

A Study On Instructional Role Percetion Of Teacher Educators In Relation To Gender, Medium And Location Of The College

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Abstract

The purpose of this study investigates a study on instructional role perception of teacher educators. The present study consists of one thousands teacher educators studying in education colleges. The present study selected and used the instructional role perception developed and validated by the K. Johnsy Rani and Prof. Dr. V. Balakrishnan (2022) for data was collection. The sample was selected by using simple random sampling technique. The statistical technical used for mean, SD, 't' test and 'F' ratio. The study reveals that the teacher educators studying in college shows that there is no significant difference among of sub samples of gender, medium of instruction, location of the college teachers studied towards instructional role perception. teachers' educators perceptions of their role and practices regarding classroom management in technology-rich classrooms. The data was collected through individual and focus group interviews, observation and a survey at a college where implementation of digital technologies has been a high priority's.

keywords: instructional perception, perception role, teachers' educators

1. INTRODUCTION

The concept of perception is an extensively studied topic in science and philosophy, and its definition without a unique perspective of context is incomplete. From a neurologist's perspective, Efron (1969) defined perception as "man's primary form of cognitive contact with the world around him". While from an ecologist's perspective, Gibson (2014) described this as "the process of information pickup that involves the exploratory activity of looking around, getting around, and

looking at things.” The Gestalt theory takes a closer look at the core visual pattern of an object, and Wertheimer (1944) said, “the perception is not a product of the sensations, but arose through a dynamic physical process in the brain. Teachers have to know objectives, contents, teaching methods and techniques and evaluation approaches well and apply them in learning-teaching processes in order to manage the requirements of current curriculum. No matter how well the developed curriculum is, it will not achieve its objectives unless teachers who put curriculum into practice fulfill their tasks efficiently. The organizations are social units, or human groupings, deliberately constructed to seek specific goals. Organizational tasks are distributed among various positions as roles of teacher educators. Each member in an organization occupies a specific position which is directly or indirectly associated to other positions in the hierarchy of organizational chart. This constitutes his role set and it usually includes his superiors, subordinates, peers and outsiders with whom he has got related relationship. In the organization every person is expected to behave in a particular manner while performing a specific role. (Prasad, 2000). A role is a set of connected behaviours, rights, obligations, beliefs, and norms as conceptualized by actors in a social situation. (Anonymous, 2013a) As it is clear that every person has to play a set role related with a position in an organization and so is the case with teacher educators are engaged in the activities necessary for the successful implementation of the development programmes in the field of education, agricultural, rural development, poverty alleviation etc. Every position of the teacher educators may have some ascribed or desired roles which are considered to be necessary by its counter positions or clients. These are the role precipitations’ of the teacher educators to which we will deal, while starting with some basics of the concept. They explore psychological, philosophical, sociological and pedagogical aspects of education. Teachers-to-be are made accustomed with teacher action ontology and ensuing from it roles, functions and tasks. The curriculum assumes that students must get to know what is the substance of teaching roles and strengthen their competences: teachers should know what to do, how to do that and why it is essential. Finally, practice verifies their grounding: extends and deepens. Even though I am aware that there is a distinction between teaching and talking about teaching, the awareness of roles and expectations is crucial to act well.

Instructional Role Perception vs. Role Definitions

According to role theory, a role is a “standard model of behavior required of any person who participates in given functional relations” (Katz & Kahn 1978). The role describes the goals toward which the individual should strive, the tasks that must be performed, and the specific actions that should be undertaken. Lunenberg, Dengerink, and Korthagen (2014) defined the concept “professional role” as “a personal interpretation of a position, based on expectations from the environment and grounded in a systematically organized and transferable knowledge base.” Role definition is organizational and formal, and helps clarify what is required of workers, both for their own sake and for the benefit of those in their surroundings, by specifying the series of actions or the type of performance that can lead to meaningful outcomes or products. Most people have prior expectations regarding tasks that must be performed in different roles.

Role perception is a range of viewpoints, attitudes, understandings, approaches, or expectations that are related to the status and the position of a person or a group of people within the organization. Role perception and its actualization are a combined expression of the individual's psychological dimension and the social-organizational dimension in which he or she acts (Levinson, 1977). Role definition is formal, whereas role perception is subjective. Thus, two workers with an identical role definition can have two completely different perceptions of that role. Role perception is influenced by many factors, such as formal education, training for the role, childhood experiences, and personality. As Levinson notes, role performance is influenced by a combination of internal and external factors, which create a great deal of variance in the performance of an identical role by different people.

