

## **PILOT STUDY ON PRE-SERVICE AND IN-SERVICE TRIBAL TEACHERS OPINION TOWARDS TEACHER EDUCATION PROGRAMMES IN ANDHRA PRADESH**

**MAMIDI V. S. NARAYANA MURTY<sup>1</sup> & R.S.S.NEHRU<sup>2</sup>**

<sup>1</sup>Research Scholar in Education, Bharathiar University, Coimbatore, Tamil Nadu, India

<sup>1</sup>Lecturer in Education, Ushodaya College of Education-Chodavaram, Visakhapatnam, Andhra Pradesh, India

<sup>2</sup>Research Guide, Bharathiar University, Coimbatore, Tamil Nadu, India

<sup>2</sup>Department of Teacher Education; Central University of Orissa, Koraput, Odisha, India

### **ABSTRACT**

“Teaching Education programmes (Pre-service and in-service) influence on Teaching Profession as committed and a passion to the work involved in teaching or a specific aspect of teaching”. For that Pre-service and in-service teachers spend their time for students as a responsibility to impart knowledge, attitudes, values and beliefs and take responsibility for passing on a core set of skills, understandings and values. As Professional he is the willingness to engage with the school and the school community. It is a belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school.

The present pilot study focuses on the Pre and in-service tribal teacher’s opinion towards teacher education programmes. The Tribal community teachers working in tribal area schools located in in Andhra Pradesh. By using the normative survey method 100 samples were drawn by the investigator under random sampling technique from the school teachers working at secondary and higher secondary levels. The schools were located in Padaru, Aruku and Chintapalli mandalas of Visakhapatnam District .The findings of The Pilot Study shows that, the maximum number of pre and in-service teachers opinion is a significant correlation between different in the aspects of Opinion about Teacher Education Curriculum, School Resources, Working Environment, Community Participation, Educational System (Learning Levels), Governance, Special Suggestions for the Tribal Education, Suggestions for teacher education Programme and Overall response towards Teacher Education Programme in Andhra Pradesh.

The pre and in-service teachers working in tribal areas express their opinion towards the welfare of Tribal communities and how to improve their children education, welfare of students, human values and academic excellence and how the Teacher education Programmes improve the professional qualities in Pre and in-Service teachers.

**KEYWORDS:** Pre-Service, In-Service, Teacher Education, Tribal Education

### **INTRODUCTION**

Education is a process, curriculum is a dynamic representation of the process. While constructing the Teacher Education programme curriculum are following factors should be taken into consideration. 1) Development of fundamental skills and attitudes needed for a beginning teacher, 2) Reflection of the fundamental objectives of the entire B.Ed. Programme in the light of the demands on the teacher from social, psychological and other social consideration. 3) Using advanced method of teaching which leave greater scope for self-study and discussion and improved method of

evaluation. In “Encyclopaedia of Educational research” (1941), Walther S. Monroe, Professor Emeritus of Education, University of Illinois, USA, qualifies teacher education as, “The total education experiences which contribute to the preparation of a person but the term is completely employed to designate the programme for courses and other experiences offered by an educational institute for the announced purposes of preparing persons for teaching and other educational service and for contribution to their growth in competency for such service”.

### **NEED AND IMPORTANCE OF TEACHER EDUCATION PROGRAMMES**

“Teaching Education programmes (Pre-service and in-service) influence on Teaching Profession as committed and a passion to the work involved in teaching or a specific aspect of teaching”. For that Pre-service and in-service teachers spend their time for students as a responsibility to impart knowledge, attitudes, values and beliefs and take responsibility for passing on a core set of skills, understandings and values. As Professional he is the willingness to engage with the school and the school community. It is a belief that teachers have a professional responsibility that reaches out beyond the classroom and possibly even extends beyond the boundary of the school and future generations.

The in-service teacher education programmes like B.Ed./D.Ed./ DI.Ed and M.Ed is a significant correlation between different in the aspects of Teacher Education Curriculum, School Resources, Working Environment, Community Participation, Educational System (Learning Levels), Governance, Education Management with Special approach for the Tribal Education and other teacher education Programme for need for the society.

