



## Statement of the Problem : A case study about Stakeholder in Murshidabad

**Samiul Biswas & Altaf Hossain**, Deaprtment of Education,  
Education College, Domkal, Murshidabad, West Bengal, INDIA

### ORIGINAL ARTICLE



#### Corresponding Authors:

**Samiul Biswas & Altaf Hossain**,  
Deaprtment of Education,  
Education College, Domkal, Murshidabad,  
West Bengal, INDIA

shodhsamagam1@gmail.com

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A CASE STUDY ABOUT STAKEHOLDER IN MURSHIDABAD Abstract The purpose of this study was to examine "Perception of stake holders towards Secondary teacher Education Programme." For this purpose the investigator has constructed a Questionnaire on "Stake Holder Attitude towards Secondary Teacher Education Programme". Ten B.Ed. Colleges in Murshidabad District were selected through Purposive sampling by the researcher and 300 B Ed students and 100 parents (either

### Abstract :

The purpose of this study was to examine "Perception of stake holders towards Secondary teacher Education Programme." For this purpose the investigator has constructed a Questionnaire on "Stake Holder Attitude towards Secondary Teacher Education Programme". Ten B.Ed. Colleges in Murshidabad District were selected through Purposive sampling by the researcher and 300 B Ed students and 100 parents (either father or mother), 150 B Ed teachers were selected through stratified random sampling by the researcher. In this present study, the investigator has followed the Descriptive Survey design of ex-post facto type. Secondary teacher education programme in terms of the perspectives of their three key stake holders, namely teachers, student-teachers, parents at the same time and in on context. Hence, the present study will explore how these stake holders perceives secondary teachers education programme in the real teaching contexts.

### Key Words :

Stake holders, Ex-post facto method and Stratified Random Sampling.

### Introduction :

The word stakeholder actually indicates the person who is allow in the benefit and advancement of an institution and its students. In education it is also includes teaching faculty, administrators, students, guardians of the students, local leaders and welfare society. Domestic life and elected representative such as institutional executive members, municipal councilors, state deputy officer. It also be united form such as trades, association, advisor community, aesthetic groups journalism channel, guardians organization, teacher's association, students union principals and

many more members from the various educational disciplines. In a nutshell stakeholder have a “stake” in the institution and its pupil. It may also be personal, professional, economical concern.

In a narrow term the word stakeholders may indicates the school group or organization.

It can alternatively be used with the form “school community” which constitutes the variety of Stakeholder.

### **Statement of the problem :**

A case study about stakeholder in Murshidabad.

### **Objectives of the study :**

- i) To compare the mean score of the teachers perceptions towards secondary teacher education programme based onexperiences variation.
- ii) To compare the mean score of the students perceptions towards secondary teacher education programme based onlocal variation.
- iii) To study the impact on the opinion of the Teachers of B.Ed. Colleges perceptions towards secondary teacher education programme.

### **Hypotheses of the study :**

- H<sub>01</sub>:** There does not exist any significant difference of the mean score of the teachers perceptions towards secondary teacher education programme due to experiences variations.
- H<sub>02</sub>:** There does not exist any significant difference of the mean score of the students perceptions towards secondary teacher education programme due to locale variations.
- H<sub>03</sub>:** There does not exist any significant impact on the opinion of teachers perceptions towards secondary teacher education programme.

### **Delimitations of the Study :**

- i) The study is delimited to Murshidabad district of West Bengal.
- ii) The study is delimited investigate about secondary teacher education programme i.e. about 2 years B Ed Programme.
- iii) Another delimitations of the study is to investigate perception of the three members of the stake holders i.e. teacher, Learner, Parents their perceptions towards secondary teacher education.
- iv) Here another limitations of the study is only 300 B Ed students, their 100 parents (either father or mother) and 150 teachers from 10 B. Ed. College.

### **Methodology :**

For the present study descriptive survey method and ex-post-facto design will be used.

### **Sample :**

Population of the study is all the B Ed teachers, students and parents of the students from B Ed College situated at the Murshidabad district. Ten B.Ed. Colleges in Murshidabad District were selected through Purposive sampling by the researcher and 300 B Ed students and 100 parents (either father or mother), 150 B Ed teachers were selected through stratified random sampling by the researcher.

### **Tools :**

The present investigation is primarily an exploration of the perception of the stake holders i.e. their level of awareness and participation about the two years B Ed course. Research instruments tools will be used by the researchers to collect information for the intended study. Research instrument(s) such as, questionnaires was employed to obtain useful information for this study. The self-made standardized tool will be used by the investigator.

**Data Analysis :**

$H_{01}$ : There does not exist any significant difference of the mean score of the teachers perceptions towards secondary teacher education programme due to experiences variations.

**Table- 1:** Mean, SD and Std. Error Meanof the teachers perceptions towards secondary teacher education programme due to Experience variations.

Group Statistics					
	Experience	N	Mean	Std. Deviation	Std. Error Mean
Scores	5 year above	75	427.21	30.184	3.485
	5 year below	75	426.28	29.626	3.421

**Table-2:** Significant difference between 5 years above and 5 years below experience teachers towards secondary teacher education programme.

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	.416	.520	.191	148	.849	.933	4.884	-8.718	10.584
	Equal variances not assumed			.191	147.94	.849	.933	4.884	-8.718	10.584

**Interpretation :**

From the above table, the t value is 0.191. The mean difference and Std. Error Difference are 0.933 and 4.884 respectively. The lower and upper limit of 95% Confidence Interval are – 8.718 and 10.584 respectively. The Sig. (2-tailed) value is 0.849 which is greater than 0.05 such that  $0.849 > 0.05$ . So the test is not significant at 0.05 level. Therefore the hypothesis is accepted. There does not exist any significant difference of the mean score of the teachers perceptions towards secondary teacher education programme due to experience variations.



