IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Correlational Study Between Teacher Professional Excellence And Basic Infrastructure Quality

Authors

Kalyani Kumari[1]

&

Dr. Shaguftah Jabin[2]

1. Research Scholar, Department of Education, L.N. Mithila University Darbhanga, Bihar, India

2. Assistant Professor, Directorate of Distance Education, L.N. Mithila University Darbhanga, Bihar, India

Abstract

Infrastructure is the backbone of a teacher education institution to maintain the quality education. Infrastructure of teacher education institutions includes important elements like classroom, library, laboratories, recreational facilities, staff-office facilities and health-sanitation facilities. Teacher professional excellence means teacher capabilities in teaching, training with pedagogical and technological skills, and research aptitude resulting publication. The study was destined to find out the relationship between infrastructure and teacher professional excellence of teacher education institutions. Population was consisted of teachers of B.Ed. institutions of Binod Bihari Mahto Koyalanchal University (BBMKU), Dhanbad; Ranchi University (RU), Ranchi; and Vinoba Bhave University (VBU), Hazaribag; Sample of 154 teachers from 25 colleges under BBMKU, RU and VBU taken and primary data were collected by standardized tool '*B.Ed. Infrastructure Quality Observation Schedule*' and '*Teacher Professional Excellence Tool*'. Data were analysed by Pearson correlation by use of SPSS software. Findings showed that there is no significant correlation between the infrastructure and teacher professional excellence of teacher education institutions, ($p=0.492$, $N=22$) at 0.05 level of significance. The study reflects that teacher professional excellence is not significantly associated with the infrastructure of teacher education institutions, that teacher are independent of infrastructure, at the same time infrastructure facilities are essential to bring up quality education for the learners and so institutional learning output.

Keywords: Infrastructure, Teacher professional excellence, Classroom infrastructure

INTRODUCTION

Teacher Education Institutions (TEIs) play a vital role to prepare prospective teachers. The basic important criteria for the recognition and affiliation of the TEIs are the infrastructure facilities and qualified teachers according to National Council of Teacher Education (NCTE). Infrastructure is the essential component for the quality of teacher education institutions. Infrastructure of teacher education institutions (B.Ed. colleges) in Jharkhand includes the land and buildings. The B.Ed. colleges in the country India are recognized by the National Council for Teacher Education (NCTE) on the basis of its infrastructure and teachers. Important aspects of Infrastructure include proper classrooms, library facility with reading room, science laboratory, mathematics laboratory, psychology laboratory, and ICT laboratory along with recreational infrastructure facility, health-sanitation infrastructure facility, staff-office facility, and multi-purpose hall for teaching-learning processes. Infrastructure facilities promote quality learning among students of teacher education which is the course for teacher training. Teachers are the backbone of quality teacher educations. Teachers play an important role in the quality improvement by way teacher's professional excellence that enhances the quality of the institutions. Use of ICT, smart or digital board, publication work and participation in workshop, faculty development programmes and seminars at national and international level are some of important aspects of teacher professional quality.

REVIEW OF RELATED LITERATURE

Kundu and Basu (2022) studied the challenges in the implementation of approaches of quality management taking the sample from 25 colleges through purposive and snowball sampling from Jharkhand using Semi-structured questionnaire and interview for data collection, considering the teaching, infrastructure, student result and teacher's job profile. Finding revealed that total quality management was varying on the basis of management type and location of the institution.

Nursalina, Lian & Eddy (2021) studied on infrastructure influence on high school teacher performance under quantitative research taking 105 teachers as sample from district Pedamaran by a questionnaire for data collection. By F-test, correlation coefficient and coefficient determination was it found that infrastructure of school and workplace has significant impact on teacher's performance.

Ansari (2021) aimed to develop the quality of teacher education by teacher excellence and found a positive correlation between quality outcomes of education and quality of teachers.

Omae et.al (2017) evaluated the quality implication of learning infrastructure on secondary school by implying Production Function Theory and sequential explanatory design. Sample was consisted of 181 principals, 181 teachers selected through stratified random sampling and 9 education officers by saturated sampling technique to collect data by questionnaires and interview schedule. Analysis by inferential statistics and thematic analysis revealed a positive association in the model of educational facilities.

Rasheed, Ahmad & Azam (2020) examined the influence of school infrastructure on the professional learning community and teaching practices. By descriptive and thematic analysis, findings revealed that use of integrated

framework by policymakers and school leaders creates a positive learning environment through standard infrastructure and improve Maldives' teaching practices.