2. REVIEW OF RELATED LITERATURE

Inan & Lowther, (2010) found that ICT have been integrated into many aspects of education, and particularly into English language curricula providing learners and teachers with a broad spectrum of resources for higher language achievement. The use of ICT in language teaching and learning, which is also referred as computer-assisted language learning (CALL) developed from the earliest stages in audio tapes, word processing, and CD-ROM to Internet, whiteboard, social

networking sites, email and other forms of technology including PowerPoint presentations. Keeping students interested and en Passively listening to the audio tapes, repeating after the teacher have become things of the past now in an EFL class. Computers and the Internet have changed foreign language learning for good. Information communication technologies, an umbrella term for using computers, software, or Internet for instructional purposes (Hew & Brush, 2007), refers to the use of technology by teachers for instructional preparation, instructional delivery, and technology as a learning tool for students.

In their study on teacher educators, Klecka et al. (2008) found that one aspect of teacher educators' perception, leadership is manifested in their ability to influence the content and structure of the curricula. The teachers who participated in Klecka's study exhibited leadership-related activities by setting policies, revising curricula, and leading forums in their institutions. Another aspect of leadership is manifested by fulfilling various academic administrative ,Perception roles in the course of their work, such as department chairs, heads of learning tracks, and heads of specific divisions or units. Academic administrators serve as a link that connects between the administrative aspects of the college and academic faculty members (Dyer & Miller 2000). According to Pettitt (1999), they are supposed to understand and effectively carry out the vision of the college. Faculty members fulfilling academic administrative positions hold the key to the success of the college, and their roles range from preserving the present situation to developing initiatives for new programs that will ensure professional progress. According to Sergiovanni (1996), the scope of teacher educators' leadership in management includes technical, human, educational, symbolic, and cultural roles.

3. STATEMENT OF THE PROBLEM

Considering the facts and importance of the issues the interested to study. The present study focuses upon the instructional role perception among the college students. In India, most of the educational research have been done on the aspects of perception role achievement and its correlated factors. Studies are very limited. Hence, the investigator interested to study on the said factors and entitled the study as **“A study on instructional role perception of teacher educators in relation to gender, medium and location of the college”**.

4.NEED AND SIGNIFICANCE OF THE STUDY

Teachers fulfil a complex set of roles, which vary from one society to another and from one educational level to another. The teacher has always been assigned roles connected with adapting young people to the environment. Up till now being a teacher has meant educating, teaching and taking care of pupils but the essence of action has undergone extensive changes. Educational aims, teaching methods and quality of teacher-student relationships also have been adjusted particularly in terms of autonomy a learner has over learning and in relation with teacher. The major aspect of the role concept is instruction role perception. While getting into the role perception of the teacher educators we would have some insight of this concept. Role perception is the direction in which person channelize their efforts (Sanghi, 2011). Role perception means what the actor himself thinks is required of him in the office. The actor is placed in some institutional setting in which he occupies a particular position. He is therefore, exposed to two related influences: one emanating from the position he occupies and the other from the institutional setup he belongs to. What he expects from his own position and what he can actually do while performing his role are influenced, to a considerable extent, by the norms the institution he belongs to has developed over the years. It is, therefore, necessary to look closely at what the actor believes to be his role and, at the same time, what norms he believes to be salient for his role performance. (Agnihotri and Sharma, 2011) (Ibrahim et.al 2008) The incongruence in the role perception and performance of teacher educators. Most of the role activities perceived by the extension agents were not performed by them, while many of the roles not perceived were performed by the educators. Incongruence between role perception and role performance of teacher educators could result in inefficiency on the part of teacher educators. However, for optimum performance of teacher educators adequate role perception should be accompanied by other factors such as resource availability, transportation, training, promotional opportunities and other incentives for increasing the impact of extension agents. (Ajieh, 2009) Most of trainers in Known Vision Know ledges had medium level of overall perception about their roles in the dimensions of planning, organization, motivation, training material, training, reporting, evaluation and supporting activities. The role perception of trainers in KVKs were found to be positively and significantly correlated with age, academic qualification, experience, communication

ability, communication quality and expertise in preparation and use of training material. (Singh and Kumar, 2012)

So we see that the researches on role perception reveal that the various teacher educators have different role perception according to their nature of job or the department in which they are working. Studies show that most of the role activities perceived by the extension education were not performed by them, while many of the roles not perceived were performed by the education. In general they have high role perception in the field of possess the knowledge about education and allied fields, planning of the extension programme maintenance of reports, educating clientele group and coordination, planning, teaching, organization, guidance, evaluation motivation, training, reporting, evaluation and supporting activities.

