The Evaluation of Students’ Views Concerning the Teacher Qualifications for the Total Quality Implementations

Didem İşlek\textsuperscript{a}*, Çiğdem Hülsen\textsuperscript{a}

\textsuperscript{a}Near East University, Department of Computer Education and Instructional Technology
Nicosia, Cyprus

Abstract

The current study aimed to evaluate the qualifications for the total quality implementations of teachers according to the views of high school students. The study was carried out with 94 students chosen randomly from the Near East College. The research finding showed that students considered the qualifications for the total quality implementations of their teachers sufficient. Besides, there was no meaningful difference found in the views of the students with a different gender as well as students at different age groups.

Keywords: Student, Teacher; Teacher Qualifications; Total Quality Implementations

1. Introduction

Education that is considerably effective in behaviour 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 (Dönmeezer, 2004; Erdinç, 2006; Demirel & Kaya, 2007; Uzunboylu & Hülsen, 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 teamwork, 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

This study was carried out 94 students studying at the Near East College. Those first term students studying in the academic year 2012-2013 were chosen randomly. Whereas (n=51) 54.3% of the students were females, (n=43) 45.7% of them were males.
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 analysed by using the programme of SPSS 16. The data obtained from the research was also analysed 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.

The comparison results of the views of the students that participated in the study according to their genders are presented in Table 1 below.

**Table 1. The Qualifications of Teachers for the Total Quality Implementations According to the Views of the Students in Terms of Their Genders**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T</th>
<th>P</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>51</td>
<td>3.43</td>
<td>.683</td>
<td>-1.271</td>
<td>.207</td>
<td>P&gt;0.05 Insignificant</td>
</tr>
<tr>
<td>Male</td>
<td>43</td>
<td>3.61</td>
<td>.711</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

The comparison results of the views of the students that participated in the study according to their ages are presented in Table 2 below.

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T</th>
<th>P</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 years</td>
<td>66</td>
<td>3.49</td>
<td>.683</td>
<td>-.601</td>
<td>.549</td>
<td>P&gt;0.05 Insignificant</td>
</tr>
<tr>
<td>17 years</td>
<td>28</td>
<td>3.58</td>
<td>.742</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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