

## Research Article

## Do Managerial Skills Address Quality Issues In Teacher Education – An Introspection

**Dr. G. Subramonian**

Associate Professor,  
SRMV College of Education  
(Autonomous), Coimbatore- 641 020.

**Dr. N. Muthaiah**

Principal,  
SRMV College of Education  
(Autonomous), Coimbatore- 641 020.

### ABSTRACT

Management of education is an integral part of the total education system. Providing good quality education to the masses at an affordable cost should be the utmost concern of a developing country. Leadership in TQM requires a continuous cultural change, and all the members need to be guided through that change. So the concept of leadership needs to follow some requirement in TQM environment. For the present study, investigators selected the Principals (Head of the Institution) in various Colleges of Education (Teacher Training Colleges) in Tamil Nadu state was chosen. The investigator used random sampling technique for the study. Principals Institutional Perception Scale (PIPS) was used for the study. Analysis of data deals with analysis of perception of Principals on quality indicators and inter correlation study of all the quality indicators. The major implication of the study was, Innovation in teaching, promotion of research, participation of teachers in innovative programs must be made as part and parcel of any teacher education program. Student centered approach and need based approach should be followed in planning for curricular and co-curricular activities of teacher education program.

**Keywords:** Managerial Skills, Quality Issues, Teacher Education, Educational Leadership, Introspection

## **Introduction**

Education is an indispensable need of mankind. It aims at educating the masses to become better citizens and more useful members of society. Education plays a major role in bringing together social, economic and political systems which are responsible for national development. Education is associated with quality of life, related to production and interrelated with the promotion of social and national integration. Management plays an important role for effective functioning of the education system. Effective management of educational system helps all individuals experience in those fields which contributes to national development. Due to globalization, quality assurance has become a demand of the clientele. Management is a commonsense approach to get the work done. It requires a consensus of mindset for the group executing the decisions. Management dynamics should be capacity driven depending on the resources, time and cost. Management of education is an integral part of the total education system. The Head of Institution or the Principal of any educational institutions should acquire certain managerial skills, knowledge and attitudes for the successful handling of quality enhancement.

## **The concept of Quality in Teacher Education**

Quality refers to the basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. In fact, quality is a matter of perception, it is relative, attainable, measured inferentially and is applicable to the system and its parts. Providing good quality education to the masses at an affordable cost should be the utmost concern of a developing country. In the field of teacher education, the concept of quality refers to the totality of features and characteristics of the student teachers acquired as a result of the teacher education program. In the words of Feignbaum (1951), if the expectations of schools, students, parents and other stakeholders in the society are met to indicate that the right type of teachers have been prepared by the teacher education institutions and if the teachers continue to improve themselves, then and there the value added is education. Such teachers will continue to meet the needs of the society.

Academic, administrative and financial aspects- these are the three aspects need to be managed in any educational institution. Besides these, the human and physical resources to be

managed in their optimum level. In other words, management of input-process-output (product) is of utmost concern of the system of teacher education. If every aspect possessing good quality, then the output, i.e., the teacher will fulfil the needs of the society.

### **Leadership and Quality Management**

In the words of Mittal (1999), leadership is defined in the context of Total Quality Management as providing and driving the vision. It is a management approach for an organization which concentrates on quality practice based on the participation of all of its members aiming at long term success through customer satisfaction and benefits to all members of the organization and to the society. Continuous improvement results in the continuous success in an organization are the only way of achieving total quality in an organization. Leadership in TQM requires a continuous cultural change, and all the members need to be guided through that change. Such a continuous improvement can be achieved through motivated employees, who work in terms and used productive resources for the benefit of increasing customer's satisfaction. So the concept of leadership needs to following requirements in TQM environment.

- ❖ Defining and communicating jobs and directions
- ❖ Ensuring the goals and expectations are met
- ❖ Reviewing performance and taking appropriate action
- ❖ Promoting creativity, innovation and continuous improvement
- ❖ Recognizing and ensuring all employee contributions
- ❖ Motivating, inspiring and energizing employees
- ❖ Get feedback from users.

