A STUDY OF PUPIL-TEACHERS' PERCEPTION TOWARDS QUALITY IN SECONDARY TEACHER EDUCATION PROGRAMME

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INTRODUCTION

Education dispels darkness from human life. It enlightens the man society. It is the integral part of whole life cycle. Without education man's life is meaningless and futile.

Today education is an extremely just growing service industry and it is exposed to the globalization processes everyday more and more. Service quality, emphasizing student satisfaction, is a newly-emerging field of concern. In order to attract students, service their needs and retain them, now education providers are actively involved in the process of understanding students' expectations and their perceptions of service quality. They have often adopt techniques of meaning quality of their services just like in the business sector. Institutions in the higher education try to provide best quality services because they need to compete for their students. Measuring quality of their services is therefore an important task to provide feedback on the dimensions of quality that need to be taken care of and offers institutions the possibility to gain significant competitive advantage in knowledge market (Faganel, 2010).

Fast growing changes in the world pose several changes to the educational system. Due to development of information technology, the world has shrunken into a global society which is further in convergence process of knowledge society. This societal transformation is presented in following diagram:
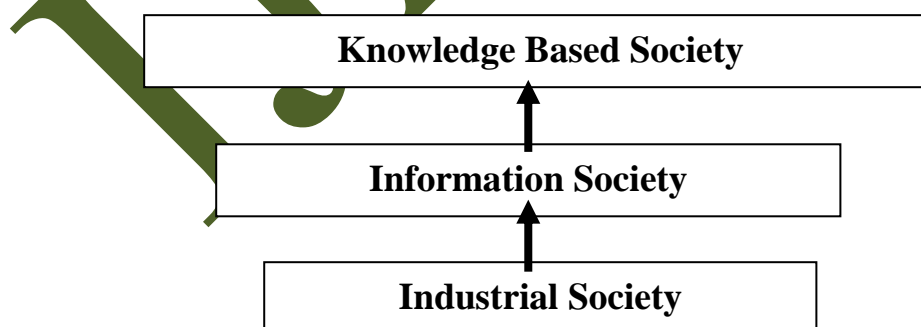

Fig:1.0.0 Phases of Societal Transformation

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PROGRESION IN TEACHER EDUCATION

The progress of a country depends on the quality of education, which ultimately depends upon the quality of its teachers. The teacher is yardstick that measurers the achievement and aspirations of the nations, the worth and potentialities of the country get evaluated in and through the work of the teacher. They are the real national builders. Progress of the society depends considerably upon its schools. School is responsible for molding the future citizen of the nation. To attain this status all round development of a child is a must. The merit of school is determined from the type of teachers working in it.

The teacher is a dynamic force of the school. Teacher act as a catalytic agent of change. As a catalytic agent of change, the teacher is expected to play an important role of conservators, ensuring the continuity and a social transformer, bringing about changes towards individual and national progress. A teacher function as an intermediary between the importing and receiving process of education. Learning contents forcefully imported are expected to be effectively received at the other end. The teachers role in this process is utmost important and cannot be gain said. The active, influential, forceful and effective the teacher, the more effective useful is the education. Quality teacher-education programme can help greatly to create good, efficiently and effective teachers who can function efficiently & effectively in the classroom situations and can establish good relations with their students colleagues in particular and the society in general.

But in present, Indian Institutions of teacher education are far begin their counterparts in developed countries. In the emerging Indian society, knowledge creation, exchange, networking and maximum utilization have become most vital for the advancement of the nature we need to make the system of education more innovative and futuristic in order to respond to the changing demands of the society: knowledge and information sharing serve as a major resource of creating values at the time it is a matter of great concern that quality of education at all the levels is declining.

Teacher training institutions have remained in the state of neglect for too long. While theoretically ever for agrees that efficacy of these institutions determines the quality of school education in practice, not much is being done to ensure that these become professional institutions which professionally qualified, motivated faculty, which needs to function in a state of adequate infrastructure and resource support.

REVIEW OF LITERATURE

Hawes Stephen (1990) indicated that quality could be taken to underline different needs by different groups of people. He described the characteristics of educational quality as:

- Efficiency in meeting the set goals
- Relevance to human and environmental needs and conditions
- 'Something more' in relation to the pursuit of excellence and human betterment

NCTE was established in 1995 under the National Council for Teacher Education Act, 1993, with a view to achieving planned and coordinated development off teacher education system throughout the country the regulation and proper maintenance of norms and standards in the education system and the matters connected therewith for raising the quality of pre-service teacher education programmer, the council has formulated norms and standards for eleven teacher education courses and developed the "Curriculum Framework for quality Teacher Education".

