



A STUDY ON ATTITUDES OF STAKEHOLDERS TOWARDS THE REALIZATION OF QUALITY INDICES IN SECONDARY TEACHER EDUCATION PROGRAMME

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Abstract:

The human capital involved with an individual and its rate of return. One of the major aims of education is to help the individual to earn his livelihood. Casual observation and statistical data indicate that people with more education earn higher wages relatively compared to the people with less education. Quality life is the outcome of quality education. Our society demands certain values from an individual. How to preserve the social norms and how to conform the social norms is a part of education. Quality education impacts its students intellectually and socially. This study reveals the attitudes of stakeholders towards the realization of quality indices in Secondary Teacher Education Programme.

Key words: Stakeholders, Quality indices, Quality education

1. Introduction:

The quality in education means, the educational process is such that it ensures students to achieve their goals and thereby satisfies the needs of the society and help in national development. As teachers, principals, heads of departments and planners and policy makers in education we may be having this question in our mind- Why worry about quality? It is not just because of the UGC directive that we should think of quality, rather quality should be a bottom – up approach and everyone should be conscious of why we should worry about quality of our teaching programs and institutions. Some of the reasons are . . . Competition, Customer satisfaction, Maintaining standards, Accountability, Improve, employee morale and motivation, Credibility, prestige and statistics and Image and visibility.

2. Quality in Teacher Education:

Indian institutions of teacher education are far behind their counterparts, in developed countries. We need to make the system of education more innovative for futuristic, in order to respond to the changing, demands of the society.

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. 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.

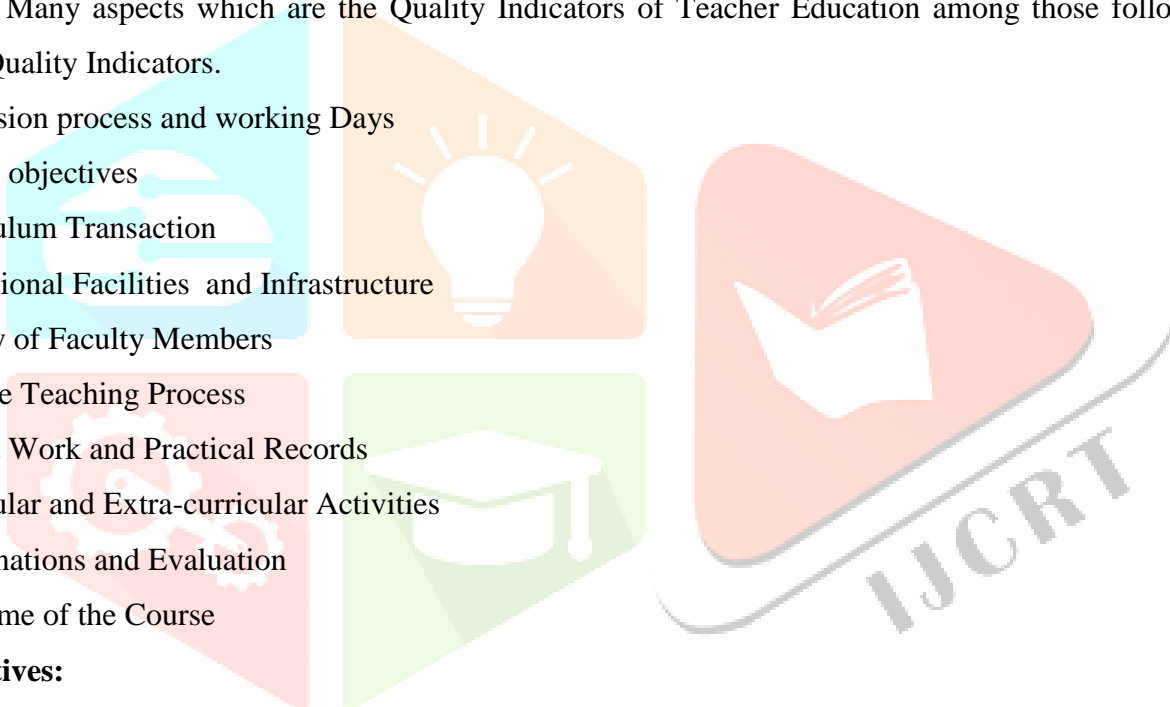
3. Quality Indicators of Teacher Education:

Many aspects which are the Quality Indicators of Teacher Education among those following are the main Quality Indicators.

