



Challenges of teacher education in India-A case study of Telangana state

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Abstract

Teaching is a noble profession in world. Teacher education refers to the policies and procedures designed to promote teaching students with the good knowledge, right attitude, behaviors, and skills they require to perform their tasks effectively in the school and classroom. Education is the key for development of any nation and it depends on the quality of and professionalism in teachers. Present study opined that development of teaching education should be primary social objective of every government. In the similar line, government of India and other States including Telangana took many steps towards promotion of quality education in the country. However, due to poor infrastructure facility teaching students and teaching education in Telangana exposed to many challenges such as non-availability of professional faculty, poor government support, lack of resources, outdated curriculum, poor job opportunities which ultimately and negatively affect the teaching education in the State. Therefore, present study suggests policy makers to develop well infrastructure and facilities for promotion of high quality teaching education in the State.

Keywords: challenges of teaching education, problems of teaching education, Telangana state

Introduction

Teaching is a noble profession in world. Teacher education refers to the policies and procedures designed to promote teaching students with the good knowledge, right attitude, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In initial days, there was believe that teacher were born but not made, this believe continued till introduction of pedagogy in the teaching discipline. Teaching profession plays crucial role in development of individual, society and entire nation. Teaching profession shapes the individuals as achievers in their life. The quality education is possible only with quality teachers who well trained in their respective subjects and have professional ethics. The first teacher's training school was started in India in 1793 at Serampur in Bengal.

Education is the key for development of any nation and it depends on the quality of and professionalism in teachers. The possessed knowledge, quality, dedication, professional commitment and motivation are the influencing factors of education quality and learner achievement. Producing such teachers is one of the major challenges of governments across the globe in present days. In rapid development in utilization of technology acquiring knowledge is challenging to the teachers. This demands requirement of planned and imaginative Teacher education programmes are required today. Therefore, present study focused on the issues exposed by teacher's education in India and in Telangana in particular.

Review of Literature

Dwivedi, Shri. (2021) ^[1] opined that technological advancement has shown significant impact on teacher education globally but this effect is very low in India due to poor technical infrastructure and knowledge. The study focused on hurdles in higher secondary teacher education in India. The study found three major hurdles in teaching education in India comprises of hurdles in renewing professional identities, establishing interdisciplinary approach within the departments and inadequate job opportunities. The study made suggestions such as good technical support, development of professional efficiency and creation of adequate teaching jobs.

Shabina Akhter and Tahir Rasool Mir (2018) ^[2] emphasized on the challenges of teaching education in Indian scenario. The study found that, poor integration of skills, short period of course, problem in selection, incompetency among teaching students, improper and inadequate practice of teaching, poor subject knowledge and in competent supervision are major challenges of teaching in education in India.

Navdeep Kaur (2014) ^[3] has emphasized on the perception of secondary school teachers on Right to Education policy in India. The study employed simple random and purpose sample tool and selected 200 secondary school teachers as sample size. The study found insignificant differences in awareness level of secondary school teachers on right education on the basis of region, ownership of school and gender. This implies almost similarly awareness level among responses on RTE.

Dwivedi, Shri. (2012) ^[4] pointed out the challenges of teacher education in India. The study found that, short period of teaching course, incompetency in students, poor practical teaching, supervision of teaching, lack of subject knowledge, outdated teaching methods, poor academic background, poor facilities, poor regulations and no empirical research are major challenges and issues faced in teaching education in India. The study made some

suggestions such as matching theory with practices, implementation of modern teaching methods, professional attitude development, simplification of admission process and adequate support for government.

Need of the Present Study

A teacher is a person who provides base for all other professionals in the world. Therefore, teaching profession is a pillar of all other professions in the society. This implies that the future of any nation depends on the quality of education which in turn depends on the caliber of the teachers. Therefore, teaching education should be very adequate and qualitative in the country. Unfortunately, the quality aspects of teaching education in developing countries is drop in recent past, due to non-availability of talented instructors, lack of funds and poor government support. This rate is significantly higher in India in school education. Therefore, present study addressed the challenges of teaching education in India in general and in Telangana State in particular.

Objectives of the Study

Present Study is aimed to explore the challenges faced by teaching education students in Telangana State.

