# "Effect of School, Sex and Personality on Job Satisfaction of Higher Secondary School Teachers of M.P."

**Dr. (Mrs.) Pallavi  Acharya**

## *Abstract*

*Present study focused on the study of the influence of Nature of School, Sex, Personality and their interaction on Job Satisfaction of Higher Secondary School Teachers of M.P. Survey Method was adopted by Researcher. The sample was comprised of 148 teachers from Barwaha & Indore,  selected through stratified random sampling method. Eysenck's Maudsley Personality Inventory & Job Satisfaction Questionnaire developed by Kumar and Mutha, were  used for data collection. The data was analyzed by Two Way ANOVA followed by t – test.*

## INTRODUCTION

Hummayun Kabir said so well. "Teachers are literally the arbiters of nation destiny." It is generally agreed that the "goodness" of an educational programme to a large extent is depend on the quality of teachers available to implement it. A school may have all excellent material resources but if the teachers are misfit or indifferent to their responsibilities, the hole programme is likely to be ineffective and wasted. Therefore it is essential that a teacher should posses high degree of motivation and satisfaction and should be involved with his/ her job then only he can contribute to the academic progress. So teacher's " Job Satisfaction" must be primary concern for effective teaching learning system. A teacher can best serve duties and responsibilities given to him if he feels satisfied in his job. By the time the nature of teaching profession is changing. By this profession the teacher not only serves to other but he/she also wants to satisfy his/her need. In this profession teacher wants to get satisfaction it may be in terms of money, position, status and other thing if teacher doesn't get satisfaction then he/she leaves that institution so for

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this profession, job satisfaction is also becoming important. Various studies have been conducted to find out the factors that job satisfaction is also important for teachers to build up the character of students.

## RATIONALE

Related to Job Satisfaction and other related aspect of Job Satisfaction, various researches were conducted by researchers. e.g. Porwal (1980), Nayak (1982), Kakkar (1983), Singh (1985), Gonsalves (1989), Naik (1990), Saxena (1990), Agrawal (1991), Nongrum (1992) and Babu (1992).

## OBJECTIVES

The following were the objectives of this study-

- To study the influence of Nature of School, Sex and their interaction on Job Satisfaction of Teacher.

- To study the influence of Nature of School, Personality and their interaction on Job Satisfaction of Teacher.

- To study the influence of Sex, Personality and their interaction on Job Satisfaction of Teacher.

## HYPOTHESIS

The following were the hypothesis of this study –

- There is no significant influence of Nature of School, Sex and their Interaction on Job Satisfaction of Teacher.

- There is no significant influence of Nature of School, Personality and their interaction on Job Satisfaction of Teacher.

- There is no significant influence of Sex, Personality and their interaction on Job Satisfaction of Teacher.

## SAMPLE

The Higher Secondary School teachers teaching in the school of Barwaha town in Khargone district and Indore city of Madhya Pradesh were constituted the

population of the study. The sample was comprised of 148 teachers selected through stratified random sampling method. The sample was taken from Government school and Private school of Barwaha and Indore . The sample was comprised of male and female teachers also. The sample was representatives of qualification, sex and nature of school.

## TOOLS

In the study data related to job satisfaction was collected. To collect this data standardized tools were used. For assessing Job Satisfaction, Job Satisfaction Questionnaire was used. It is the tool which is for higher secondary school teachers and no other tool is better than this tool. This tool was developed by Kumar and Mutha. It is verbal in nature. For assessing the personality of teachers, Eysenck's Maudsley Personality Inventory was used. It was developed by H.J. Eysenck . It is suitable for a person whose age is 15 to 16  years and above it. It is verbal in nature.

## PROCEDURE OF DATA COLLECTION

For the data collection, permission was taken from the Principal of School and after that the teachers were contacted. They were requested to follow the instruction carefully. After collecting the data from one school, data was collected from other school and same procedure was followed. For the scoring, the method given in manual was followed.

## RESULT AND INTERPRETATIONS

The following are the findings of this study.

- The teachers working in government schools and private schools were found to posses Job Satisfaction to the same extent.

- Both male and female teachers were found to have Job Satisfaction to the same extent.

- Job Satisfaction is influenced by the interaction of Nature of School and Sex. Females were found to be more satisfied in private schools as compared males.

- In government schools, males have more Job Satisfaction in comparison to female teachers.

- There was no significant influence of Personality on Job Satisfaction. Both introvert and extrovert teachers were found to have Job Satisfaction to the same extent.

- There was no significant influence of interaction between Nature of School and Personality. The Job Satisfaction was found to be independent of interaction between Nature of School and Personality.

- There was no significant influence of interaction between sex and Personality. The Job Satisfaction was found to be independent of interaction between sex and Personality.

