



Perception Of Teachers Towards Quality Education In Secondary Schools In Visakhapatnam District

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Abstract:

Education is a vast and crucial field encompassing ethics, religion, morals, philosophy, literature, skills, and general knowledge. For the purpose of this study, researcher was developed a questionnaire consists of 108 items on quality education in secondary schools. It is an instrument designed to self-rate the teacher's opinion of the degree to which they feel the perceptions towards quality education. The split-half reliability co-efficient for the Quality Education in Secondary Schools scales as perceived by teachers was 0.86. This study investigates how secondary school instructors consider and evaluate educational, teaching, and learning quality. Understanding teachers' perspectives on education quality can explain the accomplishments and problems of implementing quality education in secondary schools. It also aspires to uncover identities that can contribute to the impact and success of high-quality education for everybody. The final results explained that the area and school management play a significant role in teachers' perception of quality education. Gender, designation, age, teaching experience, and educational qualifications do not significantly differ.

Keywords: Quality Education, Secondary Schools, perceptions.

Introduction:

Education is a cornerstone of any country's progress across the world. It is also one of the factors used to assess a country's developmental progress. "Education is the most potent weapon we can employ to change the world," Nelson Mandela said (EDA, 2011). Furthermore, education is a process by which individuals gain information, skills, values, and attitudes to become productive members of society, develop their cultural heritage, and live more fulfilling lives. Furthermore, it is seen as an excellent vehicle for national development in developing nations like India.

According to UNESCO (1990), governments, legislators, and civil society should invest more in education, ensure that educational institutions are appropriately administered, and execute reform programmes.

It is, nonetheless, critical to underline the importance of delivering high-quality education. As a result, according to a UNESCO report, effective education can help alleviate poverty, raise incomes, enhance public health, support economic growth, protect children's lives, promote peace, avoid child marriage, and promote gender equality (GPE, 2015). The World Declaration on Education for All also emphasizes improving education quality. Education needs to be more universally accessible and relevant. In order to attain the primary goal of equity, quality is also recognized as a prerequisite (UNESCO, 1990).

On the other hand, quality education necessitates the collaboration and dedication of a variety of stakeholders, including the government, parents, students, instructors, the local community, and schools (UNESCO, 2005). For example, governments are primarily responsible for ensuring quality education, such as making education available to all children; avoiding any action that would prevent children from receiving an education; and taking the necessary steps to remove individual or community-based barriers to education (UN, 1998). As a result, delivering quality education at all levels of schooling will continue to be a priority for the educational sector. Furthermore, Goal 4 of the Sustainable Development Agenda considers education an essential component of achieving sustainable development. At all stages of school, it is also necessary to increase reading, numeracy, problem-solving, cognitive, interpersonal, and social skills (UNESCO, 2014).

Indeed, countries are attempting to provide high-quality education at all levels. However, all parties involved must collaborate. Even though quality education dominates the international debate, the focus on international education development has switched from access to quality during the last decade. Quality is regarded as the essential aspect of education (UNESCO, 2000). However, integrating quality with access is a significant difficulty globally, as millions of children can attend school but fail to obtain the necessary basic skills due to poor educational quality (UNESCO, 2015).

Education is a vast and crucial field encompassing ethics, religion, morals, philosophy, literature, skills, and general knowledge. The significance of learning in enabling an individual to maximise their potential is self-evident. The moulding of human minds is incomplete without education.

Education develops a person's ability to think critically and make sound decisions. It accomplishes this by bringing him external knowledge, educating him to reason, and familiarizing him with history to appraise the present better. Man is, in a sense, locked in a windowless room without education. He finds himself in a room with all of the doors open to the outer world due to his schooling.

Education is the process of imparting knowledge to help boys and girls develop holistically. Ignorance is dispelled via education. It is the one form of wealth that cannot be taken away. Moral ideals, character development, and increasing mental strength are all part of learning. The current educational style in Indian schools is an excellent illustration of this type of learning. Students get sacred and valuable ideals from their professors regularly. A good moral education is also necessary. Students desire an education that develops character, boosts mental strength and empowers them to be self-sufficient. Learners in Indian schools receive this type of instruction and can confidently assert that, in addition to affluence, they will develop character due to their education.