5. OBJECTIVE OF THE STUDY

The following objectives were formulated for the present study

1. To find out whether there is any significant difference between Male and Female of teacher educators with respect to gender.
2. To find out whether there is any significant difference between Tamil and English Medium instructional role perception of teacher educators' respect to Medium of instruction.
3. To find out whether there is any significant difference among instructional role perception of teacher educators with respect to location of the college

6. HYPOTHESIS OF THE STUDY

Based on the above objective the following null hypotheses have been formulated:

1. There is no significant difference between Male and Female instructional role perception of teacher educators.
2. There is no significant difference between Tamil and English medium instructional role perception of teacher educators.
3. There is no significant difference among rural, urban and corporation area instructional role perception of teacher educators.

7. METHOD AND SAMPLE

This study adopted a survey design. The design was chosen because it attempt to collect information from a number of respondents independently and it also involves gathering data about a target group from which finding obtained from the

sample can be used to generalize for the entire population. Survey research is the one in which a group of people or items is studied by collecting and analyzing data from only a few people considered to be a representative of the entire population (Emaikwu 2006).

The study was carried out in Chennai, Chengalpet, Thiruvallur, Kanchipuram and vellore Districts tamilnadu State and the population comprises all teacher educators. A sample of 1000 teacher educators were used for the study. The sampled colleges were purposively selected to take care of Government, aided and privately colleges. Arts and Science with education teachers were also purposively selected to take care of gender while teachers were selected using a random sampling technique.

8. VARIABLES SELECTED FOR THE STUDY

The investigator has selected the following variables for the present study

1. Instruction role perception

2. Demographic variables

Gender - Male/Female

Medium of instruction- Tamil / English

Location of the college - Rural / urban /corporation

9. Statistical Techniques Employed\

Sl. No.	Statistical techniques used	Purpose
1.	Mean and Standard Deviation	To find out the level of Instruction role perception of teacher educators.
2.	't' test analysis	To examine the significant differences between groups.
3.	Analysis of Variance (ANOVA)	To examine the significant differences among groups.

10. ANALYSIS OF DATA

Null hypothesis 1

There is no significance difference between male and female Instruction role perception of teacher educators

Table 1: Significant of difference between male and female teacher educators in their Instruction role perception with regard to gender

Dimensions of Instruction role perception	Gender	N	Mean	SD	't' –value	Level of Significance
Information provider and coach/LA/S/D/PS	Male	356	35.20	2.729	0.036	NS
	Female	644	35.22	2.789		
Facilitator and mentor/LM/MP	Male	356	26.89	2.221	0.118	NS
	Female	644	26.83	2.79		
Assessor and diagnostician/FTL	Male	356	39.40	2.414	0.098	NS
	Female	644	38.87	2.492		
Curriculum developer/II/DL/PM	Male	356	38.53	3.026	1.010	NS
	Female	644	38.74	3.290		
Role model as a teacher/PCCPR/MIT	Male	356	40.14	2.571	0.112	NS
	Female	644	40.16	2.625		
Manager and leader/A/MV	Male	356	38.21	4.617	0.434	NS
	Female	644	38.07	4.596		
Scholar and researcher/LLL	Male	356	39.27	3.599	0.488	NS
	Female	644	39.15	3.964		
Academic professional/Develop	Male	356	40.65	2.250	0.215	NS
	Female	644	40.68	2.697		

It is evident from the table 1 shows the 't' value for dimensions of information provider and coach/learning area/subject/discipline/phase specialist, facilitator and mentor/learning mediator/monitoring students progress, assessor and diagnostician/feedback on teaching and learning, curriculum developer/implementer/interpreter/designer of learning/programmes and materials, role model as a teacher/practitioner community citizenship pastoral role /maximize instructional time, manager and leader administrator/maintain visible,scholar and researcher/life long learner and academic professional/develop are found to be (0.036),(0.118),(0.098),(0.010),(0.112), (0.434),(0.488) and (0.215) respectively, it is not significant at 0.05 or 0.01 level. Thus it is concluded that the instructional role perception of male and female teacher educators are not differ significantly. Therefore the formulated null hypothesis 1 is accepted. Hence it can be concluded that male teacher educators have outperformed than the female counterpart.

