HUMAN RESOURCE DEVELOPMENT OF TEACHER EDUCATORS IN COLLEGES OF EDUCATION

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Biodata

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Abstract

This paper explores human resource as an integral force in a society. Though it has many faceted aims and objectives, the significant aim is to develop the human resource in schools and colleges. A country may have well-defined policy infrastructure facilities, well-equipped laboratories and libraries, but it can hardly achieve its educational goals unless it has committed teachers. In recent years considerable concern has been felt in the sphere of teacher education. Its role to develop the human resources in schools and colleges is greatly emphasized. Training needs can be aptly explained as the gap between the requirements for skills and knowledge inherent in the job and those possessed by the current jobholder. Teacher educators working in teacher education colleges need through training in their teaching skills and knowledge. From the findings of this paper it is observed that teacher educators irrespective of their age, gender, designation, subject specialization have shown their bent of mind about the need for training in their profession. So in order to gear up their potential abilities in the field of their workplace, intensive training through refresher and orientation courses is the need of the hour.

1. Introduction

Education is an integral force in a society. Though it has many faceted aims and objectives, the significant aim is to develop the human resource in schools and colleges. The National Education Policy (1986) rightly points out that students are positive assets with high potentials who have to be developed with tenderness and care. Without them no social institutions like schools and colleges can exist whose permanent concern is to develop human potentials.

A country may have well-defined policy infrastructure facilities, well-equipped laboratories and libraries, but it can hardly achieve its educational goals unless it has committed teachers. In recent years considerable concern has been felt in the sphere of teacher education. Its role to develop the human resource in schools and colleges is greatly emphasized.

1.1. Meaning of Teacher Education

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education (1998) has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Good's Dictionary of Education (1945) teacher education means, all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his

responsibilities more effectively. In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As Kilpatric (2002) put it, ―Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

1.2. Human Resource Development

The emerging trend in modern educational management is clearly towards the adoption of human resource philosophy. With the effective utilization of this approach, organizations benefit from two significant payoffs: increased organizational effectiveness and bonafide satisfaction of individual employee's needs. Rather than viewing the achievement of the organizational and human needs and of the employees needs as separate and exclusive events, supporters of the human resource philosophy contend that these needs are mutual and compatible. One need not be gained at the expense of the other.

'Human Resource' is a relatively new concept in the field of management and organization. The term, signifying humanistic approach in solving social problems, became popular during the early 1970's and showed that managing people as resources rather than factors of production or simply as human beings with feelings and emotions could result in benefiting richly both the organization and its employees. A number of principles have been evolved to provide the base for a human resource approach.

Human resource development has been a concern not only of national bodies but also of international organizations. Teacher quality plays a vital role in ensuring optimum human resource development. The paper highlights the various endeavors made by the Central and State governments to augment the quality of education, teacher preparation and professional development of teachers. It suggests the employment of a number of strategies to address the issue in the field of school education in general and teacher education in particular (World Bank, 1994).

The relevance and significance of Human Resource Development (HRD) for the development of an economy and its people is now very well established across the world and it is widely appreciated by the national governments as well as international agencies and institutions like UNO, ILO, WHO, UNESCO, UNDP, etc. Emphasis on human resource development increased especially due to certain international developments that took place during the last few decades like opening of global markets, increased market orientation of economies and restructuring in socialist countries which have given rise to an increased competition, forcing developing countries to produce and market their products and services at competitive prices. Development of highly competitive abilities and products has been made possible essentially by changing the orientation of the process of education to human resource development which focuses on increased productivity of human resources by linking it closely with technical progress at all levels of work (Boxall, 1992).

Human resource development is the process of enabling people to make things happen. It deals with both: (1) the process of competency development in people (which includes knowledge, skills, attitudes and values); and (2) the creation of conditions (through public policy, programmes and other interventions) to help people apply these competencies for their own benefit and for that of others (Rao 1996). Implied in this conceptualization of human resource development are many facets of development of people including their physical, intellectual, emotional, social, moral and all other forms of development. Physical development demands proper health and nutritional care of the learners and specific programmes and public investment for the same. Intellectual development of people comes through the process of education. However, a well thought and rigorously enforced system of education which ensures an all-round and balanced development of individuals and groups remains at the centre of the process of human resource development. The emphasis on education is reinforced by the pioneering example of enhancing economic growth through social opportunity, especially in basic education, of Japan. It is sometimes forgotten that Japan had a higher rate of literacy than Europe had even at the time of Meiji restoration in the mid-nineteenth century, when industrialization had not occurred there but had gone on for many decades in Europe. Japan's economic development, stresses Sen, was clearly much helped by the human resource development related to the social opportunities that were generated. The so-called East Asian miracle involving other countries in the East Asia was, to a great extent, based on similar causal connections. These economies went comparatively early for massive expansion of education and, later also, for health-care.