The country's context and consensus decide the definition of academic greatness. There is no commonly agreed-upon definition of academic excellence. Quality is defined directly and indirectly by policies based on each country's distinct economic, political, social, and cultural interests. However, almost all countries share two crucial characteristics: a high-quality student population, cognitive learning (as evaluated by test results), and social, creative, interpersonal, and emotional growth. Although there is general agreement on cognitive learning and how it should be measured, most educational institutions have made cognitive learning a clear goal. It is frequently regarded as the sole criterion for quality. Students' social, artistic, and emotional growth is rarely tracked or included in national academic rankings.

Quality, like its metrics, is a complex notion that requires interpretation. The fact that there are numerous definitions of excellence in education demonstrates the concept's intricacy and diverse character. Although the terms efficiency, effectiveness, equity, and quality are frequently used interchangeably (Adams, 1993, quoted in), there is excellent agreement on the essential features of high-quality education.

Need and significance of the Study:

The quality of teaching and learning is significantly influenced by the successful implementation of quality education in schools and the attitude of teachers.

Various studies have found a strong link between teacher professional development and educational quality, particularly teacher beliefs, understanding, practice, student learning, and educational reform implementation. Teacher awareness may considerably improve the quality of education by increasing instructors' orientation and sensitivity and their capacity to use and select teaching resources.

Understanding how teachers view education quality in their policy content can help explain the successes and challenges of implementing quality education in secondary schools and discover identities that can help improve the impact and success of quality education for all. As a result, this research looks at how secondary school instructors think about and perceive educational, teaching, and learning quality. Because teachers are professionals responsible for developing and implementing student-centred teaching approaches to increase the quality of constructive, active learning and education, it is critical to understand their perspectives on quality.

The researcher intends to determine teachers' perceptions of quality education in this study.

Objectives of the Study

1. To find out the perception towards quality education in secondary schools with respect to the following variables:

- a. Designation : Head Master/ School Assistant
- b. Gender : Male / Female
- c. Area : Rural/ Urban/ Tribal
- d. Professional Qualification: D.Ed., B.Ed., M.Ed., Others
- e. Teaching Experience: Below 10 Years/ 10 to 20 Years/ Above 20 Years
- f. School Management: Government/ Zilla Parishad/ Municipal

Sample : total sample comprises of 42 Headmasters, 168 teachers from secondary schools for Visakhapatnam district.

Method used:

To investigate this issue, a descriptive survey method was used. The survey method was shown to be useful in gathering information regarding teacher's perception towards quality education.

Construction of the tool for Teachers:

This questionnaire consists of 108 items covered on Quality Education in Secondary Schools. For measuring the perceptions of teachers towards Quality Education in Secondary Schools. The researcher, selected 10 areas viz., 1) Awareness on Quality Education in Secondary Schools, 2) School and Classroom Environment, 3) Teachers Trainings, 4) Curriculum & Teaching Learning Material, 5) Assessment Practices, 6) Academic co-operation and supervision, 7) Teaching Learning Time, 8) Teacher and Teacher Preparation, 9) Learner's Evaluation Monitoring, and 10) Hurdles to reach quality education.

It is an instrument designed for self-rating of the teacher's opinion of the degree to which they feel on the perceptions towards Quality Education in Secondary Schools. The statements were given in the questionnaire studied by the investigator against the criterion of its applicability on the perceptions of teachers towards Quality Education in Secondary Schools. Further, they were examined in terms of their suitability the questionnaire was given to experts a preliminary survey was conducted for suggestions, the suggestions given by the experts were taken in to consideration and modified the statements as suggested to measure the reliability of the test. The split-half reliability co-efficient for the Quality Education in Secondary Schools scales as perceived by teachers was **0.86**.

Data Analysis:**Objective -1**

To find out the perception towards quality education in secondary schools with respect to the following variables:

- a. Designation: Head Master/ School Assistant
- b. Gender : Male / Female
- c. Locality: Rural/ Urban/ Tribal
- d. Professional Qualification: D.Ed., B.Ed., M.Ed., Others
- e. Teaching Experience: Below 10 Years/ 10 to 20 Years/ Above 20 Years
- f. School Management: Government/ Zilla Parishad/ Municipal

The following hypotheses have been formulated and they are tested one by one.

