



## Study of Impact and Quality in Teacher Education

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### Abstract

The main aim of the study is to study the thoughts and opinions of prospective teachers, parents, teacher educators, and principals towards numerous topics relating to secondary teacher education in relation to social demands and study the policy perspectives in secondary teacher education in India and study the expansion pattern of secondary teacher education in India.

The education of teachers is an essential component of the educational system because it has a direct impact on the quality of teaching and, as a result, the consequences of student learning. Over the course of many years, a substantial amount of research has been carried out in order to investigate the myriad of factors that are connected to teacher education and the influence that it has on the standard of education. These variables involve a broad variety of elements, some of which include, but are not limited to, teacher training programs, instructional approaches, teacher traits, the atmosphere of the school, and social influences. The purpose of this in-depth study is to compile the current body of research on teacher education and the quality of such education in relation to their respective factors.

**Keywords:** Study, impact, quality, teacher, education

### INTRODUCTION

Teacher education plays a pivotal role in shaping the quality of education imparted to students. The effectiveness of teacher education programs directly influences the learning outcomes of students and contributes significantly to the overall development of society. In the context of Maharashtra, where educational standards and systems are constantly evolving, a critical analysis of teacher education and its quality becomes imperative.

This research paper delves into the multifaceted aspects of teacher education in Maharashtra, examining its impact on educators, students, and educational institutions. It aims to assess the quality of teacher education programs by analyzing various variables such as curriculum design, teaching methodologies, faculty competence, infrastructure, and policy frameworks. By scrutinizing these elements, the study seeks to identify strengths, weaknesses, opportunities, and challenges in the realm of teacher education in Maharashtra.

The significance of this research lies in its potential to inform policy decisions, institutional reforms, and pedagogical innovations aimed at enhancing the quality and efficacy of teacher education. By addressing key issues and exploring potential areas of improvement, this study contributes to the ongoing dialogue on educational excellence and equity in educational landscape.

Through a critical analysis grounded in empirical evidence and scholarly insights, this research endeavors to shed light on the dynamics of teacher education, highlighting areas of success and areas in need of attention. Ultimately, the goal is to foster a conducive environment for nurturing competent, motivated, and socially responsible educators who can inspire and empower the next generation of learners in beyond.

### EDUCATION AND SCHOOLING

In the context of debating or defining quality, it is crucial to differentiate between the concepts of "education" and "schooling." This difference is made in some of the published works; nevertheless, the majority of the works confuse the two ideas, and in other instances, they are used as if they are totally interchangeable with one another. It is possible that this is especially true for those who are employed within the paradigm of "quality management," where the term "institutional effectiveness" is often used as a substitute for educational quality. A wide definition of "education" from Hirst and Peters (1970: 19) provides a good starting point for establishing the difference, even though it is somewhat out of date. Education, according to their definition, is "the process of cultivating desirable qualities in individuals." As a matter of course, there is no consensus on the conclusion of "desirable qualities" and the nature of these qualities. The second section of this study will concentrate on some of the perspectives that are widely expressed regarding this topic. This is the point that we are trying to make, which is that there is a requirement for any comprehensive assessment of quality, and that is an awareness of these educational aims.

On the contrary, the purpose of schooling is to provide the service of "education," which refers to the process of teaching young individuals via the implementation of "organized" learning that is both universal and institutionalized. In the early 20th century, the supply of "basic education" to all individuals was seen as a significant advancement for both individuals and society. However, in the present day, the meaning of this concept continues to be highly debated, both in terms of its interpretations and in terms of its context.

The significance of this difference is emphasized in a study written by Sayed in 1997. In this work, Sayed argues that the idea of "quality" in education is illusive and constantly used, but it is never defined. He then proceeds to explain how the phrase's numerous definitions reflect varied ideological, social, and political objectives. Sayed draws attention to what he refers to as the valuebases of any framework for education quality by analyzing and criticizing significant methods to education quality implementation. This statement is based on Bunting's (1993) assertion that "quality in education does have a bottom line, and that bottom line is defined by the goals and values that underpin the essentially human activity of education." The clear implication is that this bottom line must be the starting point for our understanding of the notion of quality in education so that we do not „reify the practice of education ... [and] reduce education to a technical activity that is static and unaffected by contextual and contingent circumstances.“ (For a more in-depth explanation of this similar subject, please refer to Holt, 2000.) Considering this, the next portion of this study will begin its examination of quality by examining the many traditions that have contributed to our understanding of the functions of education in connection to development.

## CONCEPT OF TEACHER EDUCATION

Teacher education refers to the process of preparing and equipping individuals with the knowledge, skills, and attitudes necessary to become effective educators. It encompasses a range of formal training programs, courses, workshops, and experiences designed to develop teachers' pedagogical knowledge, content expertise, classroom management skills, and professional dispositions.

