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Teacher Educator In Teacher Education Programme: An Analysis Of Response Towards Quality Indices

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ABSTRACT

Teacher educators are responsible for quality instruction on a wide range of topics. This paper analyses Teacher Educators' overall response towards selected Quality Indices in Teacher Education Programme. It looks at the variables of gender and marital status and their significance with ten quality indices. It employs a descriptive survey method with a sample size of 50 teachers chosen at random. According to the findings, there is no discernible difference between men and women, as well as between married and unmarried teacher educators in the Quality Indices of Teacher Education Programme. Thus, demographic factors like gender and matrimonial status do not affect the response of Teacher Educators towards selected Quality Indices in the Teacher Education Programme.

Keywords: Education, Teacher Education Programme, Personality Development, Professional Development, NEAT.

INTRODUCTION

Education aims to develop democratic citizenship, vocational efficiency, leadership, and personality. The goals of education are to teach children to read, write, and think, help them learn a trade, and help them fit into society. The importance of quality must be emphasised throughout teacher education programmes. This extends beyond talk delivery consistency and technical precision. If such a concern is part of an institution's processes and practises, students will gain a holistic education.

M. Lunenberg (2010) observes that the activities and obligations that fall within the purview of teacher educators span a wide range. Teacher educators teach many subjects. They train undergraduate and graduate prospective teachers. It's not their sole responsibility. Teachers are the linchpins of all educational reforms. This entails ensuring students pass high-stakes assessments, considering diversity, creating documentation for professional accrediting agencies, dealing with strict new standards, and developing curricula. Almost always, changes in education have an impact on future teacher educators and teacher training programmes. By incorporating new innovations in the classroom, teacher educators can set a positive example for aspiring educators.

P.K Smith (2010) observes that according to the list of indicators that go into more detail about this standard, teacher educators are expected to methodically plan their professional development, stay up to date on theory and real-world experiences, and record their professional development for both internal

and external evaluation. In order for educational systems to be successful in raising student academic performance, they need to have an education reform approach that is both effective and consistent. There is an inextricable connection between the educational reform strategy of the school system and the strategic management of human capital.

Indian teacher education is lagging. To satisfy shifting societal needs, we must innovate and futurise education. Long ignored teacher training. Theoretically, everyone believes that these institutions' efficacy impacts school quality, but in practice, not much is done to guarantee they become professional institutions with professionally prepared, motivated faculty and enough infrastructure and resource support. According to research by Charles A. Peck, Chrysan Gallucci, Tine Sloan, and Ann Lippincott (2008), systemic education reform programmes are putting enormous pressure on the area of teacher education to adapt. Across a wide range of both economically developed and developing countries. We need commitment, all-staff involvement, amicable management, a free market, and training to maintain standards and upgrade qualities. All of these require enabling instructors.

Textbooks and curricula should be reevaluated depending on competencies. They could add or remove units to help teachers learn abilities. Institutions should prepare resources. When possible, these resources could produce teacher training materials. In-service teachers could modify the strategy. When large curricular adjustments occur, teacher-training competencies and traits might be highlighted. Reduced curriculum load, participative learning, greater relevance, and trainee self-confidence are expected. This allows school-based training. This would improve teacher education quality.

This paper analyses Teacher Educators' overall response towards ten selected "Quality Indices of Teacher Education Programme." It looks at the variables of gender and marital status and their significance with ten quality indices. It is a descriptive survey method of research with a random sampling of 50 teachers. Modern life demands quality in all areas. Any group or nation's quality is determined by its citizens. Education determines people's quality. Education quality depends on teachers. Teacher education affects teacher quality. Positive, quality-focused teacher preparation is the only way to create effective teachers. Nearly all commissions and committees established after India's independence, including the "Rajiv Gandhi Commission, NPE 1986," concurred that attaining national goals for education, prosperity, and integrity depends on high-quality teacher preparation. According to NEP 2020, in order to make quality educators better use of technology for education is emphasised, a regulating agency that will be known as the "National Educational Alliance for Technology (NEAT)" will be established. The goal of NEAT is to make education more individualised and tailor-made to each individual student through the application of artificial intelligence. It also advises developing national cooperation with companies that specialise in educational technology with the goal of elevating the overall standard of academic opportunity.