- 1) Admission process and working Days
- 2) Course objectives
- 3) Curriculum Transaction
- 4) Institutional Facilities and Infrastructure
- 5) Quality of Faculty Members
- 6) Practice Teaching Process
- 7) Project Work and Practical Records
- 8) Curricular and Extra-curricular Activities
- 9) Examinations and Evaluation
- 10) Outcome of the Course

4. Objectives:

- 1) To measure the attitudes of stakeholders towards the realization of quality indices in Secondary Teacher Education Programme.
- 2) To compare the attitudes of stakeholders towards the realization of quality indices in Secondary Teacher Education Programme.



5. Hypothesis:

- 1) There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Admission process and working Days) in Teacher Education Programme.
- 2) There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Course objectives) in Teacher Education Programme.
- 3) There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Curriculum Transaction) in Teacher Education Programme.
- 4) There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Institutional Facilities and Infrastructure) in Teacher Education Programme.
- 5) There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Quality of Faculty Members) in Teacher Education Programme.
- 6) There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Practice Teaching Process) in Teacher Education Programme.
- 7) There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Project Work and Practical Records) in Teacher Education Programme.
- 8) There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Curricular and Extra-curricular Activities) in Teacher Education Programme.
- 9) There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Examinations and Evaluation) in Teacher Education Programme.
- 10) There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Outcome of the Course) in Teacher Education Programme.
- 11) There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices in Teacher Education Programme.

6. Design of the of the study:

Normative survey method has been used in the study. Data were collected by the tool and analysed by using appropriate statistical data.

6.1. Population :

All the teacher trainees, teacher educators, principals of TTIs and Education experts who are there in Karnataka state were the population of the study.

6.2. Sample:

Teacher trainees, teacher educators, principals of TTIs and Education experts who are there in Karnataka state the investigator selected sample by using stratified sampling techniques. The details of the sample are as follows:

Sl. No.	Profession	Particular	Sample size
1.	Teacher Trainee	Studying in the TTIs	50
2.	Teacher Educators	Working in TTIs as teacher Educators	50
3.	Principal	Working in TTIs as Principal	50
4.	Education Experts	Lectures in DIETs, University, Officers in Education Departments etc.	50

6.3. Tool:

Investigator prepared the tool to collect in attitudes of stakeholders toward realization of in Teacher Education Programme. Five point attitude scale has been based on lickert scaling techniques. Scale includes 10 statements for each quality index and hence 100 statements are there in the scale. 5,4,3,2 and 1 marks assign for strongly agree, agree, neutral, disagree and strongly disagree for Positive statement and visa-versa for negative statement.

6.4. Statistical technical study:

The mean, standard deviation, F-test and r-test have been used for analysis of the data. SPSS software was used for analysis of the data.

