

A Study on Academic Management of Colleges of Education and Its Dimensions

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Abstract

This study is limit to colleges of education (B.Ed) affiliated to Karnataka state Womens university, the investigator used the descriptive survey method of study as it aims to study the impact of academic management of colleges of education in relation to attitudinal changes, personality characteristics, teaching competencies and satisfaction of student-teachers. 22 colleges of education (B.Ed) teachers affiliated to Karnataka state Womens University, Vijayapur were selected as sample for the study. For collecting data Investigator developed three tool and standardized two tool were used. The data was collected by investigator personally administering the five tools in different session on selected sample of teachers and students of colleges of education. Then, the data were analyzed with reference to the objectives by using descriptive statistics that is mean and standard deviation by using statistical software and the results obtained there by have been interpreted. The male teacher educators of colleges of education have more involvement in academic management activities such as curricular activities, evaluation activities, co-curricular activities, staff improvement activities and community relation activities as compared to female teachers of colleges of education. The urban teacher educators of colleges of education have more involvement in academic management activities such as curricular activities, evaluation activities, co-curricular activities, staff improvement activities and community relation activities as compared to rural teachers of colleges of education.

KEYWORDS: academic management, student teachers satisfaction, student teachers attitude, personality and teaching competency.

Introduction

Teacher education plays a significant role in determining the destiny of nation (NPE), as education has to prepare the forth coming generations to meet new challenges. The responsibility for growth and development of nation is thrust upon the shoulders of teachers, and to a certain extent, this is an undeniable fact. Teaching is a noblest form of public service which requires a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge (UNESCO). As an input operator into the educational system, the teacher plays a significant role in the conversion of raw materials (students) into finished products. The teachers are largest, most extensive and crucial inputs of an education system.

The success of teacher education programmes rests on various activities designed and executed in the colleges of teacher education. The quality of various activities organized is determined by one factor viz., management. The better management structure of the academic programmes help to attain successfully the objectivities.

Academic management constitutes five major elements. The elements include curricular, evaluation, co-curricular, staff improvement and community relation.

Proper planning execution, evaluation and feedback are the strong bases of the success in management of academic activities.

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

Research support the view that teacher's personality and satisfaction play a pivotal role in the teaching behaviour and responsible for the effectiveness. The teacher educators must be aware of the factors other than the mental ability affect the student teachers development as a real teacher. The challenge for the teacher education institution would be to uncover many of the teachers' personality and satisfaction how these interact with the content and pedagogy of the existing teacher education programme and the extent of what and how they learn.

Teacher personality is a major factor affecting how teachers communicate and deals with students. Teachers of particular character traits are better able to foster a learning environment that promotes creative thinking and problem solving skills.

In the context of recent reform and restructuring of teacher education programs includes new practices such as teaching competencies, relationships between all factors related to the facilities provided by the institution, teacher educators' approach and organization of different activities. It is essential to know student teachers' feelings towards the teacher education programmes in order to satisfy their needs and ultimately help them as young teacher professionals.

Positive attitude of student teacher towards their learning will shape them into good citizens. As teacher education programmes are the most significant means for developing positive attitudes towards teaching and teaching profession, the assessment of changes in attitudes of student teachers over time helps to evaluate the effectiveness of experience provided, changes in training or procedures, or the general progress of program implementation. The results can help to improve program design and implementation, daily procedures of pre-service teacher education programmes and support services.

Review of related literatures

Almaraz et al. (2010) conducted a study with the Management and Human Resources Department that provided information about careers and career planning, and encouraging students to take advantage of on-campus opportunities for personal and professional development. The results of the research provided support for how effective a course was that integrated curriculum to prepare students for outcomes from their collegiate experience. Furthermore, Almaraz et al. found that when students were done with the course, they had a greater understanding of the MHR curriculum, had increased their use of career center services as well as being involved in co-curricular activities.