The concept of teacher education includes several key elements:

**Pedagogical Knowledge:** This aspect focuses on teaching methods, instructional strategies, lesson planning, assessment techniques, and classroom management. It helps teachers understand how to effectively engage students, facilitate learning, and create a positive learning environment.

**Content Expertise:** Teachers need a deep understanding of the subjects they teach. Content expertise in areas such as mathematics, science, language arts, social studies, and other disciplines enables teachers to deliver accurate and engaging instruction, address student questions and misconceptions, and foster meaningful learning experiences.

**Professional Development:** Teacher education is an ongoing process that continues throughout a teacher's career. Professional development opportunities, such as workshops, conferences, seminars, and collaborative learning experiences, help teachers stay updated with the latest research, best practices, and educational trends.

**Field Experience:** Practical, hands-on experience in real classroom settings is a crucial component of teacher education. Field experiences, including student teaching, internships, and practicum placements, allow aspiring teachers to apply theoretical knowledge, develop teaching skills, and work directly with students under the guidance of experienced educators.

**Reflective Practice:** Reflective practice is central to teacher education. It involves self-assessment, critical reflection on teaching practices, feedback from mentors and peers, and continuous improvement. Reflective teachers engage in ongoing self-reflection to evaluate their teaching effectiveness, identify areas for growth, and make informed instructional decisions.

**Ethical and Professional Standards:** Teacher education programs also emphasize the importance of ethical conduct, professionalism, cultural competence, and social responsibility. Teachers are expected to uphold high ethical standards, respect diversity, promote inclusivity, and advocate for the well-being and success of all students.

Overall, the concept of teacher education aims to prepare competent, committed, and reflective educators who can positively impact student learning, contribute to educational excellence, and promote lifelong learning and development.

### **QUALITY AND EXCELLENCE IN TEACHER EDUCATION: ISSUES & CHALLENGES IN INDIA**

Universities in India are responsible for the training of elementary and secondary school teachers. The educational system in India is centralized, and the Ministry of Education and its implementation units, such as local education centers, are the principal entities responsible for education policy, curriculum design, and practice. Legislation pertaining to education is approved by the Parliament, and the Ministry of Education is responsible for establishing guidelines for all practical matters, including the education of teachers, in addition to being the primary source of funding for the sector. It is not the case that India is experiencing a shortage of school teachers in general; nevertheless, there are shortages in certain subject fields and places, such as in the areas of mathematics and science, particularly in more distant areas. The Government of India has several key projects in its plans, one of which is to ensure that the education system is characterized by quality and excellence. The government of India has been concentrating its efforts on achieving quality and excellence in higher education and teacher education in order to accomplish the goal of achieving overall improvements in the quality of education at all levels. The management of teacher education is a challenging undertaking due to the vast number of variables that are present in teacher education programs. These variables include variances in the reasons why individuals enroll in teacher training courses of varying degrees. In the realm of teacher education, there are four distinct categories of institutions: (a) those handled by the government, (b) those managed by examination bodies, (c) those helped by the government and privately managed, and (d) those that are privately managed and self-financed.

### **TEACHER SPECIALIZATION AND STUDENT PERCEIVED INSTRUCTIONAL QUALITY**

Over the course of the last several decades, research has placed an increasing emphasis on the significance of cultivating and preserving a teaching force that is of a high quality. At this point, there is enough data to suggest that instructors are responsible for a significant amount of the differences in academic performance that exist across classes. However, there are a variety of perspectives about the most effective means of ensuring the quality of teachers. While there are scholars who believe that the most promising method is to invest in high-quality preparation, there are other researchers who believe that better enabling access into teacher education will attract more qualified individuals.

When it comes to initiatives aimed at enhancing the quality of teachers, concerns about the most effective ways to plan and organize teacher training have become more prevalent. In the context of this discussion, there is a significant underlying assumption that the evaluation of teacher quality in the classroom setting has the potential to eliminate instructors of low quality and also

successfully encourage the development of instructional practices. On the other hand, Hallinger et al. (2014) conducted a review of the current literature and discovered that there is no evidence to support the idea that teacher evaluation is a high-impact technique for school reform.

A recurrent topic that is discussed in the literature on instructional and school development calls attention to the possible costs and adverse effects that may result from the constant monitoring of the work that instructors do. The close monitoring and assessment of the classroom conduct of teachers has been related to several negative outcomes, including teacher stress, de-professionalization, a decline in the attractiveness of the teaching profession, and teacher turnover.

The growing emphasis placed on attempts to classify, analyze, and evaluate the instructional behavior of teachers is a significant factor that contributed to the decision to broaden the scope of the present research. About the relationship between student accomplishment and two different measures of teacher quality—one of which is a distal measure and the other of which is more proximal to teaching practice—the current research investigates and contrasts the relationships between these two measures. To be more specific, the purpose of this research is to evaluate the relationships between teacher specialization, which is defined as teacher education that is relevant for the topic and grade, and student perceptions of instructional quality as well as reading performance among fourth grade children.

