

Awareness of Teacher Educators towards Assessment of an Institution

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Abstract: *The National Council for Teacher Education (NCTE) and National Assessment and Accreditation Council laid stress on quality of teacher education at every level. The efforts of NCTE and NAAC to ensure and assure the quality of Teacher Education Institutions (TEIs) in the country signaled in uplifting the authenticity of teacher education. The NAAC developed the methodology for assessment and accreditation of TEIs and the “manual for Self-appraisal of Teacher Education Institutions”. The evaluation procedure is not an external factor but it assesses the effectiveness and credibility of the institution in achieving its own educational objectives. The motivation behind the process of assessment is its excellence in all aspects. The process of assessment and accreditation helps the institution to analyze its strengths, weaknesses, opportunity and threats (SWOT) and making their programmes more relevant and useful to the students and its employers. NAAC has identified seven criteria as the basis for its assessment and accreditation encompasses all the process of an institution. The NAAC assessment process lays focus on the institutional developments with reference to three aspects like quality initiatives, quality sustenance and quality enhancement. The present study aims at assessing the awareness of prospective teacher educators (27 M.Ed scholars and 13 M. Phil scholars) towards evaluation of an institution. Survey method with random sampling technique was adopted in this study. Results revealed that female teacher educators have more awareness towards the evaluation of institutions than the male teacher educators.*

Keywords: Authenticity, teacher education, effectiveness, credibility, excellence, evaluation

1. Introduction

The need for qualified teachers has been continuously increasing all over the world. At the same time the teacher education programmes have acquired renovated significance. The teacher education institutions should cater to the needs of the teacher educators. If the teacher educators are trained well with all the technical skills, they will be able to impart the knowledge to the students, and then the new generation will be moulded with productive skills. Through this, fruitful generation can be achieved and the entire education system will be developed accordingly. DeShields et al. (2005) stated that the higher education sector should inevitably satisfy the students by delivering high quality service to make sure sustainability in a competitive service surroundings.

The age of networked school has arrived; unquestionably, the mass adoption of the internet is the driving cultural and educational change at an unprecedented rate (Schmidt&Coehn 2013). The digital revolution is set to change teaching and learning process in significant and irrepressible ways. A fundamental and radical change is taking place in schools and the school system across the globe as they respond to rapid advances in the new technologies (Zhao, 2012). In this brave new technological world, schools have to respond to greater demands associated with student’s choice and personalization. With rising connectivity, new pathways are being created for teacher educators to enhance their productivity. At this juncture the need of quality education for teacher educators are very much important. The quality assurance agencies are obliged to face enduring questions such as defining and maintaining standards of quality and equally important need to keep their methodologies up- to -date and responsive to shifting societal needs,(Tongbram, 2018). In developing the quality indicators the NAAC – The Common wealth of Learning (COL) team took into account the functioning of

several pioneering teacher education institutions across the Commonwealth countries which have developed and put to use mechanisms for quality training provision and effective functioning of their institutions. The Quality Indicators (QIs) are generic statements made in such a way that they ensure comprehensive coverage of the most relevant domains of the quality of the teacher education institution. In fact, quality indicators are visualized so that they can be used either to capture the quality aspects relating to the overall performance of the institution, or the performance of a sub-unit such as Educational Technology. Most of the QIs are a combination of the ‘inputs’, ‘processes and ‘outcomes’, but are largely process based. They provide indication about certain common aspects of institutional functioning. As a result, within an institution a QI may have to be operationalised according to the practice carried out. This may involve suitable ramifications in the way QIs are stated. Taking cue from various other fields in developing indicators, the Expert Group agreed on the following three selection criteria: it had to capture an important performance aspect, it has to have an impact on the overall quality improvement, and it had to be potentially feasible (Quality Indicators for Teacher Education, 2007). A research about Quality Management in the Turkish Higher Education Institutions disclosed the importance of Quality certifications in education industry. As per the study, providing standardization, Prestige, publicity and recognition of the faculty, increased service quality for all stakeholders, Improvements in processes were the major benefits of the certifications (Eryılmaz, M.E., Kara, E., Aydoğan, E., Bektaş, O., & Erdur, D. A. ,2016). In higher education teaching, the European qualification framework provides legitimacy to the to-be developed models which are oriented to critical thinking. In a research, students’ approximation growth level of their critical thinking as high, but it is also found that it had not been accomplished in the circumstances which require for the practical application of the same features. Hence this can be regarded as an

important marker of excellence in higher education sector (Gojkov, G., Stojanović, A., & Rajić, A. G., 2015)

‘State Education Agency Capacity and the Implementation of New Teacher-Evaluation Systems’ offers an assessment of how early adopter states’ departments of education have undertaken the preparation and implementation of new evaluation systems. It also identifies challenges and lessons that can be used to guide future reform efforts in this area. Developing new teacher-evaluation systems has been identified by scholars and policymakers alike as a crucial part of improving teacher quality and raising student academic performance across the country. It is imperative that we learn more about the most effective way for state education agencies to support districts in this difficult work. (Patrick McGuinn, 2012).