7. Review of related literature;

- 1) **Tom Russell and Suzin Mc Pherson, (2001)** Conducted research on “Indicators of success in Teacher Education.” Indicators of success in teacher education are reviewed in four major sections, beginning with the quality of teacher education programmes. Subsequent sections consider external and internal factors influencing teacher educators, the relationship of qualifications and professional development to student achievement, and the impact of out of – field teaching. Collaboration and co-operation between schools and Universities are major elements in successful programmes that have brought real change to teacher education. The most promising Criteria for judging the quality of preparation are the perceptions of those learning to teach. Coherence across instructional elements of programmes and between instruction and personal classroom experiences is the most obvious indicator of Quality.
- 2) **Roselia A. Salinas, William Allan Kritsonis (2004)** have conducted a research on “The National Challenge of Teacher Quality and student Achievement in public Schools.” Their research indicates that an increasing demand for teacher accountability and student achievement is at the fore front with the mandate of the No Child left behind Act (NCLB) of 2001. These challenges will be crucial in Urban and rural schools where the need for classroom teachers in critical teaching areas such as bilingual education, special education mathematics, Science, and foreign languages exists.

Unfortunately, University teacher preparation programs are not producing sufficient critical teaching areas teacher candidates to meet the demand; mean while the number of alternatively certified teacher candidates appears to be increasing with the proliferation of alternative certification programs emerging to address the teacher shortages. The academic achievement of our nation’s students is at stake.

8. Analysis of data based on the Hypotheses:

H₀1: There is no significant difference among stakeholders in their Attitudes towards Realization of Quality Indices (Admission process and working Days) in Teacher Education Programme.

Table-1

Result of F test Result of F-test between level attitudes among the stakeholders towards Realisation of Quality Indices (Admission process and working Days) in Teacher Education Programme

Quality Index	Profession	N	Mean	r-value	F-value
Admission process and working Days	Teacher Trainee	100	35.11	0.979 (1&2)	7.214
	Teacher Educator	100	34.91	0.841 (2&3)	
	Principal	100	29.85	0.851 (3&4)	
	Education Expert	100	32.56	0.973 (4&1)	

Table- 1: In Quality Index-1 of the study i.e., Admission process and working Days the computed ‘F’ value is 7.214. It is statistically significant at 0.05 level. Hence, the null hypothesis, that is “There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Admission process and working Days) in Teacher Education Programme” is rejected. The mean of teacher trainees (35.11), is significantly higher than that of the mean of Teacher Educator (34.91), Principal (29.85), Education Expert (32.56). It indicates that the teacher trainees have positive attitude than that of other stakeholders in the aspect of the study i.e., entrance test, admissions and working days towards quality indices of secondary teacher education programme. Table -1 also indicates that there is positive and significant correlation among the attitude scores the stakeholders.

H₀2: There is no significant difference among stakeholders in their attitude towards Realization of Quality Indices (Course objectives) in Teacher Education Programme.

Table-2

Result of F test Result of F-test between level attitudes among the stakeholders towards Realisation of Quality Indices (Course objectives) in Teacher Education Programme

Quality Index	Profession	N	Mean	r-value	F-value
Course objectives	Teacher Trainee	50	39.76	0.001 (1&2)	191.37
	Teacher Educator	50	27.25	0.047 (2&3)	
	Principal	50	37.45	0.358 (3&4)	
	Education Expert	50	37.23	0.031 (4&1)	

Table- 2: In Quality Index-2 of the study i.e., Course objectives the computed 'F' value is 191.37. It is statistically significant at 0.05 level. Hence, the null hypothesis, that is "There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Course objectives) in Teacher Education Programme" is rejected. The mean of teacher trainees (39.76), is significantly higher than that of the mean of Teacher Educators (27.25), Principals (37.45), Education Experts (37.23). It indicates that the teacher trainees have positive attitude than that of other stakeholders in the aspect of the study i.e., Course objectives towards quality indices of secondary teacher education programme. Table -2, also indicates that there is positive and significant correlation among the attitude scores the stakeholders.

H₀3: There is no significant difference among stakeholders in their attitude towards Realization of Quality Indices (Curriculum Transaction) in Teacher Education Programme.