Human resource development is a never-ending continuous process which is closely linked with the changing needs of the society in various spheres of human activity. Changing societal need patterns which emerge due to the dynamic nature of economic, political and social processes demand that the sets of competencies developed by education systems at one point of time should be updated, reformed and refurbished continually in order to keep the developed human resources continuously relevant and progressively engaged in the development process. This point has been well stressed in the Report of the UNESCO's International Commission on Education for the 21st Century which argues that in future the workers will have to learn and re-learn new skill sets continually as the already learnt skill sets would be found unacceptable as being obsolete in the job market at short intervals. This signifies the fact that human resource development has to be a continuous process which is composed of initial development of human beings through first phase of their education followed by continued upgradation and further development throughout the active working life of the individuals. The direction of this continued upgradation of human resources in a society will be linked with the fast emerging information society which is emphasizing the intangible dimension of work, heavily stressing on the development and honing of intellectual and social skills of individual workers. Thus, education systems no longer be expected to train a labour force for stable industrial jobs. They must instead train individuals to be innovative, capable of evolving, adapting to a rapidly changing world and assimilating change.

This important point was also emphasized by the Heads of the Commonwealth States when they met in Zimbabwe in 1991. They appreciated that human resource development is central to the promotion of sustainable development and alleviation of poverty in all commonwealth countries, despite a wide diversity among them. This has been very well demonstrated by the earlier referred example of Japan and other East Asian economies which had expanded education and health-care facilities much before they broke the restraints of general poverty (Brown, 2010).

In the 1991 Commonwealth Heads' Conference, a Working Group on Human Resource Development was formed which recommended five key strategies for effecting human resource development including: well managed and more professional government; partnership with NGOs and the private sector; priority for women; mobilization of resources for education and HRD; and use of technology. The Group also stressed that a 'mission approach' has to be followed in implementing these strategies (Rai, 1996).

1.3. Performance Appraisal

Performance appraisal is personnel evaluation method seeking the measurement of employee work effectiveness using objective criteria. Performance appraisal systems hope to achieve higher productivity outcomes by delineating how employees meet job specifications. A major challenge for performance appraisal systems is to define performance standards while maintaining objectivity. Performance appraisal is one of the important components in the rational and systematic process of human resource management.

1.4. In-Service Education

In-service education is obligatory on the part of the teachers who are supposed to know the modern methods, approaches, techniques and other recent trends involving the application of educational principles. Despite having vast resources and manpower, India has not been able to achieve a prominent position in the world. The reason is lack of training without clear-cut objectives. Radhakrishanan (1948), the Chairman of the Education Commission stressed the importance of post-training of the teachers and said: Most of our teachers do not keep intellectually alert and there is little, inducement for them to do. It is extraordinary that our schoolteachers learn all of whatever subject they teach before reaching the age of 24 or 25 and then all their future education is left to experience, which is another name for stagnation.

The in-service education that gears up teacher's potential has to be organized in such a way that the teachers realize relevance of the course material to their classroom practice.

1.5. Training Needs

Training can contribute to the effective use of the organizations resources, but only if approached systematically.

The importance of clearly defining needs before embarking on a training programme cannot be over-emphasized.

A training need can be defined as the gap between the requirements for skills and knowledge inherent in the job and those possessed by the current jobholder. It is vital that this gap is adequately analyzed to establish exactly what training is required.

1.6. The problem

The present investigation is entitled as **"Human Resource Development of Teacher Educators in Colleges of Education"** No doubt that everyone is interested in knowing how human resource development in each teacher education college can be achieved by regulating some correlated factors.

The present study aims at identifying certain variables responsible for human resource development in teacher education colleges that account for growth and development and prosperity of the institutions.