### **NCTE AND TEACHER EDUCATION PROGRAMMES**

Which has enshrined the following objectives of NCTE: 1) to enable the prospective teachers to understand the nature, purpose and philosophy of secondary education; 2) to develop among teachers and understanding of the psychology of the pupils; 3) to enable them to acquire competencies, specific pedagogy, curriculum development, its transaction and evaluation and 4) to enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage. The University of Burdwan has enunciated add some the following objectives 1) To restructure the course 2) To include new thrust areas in the course 3) To make the course more professional

### **REVIEW LITERATURE**

**Srivastava (1982)**, conducted a study on “Effectiveness of the Teacher Education Program.” Immediately desired changes in the program were in its curriculum, organization of practice teaching, admission and evaluation procedures, and establishment of independent colleges of education, teacher-educators’ orientation and research facilities.

**The National Policy on Education (1986)**, expects a lot from teachers by putting tremendous faith and responsibility on them, since it boldly opined, “No people can rise above the level of its teachers.” It further stated, “Status of the teacher reflects the sociocultural ethos of a society.”

**Roy (1991)**, studied that “the impact of the elementary teacher education programme on attitudinal change of the elementary teacher-trainees of Orissa towards community involvement”. The stratified random sampling method was adopted for the selection of the sample.

**NCTE (2001)**, studied that the “Teacher Education in Andhra Pradesh.” Being a state level study, it covered all Teacher Education Institutions in the State at primary and secondary levels. It highlighted the present status, its historical growth, the organizational set up, roles and functions of these institutions. It also studied the strength and weaknesses,

problems and issues pertaining to academic, financial and professional aspects. It provided databases to the survey conducted in Andhra Pradesh. The findings of the study were in colleges of education, there was a dearth of lecturers in subject like philosophical foundations and psychological foundations. The situation in DIETs, CTEs and IASEs in the state appeared to be unsatisfactory according to NCTE norms. Hence there was an urgent need to recruit the staff members to satisfy the requirement of manpower planning as also to have an effective and efficient teacher education system in the state.

**Diezmann (2005)**, supported the development of high-level research capability in some students in their undergraduate Bachelor of Education course. "What type of curriculum can support the development of high level research capability in some pre-service teacher education graduates?" This existing Research Pathway within a Bachelor of Education course and concludes with the identification of a priority issue for subsequent iterations of the Pathway and a reflection on the shift in my role as a teacher in this Pathway from "teacher researcher" to "scholarly teacher".

**Shweta Bagai and Neera Nundy (2009)**, studied that "Tribal Education a Fine Balance". The study findings are to support mechanisms listed above address some of the issues facing tribal children inside the classroom. However, based on the analysis of the eight reasons and descriptions of case studies as best practices, it is evident that there needs to be more philanthropic investment in building community cultural wealth (aspirational, linguistic familial, social, navigational and resistant capital) outside the classroom too. This would provide a solid foundation that leverages these assets and develops stronger individual potential that can transcend the barriers experienced by tribals in mainstream society.

Above all the studies supported and related to teacher education curriculum and other studies directed to my research study.

## **SIGNIFICANCE OF THE PILOT STUDY**

The National Curriculum Framework for Teacher Education (2009) voices the need and importance of professionally trained teacher educators. The quality of teacher educators is central to the quality of teacher education and hence, professional preparation of teachers. Further, teachers are the most important factor that determines the quality of school education. Therefore, the content and pedagogical inputs provided by teacher education necessitate, teacher educators who are qualified and competent to provide these inputs. Hence, the competency, skills and professional development of teacher educators deserve to be a matter of national concern and calls for a deeper discourse. Various policy documents, such as NCF-2005 and NCF Teacher Educators-2009, have also echoed a need for such a comprehensive study. Observance in line with the above context, a research study was initiated with the aim to 1) Understand the existing and needed profiles, skills and competencies of the Teacher Educators 2) Suggest curricular inputs for improving the standard of the existing Teacher Educators preparation course. Hence an attempt is made by the investigator to study on the perceptions of Tribal Pre-Service and In-Service Teachers towards Teacher Education Programmes in Andhra Pradesh.