Objectives of the study

- To find out the awareness of male and female prospective teacher educators towards evaluation of an institution.
- To evolve recommendations based on the findings.

Hypothesis

- 1) There is no significant difference between the male and female teacher educators regarding the awareness towards the evaluation of an institution.

- 2) There is no significant difference between M.Ed and M. Phil teacher educators regarding the awareness of evaluation of an institution.
- 3) There is no significant difference between the teacher educator’s awareness of evaluation of an institution in relation to their discipline.

2. Method and Procedure

The present study adopted descriptive research with survey technique for data collection. Simple Random sampling method was used to collect the data. A questionnaire was developed by the investigators which consisted of 35 questions with three point scales, namely ‘Yes’, ‘To some extent’, and ‘No’, and the score is two, one and zero respectively. The questionnaire consisted of seven dimensions namely curricular aspects, Teaching learning and evaluation, Research consultancy and extension, Infrastructure and learning resources, Student support programmes, Governance and leadership, and Innovative practices for ascertaining their awareness towards evaluation of an institution which was administered by the investigators with 13 M. Phil scholars, and 27 M.Ed scholars from different aided unaided and private teacher education institutions.

Table 1: Shows percentage analysis of teacher educators’ awareness on evaluation of an Institution

Dimensions	M.Ed		M.phil		Language	Science	Social science
	Male	Female	Male	Female			
Curricular aspects	73%	87%	84%	80%	82%	80%	75%
Teaching Learning and Evaluation	81%	95%	78%	81%	89%	87%	78%
Research consultancy and extension	68%	74%	74%	70%	78%	69%	65%
Infrastructure and learning resources	74%	77%	56%	81%	83%	71%	65%
Student support services	64%	72%	64%	75%	74%	70%	48%
Governance and leadership	56%	62%	62%	66%	72%	58%	51%
Innovative practices	67%	67%	70%	71%	74%	68%	60%

Out of seven dimensions of evaluation given by NAAC regarding the dimension Infrastructure and learning resources 81% of M.phil Female teacher educators responded positively and 56% of male M.phil teacher educators responded negatively, which shows that there is a lack of infrastructure facilities and learning resources in their institutions. Concerning the student support services 74% of science teacher educators responded positively while 48% of social science teacher educators responded negatively. So there is a need for improvement in the student support services.

Governance and leadership is an important practice for teacher educators. But 72% of language teacher educators responded positively while 58% of science and 51% of social science teacher educators responded that there is a lack of practice in this area.

Table 2: Shows Mean scores of Teacher Educators awareness on evaluation of Institution based on gender

Gender	Mean	SD	‘t’ value	Level of significance
Male/Female	1.50	.506	-616.381	0.05

Df 39

It is inferred from the Table 2 that the calculated ‘t’ value between Male &Female teacher educators as -616.381 which is less than the table value 1.96 at 0.05 level of significance. Therefore the null hypothesis is rejected and it is concluded that there is a significance of difference between Male and Female teacher educators in respect to their awareness of evaluation of an institution.

Table 3: Shows Mean difference between M.Ed and M.Phil scholars.

Course	Mean	SD	‘t’ value	Level of significance
M.Ed/M.phil	1.32	.474	-660.333	0.05

Df 39

It is inferred from the Table 3 that the calculated ‘t’ value between M.Ed &M. Phil teacher educators is -660.333 which is less than the table value 1.96 at 0.05 level of significance. Therefore the null hypothesis is rejected and it is concluded that there is a significance of difference between M.Ed and M. Phil teacher educators with respect to their awareness of evaluation of an institution.

Table 4: Shows difference among arts , science and language teacher educators.

Sources of variance	Sums	Degrees of freedom	Mean	F ratio	significance
Between groups	429.413	2	214.706	3.227	.051
Within groups	2461.687	37	66.532		

It is inferred that the p value .051 is more than .05 ($F=3.227$, $P>.05$) and therefore the null hypothesis is accepted and the research hypothesis is rejected, which states that there is no significance of difference in the awareness of evaluation of an institution in relation to arts, science and language teacher educators.

3. Recommendations

Following are the recommendations evolved on the basis of the findings

- 1) Resource sufficiency is crucial to the effective functioning of the institution. So the infrastructure and learning resources should be updated by building up adequate and appropriate infrastructure for its constant augmentation to keep pace with the academic growth of the institution.
- 2) The institution has to identify the needs of the students and to provide individualized support depending on the nature and extent of problem confronting by the students. In this way the institution can improve the student support services.
- 3) The institution needs good Governance and leadership practices like team work, training in management systems, identification and elimination of barriers to teaching-learning, etc. will support and encourage performance improvement.

Hence participatory leadership programmes and creative Governance activities should be conducted in the institution to improve Governance and leadership.

4. Conclusion

This paper is an eye opener for teacher education institutions. By evaluating the teacher education institutions one can ascertain the existing quality of teacher education institutions and paves way to further improvement. This information will help to open the restructuring process and would lead to good practices in teacher training programmes resulting in improved teacher quality. In this way, teachers can build a brave new world.

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