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# Role of values in Teacher Education

Dr. Pravini Pandagale

## Abstract

*What is education? There can be a lot of definitions according to our educationists. There can be a lot of aims and objectives according to the need of our nation. But undoubtedly the education is nothing but the education for morality, the education for values, according to our common man. When one's behaviour is found to be wrong morally, he is at once asked whether he has been taught the same by his teacher. The common man expects morally, values from the education. Since the beginning of the history of mankind these moralities and values are expected from education. From historical findings, it is noted that value education is the milestone in the system of education of India. Mahatma Gandhi and others haves suggested that instead of religious education the concept of value education should be developed and implemented through the curriculum of the school.*

## Introduction

What is education? There can be a lot of definitions according to our educationists. There can be a lot of aims and objectives according to the need of our nation. But undoubtedly the education is nothing but the education for morality, the education for values, according to our common man. When one's behaviour is found to be wrong morally, he is at once asked whether he has been taught the same by his teacher. The common man expects morally, values from the education. Since the beginning of the history of mankind these moralities and values are expected from education. Neither the educationists nor the education commission denied this. Let's see at a glance what the commissions' opinion were about this value education.

The central advisory Board of Education (1945) suggests that the spiritual and moral teaching common to all religions must be essential part of curriculum.

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- Dr. Radhakrishnan commission (1948) recommended the spiritual education at University level.

- Sampurnanand committee (1961) strongly argued in favour of value education.

- Policy Document (1986) strongly recommended the value education and were interested in implementing it.

From historical findings, it is noted that value education is the milestone in the system of education of India. Mahatma Gandhi and others haves suggested that instead of religious education the concept of value education should be developed and implemented through the curriculum of the school.

**What are values?**

To understand value we have to come to know the concepts of morality, religion and values.

- What is morality? According to utilitarianisms, an individual's behaviour, which creates and enhances the utmost happiness of almost all the people, is morality.

- All the religions have been founded on unscientific and illogical basis. Hence, it is the demand and necessity of this modern age that the morality and values be separated from spiritual and established autonomously and independently.

- How will it come into realisation? While propounding a scientific policy of India in 1953 in parliament Pt. Nehru stated that scientific, temperament is a process of thinking, method of action, search of truth, way of life, and spirit of free men. To believe that logic, reason and empiricism are only the means to search out and establish truth. It means that there is no room for faith in the scientific outlook, because faith is a belief fore which no proof can be

cited. So scientific temperament and moral and value education are terms and concepts inseparable from each other.

- A quotation of a great thinker and social reformer Gopal Ganesh Agarkar reads that moral view differs from religious view.

- One of the greatest moralists, Kant states that an individual's behaviour which can be universalized, is morality.

- Teacher is expected to be cautious about religious education and value education. Our constitutions lead/promises us to build this nation as a secular nation. Here Mahatma Gandhi's view is important. He says, "We have left the religious teaching from Wardha scheme of education because we are afraid that religions as they are thought and practised today lead to conflict rather than unity.  But on the other hand I Hold the truth that is common to all religions and should be taught through words or through books. The children can learn the truth though daily life of the teacher."

**Values are caught**

It is said the values can never be taught. They are caught from the characters of noble persons and from social environment. The approach needs to be changed. Values can be taught, they can also be introduced properly.

Dr. R. H. Dave opined that there are two important facets of value education, psycho-dynamics and socio-dynamics of value inculcation. Psycho-dynamics refers to the study of functioning of inner mechanisms in the individual and changes taking place in an individual when value education is imparted. The brain with its left hemisphere responsible for cognitive domain and right for affective domain are connected through axons. The number of axons connecting the left and right hemisphere indicates the extent to whichthe value formation has taken place. It is also said that if an individual is not given value education, more than 200 axon problem of incus remain inactivated in the brain.

Socio-dynamics of value inculcation is an equally important aspect as the problem of inculcating values remains even though value education is being imparted through centuries.

## Values: Accepted byour nation

Therefore, value education is given importance in school curriculum. Values can be innumerable. More than hundred values are found in our society. They can be added region wise and nation wise. Out of them ten values are accepted by us making concentration on them. They are –

- Patriotism
- National integrity
- Religious Tolerance
- Gender equality
- Dignity of Labour
- Scientific view point
- Courtesy
- Sensitivity
- Punctuality
- Tidiness

## Role of teacher:-

Our teacher plays an important role in inculcating values among our students. According to Dr. Babasaheb Ambedkar, our teacher should be a model of ideal citizen. He should be able to present himself to be a secular person. He is a multi-angled personality enjoying faith by his students as well as their parent/society.

As we have mentioned that the teacher is a multi-angled personality, we ought to see his role in inculcating values looking though his personality angles. They are –

- Teacher as a subject teacher.

- His behaviour in school premise and participation in the extracurricular activities.
- Teacher as a civilized citizen of the society.

**Teacher as a subject teacher –**

As a subject teacher one should always keep in his mind that while teaching he has to introduce the subject knowledge as well as values behind it. One should never forget that subject is a medium through which values are to be inculcated for building up the nation.

As a subject teacher the viewpoint for looking towards the subject is expected to be as follows:

1. Teacher, broadly divided into language, social science and Maths science groups, ought to be a master of his subject. One can introduce his subject easily provided he is the master of his subject, proper teaching methods for proper age group can be used by him. This is the place for a teacher for making comments through which values can be inculcated.

2. Planning is must to introduce values through units and subunits of the subjects. Specially in this context the role of language teachers and teachers for social science is significant while the science teacher's role is important for the value scientific view point.

3. Language teacher is expected to refer to all the related literature to lessons and poems. Generally all the extracts from literature are selected in such a way that they should be helpful to introduce language skills as well as to inculcate values.

