



Impact of Academic and Administrative Audit on Teaching Competency of Prospective Teachers

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Abstract

Academic and Administrative Audit is a system to control and maintain high standards in the field of Higher Education Institutions. It is playing an effective and important role in providing quality education in teaching learning process. It is a continuous process of self-introspection for the better growth of the institution. To bring quality in all aspects of teacher education institution, academic and administrative Audit plays an important role in providing quality education to the learners all over the world. It also tries to explore various institutional difficulties and determines various quality parameters for effective functioning; these are the needs of an hour. The objective of the present research paper was to study the Perception of Academic and Administrative Audit and its effect on Teaching Competency of Prospective Teachers. The methodology applied was survey method with self-constructed tool. The tool was based on different dimensions. The sample taken was 300 prospective teachers belonging to private, government and autonomous Teacher Education Institutions (TEIs) affiliated to Ranchi University, Ranchi, Jharkhand. The data were analyzed by employing Mean, Standard Deviation, t-test and Regression Analysis. The study revealed that there is significant influence on the Teaching Competency of prospective teachers in their perception of Academic and Administrative Audit on the basis of gender, marital status, location of the college and status of the college.

Key words: Present Scenario, Academic and Administrative Audit, Teaching Competency, Prospective Teachers.

Introduction

Education is a key factor in determining any nation's progress and higher education plays a crucial role in shaping and directing it in right education. Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. The wealth of a country depends on how effectively its young minds are trend and educated to take up the challenges of the future and contribute to build a better society.

In present scenario the teachers need to be equipped to support the system. The quality of a teacher is of paramount importance and plays a significant role in the growth and development of the education system. As per National Assessment and Accreditation Council (NAAC) guidelines, every Teacher Education Institution should establish Internal Quality Assurance Cell (IQAC) which tries to inculcate quality culture and internalize best practices. It conducts students' feedback on teachers and institutions' administration regularly by means of questionnaire, which has assessment parameters like teaching methodology, presentation skills, innovative teaching methods, mentoring, counselling, punctuality, availability of the teacher outside the classroom etc. The concept of teacher evaluation refers to the fact that getting evaluated for the above- mentioned parameters by students and then audited by a committee like IQAC of that college which further provides constructive feedback for the teacher's professional development. And the teacher's professional development will have effect on the teaching competency of prospective teachers.

Meaning of Academic and Administrative Audit

Academic Audit is an institutional practice that reviews the academic process in a systematic way. In other words, we can say that Academic Audit is a systematic and scientific process of designing, implementing monitoring and reviewing the quality of academic system i.e., Input, Process and Output. Further we can specify that Academic Audit emphasizes on reviewing the performance of the academic inputs with respect to quality assurance. Administrative Audit is a method of assessing the efficiency and effectiveness of the administrative procedures. Administrative Audit is also a continuous process, which contributes to the continuous growth and development of any Teacher Education Institutions (TEIs). It is nothing but self-introspection to correct the deficiencies in the administration. The purpose of the academic and administrative audit is to evaluate the performance of the university departments, schools and the centers and appreciate their achievements and give suggestions for further improvement of the quality of teaching, research, administration, curricular and extra- curricular activities. It is to encourage self- evaluation, accountability, autonomy and innovation in higher education and to collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Meaning of Teaching Competency

Teaching competency is the effectiveness of the teacher in his/her performance or profession. It represents the three level of human functioning i.e. Knowledge, attitude, and performance skills and behaviour that facilitate intellectual, social, emotional and physical growth in children. Teaching Competency also includes professional information, interest in profession, attitude towards children and adaptability. A competent teacher is knowledgeable and is satisfied with the students' response in terms of learning. He/she finds joy in teaching and commits him/herself to his/her profession. He/she has interest in his/her profession and is willing to change him/herself when needed.

