

**A COMPARATIVE STUDY OF TEACHER EDUCATORS'
ALIENATION AND TEACHING COMPETENCY IN RELATION
TO ADMINISTRATIVE STYLES AND ORGANISATIONAL
CLIMATE IN SELF FINANCE AND AIDED INSTITUTIONS**

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ABSTRACT

The quality of teacher education is a function of large number of factors interacting with each other and determining the uniqueness of 'Teacher Educator Competency'. There is a physical aspect and a human aspect to it. Their interaction with each other influences their competency and organizational climate of the institution. This is a well known fact that a teacher educator's thinking, their philosophy and the way of their functioning, to a very great extent, are influenced by the way the principal of teacher educator institutions interacts with them. The principal constitutes the point of control and coordination. All teacher educators of the institutions forming a network of functional elements of institution are linked with the central point of control, the principal. The principal may be considered as the chief authority, administering and controlling the behaviour of teacher Education. There is constant flow of information between the principal and the teachers. The content and intent of this information is extremely important considering the point of view of how the teacher will react to information received from the principal. The principal, being the leader of the team of the personnel in teacher education, wields a great influence over teacher Educators behaviour wields a great influence over teacher educators behaviour.

Key Words- *Alienation, Teaching Competency, Administrative Style and Organizational Climate*

Introduction

In many cases teacher educators develop their own life styles linked with the institution's situation consequent upon the way they are treated by the principal. In other words, the leadership style of the principal, functioning may be considered as an important factor in determining, teacher educator's style of functioning. The leadership styles are generally classified as authoritarian, democratic and laissez faire. These styles of leadership characterizing the institute's principal may be linked with specific characteristics of teacher educator's functioning .One important feature of teacher education functioning is alienation from work or strong motivation to work. Teacher educator alienation from work or strong motivation to work is important factors on which effectiveness of teacher education depends. Qualitative improvement of teacher education can never be possible without a teacher's deep involvement with young children. What a child learns and how much he learns depends very much on how a teacher teaches or interacts with school children. An Alienated Teacher Educator cannot have effective interaction with pupil teachers. An alienated teacher educator can never be a good teacher. Recently in the field of educational research, study of teacher education alienation and its co-relation has received much attention. It is being more and more realized that a host of working conditions in the institution and a lapse in the leadership qualities of the principal generate a feeling of Alienation in teacher educators. The alienated teacher educators vitiate the climate of the institution and produce poor quality of pupil teachers.

Objectives of the study

The present study aims at achieving the following objectives.

1. To observe the extent of alienation of teacher educators in self financed B.Ed. colleges and aided B.Ed. colleges.
2. To study alienation of teacher educators related to administrative styles of principals of B Ed. colleges of aided as well as self financed institutions.
3. To compare the organizational climate of self financed and aided institutions with respect to teacher educator alienation.
4. To compare teacher educators of self financed and aided institutions on their competency aptitude.

5. To compare competency level of male teacher educators of self financed and those of aided institutions.
6. To compare teacher educators of self financed and aided institutions on their teaching competence score.
7. To compare teaching competence of male teacher and female teacher educators of self financed and aided institutions.

Research method of the study

Survey method of research used in the present study

Population of the study

Teacher Educators teaching in Self Finance and Aided B.Ed. institutions comprised the population of study.

Sample of study

100 Teacher Educators from Aided institutions and 100 from self financed institutions selected randomly from the population of the Teacher Educators. Two hundred (200) Teacher Educators in all served as population of study.

Tools used

In order to measure the foregoing variables, the self made questionnaire used for the collection of data.

Statistical technique used

Appropriate statistical techniques will be used to analyse the data of the study however the researcher proposed to use Test 'T'.

Delimitations of study

1. The study delimited to teacher Educators of C. C.S. University, Meerut.
2. The Study delimited to the competency level of teacher educators.
3. The study comprised to the teacher educators alienation.
4. The study delimited to teacher educators teaching B.Ed. classes.

Findings of the study-

- 1) The alienation is present in all the teacher educators and that it is normally distributed over the total sample or study.
- 2) The alienation is related to the administrative styles of the principals.

- 3) Those administrative styles of the principals are related to the teaching competency of teacher educator institutions.
- 4) That organizational climate of B. Ed. institutions whether aided or self financed are related to teacher educators alienation.
- 5) Teacher educators of self financed and aided institutions do not differ significantly on their competency level.
- 6) Male and Female teacher educators do not differ significantly on their competency level.

Conclusion

The way the principal treats his staff-members will affect their feelings. If the principal is permissive in his treatment, the teacher educators will feel happy and concerned about the responsibility given to them. On the other hand, if the administrator is authoritarian and rigid in his approach, the teacher educators will feel alienated from the responsibility assigned to them. There is constant interaction between the administrator's behaviour and teacher educator's feelings and attitudes. Hence, a kind of relationship assumed to be existing between the alienated teacher educators and principal's administrative styles stands sufficiently justified. The relationship assumed to be existing between teacher educators alienation and organizational climate may be supported on the basis of the experience of the researcher. Leadership characteristics or administrative styles of principals are just one of the many factors that contribute to teacher educators' alienation. Perhaps the organizational climate of an institution structure may also be found linked with teacher educator's alienation.

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