Table-3

Result of F test Result of F-test between level attitudes among the stakeholders towards Realisation of Quality Indices (Curriculum Transaction)in Teacher Education Programme

Quality Index	Profession	N	Mean	r-value	F-value
Curriculum Transaction	Teacher Trainee	50	32.38	0.788 (1&2)	270.42
	Teacher Educator	50	35.08	0.016 (2&3)	
	Principal	50	42.75	0.045 (3&4)	
	Education Expert	50	42.59	0.067 (4&1)	

Table- 3: In Quality Index-3 of the study i.e., Curriculum Transaction the computed 'F' value is 270.42. It is statistically significant at 0.05 level. Hence, the null hypothesis, that is "There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Curriculum Transaction) in Teacher Education Programme" is rejected. The mean of Principals (42.75), is significantly higher than that of

the mean of Teacher Educator (32.38), teacher trainees (35.08), Education Experts (42.59). It indicates that the teacher trainees have positive attitude than that of other stakeholders in the aspect of the study i.e., Curriculum Transaction towards quality indices of secondary teacher education programme. Table -3, also indicates that there is positive and significant correlation among the attitude scores the stakeholders.

H₀4: There is no significant difference among stakeholders in their attitude towards Realization of Quality Indices (Institutional Facilities and Infrastructure) in Teacher Education Programme.

Table-4

Result of F test Result of F-test between level attitudes among the stakeholders towards Realisation of Quality Indices (Institutional Facilities and Infrastructure) in Teacher Education Programme

Quality Index	Profession	N	Mean	r-value	F-value
Institutional Infrastructure and Facilities	Teacher Trainee	50	37.68	0.845 (1&2)	75.17
	Teacher Educator	50	40.23	0.824 (2&3)	
	Principal	50	27.62	0.941 (3&4)	
	Education Expert	50	32.44	0.944 (4&1)	

Table- 4: In Quality Index-4 of the study i.e., Institutional Infrastructure and Facilities the computed 'F' value is 75.17. It is statistically significant at 0.05 level. Hence, the null hypothesis, that is "There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Institutional Facilities and Infrastructure) in Teacher Education Programme" is rejected. The mean of Teacher Educator (40.23), is significantly higher than that of the mean of Principal (27.62), teacher trainees (37.68), Education Expert (32.44). It indicates that the teacher trainees have more positive attitude than that of other stakeholders in the aspect of the study i.e., Curriculum Transaction and Time Table towards quality indices of secondary teacher education programme. Table -4 also indicates that there is positive and significant correlation among the attitude scores the stakeholders.

H₀5: There is no significant difference among stakeholders in their attitude towards Realization of Quality Indices (Quality of Faculty Members) in Teacher Education Programme.

Table-5

Result of F test Result of F-test between level attitudes among the stakeholders towards Realisation of Quality Indices (Quality of Faculty Members) in Teacher Education Programme

Quality Index	Profession	N	Mean	r-value	F-value
Quality of Faculty Members	Teacher Trainee	50	42.26	0.855 (1&2)	139.15
	Teacher Educator	50	34.94	0.043 (2&3)	
	Principal	50	37.36	0.093 (3&4)	
	Education Expert	50	42.59	0.040 (4&1)	

Table- 5: In Quality Index-5 of the study i.e., Quality of Faculty Members the computed 'F' value is 139.15. It is statistically significant at 0.05 level. Hence, the null hypothesis, that is "There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Quality of Faculty Members) in Teacher Education Programme" is rejected. The mean of Education Experts (42.59), is significantly higher than that of the mean of Principals (37.36), teacher trainees (42.26), Teacher Educators (34.94). It indicates that the Education Experts have positive attitude than that of other stakeholders in the aspect of the study i.e., Quality of Faculty Members towards quality indices of secondary teacher education programme. Table -5 also indicates that there is positive and significant correlation among the attitude scores the stakeholders.

H₀₆: There is no significant difference among stakeholders in their attitude towards Realization of Quality Indices (Practice Teaching Process) in Teacher Education Programme.

