

Quality Enhancement of Teacher Education Institutions in Kerala

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Abstract: All over the country, the demand for quality of higher education is rapidly increasing. Unprecedentedly, at the higher education level, the students are being trained to demand high-quality education in colleges and Universities. Even though Kerala is giving more importance to higher education the quality of higher education has been questioned. To meet the demand for quality education, a large number of students are studying at foreign Universities. The quality of education depends upon the efficiency of the teacher. Hence it is often said that the teacher is the pivot of the whole educational system. The quality of the teacher is directly linked with the quality of Secondary Teacher Education Institutions..

Keywords: Quality, Enhancement, Teacher Education Institution

I. INTRODUCTION

All over the country, the demand for quality of higher education is rapidly increasing. Unprecedentedly, at the higher education level, the students are being trained to demand high-quality education in colleges and Universities. Even though Kerala is giving more importance to higher education the quality of higher education has been questioned. To meet the demand for quality education, a large number of students are studying at foreign Universities. The quality of education depends upon the efficiency of the teacher. Hence it is often said that the teacher is the pivot of the whole educational system. The quality of the teacher is directly linked with the quality of Secondary Teacher Education Institutions.

The term 'quality' has become a key factor in the education of the 21st Century. Quality education is the cornerstone of development in all major aspects of human life. The impact of the information technology revolution, the knowledge economy and globalization are so great that the present education system has still to advance a lot to equip the present generation to meet the challenges and requirements of the coming generation. Considering the seriousness of this situation, improving the quality of education and ensuring the outreach of the same to all sections of people at free of or affordable cost has become the main concern of all developing countries. Our country too is not an exception. So quality and excellence should be the main focus of us all, especially in the field of higher education. As the stepping stone to quality education, our primary focus should be concentrated on improving the quality of teacher education system

Every Teacher Education Institution (**Secondary Teacher Institution**) has a unique institutional ambience that evolves over time. In a sense, it is this ambience that represents the quality of the institution. Each institution must have concern for improvement in the day-to-day functioning of the institution. It should resolve its problems and pressures in its one's own way, despite the need to adhere to the 'given' overall curriculum framework. In doing this, every institution resorts to some actions as probable remedy and may find satisfying outcomes. In other words, among the several tasks and processes carried out, each institution may perceive some distinct task or practice to have contributed to its overall effectiveness as a secondary teacher institution. Carrying out that practice becomes an inspiring experience to both teacher educators and student teachers. Teacher educators gain better insight into their functioning.

Quality in Secondary Teacher Education is a must to bring about quality in the education system as a whole. Teacher education means the education that equips the learners to be successful teachers. The National Council for Teacher Education (1974) 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'.

II. NEED AND SIGNIFICANCE

Quality management has become most combatable in present era since it is a style of supervision that presents both a technique and a system to create dynamic change in the institution. Total quality management is an individual philosophy and an organizational culture that utilizes methodical outcomes, proficient management techniques, and teamwork to achieve the mission the challenge that faces the educational environment has always been to ensure that the quality of teaching and learning be preserve. One of the best ways for improving the quality of education lies in total quality management in teaching and learning process. Applying total quality management in the educational circumstance creates value for educational institutions, teachers and taught. The main agents of educational process are teachers. Teacher education institutions are the places where skilled and developed individuals educate and produce better, accountable and creative citizens. Yet at times, quality in teacher education institutions is open to question. Therefore, quest for total quality management in teacher education institutions has become a slogan all over the world; this aspect too has recently received an urgent attention in Kerala. There are many organizations doing inventive work in different aspects of teacher education, but it is unfortunate that, so far no study has been conducted to analyse the total quality management in colleges of Secondary Teacher Education Institution in Kerala. Thus this study would be a useful contribution in the field of research in the pertinent area. This study was conducted to analysis the application of total quality management (TQM) in Secondary Teacher Education Institution in Kerala.

III. THEORITICAL FRAME WORK

The measurement of quality in education is a highly complicated issue. Several agencies are working today to assess quality aspects of educational institutions across the country. So far as teacher education scenario is considered, the National Council for Teacher Education (NCTE), a statutory body at national level instituted to ensure quality teacher education, has been functioning well since its very inception to raise the standard of teacher education in the country. It prepares regulations regarding the minimum infrastructure facilities required for teacher education institutions working at different levels, qualification of teachers etc and ensures their maintenance. The National Assessment and Accreditation Council (NAAC) is the statutory body to rank the higher education institutions in our country. It follows seven criteria for ranking the institutions. They are the following.

