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AWARENESS ABOUT STATE CIVIL SERVICE RULES AMONG B.ED TEACHER TRAINEES – A CASE STUDY

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ABSTRACT

Teachers play a pivotal role in any education system. They directly interface with the students during curriculum implementation and yet society will judge the performance of the entire education system from the performance of the graduates of the system. There is a statistical significant difference found between male and female teacher trainees with respect to awareness of state civil service rules it can be concluded that awareness about state civil service found more among men teacher trainees as compared to women teacher trainees. There is a statistical significant difference found between male and female teacher with respect to knowledge of state civil service rules it can be concluded that knowledge about state civil service found more among men teacher trainees as compared to women teacher trainees.

KEYWORDS : civil service ,education system, B.Ed teacher Trainees .



INTRODUCTION :

Teachers play a pivotal role in any education system. They directly interface with the students during curriculum implementation and yet society will judge the performance of the entire education system from the performance of the graduates of the system. In society in general, teachers provide leadership, useful in explaining government policies and documents written in foreign and technical language. Teachers train the human capital essential for the development of country. Teacher Education refers to the policies and procedures designed to equip perspective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

Statement of the problem:

Awareness about State civil service Rules among B.Ed teacher Trainees –A case study

OBJECTIVES OF THE STUDY:

- 1.To study the awareness of state civil service rules among men and women teacher trainees
- 2.To study the knowledge about state civil service rules among men and women teacher trainees

HYPOTHESIS OF THE STUDY:

1. There is no significant difference among awareness about state civil service rules among men and women teacher trainees.
2. There is significant difference among men and women teacher trainees about knowledge of state civil service rules.

Variables of the study:

- Independent variables

Gender.

- Dependent variables
- Awareness of state civil service.
Knowledge of state civil service.

Review of related Literature:

Schon(1983) and Pollard(1994) argue that erosion in teachers' autonomy, most notably over curriculum matters, has resulted in increasing concern about teachers' work becoming 'deprofessionalised'. More positive interpretations of the new teacher professionalism have emerged, with writers questioning the restricted nature of teachers' professional roles, especially since the curriculum has been so radically altered. Thus, the notion of teachers operating as mere 'technicians' has been queried, with researchers stressing that many teachers still execute more substantial, 'extended', professional roles.

Mwaimu(2001) Absence of a course on professional ethics: states that Generally teachers ought to be professionally trained in colleges where one learns ethics of the teaching industry.

Talbert- Johnson (2006) teacher education is so far the most important and known way of preparing change agents because success in educational reforms depends on the teachers' awareness of new changes, their attitudes to it and incorporation of the reforms in the daily conversation, professional values and commitment and knowledge of context.

Allen(2009) teacher education programme refers to a prescribed set of studies, experiences, skills, and attitudes passed on to a teacher trainee, regardless of whether this is done pre-service or in-service in preparing them for their future roles.

Wang,Spalding,Odell,Klecka and Lin(2010) The role of teacher training colleges is not only limited to the production and preparation of enough teachers, but also involves churning out "highly-quality teachers who can work effectively with students" and serve a pillars of good moral conduct.

Research Design:

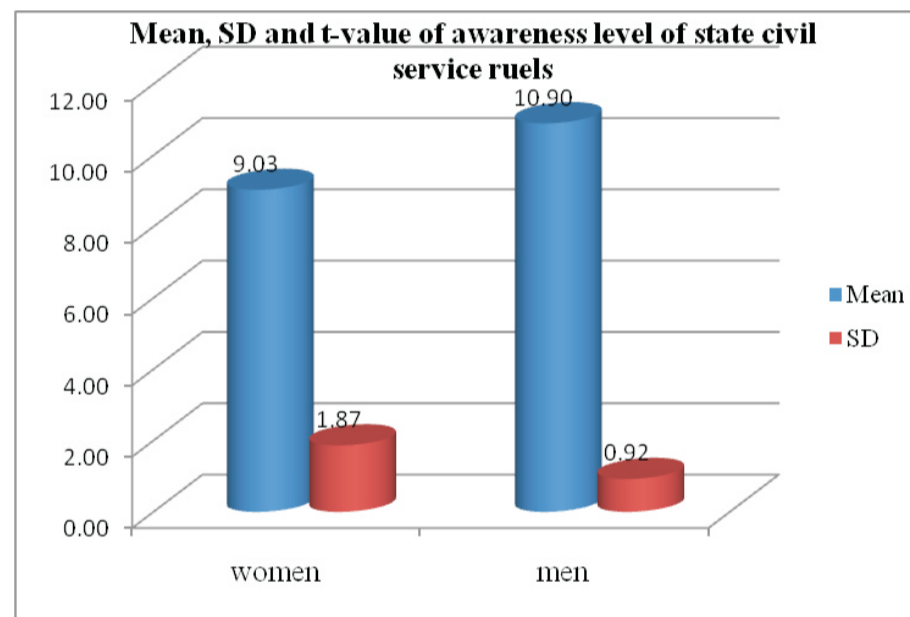
The present study was conducted in college of teacher Education at vijayapur. The study was undertaken using men (N=30) and women teacher (N=30) trainees to identify the awareness of state civil service rules as they are pre-service teachers. A self administered questionnaire of 24 questions on awareness and knowledge of state civil service rules designed for the study was given to the trainees. The trainees were educated on the purpose of the study and contents and completion of the questionnaire. They were told that the data was confidential and for research purpose only. Verbal consent was taken from the participants. Estimated time to complete the questionnaire was twenty five minutes. The returned questionnaire was checked for completeness and consistency. Improperly filled questionnaire was excluded. All the data was collected at the end of the study and presented in in

