

Quality Enhancement in Higher Education-Role of Teacher

Iflah Sultan¹
Arshid Ahmad Najar²
Research Scholars

School of Education and Behavioural Sciences, University of Kashmir

Email: Iflah.ku04@gmail.com, arshpsy@gmail.com

Abstract

Higher education is that stage of education that plays a key role in making the relationship between education and society stronger. In the national development it is one of the essential means. Higher education institutions should function with the true spirit of proliferating knowledge, changing society and bringing peace and harmony in the country. Therefore higher education in the country should be quality based, enhancing the pursuits of truth through knowledge and opening the new ways of development and humanism. Such quality higher education institutions will ignite the minds of younger generation and will help in building a healthy nation. For quality education various constituents work together. Teacher, School administration, Government, students and various educational managements together play a vital role in quality enhancement of higher education. Providing quality education is the only solution to the current problems emerging in this dynamic society and it's the teacher who play main role in providing the quality education to students. This paper aims to discuss the role of teacher in improving the quality of education in higher system of education. Exploratory method of research has been adopted by exploring the existing literature related to the theme of the study.

KEYWORDS: Quality, Higher Education and Teacher

INTRODUCTION

Education plays a key role in improving the quality of life by enhancing social and economic productivity. Education helps in the process of empowerment and redistribution of resources in a proper manner. Higher Education is considered as an extensive social funding for the promotion of social concord, cultural development, monetary growth, equity and justice. In Indian Higher Education can cope with itself to the global demanding situations through preserving the right balance between the need and demand and channelizing teaching, research studies activities. The quality of

education in higher education therefore depend upon the nice of all the parameters and stakeholders, be it the students, school, teachers, infrastructure etc. As stated by National Policy of Education 1986 Teacher plays a very important role in society, no one can raise above the level of the teacher. Every change in the school should start from the teacher. Teacher's role is closely associated with the quality of education in institutions. Teacher's role has a great significance in improving the quality in higher education. Teachers play a multidimensional role in inculcating varied number of subjects in heterogeneous class of students. Teacher has to motivate and inspire students by showing interest in their subjects. Teacher are the main ingredients in maintain and enhancing the quality in higher education.

METHODOLOGY

Exploratory method of research has been adopted by exploring the existing literature related to the theme of the study.

ROLE OF TEACHERS IN QUALITY ENHANCEMENT

Quality is a multilayered and a complex term. Briggs (2001) has defined quality in terms of an outcome, a property or a process. Quality teaching has been also defined in terms numerous characters. Harvey and Green (1993) recognize four meanings of quality that can assist us in understanding what Quality Teaching may be. To begin with, quality as "excellence"- the customary conception of quality is the predominant one in numerous old first class advanced educational organizations. Second, quality can be characterized as "value for money"- a quality institution in this view is one that fulfills the demands of social accountability. Third, quality might be viewed as "fitness for reason"- the intention being readiness of an institution to fulfill the objectives. The last definition recorded by Harvey and Green includes "transforming" as a quality. As indicated by this definition, Quality Teaching will be encouraging that changes student's perceptions and the manner in which they approach applying their insight to genuine issues.

Agent of Knowledge-of-practice: Teachers play a central role in generating knowledge of practice by "making their classrooms and schools place for inquiry, connecting their work in schools to larger issues, and taking a critical point of view on the theory and research in the field" (Cochran-Smith & Lytle, 1999, p. 273). The teachers' relationship to knowledge is not quite the same as the past conceptions in that they become researchers,

theorists, activists, and school pioneers who produce learning for the profession and they additionally they turn to be critical users of research. From Cochran-Smith and Lytle's work, it is clear that a changing or emerging view of what counts as knowledge for teaching influences the way teacher learning opportunities are conceived.

Commitment to the profession: For improving the quality of higher education a committed and dedicated teacher plays a crucial role. According to Stephenson (2001), "committed teachers know what to teach, how to teach, and how to improve"; "they have passion for four things, learning, their fields, their students, and teaching" (Stephenson, 2001). Yair (2007) conducted a study of memories of educational experiences among adults, with a sample of over 1000 by questionnaire: Respondents emphasized the extraordinary professors' personal traits in 54 % of all cases, his or her instructional strategies in 25% of cases. Committed teachers are passionate about their subject matter; toward their duties as teacher; and most significantly toward their students" (Yair, 2007).