Null hypothesis 2

There is no significance difference between Tamil and English medium Instruction role perception of teacher educators

Table 2: Significant of difference between Tamil and English medium teacher educators in their Instruction role perception with regard to medium of instruction

Dimensions of Instruction role perception	Medium of instruction	N	Mean	SD	't' –value	Level of Significance
Information provider and coach/LA/S/D/PS	Tamil	449	35.05	2.809	1.516	NS
	English	551	35.32	2.728		
Facilitator and mentor/LM/MP	Tamil	499	26.89	2.266	0.448	NS
	English	551	26.82	2.133		
Assessor and diagnostician/FTL	Tamil	449	39.02	2.514	0.847	NS
	English	551	39.09	2.447		
Curriculum developer/II/DL/PM	Tamil	449	38.61	3.229	0.449	NS
	English	551	38.71	3.176		
Role model as a teacher/PCCPR/MIT	Tamil	449	40.10	2.641	0.545	NS
	English	551	40.19	2.576		
Manager and leader/A/MV	Tamil	449	38.36	4.562	1.509	NS
	English	551	37.92	4.628		
Scholar and researcher/LLL	Tamil	449	39.04	3.786	1.172	NS
	English	551	39.32	3.877		
Academic professional/Develop	Tamil	449	40.69	2.569	0.243	NS
	English	551	40.65	2.528		

It is evident from the table 2 shows the 't' value for information provider and coach/learning area/subject/discipline/phase specialist, facilitator and mentor/learning mediator/monitoring students progress, assessor and diagnostician/feedback on teaching and learning, curriculum developer/implementer/interpreter/designer of learning/programmes and materials, role model as a teacher/practitioner community citizenship pastoral role /maximize instructional time, manager and leader administrator/maintain visible, scholar and researcher/life long learner and academic professional/develop are found to be (1.516),(0.448),(0.847),(0.449),(0.545), (1.509),(1.172) and (0.243) respectively, It is found that all the values are not significant at 0.05 or 0.01level. Therefore the formulated null hypothesis 2 is accepted. The result of present study reveals that there is no significant difference between the Tamil medium and English medium of teacher educators in their instructional role perception. Hence that it can be concluded

that teacher educators studying through Tamil and English medium similar in their instructional role perception.

Null hypothesis-3

There is no significance difference among rural, urban and corporation Instruction role perception of teacher educators

Table 3: ANOVA for Instruction role perception scores among rural, urban and corporation area teacher educators with respect to location of the College

Dimensions of Instruction role perception	Source of Variation	Sum of Square	Df	Mean of Square	F-ratio	Level of Significance
Information provider and coach/LA/S/D/PS	Between groups	2.363	2	1.181	0.154	NS
	Within groups	7642.433	997	7.665		
	Total	7644.796	999			
Facilitator and mentor/LM/MP	Between groups	0.529	2	0.265	0.055	NS
	Within groups	4803.567	997	4.818		
	Total	4804.096	999			
Assessor and diagnostician/FTL	Between groups	15.396	2	7685	1.254	NS
	Within groups	6109.495	997	6.126		
	Total	6124.864	999			
Curriculum developer/II/DL/PM	Between groups	18.929	2	9.463	0.952	NS
	Within groups	10199.849	997	10.231		
	Total	10218.775	999			
Role model as a teacher/PCCPR/MIT	Between groups	10.031	2	5.016	0.739	NS
	Within groups	6765.469	997	6.786		
	Total	6775.500	999			
Manager and leader/A/MV	Between groups	75.705	2	37.852	1.700	NS
	Within groups	21077.895	997	21.141		
	Total	21153.600	999			
Scholar and researcher/LLL	Between groups	5.419	2	3.170	0.246	NS
	Within groups	14702.759	997	15.847		
	Total	14706.975	999			
Academic professional/Develop	Between groups	8.702	2	3.851	0.648	NS
	Within groups	6463.057	997	6.483		
	Total	6472.759	999			

It is evident from the table 3 the 'F' value for information provider and coach/learning area/subject/discipline/phase specialist, facilitator and mentor/learning mediator/monitoring students progress, assessor and diagnostician/feedback on teaching and learning, curriculum developer/implementer/interpreter/designer of learning/programmes and materials, role model as a teacher/practitioner community citizenship pastoral role /maximize instructional time, manager and leader administrator/maintain visible, scholar and researcher/life long learner and academic professional/develop are found to be (0.154),(0.055),(1.254),(0.952), (0.739),(1.700), (0.240) and (0.648) respectively. Out of these eight values all the values are not significant at 0.05 or 0.01 level. Hence null hypothesis 3 is accepted. The result of present study reveals that there is no significant difference among the teacher educators location of the rural, urban and corporation area in their instruction role perception.

