

THE APPRAISAL OF STUDENTS' OUTLOOKS RELATING THE TEACHER SKILLS AND QUALIFICATIONS FOR THE TOTAL QUALITY EXECUTIONS

Saeed Ahmadpour Kaskari

Department of Industrial Engineering, Associate Professor of Tafresh University, Tafresh, Iran

Abstract

The present investigation directed to appraise the aptitude and qualifications for the total quality implementations of teachers as per the perspectives of high school students. This investigation was conducted with 94 students selected without prior planning from the Near East College. The paper finding indicated that students considered the qualifications for the total quality implementations of their teachers sufficient. In addition to that, there was no significant difference in the perspectives of the students with other gender and the students of different age groups.

Keywords: Teacher skills, Qualifications, Total Quality executions

1. Introduction

Education that is considerably effective in behavior change of an individual has an important role for an individual to keep up with the societal changes, follow the technology closely and to become information society (Dönmezer, 2004; Erdinç, 2006; Demirel & Kaya, 2007; Uzunboylu & Hürsen, 2011). When the effect of education that has a vital significance on a human life is taken into consideration one could say that the education systems are required to be redesigned in line with the changes and innovations appropriate today's circumstances. A number of regulations should be done to increase the quality standards of education accordingly (Dolmans, Wolfhagen & Scherpbier, 2003; Yıldız & Erdemir & Gitmez, 2006). In this case, the total quality of implementations that enables the education systems to adapt to the changing environment, encourage students to participate actively in the process, meet students needs and offers different point of views to the education system will be remarkably effective in the increase of the quality of education level in case it is implemented in the education system (Yaman, 2006; Okçu, 2008). The success of the total quality implementations in the education systems depends on the constant development and active participation of workers, caring for team work, increasing the quality of service and particularly the success of the leaders during the management process (Irani, Beskese & Love, 2004; Dahar, Faize & Niwaz, 2010; Milosan, 2011; Chen & Chen, 2012). The success of the leaders in the total quality management, however, could only happen by identifying and resolving the problems at the right time, making use of the opportunities well and establishing communication skills between the individuals (Erdinç, 2006).

The leaders, directors, vice-directors and teachers all have a very compelling role in the implementations of the total quality management in the education process (Yaman, 2006). In this

process, especially teachers play a big role in increasing students' qualifications, shaping their future and helping them adapt into changing conditions (Dahar, Dahar & Faize, 2011). Along with this, teachers also affect the quality of the education process. Therefore, teachers who are the core of the education process should be at a level that could enable them to improve the quality of teaching and the quality of students (Akbaba, Gürü, Yaran & Çimen, 2006; Hussain, Ali, Khan, Ramzan & Qadeer, 2011).

Additionally, teachers while educating their students should treat them equally, encourage them to do research, find a way out for the problems students come across in their daily lives and get them ready for the social life (Şen & Erişen, 2002; Saydan, 2008; Okobia, 2012). Besides, teachers should be equipped well about their fields, use both visual and audial materials in their lessons, use their time well, have effective communication skills and benefit from the method and strategies during the education process (Şen & Erişen, 2002; Saydan, 2008; Hussain & Ali, Khan, Ramzan & Qadeer, 2011; Okobia, 2012). When the literature is reviewed it is found that the teacher qualifications for the total quality management implementations are evaluated by the directors and teachers. Apparently, students' views are not included and this could be regarded as a deficiency that should be studied. This is why it is aimed to evaluate the teachers' qualifications for the total quality of the implementations in this study. Besides, answers are sought for the following questions to reach the aim of the study:

1. How are the qualifications for the total quality implementations of teachers according to the views of the students in general?
2. Is there a meaningful difference between the qualifications for the total quality implementations of teachers according to the views of the students with different genders?
3. Is there a meaningful difference between the qualifications for the total quality implementations of teachers according to the views of the students at different ages?

2. Methodology

Participants 70.2% (n=66) of the participants were at the age of 16 whereas 29.8% (n=28) of them were at the age of 17. The results obtained from the study show that the majority of the students were at the age of 16.

