



Critical Review On Quality Of Education At Primary School And Teacher's Level

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ABSTRACT:

The present review realized the need to develop of two separate tools, one is to measure the degree of quality education but collecting the data from the students concerning various variables such as students' performance based on social and emotional support from teachers, support from parents and community, availability of appropriate infrastructure and environment and effective teaching by the teachers in the classroom; and the second one to measure the teachers' sensitivity by focusing on various aspects of teachers like professional ability, professional knowledge and professional ethics. In this article, critical review on quality of education at primary school and teacher's level has been discussed.

Keywords: Quality, Education, Primary, School, Teacher

INTRODUCTION:

Education' results in better-learned individuals but quality education makes better-educated individuals because quality replicates completeness in all aspects. After having a rigorous review of literature about the status of primary education in terms of quality education, it was observed that students are getting the education in schools but the quality which is required in terms of their language and numerical ability is not visible. Also, if it provided in a few schools, the desired outcomes in the field of behavioral performances are lacking. Considering the necessity of education of good quality, UNO has fixed the target for sustainable developmental goal on education (SDG4), hence every country needs to make sure that every child will be provided the opportunity to receive the comprehensive and unbiased quality education and to encourage and support the enduring learning prospect for all school goers by 2030. In the Country like India, to attain the goal of equitable quality education, the huge gap existing between the high quality and the equitable edification has to be bridged in, which has generated a learning catastrophe in the education system resulting in broadening the social gaps among the students and the teaching fraternity.

REVIEW OF LITERATURE:

According to Beng Huatsee and Stephen Gorad (2020), the teaching approaches that are used to raise students' academic performance must be decided by the schools while also taking into account the evidence of their effectiveness. The primary proof came in the form of improved reading and writing production from the students. [1]

According to Binita Rai and Benudhar Chinara (2019), education is crucial because it equips people with the knowledge and skills they need. The most important factor in the development and prosperity of the country is education. It gives people resiliency and strength so they can adapt to the ever-changing demands of the moment, and it is the foundation of all nations. According to education experts, quality is the capacity to fulfil the specified objective for which the service is provided. Four or five factors cannot adequately describe a high-quality education. A child's overall growth is ensured by a great education, resulting in their becoming self-sufficient and contributing members of society. The primary goal of the study is to evaluate the government primary school's instructional and physical infrastructure. The descriptive survey method was employed in the current investigation. The population of the study consisted of all 120 primary government schools; 10 of these schools served as the sample for the current study, which used simple random sampling. Observation sheets and interview schedules were used to help collect data, which was then analysed and interpreted using descriptive statistics like percentages and graphs. According to the survey, government elementary schools' quality of instruction is deemed to be substandard. [2]

In order to investigate the impact of local leaders on the effectiveness of education at private preschools, Admasu Ayele and Ashebir Bezabih (2019) collected data from 120 preschool teachers and 20 principals of 20 private schools in Sodo city. They concluded that the main challenges faced by preschool administrators were a lack of guiding principles, a lack of all resources, a lack of funding and incentives, a lack of training programmes, flaws in the curriculum design, a lack of effective and qualified teachers and leaders, a lack of an environment that fostered teaching and learning in the classroom, a lack of support from local authorities, etc. [3]

A positive and notable association between the two types of variables, i.e., instructors' attitudes and students' academic achievement, was found by M.P. Ekperi et al. (2019), who collected the sample from secondary schools in the North Local Government of Enugu. They concluded that a variety of factors, including the government's unfavorable view of teachers, a lack of job satisfaction, unsatisfactory compensation and delayed wages, a lack of teaching resources, poor management practices, a lack of student cooperation and interest in academics, etc., all have an impact on teachers' attitudes. Teachers create the atmosphere in the classroom by displaying their views, methods, or characteristics. Positive teacher attitudes will foster positive relationships with students, which will ultimately improve students' academic success. They chose a sample of 400 people from a population of 968

people using the Taro Yamane sample size calculation. To test the hypothesis, multiple regression analysis was used, and the average mean score was used to examine the population's responses to the study questions. Based on their findings, they proposed some corrective actions to improve teachers' attitudes, such as prompt salary payment, the provision of appropriate teaching materials in classrooms, in-service training for teachers, and so on, so that instead of serving as a teacher, they would form bonds with the students by improving their interpersonal skills. To improve classroom management, they suggested that emotional intelligence skills be taught in the classroom. [4]

