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Pre-service teachers' attitudes towards quality assurance

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Abstract

The purpose of this study was to investigate pre-service teachers' attitudes towards quality assurance in Jammu. The sample was comprised of 100 pre-service teachers enrolled in B.Ed. The Attitude Scale towards quality assurance was developed by the researcher for measuring the attitudes of pre-service teachers towards teaching profession as a data collection tool. Data were analysed using descriptive statistics, independent sample *t*-test and one-way ANOVA. Results showed that there were no significant differences by subject streams and programs but significant differences were observed between male and female of pre-service teachers.

Keywords: Attitude, teaching profession, pre-service teachers

Introduction

Quality is contextual. It is very difficult to give a comprehensive definition of quality. The best teacher of a particular college may be a poor teacher in some other college. However, the quest for quality has been the major concern of the entire 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 service that bear on its ability to satisfy stated or implied needs. In the educational context, quality is seen as a complex issue as education is concerned with human being. When we describe human being as product, the description cannot encapsulate all the characteristics of teachers or learners in the same way, as one would describe the quality of commodities. Hence, the definition of quality varies depending upon the individual, institution and educational situation, social and national context.

Kennedy (1998) [11] has pointed out that 'outcomes of education are affected by the quality of the teaching workforce. Well-qualified and committed teachers will make the difference between success and failure for many students.' For every effective teaching-learning process, both in-service and pre-service teachers are the most important factors. It is necessary not only to constantly update and refine the knowledge and skills of in-service teachers but also to well-equip pre-service teachers with positive attitude towards their quality assurance.

Development and Intercultural (DIEC) has suggested establishing District Institutes of Education and Training (DIET) Colleges of Teacher Education (CTE) Institute of Advanced Study in Education (IASE) and Regional Institutes of Education (RIE) for providing teacher education at various levels.

The curriculum transaction and evaluation in one-Year B.Ed., course colleges are predominantly theory oriented with hardly any hands on practical experience. The existing, practice teaching" program is generally stereotyped.

The prospective teachers teach a fixed number of lessons to complete the university requirements. It is not adequate to teach in the real settings. It is therefore essential to prepare a comprehensive teacher education curriculum that would produce quality teachers with greater professional responsibility. The prospective subject teacher should be equipped with subject matter competencies along with transactional methodology. The practice teaching component has to be replaced by internship of much larger span of time.

Importance of the study

Modern living has brought in the demand for quality in all the spheres of life. Quality of any group or for that matter a Nation is assessed by the Quality of people living there. The quality of people is measured by quality of education, provided to them.

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The quality of education depends more upon the quality of the teachers. Quality of teachers in turn depends upon the Quality of teacher education. Hence, the one and the only one way to produce quality teachers could be through the teacher education where quality is of paramount importance and every effort is made positively.

All most all the commissions and committees, including Rajiv Gandhi Commission, NPE 1986 established after independence of India have expressed unanimously that quality of teacher education can be the right solution to achieve the objectives of education and the prosperity of the nation and national integrity. The NPE revised in 1992 stressed the need for restructuring teacher education programmes to meet the constitutional and developmental need of education of people in general and teacher education in particular. The general interest of any commission or committee is to produce teachers of dynamic 33 personality. They have also opined that without quality teachers, even the best system of education is bound to fail, but with good teachers even an average system can become effective largely. We can understand that teacher's performance is the most crucial input in education. It is only committed teachers that can materialize policies and plans of education in the classroom at the gross root level where all that matters.

Countries irrespective of their constitutional theories, are investing a significant share of their economic resources to the field of education in order to augment human resource development. Attention is now being paid even to uplift the quality of teacher education. Hence, a drastic change in the existing practices in education is almost over due. The question now remains as to those indices that contribute the quality of teacher education.

Based on this knowledge and also after going through various journals, periodicals, research articles and previous investigations, the researcher has got motivated, took initiative, and intended to study the realization of quality Assurance of Teacher Training Institute and designed research problem into – Realization of Quality Assurance of Teacher Training Institute – Perceptions of Student Teachers and Teacher Educators in Muzaffarpur District.