### **Dimensions of Quality Indicators in Teacher Education**

Quality of education is a multi-dimensional concept. It includes the quality of INPUTS in the form of students, faculty, staff, infrastructural facilities, curriculum, library and laboratory, learning resources and management. The quality of PROCESS in the form of curriculum transaction, teaching learning process and utilization of learning resources, and the quality of OUTPUT in the form of a well-trained teacher, who move out of the system. As in the words

of Seymour (1992), with more attention paid to the quality of higher education, quality has increasingly been seen as something that can and should be managed and improved. Total Quality Management (TQM) can be considered as the first quality management mode] in higher education that caused a lot of discussions about potential relevance for the sector, as well as its educational and social implications (Stensaker, 2007)

To ensure the quality aspects in a teacher education institution, the Head of the institution should follow certain parameters as the quality of students, quality of faculty, appropriate teaching pedagogy, quality infrastructure, quality control, proper leadership and management etc. For our study, the head of the institutions has to focus on the following essential quality indicators:

- \* Customer orientation
- \* Client Education
- \* Satisfaction with quality
- \* Participation
- \* Innovation
- \* Parents Involvement
- \* Linkage

### **Rationale for the study**

Quality is the totality of characteristics of an entity that bears on its ability to satisfy stated and implied needs. Generally, the mission and vision of any educational organization is the development of individual and society. The development in the proper direction is possible only if education provided by the organization is of relevance which is one major components of quality. In this context, if we think about providing quality education, it becomes necessary to know what constitutes quality in education. Therefore, the results indicate that quality factors can and should be used in teacher education also.

The report of Education Commission (1964-66) states, "The destiny of India is being shaped in classrooms. The most important and urgent reform needed in education is to transform it, to endeavour to relate it with the life, needs and aspirations of the people and hereby make it a powerful instrument of social change necessary for the realisation of the national goals."

Teachers are the backbone of the society. The reforms in the teacher education are the need of the hour to achieve the national goals. The national goals spelled out the education should be developed so as to increase productivity, achieve social and national integration, strengthen democracy, accelerate the process of modernisation and cultivate social, moral and spiritual values. The national goals cannot be achieved without the educational development. Teacher education has a significant role to play in maintaining the quality of education quantitatively as well as qualitatively. Quality management is not an overnight process and it is not the product of a single hand. At this point, quality management becomes important and The investigator has attempted to make a thorough study on the application of quality management in teacher education institutions in Tamil Nadu.

### **Objective of the Study**

To analyse the perception of principals on different quality indicators as customer orientation, client education, satisfaction with quality, participation, innovation, parents Involvement, and linkage on line with total quality management.

### **Population and Sample**

For the present study, Colleges of Education (Teacher Training Colleges) in Tamil Nadu state was chosen. The investigator selected the Principals (Head of the Institution) of all Government and Government Aided Colleges of Education in Tamil Nadu.

### **Variables used in the study**

The ‘perception’ is the dependent variable. This study aimed at investigating the effect of inter-correlation between the variables selected for the study. This study aimed at finding out how the quality indicators are linked with each one and also which one dominating in taking effective decisions.

### **Tool used for the study**

Principals Institutional Perception Scale (PIPS) was used for the study. The scale consists of seven quality indicators namely, customer orientation, client education, satisfaction with quality, participation, innovation, parents involvement and linkage.

**Statistical Techniques used**

For the present investigation, quantitative analysis was made on the data collected through the perception scales prepared for the principals. Coefficient of correlation were used for interpreting the results of the perception scores of on total quality management.

**Analysis of Data**

Analysis of data deals with analysis of perception of Principals on quality indicators and inter con-elation study of all the quality indicators. It consist of, analysis of Mean scores of Principals on various quality indicators and inter con-elation between quality indicators.

**Analysis of Mean scores of Principals on various quality indicators**

The perception scores of principals on seven quality indicators of total quality management using PIPS were analysed and presented in the Table I.