Research Methodology

Present study is purely based on the primary data collected from the 375 teaching students pursuing Diploma in Education (D.Ed), Bachelor of Education (B.Ed), Master of Education (M.Ed). Telangana State. The sample size is selected through stratified random technique. The selected teaching students pursuing teaching course in D. Ed collges, B. Ed collges and universities. The primary data is collected through well-structured questionnaire prepared on the challenges of teaching education. The collected is analyzed through descriptive statistics and ANOVA. The study also calculated reliability test for data examine the data accuracy

Hypothesis: Null Hypothesis: There is no significant difference in between and within groups of responses in challenges faced in teaching education in Telangana State.

Alternative Hypothesis: There is significant difference in between and within groups of responses in challenges faced in teaching education in Telangana State.

Table 1

Demographic Characteristics of The Responses								
Gender			Region			Education Course		
	N	(%)		N	(%)		N	(%)
Male	225	81.33	Urban	152	40.5	D.Ed	145	38.66
Female	150	18.66	Semi-Urban	125	33.33	B.Ed	136	36.26
			Rural	98	26.3	M.Ed	94	25.06
Total	375	100	Total	375	100	Total	375	100
AGE			Ownership Institution			Teaching experience		
Years	N	(%)		N	(%)	Years	N	(%)
25-35	85	22.66	Government	142	37.86	zero	66	17.66
36-45	166	44.26	Private	153	40.8	1-5	185	49.33
Above 45	124	33.06	Aided	80	21.33	Above 5 years	124	33.06
Total	375	100	Total	375	100	Total	375	100

Demographic Profile of Sample Size

The study observed that, in total sample size, 81.33 percent represent by male while 18.66 percent represent by female teaching students. In regional participation, 40.5 percent of teaching students participated from rural areas, followed by 40.5 percent from urban, 33.33 percent from semi-urban. In total sample size, 38.66 percent of teaching students is pursuing Diploma in Education, 36.26 percent Bachelor of Education and 25.06 percent Master of education. In ownership of institution revealed, 37.86 percent studying government owned teaching educational institutions, while 40.8 percent is studying in private institution and 21.33 studying in aided institutions. Similarly, 22.66 percent of teaching students is the age group of 25-35 years, followed by 44.26 percent 36-45 years, 33.06 percent above 45 years group. Finally, in total teaching students 17.66 percent has zero years of teaching experience, followed by 49.33 percent has 1-5 years, and 21.33 percent has above five years.

Data Analysis

Table 2: Challenges facing by Students of Teacher Education in Telangana State

Statements	Strongly Disagreed (5)	Disagreed (4)	Neutral (3)	Agreed (2)	Strongly Agreed (1)	Total
It is difficult to select a right teaching educational institute in Telangana	167 (44.53)	112 (29.87)	53 (14.13)	23 (6.13)	20 (5.33)	375 (100)

There is shortage of instructors in teacher educational institutions in Telangana	42 (11.20)	26 (6.93)	45 (12)	125 (33.33)	137 (36.53)	375 (100)
The curriculum of the course is standardized and adequate in present educational scenario	136 (36.27)	152 (40.53)	42 (11.20)	26 (6.93)	19 (5.07)	375 (100)
The resources of the institutions are adequate for completing course effectively	146 (38.93)	126 (33.60)	25 (6.67)	36 (9.60)	42 (11.20)	375 (100)
The teachings methods of institutions are innovative	111 (29.60)	92 (24.53)	83 (22.13)	51 (13.60)	38 (10.13)	375 (100)
The available teacher education institutions are sufficient to meet demand	53 (14.13)	46 (12.27)	66 (17.60)	83 (22.13)	127 (33.87)	375 (100)
There is good support from government/institutions to provide required equipments	96 (25.60)	120 (32)	48 (12.80)	62 (16.53)	49 (13.07)	375 (100)
There is good opportunities in the market after completion of course	175 (46.67)	120 (32)	19 (5.07)	23 (6.13)	38 (10.13)	375 (100)
Teaching course improved my knowledge, skills and behavior	119 (31.73)	83 (22.13)	86 (22.93)	42 (11.20)	45 (12.0)	375 (100)

Source: Field Study

Table 3: Descriptive Statistics of the Data

Statements	I	II	III	IV	V	VI	VII	VIII	IX
Mean	4.0240	1.9823	3.96	3.7947	3.5520	1.4933	3.4053	3.9947	3.3467
Standard Error	.05928	.06778	.05679	.06949	.06457	.07370	.07067	.06649	.07519
Median	4.000	2.000	4.000	4.000	4.000	2.000	4.000	4.00	3.00
Mode	5.00	1.00	4.00	5.00	5.00	1.00	4.000	5.00	5.00
Standard Deviation	1.147	1.3125	1.0998	1.3456	1.25039	1.42714	1.3684	1.2875	1.4560
Sample Variance	1.318	1.723	1.210	1.811	1.563	2.037	1.873	1.658	2.120
Skewness	-1.167	.954	-1.157	-.972	-.449	.518	-.464	-1.282	-.331
Minimum	1	1	1	1	1	1	1	1	1
Maximum	5	5	5	5	5	5	5	5	5

