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Significance of quality attributes in teaching fraternity as viewed by students

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ABSTRACT

A single factor that enables the teachers to discharge their responsibilities is commitment. This commitment is towards their profession, excellence, students, society and basic human values. A teacher is supposed to possess various quality attributes like updating of knowledge, teaching skills, providing course material from various sources to the students, outside class-room assistance to the students, use of modern teaching aids, communicating the teaching plans and revising and upgrading the syllabus. The degree of importance in various quality attributes of faculty members is examined by the students. The sample has been taken from 44 institutions of higher education in Haryana. 10 students from each institution were included in the sample. These 44 institutions include 19 urban aided institutions (13 co-ed. And 6 women colleges), 8 urban government institutions (5 co-ed. and 3 women colleges), 11 rural aided institutions (3 co-ed. and 8 women colleges) and 6 rural government institutions (3 co-ed. and 3 women colleges).

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Introduction

Teachers are the backbone of a nation. They are also known as builders of the nation. No doubt, lots of changes have taken place at various levels in the sphere of education. The role and responsibility of the teacher has undergone a sea change. A single factor that enables the teachers to discharge their responsibilities is commitment. This commitment is towards their profession, excellence, students, society and basic human values. A teacher is supposed to possess various quality attributes like updating of knowledge, teaching skills, providing course material from various sources to the students, outside class-room assistance to the students, use of modern teaching aids, communicating the teaching plans and revising and upgrading the syllabus. The degree of importance in various quality attributes of faculty members is examined by the students.

Knowledge of the faculty: The teachers should strive to update their knowledge in the areas of major subjects. They should keep themselves informed of the latest developments and trends as it has been rightly observed that 'information is power'. The knowledge value converts a teacher into information mine and source of knowledge for the students. They are also concerned with creation of knowledge pools and well-mannered citizens with positive thinking and good values for the development of a nation. Table 1 deals with responses of students.

Teaching skills: Skills are concerned with the application of knowledge. Teachers are said to be the speaking books. It underlines the significance of skills in the teaching professionals. The teaching skills largely contribute in the success of a teacher. A skilful teacher cast a spell on the students and they emulate their teachers. The oratory skills have their own role in the success of the teachers. Students' responses have been summarized under table 2.

Course material: Another quality attribute in the teaching faculty is regarding the 'provision of course-material'. A teacher arranging the material of the course for students is considered

better than those teachers who do not provide the course material to the students. The successful teachers collect the latest material for their students from books, journals, internet, government reports, theses and other relevant publications. The updating of course material always brings cheers on the faces of learners. Table 3 explains students' responses to this Quality Attribute in teaching faculty.

Course-material on websites: The information technology has revolutionized the life of each and every one of us. The internet is a boon for the learners as well as the teachers. On a click there can be unlimited information on a particular topic or theme. It can also be called information explosion. The internet user must know how to pick the relevant and ignore the irrelevant and undesirable. The teachers in the professional institutes are making the effective utilization of intranet facility for communicating with their students. It has made the communication very speedier and effective. Thus, we can say that course material can best be provided by the internet and intranet at the institutional level. Table 4 summarizes their views of the degree of importance in the quality attribute in teaching faculty.

Outside class-room interaction: Higher education is concerned about the student growth and development. It is capable of creating a major social impact on the community. For this teachers should take care of learners' problems during and outside classroom hours. They should create a platform where students feel free to point out their problems, drawbacks and limitations. This will not only clear the misunderstanding of the learners but teachers will also get suggestions for improvements. This will give students a sense of participation in problem solving and raise their level of confidence. Table 5 explains their responses.