## **STATEMENT OF THE PROBLEM**

In view of the above explanation, the problem may be stated specifically as, "**Tribal Pre-Service and In-Service Teachers opinion towards Teacher Education Programmes in Andhra Pradesh**".

## OPERATIONAL DEFINITIONS

### Pre-Service Teacher

A pre-service teacher is a college student involved in a school-based field experience. Under the supervision of a cooperating teacher, the pre-service teacher gradually takes on more classroom management and instructional responsibilities.

### Pre-Service Education

Means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers.

### In-Service Teacher

A teacher has completed his training in a college of education, it does not mean that he is now trained for all times to come. A teaching degree, like B.Ed makes him enter into service as a teacher. Thereafter his job continues well only if he continues his studies every day in the classroom situations and outside the classroom, he comes across problems and side by side he is expected to sort them out. There is need of more and more knowledge, more and more education for making him a better teacher.

### Tribes

The term Scheduled **Tribes** first appeared in the Constitution of **India**. Article 366 (25) **defined** scheduled **tribes** as "such **tribes** or **tribal** communities or parts of or groups within such **tribes** or **tribal** communities as are deemed under Article 342 to be Scheduled **Tribes** for the purposes of this constitution". An often-used criterion is based on attributes such as:

- Geographical isolation – they live in cloistered, exclusive, remote and inhospitable areas such as hills and forests.
- Backwardness – their livelihood is based on primitive agriculture, a low-value closed economy with a low level of technology that leads to their poverty. They have low levels of literacy and health.
- Distinctive culture, language and religion – communities have developed their own distinctive culture, language and religion.
- Shyness of contact – they have a marginal degree of contact with other cultures and people
- A social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader.

## TEACHER EDUCATION PROGRAMME

The Teacher Education Programme is a course for students who have completed the required studies in the Humanities, Social Science or Natural Sciences at University Colleges or Universities. This programme is also offered alongside the subject studies, as part of an education programme.

## OBJECTIVES OF THE PRESENT STUDY

- To study the Tribal Pre-Service and In-Service Teachers opinion towards Teacher Education Programmes in Andhra Pradesh.
- To study the relationship between Opinion about Teacher Education Curriculum, School Resources, Working Environment, Community Participation, Educational System (Learning Levels), Governance, Special Suggestions for the Tribal Education, Suggestions for teacher education Programme and Overall response towards Teacher Education Programme in Andhra Pradesh
- To find out the influence of the following variables on the perceptions of Pre-service teachers towards Teacher Education Programmes in Andhra Pradesh. a) Gender, b) Academic Qualification, c) Name of course, D) Methodology, e) Religion, f) Management, g) Medium, h) Locality, i) Father Qualification, j) Father Occupation, k) Mother Qualification, l) Mother Occupation and m) Parental Income.
- To find out the influence of the following variables on the perceptions of In-service teachers towards Teacher Education Programmes in Andhra Pradesh. a) Gender, b) Academic Qualification, c) Professional Qualification, D) Designation, e) Teaching Subject, f) Religion, g) Management, h) Medium, j) Locality, k) Annual Income, l) Staying in the work place.
- To suggest ways and means for Teacher Education Programmes in Andhra Pradesh.