1.7. Objectives

The present study has the following objectives:

1. To study the difference in perception of human resource development climate of

    a. teacher educators of different age groups i.e. above and below 35 years

    b. men and women teacher educators

    c. arts and science teacher educators

    d. teacher educators working in aided and unaided colleges

2. To study the difference in perception of performance appraisal of

    a. teacher educators of different age groups i.e. above and below 35 years

    b. men and women teacher educators

    c. arts and science teacher educators

    d. teacher educators working in aided and unaided colleges

3. To study the difference in perception of in-service education of

    a. teacher educators of different age groups i.e. above and below 35 years

    b. men and women teacher educators

    c. arts and science teacher educators

    d. teacher educators with and without in-service education

    e. teacher educators working in aided and unaided colleges

4. To study the difference in perception of secondary teacher educators training needs of

    a. teacher educators of different age groups i.e. above and below 35 years

    b. men and women teacher educators

    c. arts and science teacher educators

    d. teacher educators with and without in-service education

    e. teacher educators working in aided and unaided colleges

5. To study the difference between principals and teacher educators in their perception of human resource development climate.

6. To study the difference between principals and teacher educators in their perception of performance appraisal.

7. To study the inter correlation between human resource development climate and

    a. performance appraisal

8. To study the inter correlation between human resource development climate and

    a. performance appraisal

    b. in-service education

    c. secondary teacher educators training needs dimensions viz. instructional planning and preparation, subject matter competence, teaching competence, classroom management competence, instructional management, community service (academic), community service (social), professional self-development and general awareness.

1.8. Hypotheses

The following hypotheses are formulated based on the objectives of the study:

*Hypothesis***:** There is no significant difference between principals and teacher educators with respect to their perception of human resource development climate.

*Hypothesis***:** There is no significant difference between principals and teacher educators with respect to their perception of performance appraisal Part-I and Part-II

*Hypothesis***:** There is no significant difference between age groups (below 35 and above 35) of teacher educators with respect to their perception of human resource development climate.

*Hypothesis***:** There is no significant difference between age groups (below 35 and above 35) with respect to their perception of performance appraisal Part-I and Part-II

*Hypothesis***:** There is no significant difference between male and female teacher educators with respect to their perception of human resource development climate.

*Hypothesis***:** There is no significant difference between gender (Male and Female) with respect to their perception of performance appraisal Part-I and Part-II.

*Hypothesis***:** There is no significant difference between gender (Male and Female) with respect to their perception of performance appraisal Part-I and Part-II

*Hypothesis***:** There is no significant difference between principals and teacher educators with respect to their perception of inservice education

*Hypothesis***:** There is no significant difference between principals and teacher educators with respect to their perception of teacher educators training needs and its dimensions

*Hypothesis***:** There is no significant difference between age groups (below 35 and above 35) of teacher educators with respect to their perception of inservice education.

*Hypothesis***:** There is no significant difference between age groups (below 35 and above 35) of teacher educators with respect to their perception of teacher educators training needs and its dimensions

*Hypothesis***:** There is no significant difference between male and female teacher educators with respect to their perception of inservice education.

*Hypothesis***:** There is no significant difference between male and female teacher educators with respect to their perception of teacher educators training needs and its dimensions

*Hypothesis***:** There is no significant relationship among human resource development climate and

       1. Performance appraisal part I
       2. Performance appraisal part II
       3. In service education scale
       4. Instructional planning and preparation
       5. Subject matter competence

6. Teaching competence
7. Classroom management competence
8. Institutional management
9. Academic community service
10. Social community service
11. Professional self-development
12. General awareness
13. Secondary teacher educators training needs

*Hypothesis***:** Performance appraisal part I, Performance appraisal part II, In service education scale, Instructional planning and preparation, Subject matter competence, Teaching competence, Classroom management competence, Institutional management , Academic community service, Social community service, Professional self-development and General awareness would not be a significant predictors of perception of human resource development climate of teacher educators.

2. Methodology

The present study adopted descriptive survey method and the data were collected from principals and teacher educators from teacher education colleges.

2.1. Sample

The data for the study were gathered using a sample of 200 teacher educators, 30 principals from 34 colleges of education in four districts coming under Karnatak University, Dharwad. The teacher educators and principals were selected from each college giving due representation to the age, gender, designation, methods of teaching, in-service programme and type of management.

2.2. Tools

The following tools were administered to principals and teacher educators of teacher education colleges.