**B.    Teacher's behaviour in school premises and participation in extra curricular activities:-**

**a.    Introduction of library books**

Due to T.V. and other media, students are going away from library. There are so many noble characters in our society and they struggled and came up as moral

leaders of the society. We ought to follow them. Books are available in our libraries. Unfortunately the numbers of readers are reducing day by day.

**b. Good thought lead to good deads –**

Telling or writing good thought on the black board is good habit. But it will always be better to supplement them with stories, incidents, our experience and experiments. This will inspire the students.

**c. Singing of patriotic songs –**

Singing of patriotic songs with proper voice and rhythm creates national integrity, patriotism, sensitivity in our mind.

- **Chorus songs –**

    Chorus songs are good for removing inferiority complex and for building confidence and national integrity.

- **Story telling -**

    In our Indian culture there is rich literature for inculcating values, they are, Panchtantra, Ramayan, Mahabharat, Historical stories, etc. This material can be used for story telling activity.

**Extra curricular Activities :**

Extra-curricular activities are so much helpful to inculcate values. These activities help students for their personality development. These activities can be divided into three groups. They can be as follows-

- National Programmes
- In-door school activities
- Out-door school activities

**C. Teacher as civilised citizen of the society**

- Teacher ought to trust our nation, its history and culture, struggle for freedom, the constitution and the values behind and beyond it.

- Teacher's religion should be a teacher ship and students ought to be his deity. His religion and faith should be kept away from school.

- Scientific viewpoint ought to be much more important than that of religious viewpoint.

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# Commitment, Competency and Performance of Teachers:
# A Quality Perspective

**Dr. PushpitaRajawat**

## Abstract

*The progress of acountry depends upon the quality of its teachers and for this reason, teaching is the noblest among all professions and the teachers are called the nation builders. But, a teacher can not perform his or her multifarious tasks and responsibilities until he or she is not updated professionally and personally. The Secondary Education Commission (1953) rightly observed. "No amount of spacious buildings, costly equipments and sound syllabus will serve any useful purpclse unless there are teachers who are fully alive to the nobility of the profession and its accompanying responsibilities".*

## INTRODUCTION

Teachers can act as trailblazers in the lives of learners in the process of education for development. If teachers acquire professional competencies and commitment, and if they are enabled and empowered to perform their multiple tasks in the classroom, school and community in a genuinely professional manner, then a chain reaction can begin starting with a sound teacher performance and culminating into high quality learning among increasingly more students in cognitive-, affective-, and psychomotor- areas of human development. Therefore, training of' teacher is of' paramount importance in improving the quality of education.

1. **Teacher's Commitment**

Quality of education is directly linked with quality of teacher**.** Up to 1950 there was no serious discussion on the quality of education and in those days it was commonly believed that teachers are committed to their profession. Now there is a

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crisis of commitment. Commitment is involvement and dedication; it is a sense of being bound emotionally or intellectually to some course of action, which may include a person's relationship with other individual, group or organization. Commitment is a part of teacher's affective or emotional reaction to their experience in an educational setting. It can be seen as a part of a learned behavior or attitude associated with the professional behavior of teachers. Teachers are the sculptor who shapes the young one into individual of potential and worthy characteristics. For this, a teacher should have some commitment as an extension worker or social engineer and as an experimenter.As regards the literacy conception of the term commitment, the Cambridge International Dictionary of English says; 'Commitment' means to promise or give your loyalty or money to a particular principle, person or plan of action. Commitment depicts the firm and not changing orientation in support of one's belief in his/her principles.

- **Areas of Teacher's Commitment**

    Dave (1998) conceptualized the well trained and effective teachers are those who are both competent as well as committed professional practitioner. He elaborated the following five commitment areas of teachers:

    **(i) Commitment to the Learner:** As a profession of teaching, the teacher is pledged to the progress development of the learners. This can happen only when the teacher evinces sincere concern and affection for the learners and is tolerant towards mistakes and mischief committed.

    **(ii) Commitment to the School:** Teacher commitment indicates that teachers with high levels of commitment work harder, demonstrate stronger affiliation to their schools, and show more desire to carry out the goals of teaching than teachers with low levels of commitment. More importantly, committed teachers develop a positive attitude toward school. Teacher commitment is a key factor influencing the teaching-learning process. It is the psychological identification of the

individual teacher with the school and the subject matter or goals, and the intention of that teacher to maintain organizational membership and become involved in the job well beyondpersonal interest.

**(iii)Commitment to the Profession:**   Teachers are entrusted by the community to shoulder the crucial responsibility of shaping the generation for the future through the process of teaching and learning. Only committed professionals will adopt various innovative methods of teaching, taking into consideration best to learner and bring about effective learning. This can happen only when teachers themselves evince commitment to the profession to improve both guided as well as self directing learning.

**(iv)Commitment to the Parents:** A teacher who is committed to the learners should also simultaneously commit to the parents. This can happen only when the teacher communicate with parents regularly.

**(v)Commitment to the Society:** This conception considers teacher commitment as taking responsibility for imparting a body of knowledge and/or certain attitudes, values and beliefs towards the society. Within this conceptualization is the belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school.

✓ **Types of Teacher Commitment**

Teacher Commitment has been viewed as a multidimensional concept. For instance, Meyer and Allen (1991 defined the teacher's commitment into three dimensions of commitment that they labeled affective, normative and continuance.

