

Introduction and the problem of the study:

In the turn of the twentieth century, there has been an increasing concern about the quality issue in educational systems in all nations, especially in the advanced ones. In Britain. For example, reviewing the literature written about some of the institutions concerned with the quality issue displays to us how they are very much interested in such an issue; there are tens of councils and organizations that are concerned with applying the quality standards in education in the United Kingdom. Moreover, there have been also many studies that were performed about the application of the quality standards in education. Those studies and the National Committee of Inquiry into Higher education have resulted in many models and patterns about the methods of applying the quality standards in education in the United Kingdom.

In the light of that research movement, many conferences were held about the models of the quality management in education .The most important of those conferences that examined that issue were: the Institutional Responses to Quality Assessment Conference held in Paris in 1996, The Changing Conception of Academic Standards Conference held in London in 1995, the Sixth International Conference, Assessing Quality in Higher Education held in Hong Kong in 1994. In the last ten years, many modifications were made to the quality application models, and they were widely used in most nations of Europe, America and Australia. Some of the universities in those nations have established special research centers; the objective of those centers was to apply the quality standards in Education. An example of those centers is the NACUBO in the university of Cornwell in the USA.

In his study entitled" Why We Need Total Quality Management in Education", Schargel indicates the necessity of adapting the total quality approach in developing education as he saw that managing time is the best way to achieve quick development. Based on Schargel' study, adapting the quality management approach is a way for achieving development.

In Egypt, many conferences, such as the University Services Marketing Conference held in March 1998 and the Developing the University Education Conferences held in may 1999, have suggested the application of that quality approach and the accreditation system in the educational system in an attempt for developing education .The same suggestions and recommendations were mentioned in the reports of the National Council of Education and Scientific Research and Technology.

In the light of these recommendations, the ministry of education in Egypt has defined some national standards for education in Egypt, some of which are related to the teacher performance. That indicates

the necessity of reconsidering and modifying the teacher preparation programs in Egypt so as these programs would achieve the recommended outcomes. This explains the priority given for the Faculty of Education Development Project as the main project of "25" education development projects in Egypt set by the National Strategy for Developing Higher Education.

It is clear now how we need to develop the student teacher programs in the light of the total quality standards which proved to be efficient in managing the quality of educational systems in many nations. Thus, We can put the right on the recent study problem in the following main question:

"How can we Develop the Teacher Preparation in the Faculties of Education in the Light of Some Total Quality Standards"

The main question has many sub questions

1. What do we mean by the total quality Standards?and how can we apply it in education?
2. What are the social and scientific reasons of developing the teacher preparation programs in the faculties of education??
3. What are the most important total quality standards of the teacher performance as defined by the ministry of education in Egypt, and in the light of the recent international trends?
4. How can we exploit the quality standard in developing the teacher preparation programs in the Faculty of education?

The Objectives of the Study:

The study aims at the following

- Analyzing the teacher preparation program in the Faculty of Education to define the academic, cultural, vocational aspects of these programs and also the defects of them.
- Defining the most important quality standards set by the ministry of education in Egypt and by some other countries.
- Defining the requirements of adapting the total quality management in preparing teachers in the Faculties of Education (such as the capacities, the ways of organizing, the institution local culture).
- Developing a prospective for developing the teacher preparation programs in the Faculties of Education in the light of some of the total quality standards.
- Developing the required mechanisms for translating that prospective into actual steps.

The Method of the Study:

The study will exploit the analytical descriptive method in analyzing the reality of the teacher preparation programs and the defects of those programs, and in analyzing the total quality models for preparing teachers, in an attempt to develop a prospective for developing the teacher preparation programs in Egypt.

The Importance of the Study:

The study will indicate the following

- The internal and external efficiency of the teacher preparation programs in Egypt; that will help in assessing and evaluating those programs.
- The local, national and international challenges those programs face.
- Defining the most important quality standards for education in Egypt and some other countries to be the base upon which the teacher preparation programs will be built. The outcome of these new programs will be a teacher able of participating in the development process and preparing students who can confront internal and external challenges their society face.
- Enriching the educational literature in the filed of teacher preparation as the study may help in fostering some ideas and prospective for developing the teacher preparation programs, and also criticizing the current programs.

The limitation of the study:

The study is being limited in objectives and scope to the following:

- The study is limited to the experience of the USA, Australia, Europe(England, France, Denmark, Ireland) and Egypt in defining the criteria of total quality management of teacher preparation
- The teacher performance Standards as outlined by the ministry of education in Egypt for developing the teacher preparations programs.
- The evaluation and development of the prepatroy and secondary school teacher (the primary school teacher is out of the scope of that study)

The Study Terms:

Quality:

There is no definite definition for the term "quality" as it has different meanings in different contexts and because it denotes the term "standards" and excellence". It can be defined, however, as a formative

process aiming at improving the final outcome; it cannot be considered an imaginative or complex process as it is based on the general common sense.

Standards:

A set of conditions and measures, scientifically controlled, and developed through study and research; through the application of these conditions, the positive and negative aspects of the preparation programs can be defined and evaluated.

Accreditation:

The term is based on the idea that the society has the right to be sure that all the educational institutions are performing their roles that there were intended to do, and looking for the positive aspects of those institutions to strengthen and the negative aspects to reform.

Procedures:

- Outlining the theoretical framework of the study (the introduction, the previous studies, the thesis problem, the aims, the study importance, the method, the limits and the concepts.
- Discussing the total quality concept and its standards to answer the first question.
- Depicting the reality of the teacher preparation programs in the faculties of education in Egypt to answer the second question.
- Explaining some total quality standards models of teacher performance to answer the third question
- Conducting a field study for defining the operational steps for developing the faculties of education in the light of the total quality standards, then applying the reached steps in correcting the defects of the faculties of education programs.
- Proposing a suggested prospective for developing the teacher preparation programs in the faculties of education to answer the fourth question

Results:

The researchers designed a prospective for developing the teacher preparation programs in the faculties of education in the light of the total quality management which was divided into two parts as follow:

- The first part includes the operational steps for developing the faculties of education programs in the light of the total quality management. That part includes the steps chosen by the faculty members in the first

inventory; those steps include the stages of getting ready, self evaluating, defining priorities, designing the operational steps for the faculty development, applying and managing of the operational plan, and evaluating and following up of the plan application.

- In the second part, the researcher displayed the problems that hinder the faculties of education from achieving its aims and suggested some steps for overcoming these problems. These steps included setting a general aim for overcoming these problems and dividing that aim into operational goals. Then the researcher suggested some activities for achieving these operational goals. Then the researcher suggested some guidelines for applying the suggested plan.