Liljinberg, Nordholm & Arlestig (2022) by qualitative case study found that prevailing infrastructures mainly emphasized a rational understanding of knowledge and practical skills, making it possible for superintendents to carry out their everyday tasks.

Mahapatra & Goowalla (2019) under exploratory research having primary data collected from principals by survey through questionnaire and stratified sampling method concluded that the infrastructure facilities in state government schools was very poor in relation to private and central government schools.

Fomba, Talla & Ningaya (2022) by empirical analyses of the sample of 82 developing countries and found that institutional quality has a positive effect on student achievement.

Santika et.al (2021) using a comparison journal to facilities and infrastructure in the field of education revealed that school facilities and infrastructure can improve the quality of education.

Yasin et.al (2010) implying qualitative and quantitative survey of 554 samples, collected data through questionnaire, interview, document analysis and observation and found school adequate and accessible facilities as a need to nurture student interest and motivation.

Imam (2011) studied on quality and excellence in higher education and teacher education by the data collected from teachers through interview from different schools and colleges and found the potential use of teacher profiles to drive staff development and academic improvement.

RATIONALE OF THE STUDY

In the field of teacher education, up gradation of teacher education infrastructure involving classroom, library, laboratory, office and recreational facility are required for knowledge development of the teachers and students. Educational bodies like National Council for Teacher Education (NCTE), the National Assessment and Accreditation Council (NAAC) and National Education Policy (NEP 2020) lay a strong emphasis on improvement of the infrastructure facility in all the teacher education institutions for improvement of teaching-learning quality and training. Quality of education is thought be dependent upon the teacher professional quality, but at the same time, it is also essential to see whether infrastructure quality is associated with teacher professional quality and excellence. Several open sources for quality enhancement are available throughout the internet for faculty development by capacity building and to prepare and develop different learning materials related to course and subjects for effective deliver of educational training. In such circumstances, the institutional infrastructure facilities become an essential requirement to create opportunity and facility to develop professional excellence of the teachers and learning outcomes of learners in teacher education institutions. Therefore, in a way to see association between infrastructure and teacher professional excellence, the present study is a requirement in current time.

OBJECTIVE OF THE STUDY

1. To study the relationship between the Basic Infrastructure Quality and the Teacher Professional Excellence of Teacher Education Institutions (TEIs).

HYPOTHESIS OF THE STUDY

1. There is no significant relationship between the Basic Infrastructure Quality and the Teacher Professional Excellence of Teacher Education Institutions (TEIs).

METHODOLOGY OF THE STUDY

It was descriptive survey research, involving the quantitative data collected from B.Ed. colleges as teacher education institutions in Jharkhand and having descriptive research design. Population consisted of teachers and students of teacher education institutions running 2-year B.Ed. course in Jharkhand. Sample of 946 students was drawn by simple random sampling technique and 154 teachers from constituent and private B.Ed. colleges under the three universities i.e.

i) Binod Bihari Mahto Koyalanchal University (BBMKU), Dhanbad,
ii) Ranchi University (RU), Ranchi, and
iii) Vinoba Bhave University (VBU), Hazaribag.

Data were collect by Self-constructed and standardized tool, i.e. “B.Ed. Infrastructure Quality Observation Schedule (BIQOS)” and “Teacher Professional Excellence Tool (TPET)”, analyzed by use of SPSS including Karl Pearson correlation and its significance for the null hypothesis.

RESULT

Finding for Objective-1: Correlation between the basic infrastructure quality and teacher professional excellence of teacher education institutions (TEIs).

The objective was to study the relationship between the Basic Infrastructure Quality and the Teacher Professional Excellence of Teacher Education Institutions (TEIs). By the data analysis with the help of Carl Pearson Product moment correlation, the result obtained is given in the Table-1 below.

Table-1: Correlation coefficient between the Basic Infrastructure Quality and the Teacher Professional Excellence of Teacher Education Institutions (TEIs)

Variable	R	N	Sig (2-tailed)	Remark
Basic Infrastructure Quality Teacher Professional Excellence	-0.155	22	0.492	p>0.05 (not significant)

From the Table-1, it can be observed that the correlation co-efficient (r) is -0.155 which is not significant at 0.05 level of significance with N=22 and df=20. It indicates that there is no significant relationship between the Basic Infrastructure Quality and the Teacher Professional Excellence (TPE) of Teacher Education Institutions (TEIs). Therefore, the null hypothesis ($H_0$1) that there is no significant relationship between the Basic Infrastructure Quality and the Teacher Professional Excellence of Teacher Education Institutions (TEIs) was not rejected. Further, the commonness between Basic Infrastructure Quality and the Teacher Professional Excellence is 2.402% which is too less. Thus, it can be said that the Basic Infrastructure Quality and the Teacher Professional Excellence of Teacher Education Institutions (TEIs) were found to have no significant relationship.