**Affective Commitment:** Affective Commitment is the teacher's positive emotional attachment to the school for the learning of the students. A teacher who is affectively committed strongly identifies with the goals of the school and desires to remain a part of it. This teacher commits to the school because he/she "wants to".

**Normative Commitment:**Normative Commitment is the teacher's perceived obligation to remain the school or stay because of the feelings of obligation. The individual commits to and remains with an organization because of feelings of obligation. These feelings may derive from a 'moral' obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he/she "ought to".

**Continuance Commitment:** Continuance Commitment the teacher commits to the school because he/she perceives high costs of losing the job, including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that would be incurred. The employee remains a member of the organization because he/she "has to".

For the researchers in the field of education, the degree of teacher commitment is one of the most important aspects of the performance and quality of school staff. Commitment is defined as the degree of positive, affective bond between the teacher and the school. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm, and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs. To this effect, many researchers have identified the element of commitment as one of the most critical but important factor for the future success of education and secondary schools in terms of their performance. Cheng (1999) report that teacher commitment is closely connected to teacher's work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement in, and attitudes toward school. Meta analyses of

commitment studies indicate that commitment is related negatively to turnover (Cooper-Hakim and Viswesvarn, 2005), absenteeism (Farrel and Stam, 1988) and counterproductive behaviors (Dalal, 2005) and positively to **job satisfaction** (Cooper-Hakim and Viswesvaran, 2005) and organizational citizenship behaviors (Riketta, 2002). This literature has also dealt with effects of commitment on performance (Meyer *et al*., 1989).

## 2. Teaching Competence

It is an established fact that effective teaching can only be assessed in relation to effective learning. This raises the question of how learning and teaching are generally conceptualized.  It has been seen on a continuum from the transmission of knowledge at one end to the facilitation of learning. However, teaching in the secondary school serves functions other than those that purely academic. It may be for this reason that there are many ways of viewing it, for instance as clinical problem solving, a cognitive skill, work, craft knowledge, management apprenticeship, transaction, guided participation or as the practice of community of learner. Teachers are essential for the effective functioning of education system and for improving the quality of learning process. Teachers can act as trailblazers in the lives of learners and in the process of education for development. Teachers play an important role in development of their students. If teachers acquire professional competencies and commitment, and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and the community in a genuinely professional manner, there is a chain reaction can begin starting with a sound teacher performance and culminating into a high quality learning in cognitive, affective and psychomotor areas of human development.

## a) Concept of Teaching Competency

Teaching is a relationship, which is established among three focal points in education – the teacher, the students and the subject matter. Teaching is the process

by which the teacher brings the students and the subject matter together. The teacher and the taught are active, the former in teaching and the latter in learning. Modern teaching is not a mechanical process. It is exacting and intricate as well. Teaching is not "telling and testing". Teaching is a complex art of guiding students through variety of selected experiences towards the attainment of appropriate teaching-learning goals. According to *American Educational Research Association Commission (1962)* mentioned that teaching is a form of interpersonal influence aimed at changing the behavior potential of another person. Competency is nothing more than an improved modern term applied to an ancient human value; for e.g. the right way of doing things is the competent  way; the right way to perform a job , the right way  to live and work in association and co-operation with others. It means a desired quality of performance. It must become functionally operative at the appropriate pattern of behavior to serve a useful purpose. The term "competency" or "competence" is frequently used when we talk about any profession or work that express one's quality of being competent, possessing adequate professional skills, knowledge, qualification or capacity. When we talk about the teacher or his profession, we come to understand that teaching constitutes one of the major tasks of a teacher "teaching competency". Hence, "teaching competency", in one way or the other, has been a debatable term. Both the terms were tried to be defined separately and also together in different ways by social scientists at different time.

b) **Approaches to Teaching Competence:**

There are many approaches to develop teaching competency.

**Trait Approach:** In ancient India, there was no systematic provision for the education of teachers but it was assumed that he alone had a right to teach who had acquired complete mastery over knowledge and could also translate it into practical life. There was no formal curriculum for teacher training as well as award of diploma or degree as we have today. The teacher's image was reflected in his

outstanding intellectual ability and vast erudition. There was a general belief in that period that "teachers are born not made." Professional training was not considered necessary. But with increase knowledge about child psychology and advancement in the science of pedagogy it is being recognized that the teacher should not only know the content but also know the 'child' whom he has to teach. In order to do the job of teaching well the teacher should be well conversant with the art, science and skill of teaching. Hence, it is being increasingly felt that teachers should be educated and re-educated to be able to do the job well. That is why it is very apt to say that teachers are not only born but made also and can be made through good programme of pre-service and in-service teacher training programme.

**Classroom Behavior Approach (Flanders' Technique):** The quality of teaching behavior, in turn, depends upon the level of equipment of teachers with necessary skills in designing and handling teaching behavior. This can be successfully accomplished through understanding teaching behaviors, their effectiveness in terms of corresponding pupil outcomes and their adoption by the master designer and architect- the teacher.