Source: SPSS

Data Interpretation

Table no 01 exhibit the responses of teaching students on challenges in teaching education. The study revealed that, 44.53 percent of teaching students strongly disagreed and 29.87 percent is disagreed that selection of right teaching education is difficult, this is attributable to awareness on educational institutes in the states. In contrast, 6.13 percent agreed and 5.33 percent are strongly agreed that selection of educational institute is difficulty, this due to presence of private institute frauds in the state. The 14.13 percent took neutral status regarding statement. In overall, the study observed mean value of 4.0240 which indicates that majority of respondents strongly disagreed to the statement. This is mainly selection of right teaching educational institute is not much difficulty in Telangana State. The standard deviation of the statement is 1.147 which indicates that insignificant deviation among responses. Similarly, study witnessed that, 36.53 percent of teaching students strongly agreed and 33.33 percent is agreed to that there are problems of shortage of instructors in institutes in Telangana, in contrast, 11.20 percent strongly disagreed and 6.93 percent are disagreed to this statement, while 12 percent took neutral status regarding Statement. This negative response to statement is mainly attributable non-availability of caliber faculty and no regular recruitment by government. In overall, the study observed mean value of 1.9823 which indicates that majority of respondents are agreed to the statement. Similarly, Standard Deviation of the statement is 1.3125 which indicates that responses are not much deviated among sample respondents. Similarly, the study investigated that, 40.53 percent of teaching students disagreed and 36.27 percent is strongly disagreed that curriculum of the course is standard and adequate as per present scenario, in contrast, 6.93 percent agreed and 5.07 percent are strongly agreed to this statement, while 11.20 percent took neutral to the statement. In overall, the study observed mean value of 3.96 which indicates that majority of respondents disagreed to the statement. Similarly, Standard Deviation of the statement is 1.0998 which indicates insignificant deviation among sample responses. The majority of the respondents viewed opined that curriculum in teaching education is outdated and need to be updated as per present and future education scenario particularly digital education aspect.

In the similar line, the study observed that, 39.73 percent of teaching students strongly disagreed and 33.60 percent is disagreed that institutions have adequate resource for course completion, this is particularly observed in all categories of institutions public, private and aided. In contrast, 11.20 percent expressed agree and 9.60 percent are strongly agreed to this statement, while 6.67 percent took neutral status regarding resource adequacy in the inst

-ituation. In overall, the study observed mean value of 3.7947 which indicates that majority of respondents disagreed to the statement. Similarly, Standard Deviation of the statement is 1.09 98 which indicates that insignificant deviation among sample responses. The another challenge is innovation in teaching methods, is revealed that, 29.60 percent of teaching students strongly disagreed and 24.53 percent is disagreed to the statement, in contrast, 13.60 percent agreed and 10.13 percent are strongly agreed to this statement, while 22.13 percent took neutral status regarding statement. In overall, the study observed mean value of 3.5520 which indicates that majority of respondents are disagreed to the statement. Similarly, Standard Deviation of the statement is 1.25039 which indicates that insignificant among sample responses. It is observed that 33.87 percent strongly agreed and 22.13 percent is agreed teaching educational institutions are adequate to meet required demand, in contrast, 12.27 percent disagreed and 14.13 percent are strongly disagreed to this statement. 17.60 percent of teaching students took neutral status in regarding. In overall, the study observed mean value of 3.4933 which indicates that majority of respondents are agreed to the statement. Similarly, Standard Deviation of the statement is 1.18488 which indicates that responses on agreement are not much deviated among sample responses. The study observed that, 25.60 percent of teaching students strongly disagreed and 32 percent is disagreed that there is good support from government and institutions in equipment provision, in contrast, 16.53 percent disagreed and 13.07 percent are strongly disagreed to this statement, while 12.80 percent took neutral status regarding the statement. In overall, the study observed mean value of 3.4053 which indicates that majority of respondents are disagreed to the statement. Similarly, Standard Deviation of the statement is 1.3684 which indicates insignificant deviations among sample responses. The study observed that, 46.67 percent of teaching students strongly disagreed and 32 percent is disagreed that availability of good job opportunities in market, in contrast, 6.13 percent agreed and 10.13 percent are strongly agreed to this statement, while 5.07 percent took neutral status regarding job opportunities. In overall, the study observed mean value of 3.9947 which indicates that majority of respondents disagreed to the statement. Similarly, Standard Deviation of the statement is 1.2875 which indicates insignificant deviations among sample responses. Finally, the study witnessed that, 31.73 percent of teaching students strongly disagreed and 22.13 percent is disagreed that teaching education improved knowledge, skills and behavior, in contrast, 11.20 percent agreed and 12 percent are strongly agreed to this statement, while 22.93 percent took neutral status regarding statement. In overall, the study observed mean value of 3.3467 which indicates that majority of respondents agreed to the statement. Similarly, Standard deviation of the statement is 1.4560 which indicates insignificant among sample responses.

