



# A Study of the Views of Teacher Educators about the Role of Team Building in Quality Sustenance in Teacher Training Institutes

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## Abstract:

*The fact that teacher is the backbone of society cannot be denied and hence teacher training institutes need to be quality oriented and must perform best practices that ensure quality of training. Teacher morale, faculty cohesiveness and school climate all have a greater impact on student learning than any other factors. Team building in teacher training institutes help in sustaining quality of teaching learning process. The researchers tried to find out the views of the teacher educators about the role of team building in quality sustenance in teacher training institutes. A self-made interview schedule was used. The items of the interview schedule included the questions on the concept of team building and quality sustenance, why it is necessary to develop team building among teachers, what are the benefits, what are the possible threats for team building and how to overcome them. 15 teacher educators from Mehsana City were selected as sample. They were consulted and their responses were noted down. Qualitative analysis of the responses was carried out and findings were drawn out. Most of the teacher educators were of the view that team building is the best way to collaborative, high performing teams that will also increase faculty morale and student s performance. Team building also develops self-esteem and breaks down barriers and higher level of job satisfaction. Differences of thinking might serve as threats but they can be overcome if the TEAM is ready to accept all co-workers with deeper understanding.*

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**Keywords:** Teacher educators, Team building, Quality sustain

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## 1. Introduction

**Team building** is a philosophy of job design in which employees are viewed as members of interdependent teams instead of as individual workers. Team building refers to a wide range of activities, presented to businesses, schools, sports teams, religious or non profit organizations designed for improving team performance. Team building is pursued via a variety of practices, and can range from simple bonding exercises to complex simulations and multi-day team building retreats designed to develop a team usually falling somewhere in between. Team building is not to be confused with “team recreation” that consists of activities for teams that are strictly recreational.

Team building can also be seen in day-to-day operations of an organization and team dynamic can be improved through successful leadership. Team building is an important factor in any environment, its focus is to specialize in bringing out the best in a team to ensure self development, positive communication, leadership skills and the ability to work closely together as a team to problem solve. Work environments tend to focus on individuals and personal goals, with reward & recognition singling out the achievements of individual employees. Team building can also refer to the process of selecting or creating a team from scratch.

**Quality** has been the driving force for all human endeavours. It is the source of craving behind the unfolding human civilization through time immemorial. The British Standards Institution defines quality in functional terms as the totality of features and characteristics of a product or service that bear upon its ability to satisfy the stated or implied needs. Quality is a positive and dynamic idea achievable by design with meaningful investment, and not a negative idea of absence of defect.

Defining quality in education is a massive challenge since it deals with the most sensitive creation on earth- the human beings. Human beings continue to learn, and evolve, 'to be'. Education facilitates this very evolution of the individual. No wonder then that the concept of quality in education has attracted scholarly attention in India as well as in the west.

The International Commission on Education for the 21<sup>st</sup> century called for holistic development of individuals, thus optimizing physical, mental, intellectual and spiritual potentialities. Quality education must be supported by the four pillars of learning: learning to know, learning to do, learning to be and learning to live together (UNESCO 1996).

## **2. Review of Literature**

Quality has both absolute and relative connotations, absolute at least in popular parlance. Quality is relative since there can be several shades. Quality is absolute also. For example, at one stage people used to say that Sheaffer in the world of pens, and Rolls Royce in the world of cars were the 'last words'. This implied absolute quality.

Empirical research in education raises several quality-related issues. The most prominent contention is that the effectiveness is the indicator of quality. The *International Handbook of School Effectiveness* by Teddlie and Reynolds (2000) provides a comprehensive critical document on the subject. It is further observed that despite accountability, a school may not offer quality in education (Winch 1996). Abu-Duhou (1999) concluded, on the basis of a comprehensive review of experiences and outcomes of school-based management, that there is very little evidence that school-based management leads to quality in education.

Crowd and Shutler (1999) made an interesting and useful comparative analysis of the application of total quality management in education, as proposed by Crosby and Deming. As per the implications of Deming's research quality is a continuous journey. Further, teachers should be encouraged for innovation. He also concluded that institutes should opt for best available teachers. Surveys show that the institutes where teachers work in a democratic co-operative atmosphere, show outstanding outcomes. The match of 'Quality' is won by TEAM and not individuals.