## Microteaching- skill based Approach

The Education Commission (1964-66) has stated, "Involvement in Education can yield very rich dividends against the resulting improvement in the education of millions. First rate teacher training institutions can thus play crucial role in the development of education. Microteaching is a teacher training technique. It is now considered not only as a constructive teacher training technique but also as "a versatile research tool which dramatically simplifies the logistic of investigating certain teaching skills and learning variables." (Allen and Ryan, 1961)

Complexity in teaching is reduced by practicing teaching skill one at a time. This concept of microteaching although originated in early sixties, had developed to such an extent that a large number of teacher training institutions in many countries

have adopted this as an approach to teacher training. Skinnerian theory of 'shaping' or 'successive approximation' in acquiring the new patterns of behavior seems to have been applied to teacher feedback-re teach pattern in microteaching technique.

## Model Approach

To prepare teacher for effective teaching learning process, Joyce and Weil (1972) have developed different models of teaching based on different theories of teaching. A teaching model is necessarily characterized by the 'frame of reference' and focus that it provides to the teacher an act purposefully and rationally. A model is considered as a 'blueprint for teaching'. The models are grouped into four families as the basis of their chief emphasis in the ways they approach educational goals and means.

(a) Social Interaction Models (b) Personal Models (c) Information Processing Models.

## 3.Teacher's Performance

Performance' is a core concept within work and organizational psychology During the past 10 or 15 years ,research have made progress in clarifying and extending the performance concept. Performance is a multi dimensionalconceptIt is commonly accepted that the teacher is the element for the success of education. In the last two decades, policy makers, teacher education institutions and schools have implemented numerous initiatives in teacher education and development, aiming to improve teacher performance. Therefore in order to understand the complex nature of teacher's performance and develop an approach to maximizing it, there is a great demand for research on teaching.

## Areas of Teacher's Performance

**(i)Classroom Performance:** Performance in the classroom comprises major areas like instructional/transactional activities, evaluation of classroom activities and

classroom management. Teachers in-service have been performing these tasks in their respective traditional ways at individual levels. However, in the changed context of competency based teacher education, they are expected to re-orient themselves to perform along competency parameters. For this, they will have to undertake competency based teaching, develop remedial and enrichment programmes for respective groups, follow appropriate management techniques and set personal examples of value based behavior.

(ii)**School level Performance:** Teachers are expected to organize various types of activities and events in the school such as morning assembly, games, and national events, annual programmes etc. The major objective of these activities is to develop right attitudes and value through organizing them in constructive way. Transmission of social, cultural, national and basic values would be greatly facilitated by appropriate teacher performance.

(iii)**Performance in the out- of –school educational activities:** Teachers are not only required to organize the activities including excursions, picnics, visits to museums, historical places, libraries etc but only required to organize these activities as a major component of the learning process in the school. Towards their own professional developments they should participate in seminars, workshops, discussions and other academic interactions. In these again, they need to participate effectively and gain maximum possible advantage through their participation. Consequently, every teacher needs to acquire excellence in performance outside the school in order to effectively contribute to this sphere of activities through their vision, insight and expertise in the changing times. This would require continuous and regular re-orientation and enrichment through in-service teacher education programme in the light of competency based approach.

(iv)**Parents related Performance:** Teachers mostly get opportunities to interact with parents at the time of admission and annual results. This obviously is

not sufficient. A competent and committed teacher who understands the family background of the child in different contexts attempts regular and intensive interaction with parents. He/she knows the strategies to involve the parents in the total development of the child and ensures healthy environment to the child in the home by earning confidence of parents through his/her behavior. Only those teachers who understand the context and are capable of maintaining dynamic relationship and rapport with the parents can perform their roles comprehensively. Such teachers would also receive due respect and regard from the parents and the community.

(v)**Community related Performance:** Involvement of the community, apart from parents, is equally essential for effective functioning of the school. Community can provide various resources, personnel as well as material, to school as and when required and once these are mobilized, they can contribute continuously and significantly to the cause of quality schooling. Teachers too can contribute in constructive work undertaken by the community.

## Conclusion

Quality of education depends upon the quality of teachers, which in turn depends upon the characteristics, and qualities of teachers. There are so many factors that affect the teacher's quality.it has been found that commitment and competency are important factors, which influence the performance of teachers and ultimately the quality of education. These characteristic of teacher like commitment and competence,are inter related and also affects the teacher's performance. It can be said that commitment and competence are the input variables and performance is the output product or variables. Therefore, in order to improve the quality of teachers it is essential to provide orientation toward competency and commitment for better performance.

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# QUALITY AND EXCELLENCE IN TEACHER EDUCATION: ISSUES & CHALLENGES IN INDIA

Dr. Shikha Trivedi

## ABSTRACT

*Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Teacher quality has produced voluminous studies that line many a research library. Discussion on what it is, how it is developed, and its connection to student achievement have become the feature of educational slang in the 21 st century. These seek to look at teacher quality in away in which it brings: as a means to review how the terms excellence and quality are shaped by policy, identify how educators perceive teaching quality and to review how quality is cultivated in teachers. Within this scope, this article provides an overview of teacher education and evaluation in India and lastly we discuss about issues and challenges in teacher education. Several studies related to classroom environment and teacher behavior in selected subjects are referenced. The results from different papers and articles and some interview with teachers from different schools and colleges indicate that some items may be irrelevant in the Indian context (e.g., physical characteristics), while more items may be needed to reflect good teaching in India (e.g., questioning skills). In addition, the potential use of teacher profiles to drive staff development and academic improvement is explored.*

### INTRODUCTION

Primary and secondary teachers in India are trained at universities, and the educational system is centralized and the Ministry of Education and its implementation units, such as local education centers, have the primary responsibility for education policy, curricula design and practice. The Parliament

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approves legislation on education and the Ministry of Education sets guidelines for all practical issues including teacher education, as well as being the main funder in the sector. In general India does not experience shortages of school teachers but there are shortages in particular subject fields and locations, such as in the areas of mathematics, and science, especially in remote areas. Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Management of teacher education is a difficult task because of the fact that there are large numbers of variables in teacher education programmes including variations in the purpose for which persons join teacher training courses of various levels. There are four types of teacher education institutions: (a) government managed, (b) examining body managed, (c) government aided and privately managed and (d) self-financed and privately managed.