Sanchez et al. (2011) states "What students expect of teacher and how they perceive them consequently defines and affects their teachers' behavior and, thus, the success of their teaching." The results from this study with students in social science majors showed that there was three common aspects of the ideal role of the professor with teaching ability (good communication skills, explains tasks clearly, organized, fluent), professor-student relationship (respectful manners, comprehensive, open), and social ability (easy to talk to, not authoritarian, fair). These three characteristics place

great importance on interaction with students. The aspect that was the least cited was personal qualities relating to intellectual characteristics of the professor (intelligence, capacity for synthesis). Sanchez et al. suggests that more research needs to be done in other disciplines so results can be compared. Knowing what students are expecting and what essentials university officials need to have, will improve the relationship between them.

Ghafar (2009) conducted a study on role of teachers in promoting their competencies are determined through teaching skills, concern for school, concern for students and concern for self, forming a comprehensive and practical model of Teachers competency characteristics. The result shows that all teachers are competent, and there are significant relationships between teaching competency and gender, specializations, and academic achievement. It is also found to be a teaching competency testing among Indian school teachers

Sylvester (2010) held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction.

Rationale of the Study

One of the challenges we are facing in teacher education at the present time is need to respond to the tension in the pre-service education programs between development of individuals as professionally competent and the demands of a professional program that must ensure 'teaching competency'. In the changing social situations the competency of the teacher is in a mode of divergence. Hence, the investigator decided to investigate whether the teacher education programmes are effective or not in developing required teaching competencies among student teachers.

Objectives of the study

1. To study the Mean and SD of academic management scores of colleges of education and its dimensions (curricular activities, evaluation activities, co-curricular activities, staff improvement activities and community relation activities) by male and female teachers.
2. To study the Mean and SD of satisfaction, attitude and personal characteristics of scores of student teachers of colleges of education by male and female teachers.
3. To study the Mean and SD of teaching competency scores of student teachers of colleges of education by male and female teachers.
4. To study the Mean and SD of academic management scores of colleges of education and its dimensions by teachers of urban and rural colleges of education.
5. To study the Mean and SD of satisfaction, attitude and personal characteristics of scores of student teachers of colleges of education by teachers of urban and rural colleges of education.
6. To study the Mean and SD of Teaching competency scores of student teachers of colleges of education by teachers of urban and rural colleges of education.
7. To study the Mean and SD of academic management scores of colleges of education and its dimensions by teachers of teachers of unaided and aided colleges of education.
8. To study the Mean and SD of satisfaction, attitude and personal characteristics of scores of student teachers of colleges of education by teachers of teachers of unaided and aided colleges of education.

9. To study the Mean and SD of Teaching competency scores of student teachers of colleges of education by teachers of teachers of unaided and aided colleges of education.

Delimitation of the Study

The present study has been confined to colleges of education (B.Ed) affiliated to Karnataka state Womens university, Vijyapaur only.

Methodology

The investigator used the descriptive survey method of study as it aims to study the impact of academic management of colleges of education in relation to attitudinal changes, personality characteristics, teaching competencies and satisfaction of student-teachers.

Sample

22 colleges of education (B.Ed) teachers affiliated to Karnataka state Womens University, Vijyapaur were selected as sample for the study.

Tools of Data Collection

For collecting data one may use various research devices. For each and every type of research we need certain tools to gather or to explore new fields, which act as means are called research tools. The success of any research endeavor is largely dependent upon the tools which are used for the data collection. The following tools were selected and used by the investigator in the study.

1. Investigator developed tools:
 - Academic Management Questionnaire
 - Student Teachers Attitude Scale
 - Student Teacher Satisfaction Scale
2. Standardized tools:
 - Singh's Differential Personality Inventory (DPI) by Aashish Kumar Singh and Arun Kumar Singh (2002)
 - General Teaching Competency Scale developed by B.K. Passi and Mrs. M.S. Lalitha(199).

Data Collection, Analysis and Interpretation

The data was collected by investigator personally administering the five tools in different session on selected sample of teachers and students of colleges of education. The scoring procedure was done according to the manual of the scale. After scoring the data, it was processed and tabulated using Microsoft Excel - 2000 Software. The data collected on academic management scores of teachers, student teachers satisfaction, student teachers attitude, personality and teaching competency of student teachers from colleges of education. Then, the data were analyzed with reference to the objectives by using descriptive statistics that is mean and standard deviation by using SPSS 21 statistical software and the results obtained there by have been interpreted.