1. Human Resource Development Climate Questionnaire by Rao and Abraham (1990) (Principals and teacher educators)

2. Performance Appraisal Effectiveness Questionnaire Part I   by Rao and Abraham (1990) (Principals and teacher educators)

b) Performance Appraisal Effectiveness Questionnaire Part II (Teacher Educators)

3. In-service Education Scale (Training Effectiveness Questionnaire) by Rao and Abraham (1990)

4. Secondary Teacher Educators Training Needs Assessment Scale by Nilavar (1992)

2.3. Data Collection

The investigator personally collected the data from 30 teacher education colleges out of 34 teacher education colleges affiliated to Karnatak University in four districts. Principals and individual teacher educators were personally administered the tools. Clear-cut instructions were given to fill up the responses to the items in the tools. The filled in proformas were collected.

2.4. Data Analyses

For the analysis of the data collected, differential and correlation statistics were used.

Table 1. *Results of t-test between Principals and Teacher Educators with Respect to their Perception of Human Resource Development Climate*

Group	Mean	SD	t-value	p-value	Signi.
Teacher educators	69.5429	15.9308	0.2993	>0.05	NS
Principals	68.5952	17.7266			

From the results of the above table, it can be seen that, the principals and teacher educators of colleges do not differ significantly with respect to their perception of human resource development climate (t=0.2993, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the principals and teacher educators of colleges have similar perception of human resource development climate.

Table 2. *Results of t-test between Principals and Teacher Educators with Respect to their perception of Performance Appraisal Part-I and Part-II*

Performance appraisal	Group	Mean	SD	t-value	p-value	Signi.
Part I	Teacher educators	34.8600	8.0376	-1.2555	>0.05	NS
	Principals	36.8000	6.8097			
Part II	Teacher educators	37.5150	9.0131	-0.3886	>0.05	NS
	Principals	38.2000	8.9381			

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

1. The principals and teacher educators of colleges do not differ significantly with respect to their perception of perception of performance appraisal Part-I (t=-1.2555, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the principals and teacher educators of colleges have similar perception of performance appraisal Part-I.

2. The principals and teacher educators of colleges do not differ significantly with respect to their perception of perception of performance appraisal Part-II (t=-0.3886, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the principals and teacher educators of colleges have similar perception of performance appraisal Part-II.

Table 3. *Results of t-test between Age Groups (Below 35 and Above 35) of Teacher Educators with Respect to their Perception of Human Resource Development Climate*

Age groups	Mean	SD	t-value	p-value	Signi.
Below 35	70.8754	14.2832	1.2082	>0.05	NS
Above 35	68.1560	17.4479			

1. From the results of the above table, it can be seen that, the teacher educators belonging to below 35yrs and above 35yrs of age groups do not differ significantly with respect to perception of human resource development climate (t=1.2082, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is

rejected. It means that the teacher educators belonging to below 35yrs and above 35yrs of age groups have similar perception of human resource development climate.

Table 4. *Results of t-test between Age Groups (Below 35 and Above 35) of Teacher Educators with Respect to their Perception of Performance Appraisal Part-I and Part-II*

Performance appraisal	Age groups	Mean	SD	t-value	p-value	Signi.
Part I	Below 35	35.1961	7.0697	0.6023	>0.05	NS
	Above 35	34.5102	8.9584			
Part II	Below 35	38.4314	7.7313	1.4712	>0.05	NS
	Above 35	36.5612	10.1301			

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

1. The teacher educators belonging to below 35yrs and above 35yrs of age groups do not differ significantly with respect to perception of performance appraisal Part-I (t=0.6023, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the teacher educators belonging to below 35yrs and above 35yrs of age groups have similar perception of performance appraisal Part-I.

2. The teacher educators belonging to below 35yrs and above 35yrs of age groups do not differ significantly with respect to perception of performance appraisal Part-II (t=1.4712, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the teacher educators belong to below 35yrs and above 35yrs of age groups have similar perception of performance appraisal Part-II.

Table 5. *Results of t-test between Age Groups (Below 35 and Above 35) of Teacher Educators with Respect to their Perception of Teacher Educators Training Needs and its Dimensions*

Variable	Age groups	Mean	SD	t-value	p-value	Signi
Instructional planning and preparation	Below 35	53.7990	17.5163	2.2618	<0.05	S
	Above 35	47.9911	18.7942			
Subject matter competence	Below 35	64.7059	22.6400	2.0642	<0.05	S
	Above 35	58.0357	23.0558			
Classroom management competence	Below 35	64.6514	25.1968	3.0338	<0.05	S
	Above 35	54.6769	21.0176			
Institutional management	Below 35	66.5074	21.3342	2.2246	<0.05	S
	Above 35	60.1403	19.0207			
Social community service	Below 35	64.7518	20.3221	2.4241	<0.05	S
	Above 35	57.8603	19.8626			
Professional self-development	Below 35	63.8009	20.4120	2.1855	<0.05	S
	Above 35	57.4961	20.3772			
Teacher educators training needs assessment	Below 35	64.3990	18.1131	2.4174	<0.05	S
	Above 35	58.3562	17.2008			