## GOVERNMENT OF INDIA ORGANISATION BODIES IN TEACHER EDUCATION

Department of Elementary Education & Literacy of the Ministry of Human Resource Development of the Government of India is the apex body that looks after policy for teacher education. Its agencies include:

➢ National Council for Teacher Education (NCTE)

➢ National Council of Educational Research and Training (NCERT)

➢ National University for Educational Planning & Administration (NUEPA).

University Grants Commission (UGC) is also involved with Departments of Teacher Education or Departments of Education in the Universities and Institutions Deemed to be Universities and Colleges of Teacher Education. Besides these, MHRD, there are also other ministries that have institutions which run teacher training programmes. Ministry of Women and Child Development has a large net work of training of Anganwadi workers, who take care of pre-school component.

At the State level, the apex body that looks after teacher education is the Government Department of Education. In certain States, it is looked after by the Department of School Education. A few States have independent Directorates for Teacher education. In a few others, the Directorate and SCERT function under one Director. The teacher training institutions offering programmes for elementary and pre-school teachers are in many states under the control of the Department of School Education, whereas the teacher training institutions offering degree courses are under the Department of Higher Education. In certain States all teacher education institutions are managed by the State government. In certain other States, majority of teacher training institutions are managed by private agencies under self-financed category. At the State levels, there are teacher training institutions being run by the Departments of Tribal Welfare, and other administrative departments. Creation of separate cadre for teacher educators has been an important issue to be solved in many states.

## MEANING OF TEACHER EDUCATION

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. In fact, many believed that "teachers were born, not made." It was not until the emergence of pedagogy, the "art and science of teaching," as an accepted discipline that the training of teachers was considered important. Although there has been continued debate about whether teaching is a "science" that can be taught or whether one is "born" to be a teacher, it has generally been agreed, at least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher: knowledge of the subject matter to be taught, knowledge of teaching methods, and practical experience in applying both. Most educational programs for teachers today focus upon these points. However, the internal character

of the individual is also an important aspect of teaching; whether that is something one is born with or can be taught, and what are the qualities that are needed for the role of teacher, are also a matter of debate.

## QUALITY & EXCELLENCY IN TEACHING

Teacher quality and the strength of educator's leadership are recognised as the greatest determinants of educational success. Quality teaching has a measurable impact on student outcomes. The teaching profession in India has much to celebrate. Our teachers and academic leaders are having a profound impact on our society.

Teacher quality affects all stages of the teaching „lifecycle", from attraction into the profession to ongoing development and retention in their own schools. To improve equity in educational outcomes, quality teachers must also work in schools where they are needed most including, remote and disadvantaged schools.

Improving teacher and school leader quality requires action to:

- Attract the „best and brightest" entrants to teaching;
- Train our future teachers through world-class pre-service education;
- Place quality teachers and school leaders in schools where they are needed most;
- Develop teachers skills and knowledge through ongoing professional learning; and
- Retain quality teachers and school leaders in our schools.

Educational quality in developing countries has become a topic of intense interest, primarily because of countries" efforts to maintain quality or reverse the decline of quality in the context of quantitative expansion of educational provision. Many countries are simultaneously implementing reforms based on more active approaches to teaching and learning, further challenging education systems and, especially, teachers.

## MEANING OF QUALITY OF EDUCATION

Despite the importance of "quality" as the motivating factor for educational planning, approaches to quality can vary widely. In much of the literature, "quality"

is used in a detached way, assuming consensus both on what the term means and on the desirability of the various educational aims and approaches promoted under the banner of quality. Whether explicit or implicit, a vision of educational quality is always embedded within countries" policies and programs. Harvey (1995) provides a useful framework for thinking about quality by outlining five goals for education that define the vision of quality within individual systems. Education systems vary in emphasizing a single vision or, more commonly, a mixture of the five goals:

 1. Education quality as exceptionality: excellence is the vision that drives education, quality education is education that is exemplary; schools should maximize the pursuit of the highest potential in individual students.

 2. Education quality as consistency: equality is the vision that drives education, quality requires equitable experiences, schools and classrooms should provide students with consistent experiences across the system.

 3. Education quality as fitness-for-purpose: refinement and perfection in specific subject areas is the vision that shapes the system, quality is seen as preparing students for specific roles, instructional specialization is emphasized.

 4. Education quality as value for money: education reflects reasonable correspondence to individual and societal investments; quality is interpreted as the extent to which the system delivers value for money.

5. Education quality as transformative potential: social or personal change is the vision that drives education, quality education is a catalyst for positive changes in individuals and society, education promotes social change.