Data collection instruments and application:

The questionnaire was designed for the purpose of evaluating students' views about the teacher qualifications of total quality management implementations by the researchers. The statements of the questionnaire were prepared by reading the relevant literature in depth in the questionnaire designing process. The suggestions of the experts in this field were taken into account and the questionnaire was finalized. The questionnaire had two parts. The first part included personal information whereas the second part had students' statements about the teacher qualifications of total quality implementations. The Cronbach's alpha value of the questionnaire was calculated as (0.957).

Data analysis:

The data obtained from the research was analyzed by using the programmed of SPSS 16. The data obtained from the research was also analyzed by using percentage, mean, standard deviation and t-test analysis. The values reached as the result of the analysis were interpreted with 0.05 significance level.

3. Results

3.1. The Qualifications of Teachers for the Total Quality Implementations According to the Views of the Students. The average points for the views of the students that participated in the research were identified as ($M=3.51$, $SD=.698$). The findings showed that the students who participated in the research found their teachers qualifications for the total quality implementations sufficient in general.

3.2. The Qualifications of Teachers for the Total Quality Implementations According to the Views of the Students in Terms of Their Genders. To find out whether there was a meaningful significance between the views of the students in terms of their genders regarding the qualifications of teachers for the total quality implementations t-test was used.

As it could be seen in Table 1, the average points of female students ($M=3.43$, $SD=.683$) were found to be lower ($t=-1.271$, $P>0.05$) than the average points of male students ($M=3.61$, $SD=.711$) regarding the views of the students about the total quality of implementations for the teacher qualifications.

The findings, however, showed that the views of the female and male students did not create any meaningful difference regarding the teacher qualifications for the total quality implementations. Therefore, the result obtained displayed that the gender variable had no influence on the views of the students regarding the qualifications of the teachers.

3.3. The Qualifications of Teachers for the Total Quality Implementations According to the Views of the Students in Terms of Different Age Groups to find out whether there was a meaningful significance between the views of the students in terms of different age groups regarding the qualifications of teachers for the total quality implementations t-test was used. As it could be seen in Table 2, the average points of students at the age of 16 ($M=3.49$, $SD=.683$) were found to be lower ($t=-1.271$, $P>0.05$) than the average points of students at the age of 17 ($M=3.58$, $SD=.742$) regarding the views of the students about the total quality of implementations for the teacher qualifications. However, the findings showed that the views of the students at the ages of 16 and 17 did not create any meaningful difference regarding the teacher qualifications for the total quality implementations.

4. Discussion & Conclusion

When the views of the Near East College students evaluated, it is found that students regard their teachers' qualifications for the total quality implementations sufficient, in general. On the contrary, when the literature is reviewed, it is found that, in a similar study, Oktar and Özçayır (2008) obtained findings showing that students did not consider their teachers' qualifications for the total quality implementations sufficient. This is the case then showing that there could be differences in teacher qualifications. Again, when the literature is reviewed, it could be stated that students have views in common concerning the teacher qualifications. In a study carried out in 2006 at university level, for example, students views about teachers' use of equipment in the lessons, making students participate in the lessons, coming to the lessons prepared are in line with the students' views in this current study (Akbaba, Gürü, Yaran & Çimen, 2006). Additionally, in another study conducted in 2009 at university level again, it was discovered that students share similar views on the subjects like teachers presenting their lessons at a reasonable speed with an understandable tone of voice, dominating the classroom while doing the lesson and giving examples to better explain the subject (Açan and Saydan, 2009). This case shows that what students at university level and high school

level think have similar characteristics about the expectations of teacher qualifications. Besides, the students' genders and ages did not create any meaningful difference regarding the teacher qualifications for the total quality implementations. For future studies it is recommended that students studying at all levels of education should include their views on teachers' qualifications. It is also recommended that researchers should carry out more studies concerning the teacher qualifications for the total quality implementations. Also, researchers should include different demographic characteristics of students in detail in their future studies of this type.