Mean and standard values of academic management scores of teachers and student teachers satisfaction, student teachers attitude, personality and teaching competency of student teachers from colleges of education according to sex (male and female), location (urban, rural) and types of management (unaided and aided) of colleges of education and presented in the following table 1 to 9.

Table-1: Mean and SD of academic management scores of colleges of education and its dimensions by male and female teachers.

Variables	Male			Female		
	n	Mean	SD	n	Mean	SD
Academic management	91	90.35	4.48	63	87.03	6.06
Curricular activities	91	33.40	3.57	63	31.32	4.00
Evaluation activities	91	13.18	1.70	63	13.33	1.51
Co-curricular activities	91	17.27	3.19	63	16.38	3.49
Staff improvement activities	91	13.15	1.75	63	12.92	1.81
Community relation activities	91	13.35	0.77	63	13.08	0.87

From the results of the above table, it can be seen that,

- The male teachers of colleges of education have higher mean score of academic management (90.35 ± 4.48) as compared to female teachers of colleges of education (87.03 ± 6.06).
- The male teachers of colleges of education have higher mean score of dimension of academic management i.e. curricular activities (33.40 ± 3.57) as compared to female teachers of colleges of education (31.32 ± 4.00).
- The male teachers of colleges of education have higher mean score of dimension of academic management i.e. evaluation activities (13.18 ± 1.70) as compared to female teachers of colleges of education (13.33 ± 1.51).
- The male teachers of colleges of education have higher mean score of dimension of academic management i.e. co-curricular activities (17.27 ± 3.19) as compared to female teachers of colleges of education (16.38 ± 3.49).
- The male teachers of colleges of education have higher mean score of dimension of academic management i.e. staff improvement activities (13.15 ± 1.75) as compared to female teachers of colleges of education (12.92 ± 1.81).
- The male teachers of colleges of education have higher mean score of dimension of academic management i.e. community relation activities (13.35 ± 0.77) as compared to female teachers of colleges of education (13.08 ± 0.87).

Table-2: Mean and SD of satisfaction, attitude and personal characteristics of scores of student teachers of colleges of education by male and female teachers.

Variables	Male			Female		
	n	Mean	SD	n	Mean	SD
Student teachers satisfaction	91	109.08	6.08	63	106.46	6.37
Student teachers attitude	91	416.04	21.58	63	401.10	31.11
Personality	91	129.18	5.63	63	127.19	6.59

From the results of the above table, it can be seen that,

- The male teachers of colleges of education have higher mean score of student teachers satisfaction (109.08 ± 6.08) as compared to female teachers of colleges of education (106.46 ± 6.37).
- The male teachers of colleges of education have higher mean score of student teachers attitude (416.04 ± 21.58) as compared to female teachers of colleges of education (401.10 ± 31.11).
- The male teachers of colleges of education have higher mean score of student teachers personality (129.18 ± 5.63) as compared to female teachers of colleges of education (127.19 ± 6.59).

Table-3: Mean and SD of Teaching competency scores of student teachers of colleges of education by male and female teachers.

Variables	Male			Female		
	n	Mean	SD	n	Mean	SD
Teaching competency	91	127.35	6.41	63	124.71	6.80
Planning	91	21.35	4.08	63	20.87	4.15
Presentation	91	69.81	5.29	63	68.41	5.80
Closing	91	12.62	1.10	63	12.29	0.97
Evaluation	91	12.24	1.39	63	12.00	1.41
Managerial	91	11.33	1.70	63	11.14	1.63

From the results of the above table, it can be seen that,

- The male teachers of colleges of education have higher mean score of student teachers teaching competency (127.35±6.41) as compared to female teachers of colleges of education (124.71±6.80).
- The male teachers of colleges of education have higher mean score of dimension of student teachers teaching competency i.e. planning (21.35±4.08) as compared to female teachers of colleges of education (20.87±4.15).
- The male teachers of colleges of education have higher mean score of dimension of student teachers teaching competency i.e. presentation (69.81±5.29) as compared to female teachers of colleges of education (68.41±5.80).
- The male teachers of colleges of education have higher mean score of dimension of student teachers teaching competency i.e. closing (12.62±1.10) as compared to female teachers of colleges of education (12.29±0.97).
- The male teachers of colleges of education have higher mean score of dimension of student teachers teaching competency i.e. evaluation (12.24±1.39) as compared to female teachers of colleges of education (12.00±1.41).
- The male teachers of colleges of education have higher mean score of dimension of student teachers teaching competency i.e. managerial (11.33±1.70) as compared to female teachers of colleges of education (11.14±1.63).