- Curricular aspects
- Teaching, learning and evaluation
- Research consultancy and extension
- Infrastructure and learning resources
- Student support and progression
- Governance and leadership
- Innovative practices

IV. METHODOLOGY OF THE STUDY

“Different methods and measures are used to support in the attainment of data. Data collection is essentially an important part of the research process so that the inferences, hypotheses or generalizations, tentatively held, may be identified as valid, verified as correct, or rejected as untenable” (Koul, 1993)

Variables in this study are classified as Criterion variables and classificatory variables

1. Criterion variables for Qualitative analysis

- Curricular Aspects
- Teaching, Learning, and Evaluation Process
- Research and Extension process
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance and Leadership System
- Innovative Practices

2. Classificatory variables

Type of Management such as Aided, Government University Self Financing, and Un-Aided colleges

Sampling Technique: For the present study *Purposive Sampling Technique*

Tool: Schedule on Quality management in Secondary Teacher Education Institutions (Remmiya, 2011)

V. STATISTICAL TECHNIQUES EMPLOYED

- Mean
- Standard Deviation
- Anova

SAMPLES

Secondary Teacher Education Institution (Students)

Secondary Teacher Education Institution (Teacher)

The sample comprised of *402 secondary teacher education students, 102 secondary teacher education teachers*.

VI. ANALYSIS OF THE STUDY

Data collected from different Institution such as Government, Aided, Un-Aided, and University Self finance Colleges of Secondary Teacher Education Institution in Kerala. Statistical procedure followed is given below.

- Summary of Analysis of Mean and Standard Deviation
- Summary of Variance (ANOVA)
- Analysis of Mean and Standard Deviation Scores.

The Mean and standard deviation scores help to compare the superiority of four institution coming under Secondary Teacher Education Institution i.e., higher Mean scores shows the superiority of institution based on components. The details of analysis follow. This sub section makes a comparison of Government, Aided, Un-Aided, and University Self finance Colleges of Secondary Teacher Education Institutions in Kerala and the data and results of the test of significance of difference in the Mean scores are presented in Table 1.1

A COMPARATIVE ANALYSIS OF THE TOTAL QUALITY OF SECONDARY TEACHER EDUCATION PROGRAMME IN GOVERNMENT, PRIVATE AIDED, UNIVERSITY SELF FINANCE AND PRIVATE SELF FINANCE COLLEGES IN KERALA

Quality education get better standard of living of people by embellishing the economic development. Quality in secondary teacher education institution is a multidimensional concept, which includes all related functions and activities that form the part of teacher's life in an institution. Therefore, any framework to evaluate the quality should take into account the quality of teachers, infrastructure provided to students, student support services, curriculum assessment and resources (Isani and Virk, 2005). In this study total quality management has been explored by covering seven aspects put forward by NAAC such as Curricular aspects, Teaching learning and evaluation, Research consultancy and extension, Infrastructure and learning resources, Student support and progression, Governance and leadership system and Innovative practices. These seven aspects regarding total quality management enlisted by NAAC invariably constitute the core objectives of Secondary Teacher Education programme concerning the quality of education. In the present study an attempt is made to investigate the efficacy of these aspects with regard to different type management i.e. Government, Private Aided, University Self Finance and Private Self Finance Secondary Teacher Education Institution in Kerala. The Statistical procedure given by Garrett (1981) is strictly followed in data processing and analysis. The details of analysis are as follows:

Summary of Analysis of Mean and Standard Deviation

Summary of Variance (ANOVA)

Summary of Analysis of Mean and Standard Deviation

The Mean and standard deviation scores help to compare the superiority of four type of institution coming under Secondary Teacher education institution i.e., higher Mean scores shows the superiority of institution based on components. This section makes a comparison of the Government, Private Aided, University Self finance, and Private

Self finance Colleges of Secondary Teacher Education in Kerala with regard to the total Quality management of the institution. The details of the results of the Mean and Standard Deviation Scores obtained from processed data are presented in Table