**Table 1**  
**Perception Scores of Principals on Quality Indicators using PIPS**

Serial No.	Quality Indicators	Average Mean Score
1	Customer Orientation	13.87
2	Client Education	14.87
3	Satisfaction with Quality	15.2
4	Participation	13.67
5	Innovation	15.47
6	Parents involvement	13.07
7	Linkage	13.08
Overall Average		14.27

Table 1 focused the various mean scores of seven quality indicators prescribed for the perceptions of the principals using PIPS. Higher mean values (15.47, 15.2) obtained by the indicators such as 'innovation' and 'satisfaction with quality' revealed that the Principals perceived these as important factors of Total Quality Management (TQM) processes in maintaining quality in Teacher Education for implementing continuous improvement. Almost similar mean values were obtained by the other indicators selected for the study as perceived by the Principals on total quality management. It indicated that the quality of education need to be further improved upon to ensure total quality in Teacher Education.

### **Inter-Correlation between quality indicators of PIPS on the basis of responses of Principals**

The perception scores of principals on seven quality indicators of TQM using PIPS were analyzed and derived inter correlation between those quality indicators. The result were presented in the Table 2.

**Table 2**  
**Inter - Correlation between quality indicators of PIPS**  
**on the basis of response of Principals**

	<b>Customer Orientation</b>	<b>Client Education</b>	<b>Satisfaction with Quality</b>	<b>Participation</b>	<b>Innovation</b>	<b>Parents involvement</b>	<b>Linkage</b>
Customer Orientation	1.000	0.098	0.034	0.276	0.544	0.138	0.076
Client Education		1.000	0.187	0.341	0.019	0.227	0.188
Satisfaction with Quality			1.000	0.331	0.774	0.198	0.067
Participation				1.000	0.295	0.115	0.247
Innovation					1.000	0.087	0.044
Parents involvement						1.000	1.204
Linkage							1.000

It revealed that there was high correlation (0.774) between 'satisfaction with quality' and 'innovation'. Substantial correlation (0.554) noticed between 'customer orientation' and 'innovation'. The inter relationship between other quality indicators among themselves was found 'low' and 'negligible'. It indicated the framed null hypothesis, **"There is no inter relationship between the quality indicators as perceived by the principals towards total quality management in teacher education"** is rejected at 0.01 level of significance with regard to quality indicators innovation, satisfaction with quality and customer orientation. Hence, it was inferred that there was interrelationship between innovation and other indicators of satisfaction with quality and customer orientation.

In the case of inter relationship between other quality indicators among themselves, the framed hypothesis, **"There is no inter relationship between the quality indicators as perceived by the principals towards total quality management in teacher education"** is tenable at 0.01 level of significance as there were low and very negligible relationship among quality indicators.

### **Implications of the study**

The present study puts forth the result that there were interrelationship between the quality indicator 'innovation' and other indicators 'satisfaction with quality' and 'customer orientation'. The following are the implications of the study.

- \* Innovation in teaching, promotion of research, participation of teachers in innovative programmes must be made as part and parcel of any teacher education programme.
- \* Besides fulfilling the existing needs of quality maintenance, the stakeholders of any teacher education programme should go for further improvement of quality as and when required.
- \* Student centered approach and need based approach should be followed in planning for curricular and co-curricular activities of teacher education programme.
- \* Interdisciplinary approach must be followed in dealing with any situation in a teacher education programme.
- \* Obtaining regular feedback from teachers and students would be more useful to plan for implementing any new innovative idea in teacher education.



## Conclusion

Teacher education comes under the higher education. This higher education takes a vital role in human capital formation. Economic development of one country is also correlated with the development of higher education, says the World Bank (1998). In any educational programme, the teacher is the most important element. Adequate number of well qualified teachers can implement the educational process through which the desired development of the students is brought out. The quality of the teacher, to a large extent, depends on the quality of teacher education received by him/her. The present study clearly indicated that the principal as leader is stronger area in all types of institutions such as government, government aided and self-financing institutions. Thus, the leader of the institution need to possess important qualities of leadership, manager, administrator and researcher.

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