

Teacher Quality of Araria District: An Overview

Dr. Md Equbal

Assistant Teacher, TGT, Farsi UHS, Ichak Khurd, Simaria, Chatra, Jharkhand

ABSTRACT

The quality of education in public and private schools in Bihar is very poor. Children go to the next grade without getting a quality education. According to ASER (2018), 20.4% of eighth graders in Bihar could not recognize numbers from one to one hundred. 16.4% of the children could not do maths and 56.9% of the children could not do multiplication. The situation is more serious on the scale of reading, only 7.7% of children could recognize the letter, while 11.1% of children could not even read the first grade text. And 71.6% of the children could read the text of the second grade. The situation becomes even more frightening when there is a year-on-year decline in the study of basic texts and mathematics. So what are the causes of declining quality? There may be a number of reasons, as by NCERT (2004) outlined many factors for quality but only one factor that is teachers has been included in the present study;. Therefore, an attempt has been made to find out the quality of teachers in the context of their profile.

Keywords: Quality education, Elementary school, Teacher Quality, Araria District

Introduction:

It is clear that many groups are responsible for quality education, such as parents, students, teachers, and administrations, but teachers have the most responsibility because they are the key persons in an educational system. The status of an educational system is determined through the quality, commitment and effectiveness of a teacher which he exhibits. Failure or success of the system largely depends upon the teacher; Success is ensured only when the teachers are well educated, intellectually sharp, effective, competent, and energetic and take keen interest in their profession. Aristotle describes the importance of the teacher and his profession as "those who educate children well are to be honoured more than those who produce them, for those who produce children give them only life, but those who educate them give them the art of living well". Children's education and holistic development depend to a large extent on the teachers.

Quality Education at Elementary Level

Providing of quality education at elementary level has been considered very essential for its importance in the children life for strengthening the knowledge base. Every educationist, philosophers and practitioners conceptualize the education with quality. They can't view it devoid of quality. Great Indian educationists and philosophers as well conceptualized

education imperatively with quality which facilitates children to be cognizant and creative and enable them to encounter the hurdles of life path. For instance M. K. Gandhi believed education must be relevant and significant to the society in which children live, as he stated "education drawing out the best out of body, mind and soul". Rabindranath Tagore considered the education as it assists in establishing an organic linkage with the surroundings and assist in creating the natural environments enabling children to live in harmony with the existents around them. Radhakrishnan recognized the education providing a purpose in life to the children and seeking perfection among individuals. Further quality education must ensure the three things:

1. All round development of children personality
2. Realization of the potential by children that is being aware of their strengths and weakness in real terms,
3. Ability and skill to utilize available talent and aptitude for achieving goals and success in life .

Teacher Quality - An Important factor for Students' Achievement

Research over the past decade confirms that the most important determinant of education quality is teacher quality. As per the Organisation for Economic Co-operation and Development (2005) raising teaching performance is perhaps the policy direction most likely to lead to substantial gains

in student learning'. (Rivkin S.G. et al. 2005). In the Indian context, the poor gains in cognitive skills despite rapid gains in enrolment and attendance focus our attention on the need for improving educational attainment within the school, particularly exploring to what extent teachers can play a role in improvement of student achievement.

Empirical studies (Azam, M. & Kingdon, G. 2014) suggest that teachers' performance is an important predictor of students' achievement. The effectiveness of teacher performance bears a direct influence in enhancing student learning. Bill Sanders (1996), discovered that when two groups of children of Std 3 were placed with high-performing and low performing teachers till the end of Std 5, their assessment yielded a major gap of 52 percentile difference among the two student groups. Strong positive associations have emerged between teaching practices and students' learning outcomes.

Further, Govinda & Verghese (1993) found practices such as explanation of new concepts, motivating students' participation in classroom activities along with assigning and correcting homework to be an exclusive feature of schools with higher academic outcomes. Thus, it may be concluded

that subject-specific knowledge & skills coupled with the promotion of appropriate instructional practices have a strong positive impact on students' achievement.

The researcher being a student of education is very sensitive to know the teachers' actual quality. He has many queries whether teachers have quality to teach effectively or not.

Objective of the Study:

" To study the profile of elementary schools teachers in order to know their quality.

Research Design:

Method: Descriptive survey method and qualitative approach was applied.

Population: All teachers teaching eighth class students of Araria District at Elementary level.

Population Area: Araria District of State of Bihar, India

Sample: 90 Teachers teaching 8th grade

Tool: Structured interview schedule

Data collection method: interview

Data analysis technique: frequency, percentage and aggregate.