Reliability Test

Table 4

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.982	.982	9

Cronbach's alpha technique is used to assess the reliability, or internal consistency, of a set of scale or test items. The results of the test will be in range from (α) 0 to 1. If $\alpha = 0$, it indicates independency of all scale items one with another where $\alpha = 1$ indicates entire dependency of all scale items and high covariance. Therefore, increasing the value indicates high reliability. In general, suggestible Cronbach alpha reliability coefficient level is 0.70. In the present study reliability test results is .982 which is higher than standard of 0.70, this indicates high reliability and consistency of data and fit of ANOVA.

ANOVA Results

Table 5

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig
	Between People	5020.000	374	13.422		
Within People	Between Items	1284.901	8	160.613	680.254	.000
	Residual	706.432	2992	.236		
	Total	1991.333	3000	.664		
	Total	7011.333	3374	2.078		

Grand Mean = 3.4222

The analysis reveals that, in this case the Sig value is 0.000 which is less than 0.05 so we reject the null Hypothesis and accept alternative Hypothesis and conclude that "There is significant difference in between and within groups of responses in challenges faced in teaching education.

Findings and Suggestions

- The study observed that, 74.5 percent i.e. three fourth of the teaching students disagreed that selection of right teaching educational institute is difficult, due to availability adequate institutes in the State. However, on the other side, 11.50 percent of teaching students expressed difficulty college selection. This resulted into mean value of 4.0240 and standard deviation of 1.147 which indicates disagreement and insignificant deviations in responses.
- The study also found that, 69.86 percent teaching students agreed and 12 percent teaching students neutral on statement of shortage of faculty in institutions. This negative response is attributable to lack of well trained and caliber faculty in profession. This resulted into mean value of 1.9823 and standard deviation of 1.0998 which indicates agreement and insignificant deviations in responses. Therefore, the study suggests need of arrangement well trained and professionals in colleges for promotion of the teaching education in Telangana State.
- The study witnessed that, around 77 percent of responses agreed that, outdated curriculum is one of the hurdles to teaching education particularly in secondary school education. This resulted into mean value of 3.96 and standard deviation of 1.0998 which indicates disagreement and insignificant deviations in responses. Therefore, the study suggests for implementation of latest and emerging curriculum to meet present and future professional requirements.
- The study investigated that, 72.53 percent of teaching students expressed in adequacy of resourced in the institutions of all government, private and aided colleges. This is mainly due to shortage of funds. The study also observed that, half teaching students expressed that outdated teaching methods is also problems of teaching education in the State. The study also observed that, more than half of teaching students agreed that State has adequate number of college in line with demand. Similarly, majority of teaching students i.e 57.60 percent opined that that government and institutional support is very poor in providing required equipments. In the same way more than half of students opined that getting good jobs in market is challenging task. Finally, the more than half of students expressed that, teaching education has not much improved their knowledge, skills and behavior. The mean values for all statement since 4th and 5th are 3.7947 and 3.5520 which indicates disagreement and standard deviation is less than 1.3456 and 1.25039 which indicates insignificant deviations in responses. The hypothesis results supported alternative hypothesis that, there is significant difference in between and within groups of responses in challenges facing in teaching education” in Telangana.

Conclusion

The study concludes that, development of teaching education should be primary social objective of every government. In the similar line, government of India and other States including Telangana took many steps towards promotion of quality education in the country. However, due to poor infrastructure facility teaching students and teaching education in Telangana exposed to many challenges such as non-availability of professional faculty, poor government support, lack of resources, outdated curriculum, poor job opportunities which ultimately and negatively affect the teaching education in the State. Therefore, present study suggests policy makers to develop well infrastructure and facilities for promotion of high quality teaching education in the State.

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