The Indian Association of Teacher Educators (IATE) was started in 1950 as the association of training college in India. Since then it is serving the cause of teacher education through conferences and publication of books and Journals. It is working in close cooperation with the planning commission, the ministry of Education, the UGC, NCERT in all matters relating to Teacher Education. It has been giving valuable advice and guidance in shaping the programme of Teacher Education in the country.

Kothari Commission (1964-1966) has said that the money spent upon teacher training can being forth maximum dividends, since the money is less but it returns in the form of a qualitative improvement in education of lakhs of individuals in enormous.

National Policy on Education (1986, 1992) begins its section on "The teacher" with a comprehensive statement. "The status of the teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of the teachers". The government and the community should endeavor to create conditions which will help, motivate, and inspire teachers on constructive and creative lines. Students are direct receivers and participators for the higher education service, and their study activities would influence their perceptions and satisfactions to the educational quality. The perception to the quality of higher education is students judgments to education service offered by the college.

Hill et al (2003) thought that two factors that influenced student's perceptions to the quality of higher education were the teacher's quality and the quality of the students support system.

Harvey (2002) said that the quality of Teacher education, more precisely. It perception, is determined by various factors: the changing perception of society to teaching and learning, the social expectations towards the teachers, balance between the research and studies in the establishments of teacher education programme activities and management of institution, structure and content of study programmes, implementation of the study process, study conditions and satisfying the needs of students.

The development of the field of education is determined by the quality of Teacher Education which is more imperative for any country in the world. Quality education is the essential outcome of the educational process.

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CONCEPT OF QUALITY

The concept of quality was first developed in the 1940s by an American Edward Deming, who tested it on industrial process using statistical techniques. Quest for quality has been a major concern of human civilization. Quality is not an act, it is a habit. It generally signifies the degree of excellence. It is the totality of features and characteristics of the product, process or services that bear on its ability to satisfy the stated or implied needs. The term 'quality' has several meanings. Quality is fitness for use or purpose.

According to the Oxford Dictionary, the notion of quality includes all the attributes of a thing, except those of relation and quantity.

The British Standards Institution (1991) defines quality in functional terms as the totality of features and characteristics of a product or service that bear upon its ability to satisfy the stated or implied needs.

Navaratman (1997) makes it specific by defining quality in terms of functional utility of a product. Okland (1988), after detailed analysis, concluded and defined quality as 'the degree of fitness for purpose and function".

Sallis (1996) cited the examples of the overhead projector and ball point pens and exhorted in the name of quality', they must do what they claim to do, and do what their customers expect of them; Quality is thus a positive and dynamic idea achievable by design with meaningful investment, and negative idea of absence of defect (Crawford and Shulter, 1999). Sallis (1996), exact definitions of quality are not particularly helpful when actual consequences flow from different meanings attached to quality. The quality journey is characterized by customer- focused approach to continuous improvement of processes, products and services through an interdependent system of planning, implementing, evaluating and decision-making (Navaratnam, 1997).

Thus, quality can be any of the following:
1. Perceptual (as perceived by the consumer)
2. Both process and product (product carries manifest Quality; process provides intrinsic support)
3. Perfection
4. Fitness for purpose
5. Value for money
6. relative, not absolute
7. Exceptional

RESPONSES OF PUPIL-TEACHERS TOWARDS QUALITY TEACHER EDUCATION

The investigator administered pupil-teachers' perception scale to extract the perception of pupil-teachers towards quality teacher education. The analysis has been done in the percentage values of the responses for each item. The percentage values of the responses for each item

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were calculated: SA% (Strongly Agree), A% (Agree), DA% (Disagree) and SD% (Strongly Disagree) on each item. All the percentage values with item are given below:-

i)   Pupil-Teachers' Perception about Quality of curriculum

Quality of education obviously depends upon the quality of content or curriculum. It must fulfill the standards of excellence. Table 1 depicts pupil-teachers' perception about quality of curriculum.

