

**RESEARCH PAPER****The Role of Teachers in Quality Assurance in Indian Higher Education****Sarla Sharma**

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ABSTRACT

Quality in education has been described as a 'degree of excellence'. In order to meet the requirements of modern industry, business and society, it is necessary to develop effective quality assurance and assessment systems that are internationally standardized and recognized. The entire educational process revolves around the two major components of the educational systems, the teacher and the student. This study has been focused upon one of these components, that is, the role of teacher in quality assurance. The main objective of this study is to explore the relationship of socio-economic background of the college teachers of Rajasthan and their impact on their role performance for quality assurance in higher education.

Key words: *Quality assurance, Teacher, Socio-economic, Role, Higher Education*

Received: 5th Oct. 2017, Revised: 11th Nov. 2017, Accepted: 20th Nov. 2017

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How to cite this article:

Sharma S. (2018): The Role of Teachers in Quality Assurance in Indian Higher Education. AJMECS, Vol. 3[1]: Jan., 2018: 1-6.

INTRODUCTION

Regular monitoring and assessment of educational institutions is essential for quality assurance, recognizing this need, the GOI has framed the National Policy on Education. The role of teacher is at the focal point so far as the quality in education is concerned. To play this role effectively, the teacher should be more aware and need to be responsive towards societal concerns. Rapidly changing society requires the acquisition of more and more knowledge in lesser and lesser time. The challenge for the teachers and educational administrators is to ensure the quality in diverse area such as knowledge, cultural and sports and above all to make one good citizen for the society who is productive and employable in the society.

Considerable attention has been directed for quality assurance in higher education during the last two decades, largely because of the fact that 'education is essential for national development and economic prosperity. The quality issues in education are viewed to be multidimensional, to be conceptualized in terms of input indicators, process indicators and output indicators.

In this context, quality assurance means the development of mechanisms and procedures that are designed and used to maintain and enhance institutional effectiveness. It is probably best described by the Japanese term "kaizen" meaning 'continuous improvement'. For effective quality assurance in higher education, the aspects that need to be motivated and assessed are-

1. Infrastructure and learning resources including student support
2. Curricula design
3. Teaching and learning methodologies

4. Evaluation and mechanisms of student progression
5. Linkages with research and community.

OBJECTIVE

1. To find out the socio-economic background of the college teachers in Rajasthan
2. To find out the linkage between the responses of teachers and their socio-economic backgrounds in the context of teacher-student interaction.

REVIEW OF LITERATURE

Sachchidananda (2016) discusses researches in sociology of education under five broad categories namely (i) education as a social system, (ii) school as a social system, (iii) education and society, (iv) education and politics, (v) miscellaneous category which includes a review of research in sociology of education'. He has commented that the teachers' role in education has not received as much attention as it deserves. The problem of teacher's absenteeism is becoming acute. Halim (2014) Considerable attention has been directed to quality assurance in higher education during the last two decades, largely because of the fact that 'education is essential for national development and economic prosperity. The quality issues in education are viewed to be multidimensional, to be conceptualized in terms of input indicators, process indicators and output indicators.

NEED FOR THE STUDY

There is an urgent need to look at the priorities of our times as far as social development through education is concerned. The socio-cultural aspects of society are inter-related with each other and system of education is to be seen in this framework, since it is dependent on political, economic, social and cultural factors operating in society. The findings of the study pertaining to educational problems as perceived by teachers are expected to provide an insight to educational planners and administrators to find out the solutions to these problems and strengthen the mechanisms to improve quality of higher education, necessary in last-changing Indian society.

SCOPE OF THE STUDY

The scope of the study restricted to the teachers of the colleges in Rajasthan. For the collection of the primary data, the study was confined to the districts of Jaipur and Kota.

RESEARCH METHODOLOGY

SAMPLING UNIT:

In this study, the sampling units were the teachers of colleges (Govt. & Private) of the state of Rajasthan.

SAMPLE SIZE:

The total sample size was restricted to 200.

SAMPLING DESIGN:

Keeping in mind the nature of data required for the study, convenience sampling technique has been used.

DATA COLLECTION:

In the present study, we have made use of primary data collected through questionnaire. We have also used information available on web-portals.

QUESTIONNAIRE METHOD:

The primary data was collected by administering structured questionnaire to the teachers of colleges of Rajasthan.

STATISTICAL TOOLS AND TECHNIQUES

In this study, Weighted Average and percentage techniques have been used.