One way of looking at quality, prevalent in both the research literature and reports of program implementation, concerns the relationship between different "inputs" and a measure of student performance, or "output." The outputs are usually students" results on achievement tests, assessments, or end-of-cycle examinations. The inputs include a wide variety of factors: infrastructure and resources, quality of teaching environment, textbooks, teacher preparation, teacher salaries, supervision,

attitudes and incentives, Educational Institutional climate, curriculum, students"
physical well-being, and family and socioeconomic context.

Another way of looking at quality involves measuring the efficiency of the
system. Educational efficiency is measured internally by the rates of completion,
dropout, and repetition. Efficiency is also measured externally by looking at the
outcomes of education or the productivity of school leavers. This is measured
according to, for example, wages or agricultural yields associated with an
individual's or a community"s level of schooling. This topic/literature has a long
history, primarily in educational economics, and has often used quantity of
education as a proxy for quality. Studies of efficiency provide necessary information
for planners, but this approach has relatively little explanatory power about what
creates school quality without an accompanying analysis of the dynamics among the
myriad school process factors that encourage students to stay in school and gain
valuable knowledge and attitudes while there for studying.

A more recently developed way of looking at quality focuses on the content,
context, and relevance of education. This approach to quality focuses on process
within the educational institutions and classroom and relationships between the
educators and the surrounding community. Greater attention is given to the ways in
which inputs interact at the Institutional level to shape quality of learning, defined as
the elements of knowledge and character that a society values in young peoples.

**ROLE OF TEACHERS IN PROMOTING QUALITY**

Good education is the result of the interaction of multiple factors, the most
important of which is increasingly recognized to be quality teachers and teaching.
The way teachers teach is of critical concern in any reform designed to improve
quality.

Teacher quality, teacher learning, and teacher improvement, therefore, are
becoming the foci of researchers, policy makers, program designers, implementers,
and evaluators. In both developing and industrialized countries, teachers in the past

were treated as semiskilled workers unable to make responsible decisions about their practice. They were required to follow instructional prescriptions and highly scripted and rigid teaching procedures. For their professional development, teachers received information on how to improve from "experts" in centralized workshops with little follow-up support at the institutional level.

Many educational systems are starting to advocate active-learning approaches for teachers as well and significant changes are taking place. If teachers are to become reflective practitioners who use active-learning approaches in their classrooms, where students learn through problem solving, critical dialogue, inquiry, and the use of higher-order thinking skills, teachers must learn and improve in professional development programs that not only advocate but also use and model these methods.

The emphasis on teacher empowerment has grown from a variety of roots. The idea of reflective practice assumes that teachers are professionals capable of reflecting on the school and classroom situation and, thus, capable of making a large number of instructional and classroom management decisions. Even in circumstances where the level of teacher preparation is low, this perspective rejects the notion that teachers must work according to rigid prescriptions, incapable of independent decision making. Although some challenge the notion that teachers in developing countries, with minimal preparation and minimal resources, can reflect on practice and make informed choices , the more widely held view is that the idea of "the teacher as professional" has reliably led to better teacher performance.

Action research is also closely related to teacher empowerment and has become an important component of what is considered good teacher development. Action or participatory research refers to teachers individually or in groups gathering and analyzing information in order to problem solve at the institutional level. In addition to mobilizing teachers to study and reflect on their practice, action research advances the professionalization of teachers by helping them develop and validate

their knowledge. Action research often begins, in a teacher's practice, as academic-based studies that are part of a preserves" teacher education program and continue as part of academic-based teacher professional development programs.

Although discussion at national, district, educational institutions, and community levels should determine the qualities that a specific education system seeks in good teachers, a list of generally held perspectives on good teachers would include many of the following:

- Sufficient knowledge of subject matter to teach with confidence;
- Knowledge and skills in a range of appropriate and varied teaching methodologies;
- Fluency in the language of instruction;
- Knowledge of, sensitivity to, and interest in young learners;
- Ability to reflect on teaching practice and children"s responses;
- Ability to modify teaching/learning approaches as a result of reflection;
- Ability to create and sustain an effective learning environment;
- Understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced;
- General professionalism, good morale, and dedication to the goals of teaching;
- Ability to communicate effectively;
- Ability to communicate enthusiasm for learning to students;
- Interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion;
- Good character, sense of ethics, and personal discipline;
- Ability to work with others and to build good relationships within the educational institutions and community.

These teacher qualities thrive only in a positive and supportive environment. Although the qualities listed above are needed in each individual teacher, teaching (like learning) is not practiced most effectively as an individual activity. The teacher is always functioning as part of a social network, either with his or her students or within the school community. Excellence at the academics level means more than an individual excellent teacher or even a collection of excellent teachers.

## FOUNDATION FOR TEACHER DEVELOPMENT

As we have various papers on this topic as "education quality" which demonstrates that there is a strong link between teacher professional development and quality. This is mainly because reforms leading to improved quality in preserves" and in-services teacher education cannot succeed unless they are backed by on-going professional development and continuous teacher learning at the academic level. Teacher professional development ensures that theories acquired in initial preparation can be successfully implemented in practice. Quality in-services professional development, backed by a supportive academic community of practice, is essential to ensuring that reforms in teaching and learning reach the classroom, are correctly implemented in the classroom, and are sustained. Thus, this supports the important role that teacher learning plays in making the connection between theory and practice, and in improving education quality, by recognizing and supporting the role of teachers as professionals capable of making sound decisions regarding classroom instruction and student learning.