Table 1: Pupil-teachers' perception about Quality of curriculum

S. No.	Items	SA%	A%	DA%	SD%
1.	You are satisfied with curriculum	33	40	24	3
2.	Curriculum is too theoretical	30	38	19	13
3.	Practical has title space in curriculum	20	30	30	20
4.	Curriculum satisfies the needs of students	15	55	26	4
5.	Curriculum satisfies the nees of society.	20	46	29	5
6.	It is helpful in personality development of pupil teachers	32	52	11	5
7.	There is provision of project and assignment work in the curriculum.	35	52	11	2
8.	Co-curricular activities are properly placed in curriculum.	25	54	18	3
9.	Computer education is included in curriculum	34	40	21	5
10.	There is place for aesthetic education in curriculum	17	53	26	4
11.	There is a place for physical education in curriculum	27	45	23	5

Table 1 shows that 73% pupil-teachers were satisfied with existing curriculum and 68% responded that curriculum is too theoretical. Practical work found little space in curriculum with responses of 50%, Curriculum satisfies the needs of pupil-teachers and society with responses of 70% and 66% respectively. The present curriculum is helpful in personality development of pupil-teachers with responses 84%. Provision of project work and assignment work in the curriculum found appropriate place with responses of 87%. Co-curricular activities were properly placed in curriculum with responses 79%. 34% pupil-teachers were strongly agreed that computer education was included in curriculum and 40% were agreed which shows that computer education was included in curriculum. 70% and 72% pupil-teachers responded that there was a place of aesthetic & physical education in curriculum. Further 50% pupil-teachers demanded for practical work in curriculum and 26% pupil-teachers demanded for computer education to be included in curriculum. Table 1 reveals that curriculum satisfied the pupil-teachers except that curriculum is too theoretical it should be practical, computer education, physical education and aesthetic education should also be included. It can be

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interpreted that curriculum of Secondary Teacher Education Programme is appropriate but it should be more practical. The curriculum is helpful in personality development and satisfies the needs of Society and students, but the computer education should be included in curriculum to provide current knowledge for the student teachers.

ii)   <u>Pupil-Teachers' perception about quality of practice Teaching</u>

Practice teaching plays an important role in teacher education programme. Its main purpose is to help the pupil-teachers acquire power of observation, attention, imagination and a sense of time. Teaching practice should be given more importance in the programme. Quality of teacher education programme depends on the quality of practice teaching because only practice teaching develops their teaching skills.

Table 2: Pupil-teachers' perception about Quality of Practice Teaching

S. No.	Items	SA%	A%	DA%	SD%
1.	Required 20 lessons during practice teaching are sufficient	35	56	9	0
2.	Practice teaching preparatory classes are adequate.	18	64	15	3
3.	Proper supervision is done by teacher educators	25	60	11	4
4.	Teachers feel problem to get schools for practice teaching.	26	47	20	7
5.	Practice teaching is done with lesson plan	40	46	9	5
6.	Teaching aids are used in practice teaching	48	45	4	3
7.	It is helpful in teaching skills development.	45	48	4	3
8.	Proper feedback is given by teacher educators	28	55	14	3
9.	Practice teaching trains pupil teacher to keep their students record.	28	53	15	4
10.	Pupil-teachers get training for different activities to be done by teachers during practice teaching	29	55	13	3

Table 2 depicts pupil-teacher's perception about quality of practice teaching 35% pupil-teachers were strongly agreed and 56% were agreed that required 20 lessons during practice teaching sufficient. Practice teaching preparatory classes were adequate with responses 18% SA and 64%. A supervision of practice by teacher educators is must, 85% of the respondents said that their practice teaching was properly supervised by the teacher educators, while 15%, said that their practice teaching was not properly supervised. B.Ed. colleges are facing the problem to get schools for practice teaching as most schools are not interested to allow the B.Ed. students for practice teaching in their schools as, they think, it may harm their regular teaching activities 86% pupil-teachers responded that their practice teaching was done with a lesson plan 48% pupil-teachers were strongly agreed & 45% agreed a that teaching aids were used in their practice teaching. Most of the students responded that it is helpful in teaching

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skills development 83% pupil-teachers were agreed that proper feedback was given to them by teacher educators 81% respondents said that practice teaching trains pupil-teachers to keep their students record. However 19% respondents said that practice teaching does not trains them to keep their students record. 84% pupil-teachers said that they get training for different activities to be done by teachers during practice teaching.

