

A COMPARATIVE STUDY OF ACADEMIC SATISFACTION OF B.ED, STUDYING IN SELF-FINANCED AND GOVT. AIDED INSTITUTIONS AGRA UNIVERSITY

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ABSTRACT

In the year 2016 Dr. B.R.A. University, Agra had 438 affiliated B.Ed degree colleges Eleven GovtAided B.Ed college imparting teacher education. In the year 1999-2000 first self-finance college of education come into existence under Dr. B.R.A. University, Agra. Thus year by year number of self-financed teacher education institution increased and this number reached Department of aided colleges satisfy B.Ed, students academically. Do they provide quality education to pupil teachers or not? To what extent quality of B.Ed, programme run in teacher education department of aided colleges is superior to quality to teacher education of self-financed teacher education institutions. Do they have better infrastructure, better teacher and Superior staff than self-financed institutions. Thus the study impartially and scientifically compare'd qualify of teacher education programme organize in self-financed and govt. aided teacher training institutions. On the basis of results discussed above it can safely be concluded that govt. aided institutions are more effective than, self-financed institutions in satisfying their B.Ed, students on physical convenience dimension of academic satisfaction where self-financed institutions are found more effective than govt. aided institution in satisfying B.Ed, students on library dimension of academic satisfaction.

INTRODUCTION

Higher education in the India is slowly coming under the grip of privatization. However, the two major blocks within the private sector are distinct. The government aided institutions and self-financed institutions. Teacher education to is no exception to it. The self-financed teacher education institutions are of recent origin in Uttar Pradesh. These institution are being opened not to serve the cause of teacher education but to earn profit. The teacher education in the country is time and again by University education commission (1948), Secondary Education Commission (1964-66), Private efforts in the field of teacher education, in seems is contributing to aggravate the situation more. In the

year 2016 Dr. B.R.A. University, Agra had Eleven GovtAided B.Ed, affiliated Degree College importing teacher education. In the year 1999-2000 first self-financed college of education come into existence under Dr. B.R.A. University, Agra in the succeeding year Two hundred college of education. Number of self-financed B.Ed, colleges are increasing with leaps and bounds. This is picture of self-financed teacher training college of the Dr. B.R.A. University, Agra. Similar mushrooming of teacher training institutions can be seen in other state universities of U.P.

This rapid growth in number of teacher education institutions raises an important question regarding quality of teacher education in self-financed institutions. How affective self-financed institutions are in quality education. When

compared to traditional department of education of govt. aided colleges?

In present paper academic satisfaction of B.Ed, students studying in self-financed institutions has been compared with academic satisfaction of B.Ed, students studying in aided colleges.

OBJECTIVE

To compare academic satisfaction of B.Ed. students studying in self-financed and govt. aided institutions.

HYPOTHESIS

B.Ed. Students studying in self-financed and govt. aided institutions, do not differ significantly on their academic satisfaction.

METHOD OF RESEARCH

Survey method of research was used in this research paper.

POPULATION

All B.Ed, students studying in self-financed and govt. aided institution affiliated to Dr. B.R.A. University, Agra constituted population of the study. -

SAMPLE

Two hundred B.Ed, students from 10 self-financed colleges and 100 B.Ed, students from govt. aided colleges were selected as a sample of the study.

TOOL USED FOR DATA COLLECTION

Alka Gupta's academic satisfaction scale was used to measure the satisfaction of B.Ed. students. The tool

measures nine dimensions of students satisfaction Dimension are - 1. Curriculum, 2. Physical convenience, 3. Co-curricular activities, 4 Examination system. 5. Library, 6. Teacher, 7. Teaching tactics, 8. Peer group, 9. Administration

PROCEDURE

At the time of data collection there were 16 self-financed and 7 govt. aided institutions affiliated to Dr. B.R.A. University, Agra. So at first stage sample institutions were selected in ratio 2:1. On this basis 200 B.Ed, students were selected randomly from sample of self-financed institutions and 100 B.Ed, students were selected from govt. aided colleges. As academic satisfaction test was administered on sample B.Ed, students. Answer sheet were scored. Obtained data was analysed with help of ¹ test, Result thus obtained have been shown in table

Table-1 displays the result emerged after treating data statistically applying t-test, finding displays in the table shows that out of the areas of satisfaction, in two areas namely physical convenience and library B.Ed, students of self-financed and govt. aided institutions differ significantly. Regarding physical convenience B.Ed, students of Govt. aided institutions were found more satisfied there counter part B.Ed. students of self-financed institutions, whereas regarding library B.Ed, students of self-financed institutions were found more satisfied than there counterpart B.Ed, students of govt. aided institutions.

On the remaining dimensions of satisfaction i.e. curriculum, co-curricular activities, examination system, teacher, teaching tactics, peer group and administration, B.Ed, students of self-financed and govt. aided institutions do not differ significantly. This shows that B.Ed, students studying in self-financed college were as satisfied as their

**Table-1: Comparison of Academic Satisfaction of B.Ed. Students of
Self-financed and govt. aided institutions**

s. No	Dimensions of Satisfaction	Name of Group	No. of Students	Mean	S.D.	T	Significance Level
1.	Curriculum	Self-financed	200	24.84	4.98	1.06	Ins.
		Govt. aided	100	24.12	5.76		
2.	Physical convenience	Self-financed	200	23.59	7.05	2.11	*
		Govl. aided	100	25.28	6.24		
3	Co-currieular activities	Self-financed	200	24.50	6.81	1.26	Ins.
		Govt. aided	100	25.45	5.72		
4.	Examination system	Self-financed	200	14.83	5.31	1.03	Ins.
		Govt. aided	100	15.66	7.07		
5.	Library	Self-financed	200	20.82	58.09	3.65	**
		Govi. aided	100	16,88	8.82		
6.	Teacher	Self-financed	200	26.40	5.47	0.49	Ins.
		Govt. aided	100	26.71	4.78		

7.	Teaching tactics	Self-financed	200	25.88	6.76	0.90	Ins.
		Govt. aided	100	25.24	5.26		
8,	Peer group	Self-financed	200	25.32	5.42	0.13	Ins.
		Govt. aided	100	25.41	5.51		
9.	Administration	Self-financed	200	22.98	7.36	0.22	Ins.
		Govl. aided	100	23.17	6.19		

Ins. - Insignificant, * significant at .05 & ** significant at .01

counterpart B.Ed, students studying in govt, aided institutions on curriculum, co-curriculum activities, examination system, teacher teaching tactics, peer group and administration dimension of academic satisfaction.

CONCLUSION

On the basis of results discussed above it can safely be concluded that govt. aided institutions are more effective than, self-financed institutions in satisfying their B.Ed. students on physical convenience dimension of academic satisfaction where as self-financed institutions are found more effective than govt. aided institution in satisfying B.Ed, students on library dimension of academic satisfaction.

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