Analysis and Interpretation of Data

Objective No. 1 To study the profile of elementary schools teachers in order to know their quality

Table 1.
Teacher characteristics and Qualification

Dimension	Indicators	Teachers Frequency Out of 90	Percent	Grand Total
Gender	Male	70	77.8	90 (100%)
	Female	20	22.2	
Age	Less than 35	33	36.7	90 (100%)
	More than or equal to 35	57	63.3	
Teacher Qualification	Intermediate	4	4.4	90 (100%)
	Graduate	57	63.3	
	Post Graduate	23	25.6	
	B.com,B.Lis,B.Tech,ITI, LLB, MBA	6	6.7	
Teacher Professional Qualification	D.El.Ed or Equivalent	34	37.8	90 (100%)
	B.Ed or Equivalent	47	52.2	
	M.Ed	2	2.2	
	Computer skill	2	2.2	
	Untrained	5	5.6	
Teaching Subject	Teaching Same subject	80	88.9	90 (100%)
	Other subject	10	11.1	
Total teaching experience	2-5 years	27	30.0	90 (100%)
	6-10 years	27	30.0	
	11-20 years	25	27.8	
	More than 20 years	11	12.2	

For eighth grade teaching must be at least graduate degree in the Middle school, the majority of teachers are graduates. It is gratifying that a quarter of teachers have a postgraduate degree. While some teachers have other degrees. However, 4 out of 90 teachers were found to have less than the required degree, i.e. they had intermediate degree. It is noteworthy that teaching is a profession where information has to be transmitted to new minds, these new minds have different attitudes. Therefore, training has been considered essential for the teaching profession to deal with them (Section 23 (1) of the RT Act 2009). But still a number of the teachers (5.6%) in the schools are teaching without any training. Currently all the teachers in government schools are trained as revealed from the obtained data, some teachers who were not trained have been provided training with the help of NIOS during 2017-19. In some schools, it has been observed that teachers are

also assigned to teach subjects for which they were not appointed, while the appointment process is based on the individual's specific subject. It is as if some teachers are assigned to teach subjects in which they do not have expertise or specialization. It shows the way schools are run.

Experience in any field is more important than inexperience, excessive experience increases excellence and accuracy in work, the more teaching experience there is, the more effective the teachers will be, says Tara & coming (2016) Who have come to this conclusion after reviewing 30 studies conducted on this topic in the last 15 years. Therefore, the excess of experience in the field of teaching is also considered better. According to this data calculation, about 80% of the teachers have more than 5 years of educational experience. While 30% have 2-5 years of experience with high aspirations, and 12.2% of teachers have more than 20 years of experience.