Application of new methods of teaching: The entire education system is going a paradigm change to meet the demands of the global scenario. The pace of technological advancement is very fast that students would be required to catch up the rapidly

changing world. The teaching learning materials based on new technology such as audio tapes, video tapes, slides, radios, computers and similar other gadgets should also be used by the teachers to make their teaching effective and interesting. The advances in the teaching aids demand updating and orientation of the teachers. For this quality attribute, students' views have been summarized in table 6

Announcement of teaching plans: Teaching-learning is the core of the academics and measures can be taken for effective curricular transaction. It involves inter alia, setting up of curricular priorities, careful designing of teaching plans and announcing the teaching plans in the beginning of every term. The unplanned, incidental and sporadic activities always lack synergy as compared with those planned activities. Obviously the announcement of teaching plan requires planning in advance. Table 7 exhibits students' views on this quality attribute.

Revision and upgrading of syllabus: In modern knowledge based economy youth needs to poorest all the skills and knowledge of the new order. The pace of the technological advancement is so fast that students and teachers would be required to catch up the rapidly changing world. Quality education has become the prime goal for every educational institution. For doing so the educational institutions of higher learning are required to revise and upgrade the syllabuses from time to time to cope up with the increasing pressures caused by the changes. The revision and upgrading the syllabus is of utmost significance for every educational institute for designing and implementing the quality enhancement and quality sustenance model. Table 8 depicts students' responses.

The analysis of the tables from 1 to 8 for the purpose of determination of degree of importance from the students' viewpoint in the teaching faculty with respect to various quality attributes discussed above reveals the following:

- Considering 'all data' category, a very high majority of student respondents found 'knowledge of the teaching faculty' is 'very important' (89.55). Whereas 'provision of course material on web-sites' was found to be 'very important' by lowest percentage of student respondents (32.12 percent).
- The 'course material' was found to be 'very important' by greater percentage of urban students as compared to rural

students. For 'provision of course-material on websites' the result was just reverse to the above result.

- Nearly equal percentage of urban and rural students found 'outside classroom interaction' 'very important' quality attribute in the teaching faculty.
- The use of audio visual aids as a quality attribute in the teaching faculty was found to be 'very important' by greater percentage of rural students (86.51 percent) as compared to urban students (84.54 percent).
- The 'announcement of teaching plans' and 'revision and upgradation of syllabus' as quality attributes in the teaching faculty were considered 'very important' by both type of respondents but urban student respondents were marginally ahead of their rural counterparts.
- The rural government respondents were found to be 100 percent uniform in finding the 'knowledge of the faculty' 'very important' in teaching faculty. Rural aided respondents were found to be more consistent for the 'use of audio-visual aids'. Urban aided respondents were found to be more consistent in comparison of others for quality attributes of 'up gradation of syllabus' and 'announcement of teaching plans'. The urban government respondents were found to be more inconsistent for 'knowledge of the faculty', 'teaching skills' and 'revision and upgradation of syllabus' as compared to others. Students were 'consistent' for 'teaching skills' as important attribute for 'teaching skills' in the teaching faculty in comparison to other attributes. They were inconsistent for 'course-material on web-sites'.
- It is also observed that all these quality attributes in the teaching faculty were found to be dependent on the nature of the educational institution.
- ANOVA test indicates that various educational institutions of higher learning differ significantly from each other for the degree of importance in the teaching faculty with respect to 'knowledge of faculty', 'teaching skills', 'course materials', 'course material on web-sites' and 'revision of syllabus'. For 'use of audio visual aids', 'announcement of teaching plans' and 'interaction with the students outside the classroom' they do not differ significantly.

Table 1

Table 1														
IMPORTANCE OF KNOWLEDGE OF FACULTY														
RESPONSES	UNIMPORT ANT		NOT SO IMPORTAN		PARTLY TIMPORTANT		IMPORTAN T		VERY IMPORTANT		SUMMARY			
COLLEGE	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
RURAL														
AIDED	–	–	–	–	1	0.91	12	10.91	97	88.18	1.87	4.87	0.36	7.39
GOVT.	–	–	–	–	–	–	–	–	60	100	2	5	0	0
URBAN														
AIDED	–	–	2	1.05	–	–	18	9.47	170	89.47	1.87	4.87	0.42	8.62
GOVT.	–	–	5	6.25	6	7.5	2	2.5	67	83.75	1.64	4.64	0.87	18.75
TOTAL	–	–	7	1.59	7	1.59	32	7.27	394	89.55	1.85	4.85	0.51	10.52
Chi^2=47.01**(df:9)											Source: Sample Survey			
C=0.31; F=6.92**(df :3, 436)														