Hypothesis:

1. There exists no significant difference between Head Masters, Teachers perception towards Quality Education in Secondary Schools of Visakhapatnam district.
2. There exists no significant difference between male and female teachers perception towards Quality Education in Secondary Schools of Visakhapatnam district.
3. There exists no significant difference between different locality teachers perception towards Quality Education in Secondary Schools of Visakhapatnam district.
4. There exists no significant difference between different professional qualifications of teacher's perception towards Quality Education in Secondary Schools of Visakhapatnam district.
5. There exists no significant difference between different teaching experiences of teacher's perception towards Quality Education in Secondary Schools of Visakhapatnam district.
6. There exists no significant difference between different school managements of teacher's perception towards Quality Education in Secondary Schools of Visakhapatnam district.

Hypothesis: 1 and 2

1. There exists no significant difference between Head Masters, Teachers perception towards Quality Education in Secondary Schools of Visakhapatnam district.
2. There exists no significant difference between male and female teachers perception towards Quality Education in Secondary Schools of Visakhapatnam district.

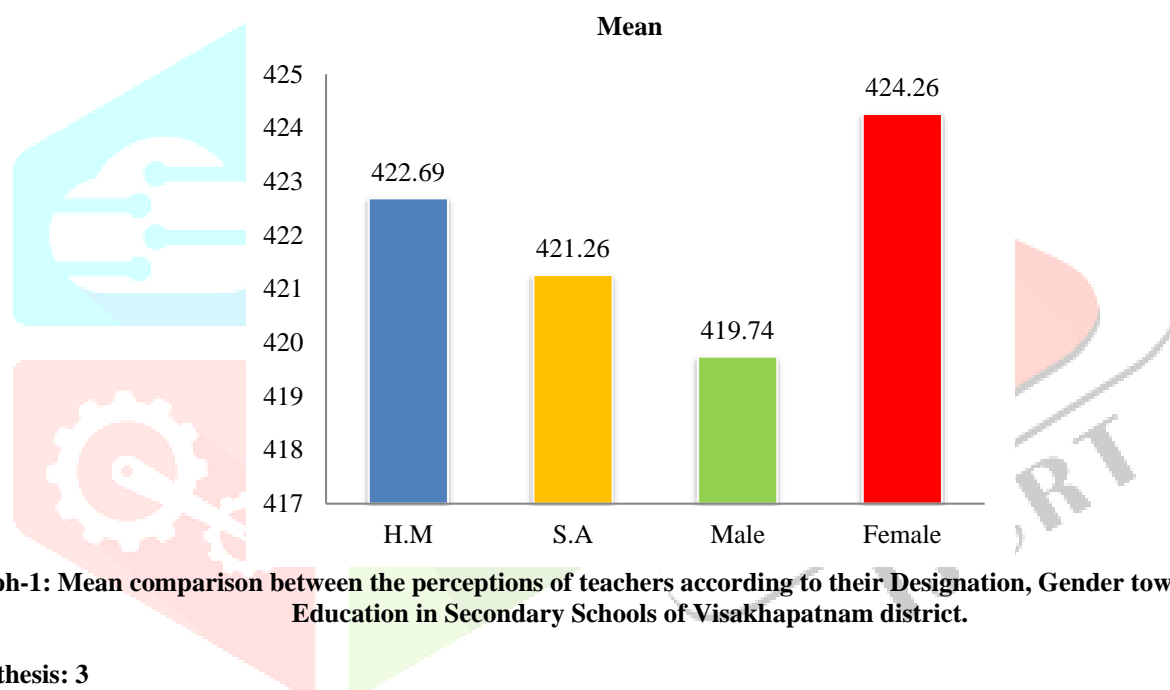
Table 1. Mean, SD and 't'- values on the perceptions of teachers based on their socio-economic variables towards Quality Education in Secondary Schools of Visakhapatnam district

Variable	Group	N	Mean	SD	SED	"t"	Hypotheses
Designation	H.M	42	422.69	50.94	7.707	0.1855*	Null hypothesis Rejected
	School Assistant	168	421.26	43			
Gender	Male	126	419.74	44.83	6.286	0.7191*	Null hypothesis Rejected
	female	84	424.26	44.31			

* Not Significant at 0.05 level.