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

1. The teacher educators belonging to below 35years and above 35years of age groups differ significantly with respect to perception of instructional planning and preparation (t=2.2618, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the teacher educators belonging to below 35years of age group have higher perception of instructional planning and preparation as compared to educators belonging to above 35years of age group.

2. The teacher educators belonging to below 35years and above 35years of age groups differ significantly with respect to perception of subject matter competence (t=2.0642, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the teacher educators belonging to below 35years of age group have higher perception of subject matter competence as compared to educators belonging to above 35years of age group.

3. The teacher educators belonging to below 35years and above 35years of age groups differ significantly with respect to perception of classroom management competence (t=3.0338, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the teacher educators belonging to below 35years of age group have higher perception of classroom management competence as compared to educators belonging to above 35years of age group.

4. The teacher educators belonging to below 35years and above 35years of age groups differ significantly with respect to perception of institutional management (t=2.2246, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the teacher educators belonging to below 35years of age group have higher perception of institutional management as compared to educators belonging to above 35years of age group.

5. The teacher educators belonging to below 35years and above 35years of age groups differ significantly with respect to perception of social community service (t=2.4241, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the teacher educators belonging to below 35years of age group have higher perception of social community service as compared to educators belonging to above 35years of age group.

6. The teacher educators belonging to below 35years and above 35years of age groups differ significantly with respect to perception of professional self-development (t=2.1855, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the teacher educators belonging to below 35years of age group have higher perception of professional self-development as compared to educators belonging to above 35years of age group.

7. The teacher educators belonging to below 35years and above 35years of age groups differ significantly with respect to perception of teacher educators training needs assessment (t=2.4174, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the teacher educators belonging to below 35years of age group have higher perception of teacher educators training needs as compared to educators belonging to above 35years of age group.

Table 6**.** *Results of t-test between Male and Female Teacher Educators with Respect to their Perception of Human Resource Development Climate*

Gender	Mean	SD	t-value	p-value	Signi.
Male	70.3571	15.6042	0.7220	>0.05	NS
Female	68.7286	16.2884			

From the results of the above table, it can be seen that, the male and female teacher educators do not differ with respect to perception of human resource development climate (t=0.7220, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the male and female teacher educators have similar perception of human resource development climate.

Table 7**.** *Results of t-test between Male and Female Teacher Educators with Respect to their perception of Performance Appraisal Part-I and Part-II*

Performance appraisal	Gender	Mean	SD	t-value	p-value	Signi.
Part I	Male	36.0000	7.7185	2.0213	<0.05	S
	Female	33.7200	8.2255			
Part II	Male	38.6300	9.1692	1.7587	>0.05	NS
	Female	36.4000	8.7583			

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

1. The male and female teacher educators differ significantly with respect to perception of performance appraisal Part-I (t=2.0213, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the male teacher educators have higher perception of performance appraisal Part-I as compared to female teacher educators.

2. The male and female teacher educators do not differ significantly with respect to perception of performance appraisal Part-II (t=1.7587, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the male and female teacher educators have similar perception of performance appraisal Part-II scores.

Table 8**.** *Results of t-test between Male and Female Teacher Educators with Respect to their perception of Inservice Education*

Gender	Mean	SD	t-value	p-value	Signi.
Male	73.5455	16.5174	2.1963	<0.05	S
Female	68.7614	14.2001			

From the results of the above table, it can be seen that, the male and female teacher educators differ significantly with respect to perception of inservice education (t=2.1963, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the male teacher educators have higher perception of inservice education as compared to female teacher educators.