The phrase "teaching impacts" was coined by B. David and A.K. Mathew (2017) after researching instructors' emotional intelligence and how it affects students' conduct outside of their basic academic abilities. [5]

According to Matthew, P. S., and Matthew, A. K. (2017), the study is a concentrated and thorough effort to assess the challenges linked to primary education, with the inclusion of a study of teachers' sensitivity to the same. In order to examine the interaction between teachers and students in the context of high-quality education, it aims to look into the inclusion of aspects of prejudice both inside and outside the school. Additionally, it examines a special case study of the teachers' instruction in the context of a multicultural life with ethical obligations in the State of Israel. [6]

Kraft & L. Grace (2016) investigated how educators' affectability and its impact on understudy behaviour beyond their primary scholastic talents can increase research on the link between teachers and students. In order for instructors to better these relationships and, in turn, brighten the lives of the students who experience them, particularly in the classrooms, their research sought to deepen the association and cooperation between students and teachers. [7]

This research was oriented by S.D. Fredson and L. Reis (2015) to help the educational system get better. In order to do that, he conducted a study to determine the effects of teachers' behaviour and emotional states on students' learning achievement. He recommended that we support one another in increasing the effectiveness of our instruction. He outlined the tactics that can be used to increase students' performance, particularly while learning a second language, and what is required of a competent and caring teacher in the classroom to establish a close relationship with the students. The results showed that positive and supportive relationships between students and teachers are beneficial for both parties—teachers and students. The majority of teachers reported that when they become more familiar with their pupils, their rapport with them improves naturally. As a result, their students are more focused on their studies, which encourages them to exert more effort to achieve better results. The author implied that a teacher who attends to the needs of the students helps the students overcome the difficulties of learning in such a way that it

improves their behaviour and academic performance, which will lead to the growth and development of their potential because, in such situations, learning becomes a pleasurable experience for them. [8]

Theo Wubbelsa (2015) coded expressions on communication and idea exchanges between students and teachers in order to analyse the data from 28 teachers. The analysis's findings made it clear that a teacher can cultivate and preserve the prestige of a cordial teacher-student relationship by either substituting the quality of its agency, or by exercising control over the weak, and by raising the standard of their interactions, or by being cordial and nonaggressive. Because establishing friendly relationships with students and teachers in the classroom will result in a positive student-teacher relationship, whereas an antagonistic pattern of these interactions will produce a problematic pattern of this association. [9]

Trevor Pilgrim (2014) believes that management and higher authorities should use caution when choosing teachers. It is important to conduct a thorough background check before hiring them. Generally, inexperienced or untrained teachers develop the bad habit of not keeping a proper distance from the students because they find it easy to adopt them by giving them an unfair advantage and developing a friendly relationship with them outside of the classroom. The protection and welfare of the students will be negatively impacted unless higher authorities take the proper measures to investigate and punish the defaulting teacher. [10]

In their study of student-teacher interactions, K. McCormick and B. O'Connor (2014) found that teachers' empathy had a significant impact on both students' reading comprehension and interpretation, as well as the other way around. This indicates that the pair agreed that teachers' relationships with their pupils have a significant impact on how well their students achieve. [11]

Based on a study of the literature, Yusra Alnasseri (2014) researched the effect of teacher-student relationships on students' learning outcomes, behaviour, and attitude. She found that these relationships have a favorable impact on students' learning. The author emphasized that children will grow more self-assured, driven, and encouraged to acquire knowledge, leading them to lead a happy and successful life in the future if the instructor is loving, supportive, trustworthy, and courteous to the students. [12]