Review of Literature

G.M. Kakkad (1983) have conducted a study on "Secondary teacher-Education curricula – An Analytical study and developing teacher – education programme." The sample for the study was B.Ed., students and Syllabi of 24 Universities, the IATE, the NCERT and the L.T. Course of UP. The tools used were an interview schedule and a comprehensive questionnaire prepared by the researcher. The main findings of the study were: 1. The duration of the Secondary Teacher Education Programme (STEP) should be two academic sessions. 2. The aspects of STEP should be (a) educational theory, (b) practice teaching, (c) Community work, (d) Work experience (e) Sessional work (f) Co-Curricular activities. 3. There should be content courses along with the school subject methodology paper. 4. There should be two subjects for methodology of teaching and the number of lessons should be 15 for each subject 5. Internship in teaching should be introduced for a period of three months. 6. There should be a provision for Urban and Rural teaching in the STEP. 7. There should be provision for theory and practical action research or classroom research in STEP 8. There should be exchange of teachers,

occasionally between colleges of education and secondary schools.

A.N. Joshi (1984) have conducted a research on "A study of developing performance criteria and listing their efficacy in training student teaches in a teaching skill cluster." The investigator focused on i) The evaluation of the behavioural model of teaching skill programmes, ii) The relationship, between a symbolic (planning) model and a behavioural (performance) model, iii) its bearing on planning and the critique procedures of microteaching and iv) study of efficacy of the modified planning and critique procedures. The first 3 aspects were studied through a field study, whereas the last aspect was studied through an experiment. For the field study, the sample consisted of 53 student teachers enrolled in Adarsh comprehensive college of education and research, Pune, during 1978- 80. The transcript of 318 recorded micro-teaching lessons were analysed with the help of Moves in Interactive Strategies of Teaching (MIST). The major findings of the study were, the coefficient of stability for the forms of MIST was 0.85.

The rates of teacher's steady talk and pupils steady talk seemed to be useful and stable for estimation of the time dimension at the time of planning. The coefficients of correlation between completely translated planning, CTP and performance varied from 0.61 to 0.83 for the skills of reacting, questioning and initiation, and response (RQI).

The results of the experimental study indicated favourable results for IMA over SMI in terms of increasing the proportion of desired translations in total transitions, occurring in teaching.

S.D. Kadwadkar (1984), A have conducted a research on "A critical Enquiry in to professional courses for college teachers in India", the major findings of the study were: 1. Theoretical information relating to „planning for teaching“ ability and some components of „teaching and testing“ abilities was given in a global way and related practical work was either not prescribed or not given due weight age. 2. No specific information relating to the ability, dealing with behavioural problems of students in the classroom, was given. 3. Some theoretical information relating to „action research“ ability was given but no related practical work was attempted. 4. No or very little scope was given to demonstrate professional abilities.

S.B. Mohanty (1984) have conducted a research on "A study of student teaching programmes in colleges of education with special reference to Innovation." The study was conducted on the population of all the 19 teacher training colleges of Orissa state. All the principals (100 percent) and 118 (75 percent) of the lecturers of these teacher – training colleges were the respondents of the study. The investigator prepared two questionnaires. One for principals and the other for lecturers and one observation scheduled, one interview scheduled and one proforma. (Data was collected by mail as well as through personal visits to the teacher training institutions). The findings of the study were: 1. Training in techniques of observation, maintenance of classroom discipline and organization of functions and festivals were found in all colleges. 2. The manner in which criticism lessons were held was not proper. 3. Various methods of teaching were not used in teaching lessons. 4. The practice – teaching programme stressed delivery of lessons and not other activities expected from a student-teacher supervisors did not observe lessons completely. They rarely discussed their observations in lesson-plan

journals with the trainees. The evaluation was of doubtful validity as no evaluation criteria were explicitly stated. School-college co-operation was found poor in almost all institutions under study. The colleges lacked qualified method masters. The lecture method of teaching was in vogue. Micro teaching and team supervision of criticism lessons were the only two innovations practiced in three colleges.