Table 9. *Results of t-test between Male and Female Teacher Educators with Respect to their Perception of Teacher Educators Training Needs and its Dimensions*

Variable	Gender	Mean	SD	t-value	p-value	Signi.
	Female	62.0556	21.7013			
Institutional management	Male	59.6000	20.8650	-2.6611	<0.05	S
	Female	67.1750	19.3638			
Social community service	Male	58.0781	20.2183	-2.3169	<0.05	S
	Female	64.6719	20.0281			
Professional self-development	Male	57.3654	20.9401	-2.3238	<0.05	S
	Female	64.0577	19.7704			
General awareness	Male	54.8000	18.7737	-2.9680	<0.05	S
	Female	62.8375	19.5166			
Teacher educators training needs assessment	Male	58.3361	18.2322	-2.4843	<0.05	S
	Female	64.5399	17.0642			

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

1. The male and female teacher educators differ significantly with respect to perception of institutional management (t=-2.6611 p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the female teacher educators have higher perception of institutional management as compared to male teacher educators.

2. The male and female teacher educators differ significantly with respect to perception of social community service (t=-2.3169, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the female teacher educators have higher perception of social community service as compared to male teacher educators.

3. The male and female teacher educators differ significantly with respect to perception of professional self-development (t=-2.3238, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the female teacher educators have higher perception of professional self-development as compared to male teacher educators.

4. The male and female teacher educators differ significantly with respect to perception of general awareness (t=-2.9680, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the female teacher educators have higher perception of general awareness as compared to male teacher educators.

5. The male and female teacher educators differ significantly with respect to perception of teacher educators training needs assessment (t=-2.4843, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the female teacher educators have higher perception of teacher educators training needs as compared to male teacher educators.

Table 10. *Results of t-test between Teacher Educators with and Without Inservice Education with Respect to their Perception of Secondary Teacher Educators Training Needs and its Dimensions*

Variable	Inservice education	Mean	SD	t-value	p-value	Signi.
Instructional planning and preparation	Within service	47.0644	18.8210	-2.1229	<.05	S
	Without in service	52.8685	17.8597			
Classroom management competence	Within service	53.1987	21.2123	-2.7939	<.05	S
	Without in service	62.9975	24.2869			
Institutional management	Within service	57.7841	19.1009	-2.7668	<.05	S
	Without in service	66.1474	20.5711			

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

1. The teacher educators with and without inservice education differ significantly with respect to perception of instructional planning and preparation (t=-2.1229, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the teacher educators without inservice education have higher perception of instructional planning and preparation as compared to teacher educators with inservice education.

2. The teacher educators with and without inservice education differ significantly with respect to perception of classroom management competence (t=-2.7939, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the teacher educators without inservice education have higher perception of classroom management competence as compared to teacher educators with inservice education.

3. The teacher educators with and without inservice education differ significantly with respect to perception of institutional management (t=-2.7668, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the teacher educators without inservice education have higher perception of institutional management as compared to teacher educators with inservice education.

Table 11. *Results of Correlation Coefficient among Human Resource Development Climate and Other Variables*

variables	HRDC	PA I	PA II	IPAP	SMC	TC	CRMC	IM	CS-AC	CS-SO	PSD	GA	STETN
HRDC	1.00												
PA I	0.69*	1.00											
PA II	0.64*	0.76*	1.00										
IPAP	-0.03	-0.03	-0.14	1.00									
SMC	-0.10	-0.04	-0.05	0.82*	1.00								
TC	-0.03	-0.11	-0.15	0.76*	0.70*	1.00							
CRMC	0.03	-0.01	-0.10	0.63*	0.62*	0.74*	1.00						
IM	0.01	-0.08	-0.10	0.69*	0.64*	0.75*	0.71*	1.00					
CS-AC	-0.01	-0.01	-0.05	0.47*	0.57*	0.50*	0.59*	0.63*	1.00				
CS-SO	-0.01	-0.06	-0.09	0.68*	0.66*	0.78*	0.76*	0.81*	0.66*	1.00			

PSD	-0.04	-0.10	-0.11	0.62*	0.62*	0.69*	0.69*	0.76*	0.82*	0.81*	1.00		
GA	-0.16*	-0.25*	-0.26*	0.55*	0.57*	0.70*	0.65*	0.73*	0.60*	0.78*	0.79*	1.00	
STETN	-0.04	-0.11	-0.15*	0.78*	0.76*	0.89*	0.83*	0.90*	0.73*	0.92*	0.89*	0.86*	1.00

*$p<0.05$

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

1. Human resource development climate scores are significantly and positively correlated with

    - Performance appraisal part I scores

    - Performance appraisal part II scores at 5% level of significance ($p<0.05$)

2. Human resource development climate is significantly and negatively correlated with

    - General awareness

3. Performance appraisal part I scores are significantly and positively correlated with

    - Performance appraisal part II scores at 5% level of significance ($p<0.05$)