According to K. McCormick and B. O'Connor (2014), apathetic, half-hearted, and disconnected teacher-student rapport or association between students and teachers is stressful and taxing for both parties, i.e., the teachers and students suffer as a result of this type of negative association with each other, which can be proven detrimental and unfavorable to students' academic, behavioral, emotional, academic, and cognitive development. [13]

According to Emily Gallagher (2013), student interactions with teachers have an effect on both their social conduct and academic performance. He asserts that classrooms are the places where students' performance may be enhanced provided teachers adopt appropriate strategic plans while maintaining a sympathetic attitude. She also emphasized that kids who received teacher support for both their academic and social performance displayed greater success in all areas. [14]

Jennings and K. DiPrete (2010) conducted research on kindergarten and first-grade students to determine the duties and accountability of instructors to develop students' personalities. The impact of teachers on students' academic performance as well as their social, emotional, and behavioral performance was compared in the study. According to their study's statistical analysis, teachers had a higher impact on students' social and behavioral performance than they did on their academic success. [15]

Based on their research, K. Wentzel et al. (2010) recommended that teachers focus on civilizing their relationships and associations with their class children as well as supporting them in strengthening their relationships with one another in order to create a supportive and affirming environment in their classroom. They believed that maintaining excellent and healthy relationships between the students and the professors, as well as between the students themselves, contributed to the classroom's conducive teaching-learning environment. [16]

Battistich et al. (2009) studied the topic of teachers' sensitivity and discovered that good teacher-student relations are supported by teachers' knowledge of minor differences, a high degree of proximity, assistance, and support, and a low degree of reliance on them. These factors all contribute to students' social skills of love and harmony, which in turn improves their academic performance and fosters their adaptability in the global marketplace. [17]

P.S. Matthew et al. (2008) noted that teachers should not assume that these correlations are unimportant when they provide an overview of the relationship between teachers' sensitivity and students' academic success. According to several studies, kindergarten students who have a difficult time getting along with their instructors exhibit elevated levels of stress hormones when they are around them. Through his research, the author has come to the conclusion that teachers need to appreciate the value of forging strong relationships with their pupils in order to give them a stress-free atmosphere for learning and development. [18]

Robert et al. (2007) provided a way to conceptualise, coordinate, and evaluate student and teacher experiences in the classroom in three key areas: emotional support; class organization; and educational support; and teaching via interactions (TTI). According to their research, instructors are not only expected to generate exam scores but also an environment that fosters emotional growth, monitors and controls classroom behaviour,

conveys accurate information, and fosters the growth of children's critical thinking abilities. [19]

After conducting a thorough analysis, P. Dona and M. Christenson (2007) came to the conclusion that pupils who were having a close, caring, and pleasant association with their students missed school the least, were more independent, supportive, and engaged in learning. Similar to our study, this analysis offers proof that building a strong and pleasant relationship between students and teachers is important. [20]

Pianta (2006) looked into a vast collection of experimental research that supported the predominance of associations between the student-instructor relationship and understudies' passionate state of mind, concentration, critical thinking, and scholastic accomplishment and emphasized its importance for the development of students in order to improve the quality of studies done about the teacher-taught relationship. Similar to this, our research topic, Piata, has placed an emphasis on strengthening the relationship between teachers and students in order to promote the students' overall development. [21]

After focusing on student behaviour in the classroom, P. Baker (2006) advised teachers not to give up too easily on their efforts to develop positive and affirmative relationships with challenging students, because students will benefit more from having a positive relationship with their teachers than from acting amiably around their classmates. [22]