References

- Aan, B., & Saydan, R. (2009). Öğretim elemanlarının akademik kalite özelliklerinin değerlendirilmesi: Kafkas Üniversitesi İİBFÖrneđi. Sosyal Bilimler Enstitüsü Dergisi / Journal Of Graduate School Of Social Sciences, 13(2).
- Akbaba, A., Gürü, B.E., Yaran, M., & Çimen, H. (2006). Öğrencilerin öğretim elemanları ile ilgili kalite beklentileri: Akçakoca turizm işletmeciliđi ve otelcilik yüksekokulu örneđi. Anatolia: Turizm Arařtırmaları Dergisi, 17(1), 9-21.
- Chen, J.K., & Chen, J.S. (2012) . A network hierarchical feedback system for Taiwanese Universities based on the integration of total quality management and innovation. Applied Soft Computing, 12 2394–2408.
- Dahar, M.A., Faize, F.A., & Niwaz, A. (2010). A case study of the university college of education chiniot punjab (pakistan) with reference to total quality management. European Journal of Social Sciences,16(4).
- Dahar, M.A., Dahar, R.A., Dahar, R.T., & Faize, F.A. (2011). Impact of teacher quality on the academic achievement of students at secondary stage in punjab (Pakistan). European Journal of Social Sciences,19(1).
- Demirel, Ö., & Kaya, Z. (2007). Eğitim bilimine giriş. Ankara: Pegem Akademi Yayıncılık.
- Dolmans, D.H.J.M., Wolfhagen, H.A.P., & Scherpbier, A.J.J.A. (2003). From quality assurance to total quality management:how can quality assurance result in continuous improvement in health professions education?. Education for Health, 16(2), 210 – 217.
- Dönmezer, İ. (2004). Gelisim ve öğrenme psikolojisi. İzmir: Ege Üniversitesi Basımevi.
- Erdiñç, H.S. (2006). Toplam kalite yönetimi yönünden müfredat labartuvar okulları ve diđer okullarda çalışan öğretmenlerin nitelikleri ile okula yönelik tutumları arasındaki ilişki üzerine bir araştırma. Dokuz Eylül Üniversitesi, Eğtimi Bilimleri Enstitüsü, Eğtım Bilimleri Anabilim Dalı, Eğtım Programları Ve Öğretim Anabilim Dalı Doktora Tezi, İzmir.
- Hussain, S., Ali, R., Khan, M.S., Ramzan, M., & Qadeer, M.Z. (2011). Attitude of secondary school teachers towards teaching proffession. International Journal Of Academic Research, 3(1).
- Irani, Z., Beskese A., & Love, P.E.D. (2004) .Total quality management and corporate culture: constructs of organizational excellence. Technovation, 24, 643–650.
- Milosan, I. (2011). Studies about the total quality. Acta Technica Corviniensis Bulletin Of Engineering Tome, 4,2067- 3809.
- Okobai, E.O. (2012). The teacher factor in enhancing quality assurance in the teaching /learning of social studies. Review of European Studies, 4(4).

- Oktar, E., & Yazçayır, N. (2008). Öğrencilere göre etkili öğretmen özellikleri. Millî Eğitim Dergisi, 180.
- Saydan, R. (2008). Üniversite öğrencilerinin öğretim elemanlarından kalite beklentileri: yüzüncü yıl üniversitesi iibf örneği. Gazi Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 10(1), 63 – 79.
- Şen, H.Ş., & Erişen Y. (2002) . Öğretmen yetiştiren kurumlarda öğretim elemanlarının etkili öğretmenlik özellikleri. G.Ü. Gazi Eğitim Fakültesi Dergisi, 22(1) 99-116.
- Uzunboylu, H., & Hürsen Ç. (2011). Öğretim ilke ve yöntemleri. Ankara: Pegem Akademi.
- Veysel, O. (2008). Eğitimde toplam kalite yönetiminin uygulanması. Millî Eğitim Dergisi, 179, 283-292.
- Yaman, Ş. (2006). Ortaöğretim kurumlarında yürütülen toplam kalite uygulamalarının yönetici ve öğretmenler tarafından değerlendirilmesi. İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, Eğitim Bilimleri Anabilim Dalı Yüksek Lisans Tezi, İstanbul.
- Yıldız, S.M., Erdemir, İ., & Gitmez, M. (2006). Bir orta öğretim kurumunda toplam kalite yönetimi uygulamalarının öğrencimemnuniyeti üzerine etkisinin incelenmesi. Milli Eğitim Dergisi, 172,143-152.