## **3. Definition of terms**

### **3.1 Team Building**

When individuals with similar interest, attitude, and taste come together to work for a common objective, a team is formed and this process is recognized as team building. Every individual contributes equally and performs his level best to meet the team targets and achieve the organization's goal. Team members strive hard to live up to the expectations of others and successfully accomplish the assigned task. A team cannot do well unless and until each and every member is focused and serious about his responsibilities. For every team member, his team should come first and everything else later. Personal interests must take a backseat. In the present research, team building refers to the various activities undertaken by teacher educators to motivate the team members and increase the overall performance of the team.

### **3.2 Quality Sustenance**

The term 'Quality Sustenance' refers to the ability of the teacher training institutes to sustain the quality of education with reference to the following goals:

- Maintaining excellence in education
- Maintaining the fitness of educational outcome and experience for use Defect avoidance in education process
- Value addition in education.

#### **4. Objectives of the study**

1. To construct interview-schedule to know the views of teacher educators about the role of team building in quality in teacher training institutes.
2. To study the views of the teacher educators about the role of team building in quality in teacher training institutes.

#### **5. Questions of the study**

1. What is the concept of teacher educators regarding team building and quality sustenance?
2. What are the views of teacher educators regarding the role of team building in quality sustenance in teacher training institutes?

#### **6. Methodology of the study**

The methodology of the study comprises of tool , sample, sources and research method. The survey method of descriptive type research has been employed for the present study.

#### **7. Tools**

For the present study the researcher used a self-made interview schedule. The researcher wanted to know the views of the teacher educators about the role of team building in quality sustenance in teacher training institutes. Hence, he prepared some questions on which the respondents could give free opinions. Five such questions were included in the interview schedule.

#### **8. Sample of the study**

The convenient sampling technique has been employed for the present study. The Sample comprises of teacher educators of three B. Ed. Colleges of Mehsana city. In the sample, there are 10 male teacher educators and 05 female teacher educators.

#### **9. Collection of Data:**

The teacher educators of Mehsana city were consulted. They were informed about the study. They were requested to give their views. On the fixed day and time they were consulted again and interview schedule was arranged and their responses on the tool were obtained.

#### **10. Technique of Analysis**

Qualitative analysis was carried out to find out the results.

#### **11. Finding of the study**

The findings of the study are as follows.

#### **12. Regarding the conc.ept of team Building**

According to the teacher educators tern building is a co-operative approach where all the teachers work together as a united team and not as individual. Most of the teacher educators were of the view that Team Building activities consist of various tasks undertaken to groom a team member, motivate him and make him perform h is best.

#### **13. Regarding the necessity of team Building**

According to the teacher educators team building is probably the best way to build collaborative, high performing teams that will also increase faculty morale and student performance. In modern times where quality enhancement is must, it is necessary to work in a co-operative way so as to benefit the institute with the collective energy.

#### **14. Regarding the Benefits of team Building**

The teacher educators showed following benefits of team building:

- It encourages tolerance and understanding.
- It improves communication with the group and breaks down barriers.
- It results into higher level of job satisfaction and commitment.
- It creates a sense of belonging and connectivity.

Energy reaches to its maximum level and more output is possible. Problems can be viewed from different angles and best solution can be found out.

#### **15. Regarding the Possible threats**

When asked what the possible threats to team building are, most of the respondents were of the view that there are different of opinions among team members and it might result into severe clashes. Some also opined that sometimes team members have high level of ego and they are not ready to work together and prefer to work independently.

#### **16. Regarding the solutions of threats**

The respondents said that to overcome the possible threats to team building, it is necessary to create an atmosphere where everyone would consider each other as co-worker with different sets of abilities. It should be persuaded to all that the quality sustenance of institute is the prime objective. They must have deeper understanding of each other and should respect the opinions, abilities of each other.

#### **17. Conclusion**

The researcher tried to find out the view of teacher educators about the role of team building in quality sustenance. If the teachers of teacher training institutes work as team members, then higher level of quality can be achieved and best teacher can be produced for the welfare of society.

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