Development of skill: The teacher is critical to school improvement is evident in the report released in 1996 by the National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future*. The report reveals, "What teachers know and can do makes the decisive difference in what children learn". The Commission presented five key recommendations: to elevate Standard of student and teacher; reinvent teacher preparation and professional development; rejuvenate recruitment of teachers; to upgrade teacher knowledge and skill; and maximize student and teacher success by reorganizing schools (Hirsch, Koppich, & Knapp, 1999). In current period of liberalization and globalization there is a great need to develop skills among students with high caliber. For preparing students with competencies teacher should be skillful and creative. Basavraj S. Nagobaand Sarita B. Mantri, (2015) in his study mentioned that it is possible to develop required skills by various means such as establishment of collaborations with industries, social organizations, networking with the neighborhood agencies/bodies and fostering a closer relationship between the "world of skilled work" and the "world of competent-learning", it is possible to develop required skills.

Collaboration and Collective approach: Research studies have stressed on collaboration between teachers, between students, and between teachers and students. Members of the school community are positively supported to amend practice when they

are not isolated or in competition with each other. Many books, journal articles, and research reports stress on the value of collegiality, collaborative teams, and professional learning communities. The idea is that teacher's relationships with other adults in the school can have profound consequences for both the teachers themselves and for their students. On a related issue, there is also an increased call for school people to develop collaborative relationships with parents and other community members, and many reform evaluation plans look for evidence of this effort. DuFour and Eaker (1998) noted that "virtually all contemporary school reformers call for increased opportunities for teacher collaboration" (p. 117). However, the tradition of teacher isolation is so entrenched in schools that fostering a collaborative environment represents a significant challenge.

Source of Motivation: Teacher must act as a motivational force and should be able to create such environment in the class in which careful and rational thinking of students can be encouraged. Teacher should wholeheartedly welcome the thoughts and decisions of the students on difficult problems. It is the responsibility of the teacher to provide such environment in which student can learn effectively according to his needs and desires.

Value Education: It is the responsibility of the teacher to inculcate values among the students. Students must imbibe appropriate values for quality development of higher education system. Values bring joy, satisfaction and peace in life. But due to rapid increase in technologies there is a tremendous decrease in the quality of value education. Teacher should impart education that will enhance the quality of education by producing wise and capable students.

Influence of Abilities: From various research studies it has been found that able teacher has a tremendous influence on the students. Teacher with high caliber produces able students. Organization of subject matter properly and planning of the course are important to student learning (Kallisson 1986). Students learning experiences can be enhanced by Well-structured presentations, lecture-outlines, headings, subheading, and syllabi (Feldman 1989, Murray 1991). Self-expression sometimes referred to as "enthusiasm" – but also making the use of eye contact by covering all the students in the class, making appropriate physical movement and change in tone when important material is presented – also has great impact on student learning. All these factors lead to the positive development in Students academic behaviours such as attendance to following lectures,

amount of homework completed and academic achievement (Perry and Penner 1990). Expressiveness of teacher's calibre and abilities also increases motivation that directly leads to better learning. (Murray 1991). Therefore, teacher must update his knowledge continuously and should be aware of latest development in their subject.

Importance to Research: Research in education is one of the most important factors that enhance the quality of higher education system. "Teaching and research are important means to the quality delivery of higher education. The relationship between teaching and research is primary in defining the typical nature of the university as an institution" (Taylor 2007). Stephenson (2001) found that passion for teaching is one of the characteristics of extraordinary teachers. Yair (2007) in his research mentioned that the memories and experiences of extraordinary teachers often explain how these teachers were passionate about teaching. This passion may arise through research. Research in education also improves the quality of teaching. It makes teachers aware about the latest findings. So for improving the quality of higher education system research as an instrument must be strengthened.

Designing the Curriculum: Teachers play a vital role in designing the curriculum. Therefore for the improving the quality in higher education teachers must design the curriculum according to the needs of the students and keeping in view the demand in employment sector of the society.

Competent User of ICT: For making teaching learning process effective teachers make use of ICT. Use of ICT in teaching learning process improves the quality of teaching. Teachers should continuously update their knowledge about various teaching technologies for improving the quality of teaching and for production of efficient highly satisfied employable students.