Findings:

1. The variable Designation doesn't play a significant role on the perception of teachers towards quality education.
2. The variable gender doesn't play a significant role on perception of teachers towards quality education.



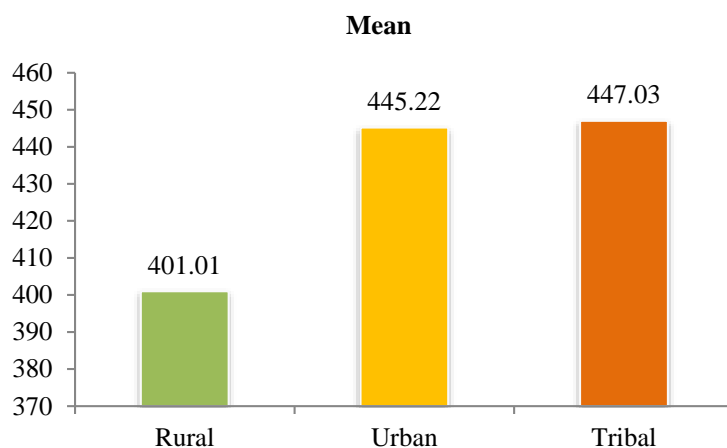
Graph-1: Mean comparison between the perceptions of teachers according to their Designation, Gender towards Quality Education in Secondary Schools of Visakhapatnam district.

Hypothesis: 3

There exists no significant difference between different locality teachers perception towards Quality Education in Secondary Schools of Visakhapatnam district.

Table: 2.Perception towards Quality Education- Area- Means and S.Ds

Area	N	Mean	Std. Deviation
Rural	114	401.01	35.992
Urban	58	445.22	42.244
Tribal	38	447.03	40.894
Total	210	421.55	44.574



Graph-2: Mean comparison between the perceptions of teachers according to their Area towards Quality Education in Secondary Schools of Visakhapatnam district

Table: 3

ANOVA					
Overall response					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	105271.973	2	52635.986	35.150**	.000
Within Groups	309976.051	207	1497.469		
Total	415248.024	209			

** Significant at 0.05 level,

Interpretation:

It is observed from the table 3 that the obtained F-value (35.150) for $df = 2$ and 207 is greater than the table value of 3.03. It is significant at 0.05 level. Therefore, the null hypothesis is rejected. Hence, it can be inferred that area of teachers makes a significant difference in their perception towards quality education in secondary schools. Since the F-value is significant, further probe is attempted to know which are groups differ significantly in their perception with other sub groups.

Table. 4- Comparison of mean vale, S.D, t value.

Group	N	Mean	SD	SED	"t"	significance
Rural	114	401.01	35.992	6.161	7.176	significant at 0.05 level
Urban	58	445.22	42.244			
Rural	114	401.01	35.992	6.980	6.593	significant at 0.05 level
Tribal	38	447.03	40.894			
Urban	58	445.22	42.244	8.707	0.207	not significant at 0.05 level
Tribal	38	447.03	40.894			

Findings:

1. The variable Area plays a significant role on the perception of teachers towards quality education.
2. The mean differences (44 and 46) are in favor of Urban and Tribal area teachers.

Hypothesis: 4

There exists no significant difference between different professional qualifications of teacher's perception towards Quality Education in Secondary Schools of Visakhapatnam district.