**Figure -1:** Bar-diagram showing the Mean and SD of 5 years above and 5 years below experience teachers respectively.

$H_{02}$ : There does not exist any significant difference of the mean score of the students perceptions towards secondary teacher education programme due to locale variations.

**Table- 3:** Mean, SD and Std. Error Mean of the students perceptions towards secondary teacher education programme due to locale variations.

Group Statistics

	Locale	N	Mean	Std. Deviation	Std. Error Mean
Scores	Urban B.Ed. College Students	150	407.47	23.531	1.921
	Rural B.Ed. College Students	150	411.21	23.090	1.885

**Table-4:** Significant difference between Urban B.Ed. College Students and Rural B.Ed. College Students perceptions towards secondary teacher education programme.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Scores	Equal variances assumed	.110	.741	-1.389	298	.166	-3.740	2.692	-9.037	1.557	
	Equal variances not assumed			-1.389	297.894	.166	-3.740	2.692	-9.037	1.557	

**Interpretation :**

From the above table, the t value is – 1.389. The mean difference and Std. Error Difference are – 3.740 and 2.692 respectively. The lower and upper limit of 95% Confidence Interval are – 9.037 and 1.557 respectively. The Sig. (2-tailed) value is 0.166 which is greater than 0.05 such that  $0.166 > 0.05$ . So the test is not significant at 0.05 level. Therefore the hypothesis is accepted. There does not exist any significant difference of the mean score of the students perceptions towards secondary teacher education programme due to locale variations.



**Figure 2:** Bar-diagram showing the Mean and SD of Urban B.Ed. College Students and Rural B.Ed. College Students respectively.

$H_{03}$ : There does not exist any significant impact on the opinion of teachers perceptions towards secondary teacher education programme.

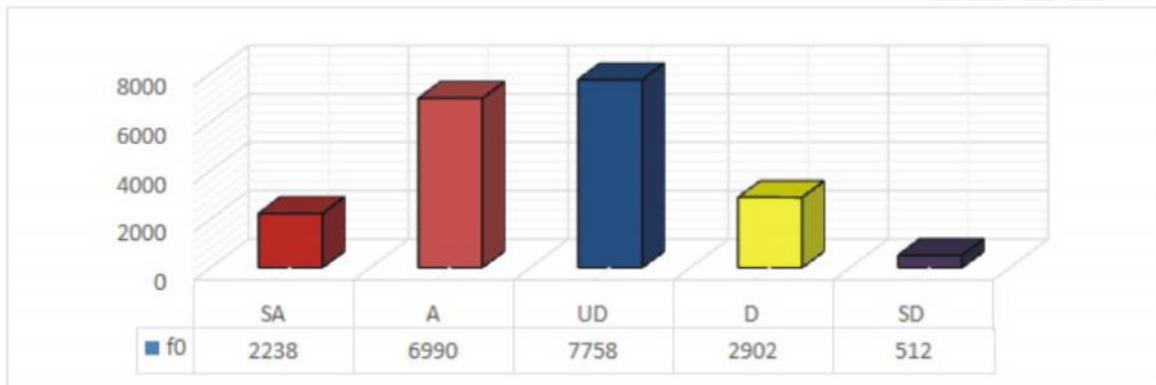
**Table 5:** Significant impact on the opinion of teachers perceptions towards secondary teacher education programme.

	SA	A	UD	D	SD	Total
$f_0$	2238	6990	7758	2902	512	20400
$f_e$	4080	4080	4080	4080	4080	20400

$\chi^2 = 9683.098$

**Interpretation :**

From the above table the value of  $\chi^2$  is 9683.098. For  $df = 4$ , the table value are 9.488, 11.345 at 0.05, 0.01 levels respectively. Our calculate  $\chi^2$  value is greater than the table value at 0.01 levels. So the test is highly significant at 0.01 levels. Therefore the hypothesis is rejected. There exist any significant impact on the opinion of teachers perceptions towards secondary teacher education programme.



**Figure 3:** Bar-diagram showing the opinion of teachers perceptions towards secondary teacher education programme.

**Discussion :**

From table-2, the t value is 0.191. The mean difference and Std. Error Difference are 0.933 and 4.884 respectively. The lower and upper limit of 95% Confidence Interval are - 8.718 and 10.584 respectively. The Sig. (2-tailed) value is 0.849 which is greater than 0.05 such that  $0.849 > 0.05$ . So the test is not significant at 0.05 level. Therefore the hypothesis is accepted. From table-4, the t value is - 1.389. The mean difference and Std. Error Difference are - 3.740 and 2.692 respectively. The lower and upper limit of 95% Confidence Interval are - 9.037 and 1.557 respectively. The Sig. (2-tailed) value is 0.166 which is greater than 0.05 such that  $0.166 > 0.05$ . So the test is not significant at 0.05 level. Therefore the hypothesis is accepted. From table-5, the value of  $\chi^2$  is 9683.098. For  $df = 4$ , the table value are 9.488, 11.345 at 0.05, 0.01 levels respectively. Our calculate  $\chi^2$  value is greater than the table value at 0.01 levels. So the test is highly significant at 0.01 levels. Therefore the hypothesis is rejected.

**Finding :**

- There does not exist any significant difference of the mean score of the teachers perceptions towards secondary teacher education programme due to experience variations.
- There does not exist any significant difference of the mean score of the students perceptions towards secondary teacher education programme due to locale variations.

- There exist any significant impact on the opinion of teachers perceptions towards secondary teacher education programme.

### **Conclusion :**

From the above discussion, the researcher has investigated about Stakeholder. This study will be expected to reveal the proper information for educational planners and administrators for further investigation and information about stake holders perceptions on the secondary teacher education programme.

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