Table-4: Mean and SD of academic management scores of colleges of education and its dimensions by teachers of urban and rural colleges of education.

Variables	Urban colleges			Rural colleges		
	n	Mean	SD	n	Mean	SD
Academic management	119	89.91	5.02	35	85.89	5.65
Curricular activities	119	33.01	3.67	35	30.97	4.20
Evaluation activities	119	13.10	1.70	35	13.71	1.25
Co-curricular activities	119	17.39	3.15	35	15.26	3.44
Staff improvement activities	119	13.10	1.80	35	12.91	1.70
Community relation activities	119	13.30	0.79	35	13.03	0.89

From the results of the above table, it can be seen that,

- The teachers of urban colleges of education have higher mean score of academic management (89.91±5.02) as compared to teachers of rural colleges of education (85.89±5.65).
- The teachers of urban colleges of education have higher mean score of dimension of academic management i.e. curricular activities (33.01±3.67) as compared to teachers of rural colleges of education (30.97±4.20).

- The teachers of urban colleges of education have higher mean score of dimension of academic management i.e. evaluation activities (13.10 ± 1.70) as compared to teachers of rural colleges of education (13.71 ± 1.25).
- The teachers of urban colleges of education have higher mean score of dimension of academic management i.e. co-curricular activities (17.39 ± 3.15) as compared to teachers of rural colleges of education (15.26 ± 3.44).
- The teachers of urban colleges of education have higher mean score of dimension of academic management i.e. staff improvement activities (13.10 ± 1.80) as compared to teachers of rural colleges of education (12.91 ± 1.70).
- The teachers of urban colleges of education have higher mean score of dimension of academic management i.e. community relation activities (13.30 ± 0.79) as compared to teachers of rural colleges of education (13.03 ± 0.89).

Table-5: Mean and SD of satisfaction, attitude and personal characteristics of scores of student teachers of colleges of education by teachers of urban and rural colleges of education.

Variables	Urban colleges			Rural colleges		
	n	Mean	SD	n	Mean	SD
Student teachers satisfaction	119	108.95	6.49	35	104.80	4.39
Student teachers attitude	119	414.24	24.12	35	395.29	30.61
Personality	119	129.08	6.24	35	125.91	4.91

From the results of the above table, it can be seen that,

- The student teachers of urban colleges of education have higher mean score of satisfaction (108.95 ± 6.49) as compared to student teachers of rural colleges of education (104.80 ± 4.39).
- The student teachers of urban colleges of education have higher mean score of attitude (414.24 ± 24.12) as compared to student teachers of rural colleges of education (395.29 ± 30.61).
- The student teachers of urban colleges of education have higher mean score of personality (129.08 ± 6.24) as compared to student teachers of rural colleges of education (125.91 ± 4.91).

Table-6: Mean and SD of teaching competency scores of student teachers of colleges of education by teachers of urban and rural colleges of education.

Variables	Urban colleges			Rural colleges		
	n	Mean	SD	n	Mean	SD
Teaching competency	119	127.18	6.63	35	123.20	5.97
Planning	119	21.51	4.19	35	19.94	3.59
Presentation	119	69.71	5.37	35	67.66	5.84
Closing	119	12.57	1.05	35	12.17	1.07
Evaluation	119	12.10	1.42	35	12.29	1.34
Managerial	119	11.29	1.67	35	11.14	1.70

From the results of the above table, it can be seen that,

- The student teachers of urban colleges of education have higher mean score of teaching competency (127.18 ± 6.63) as compared to student teachers of rural colleges of education (123.20 ± 5.97).