However, one of the most difficult tasks that must be accomplished here is the development of a powerful digital infrastructure that is capable of serving even the most remote places.

LITERATURE REVIEW

Vasundhara Padmanabhan, (2008) Conducted Research on "Quality Teacher Education." She discovered that the percentage of teachers who exhibit the desirable behaviours ranges from 14.29% to 52.74%, with

two notable exceptions: more than half of the teachers ask questions to confirm students' understanding, and approximately one-third to half of the teachers illustrate with examples related to daily life. Those are the only two exceptions to the rule. Only 16.32% to 25.51% of teachers are successful in motivating their students to learn independently. Her research also demonstrates that more than one-third of educators view teaching as a mundane task and pay no attention to whether or not their pupils comprehend the material. 22% to 36% of instructors continue teaching after they retire; About 15% to 35% of teachers educate by looking into books or notes, while the remaining 25% to 32% offer the same old notes that were produced years ago.

Stuart S. Yeh, (2008) Cost-effectiveness of improving teacher quality was studied. In order to ensure that there is a sufficient number of applicants for teaching jobs, an investigation into the financial viability of mandating that candidates have a SAT score of at least 1000 while simultaneously increasing teacher pay by 45 per cent was carried out. The implementation of systems that provide formative assessment feedback to students and teachers about math and reading performance is one alternative method for improving student achievement; however, the cost-effectiveness of this approach to improving teacher quality is significantly lower than the cost-effectiveness of the competing method.

John Trent (2010) "Teacher Education as Identity Construction: Insights from Action Research". This paper presents the findings of a qualitative study that investigated the experiences of aspiring English teachers in Hong Kong who participated in an action project as a required component of their undergraduate teacher preparation programme. The research was conducted by the authors of this paper. The study looks at how an action research project involving a group of aspiring English teachers in Hong Kong affected their future teaching careers. The student teachers questioned preconceived notions about their teaching engagement, how teachers should be portrayed, and their agreement with current educational discourse as teacher researchers. The topic of future research and teacher preparation is also covered.

Chunmei and Chuanjun He (2010) highlighted the need to change the current model of teaching practicum and reported a study on how Chinese pre-service teachers saw issues with their teaching practicum caused by the current rationalist model of teacher education. The transition necessitates a review of the current EFL teacher preparation programme. In order to increase teacher professional development, the study promotes the creation of a new model that places a strong emphasis on ongoing interactions between theoretical and practical course components.

HYPOTHESIS

1. There is no substantial distinction between male and female teacher educators in terms of Teacher Education Programme quality indicators.
2. There is no substantial difference between teacher educators who are married and those who are not married.

METHODOLOGY

Study Design

The investigation's research methodology is exploratory in character. This type of research uses a descriptive survey approach. The researcher conducted the descriptive investigation using the survey method. It entails meticulous data collection, analysis, and interpretation, as well as logical reporting on the investigation. It is crucial to select the method and the right tool to use while conducting this kind of study in order to collect data, test the hypothesis, and draw specific findings. Each data collection tool has advantages and disadvantages. The questionnaire was thought to be an appropriate data-gathering technique for this inquiry.

The Simple Random Sampling Method

Before giving the tool to the sample, the relevant instructions are supplied to teacher educators after a brief introduction. Although there is no set time limit for responding to the tool, practically all teachers did so within a half-hour window. From colleges of education, 50 teacher educators were chosen at random.

Statistical Methods Employed

The acquired data was examined utilising both qualitative and quantitative methodologies because the current study is primarily qualitative in character. Utilising straightforward statistical methods, quantitative data were examined. The investigation was conducted using descriptive statistical methods, such as computing measures of dispersion like the standard deviation and measures of central tendency like the mean. The investigator utilised the T-test to examine the null hypothesis. When the data were correlated from matched groups, the T-test was utilised to test the null hypotheses. Utilising MS-EXCEL and SPSS 15.0, the data was coded and made ready for analysis.