iii)   **Pupil-Teachers' perception about Quality of Teaching**

Success of education depends to a great extent on the quality of teaching. Efficient delivery and attentive reception are the pillars of success of an education system. It is obligatory on the part of the teacher to teach effectively and to the jolliest, in the best possible way, in required time with the help of available resources, ensuring also that students gain as desired. The student teachers expressed their perception in regard to the quality of teaching in their institutions in terms of strongly Agree, Agree, Disagree and Strongly Disagree. Table 3 shows that 31% pupil-teachers were strongly agreed that teachers respect the views of students and 45% were agreed about this Statement 22% pupil-teachers were strongly agreed with methods of class room teaching and 54% said that it was average. 87% pupil-teachers accepted that teachers were aware with current knowledge. 78% pupil-teachers were agreed that Audio-Visual aids are used in teaching. Only 19% pupil-teachers were strongly agreed that ICT is integrated in the classes. Only 28% pupil-teachers were satisfied with classroom interaction. Teachers were regular and punctual with 40% SA responses and 45% Agree responses. 84% pupil-teachers said that teachers solve students' problems. Only 27% pupil teachers were strongly agreed with evaluation method. However 24% were disagreed with evaluation method. 33% pupil-teachers said that there is a partiality in evaluation while 67% said that evaluation is fair there is no partiality in evaluation. Thus, the perception of pupil teachers towards quality of teaching is average except the pupil-teachers demand that ICT should be integrated in the classes. Pupil-teachers also claim for the free evaluation.

Table 3: Pupil-Teachers' perception about Quality of teaching

S. No.	Items	SA%	A%	DA%	SD%
1.	Teachers respect the views of the students	31	45	11	3
2.	Methods of classroom teaching are satisfactory.	22	54	21	3
3.	Teachers are aware with current knowledge.	39	48	9	4
4.	Audio-Visual aids are used in teaching.	33	45	15	7
5.	ICT is integrated in the classes.	19	50	21	10
6.	Teachers give opportunity for proper classroom interaction.	28	55	9	8
7.	Teachers are regular and punctual	40	45	11	4
8.	Teachers solve students problems	38	46	8	8
9.	Evaluation method is satisfactory	27	49	18	6
10.	There is not partiality in evaluation	25	42	25	8

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iv)   **Pupil-Teachers' perception about Quality of Infrastructure facility**

Apart from the quality of curriculum and teaching input, the infrastructure facilities available for learning and their use also affect the quality of education in general. The lack of atmosphere of learning is made worse by the lack of appropriate infrastructure facilities like library, laboratory, sufficient books, magazines and journals, computer and internet, hostels for students, extra curricular facilities etc. with under-equipped laboratories, ill-stock and ill-maintained libraries, our institutions cannot complete in the global society today.

Table 4: Pupil-Teachers' perception about quality of infrastructure facilities

S. No.	Items	SA%	A%	DA%	SD%
1.	Separate library and reading rooms are provided	38	40	8	4
2.	Adequate no. of books are in the library	28	51	17	4
3.	Books are issued from library properly.	41	45	14	0
4.	Adequate no. of magazines and journals in the library.	27	51	16	6
5.	There is hostel facility for students.	26	45	21	8
6.	Sports and playground facilities are in the college for students.	30	44	16	10
7.	Psychological laboratory exists in the college.	23	39	29	9
8.	Technological laboratory is used in the college.	27	41	24	8
9.	Computer with internet facility is provided for teachers and students.	30	37	24	9

The table 4 reveals that most of the facilities are available in the colleges. 78% pupil teachers said that the reading rooms and library are available in those colleges. 79% accepted the availability of adequate number of books in the library. 86% pupil teaches said that books are issued from library properly but 14% pupil-teache3r4s denied to this statement. Only 26% pupil-teachers were satisfied with hostel facilities but 45% said that it was average. 74% pupil-teachers accepted the availability of sport facilities in their college. Only 62% pupil-teachers responded to the availability of psychological laboratory exist in the college but 38% pupil-teachers did not accept the availability of psychological laboratory in their college. 32% pupil-teachers said that the technological laboratory did not exist in their college. 67% pupil-teachers said that they have the facility of computer with interned for teachers and students. But 33% pupil teachers said that they do not have any computer & internet facility in their college for students as well as for teachers.

CONCLUSIONS

The significant high perception towards Quality in Secondary Teacher Education of Pupil-teachers shows that, they are satisfied with the Quality in which they are studying in their

colleges of Education. Of course it is a positive stroke. The result shows that Pupil-teachers of Self-Financed college perceive more Quality than their counterpart. This may be interpreted that Self-financed colleges of Education are maintaining the standards due to competition. When they established the Quality, they think that this may be a kind of advertisement for the future survival otherwise Students may not come and joint voluntarily in the years to come. The result shows that Stream and Sex are not the influencing factor in determining Quality in Teacher Education, while in dimension of curriculum Male Pupil-teachers shows high positive perception towards Quality in Secondary Teacher Education that their counterpart.

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