

Exploring the Role of Action Research in Enhancing Quality Management in Teacher Education

Rinki Khatun

M. Ed., Baba Saheb Ambedkar Education University, (Erstwhile David Hare Training College, Department of Teacher Education), Ballygunge, Kolkata, 700019, West Bengal, India
Email: [rinkikhatun1920\[at\]gmail.com](mailto:rinkikhatun1920[at]gmail.com)

Abstract: *The sincere pursuit process called educational research has developed in modern times. Thus, academic research is a systematic activity devoted to discovering and developing well-organized knowledge that always seeks to find or solve a problem. At present, due to the increasing modernization and engineering development in the education system, research has become inevitable in solving operational problems, as well as in the teacher education field, various problems related to teaching and training and action by inventing various developmental approaches in the field of quality management Research. According to Palmer and Johnson (1971), action research is a method of using research for social activities that involve groups of people to solve problems and find root causes, as if the research itself is a part of empowerment and action. This article will explore the inter-dependence of action research and quality management in teacher education.*

Keywords: Action Research, Quality Management, Teacher Education.

Objective of this Study

The present study will be an attempt to explore the inter-dependence of action research and quality management in teacher education.

1. Introduction

Quality management of an organization refers to the continuous improvement of each of its activities. It is a continuous process. Panday, Joshi and Ekbote (Prof. Satish Kalra, Interpersonal Relationship, Summer Institute organized by NCERT, 2002) – in their words, 'It involves identifying quality ideas, absorbing ideas, information systematization, adopting innovation practices, undertaking institutional assessment, etc.' However, in the case of universities, there is a system of evaluation of institutions by NCTE and NAAC. Linking the organization with quality management requires proper management in every organization. In that case, the role of action research is important. Research that is conducted for the purpose of adopting an appropriate course of action for the effective solution of a problem is called action research. According to Stewart, "Action research is a continuous process of inquiry by which people in a social setting (e.g., classroom, group, and neighbourhood) explore their own situation/situation (or problem) and voluntarily take effective action to improve it." Its main aim is to bring about change in the existing conditions. Action research is situational. It involves identifying the problem in a specific context and solving the problem within that context. This research is based on observable experience or empirical evidence. This research is participatory and is an ongoing process. Action research is the work of changing the existing conditions of specific activities or professional practices and improving them. Therefore, action research is very important for the improved practice of any professional or practitioner, including class teachers, school administrators. This research does not end with uncovering accurate information about the

work; rather, it is the specific aim of this research to take the necessary steps to support action. That is, solving any practical/practically arising problems, or improving professional practices or existing working conditions (e. g., improving teaching-learning processes), etc.

Therefore, it can be said that this research has two main objectives: firstly, to know and understand the phenomenon or situation in detail and deeply, and secondly, to improve the situation or solve the problem by taking necessary steps and thus changing the existing system. Action research, like conventional research, aims not only to acquire new knowledge, but to ensure its use as a guide to development. That is, the purpose of research is to coordinate theory and practice. One complements the other.

A class teacher or professional can take action research to achieve various objectives. For example, quality management can be ensured by improving the quality of teaching methods, ensuring active participation of students in class work, solving situations arising in class management, improving teacher-student relationships, assessing and solving problems of school-based work processes, etc.

Why Action Research?

- Teaching learning is not only theoretically based, but action research deals with the real problems of institutional life. It is a cyclical process that keeps repeating the same problem and trying to solve it again.
- Since there is a clear trend of rising student absenteeism at teacher training institutions, action research is crucial to determining the true source and effective remedy for this issue.
- There is a lack of mental integration in the academic manager. There is a difference between the needs of educators and the needs of managers. So research is

effective in selecting conflicts with these different needs and expectations.

- A supportive learning environment is essential and action research is needed to improve learning.
- Action research allows educators to learn through their actions for personal or professional development.
- Action research is also distinct from educational research due to its participatory nature.

It follows certain procedures like-

- Plan a change
- Engage in Action
- Observe the results
- Reflection on action.

Action Research vs. Quality Management in Teacher Education:

Applied to teacher education, quality refers to the totality of student-teacher characteristics and attributes acquired as a result of the educational program. If the expectations of schools, students, parents, and society are met, it indicates that teacher education institutions have prepared the right kind of teachers. And if teachers continue to improve themselves, education itself is value-added. (Feigenbaum, 1951). Such teachers will continue to meet the needs of the society. There are educational outcomes and fitness of experience for use. (Juran and Gryna, 1988). Errors in the teacher education process will be avoided in a quality teacher education institution (Crosby, 1979). Therefore, quality can be assured to deal with various problems through action research.

Quality indications for teacher education (NAAC):

- Curriculum design and planning.
- Curriculum transaction in evaluation.
- Research development and extension
- Infrastructure and learning resources
- Student support and progression
- Organization and management.

Action research plays an effective role in dealing with various problems arising in the proper management of academic, administrative financial, human, and physical resources. In a word, input-process and output management is a matter of great concern in the teacher-education system.

Standing teachers in the 21st century must be the first to initiate research into the teaching environment that has a significant impact on their professional practice. Because they have the necessary knowledge, skills, and experience. These can be done successfully if their institutions provide intensive training.

Now a major shift has come in the field of education. For example:

- From teacher-centered static design to learning-centered flexible processes.
- From studying within the four walls of the classroom to learning in the wider social context of the classroom.
- Linear exposure to multiple and divergent exposures.

So, to meet all the objectives various current practices of teacher training are brought up which are derived through action research. For example:

- Personalized learning
- ICT integration
- Continuous assessment
- Feedback oriented approach
- Project-based learning and so on.

Research and quality management are closely related to each other, as proper management is essential in solving the problems arising in teacher education institutions and achieving the objectives of teacher education.

2. Findings

- Action research plays an important role in quality assurance and constructive inquiry in teacher education.
- In a growing and technology-driven innovation, there is a growing need for teachers to undergo action research projects that can greatly help them in reflecting and reshaping their current practices.
- Applied research can be problem-solving oriented if problem-solving results in improved practice.
- Practical implications as action research is defined by its double aim of developing both scientific knowledge and practice, the ability to successfully design and apply action research in quality management Research has large practical implications.
- Action research plays pivotal roles to improve teaching and learning by taking a collaborative reflective problem-solving approach to investigate classroom practice.

3. Conclusion

Teacher educators need to master critical strategies for organizational needs as teacher education makes a teacher computable. Once the needs of the environment can be properly analyzed, the managers can adapt their teaching style to change and change all or some of the situational variables and try to improve the overall improvement of the teacher education institution by explaining different theories and practices of education, including capacity- and action research that will ensure the overall quality of teacher education.

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