SAMPLE DISTRIBUTION OF TEACHER EDUCATOR

1. **Gender**

Gender	No
Male	38
Female	12
Total	50

1. **Married or Unmarried**

Marital Status	No of teachers
Married	8
Unmarried	42
Total	50

Teacher Educators Overall Response Towards the "Quality Indices of Teacher Education Programme"

Table 1:

QUALITY INDEX	N	MINI	MAX	PERCENT	MEAN	STANDARD DEVIATION	t-value for H1	t-value for H2
1. Entrance, Admission and Working Days	50	28	50	74.20	37.10	4.53	1.36	1.36
2. Objectives of the Course	50	35	50	84.00	42.00	4.22	1.29	1.29
3. Curriculum Transaction and Time Table	50	22	47	73.56	36.78	5.99	0.08	0.08
4. Institutional Infrastructure and Facilities	50	34	60	70.11	52.58	6.25	0.57	0.57
5. Competency, Facilities and Commitment of Faculty Members	50	47	75	89.23	66.92	7.42	0.55	0.55
6. Practice Teaching and Mentoring	50	32	58	62.43	46.82	5.13	1.09	1.09
7. Project Work and Practical Records	50	2	50	76.28	38.14	5.09	1.32	4.32
8. Curricular and Extra-curricular Activities	50	21	50	81.08	40.54	5.22	0.67	0.67
9. Examinations and Evaluations	50	31	50	76.40	38.20	4.26	0.20	0.20
10. Outcome of the Course	50	21	49	74.96	37.4	5.96	1.21	1.21
Total Quality	50	338	531	75.92	436.56	34.74		

DISCUSSION AND FINDINGS

It can be seen from Table 1 that the teacher educators who are working in colleges of education were found to be more positive in responding towards all Quality Indices, i.e. Objectives of the course, admission and working days, Entrance, Curriculum transaction and timetable, Institutional infrastructure and facilities,

Teacher Educators Overall Response Towards the Quality Indices of Teacher Education Programme

Practice teaching and mentoring, facilities and commitment of faculty members, Competency For project work and practical records, curricular and extra-curricular activities, examinations and evaluations and outcome of the course, the investigator has analysed the above table and obtained the overall response of the quality indices 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 teacher educators have a more positive response towards the quality indices of teacher education programmes in all quality Indices of the study.

Hypothesis 1:

"There is no significant difference between male and female teacher educators in the Quality index-1, Quality index-2. Quality index-3, Quality index-4, Quality index-5, Quality index-6, Quality Index-7, Quality index-8, Quality index-9, Quality Index-10 and total quality aspect towards Quality indices of Teacher Education Programme is accepted."

Hypothesis 2:

"There is no significant difference between the married and unmarried teacher educators in all Quality indices except Quality Index 7 of the study; the computed 't' values are 1.36, 1.29, 0.08, 0.57, 0.55, 1.09, 1.32, 0.67. 0.20 and 1.21, respectively, which are less than the table of 1.98. These are statistically not significant at 0.05 level. This shows that there is no significant difference between married and unmarried teacher educators towards quality indices of Teacher Education Programme."

The null hypothesis is therefore accepted. The computed T value for the study's Quality Index 7, which includes project work and practical records, is 4.32 and is significant at the 0.01 level. In light of this, the null hypothesis, which claimed that there was no difference between married and single teacher educators, is rejected. The average for single-teacher educators is much greater than the average for married-teacher educators (44.25). (36.98). It shows that the group of single teacher educators has a more favourable viewpoint than the group of married teacher educators in the study's project work and practical records regarding the "Quality Indices of Secondary Teacher Education Program." In general, demographic variables like gender and marital status have no impact on how teacher educators react to particular "Quality Indices in Teacher Education Programmes."

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