges. It was difficult for the investigator to get a broader evaluation of the standards of the faculty members in Government and private institutions. However, he could perceive that the working conditions in Government normal schools are markedly better than those in the private colleges. The staff of Government colleges seemed to derive better economic and welfare benefits. It was, therefore, natural that Government teachers' colleges were able to attract and retain better qualified faculty members. This might lead one to hazard a guess that the quality of the work of teacher training is superior to that in private teachers' college.

The Report of the SAGTE of the Presidential Commission (1970, p.19) has also observed as under :

"Among the benefits were opportunities to study locally or abroad under foreign study grants."

To illustrate, the above significant fact which has a bearing on the maintenance of good standards in Government colleges the example of the Philippines Normal College which has demonstrated the following improvement in the educational qualifications of its faculty members between 1958 and 1968 can be cited.

Table 4.5 : Upgrading in the Professional Qualifications of the Faculty of the Philippines Normal College (1958 and 1968)

| Educational qualifications | 1958 |          | 1968 |          |
|----------------------------|------|----------|------|----------|
|                            | No.  | Per-cent | No.  | Per-cent |
| 1. ETC                     | 2    | 1.4      | 0    | 00.0     |
| 2. BSE or equivalent       | 43   | 30.9     | 45   | 23.5     |
| 3. M.A. or equivalent      | 83   | 60.0     | 123  | 64.4     |
| 4. Ph.D./Ed.D.             | 11   | 7.7      | 23   | 12.1     |

Source : Report of the Special Area Group for Teacher Education, Presidential Commission, 1970, p.20.

In 1967, as shown by Elequin Eleanor and Suberano (1967, p.34) the faculty of the University of Philippines, College of Education had on its training wing for elementary teachers 46 faculty members of which around 2 per cent had a Doctoral degree, around 20 per cent a Master's degree, around 30 per cent a Bachelor's degree, and 48 per cent had units in Master's degrees. The SAGTE Report (p.19) hopes that "as soon as private teacher training schools can provide counterpart funds to support their faculty who will go on study leave, they will be able to take advantage of the Faculty Development Programme for private schools sponsored by the Fund for Assistance to Private Education (FAPE)."

In Gujarat State, the teacher educators get the salary grade for secondary teachers. This grade current is Rs. 450-750 (teachers); Rs. 500-850 (principals)\*. The principal's grade is, thus, one and a half times more than that of a faculty member. In the Philippines, the scales of pay of teachers of the normal schools and colleges is distinctly higher. The Philippines currency of Peso is almost equal to two Indian rupees. The SAGTE Report (1970, p.22) gives the following salary scales for Faculty members in Government teachers' colleges.

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\* For bigger high schools where the strength exceeds good, the grade of the principal is Rs.650-1100.



Table - 4.6 : Salary Scale of Faculty Members in Government Teachers' Colleges in the Philippines

| Category of the staff Member | University of Philippines |   | Philippines Normal College |   | Regional Normal College |   |
|------------------------------|---------------------------|---|----------------------------|---|-------------------------|---|
|                              | P                         | P | P                          | P | P                       | P |
| 1. Instructor                | 4623-5865                 |   | 4188-6240                  |   | 5376-8400               |   |
| 2. Asstt. Professor          | 6555-8004                 |   | 5640-8400                  |   |                         |   |
| 3. Associate Professor       | 8625-10,074               |   | 7608-10,260                |   |                         |   |
| 4. Professor                 | 10,695-15,800             |   | 9288-12,516                |   |                         |   |

In the Gujarat State, private teachers' colleges get maintenance grant. It yields an income which compensates around 95 per cent of the college's normal annual expenditure. But, things are different in the Philippines. The investigator was told that the private normal schools do not receive any government grant or subsidy. Not only that but most of them are, on the other hand, taxed by Government. It is in this aspect that the private teachers' colleges in the Philippines stand in less comfortable position than their counterpart in Gujarat State. This is rather unfortunate and the private

colleges in the Philippines should be extended not only the benefits of grants but they should not be taxed by the Government. It should be realised that if they get financial relief, they would be able to recruit and maintain a better quality staff of teacher educators. This point of view gets support even from the SAGTE Report (p.23) which observes :

"The Government cannot give direct financial assistance, but it can exempt those institutions from taxation and remove or lower the import taxes on educational materials which they use such as books, science equipment, paper, stencils and other instructional supplies. The relief that the private educational institutions will get from the application of these measures would enable them to provide higher salaries and more fringe benefits for their faculty members. It would narrow the gap in salaries, working conditions, and benefits among the three groups of faculty members in teacher-training institutions."

The priority reform in the Philippines teacher education system is needed in this area.

#### 4.9 CONCLUSION

In this Chapter seven possible determinants of the effectiveness of the programme of the education of primary teachers were discussed. The System Analysis Approach would have termed these determinants as one set of 'inputs'. Each one of them affects to a more or lesser degree the quality and productiveness of the programme of teacher education in both the lands. The study also revealed a fact earlier not visualised by the investigator namely that historical forces of past traditions in teacher education are very powerful, and as they get deep-rooted, they also play a large role. For instance, the traditions in different facets of the teacher training initiated by the American Administration of the Philippines between 1899 and 1945 had proved to be much more positive and conducive to the development of a fairly effective programme than what happened in Gujarat or in India under the impact of the traditions architected by the British between 1818 and 1947. The analysis presented in the chapter also supports the thesis usually advanced that speedy educational reforms and newer developments in education require a politically independent - self determining and self-governing administrative structure. In Gujarat State

as well as in the Philippines primary school teachers have begun to get a fair deal only after both the lands had acquired their political independence round about in mid forties.

Other conclusions to which one is led to by the discussion given in the present chapter are these. The administrative and supervisory organisation should not be considerable decentralisation. Those in the bottom or intermediatery hierarchy should have their share in decision-making. Those who sit at the top in an organisational hierarchy should be sensitive enough to look for and accept the feed-back from those who stand lower in the hierarchy. Decentralisation, involvement and communication are the three essential requisites for the success of an educational programme. Another conclusion is that the leadership of teacher training programme should be so professionally trained and enlightened that they improve, as good as it is possible, both in Initiating Structure and Consideration dimensions of leadership behaviour. The Organisational Climate of teachers' colleges should be nearer to the Openness and away from the Closedness to the best possible extent. The staff of the teachers' colleges should have less of 'disengagement' and more of

'intimacy' and 'esprit' and the college principals should stand low in the dimensions of 'hindrance', 'aloofness' and 'production emphasis' and high on the dimensions of 'thrust' and 'consideration'. The staff morale of teacher educators operating in the teachers' colleges should sufficiently high up. The discussion in the Chapter has also revealed that if the programme of teacher education is to be put on an effective basis, three more conditions should be fulfilled: (a) improvement and enrichment of the physical inputs like building, classrooms, equipment, laboratory, library, reading room, cafeteria, playground, garden, etc., (b) adoption of well devised procedures of selection for screening the applicants, (c) and recruiting a well qualified but professionally growing staff of teacher educators. The other essentials like viable working conditions and satisfactory scales of salary should also be achieved.

In the next Chapter, the preservice and <sup>teacher</sup> in-service education programmes for primary teachers in Gujarat as well as in the Philippines will be critically examined.

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