## HYPOTHESES OF THE PILOT STUDY

- There will be no significant correlation between dimension of teacher education programmes viz., Teacher Education Curriculum, School Resources, Working Environment, Community Participation, Educational System (Learning Levels), Governance, Special Suggestions for the Tribal Education, Suggestions for teacher education Programme and Overall response towards Teacher Education Programme in Andhra Pradesh.
- There will be no significant difference between perceptions of Pre-Service Teachers based on their socio-economic Variables i.e., a) Gender, b) Academic Qualification, c) Name of course, D) Methodology, e) Religion, f) Management, g) Medium, h) Locality, i) Father Qualification, j) Father Occupation, k) Mother Qualification, l) Mother Occupation and m) Parental Income with respect to Teacher Education Curriculum, School Resources, Working Environment, Community Participation, Educational System (Learning Levels), Governance, Special Suggestions for the Tribal Education, Suggestions for teacher education Programme and Overall response towards Teacher Education Programme in Andhra Pradesh.
- There will be no significant difference between perceptions of In-Service Teachers based on their socio-economic Variables i.e., a) Gender, b) Academic Qualification, c) Professional Qualification, D) Designation, e) Teaching Subject, f) Religion, g) Management, h) Medium, j) Locality, k) Annual Income, l) Staying in the work place. with respect to Teacher Education Curriculum, School Resources, Working Environment, Community Participation, Educational System (Learning Levels), Governance, Special Suggestions for the Tribal Education, Suggestions for teacher education Programme and Overall response towards Teacher Education Programme in Andhra Pradesh.

## DELIMITATIONS

- The geographic area of The Pilot Study is limited to Andhra Pradesh State only.
- The Pilot Study is limited Tribal Pre-Service and In-Service Teachers only.
- The Pilot Study is limited to 100 Tribal Pre-Service and 100 In-Service Teachers only.

## METHOD

The investigator followed the survey method of the descriptive research. It involves a clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the investigation. To carry out the research of this type for collection of data, for testing the hypothesis and for arriving at certain conclusions, it is necessary to choose the technique and the proper tools to be employed. Each data gathering device has both merits and limitations. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

## DATA COLLECTION

The Pilot Study involves in collection of information with regard to the opinion of pre-service and in-service teachers towards teacher education programmes in Andhra Pradesh. The information is elicited from the teacher education colleges in Andhra Pradesh. The researcher selected 50 pre-service teachers from 10 Teacher Education colleges and 50 In-teachers from 10 Secondary Schools in Andhra Pradesh for collection of data.

**Table 1: Overall Perceptions of In-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

N	Min.	Max.	Mean	Mean Percent	Std. Dev.
100	91	455	350.56	77.04	56.17

It is observed that from Table 1 the in-service teachers expressed high perceptions towards Teacher Education Programme in Andhra Pradesh. The mean and mean percentages are 350.56 and 77.04 respectively.

**Table 2: Analysis of Variance (ANOVA) – Perception of in-Service Teachers based on their Designation towards Teacher Education Programme in Andhra Pradesh**

Designation	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Head Master	17	305.29	Between Groups	54158.39	2	27079.19	10.17**	0.00
School Assistants	59	352.10	Within Groups	258162.25	97	2661.47		
SGT	24	378.83	Total	312320.64	99			

\*\*Significant at 0.01 level

Table-2, shows the ANOVA results on the perceptions of In-service teachers based on their designation group towards Teacher Education Programme between groups and within groups, the df values are 2 and 97 and sum of squares are 54158.39 and 258162.25 and mean squares are 27079.19 and 2661.47 respectively. The F-value is found to be 10.17 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference among In-service teachers perceptions based on their designation towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 3: Significant Difference between the Perceptions of Head Masters and School Assistants towards Teacher Education Programme in Andhra Pradesh**

Designation	N	Mean	Std. Dev.	t-value	p-value
Head Master	17	305.29	73.06	2.93**	0.00
School Assistants	59	352.10	53.04		

\*\*Significant at 0.01 level

Table-3, shows that, the mean perception scores of School Assistants towards Teacher Education Programme (352.10) is higher than the mean of Head Masters (305.29). The 't' value is found to be 2.93 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between the perceptions of Head Masters and School Assistants towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 4: Significant Difference between the Perceptions of Head Masters and SGT's towards Teacher Education Programme in Andhra Pradesh**

Designation	N	Mean	Std. Dev.	t-value	p-value
Head Master	17	305.29	73.06	4.70**	0.00
SGT	24	378.83	20.44		