Table 1: Data and Results of Mean and Standard Deviation of the Total Quality of Secondary Teacher Education in Kerala

STUDENTS	Management	Sample (N)	Mean score	SD
	Government	80	110.49	6.77
	Private Aided	80	120.65	7.47
	University S.F.	100	76.11	6.89
	Private Self Finance	142	85.29	6.67
	Total	402	95.06	18.68
TEACHERS	Management	Sample (N)	Mean score	SD
	Government	24	176.58	7.38
	Private Aided	24	191.79	7.15
	University S.F.	24	145.00	6.99
	Private Self Finance	30	165.97	8.15
	Total	102	169.61	18.18

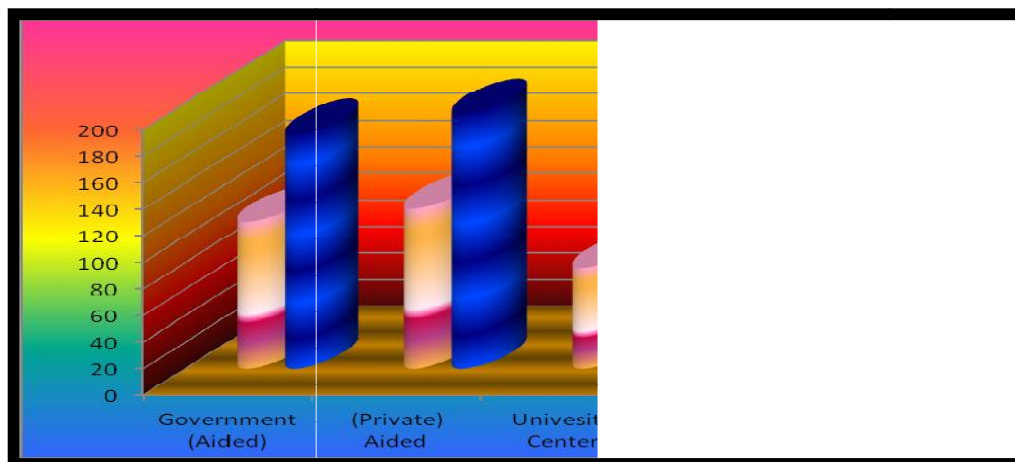
Source: Field Survey Data

Analysis of data given in Table 5.2.1 shows that, the Mean scores of Government, Aided, University Self Finance and Private Self Finance Colleges are 110.49, 120.65, 76.11 and 85.29. The standard deviations are 6.77, 7.47, 6.89, and 6.67 respectively. Since the Mean scores of Private Aided colleges are much higher than other three groups. It can be inferred that Private Aided colleges are much superior to other three groups with regard to Total Quality Management based on students' perception.

From the above Table, it can also be seen that the Mean scores of Government, Private Aided, University Self Finance, and Private Self Finance Colleges are 176.58, 191.79, 145.00 and 165.97 and standard deviation are 7.38, 7.15, 6.99, and 8.15 respectively. Since the Mean scores of Private Aided colleges are much higher than the other three groups. It can be inferred that Private Aided Colleges are much superior to other three groups with regard to Total Quality Management based on the teachers' perception.

The superiority of the Private Aided College among the four types of institution with regard to Total Quality can be seen in the graph representing the Mean test scores, which is presented as Figure .1.

Figure 1: Mean Test scores of Total Quality of Secondary Teacher Education



Summary of Analysis of Variance (ANOVA)

The Total Sum of Squares, Mean Square Variance and F-ratio for all the four types of institution coming under Teacher education were computed. If F-value is greater than the Table value for df, which indicate that the four type of institution differ significantly with regard to Total Quality. The details of the analysis are shown in Table 2

Table 2: Summary of Analysis of Variance (ANOVA) of Total Quality in Different type of Secondary Teacher Education Institutions

STUDENTS	Source of variation	Sum of squares	df	Mean square	F-value	p-Value
	Among Means	120896.55	3	40298.85	843.93	0.00
	Within Groups	19005.14	398	47.75		
	Total	139901.69	401			
TEACHERS	Source of variation	Sum of squares	df	Mean square	F-value	p-value
	Among Means	27909.55	3	9303.19	166.47	0.0000
	Within Groups	5476.76	98	55.89		
	Total	33386.31	101			

Source: Field Survey Data

Perusal of data given in Table 5.2.2 shows that the scores of students were tested for significance, then the F-value obtained is 843.93, which is greater than the table value at 0.01 level. The F-value (for df 3, 398) at 0.01 level is 3.88 and at 0.05 level is 2.65. There exists significant difference in Total quality among four types of institutions as per students opinion.