descriptive statistics. The sampling technique adopted for the study is random sampling technique.

Results and Analysis:

Table-1:
Mean SD and t-value of Women and men with respect to awareness of state civil services

Gender	Mean	Std. Deviation	Df	p-value	t-value	Remark
women	9.0333	1.86591	58	0.000	4.912	S
Men	10.9000	.92289				



The table-1 indicates mean, SD and t-value of male and female teacher trainees with respect to awareness of state civil service rules. The mean score value of male teacher trainees is found to be 10.9, \pm .92 SD., whereas the mean score value of female teacher trainees found to be 9.03, \pm 1.8 SD.

There is a statistical significant difference found between male and female teacher trainees with respect to awareness of state civil service rules($t=4.912$, $df=58$, $P=0.00$) it can be concluded that awareness about state civil service found more among men teacher trainees as compared to women teacher trainees.

Table-2
Mean, SD and t-value of Women and men with respect to knowledge of state civil services

Gender	Mean	Std. Deviation	Df	p-value	t-value	Remark
women	7.1333	1.54771	58	0.001	3.489	S
Men	8.5667	1.63335				

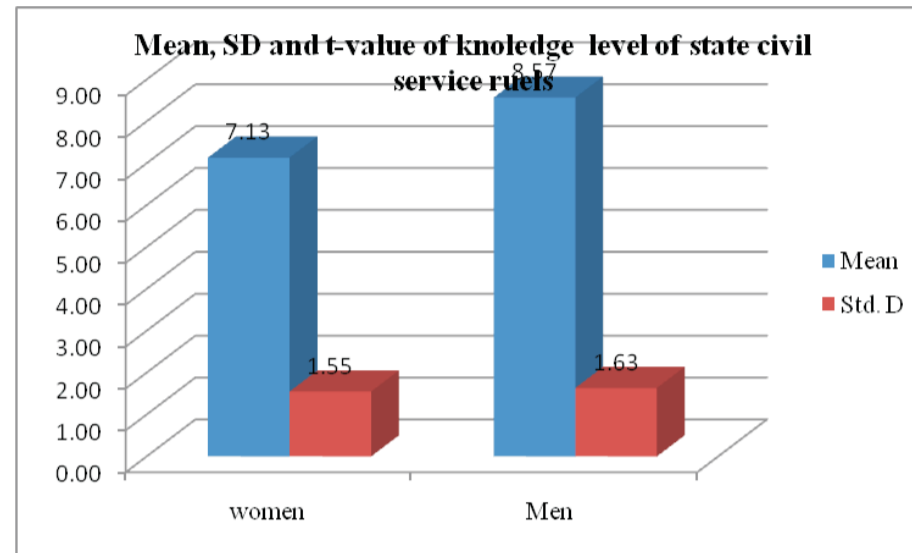


Table-2 Indicates mean SD and t-value of male and female teacher trainees with respect to Knowledge of state civil service rules. The mean score value of male teacher trainees is found to be 8.56, ± 1.63 SD., whereas the mean score value of female teachers trainees found to be 7.13, ± 1.54 . There is a statistical significant difference found between male and female teacher with respect to knowledge of state civil service rules ($t=3.489$, $df=58$, $p=0.001$) it can be concluded that knowledge about state civil service found more among men teacher trainees as compared to women teacher trainees.

CONCLUSION:

To become a professional teacher is a long learning process. Teacher development therefore implies guiding teachers develop the confidence to work with learners in real situations and teacher trainees need practical advice during their school practice. This experience in teaching is the integration of different kinds of knowledge. Teacher professional training also needs role models, observing experts, tacit knowledge, a social network and even good stories of successful practice. The curriculum should have a unit on state civil service rules which helps the teacher trainees to gain the knowledge. Experts should be invited to deliver a talk on the state civil service rules. The female teacher trainees should be allowed to have knowledge on different aspects of state civil service rules. Special lecture/orientation/workshop may conducted by the institution to promote the civil service rules. The parents should allow the female teacher trainees to have awareness of civil service rules of the profession by igniting self confidence. The female teacher trainees should not become the victims to complete the teacher education course just for the sake of qualification as most of the parents think about the marriage of their daughters after completion of course of study.

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