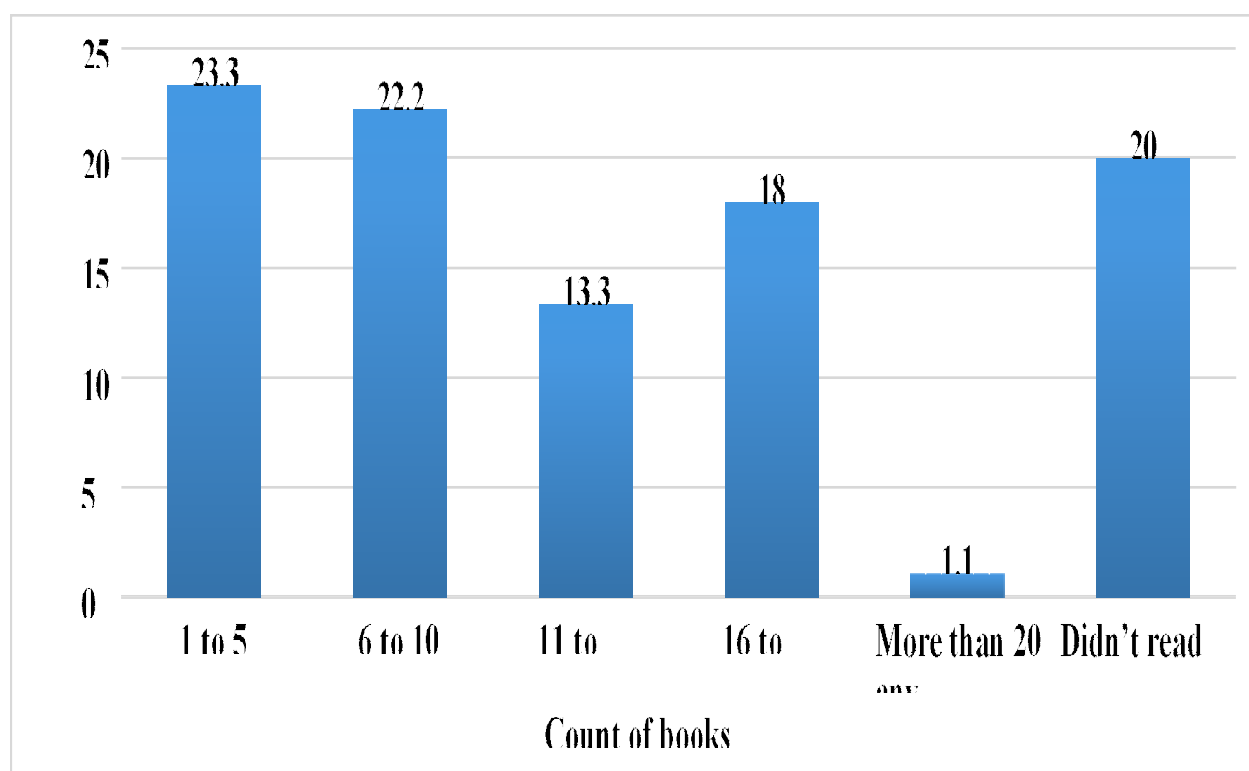


Figure 1: Demonstration of Teachers' study habit on annual basis in term of book reading.

It is necessary for a teacher to study books in order to set and maintain his standards, but surprisingly 18 out of 90 teachers do not read a single book. This information is provided by the teachers themselves. And 21 teachers can read only 1-5 books, while many teachers have combined the reading of auxiliary books of textbook. This explains the reading habits of the teachers involved in the study.

Table No 2.

Participation in seminar/workshop and refresher course

S/no.	Question Response	Teachers' response	
		Frequency Out of 90	Percent
	Did you ever participate in the following?		
Seminar	Yes	11	12.2
	No	79	87.8
Workshop/	Yes	49	54.4
Refresher course	No	41	45.6

Seminars, workshops and occasional participation in a refresher course are a good way to find out the quality of teachers, as people who keep their knowledge up to date with the above method or other methods can teach more effectively. Table 2. shows that only a few teachers (12.2%) have attended a seminar, while 87.8% have never attended a seminar. Similarly, 54.4% of teachers have participated in workshops or refresher courses, and 45.6% have never attended.

Table 3.

Publication detail as per the school teachers reported

S/No.	Question response	Teachers' response	
		Frequency Out of 90	Percent
Publication on Details as per the School Teachers reports	(A) Have you Published books/Articles etc.?		
1	Yes	7	7.8%
2	No	83	92.2%
B.	Articles Published in Magazines or Newspapers	Frequency out of 7	Percent
1	Poetry	2	28.6%
2	My culture	1	14.3%
3	flora species	1	14.3%
4	Indian community: Globalisation and its perspective	1	14.3%
5	Dowry system	1	14.3%
6	Three articles on computer and ICTs	1	14.3%
	Total	7	100.0%

In Table 3. an attempt has been made to find out the authors' authorship efforts, only 7 out of 90 teachers, i.e. (7.8%) have published an article. While 92% have not published anything. And 2 of those who have published have published articles on poetry and the rest on other topics. Teachers should continue to read and write, this will increase their knowledge and facilitate the provision of quality education, as in Section 8 (g) of the RTE Act, it is the responsibility of the government to ensure that all children have the quality education. It would be impossible without the help of teachers. Therefore, teachers will provide education to the children as much as they have quality.

Table 4.

Details of awards achieved as per teachers reported

S/No.	Question response	Teachers' response	
		Frequency Out of 90	Percent
A.	Have you been awarded in your life in any field?		
1.	Yes	46	51.1
2.	No	41	45.6
3.	Unable to remember/Didn't respond	3	3.3

If those who perform well come into the field of teaching, the quality of education will also be higher. But surprisingly, half of the teachers involved in the study have not received any award in any field of life or at any stage, as they themselves have stated. And those who have received it have received it during their academic life. Only 2 people received based on teaching services. It seems that the culture of rewarding for providing incentives in institutions is non-existent, as some teachers have pointed out. This analysis shows the quality of teachers.