SOCIO-ECONOMIC BACKGROUND OF COLLEGE TEACHERS

1. The distribution of the teachers on the basis of gender revealed that 57.47% were females and 42.33% were males.
2. As regards to their marital status 86.21% of the teachers belonged to married strata and the rest of 13.79% were unmarried.
3. The distribution of the teachers according to their monthly income indicates that 70.50% teachers falls in the category of above Rs. Fifty Thousand income group and the others 29.50% fall into the category of upto fifty thousand.
4. The family background of the teacher consists of two categories one who came under rural background and the others from the urban background majority of the teachers i.e. 67.05% belonged to urban background and 32.95% of the teachers were from the rural family background strata.
5. The school background of the teachers was also taken under consideration as one of the socio-economic variables. The school background of the teachers is divided in two categories- government school background and public/private school background. There were 46.68% of the teachers with their schooling from public/private and 56.32% of the teachers with government school background.
6. The distribution of the teachers according to their nature of job revealed that 78.93% of the teachers had permanent jobs and 21.07% of the teachers came under the category of temporary jobs.
7. Two major faculties of the teachers- science faculty and arts faculty were undertaken. A large proportion of the teacher i.e. 66.28% came under arts faculty and 33.72% under science faculty.
8. The distribution of the teachers according to their teaching experience indicated 39.85% of the teachers had up to ten years teaching experience, 31.80% had their experience between ten and twenty years and the rest of the teachers 28.35% had more than twenty years teaching experience.

The responses of teachers were analyzed in terms of nine sociological variables i.e. age, gender, marital status, monthly income, family background, school background, type of recruitment, type of faculty and teaching experience.

TEACHING-LEARNING PROCESS

The analysis of the data regarding responses of the teachers regarding teacher-student interaction leads to certain findings as following-

A. The teachers were asked to given their responses regarding extra time given by them to their students outside the class. The findings in this context are as follows:

The data revealed that 72.03% of the teachers were giving extra time to the students outside the class, but 27.97% were not giving any extra time to the students outside the class.

The responses given by the teachers in the concerned question were studied across levels of nine socio-economic variables. The findings in this regard are as follows-

- a. A higher proportion of middle age group (76.92%) and elder age group (88.89%) of teachers were giving extra time in comparison to the below 30 years age group of the teachers.
- b. A higher proportion of males (85.59%) in comparison of females (62.00%) were giving extra time to the students.
- c. A higher proportion of married teachers (69.78%) were giving extra to the students in comparison to un-married teachers (33.33%).

- d. A large number of the teachers belonging to both lower income group (71.43%) and higher income group category (72.28%) of the teachers were giving extra time to the students.
- e. A large number of teachers belonging to government school background (93.88%) were giving extra time to the students in comparison to public/private school background (43.86%).
- f. Majority of the teachers belonging to urban family background (90.86%) were not giving extra time to the students as compared to the teachers belonging to rural family background (33.72%).
- g. A higher proportion of the teachers in permanent jobs (84.95%) were giving extra time but the temporary teachers (23.64%) were not.
- h. A large proportion of teachers belonging to arts faculty (96.53%) were giving extra time to the students in comparison to the teachers of science faculty (23.86%).
- i. A higher proportion of teachers having more than ten years (97.59%) and more than twenty years of teaching experience (75.67%) were giving extra time to the students as compared to the teachers having less than ten years of teaching experience (49.04%).

B. The teachers were asked to give their responses regarding type of appreciation given by them to students for hard work. The findings in this regard are as follows:

47.51% of the teachers adopted direct ways of appreciation by recognizing their work in presence of other students and 36.02% of the teachers adopted indirect ways of public appreciation by involving other students to clap so that whole class appreciates their work and emulate the same and 16.47% of the teachers have not adopted any way of appreciation.

The responses given by the teachers in the concerned question were studied across levels of nine socio-economic variables. The findings in this regard are as follows-

- a. The data in this regard revealed that majority of the teachers below the age of thirty years (70.18%) were adopting direct ways of appreciation as compared to above 40 years category of teachers (46.83%) adopted indirect ways of appreciation.
- b. A higher proportion of male teachers (55.87) adopted direct ways but female in majority adopted (51.33%) indirect ways of appreciation.
- c. A large number of married teachers (53.33%) adopted direct ways but public school teachers in majority (50.87%) adopted indirect ways.
- d. Majority of science faculty (59.09%) adopted direct ways in comparison to arts faculty (41.62%).
- e. A large proportion of teachers belonging to less than 10 years' experience category (66.35%) adopted direct ways in comparison to more than 20 years of teaching experience (57.70%) adopted indirect ways.