\*\*Significant at 0.01 level

Table - 4, shows that, the mean perception scores of Secondary Grade Teachers towards Teacher Education Programme (378.83) is higher than the mean of Head Masters (305.29). The 't' value is found to be 4.70 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between the perceptions of Head Masters and Secondary Grade Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 5: Significant Difference between the Perceptions of School Assistants and SGT's towards Teacher Education Programme in Andhra Pradesh**

Designation	N	Mean	Std. Dev.	t-value	p-value
School Assistants	59	352.10	53.04	2.39*	0.02
SGT	24	378.83	20.44		

\*Significant at 0.05 level

Table-5, shows that, the mean perception scores of Secondary Grade Teachers towards Teacher Education Programme (378.83) is higher than the mean of School Assistants (352.10). The 't' value is found to be 2.39 and the p-value is 0.02, which is significant at 0.05 level. This shows that there is a significant difference between the perceptions of School Assistants and Secondary Grade Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 6: Analysis of Variance (ANOVA) – Perception of In-Service Teachers based on their Academic Qualification towards Teacher Education Programme in Andhra Pradesh**

Academic Qualification	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Inter	3	312.67	Between Groups	59056.06	2	29528.03	11.31**	0.00
Degree	41	379.46	Within Groups	253264.58	97	2610.98		
PG	56	331.43	Total	312320.64	99			

\*\*Significant at 0.01 level

Table-6, shows the ANOVA results on the perceptions of In-service teachers based on their Academic

Qualification towards Teacher Education Programme between groups and within groups, the df values are 2 and 97 and sum of squares are 59056.06 and 253264.58 and mean squares are 29528.03 and 2610.98 respectively. The F-value is found to be 11.31 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference among In-service teachers perceptions based on their Academic Qualification towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 7: Significant Difference between the Perceptions of Inter and Degree Qualified in-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Academic Qualification	N	Mean	Std. Dev.	t-value	p-value
Inter	3	312.67	7.77	7.98**	0.00
Degree	41	379.46	14.23		

\*\*Significant at 0.01 level

Table-7, shows that, the mean perception scores of Degree qualified In-Service Teachers towards Teacher Education Programme (379.49) is higher than the mean of Inter qualified In-Service Teachers (312.67). The 't' value is found to be 7.98 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between the perceptions of Inter and Degree qualified In-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 8: Significant Difference between the Perceptions of Inter and PG Qualified In-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Academic Qualification	N	Mean	Std. Dev.	t-value	p-value
Inter	3	312.67	7.77	0.48 <sup>NS</sup>	0.63
PG	56	331.43	66.75		

NS: Not Significant

Table-8, shows that, the mean perception scores of PG qualified In-Service Teachers towards Teacher Education Programme (331.43) is slightly higher than the mean of Inter qualified In-Service Teachers (312.67). The 't' value is found to be 0.48 and the p-value is 0.63, which is not significant. This shows that there is no significant difference between the perceptions of Inter and PG qualified In-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is accepted.

**Table 9: Significant Difference between the Perceptions of Degree and PG Qualified In-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Academic Qualification	N	Mean	Std. Dev.	t-value	p-value
Degree	41	379.46	14.23	4.53**	0.00
PG	56	331.43	66.75		

\*\*Significant at 0.01 level

Table-9, shows that, the mean perception scores of Degree qualified In-Service Teachers towards Teacher Education Programme (379.49) is higher than the mean of PG qualified In-Service Teachers (331.43). The 't' value is found to be 4.53 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between the perceptions of Degree and PG qualified In-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.