Ved et al. (2006) conducted additional research on teacher-student relationships and discovered that teachers' displeasure and tetchiness with their students is what causes those relationships to become tenses. In these types of classrooms, teachers may not have any control over the classroom and may be forced to yell and exert harsh punishment instead, which can lead to sarcastic or disrespectful exchanges between them and the students. The result is a hostile learning environment in the classroom as these teachers are left with little choice but to persecute or mistreat the students. The great educationalists focused on teacher-student interaction in this study and exposed the elements contributing to students' subpar performance and the unfavourable learning environment. [23]

Whitlock (2006) made an effort and recommended that teachers get to know their students on an emotional level. They should always refer to them by their given names, be knowledgeable about their areas of interest, and make every effort to understand what they need to succeed, particularly academically. The researcher's study, while similar to ours in terms of the teacher-student relationship, was not based on Indian schools. [24]

Max, V.M. (2005) concentrated on student-teacher interaction in terms of interpersonal conduct and students' perspectives on science with the aid of their study on Kashmiri students and instructors. This relationship was characterized in terms of two factors, namely the teacher's influence on interpersonal interactions in the classroom and the proximity of

the students and teachers in terms of their cooperation. With the aid of the QTI, they measured it in order to determine the impact of various variables on the learning environment inside and outside of the classroom. It was discovered that there is a positive correlation between the aforementioned variables, namely, students' attitude and teachers' behavioral sensitivity. The researchers' investigation supports our hypothesis that students' attitudes and performance are directly correlated with the teacher's sensitivity. [25]

After taking into account their prior achievements, M. Hamre and H. Pianta (2005) found that in class 1 students' educational success was more likely to be predicted for those students who were at risk of failing than for those who were academically strong. This study is comparable to our own, which demonstrated that academically underachieving students performed significantly better when their teachers offered them social and emotional support. [26]

According to L.W. David (2003), the teacher-student relationship affects how enthusiastically students participate in class and how much they learn. By utilizing their skills and abilities to address students' needs, create a classroom environment that increases students' motivation and, consequently, learning; encourage students to learn through a personal and caring approach; and allocate time in their schedules for acting as an authoritarian—not as a dictator but for the development of expert knowledge—teachers can significantly affect students' societal and cerebral knowledge. Their progression through the various academic phases of their school life is facilitated by their compassionate relationships with the children in their class. If the teacher is very caring, understanding, empathetic, and holds a helpful and loyal relationship with their students, the students will experience enjoyable learning by having a space to feel free to interact and be at ease in class and boost their academic achievements because it will give all the students in the class the same opportunities to partake in the process of learning without any bias. However, the study was not focused on our nation and did not address the significance of positive and meaningful interaction between students and teachers. [27]

According to J. Gillespie's (2002) research, a teacher's connection with the students in the classroom and the innate qualities of a student-teacher relationship, such as thoughtfulness, the ability to be meaningful and expressive, faith, and reciprocal reverence, are what make a classroom environment where students feel confident enough to be acknowledged and can perform better in all areas. Although Gillespie provided information on the characteristics of the student-teacher relationship, it was not made clear what the habits and practices that contribute to the development of this association are. [28]

It was noted in Deering, T. E (2001) studied that preschool students' teacher-taught relationships were genuine. He discovered that it is directly related to the expressions of the young child's social behaviour and social skills in the classroom. He looked at the evidence

that kindergarten student-teacher relationships are related to the recognition of students' pro-social behaviour in the classroom and their social capacity or interpersonal skills. He oversaw an examination into the "Status of the Elementary Education in Rural Areas of Uttaranchal's Chamoli District." Using an interrogative schedule, this inquiry assessed the state of basic education from several angles in 30 schools located in difficult-to-reach places within three blocks of the area. The important findings are that the educational system needs to allocate resources to help exceptional to moderate students who are slow learners, children with physical and religious needs, or those who can't attend school regularly for one reason or another. In remote and bucolic regions, there is a difference in the completion of the school term or tenure rate because of serious school dropouts due to financial adversity. [29]