Table .2														
IMPORTANCE OF TEACHING SKILLS														
RESPONSES	UNIMPORT ANT		NOT SO IMPORTANT		PARTLY IMPORTANT		IMPORTANT		VERY IMPORTANT		SUMMARY			
COLLEGE	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
RURAL														
AIDED	–	–	–	–	1	0.91	40	36.36	69	62.73	1.62	4.62	0.5	10.82
GOVT.	–	–	–	–	2	3.33	–	–	58	96.67	1.93	4.93	0.36	7.3
URBAN														
AIDED	–	–	–	–	3	1.58	23	12.11	164	86.32	1.85	4.85	0.4	8.25
GOVT.	–	–	3	3.75	–	–	12	15	65	81.25	1.74	4.74	0.65	13.71
TOTAL	–	–	3	0.68	6	1.36	75	17.05	356	80.91	1.78	4.78	0.49	10.25
Chi ^2=60.78**(df:9)												Source: Sample Survey		
C=0.35; F=7.72**(df:3, 436)														

Table 3														
IMPORTANCE OF COURSE MATERIAL														
RESPONSES	UNIMPORT ANT		NOT SO IMPORTANT		PARTLY IMPORTANT		IMPORTAN T		VERY IMPORTANT		SUMMARY			
COLLEGE	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
RURAL														
AIDED	–	–	5	4.55	19	17.27	21	19.09	65	59.09	1.33	4.33	0.92	21.25
GOVT.	–	–	–	–	–	–	32	53.33	28	46.67	1.47	4.47	0.5	11.19
URBAN														
AIDED	–	–	3	1.58	5	2.63	58	30.53	124	65.26	1.59	4.59	0.62	13.51
GOVT.	3	3.75	–	–	–	–	25	31.25	52	65	1.54	4.54	0.84	18.5
TOTAL	3	0.68	8	1.82	24	5.45	136	30.91	269	61.14	1.5	4.5	0.74	16.44
Chi^2=76.78**(df:12)												Source: Sample Survey		
C=0.39; F=3.17*(df:3, 436)														

Table 4														
IMPORTANCE OF COURSE MATERIAL ON WEB-SITE														
RESPONSES	UNIMPORT ANT		NOT SO IMPORTANT		PARTLY IMPORTANT		IMPORTAN T		VERY IMPORTANT		SUMMARY			
COLLEGE	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
RURAL														
AIDED	4	3.64	13	11.82	18	16.36	35	31.82	40	36.36	0.85	3.85	1.14	29.61
GOVT.	1	1.67	—	—	5	8.33	30	50	24	40	1.27	4.27	0.75	17.56
URBAN														
AIDED	1	0.53	26	13.68	28	14.74	75	39.47	60	31.58	0.88	3.88	1.02	26.29
GOVT.	3	3.75	6	7.5	18	22.5	33	41.25	20	25	0.76	3.76	1.03	27.39
TOTAL	9	2.05	45	10.23	69	15.68	173	39.32	144	32.73	0.9	3.9	1.03	26.41
Chi^2=24.81*(df:12)												Source: Sample Survey		
C=0.23; F=3.12*(df:3, 436)														