DISCUSSION AND CONCLUSION

The present study revealed that there is no association between the infrastructure and teacher professional study while Nursalina, Lian & Eddy (2021) by F-test, correlation coefficient and coefficient determination had revealed that the infrastructure of school and workplace has significant impact on teacher's performance. Similar finding of Rasheed, Ahmad & Azam (2020) also revealed that standard infrastructure improve teaching practices. On the other hand, Ansari (2021) found a positive correlation between quality outcomes of education and quality of teachers, and Fomba, Talla & Ningaya (2022) found that institutional quality has a positive effect on student achievement, as Santika et.al (2021) had also found that school facilities and infrastructure can improve the quality of education.

Thus, it can be concluded that the Basic Infrastructure Quality and the Teacher Professional Excellence of Teacher Education Institutions (TEIs) were found to have no significant relationship. It can be said with respect to the finding concerned with the teacher professional excellence that the teachers work for their professional excellence independently without having association with the infrastructure of teacher education institutions, and continues working irrespective of the situations of the basic infrastructure quality of teacher education institutions.

REFERENCES

1. Kundu Anusri & Anindya Basu (2022). A Study on Quality Management in Teacher Education: Issues and Challenges. Education India: A quarterly Refereed Journal of Dialogues on Education, vol.11(1), 2278-2435, pp 1-10
2. Nursalina Beti, Lian Bukman & Syaiful Eddy (2021). Influence of School Infrastructure and Work Environment in the Performance of High School Teachers. Advances in Social Science, Education and Humanities Research, Vol. 565, pp 955-957. Atlantis Press
3. Ansary Karim (2021). A Criticale Review on Quality of Teacher Education in India: Problems and perspectives. IOSR Journal of Humanities And Social Science (IOSR-JHSS), Vol. 26(1) Series 2, pp 22-25
4. Omae, Siocha Nelson, Onderi Henry & Mwebi Benard (2017). Quality Implication of Learning Infrastructure on Performance in Secondary Education: A Small Scale Study of a County in Kenya. European Journal of Education Studies, vol. 3(4), 2501-1111, pp 97-122
5. Rasheed Aminath Adhala, Ahmad Albattat & S.M. Ferdous Azam (2020). The Impact of School Infrastructure on Professional Learning Community and Teaching Practices: A Systematic Literature Review Framework for Maldivian Schools. PalArch's Journal of Archaeology of Egypt/Egyptology(PJAEE), vol.17(11), pp 6692-6707
6. Mette Liljenberg, Daniel Nordholm & Helene Ärlestig (2022) The need for recognised educational infrastructures to support superintendents' professional development, Professional Development in Education, DOI: 10.1080/19415257.2022.2081249
7. Sumanta Kumar Mahapatra & Dr. Horen Goowalla. (2019). A Study on Educational Infrastructure Facilities Provided by Government and Private Schools in Nagaland with Special Reference to Dimapur. *International Journal of Logistics & Supply Chain Management Perspectives*, *8*(02), 3615-3619. Retrieved from https://lscmp.com/index.php/lscmp/article/view/28
8. Fomba, B.K., Talla, D.F. &Ningaye, P. Institutional Quality and Education Quality in Developing Countries: Effects and Transmission Channels. *J Knowl Econ* (2022). Retrieved from https://doi.org/10.1007/s13132-021-00869-9
9. Santika, F., Sowiyah, Pangestu, U., & Nurahlaini, M. (2021). School Facilities and Infrastructure Management in Improving Education Quality. International Journal of Research and Innovation in Social Science (IJRISS), vol.5(6), pp 280-285
10. Yasin, M., Toran, H., Tahar, M. & Bari, S. (2010). Special Education Classroom Infrastructure: Teacher's Views. Procedia- Social and Behavioral Sciences, vol. 7(c), pp-601-604, doi:10.1016/j.sbspro.2010.10.081
11. Imam, A. Quality and Excellence in Teacher Education: Issues & Challenges in India. ZENITH International Journal of Multidisciplinary Research, vol. 1 (7), 2231-5780, pp 387-397