C. The teachers were asked to give their responses regarding ways to control their class. The findings in this context are as follows:

A large number of teachers i.e. 57.68% adopted persuasive ways to control the class. 42.32% of the teachers giving more class work as a ways to control the class.

The responses given by the teachers in the concerned question were studied across levels of nine socio-economic variables. The findings in this regard are as follows-

- a. The analysis of the data reveals that a large proportion of teachers belonging to younger age group (56.14%) adopted persuasive ways in comparison elder age in majority (69.05%) adopted punitive ways to control the class.
- b. A higher proportion of the males (47.45%) adopted persuasive ways in comparison to 60.67% of females adopted punitive ways.
- c. A large proportion of lower income group of teachers (77.92%) adopted persuasive ways but 66.30% of higher income group adopted punitive ways to control the class.

- d. Rural background teachers in majority (58.14%) adopted persuasive ways but urban in majority (56.57%) adopted punitive ways to control the class.
- e. A very large proportion (72.18%) of public/private school background teachers adopted punitive ways in comparison to 45.58% of government school background in majority adopted only persuasive ways.
- f. Permanent category of teachers in majority (54.37%) adopted punitive ways as compared to temporary teachers in majority (61.82%) adopted only persuasive ways to control the class.
- g. Art faculty teachers (55.49%) adopted punitive ways as compared to science faculty (46.59%) adopted only persuasive ways to control the class.
- h. A very large proportion of teachers belonging to less than 10 years teaching experience category (53.84%) adopted direct ways to control the class in comparison between 10 to 20 years teaching experience category (63.86%) and more than 20 years (60.22%) adopted indirect ways to control the class.

D. The teachers were asked to give their views about need of regular class tests for the studies. The findings in this regard are as follows:

A large proportion of the teachers i.e. 87.74% were in favour of regular class tests and 12.26% of the teachers were not in favour of regular class tests.

The responses given by the teachers in the concerned question were studied across levels of nine socio-economic variables. The findings in this regard are as follows-

- a. The analysis of the data shows that a higher percentage of teachers belonging to younger age group (92.98%) responded in favour of regular class tests in comparison to 92.31% of the teachers belonging to middle and 89.69% elder age group variable.
- b. Female teachers in large proportion (885) were in favour of regular class tests in comparison to male (87.39%).
- c. A higher proportion of unmarried teachers (94.44%) were in favour of regular class tests than married teachers (86.67%).
- d. A large proportion of teachers belonging to lower income group strata (89.61%) were in favour of regular class tests than the higher income group of teachers (86.96%).
- e. Urban background of teachers (88.57%) in large proportion favours regular class tests than the rural background teachers (86.05).
- f. A higher proportion of temporary (96.36%) were in favour of regular class tests than permanent teachers (85.44%).
- g. A large proportion of the teachers belonging to science faculty (88.64%) were in favour of regular class tests in comparison to arts teachers (87.28%).
- h. A higher proportion of the teachers belonging to more than 20 years teaching experience category (89.19%) were in favour of the tests in comparison to the others i.e. younger age group (88.46%) and middle age group (85.54%).

CONCLUSION

In the context of age, gender, rural-urban difference, there are significant variations in the responses of the teachers in regard to the entire gamut of questions. As far as, gender difference is concerned, there is a significant difference among male and female teachers towards the class discipline. Number of male teachers are more which are inclined to give personal attention and more time to the students in comparison to female teachers. In the context of age and experience, the younger lot is more enthusiastic for participation but discontented with their working conditions. The teachers belonging to younger and older, males and females, married and unmarried, higher and lower income group, permanent and temporary arts, and science, government and public school background have different outlook in assuming the quality in higher education.

In the processes of nation building, the role of teacher is pivotal. The investment made by any nation for the development and enrichment of their teachers is a long term

investment. It may not have immediate tangible results but there is no short cut for the credible human resources development. Present study shows that the younger and new generation of the teachers, despite their best intentions, is not feeling involved in their work and are unable to relate to the entire educational process. This study thus leads us to the conclusion that if any radical improvement in the field of education is desired and wanted in higher education, due weightage must be given to the teachers views. We have to create an atmosphere where the job involvement level of teachers can be boosted up for up gradation of accountability in teaching profession which is essential to ensure better quality, effective, relevant, timely and meaningful education to the students for economic and social growth of society.

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