- The student teachers of urban colleges of education have higher mean score of dimension of teaching competency i.e. planning (21.51 ± 4.19) as compared to student teachers of rural colleges of education (19.94 ± 3.59).
- The student teachers of urban colleges of education have higher mean score of dimension of teaching competency i.e. presentation (69.71 ± 5.37) as compared to student teachers of rural colleges of education (67.66 ± 5.84).
- The student teachers of urban colleges of education have higher mean score of dimension of teaching competency i.e. closing (12.57 ± 1.05) as compared to student teachers of rural colleges of education (12.17 ± 1.07).
- The student teachers of urban colleges of education have higher mean score of dimension of teaching competency i.e. evaluation (12.10 ± 1.42) as compared to student teachers of rural colleges of education (12.29 ± 1.34).
- The student teachers of urban colleges of education have higher mean score of dimension of teaching competency i.e. managerial (11.29 ± 1.67) as compared to student teachers of rural colleges of education (11.14 ± 1.70).

Table-7: Mean and SD of academic management scores of colleges of education and its dimensions by teachers of teachers of unaided and aided colleges of education.

Variables	Unaided colleges			Aided colleges		
	n	Mean	SD	n	Mean	SD
Academic management	133	88.46	4.94	21	92.38	7.07
Curricular activities	133	32.26	3.79	21	34.38	4.03
Evaluation activities	133	13.18	1.61	21	13.62	1.72
Co-curricular activities	133	16.75	3.27	21	17.90	3.63
Staff improvement activities	133	13.06	1.82	21	13.05	1.50
Community relation activities	133	13.21	0.82	21	13.43	0.81

From the results of the above table, it can be seen that,

- The teachers of aided colleges of education have higher mean score of academic management (92.38 ± 7.07) as compared to teachers of unaided colleges of education (88.46 ± 4.94).
- The teachers of aided colleges of education have higher mean score of dimension of academic management i.e. curricular activities (34.38 ± 4.03) as compared to teachers of unaided colleges of education (32.26 ± 3.79).
- The teachers of aided colleges of education have higher mean score of dimension of academic management i.e. evaluation activities (13.62 ± 1.72) as compared to teachers of unaided colleges of education (13.18 ± 1.61).
- The teachers of aided colleges of education have higher mean score of dimension of academic management i.e. co-curricular activities (17.90 ± 3.63) as compared to teachers of unaided colleges of education (16.75 ± 3.27).
- The teachers of aided colleges of education have higher mean score of dimension of academic management i.e. staff improvement activities (13.05 ± 1.50) as compared to teachers of unaided colleges of education (13.06 ± 1.82).
- The teachers of aided colleges of education have higher mean score of dimension of academic management i.e. community relation activities (13.43 ± 0.81) as compared to teachers of unaided colleges of education (0.82 ± 13.21).

Table-8: Mean and SD of satisfaction, attitude and personal characteristics of scores of student teachers of colleges of education by teachers of teachers of unaided and aided colleges of education.

Variables	Unaided colleges			Aided colleges		
	n	Mean	SD	n	Mean	SD
Student teachers satisfaction	133	107.28	5.66	21	112.62	8.23
Student teachers attitude	133	407.89	25.80	21	422.81	30.27
Personality	133	127.89	5.84	21	131.38	6.97

From the results of the above table, it can be seen that,

- The student teachers of aided colleges of education have higher mean score of satisfaction (112.62 ± 8.23) as compared to student teachers of unaided colleges of education (107.28 ± 5.66).
- The student teachers of aided colleges of education have higher mean score of attitude (422.81 ± 30.27) as compared to student teachers of unaided colleges of education (407.89 ± 25.80).
- The student teachers of aided colleges of education have higher mean score of personality (131.38 ± 6.97) as compared to student teachers of unaided colleges of education (127.89 ± 5.84).

Table-9: Mean and SD of teaching competency scores of student teachers of colleges of education by teachers of teachers of unaided and aided colleges of education.