## ISSUES AND CHALLENGES IN TEACHER EDUCATION

An immense writing has appeared on educational quality in recent years, examining factors that help improve education and proposing ways to promote better learning in schools. The issue of quality has become critical in many countries. In countries like India where with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education. In a search for the factors that promote quality, countries" programs as well as the

literature increasingly emphasize teachers, schools, societies and communities as the engines of quality, with teacher quality identified a primary focus.

The rapid changes in society led to teachers facing new and complex issues, resulting in changes in the area of teacher education. One of the most significant developments was the creation of Special education for children with special needs. For Special education teachers, learning how to effectively convey subject content is as important as learning this information. Special education teachers must be taught how information, especially more advanced and complex subject material, can be effectively taught to students in non-traditional ways. Special education teachers also often are required to study additional aspects of psychology and sociology.

Advances in technology have also posed an issue for future educators. Many educators have focused on ways to incorporate technology into the classroom. Television, computers, radio, and other forms of mass media are being utilized in an educational context, often in an attempt to involve the student actively in their own education. Hence, many teacher education programs now include courses both in technology operation and how to use technology for education purposes. With the coming on of distance learning utilizing mobile technologies and the internet understanding of technology or we can say e-learning has become crucial for new teachers in order to keep up with the knowledge and interests of their students in these delivery systems. The emergence of a networked knowledge economy presents both opportunities and challenges for teacher education. Used effectively, knowledge networks present opportunities for better informed and supported practice by education professionals and more authentic learning by students. The challenges include those identified above and, while much more research and development will be required to answer them.

As India's population or worldwide populations increasing which turn up to increasing demand for new teacher, while poverty, political instability, and other major issues have hindered governments around the world from meeting new

educational demands. In some parts of the world, programs have been initiated to draw new talent into teacher educational programs.

The UN's Millennium Development Project has eight established goals, one of which is to develop universal primary education in every country by the year 2015. Central Asia, Africa and Latin America are all target areas for this initiative. In order to help achieve this end, the UN has devoted resources and funds to helping improve educational infrastructure and to training more new teachers in targeted areas.

## OTHERS EMERGING ISSUES AND CHALLENGES ARE

- Innovation in pre-service teacher education curriculum
- Lack of up-to-date books, and materials on teacher education
- Development of national professional standards
- Strengthen workshops and partnership between universities and schools to prepare teachers
- Mentoring Inexperienced teachers
- Development of a system of on-going professional development for teachers
- Establish learning communities and networks among teachers;
- Professional learning for educational leaders
- A greater transparency in the funding of teacher education
- Staff appraisal systems and the use of peer observation in schools are still in development
- Teacher evaluation seems to place more emphasis on professional duties/ responsibilities than on actual classroom teaching practices.
- Teacher-centred strategies and pedagogy still dominate in the classroom

- There is a relatively large variation among schools in the area of instruction, particularly concerning independent student practice, questioning skills, and teacher expectations for student achievement

- There is a need to explore the development of performance-based evaluation or developmental teacher evaluation systems for the purposes of teacher evaluation

- Needs to separate developmental and judgmental appraisal, for developmental appraisal, teachers agreed that lesson observations enhance teaching quality. Teachers are more supportive of lesson observation if their goal orientation is more learner-oriented than performance-oriented.

**CONCLUSION**

Teacher education is a difficult assignment, especially at the present stage where teacher education programmes are being delivered by a large number of unaided private teacher education institutions. These institutions are also not sure of their tenure, as in near future; possibility of huge unemployment of trained persons may result in swingeing fall. The surviving

institutions can only be helped by appropriate authorities in improving quality of their academic management. This paper suggest an increase in responsibility for teachers but not an increase in authority: teachers are losing decision-making authority in the classroom. This paper also indicates that a positive policy environment and ample support for growth are essential for creating and sustaining teacher quality.

Government and educators will need to understand better the links between schooling and its social and cultural environment, the kind of socialization and informal learning provided to children both before school entry and outside of the classroom and ways to develop more literate and encouraging environments in the family and the community surrounding the school. Although the task of recruiting for both miscellany and quality seems discouraging, several well-documented and

proven long-term strategies exist and but now we should support the creation of a stable pipeline for recruiting more and better qualified, diverse teachers.

Expand the teacher candidate pool by targeting: potential teaching candidates in high school or before, teacher's aides and other para-educators, students at community colleges. Promote and support to teacher candidates who are otherwise qualified (based on defined eligibility criteria for teaching) but not passing the tests. Develop state, local, and national policies that provide meaningful financial support for teacher preparation programs and their students, including greater access to financial aid resources.

Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the foci of researchers, policy makers, program designers, implementers, and evaluators. Quality & Excellencies in teaching in the Indian context is only possible if these points to be remembered:

Students should listen intently, and participate actively (Concentrated listening).

Teachers should try to interact with all of students in class (Thirst-quenching learning)

More emphasis given to educational activities, careful planning, timed questioning session should be organised.

Students learn stage-setting routines that allow teachers to change activities without interruption (Learner-trained learning).

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