**Table 10: Analysis of Variance (ANOVA) – Perception of in-Service Teachers based on their Professional Qualification towards Teacher Education Programme in Andhra Pradesh**

Professional Qualification	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
D.Ed./TTC	35	366.63	Between Groups	17628.80	2	8814.40	2.99*	0.05
B.Ed.,	38	348.29	Within Groups	294691.84	97	3038.06		
M.Ed.,	27	332.93	Total	312320.64	99			

\*Significant at 0.05 level

Table-10, shows the ANOVA results on the perceptions of In-service teachers based on their Professional Qualification towards Teacher Education Programme between groups and within groups, the df values are 2 and 97 and sum of squares are 17628.80 and 294691.84 and mean squares are 8814.40 and 3038.06 respectively. The F-value is found to be 2.99 and the p-value is 0.05, which is significant at 0.05 level. This shows that there is a significant difference among In-service teachers perceptions based on their Professional Qualification towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 11: Significant Difference between the Perceptions of D.Ed./TTC and B.Ed., Qualified In-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Professional Qualification	N	Mean	Std. Dev.	t-value	p-value
D.Ed./TTC	35	366.63	39.66	1.64 <sup>NS</sup>	0.11
B.Ed.,	38	348.29	54.17		

NS: Not Significant

Table-11, shows that, the mean perception scores of D.Ed./TTC qualified In-Service Teachers towards Teacher Education Programme (366.63) is slightly higher than the mean of B.Ed., qualified In-Service Teachers (348.29). The ‘t’ value is found to be 1.64 and the p-value is 0.11, which is not significant. This shows that there is no significant difference between the perceptions of D.Ed./TTC and B.Ed., qualified In-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is accepted.

**Table 12: Significant Difference between the Perceptions of D.Ed./TTC and M.Ed., Qualified In-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Professional Qualification	N	Mean	Std. Dev.	t-value	p-value
D.Ed./TTC	35	366.63	39.66	2.36*	0.02
M.Ed.,	27	332.93	71.42		

\*Significant at 0.05 level

Table-12, shows that, the mean perception scores of D.Ed./TTC qualified In-Service Teachers towards Teacher Education Programme (366.63) is higher than the mean of M.Ed., qualified In-Service Teachers (332.93). The ‘t’ value is found to be 2.36 and the p-value is 0.02, which is significant at 0.05 level. This shows that there is a significant difference between the perceptions of D.Ed./TTC and M.Ed., qualified In-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 13: Significant Difference between the Perceptions of B.Ed., and M.Ed., Qualified In-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Professional Qualification	N	Mean	Std. Dev.	t-value	p-value
B.Ed.,	38	348.29	54.17	0.99 <sup>NS</sup>	0.33
M.Ed.,	27	332.93	71.42		

NS: Not Significant

Table-13, shows that, the mean perception scores of B.Ed., qualified In-Service Teachers towards Teacher Education Programme (348.29) is slightly higher than the mean of M.Ed., qualified In-Service Teachers (332.93). The 't' value is found to be 0.99 and the p-value is 0.33, which is not significant. This shows that there is no significant difference between the perceptions of B.Ed., and M.Ed., qualified In-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is accepted.

**Table 14: Analysis of Variance (ANOVA) – Perception of In-Service Teachers based on their Locality towards Teacher Education Programme in Andhra Pradesh**

Locality	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Rural	30	371.70	Between Groups	46873.75	2	23436.87	8.56**	0.00
Urban	12	385.25	Within Groups	265446.89	97	2736.57		
Tribal	58	332.45	Total	312320.64	99			

\*\*Significant at 0.01 level

Table-14, shows the ANOVA results on the perceptions of In-service teachers based on their Locality towards Teacher Education Programme between groups and within groups, the df values are 2 and 97 and sum of squares are 46873.75 and 265446.89 and mean squares are 23436.87 and 2736.57 respectively. The F-value is found to be 8.56 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference among In-service teachers perceptions based on their locality towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 15: Significant Difference between the Perceptions of Rural and Urban area In-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Locality	N	Mean	Std. Dev.	t-value	p-value
Rural	30	371.70	26.41	1.70 <sup>NS</sup>	0.10
Urban	12	385.25	11.75		

NS: Significant

Table-15, shows that, the mean perception scores of urban area In-Service Teachers towards Teacher Education Programme (385.25) is slightly higher than the mean of rural area In-Service Teachers (371.70). The 't' value is found to be 1.70 and the p-value is 0.10, which is not significant. This shows that there is no significant difference between the perceptions of rural and urban area In-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is accepted.