Table 5
IMPORTANCE OF OUTSIDE CLASSROOM INTERACTION WITH STUDENTS

RESPONSES	UNIMPORT ANT		NOTSO IMPORTANT		PARTLY IMPORTANT		IMPORTAN T		VERY IMPORTANT		SUMMARY			
COLLEGE	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
RURAL														
AIDED	2	1.82	3	2.73	25	22.73	37	33.64	43	39.09	1.05	4.05	0.94	23.21
GOVT.	1	1.67	–	–	1	1.67	30	50	28	46.67	1.4	4.4	0.69	15.68
URBAN														
AIDED	4	2.11	18	9.47	7	3.68	84	44.21	77	40.53	1.12	4.12	1	24.27
GOVT.	–	–	5	6.25	12	15	26	32.5	37	46.25	1.19	4.19	0.91	21.72
TOTAL	7	1.59	26	5.91	45	10.23	177	40.23	185	42.05	1.15	4.15	0.94	22.65
Chi ² =47.52**(df:12)											Source: Sample Survey			
C=0.31; F=1.94(df:3, 436)														

Table 6														
IMPORTANCE OF AUDIO-VISUAL AIDS														
RESPONSES	UNIMPORT ANT		NOTSO IMPORTANT		PARTLY IMPORTANT		IMPORTANT		VERY IMPORTANT		SUMMARY			
COLLEGE	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
RURAL														
AIDED	–	–	–	–	14	12.73	54	49.09	42	38.18	1.25	4.25	0.67	15.76
GOVT.	1	1.67	1	1.67	1	1.67	28	46.67	29	48.33	1.38	4.38	0.75	17.12
URBAN														
AIDED	2	1.05	14	7.37	14	7.37	73	38.42	87	45.79	1.21	4.21	0.94	22.33
GOVT.	–	–	3	3.75	6	7.5	40	50	31	38.75	1.24	4.24	0.75	17.69
TOTAL	3	0.68	18	4.09	35	7.95	195	44.32	189	42.95	1.25	4.25	0.82	19.29
Chi ² =23.53*(df:12)											Source: Sample Survey			
C=0.23; F=0.72(df:3, 436)														

Table 7														
IMPORTANCE OF TEACHING PLANS ANNOUNCEMENT														
RESPONSES	UNIMPORT ANT		NOTSO IMPORTANT		PARTLY IMPORTANT		IMPORTANT		VERY IMPORTANT		SUMMARY			
COLLEGE	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
RURAL														
AIDED	–	–	13	11.82	14	12.73	38	34.55	45	40.91	1.05	4.05	1	24.69
GOVT.	–	–	12	20	5	8.33	26	43.33	17	28.33	0.8	3.8	1.06	27.89
URBAN														
AIDED	2	1.05	16	8.42	15	7.89	90	47.37	67	35.26	1.07	4.07	0.93	22.85
GOVT.	5	6.25	–	–	18	22.5	26	32.5	31	38.75	0.97	3.98	1.08	27.14
TOTAL	7	1.59	41	9.32	52	11.82	180	40.91	160	36.36	1.01	4.01	1	24.94
Chi ² =46.93**(df:12)											Source: Sample Survey			
C=0.31; F=1.22(df:3, 436)														

Table 8														
IMPORTANCE OF REVISION AND UPGRADING OF SYLLABUS														
RESPONSES	UNIMPORT ANT		NOT SO IMPORTANT		PARTLY IMPORTANT		IMPORTANT		VERY IMPORTANT		SUMMARY			
COLLEGE	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
RURAL														
AIDED	–	–	1	0.91	9	8.18	32	29.09	68	61.82	1.52	4.52	0.68	15.04
GOVT.	–	–	1	1.67	1	1.67	29	48.33	29	48.33	1.43	4.43	0.62	14
URBAN														
AIDED	–	–	1	0.53	3	1.58	58	30.53	128	67.37	1.65	4.65	0.54	11.61
GOVT.	6	7.5	–	–	6	7.5	29	36.25	39	48.75	1.19	4.19	1.1	26.25
TOTAL	6	1.36	3	0.68	19	4.32	148	33.64	264	60	1.5	4.5	0.74	16.44
Chi ² =48.57**(df:12)											Source: Sample Survey			
C=0.32; F=7.88**(df:3, 436)														

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