Similarly, there is significant difference exists in Total quality among four types of institutions as per the teacher's perception. The scores of teachers were tested for significance. The obtained F-value 166.47 is greater than the table value at 0.01 level. The F value (for df 3, 98) at 0.01 level is 5.22 and at 0.05 level is 3.93.

The significant F value of both students and teachers, indicates that there exist significant differences in maintaining total quality and in sustaining concern for improvement in the day-to-day functioning, among the four types of Institutions i.e. Government, Private Aided, University Self finance and Private Self finance Colleges of Secondary Teacher Education.

VII. SUMMARY AND CONCLUSION OF THE STUDY

Conclusion

Analysis of "Total quality Management" reveals that Aided and Government colleges are far better than University Self Financing and Un-Aided colleges of Secondary Teacher Education Institution

This conclusion is arrived at based on the following findings.

For Students

The Mean score of the Government College is 110.49, Aided College is 120.65, University Self finance College is 76.11, and Un-Aided College is 85.29.

The Analysis of Variance of the Government College, Aided College, University Self finance College, and Un-Aided College is $F_x = 843.93$, $p < 0.01$. This shows that there is significant difference existing between the four categories of institutions.

For Teachers

The Mean score of the Government College is 176.58, Private Aided College is 191.79, University Self financing College is 145.00, and Un-Aided College is 165.97.

The Analysis of Variance of the Government College, Aided College, University Self finance College, and Un-Aided College is $F_x = 166.47$, $p < 0.01$. This shows that there is significant difference existing between the four categories of institutions.

VIII. EDUCATIONAL IMPLICATIONS OF THE STUDY

Quality of education was analyzed and assessed in terms of seven constituent elements, namely Curricular Aspects, Teaching Learning and Evaluation, Research consultancy and Extension, Infrastructure and Learning Resources, Student Support and Progression, Governance and Leadership system, and Innovative Practices. Due to inclusion of all these elements, the present study became too unwieldy. Separate studies may, therefore, be conducted on each element of quality in order to identify the areas of improvement in each dimension for quality enhancement.

SUGGESTIONS FOR IMPROVING SECONDARY TEACHER EDUCATION COURSE

Students of Secondary Teacher Education course should be given practice for organizing, executing and evaluating projects, assignments, seminars etc. for the topics included in the high school curriculum in accordance with the school programmes

In the school curriculum, continuous and comprehensive evaluations of pupils are introduced. So the students of Secondary Teacher Education course should be trained the theory and practice in continuous and comprehensive evaluation. They should be given training in test construction, diagnosis and also in selecting and administering and interpreting psychological tests for personality, intelligence, aptitude etc. The techniques and tools for grading, such as using rating scales, check-lists, inventories etc. should be introduced in Secondary Teacher Education curriculum. The performance of Secondary Teacher Education. Trainees in practical and theory work should also be graded on the basis of continuous and comprehensive evaluation.

At present, Secondary Teacher Education. Students get only one month teaching practice in schools. This is too short a period to evaluate the students. Thus, the period of teaching practice should be enhanced at least to one term.

Semester system should be introduced in Secondary Teacher Education. Colleges and the duration of the course should be enhanced to two years. In the first semester, they are to be given general awareness of teaching principles, teaching methodology etc. In the second semester, optional subjects are to be pursued for studies.. Third semester should be devoted for teaching practice. In the fourth semester, they should be given a chance to do action research.

During the last decade, the Government had sanctioned a number of Secondary Teacher Education. Colleges in the Un-aided sector. These colleges are not properly equipped with infrastructure facilities and duly qualified teaching faculty. This is another reason for the deterioration of quality in Secondary Teacher Education. The Government and Universities should take immediate steps to assure sufficient infrastructure facilities in these institutions. The qualifications and eligibility of teaching staff in these colleges should also be reviewed periodically.

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