Teacher education institution serve as key change agents in transforming education and society. Teacher education institutions have the responsibility to educate prospective teachers who could further educate the young mind and contribute to build a developed nation. Therefore, the institutions should be open to new challenges of maximum learning to the staff as they play vital role in professional development of prospective teachers.

Purpose of the Academic and Administrative Audit

The purpose of the Academic and Administrative Audit is to evaluate the performance of the Teacher Education Institution and appreciate their achievements and give suggestions for further improvement of the quality teaching, research, administration, and curricular and extra- curricular activities. After visiting the

department and the college, and interacting with the HODs/ Principals, teaching and non- teaching faculties, students, alumni and parents, the committee would give valuable suggestions on the following points:

- Availability of teaching and non- teaching faculty.
- Infrastructural facilities available for carrying out academic and administrative activities.
- Efforts taken for curricular development.
- Teacher quality.
- Teaching method adopted and use of ICT in teaching learning process.
- Feedback mechanism used for assessing the performance of teachers by students for curricular development.
- Faculty development programmes implemented by the department.
- Strengths, weaknesses, opportunities and challenges of the institution.
- Research facilities and research output in the form of publications.
- Computer, internet and library facilities available.
- Mentoring system, introduction of remedial classes, Bridge courses, guidance for NET/SET and competitive examination.
- Skill development and personality development programmes.
- Future plans of the department/institution.

Review of literature

Shubha(2019) studied on Academic and Administrative Audit for quality enhancement in Higher Education. The study suggested that to compete with other developed nations, we need to evolve an education management system, which not only keeps our ethics alive but also caters to the needs of the global job market. To maintain quality, there should be continuous checks and assessments, which are vital for the quality functioning of HEIs. **Dr. Borkakoti S. Kumar(2019)** conducted his study on Defining the Parameters of Administrative Audit for HEI. He found out that if the Administrative Audit is done with the given parameters, it will help in improving the quality of education in the concerned HEI as its functioning will be democratic and cordial. **Dr. Jena Prakash Chandra (2016)** studied on AAA which is a quality determinants of quality teacher education. The researcher concluded his study by highlighting the important aspects of AAA explaining that it is the process of recognizing strengths, achievements and progress of the whole institution and it provides specific recommendation, direction and strategies to be adopted. **Nitonde, R. & Jadhar, B. U. (2015)** studied on Academic and Administrative Audit: A Parameter of Quality Education and the study revealed that academic and administrative audit is necessary to ensure that students have access to appropriate learning opportunities through taught provision, private study and supported learning, to promote and enhance high quality teaching and learning, to confirm that students are fully supported in their academic and personal development and to advance the highest possible levels of student achievement. **Erika Martens and Michael Prosser (1998)** stated that the continuous evaluation and assessment of any institute and its educational programme brings improvement of the quality in teaching and learning process.

Significance of the study

In today's context the importance of teacher education has, in fact, universal acceptance. Improving teacher quality is now global concern. Teacher education in order to be effective needs continuous assessment and evaluation. In order to enhance the quality of teacher, every TEIs is going through AAA both external audit and internal audit. External audit is through NAAC and internal audit is through IQAC. Today's globalized world needs more teachers, better teachers and committed teachers. And this will be fulfilled only when TEIs and teacher educators are regularly assessed and evaluated through AAA, IQAC, Faculty and Students. AAA benefits the institution as well as faculty. When the faculty is accountable to their performance at

different levels, it naturally will help the prospective teachers to develop their professional skills. Being in the field of education the investigator has experienced that if there is continuous assessment and evaluation of the institution and teacher educators then there is a tremendous change in the teaching learning process of prospective teachers. There is maximum pace of learning and professional development.

Looking at these importance and necessities of the future generation, the investigator wants to find out the impact of Academic and Administrative Audit on Teaching competency of Prospective Teacher.