11. FINDINGS OF THE STUDY

I)There is no significant difference between male and female teacher educators are not differ significantly. Therefore the formulated null hypothesis 1 is accepted. Hence it can be concluded that male teacher educators have outperformed than the female counterpart.

II)There is no significant difference between the Tamil medium and English medium of teacher educators in their instructional role perception. Hence, Therefore the formulated null hypothesis 2 is accepted. it can be concluded that teacher educators studying through Tamil and English medium similar in their instructional role perception.

III)There is no significant difference among the teacher educators location of the rural, urban and corporation area in their instruction role perception. Hence, Therefore the formulated null hypothesis 3 is accepted. it can be concluded that teacher educators similar among themselves and between one another in their instruction role perception.

12. IMPLICATIONS AND RECOMMENDATIONS OF THE STUDY

Recommendations

This study has addressed issues of teaching and learning from role identification perspectives. The result of the study has indicated disparities between teacher educators' perceived and expected roles. This study has therefore confirmed that

wrong perception of teachers of their roles is one of the causes of the continued unsatisfactory standard of education in India. The study has also revealed that there is no much difference in the perception of male and female teachers. It is therefore recommended that:

- i. Retraining of teachers should be emphasized. This could be done through organized workshops and seminars with specific aim of training teachers on the role they are expected to play in teaching and learning situation.
- ii. Proper orientation should be conducted for the newly admitted students with emphases on how they should study to learn
- iii. Arts /Science teachers education must recognize that their job is not merely an economic venture but it is much more. They must realize that they are subject to greater responsibility than their students.
- iv. Teachers are more likely to incorporate ICT use in their classroom if it is related to the nature of their instruction and are convinced that it is compatible with educational goals.

13. SUGGESTION OF THE STUDY

The rather superficial and simplified interpretation of the roles, low awareness of them may be attributed either to teachers' poor professional preparation or expectations towards teachers are exaggerated. Firstly, educational practice verifies the theoretical assumption about being a teacher and it is possible that multiplication of roles, splitting fundamental roles into functions do not act in favour of teacher professionalism. Perhaps roles "invented" by theoreticians do not correspond to the demands of school reality: teachers are obliged to concentrate on curricula, assess pupils' achievements, fill in documents, school registers, do administrative work, discipline pupils, etc.

The roles requires advanced, high-standard competences and teachers are not prepared to meet the standards: during studies, even postgraduate, they rarely explore the ontology of the teaching profession in theory and practice. Simplifying in order to be an intellectual, creator or researcher teachers must be aware of and convinced that teaching, educating and caring must be consistent with teachers' action ontology. In such a context, the implication of the presented research is quite pessimistic.

The research was planned as pilot research for wider range investigation concerning role beliefs and professional

identification. The importance of these categories is likely to grow if we take into consideration that they impact on the effectiveness of school education.

A good education can be only provided by competent teachers, reflective and creative. Consecutively, a problem with teacher professional education emerges. It is, therefore, crucial to provide high standard selection to the profession, studying based on researching, problem solving, verifying theory in practice and vice versa. Besides, engaging students (teacher-to-be) in experience early in the teacher education program, which makes them assume and discuss teachers' roles, could contribute to their role awareness and high-standard professionalism.

14. CONCLUSION

The present study of the instruction role perception of teacher educators do not differs significantly of gender, medium, locality of the college. According to the expectations of two social systems. They play a number of challenging roles as compared to the employees of general organizations most common to play are Subject matter specialist, programme planner, evaluator, trainer, teacher, administrator, coordinator, communicator, leader etc. The research reveals that there are many important areas in which their perception role and performance is negligible. Perception is the learner's initial sensory input and the subsequent processing of that information for mean. Perception becomes an essential principle for multiple theories consisting of Gestalt, neurology, ecology, and computation and can all be applied to guide instructional role Perception. Understanding how humans process visual information can be applied to make more effective and efficient, Moreover, understanding perception can help instructional designers develop and create augmented reality, virtual reality, and immersive simulations. In general, well-organized instructional role leads to efficient perception.

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