Table: 5 Perceptions towards Quality Education- Professional Qualification- Means and S.Ds

Professional Qualification	N	Mean	Std. Deviation
D.Ed.,	3	425.00	53.113
B.Ed.,	175	419.40	44.568
M.Ed.,	17	435.88	44.818
Others	15	429.67	43.529
Total	210	421.55	44.574

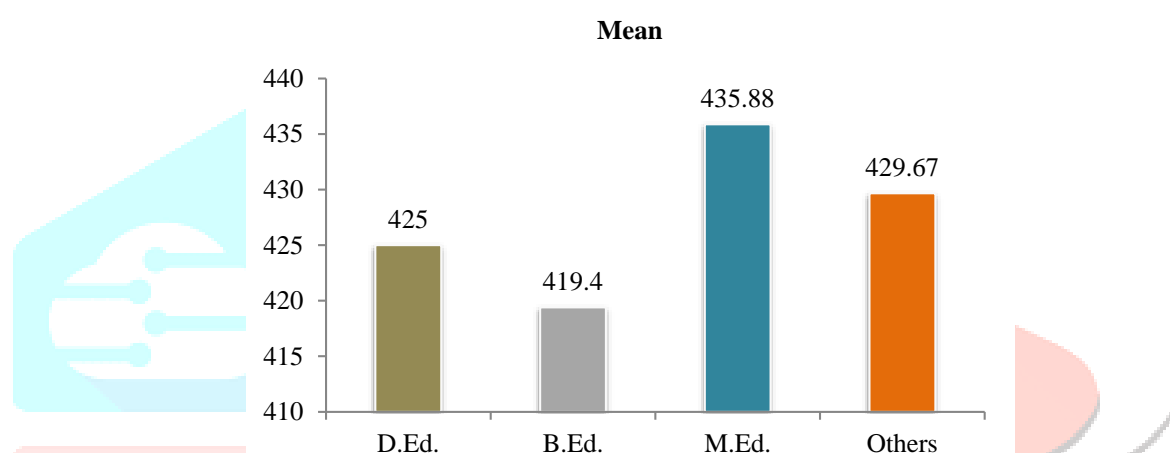
**Graph-3: Mean comparison between the perceptions of teachers according to their professional qualification towards Quality Education in Secondary Schools of Visakhapatnam district**

Table: 6

ANOVA					
Overall response					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5324.926	3	1774.975	.892*	.446
Within Groups	409923.098	206	1989.918		
Total	415248.024	209			

* Not Significant at 0.05 level,

Interpretation:

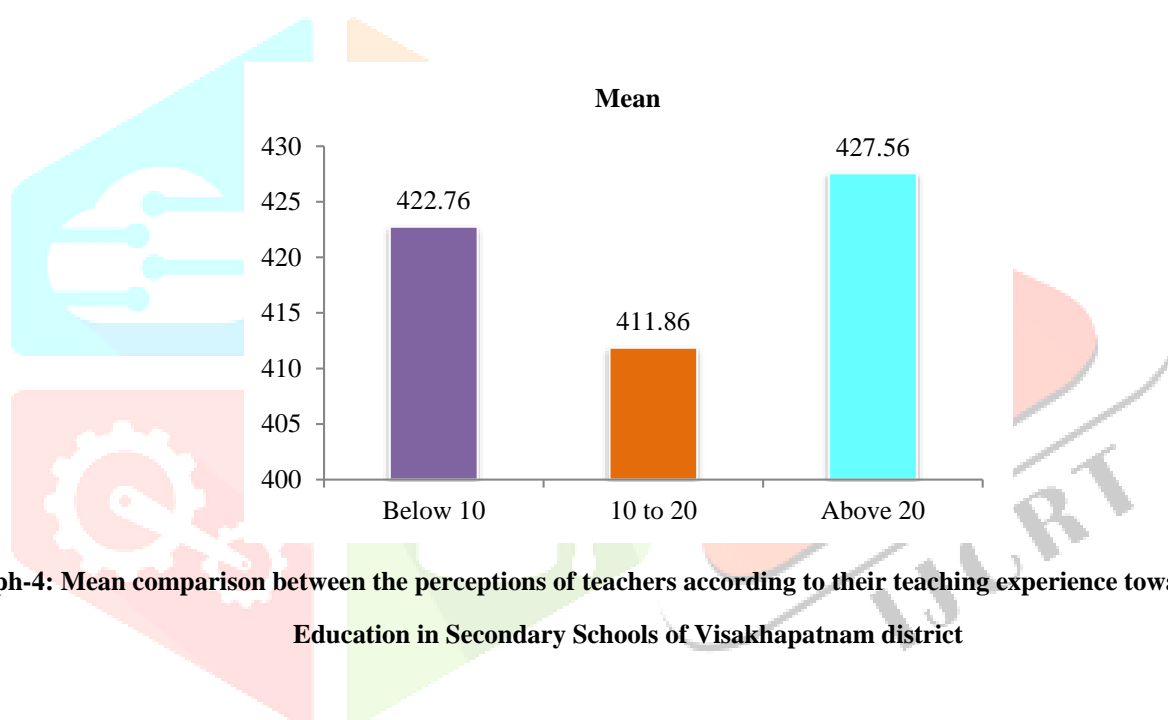
It is observed from the table 6 that the obtained F-value (0.892) for $df = 3$ and 206 is less than the table value of 2.65. Therefore, it is not significant at 0.05 level. Hence, the null hypothesis is retained. So it can be said that professional qualification of teacher's doesn't make a significant difference in their perception towards quality education in secondary schools. As F-value is not significant at 0.05 level, no further probing of obtaining differences in different professional qualification groups is attempted.