General Discussion:

In order to meet the objective number 1, an attempt has been made to know the quality of teachers under the profile of teachers, for which their educational and professional qualifications, teaching experiences with teaching subjects, seminars, workshops, refresher courses, writing services, Prizes and awards in the field of education and reading habits have been reviewed. And an attempt has been made to see how competent the teachers are in the above aspects, and how many times they have done it. In this general analysis, only significant points will be discussed. The majority of teachers are graduates or postgraduates in terms of academic qualifications. Only 4 teachers are below the required standard. In terms of professional training, 5.6% are untrained, the remaining 94.4% are trained. 70% of people have more than 5 years of experience in terms of teaching experience. 11% of teachers teach other subjects instead of their own subjects for which they have not been appointed. 88% of teachers have never attended a seminar, and 45.6% have never attended a workshop or refresher course. And the majority of those who have done so, have done so with the attention of the state government. 92% of teachers have never written or published anything, and none of those who have published have written a book. Nearly half of the teachers have never received award in any field or stage of life. And the majority of those who have received it have received it on the basis of their good performance in curricular and co-curricular activities during school and college life. 1/5 teachers do not read a single book annually, 21 out of 90

teachers read 1-5 books, 20 teachers read 6-10 books and 12 teachers read 11-15 books and 18 teachers read 16- 20 books. This study assesses the current quality of teachers in elementary schools.

Major Findings:

Findings revealed that most teachers (77.8) in middle school (6-8) are male and most teachers (63%) are 35 years of age or older. Most of the teachers (63.3) are graduates, a quarter of them are post graduates. Most teachers (42.2) have B, Ed or equivalent degree, followed by (37.8) D.El.Ed or equivalent. While 5.6% of teachers are still untrained. 11.1% of teachers are teaching subjects for which they have not been appointed. 40% of teachers have more than ten years of teaching experience. While 30% have up to 5 years of experience. Female teachers have more teaching experience.

20% of teachers read 1-5 books throughout the year, while 22% of teachers read 6-10 books and 18% of teachers read 16-20 books. Only one teacher reads more than 20 books. And 20% of teachers don't even read any single book.

92% of teachers have never published any writings, only 8% have done so, and about half of them have published writings on literature. Male teachers are ahead in terms of gender.

87.8% of teachers have never participated in a seminar, similarly 45.6% have never participated in a refresher course or workshop. And generally those who have participated in the workshop or refresher course have participated in the workshops organized by the Bihar government, which were mandatory for government teachers.

45.6% of teachers have not received any award in their lifetime. Only 2/90 teachers have been awarded for teaching by Sarva Shiksha Abhiyan. And 3.3% of teachers could not remember or did not consider it appropriate to respond.

Conclusion:

First of all, the profile of the teachers included in the sample has been examined in detail to know their quality. Analysis of the profile of the teachers to

know the quality of the teachers shows that a significant number of the teachers included in the sample are performing the duty of teaching less than the required qualifications and without training and are teaching the subjects for which they are not has not been appointed. The majority of teachers have never attended a seminar, workshop or refresher course, and the majority have never written or published anything. Nearly half of the teachers have not received any award in any field of life, similarly the reading habits of the teachers are very weak.

Educational Implications

After analysing the data and discussing the findings, the study suggested something important to be implemented as such

1. Number of female teachers need be increased.
2. Appointment of trained teachers should be ensured in schools.
3. Teacher should be compelled teach only specific subjects for what he was appointed.
4. Teacher should promote their study habit, for this, institution and Govt. should provide guidance.
5. Teacher should increase participation in seminars, workshops and refresher courses, and motivated and guided by institutions.
6. Government need to encourage and award their teachers.

Suggestions for Further Studies

1. The population of the present study is limited to Araria district only and the sample is also limited so a comprehensive descriptive study can be conducted which has the entire population of the state and which sample is larger and more

comprehensive.

2. The current study is of a qualitative in nature so it can be done quantitatively.
3. A deep study can also be done in which the researcher observes the classroom and school activities of the teachers and students and finds out the quality deficiencies in its light.

References:

1. Annual Status of Education, Report 2018, retrieved 30 December 2019 from www.asercentre.org
2. Chavan, M. (2018). Something is changing, Annual Status of Education Report 2018, retrieved January 30, 2020 from www.asercentre.org
3. Govinda, R., (Ed.). (2002). India Education Report - a Profile of Basic Education. New Delhi: Oxford Univ. Press.
4. MHRD. National policy on education -1986 and revised-1992, New Delhi MHRD. Programme of action-1992, New Delhi
5. NCERT. (2017). Modules for enhancement of Quality education issues, challenges, concerns of scheduled castes, New Delhi
6. Nurullah, S. & Naik, J.P. (1974). A Students' History of Education in India 1800-1973. New Delhi: Macmillan India Ltd.
7. RTE Act. 2009. The right of children to free and compulsory education Act. chapter-21 Constitution of India. New Delhi
8. Vashishtha, K.K. (2007). Management of quality in elementary education, The Primary Teacher Jan-Act 2007, NCERT, New Delhi