Variables	Unaided colleges			Aided colleges		
	n	Mean	SD	n	Mean	SD
Teaching competency	133	125.71	6.32	21	129.81	7.89
Planning	133	20.73	3.97	21	23.86	3.95
Presentation	133	68.98	5.46	21	70.90	5.80
Closing	133	12.45	1.08	21	12.67	0.97
Evaluation	133	12.21	1.37	21	11.71	1.55
Managerial	133	11.35	1.69	21	10.67	1.43

From the results of the above table, it can be seen that,

- The student teachers of aided colleges of education have higher mean score of teaching competency (129.81 ± 7.89) as compared to student teachers of unaided colleges of education (125.71 ± 6.32).
- The student teachers of aided colleges of education have higher mean score of dimension of teaching competency i.e. planning (23.86 ± 3.95) as compared to student teachers of unaided colleges of education (20.73 ± 3.97).
- The student teachers of aided colleges of education have higher mean score of dimension of teaching competency i.e. presentation (70.90 ± 5.80) as compared to student teachers of unaided colleges of education (68.98 ± 5.46).
- The student teachers of aided colleges of education have higher mean score of dimension of teaching competency i.e. closing (12.67 ± 0.97) as compared to student teachers of unaided colleges of education (12.45 ± 1.08).
- The student teachers of aided colleges of education have higher mean score of dimension of teaching competency i.e. evaluation (11.71 ± 1.55) as compared to student teachers of unaided colleges of education (12.21 ± 1.37).

- The student teachers of aided colleges of education have higher mean score of dimension of teaching competency i.e. managerial (10.67 ± 1.43) as compared to student teachers of unaided colleges of education (11.35 ± 1.69).

Results and Discussion

- The male teacher educators of colleges of education have more involvement in academic management activities such as curricular activities, evaluation activities, co-curricular activities, staff improvement activities and community relation activities as compared to female teachers of colleges of education.
- Student teachers satisfaction, attitude and personal characteristics were high with male teacher educators of colleges of education as compared to female teachers of colleges of education.
- Teaching competencies such as planning, presentation, closing, evaluation and managerial competencies of student teachers of colleges of education were high with male teacher educators as compared to female teachers.
- The urban teacher educators of colleges of education have more involvement in academic management activities such as curricular activities, evaluation activities, co-curricular activities, staff improvement activities and community relation activities as compared to rural teachers of colleges of education.
- Student satisfaction, attitude and personal characteristics of student teachers of colleges of education by teachers of urban have more as compared to rural colleges of education.
- Teaching competencies such as planning, presentation, closing, evaluation and managerial competencies of student teachers of colleges of education by teachers of urban have more competent as compared to rural colleges of education.
- The academic management of colleges of education and its dimensions such as curricular activities, evaluation activities, co-curricular activities, staff improvement activities and community relation activities are high teachers of aided colleges of education in comparison with unaided colleges of education.
- Student teachers satisfaction, attitude and personal characteristics of student teachers of colleges of education were high with teachers of aided colleges of education as compared to teachers of unaided.
- Teaching competencies such as planning, presentation, closing, evaluation and managerial competencies of student teachers of colleges of education were high with teachers of aided colleges of education as compared to teachers of unaided.

Conclusion

Academic management of colleges of education describes the organization type (aided and unaided) and set up of academic events such as curricular activities, evaluation activities, co-curricular activities staff improvement activities and community relation activities in the institution interacting and forces in the system and rapidly changing environment and affect its ability to serve the changing needs of the society. The personality and characteristics of the teacher are one of the central and important in teaching. Some of the common traits of the teachers are used to evaluate the entire personality decisiveness, responsibility, emotional stability, masculinity, friendliness, heterosexuality, ego strength, curiosity, dominance and self-concept. These traits have significant influence in the learner's achievement and in their personality development. Student satisfaction in educational institution, In general, students' satisfaction with educational institutions may be regarded as being mainly dependent on personal characteristics such as sociability and positive values regarding academic achievement and social characteristics of family, peer and institutional environments.

In order to develop effective interventions, more knowledge is needed about how satisfaction with educational institution is associated with various features of the school environment. Characteristics associated with a positive view of educational institutions are student participation in and responsibility for the school life, and a good relationship with teachers. The teacher education programmes lack some convincing elements that each teaching situation itself needs certain competence profile of the acting profession that calls for specific professional competencies; the quality teacher education not only determines the quality of school education but also bridges the gap between quality of individual teachers and teacher education. Therefore, the teacher education programmes must develop necessary competencies in the future teachers to cope with the forthcoming needs of teaching profession.

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