Objectives of the Study

- i. To study the levels of perception of Academic and Administrative Audit of Prospective Teachers.
- ii. To study the level of Teaching Competency of Prospective Teachers.
- iii. To study the significant difference in perception of AAA and Teaching Competency of Prospective Teachers on the basis of gender, marital status, status of college location of college
- iv. To study the significant influence of perception of Academic and Administrative Audit on Teaching Competency of Prospective Teachers.

Hypothesis

- i. There is no significant difference between the mean scores of Prospective Teachers in their perception of AAA on the basis of gender.
- ii. There is no significant difference between the mean scores of Prospective Teachers in their perception of AAA on the basis of marital status.
- iii. There is no significant difference between the mean scores of Prospective Teachers in their perception of AAA on the basis of status of college.
- iv. There is no significant difference between the mean scores of Prospective Teachers in their perception of AAA on the basis of location of college.
- v. There is no significant influence of perception of Academic and Administrative Audit on Teaching Competency of Prospective Teachers.

Tool used

Self- constructed and validated tool on Academic and Administrative Audit has been used for the data collection.

Methodology

The purposive sampling survey method was adopted for the execution of present study.

Sample of the study

The sample consisted of 300 Prospective Teachers selected randomly for the study from Teacher Education Institutions affiliated to Ranchi University, Ranchi, and an Autonomous College, Ranchi, Jharkhand.

Delimitations for the study

- i. The study is confined to only B.Ed. Teacher Education Institutions.
- ii. The sample consists of 300 Prospective Teachers of B.Ed. TEIs of Jharkhand state.
- iii. The sample are taken from 2nd year B.Ed. Prospective Teachers.

Analysis of data

In this study, the investigator has used percentage analysis, Mean, Standard Deviation, 't'test, and Regression Analysis. The collected data have been analysed under two headings.

- i. Perception of Academic and Administrative Audit of prospective Teachers
- ii. Teaching Competency of prospective Teachers

Percentage analysis

Level of perception of Academic and Administrative Audit of Prospective Teachers

Table: 1

Variable	Range	Levels	Numbers of Response of the students	Percentage	Mean
Academic and Administrative Audit	153 -190	Very high	92	30.7%	76.2188
	115 -152	High	99	33%	
	77 -114	Moderate	103	34.3%	
	39 -76	Low	6	2%	
	1-38	Very Low	0	0%	
Total			300		

It is inferred from the above table that 30.7% of prospective teachers have very high level of perception of academic and administrative Audit, 33% of prospective teachers have high level of perception of Academic and Administrative Audit, 34.3% of prospective teachers have moderate level of perception of Academic and Administrative Audit, 2% of prospective teachers have low level of perception of Academic and Administrative Audit and 0% of prospective teachers have very low level of perception of Academic and Administrative Audit.

Level of Teaching Competency of prospective Teachers

Table: 2

Variable	Range	Levels	Number of Responses of the students	Percentage	Mean
Teaching Competency	137-170	Very high	99	33%	65.398
	103-136	High	123	41 %	
	69-102	Moderate	68	22.7%	
	35-68	Low	10	3.3%	
	1-34	Very Low	0	0 %	
Total			300		

It is inferred from the above table that 33% of prospective teachers have very high level of Teaching competency, 41% of prospective teachers have high level of Teaching Competency, 22.7% of prospective teachers have moderate level of Teaching Competency, 3.3% of prospective teachers have low level of Teaching Competency and 0% of prospective teachers have very low level of Teaching Competency.

Null Hypothesis Analysis

Hypothesis-1

There is no significant difference between the mean scores of Prospective Teachers in their perception of AAA on the basis of gender.

Table - 3

Mean scores of Prospective Teachers in their perception of AAA on the basis of Gender

Gender	N	Mean	SD	t-value	Level of Significance
Male	98	137.86	25.278	1.275	S
Female	152	142.19	23.420		

(At 5% level of significance, the table value of 't' is 1.98)

It is inferred from the above table that the calculated t-value is 1.275 which is more than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. Therefore, there is significance difference between mean scores of prospective teachers in their perception of AAA on the basis of gender.