4. Performance appraisal part I scores are significantly and negatively correlated with

    - General awareness scores at 5% level of significance ($p<0.05$)

5. Performance appraisal part II scores are significantly and negatively correlated with

    - General awareness scores at 5% level of significance ($p<0.05$)

6. Instructional planning and preparation scores are significantly and positively correlated with

    -Subject matter competence scores

    -Teaching competence scores

    -Classroom management competence scores

    -Institutional management scores

    -Academic community service scores

    -Social community service scores

    -Professional self-development scores

    -General awareness scores

    -Secondary teacher educators training needs at 5% level of significance ($p<0.05$)

7. Subject matter competence scores are significantly and positively correlated with

    -Teaching competence scores

    -Classroom management competence scores

    -Institutional management scores

    -Academic community service scores

-Social community service scores

-Professional self-development scores

-General awareness scores

-Secondary teacher educators training needs at 5% level of significance (p<0.05)

8. Teaching competence scores are significantly and positively correlated with

-Classroom management competence scores

-Institutional management scores

-Academic community service scores

-Social community service scores

-Professional self-development scores

-General awareness scores

-Secondary teacher educators training needs at 5% level of significance (p<0.05)

9. Classroom management competence scores are significantly and positively correlated with

-Institutional management scores

-Academic community service scores

-Social community service scores

-Professional self-development scores

-General awareness scores

-Secondary teacher educators training needs at 5% level of significance (p<0.05)

10. Institutional management scores are significantly and positively correlated with

-Academic community service scores

-Social community service scores

-Professional self-development scores

-General awareness scores

-Secondary teacher educators training needs at 5% level of significance (p<0.05)

11. Academic community service scores are significantly and positively correlated with

-Social community service scores

-Professional self-development scores

-General awareness scores

-Secondary teacher educators training needs at 5% level of significance (p<0.05)

12. Social community service scores are significantly and positively correlated with

-Professional self-development scores

-General awareness scores

-Secondary teacher educators training needs at 5% level of significance (p<0.05)

13. Professional self-development scores are significantly and positively correlated with

-General awareness scores

-Secondary teacher educators training needs at 5% level of significance (p<0.05)

14. General awareness scores are significantly and positively correlated with

-Secondary teacher educators training needs at 5% level of significance (p<0.05)

3. Major findings

The major findings of the study are enumerated as follows.

1 The teacher educators belonging to below 35years of age group have higher perception of instructional planning and preparation as compared to educators belonging to above 35years of age group.

2 The teacher educators belonging to below 35years of age group have higher perception of subject matter competence as compared to educators belonging to above 35years of age group.

3 The teacher educators belonging to below 35years of age group have higher perception of classroom management competence as compared to educators belonging to above 35years of age group.

4 The teacher educators belonging to below 35years of age group have higher perception of institutional management as compared to educators belonging to above 35years of age group.

5 The teacher educators belonging to below 35years of age group have higher perception of social community service as compared to educators belonging to above 35years of age group.

6 The teacher educators belonging to below 35years of age group have higher perception of professional self-development as compared to educators belonging to above 35years of age group.

7 The teacher educators belonging to below 35years of age group have higher perception of teacher educators training needs as compared to educators belonging to above 35years of age group

8 The male teacher educators have higher perception of performance appraisal Part-I as compared to female teacher educators.

9 The male teacher educators have higher perception of in-service education as compared to female teacher educators.

10 The female teacher educators have higher perception of institutional management as compared to male teacher educators.

11 The female teacher educators have higher perception of social community service as compared to male teacher educators.

12   The female teacher educators have higher perception of professional self-development as compared to male teacher educators.

13   The female teacher educators have higher perception of general awareness as compared to male teacher educators.

14   The female teacher educators have higher perception of teacher educators training needs as compared to male teacher educators.

15   The teacher educators without in-service education have higher perception of instructional planning and preparation as compared to teacher educators with in-service education.

16   The teacher educators without in-service education have higher perception of classroom management competence as compared to teacher educators with in-service education.

17   The teacher educators without in-service education have higher perception of institutional management as compared to teacher educators with in-service education.

18   The male teacher educators have higher perception of performance appraisal Part-I as compared to female teacher educators.