Academic Development: Teacher performs the primary role and acts as a catalyst for all round development of the students. So, academic Development of teachers is important and necessary for the success of higher education system. Teachers play a significant role not only in improving the quality of higher education but also maintaining it; the professional competency of teachers has to be of such a high level so as to impart quality knowledge to the students. This would call the continuous upgrading of the professional development of the teachers, which is key guarantee of quality education. Basavraj S.

Nagobaand Sarita B. Mantri, (2015). Academic development of teachers depend on many factors such as quality research, Participation in seminars both at National and International level, Faculty development Programmes, Publications of papers and Books.

Professional Ethics: Professional ethics of teachers is an important issue for maintain and enhancing the quality in higher education. Teacher's attitudes towards students must be empathic, positive and appropriate and focused. Teachers should have concern towards the safety of the students. Development of professional ethics also helps in fighting the corruption.

Student centered approach: Research points out that quality teaching necessarily incorporate student-centred approach; its aim is most and for all student learning. Thus, attention should be given not simply to the teacher's pedagogical skills, but also to the learning environment that must address the students' personal needs: students should know why they are working, should be able to relate to other students and to receive help if needed. Adequate support to staff and students (financial support, social and academic support, support to minority students, counselling services, etc) also improves learning outcomes. Learning communities – groups of students and/or teachers who learn collaboratively and build knowledge through intellectual interaction – are judged to enhance student learning by increasing students' and teachers' satisfaction.

CONCLUSION

Education is important for the progress and development of the society. Good and quality teacher ensures the quality improvement of education system. Participation of Quality teachers makes education meaningful, valuable and contributes to the enhancement of higher education system in the country as a whole. Research aims to increasingly address the impact of Quality teaching initiatives. Using the assumption that Quality Teaching leads students to learn better, Marton and Säljö (1976) found that students approaches to learning i.e. the deep approach of learning that focuses on understanding the course material, and the surface approach that stresses on memorising the material itself. Barrie, Ginns & Prosser (2005) in his study mentioned that students with the perception that good quality of teaching tend to adopt a "deep" approach to learning, a coherent and integrated understanding of the course. Ellet, Loup, Culross, McMullen & Rugutt (2002),

found that Student learning is enhanced in higher education settings that address students' personal learning environment needs and in which Quality Teaching thrives.

REFERENCES:

- Barrie, S.C., Ginns, P. and Prosser M. (2005), "Early impact and outcomes of institutionally aligned, student focused learning perspective on teaching quality assurance", *Assessment & Evaluation in Higher Education*, Vol.30, No.6, pp. 641-656
- Basavraj S. Nagoba, Sarita B. Mantri. *Journal of Krishna Institute of Medical Sciences University*. Vol. 4, No. 1, Jan-Mar 2015.
- Biggs, J. (2001), "The reflective institution: assuring and enhancing the quality of teaching and learning", *Higher Education*, Vol.41, No.3, pp.221-238.
- Ellet, C. Loup, K. Culross, R., McMullen, J. and Rugutt, J. (1997), "Assessing Enhancement of Learning, Personal learning Environment, and Student Efficacy: Alternatives to Traditional Faculty Evaluation in Higher Education", *Journal of Personnel Evaluation in Education*, Vol.11.
- Harvey L. & Green, D. (1993) "Defining quality", *Assessment and Evaluation in Higher Education*, Vol.18, pp.8-35.
- Hirsch, E. (2001), "Teacher Recruitment; Staffing Classrooms with Quality Teachers", *State Higher Education Executive Officers*.
- Kallison, J.M.Jr. (1986), "Effects of lesson organization on achievement", *American Education Research*. Vol.23, No.2, pp.337-347.
- Marton F. and Säljö R. (1976), "On qualitative differences in learning, outcome and process", *British Journal of Educational Psychology*, Vol. 46, pp.4-11
- Murray, H. G. (1991), "Effective teaching behaviors in the classroom", In: Smart J. (ed.). *Higher Education: Handbook of Theory and Research (Vol.7)*, Agathon Press, New York pp.135 -172.
- Stephenson, F. (2001), *Extraordinary teachers: The Essence of Excellent Teaching*, Andrews McMeel Publishing, Kansas City
- Yair, G. (2008). Can we administer the scholarship of teaching? Lessons from outstanding professors in higher education, *Higher Education*, Vol.55,