Purpose of the Study

The present study is limited to the study on attitude of pre service teacher trainee's quality assurance in Bed colleges of Jammu division.

Objectives of the present study

The objectives of the present study can be stated as follows

1. To find out the opinion of student teachers towards the realization of quality Assurance in Teacher Training Institute.
2. To find out the opinion of teacher educators towards the realisation of quality Assurance in Teacher Training Institute.
3. To compare the opinion of male & female student teachers towards the realization of quality Assurance in Teacher Training Institute.
1. The objectives of the present study will be stated as follows
4. To find out the perception of pre service teacher trainees towards the realization of quality Assurance in Teacher Training Institute.
5. To compare the perception of male & female pre service teacher trainees towards the realization of quality Assurance in Teacher Training Institute.
6. To compare the perception of pre service teacher trainees having different academic qualifications like Graduation and post-graduation, towards the realization of quality Assurance in Teacher Training Institute.
7. To compare the perception of pre service teacher trainees who are studying in different college run by government and private agencies towards the realization of quality Assurance in Teacher Training Institute.
8. To compare the perception of Teacher educators towards the realization of quality Assurance in Teacher Training Institute.
9. To compare the opinion of student teachers of different age groups like below 25 years and above 25 years towards the realization of quality Assurance in Teacher Training Institute.
10. To compare the opinion of student teachers having different academic qualifications like degree and post-graduation, towards the realization of quality Assurance in Teacher Training Institute.
11. To compare the opinion of student teachers who are studying in different college managements like private and minority towards the realization of quality Assurance in Teacher Training Institute.
12. To compare the opinion of male and female teacher educators towards the realization of quality Assurance in Teacher Training Institute.
13. To compare the opinion of teacher educators under 25 years in between 26 to 45 years and above 45 years age groups, towards the realization of quality Assurance in Teacher Training Institute.

14. To compare the opinion of Teacher educators having professional qualifications like M.Ed., M.Phil., Ph.D., towards the realization of quality Assurance in Teacher Training Institute.
15. To compare the opinion of lecturers and principals towards the realization of quality Assurance in Teacher Training Institute.
16. To compare the opinion of teacher educators having below Rs.1,00,000/- and above Rs.2,00,000/- annual income towards the realization of quality Assurance in Teacher Training Institute. 84
17. To compare the opinion of teacher educators having below 5 years and 6-10 years & above 11 years of experience, towards the realization of quality Assurance in Teacher Training Institute.
18. To compare the opinion of teacher educators dealing Hindi, English, Maths, Physical Science, Biological Science and Social Studies towards the realization of quality Assurance in Teacher Training Institute.
19. To compare the opinion of teacher educators working under private and minority managements towards the realization of quality Assurance in Teacher Training Institute.

Hypotheses of the study

1. There is no significant difference in the perception of pre service teacher trainees towards the realization of quality Assurance in Teacher Training Institute.
2. There is no significant difference between the perception of male & female pre service teacher trainees towards the realization of quality Assurance in Teacher Training Institute.
3. There is no significant difference the perception of pre service teacher trainees having different academic qualifications like Graduation and post-graduation, towards the realization of quality Assurance in Teacher Training Institute.
4. There is no significant difference the perception of pre service teacher trainees having different academic qualifications like Graduation and post-graduation, towards the realization of quality Assurance in Teacher Training Institute.
5. There is no significant difference the perception of pre service teacher trainees having different academic qualifications like Graduation and post-graduation, towards the realization of quality Assurance in Teacher Training Institute.
6. There is no significant difference between Student teachers and Teacher Educators in their opinion towards Realisation of quality Assurance in Teacher Training Institute.
7. There is no significant difference between male and female student teachers in their opinion towards Realisation of quality Assurance in Teacher Training Institute.
8. There is no significant difference between below 25 and above 25 years age group of student teachers in their opinion towards Realisation of quality Assurance in Teacher Training Institute.
9. There is no significant difference between Degree and Post Graduate student teachers in their opinion towards realisation of quality Assurance in Teacher Training Institute.
10. There is no significant difference among the student