Hypothesis: 5

There exists no significant difference between different teaching experiences of teacher's perception towards Quality Education in Secondary Schools of Visakhapatnam district.

Table: 7 Perceptions towards Quality Education- Teaching Experience- Means and S.Ds

Teaching Experience	N	Mean	Std. Deviation
Below 10	34	422.76	47.765
10 to 20	70	411.86	37.151
Above 20	106	427.56	47.235
Total	210	421.55	44.574



Graph-4: Mean comparison between the perceptions of teachers according to their teaching experience towards Quality Education in Secondary Schools of Visakhapatnam district

Table: 8

ANOVA					
Overall response					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10451.174	2	5225.587	2.672*	.071
Within Groups	404796.849	207	1955.540		
Total	415248.024	209			

* Not Significant at 0.05 level,

Interpretation:

It is observed from the table 8 that the obtained F-value (2.672) for $df = 2$ and 207 is less than the table value of 3.04. Therefore, it is not significant at 0.05 level. Hence, the null hypothesis is retained. So it can be said that teaching experience of teacher's doesn't make a significant difference in their perception towards quality education in secondary schools. As F-value is not significant at 0.05 level, no further probing of obtaining differences in different teaching experienced groups is attempted.

Hypothesis: 6

There exists no significant difference between different school managements of teacher's perception towards Quality Education in Secondary Schools of Visakhapatnam district.

Table: 9 Perceptions towards Quality Education- School management- Means and S.Ds

School Management	N	Mean	Std. Deviation
Government	57	436.93	45.314
Zilla Parishad	148	416.53	43.264
Municipal	5	394.60	32.677
Total	210	421.55	44.574

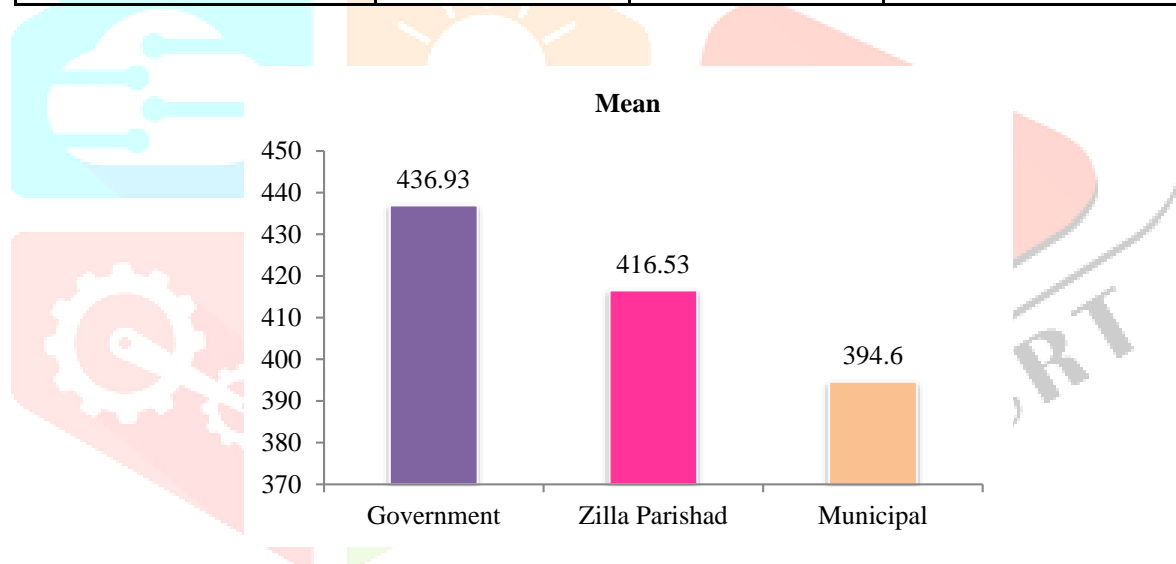
**Graph-5: Mean comparison between the perceptions of teachers according to their School management type towards Quality Education in Secondary Schools of Visakhapatnam district**