Table-6

Result of F test Result of F-test between level attitudes among the stakeholders towards Realisation of Quality Indices (Practice Teaching Process) in Teacher Education Programme

Quality Index	Profession	N	Mean	r-value	F-value
Practice Teaching Process	Teacher Trainee	50	34.75	0.858 (1&2)	58.71
	Teacher Educator	50	40.04	0.025 (2&3)	
	Principal	50	42.83	0.023 (3&4)	
	Education Expert	50	42.38	0.045 (4&1)	

Table- 6: In Quality Index-5 of the study i.e., Practice Teaching Process the computed 'F' value is 58.71. It is statistically significant at 0.05 level. Hence, the null hypothesis that is "There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Practice Teaching Process) in Teacher Education Programme is rejected. The mean of Principals (42.83), is significantly higher than that of the mean of Education experts (42.38), teacher educators (40.04), Teacher Educators (34.75). It indicates that the teacher trainees have more positive attitude than that of other stakeholders in the aspect of the study i.e., Practice Teaching Process towards quality indices of secondary teacher education programme. Table

-6 also indicates that there is positive and significant correlation among the attitude scores the stakeholders.

H₀₇: There is no significant difference among stakeholders in their attitude towards Realization of Quality Indices (Project Work and Practical Records) in Teacher Education Programme.

Table-7

Result of F test Result of F-test between level attitudes among the stakeholders towards Realisation of Quality Indices (Project Work and Practical Records) in Teacher Education Programme

Quality Index	Profession	N	Mean	r-value	F-value
Project Work and Practical Records	Teacher Trainee	50	40.08	0.822 (1&2)	301.28
	Teacher Educator	50	34.97	0.005 (2&3)	
	Principal	50	22.65	0.040 (3&4)	
	Education Expert	50	32.32	0.015 (4&1)	

Table- 7: In Quality Index-7 of the study i.e., Project Work and Practical Records the computed 'F' value is 301.28. It is statistically significant at 0.05 level. Hence, the null hypothesis that is "There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Project Work and Practical Records) in Teacher Education Programme is rejected. The mean of teacher trainees (40.08), is significantly higher than that of the mean of Education experts (32.32), teacher educators (34.97), Principals (22.65). It indicates that the teacher trainees have more positive attitude than that of other stakeholders in the aspect of the study i.e., Project Work and Practical Records towards quality indices of secondary teacher education programme. Table -7 also indicates that there is positive and significant correlation among the attitude scores the stakeholders.

H₀₈: There is no significant difference among stakeholders in their attitude towards Realization of Quality Indices (Curricular and Extra-curricular Activities) in Teacher Education Programme.

Table-8

Result of F test Result of F-test between level attitudes among the stakeholders towards Realisation of Quality Indices (Curricular and Extra-curricular Activities) in Teacher Education Programme

Quality Index	Profession	N	Mean	r-value	F-value
Curricular and Extra-curricular Activities	Teacher Trainee	50	32.38	0.032 (1&2)	71.74
	Teacher Educator	50	37.44	0.095 (2&3)	
	Principal	50	37.29	0.239 (3&4)	
	Education Expert	50	37.3	0.095 (4&1)	

Table- 8: In Quality Index-8 of the study i.e., Curricular and Extra-curricular Activities the computed 'F' value is 71.74. It is statistically significant at 0.05 level. Hence, the null hypothesis, that is "There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Curricular

and Extra-curricular Activities) in Teacher Education Programme” is rejected. The mean of teacher educators (37.44), is significantly higher than that of the mean of Education experts (37.30), teacher trainees (32.38), Principals (37.29). It indicates that the teacher educators have more positive attitude than that of other stakeholders in the aspect of the study i.e., Curricular and Extra-curricular Activities towards quality indices of secondary teacher education programme. Table -8 also indicates that there is positive and significant correlation among the attitude scores the stakeholders.

H₀₉: There is no significant difference among stakeholders in their attitude towards Realization of Quality Indices (Examinations and Evaluation) in Teacher Education Programme.