- teachers in their opinion based on their college management towards realisation of quality Assurance in Teacher Training Institute.
11. There is no significant difference between male and female teacher educators in their opinion towards realisation of quality Assurance in Teacher Training Institute.
 12. There is no significant difference between married and unmarried teacher educators in their opinion towards realisation of quality Assurance in Teacher Training Institute.
 13. There is no significant difference among the teacher educators in their opinion based on their professional qualification towards realisation of quality Assurance in Teacher Training Institute.
 14. There is no significant difference between Lecturers and Principals in their opinion towards realisation of quality Assurance in Teacher Training Institute.
 15. There is no significant difference among the teacher educators in their opinion based on their annual income towards realisation of quality Assurance in Teacher Training Institute.
 16. There is no significant difference among the teacher educators in their opinion based on their teaching experience towards realisation of quality Assurance in Teacher Training Institute. 86
 17. There is no significant difference among the teacher educators in their opinion based on their methodology towards realisation of quality Assurance in Teacher Training Institute.
 18. There is no significant difference among the teacher educators in their opinion based on their college management towards realisation quality Assurance in Teacher Training Institute.

The following research questions were raised to guide the study

- What is the Pre service teacher trainee's perception of

- quality assurance in B. Ed colleges of Jammu Division.
- What is the Pre service teacher trainee's perceived challenges of maintenance of quality assurance in teacher education in Jammu Division?
- What are the ways forward for improving quality assurance in Teacher Education Programmes in Jammu Division?

Methodology

Population and Sample

Data is collected by the census method or by the sample method. In the sample method the information is obtained only from a part of the population and based on this inference is drawn for the entire population. Sampling is thus a study of the part of the Teacher Training College of Jammu District.

Sampling

The scholar adopted simple random sampling technique to identify the schools, teachers and students for collecting the data. Schools were selected on the basis of simple random sampling procedure. Student Teachers and Teacher Educators were selected based on the step wise simple random sampling technique. All together Two colleges – Govt. Teachers' Training College, and R.P.S. Teachers' Training College of Jammu District were randomly selected for the study.

Data Collection

A brief orientation is given before distributing the tool to the sample necessary instructions are provided to student teachers and teacher educators. No time limit is kept for answering the tool but almost all students and teachers answered the tool within half an hour time. Hence 50 student teachers and 50 teacher educators are selected from colleges of Jammu district.

Table 1: Sample Distribution of teacher educator's category wise

S. No.	Variable	Category	No. of Teachers	Total
1.	Gender	Male	38	50
		Female	12	
2	Marital Status	Un-married	8	50
		Married	42	
3	Age	Below 25 years	4	50
		26 to 45 years	35	
		Above 45 years	11	
4	Professional Qualification	M.Ed	33	50
		M.Phil	13	
		Ph.D	4	
5	Designation	Lecturer	48	50
		Principal	2	
6	Income	Below Rs. 1,00,000/-	28	50
		Above Rs. 1,00,000/-	22	
7	Experience	Below 5 Years	35	50
		6-10 Years	7	
		Above 11 Years	8	
8	Methodology	Hindi	5	50
		English	7	
		Maths	10	
		Physical Science	4	
		Biological Science	8	
		Social Studies	16	
9	Management	Govt.	10	50
		Private	40	

Table 2: Sample Distribution of student teachers, category wise

S. No.	Variable	Category	No. of Teachers	Total
1.	Gender	Male	38	50
		Female	12	
2	Age	Below 25 years	8	50
		Above 25 years	42	
3	Academic Qualification	Graduate	45	50
		Post Graduate	5	
4	College Management	Private	40	50
		Govt.	10	

Results and Discussion

Student Teachers overall response towards the Quality Assurance of Teacher Training Institute - Opinions of

Teacher Educators and Student Teachers belonging to Colleges of Education in the Jammu district.