Hypothesis-2

There is no significant difference between the mean scores of Prospective Teachers in their perception of AAA on the basis of marital status.

Mean scores of Prospective Teachers in their perception of AAA on the basis of Marital Status

Marital Status	N	Mean	SD	t-value	Level of Significance
Married	90	143.86	18.218	1.99	S
Unmarried	210	135.19	14.120		

(At 5% level of significance, the table value of 't' is 1.98)

It is inferred from the above table that the calculated t-value is 1.99 which is more than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. Therefore, there is significance difference between mean scores of prospective teachers in their perception of AAA on the basis of marital status.

Hypothesis- 3

There is no significant difference between the mean scores of Prospective Teachers in their perception of AAA on the basis of status of college.

Mean scores of Prospective Teachers in their perception of AAA on the basis of Status of College

Status of College	N	Mean	SD	t-value	Level of Significance
Affiliated	200	128.74	14.128	2.21	S
Autonomous	100	118.29	16.30		

(At 5% level of significance, the table value of 't' is 1.98)

It is inferred from the above table that the calculated t-value is 2.21 which is more than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. Therefore, there is significance difference between mean scores of prospective teachers in their perception of AAA on the basis of status of college.

Hypothesis-4

There is no significant difference between the mean scores of Prospective Teachers in their perception of AAA on the basis of location of college.

Mean scores of Prospective Teachers in their perception of AAA on the basis of Location of College

Location of College	N	Mean	SD	t-value	Level of Significance
Rural	100	118.29	16.30	-2.21	S
Urban	200	128.74	14.128		

(At 5% level of significance, the table value of 't' is 1.98)

It is inferred from the above table that the calculated t-value is -2.21 which is more than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. Therefore, there is significance difference between mean scores of prospective teachers in their perception of AAA on the basis of Location of college.

Hypothesis- 5

There is no significant influence of perception of Academic and Administrative Audit on Teaching Competency of Prospective Teachers.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.686a	.471	.470	16.382

a. Predictors: (Constant), AAA

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3757.283	2	107175.497	399.339	.000
	Residual	1139078.113	297	268.382		
	Total	1142835.397	299			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.804	3.507		12.492	.000
	AAA	.090	.033	.096	2.743	.006

a. Dependent Variable: TC

The table 'Model Summary' tells how well the independent variables predict the dependent variable. The measure R tells how well the independent variables predict the outcome of the dependent variable. 'R square', gives the amount of variance in dependent variable explained by the independent variables together. R square varies between 0 and 1. The adjusted R Square is a correction of R Square taking into account the fact of sample rather than the population.

From the above table, it is clear that the adjusted R square, 0.47, moderately predicts the dependent variable, teaching competency. The next table shows ANOVA. It shows that there is significant difference between the mean scores of the variables at 5% level of significance. The 'Coefficients' table shows b, beta and significance of the predictors separately. The 'Beta' parameters give the standardized *effect size* of the variable. Betas show that the Academic and Administrative Audit has significant influence on Teaching Competency.

Discussion and Conclusion

The above results shows that there are significant differences between the perception of Academic and Administrative Audit on the basis of gender, marital status, status of college and the location of the college. This may be due to the regular Academic and Administrative Audit that the institutions undertake. The institutions may be aware of the system, process and outcome of self-evaluation of each academic and administrative process.

Academic and Administrative Audit provides a system of standard based on parameters for quality education and quality enhancement. Its institutional policies, procedures and activities that are designed to promote the outcomes of teaching learning process and also contributes in curriculum development. It also plays a vital role to bring quality in education and maintain it at global level. NEP 2020 also gives envisages on the institutional development plan that will serve as a vision document to guide the institutional transformation. It will guide the academic process and human resource management which will further ensures the quality and equity of all sector of people.

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