19   The male and female teacher educators have similar perception of performance appraisal Part-II scores.

3.1. Findings of Correlation Analysis

1. Human resource development climate is significantly and positively correlated with

   - Performance appraisal part I

   - Performance appraisal part II

2. Performance appraisal part I is significantly and positively correlated with

   - Performance appraisal part II

4. Instructional planning and preparation is significantly and positively correlated with

   -Subject matter competence

   -Teaching competence

   -Classroom management competence

   -Institutional management

   -Academic community service

   -Social community service

   -Professional self-development

   -General awareness

   -Secondary teacher educators training needs

5. Subject matter competence is significantly and positively correlated with

   -Teaching competence

-Classroom management competence

-Institutional management

-Academic community service

-Social community service

-Professional self-development

-General awareness

-Secondary teacher educators training needs

6. Teaching competence is significantly and positively correlated with

-Classroom management competence

-Institutional management

-Academic community service

-Social community service

-Professional self-development

-General awareness

-Secondary teacher educators training needs

7. Classroom management competence is significantly and positively correlated with

-Institutional management

-Academic community service

-Social community service

-Professional self-development

-General awareness

-Secondary teacher educators training needs

8. Institutional management is significantly and positively correlated with

-Academic community service

-Social community service

-Professional self-development

-General awareness

-Secondary teacher educators training needs

9. Academic community service is significantly and positively correlated with

-Social community service

-Professional self-development

-General awareness

-Secondary teacher educators training needs

10. Social community service is significantly and positively correlated with

   -Professional self-development

   -General awareness

   -Secondary teacher educators training needs

11. Professional self-development is significantly and positively correlated with

   -General awareness

   -Secondary teacher educators training needs

12. General awareness is significantly and positively correlated with

   -Secondary teacher educators training needs

4. Conclusion

The emerging trend in modern educational management is clearly towards the adoption of human resource philosophy. With the effective utilization of this approach, organizations benefit from two significant payoffs: increased organizational effectiveness and bonafide satisfaction of individual employee's needs. Rather than viewing the achievement of the organizational and human needs and of the employees' needs as separate and exclusive events, supporters of the human resource philosophy contend that these needs are mutual and compatible. One need not be gained at the expense of the other.

With all the economies of the world slowly going global it becomes essential that our most precious national resource -The human resource is properly geared for this globalization. If our nation is to compete successfully in this competitive environment, our human resources have to be developed, trained to be and made into experts in all the necessary areas. In order to increase the productivity of the nation, we have to increase the productivity of each individual.

Principals in most of the teacher education colleges have a better perception of human resource development climate. So, they have expressed a strong opinion in establishing human resource development climate in their institution. Particularly open systems of appraisal with emphasis on counseling, career development systems, informal training mechanisms, potential development systems etc. contribute to human resource development climate. For that sake there is need for proper know how about human resource development among the principals through orientation programmes to be conducted by the academic staff colleges in different universities.

Performance appraisal is a process of determining how well a worker is performing his job. It provides a mechanism for identification of merit and deficiencies observed in an employee in relation to his job performance. The objective of appraisal is to determine the present state of efficiency of a worker in order to establish the actual need for training.

Both principals and teacher educators have expressed positive views about Performance Appraisal Effectiveness system to be practiced in their institutions. To develop healthy awareness and better working about Performance Appraisal Effectiveness System, teacher educators, principals and management authorities of government aided and unaided institutions need to organize need based training and workshops on Performance Appraisal Effectiveness System. This can be conducted by university PG departments, Department of Instruction and Management Associations. Through which misconceptions and mis-utilization of powers can be

eradicated and institutional effectiveness and efficiency can be improved to a better condition.

5. Implications

The modern world is one in which the only constant is change is a precarious matter implementing human resource development programme in secondary teacher education colleges requires coping with change in a positioned constructive manner. Secondary teacher education institutions must be redesigned so as to be consistent with the human resource development that helps to create a congenial atmosphere for management.

For the last few years no research on human resource development has been conducted in the field of secondary teacher education programme. The major concern in secondary teacher education course should be educational excellence for which teacher education colleges have to become human resource centers and conduct performance appraisal of institutional personnel, In-service education and training needs of secondary teacher educators must be borne in mind. The principal as an initiator of human resource development climate would go a long way in making the institutions as human resource development centers.

Human resource development climate is correlated with performance appraisal part in-service education, secondary teacher educators training needs. Now a days most of the secondary teacher education organizations have lack human resource development, implementation of performance appraisal system of its personnel, and improper conduction of in-service education and neglected training needs of teacher educators.

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