Table 3: Show the quality index in teacher training institute

Quality Index	N	Min	Max.	Percentage	Mean	Std. Dev
Entrance, Admission and Working Days	50	22	50	71.11	33.56	4.83
Objectives of the Course	50	29	50	80.94	40.47	4.88
Curriculum Transaction and Time Table	50	22	49	75.76	37.88	4.81
Institutional Infrastructure and Facilities	50	30	50	66.63	49.98	6.39
Competency, Facilities and Commitment of Faculty Members	50	41	50	84.83	63.62	7.79
Practice Teaching and Mentoring	50	31	50	61.78	46.33	5.94
Project Work and Practical Records	50	18	50	76.98	38.49	5.29
Curricular and Extra-curricular Activities	50	26	50	80.10	40.05	5.23
Examinations and Evaluations	50	25	50	78.43	39.22	4.89
Outcome of the Course	50	14	50	77.62	38.81	5.95
Total Quality	50	258	499	74.82	430.24	38.60

It can be seen from the table 1. that the student teachers studying in the colleges of education were found more positive in responding towards all quality Assurance i.e., Entrance, admission and working days, Objectives of the course, Curriculum transaction and time table, institutional infrastructure and facilities, Competency, facilities and commitment of faculty members, Practice teaching and mentoring, Project work and practical records, Curricular and extra-curricular activities, Examinations and evaluation, Outcome of the course. The overall response of the student teacher towards the quality Assurance has been calculated in percentage and they are 71%, 81%, 76%, 67%, 85%, 62%,

77%, 80%, 78%, 78%, and 75% respectively. The total quality response was found as 75% which was fairly satisfactory and from the result the investigator was able to say that the student teachers have considerably given a positive response towards all quality Assurance in Teacher Training Institute.

Teacher Educators

Table 2 Teacher Educators overall response towards the Quality Assurance in Teacher Training Institute – Opinions of Teacher Educators and Student Teachers belonging to Colleges of Education in the Jammu District.

Table 4: Show the quality assurance in teacher training institute

Quality Index	N	Min	Max.	Percentage	Mean	Std. Dev
Entrance, Admission and Working Days	50	28	50	74.20	37.10	4.53
Objectives of the Course	50	35	50	84.00	42.00	4.22
Curriculum Transaction and Time Table	50	22	47	73.56	36.78	5.99
Institutional Infrastructure and Facilities	50	34	50	70.11	52.58	6.25
Competency, Facilities and Commitment of Faculty Members	50	47	50	89.23	66.92	7.42
Practice Teaching and Mentoring	50	32	50	62.43	46.82	5.13
Project Work and Practical Records	50	27	50	76.28	38.14	5.09
Curricular and Extra-curricular Activities	50	21	50	81.08	40.54	5.22
Examinations and Evaluations	50	31	50	76.40	38.20	4.26
Outcome of the Course	50	21	49	74.96	37.48	5.96
Total Quality	50	298	496	75.92	436.56	34.74

It can be seen from table 2. that the teacher educators who are working in colleges of education were found to be more positive in responding towards all Quality Assurance i.e., Entrance, admission and working days, Objectives of the course, Curriculum transaction and time table, Institutional infrastructure and facilities, Competency, facilities and commitment of faculty members, Practice teaching and mentoring, Project work and Practical records, Curricular

and extra-curricular activities, Examinations and evaluations, Outcome of the course. The investigator has analyzed the above table and obtained the overall response of the quality Assurance in percentage. They read as 74%, 84%, 74%, 70%, 89%, 62%, 76%, 81%, 76%, 75%, and 76% respectively. The total response was found 76% depending upon the result. It was quite apt to declare that the teacher

educators have more positive response towards the quality Assurance of Teacher Training Institute.

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