**Table 16: Significant Difference between the Perceptions of Rural and Tribal area In-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Locality	N	Mean	Std. Dev.	t-value	p-value
Rural	30	371.70	26.41	3.15**	0.00
Tribal	58	332.45	65.39		

\*\*Significant at 0.01 level

Table 16 shows that, the mean perception scores of urban area In-Service Teachers towards Teacher Education Programme (385.25) is higher than the mean of tribal area In-Service Teachers (332.45). The 't' value is found to be 3.15 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between the perceptions of rural and Tribal area In-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 17: Significant Difference between the Perceptions of Urban and Tribal area In-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Locality	N	Mean	Std. Dev.	t-value	p-value
Urban	12	385.25	11.75	2.77*	0.01
Tribal	58	332.45	65.39		

\*Significant at 0.05 level

Table 17 shows that, the mean perception scores of urban area In-Service Teachers towards Teacher Education Programme (385.25) is higher than the mean of tribal area In-Service Teachers (332.45). The ‘t’ value is found to be 3.15 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between the perceptions of rural and Tribal area In-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 18: Significant Difference between the Perceptions of Male and Female In-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Gender	N	Mean	Std. Dev.	t-value	p-value
Male	57	362.44	40.74	2.50*	0.01
Female	43	334.81	69.12		

\*Significant at 0.05 level

Table-18, shows that, the mean perception scores of male In-Service Teachers towards Teacher Education Programme (362.44) is higher than the mean of female In-Service Teachers (334.81). The ‘t’ value is found to be 2.50 and the p-value is 0.01, which is significant at 0.05 level. This shows that there is a significant difference between the perceptions of male and female In-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 19: Analysis of Variance (ANOVA) – Perception of in-Service Teachers based on their Teaching Experience towards Teacher Education Programme in Andhra Pradesh**

Teaching Experience	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Below 10	36	370.42	Between Groups	160540.54	2	80270.27	22.30**	0.00
10 to 20	35	381.71	Within Groups	151780.10	97	1564.74		
Above 20	29	288.31	Total	312320.64	99			

\*\*Significant at 0.01 level

Table-19, shows the ANOVA results on the perceptions of In-service teachers based on their Teaching Experience towards Teacher Education Programme between groups and within groups, the df values are 2 and 97 and sum of squares are 160540.54 and 151780.10 and mean squares are 80270.27 and 1564.74 respectively. The F-value is found to be 22.30 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference among In-service teachers perceptions based on their Teaching Experience towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 20: Significant Difference between the Perceptions of below 10 and 10 to 20 Years Teaching Experienced in-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Teaching Experience	N	Mean	Std. Dev.	t-value	p-value
Below 10	36	370.42	22.51	2.53*	0.01
10 to 20	35	381.71	13.95		

\*Significant at 0.05 level

Table-20, shows that, the mean perception scores of 10 to 20 years teaching experienced In-Service Teachers towards Teacher Education Programme (381.71) is higher than the mean of below 10 years teaching experienced In-Service Teachers (370.42). The 't' value is found to be 2.53 and the p-value is 0.01, which is significant at 0.05 level. This shows that there is a significant difference between the perceptions of below 10 and 10 to 20 years teaching experienced In-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 21: Significant Difference between the Perceptions of below 10 and Above 20 Years Teaching Experienced In-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Teaching Experience	N	Mean	Std. Dev.	t-value	p-value
Below 10	36	370.42	22.51	6.86**	0.00
Above 20	29	288.31	67.46		

\*\*Significant at 0.01 level

Table 21 shows that, the mean perception scores of below 10 years teaching experienced In-Service Teachers towards Teacher Education Programme (370.42) is higher than the mean of above 20 years teaching experienced In-Service Teachers (288.31). The 't' value is found to be 6.86 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between the perceptions of below 10 and above 20 years teaching experienced in-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