Anita Woolfolk Hoy (2001) created a tool using data on validity and reliability from three different studies and the model of teacher efficacy proposed by Tschannen-Moran, Woolfolk Hoy, and Hoy (1998). In order to improve student accomplishment, new research trajectories made available by this instrument are being investigated. It has been demonstrated that pupil control beliefs and teacher effectiveness, as measured by the OSTES, are inversely correlated. As a result, a teacher with a strong feeling of effectiveness will have a less controlling attitude toward their students. Planning the teaching-learning process, integrating the students into the process, and managing the classroom are the most crucial aspects of an effective teacher's development of wealth while managing the profession. [30]

According to Leita, N. & Russell, F. W. (2000), associations between teachers and students play a crucial role in the student's healthy growth. It means that the early childhood educational process entails teachers imparting knowledge, skills, and a positive outlook to the pupils, all of which are seen to be crucial for successful socialization in a particular civilization. According to research, high-quality teacher-student relationships influence students' inspiration and engagement in the learning process, ultimately leading to subject-matter mastery, the advancement of proficiency factors, and the achievement of preferred outlook and behavior—the ultimate goal of this noble profession. [31]

With the aid of the new motivational model, A.S. Ellen and M. Belmont (1998) investigated the effects of the teacher's behaviour on the participation of the students in their class and their overall performance in order to identify the various dimensions of the teacher's sensitivity, including behaviour, attitude, etc. They investigated the effects of three aspects of teacher behavior—emotional attachment, engagement, and independent support—on 144 kids in classes three through five over the course of a school year. With the aid of correlational and path analyses, they came to the conclusion that teachers' associations with their students in the form of supporting their self-sufficiency and organizing the classroom in accordance with the needs of the students had a significant impact on students' overall performance during that particular academic year. Additionally, they thought that students

who did not cooperate in this regard were treated unfairly by their teachers. The importance of the student-teacher relationship, particularly interpersonal attachment, in affecting student motivation and encouragement is thus highlighted with the aid of this study. [32]

With the use of evidence, M.K. Rajib and A. Singh (1996) argued that recognizing the importance of mathematics in seventh grade is influenced by the teacher-student relationship's capacity for discernment. They also discussed the effects of painful removal on school involvement. Only students in grade 7 were included in his study, which focused on the significance of mathematics in that grade. [33]

In their extensive examination of the multicultural sensitivity of instructors, Singh, M., Singh, C. K., and Singh, P. K. (1995) discovered that teachers who are insensitive to, or unaware of, the demands of students—particularly of minority students—unwittingly hinder their educational progression. Though we don't doubt the worthwhile research being done in the domain of teachers' sensitivity towards multicultural teaching-learning, Thomas E. Deering and Annette Stanutz also stated that we think researchers have overlooked a fruitful topic for study. [34]

CONCLUSION:

The major sectors of quality education, as discussed, are; social, emotional, psychological, physical, mental, and rational aspects which can be achieved by the school and the society when the teacher-student association is meaningful and result oriented in terms of these aspects. As it is observed from the status of education in and Nadia, though a lot of work has been done to improve the scenario of primary education in terms of infrastructure and other resources of the same kind the result in terms of students' academic and behavior performance is yet to improve. In 1962 after the independence during the early decades, was ranked at 11th place and was ahead of many states like Rajasthan, Uttar Pradesh and Madhya Pradesh but according, to 2001 census, it was ranked at 15th position in terms of literacy having a literacy rate of 47% whereas now, as per the 2011 census, its position has slipped down to the bottom place. This figure compels us to think about the reasons behind this decline in the status of education. When all the necessary initiatives have been taken by the administrative bodies, and almost all schools have sufficient infrastructure, now this is the high time to think about the area of teachers' sensitivity which has to be considered to work upon. A school can be run even if the physical infrastructure is unsatisfactory but there is no substitute for a trained and effective teacher in a school who is responsible to mend the minds of their students in a progressive manner. It means this the area in the streak of teachers' sensitivity towards quality education, is the one in which if possibilities can be explored to get the desired results.

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