Table 10

ANOVA					
Overall response					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20838.273	2	10419.137	5.468**	.005
Within Groups	394409.750	207	1905.361		
Total	415248.024	209			

** Significant at 0.05 level,

Interpretation:

It is observed from the table 10 that the obtained F-value (5.468) for $df = 2$ and 207 is greater than the table value of 3.03. It is significant at 0.05 level. Therefore, the null hypothesis is rejected. Hence, it can be inferred that school management makes a significant difference in teacher's perception towards quality education in secondary schools. Since the F-value is significant, further probe is attempted to know which are groups differ significantly in their perception with other sub groups.

Means and S.Ds of three sub groups of area on this variable were computed separately. From these, t-values were calculated as suggested by Garrett, H. E and the data was presented in table No.6.

Table. 11- Comparison of mean vale, S.D, t value.

Group	N	Mean	SD	SED	"t"	significance
Government	57	436.93	45.314	6.834	2.985	significant at 0.05 level
Zilla Parishad	148	416.53	43.264			
Government	57	436.93	45.314	20.794	2.036	significant at 0.05 level
Municipal	5	394.60	32.677			
Zilla Parishad	148	416.53	43.264	19.560	1.121	not significant at 0.05 level
Municipal	5	394.60	32.677			

Findings:

1. The variable School management plays a significant role on the perception of teachers towards quality education.
2. The mean differences (20 and 43) are in favor of Government school teachers.

Educational Implications:

1. The Major Educational Implication is that, teachers who are working Secondary Schools perceived high towards Awareness on Quality Education in Secondary Schools, School and Classroom Environment, Teachers Trainings, Curriculum & Teaching Learning Material, Assessment Practices, Academic co-operation and supervision, Teaching Learning Time, Teacher and Teacher Preparation, Learner's Evaluation Monitoring, Hurdles to reach quality education and Overall response towards Quality Education in Secondary Schools of Visakhapatnam District.

2. From this study it was noticed that, teachers working in Tribal areas perceived high than that of teachers working in rural and urban localities towards Quality Education in Secondary Schools. It was also noticed that the perceptions of teachers based on their socio-economic variables i.e., Teaching Experience and School Management. According to their teaching experience, above 20 years teaching experience teachers perceived high than that of below 10 and 10-20 years teaching experience teachers. According to their school management, teachers working Government schools perceived high than that of teachers working Zilla Parishad and Municipal schools. It was also noticed that, Designation, Gender, Age, General Qualification, and Professional Qualification towards Quality Education in Secondary Schools of Visakhapatnam district and they perceived similar opinion.

Conclusion:

Education is a cornerstone of any country's global development. Education improves people's health, stimulates economic progress, saves children's lives, encourages peace, and promotes gender equality. It is viewed as an effective tool for national development in emerging countries such as India. Education is the process of providing knowledge in order to assist boys and girls in their overall development. Despite the fact that millions of children attend school, many do not acquire the requisite basic skills due to inadequate educational quality.

Education dispels ignorance; it is the one form of wealth that cannot be taken away. There is no commonly agreed-upon definition of academic excellence. Each country's policies define quality both overtly and implicitly. This research looks into how secondary school instructors think about education, teaching, and learning quality. Its goal is to find intervention points that will improve the efficacy and success of quality education for all students.

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