**Table 22: Significant Difference between the Perceptions of 10 to 20 and above 20 Years Teaching Experienced in-Service Teachers towards Teacher Education Programme in Andhra Pradesh**

Teaching Experience	N	Mean	Std. Dev.	t-value	p-value
10 to 20	35	381.71	13.95	8.00**	0.00
Above 20	29	288.31	67.46		

\*\*Significant at 0.01 level

Table-22, shows that, the mean perception scores of 10 to 20 years teaching experienced In-Service Teachers towards Teacher Education Programme (381.71) is higher than the mean of above 20 years teaching experienced In-Service Teachers (288.31). The 't' value is found to be 8.00 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between the perceptions of 10 to 20 and above 20 years teaching experienced In-Service Teachers towards Teacher Education Programme in Andhra Pradesh. Hence, the null hypothesis is rejected.

## FINDINGS

- Pre-service teachers expressed high perceptions with respect to Opinion about Teacher Education Curriculum, School Resources, Working Environment, Community Participation, Educational System (Learning Levels), Governance, Special Suggestions for the Tribal Education, Suggestions for teacher education Programme and Overall response towards Teacher Education Programme in Andhra Pradesh.
- There is a significant correlation between different in the aspects of Opinion about Teacher Education Curriculum, School Resources, Working Environment, Community Participation, Educational System (Learning Levels), Governance, Special Suggestions for the Tribal Education, Suggestions for teacher education Programme and Overall response towards Teacher Education Programme in Andhra Pradesh

- There is a significant difference between pre-service teachers perceptions based on their socio-Economic Variables with respect to Educational System (Learning Levels), Governance, Special Suggestions for the Tribal Education, Suggestions for teacher education Programme and Overall response towards Teacher Education Programme in Andhra Pradesh
- There is a significant difference between In-Service teachers perceptions based on their socio-Economic Variables with respect to Educational System (Learning Levels), Governance, Special Suggestions for the Tribal Education, Suggestions for teacher education Programme and Overall response towards Teacher Education Programme in Andhra Pradesh

### **EDUCATIONAL IMPLICATIONS**

- Pre-service and In-service teachers tried to find out what kind of skills and knowledge gained within the scope of the course.
- Pre-service and In-service teachers meet scientific research throughout their teacher training and, carry out small-scale projects to develop their skills.
- Pre-service Teachers opinion was significantly more favorable than that of the In-Service Teachers and descriptive analysis of the opinion of teacher educators with respect to microteaching shows that teacher educator's knowledge on microteaching was inadequate. Hence adequate training should be provided to In-Service Teachers by the DIET in microteaching by capitalizing the process of training the student teacher with respect to some important skill and strategies of integrating those micro skills

### **SUGGESTIONS FOR FURTHER RESEARCH**

- Pragmatic researches should be conducted by universities to arrive at the course structure helpful for relaxation of the goals of teacher education.
- The ratio of theory and practical work should be studied and a special programme should be developed for recording various types of the practical work/practical activities required in schools. A comprehensive job analysis of teaching in schools should be made the basis for re-casting of courses.

### **CONCLUSIONS**

In carrying out this study, we have been impressed with the commitment of those involved in Pre-Service and in-Service Tribal Teachers Opinion towards Teacher Education Programmes in Andhra Pradesh, teacher education to the well-being of the profession for tribal education. We believe that there is a considerable degree of consensus on the need to ensure that the highest standards are maintained in teacher education and a willpower to improve these standards and to raise the status of the profession. But we note that there are still differences about how you might exactly achieve these objectives, and the particular role of teacher education programmes impact and influence on Tribal Education. Nevertheless, we don't doubt that there is a collective will to move forward.

We believe that it would be desirable for a national and root level committee to be established to consider the arrangements for tribal education and teacher education programmes in more detail, with particular regard to the recommendations contained in this pilot study.

The national and regional committees should, include representatives of all the stakeholders including teachers, higher education, the tribal communities and government.

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