Table-9

Result of F test Result of F-test between level attitudes among the stakeholders towards Realisation of Quality Indices (Examinations and Evaluation) in Teacher Education Programme

Quality Index	Profession	N	Mean	r-value	F-value
Examinations and Evaluation	Teacher Trainee	50	37.57	0.040 (1&2)	101.82
	Teacher Educator	50	37.53	0.012 (2&3)	
	Principal	50	42.7	0.096 (3&4)	
	Education Expert	50	42.67	0.019 (4&1)	

Table- 9: In Quality Index-9 of the study i.e., Examinations and Evaluation the computed ‘F’ value is 101.82. It is statistically significant at 0.05 level. Hence, the null hypothesis, that “There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Examinations and Evaluation) in Teacher Education Programme” is rejected. The mean of Principals (42.70), is significantly higher than that of the mean of Education experts (42.67), teacher trainees (37.57), teacher Educators (37.53). It indicates that the Principals have more positive attitude than that of other stakeholders in the aspect of the study i.e., Examinations and Evaluation towards quality indices of secondary teacher education programme. Table -9 also indicates that there is positive and significant correlation among the attitude scores the stakeholders.

H₀10: There is no significant difference among stakeholders in their attitude towards Realization of Quality Indices (Outcome of the Course) in Teacher Education Programme.

Table-10

Result of F test Result of F-test between level attitudes among the stakeholders towards Realisation of Quality Indices (Outcome of the Course) in Teacher Education Programme

Quality Index	Profession	N	Mean	r-value	F-value
Outcome of the Course	Teacher Trainee	50	42.66	0.065 (1&2)	402.94
	Teacher Educator	50	42.86	0.127 (2&3)	
	Principal	50	27.63	0.033 (3&4)	
	Education Expert	50	32.41	0.034 (4&1)	

Table- 10: In Quality Index-10 of the study i.e., Outcome of the Course the computed 'F' value is 402.94. It is statistically significant at 0.05 level. Hence, the null hypothesis, that is "There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Outcome of the Course) in Teacher Education Programme" is rejected. The mean of teacher educators (42.86), is significantly higher than that of the mean of Education expert (32.41), teacher trainees (42.66), principals (27.63). It indicates that the teacher educators have more positive attitude than that of other stakeholders in the aspect of the study i.e., Outcome of the Course towards quality indices of secondary teacher education programme. Table -10 also indicates that there is positive and significant correlation among the attitude scores the stakeholders.

9. Findings:

- 1) There is significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Admission process and working Days) in Teacher Education Programme.
- 2) There is significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Course objectives) in Teacher Education Programme.
- 3) There is no significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Curriculum Transaction) in Teacher Education Programme.
- 4) There is significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Institutional Facilities and Infrastructure) in Teacher Education Programme.
- 5) There is significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Quality of Faculty Members) in Teacher Education Programme.
- 6) There is significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Practice Teaching Process) in Teacher Education Programme.
- 7) There is significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Project Work and Practical Records) in Teacher Education Programme.
- 8) There is significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Curricular and Extra-curricular Activities) in Teacher Education Programme.

- 9) There is significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Examinations and Evaluation) in Teacher Education Programme.
- 10) There is significant difference among stakeholders in their attitude towards Realisation of Quality Indices (Outcome of the Course) in Teacher Education Programme.

10. Educational implications:

The study reveals following educational implications:

1. Every stakeholder were not compromise the quality of Education
2. All most all stakeholder are having almost same level of attitude for each aspect of quality of Education (Statement).
3. We have taken care of quality of education by studying Quality Indices thoroughly.
4. The positive attitudes of all stakeholders indicates that every wish a quality education especially teacher Education.

11. Summary:

All stakeholders have almost more than 80% positive attitudes to each quality indices, it means all the stakeholders wants quality education with innovate strategies and educational technology.

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