### **Role of student perceived instructional quality for obtaining high-quality teaching**

There has been a significant amount of effort put into the concept of developing new models for evaluating the effectiveness of teachers. In 2008, Creemers and Kyriakides devised a concept called "the dynamic model of educational effectiveness," which has been used to evaluate the success of teachers based on how students perceive their own performance. The authors Kyriakides et al. (2014) contend that secondary school students are able to offer reliable information on the behavior of their instructors in the classroom. In recent years, researchers have investigated the reliability of student evaluations of the quality of teaching. Wagner et al. (2013) conducted research to see whether the assessments of instructional quality given by ninth grade students were valid across the concept.

Although the organization of instruction and the administration of classrooms could be generalized across classes and topics (English and German languages), they discovered that the motivation of students, the clarity of instruction, and the level of student engagement could not be generalized. In a similar vein, Gaertner and Brunner (2018) explored the consistency of students' views of the quality of teaching on the class level across a variety of topics, student grade levels, and for subjects. According to the findings, student evaluations were able to give measurements of instructional components that were consistent across time and for topics, but not by grade level. Additionally, it was indicated that younger pupils can have a very different interpretation of certain item formulations compared to older students.

There have been a few studies that have shown a correlation between student assessments of instructional quality and student grades. Student evaluations of the quality of instruction were shown to be connected to the level of scientific knowledge acquired by third graders in a research that was conducted by Fauth et al. (2014). The supportive atmosphere and cognitive activation did not predict accomplishment, however classroom management did accurately predict achievement. In this regard as well, the researchers believed that student evaluations were valuable indicators of the quality of instruction.

In six different European nations, Panayiotou et al. (2014) conducted research to evaluate the links between actual teacher activities in the classroom, as reported by students, and student success increases in mathematics and science because of such acts. Teacher conduct contributed with a modest but considerable portion of the variance at the student and class level, even though student previous accomplishment had by far the most capacity to explain the difference. According to the findings, the student questionnaire was not read in the same manner across nations for all aspects of the quality of instruction. In the design of the research, there was no provision for data on teacher education.

Scherer and Gustafsson (2015) conducted a comparative study of Nordic countries and used large-scale data from TIMSS and PIRLS (mathematics, science, and reading) for fourth graders. They discovered that individual students tended to evaluate the teacher positively in the domains where they had performance strengths. Additionally, they discovered that student perceptions of how easy the teacher was to understand had significant relations to achievement in reading and mathematics between classrooms. On the other hand, Blomeke et al. (2016) found that there were significant disparities across countries in the association between student assessments of instructional quality and the mathematical performance of fourth grade students.

Similar to this, Nortvedt et al. (2016) evaluated the impact of the quality of teaching on reading success in 34 different nations. The children in the fourth grade were used to assess the quality of the instruction. They, too, discovered a pattern that was essentially inconsistent, with substantial negative connections ranging from major positive relationships to significant negative relationships. According to the findings of these researchers, the different sign and intensity of the association between student ratings of instructional quality and accomplishment in different nations is impacted by response styles as well as other elements that are not yet understood.

### **Nature of effective teaching**

There has been a significant amount of study conducted to determine the factors and circumstances that influence the results for students. Even though classification differs from study to study, it has been shown that a number of teaching process factors have a favorable impact on the results for students. The following are some examples of instructional tactics that have been proven to be effective: reinforcement, feedback, maximizing the amount of time spent learning, adaptive training, cooperative learning, and mastery learning. To ensuring that students have good learning outcomes, it has also been suggested that monitoring the actions of teachers is better, and should even be considered vital. In the subject of literacy, Cunningham and Zibulsky (2009) observed that over the course of the last three decades, the field of teacher knowledge has expanded significantly.

This expansion has been accompanied by studies that precisely categorize the knowledge and abilities that teachers are required to learn over their careers. Given this environment, a significant amount of research has been directed toward the creation of instruments that can provide estimates of teacher knowledge that are both trustworthy and valid. Nevertheless, this approach is predicated on the concept that it is feasible to investigate the ways in which the teacher's knowledge base is connected to the results of the students, and as a result, to build best practices that have been shown to be effective via empirical evidence. On the other hand, there is not yet any substantial evidence that demonstrates the transition from teacher knowledge to teacher practice.

### **CONCLUSIONS**

The education of teachers is an essential component of the educational system because it has a direct impact on the quality of teaching and, as a result, the consequences of student learning. Over the course of many years, a substantial amount of research has been carried out in order to investigate the myriad of factors that are connected to teacher education and the influence that it has on the standard of education. These variables involve a broad variety of elements, some of which include, but are not limited to, teacher training programs, instructional approaches, teacher traits, the atmosphere of the school, and social influences. The purpose of this in-depth study is to compile the current body of research on teacher education and the quality of such education in relation to their respective factors.

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