



PERCEPTIONS OF TEACHERS ON EDUCATIONAL PRACTICES IN SELECTED GOVERNMENT AND PRIVATE ELEMENTARY SCHOOLS WITH SPECIAL REFERENCE TO PRAKASAM, VIZIANAGARAM AND KURNOOL DISTRICTS IN ANDHRA PRADESH

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Abstract:

The importance of supportive student-teacher relationship, particularly students' formative education experiences, few studies have systematically examined teachers' conceptions of their relationships. In this connection, for the purpose of present study to examine elementary school teachers 'perceptions on various issues on educational practices in selected government and private elementary schools with special refence to Prakasam, Vizianagaram and Kurnool district of Andhra Pradesh. Teachers knowledge reflects the quality of education and students learning. At the end of the study, it provides some of the suggestions for the effective learning outcomes in elementary schools.

Key words: Relationship, formative education, Quality of Education, Effective Learning and Democratic Institutions.

Introduction:

"I am indebted to my father for living, but to my teacher for living well."

-Alexander the Great

There is no education reform that can be successful if the quality of teachers is not improved, but the quality of teachers in turn depends to a large extent on the quality of teacher education. Indeed, teacher training is the sine qua non for all educational improvements. The state and quality of teacher education in our country, especially at the elementary level, is far from satisfactory. Basic education is important for the effective functioning of democratic institutions. elementary education covers the primary (6-11 years) and upper primary (11-14 years) age group. In most Indian states this translates into passing the prescribed requirements up to Class VIII. The essence of the goal is that every fourteen-year-old will be acquired basic skills such as the ability to read and write with fluency, calculation, understanding, analysis, reasoning and social skills such as teamwork.

An educational institution performs an important function of providing learning experiences to guide its students from the darkness of ignorance to the light of knowledge. The teacher is defined as the most important of any educational programme. The teacher is primarily responsible for carrying out the educational process at all times. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure.

Objectives of the study:

1. To study the perceptions of teachers on Administrative Policies, School Facilities, School Environment, Functions of SMC, Assessment Practices, Teaching Learning process in Andhra Pradesh.
2. To study the perceptions of the rural and urban teachers on elementary schools.
3. To study the perceptions of male and female on elementary schools

Methodology and data collection:

The present study was mainly intended to study the Educational Practices in imparting quality education at Elementary level through the perceptions of teachers. The present research study has undertaken by the investigator was exploratory in nature. The researcher followed the survey method of the descriptive research. The study was depended on primary and secondary data. Primary data was collected from the field and secondary data was collected from books, journals, documents and so on. For this investigation, the questionnaires have been considered as a suitable tool for the collection of data. To know the perceptions of teachers on Educational Practices viz., Administrative policies and procedures, school facilities, school environment, functions of SMC, Assessment Practices, Teaching Learning Process in Government and Private schools in imparting Quality Education to Children in Prakasam, Vizianagaram and Kurnool districts of Andhra Pradesh. The stratified random sample technique was used to pick up the total sample. The actual selection of the Mandals were made by first arranged alphabetically. The researcher has collected the list of schools from the selective mandals and selected 150 schools were covered from rural and urban areas from each district. The total sample size was 900teachers and it was divided among three districts i.e. Prakasam, Vizianagaram and Kurnool. The following table shows the selection of the sample. After the collection of data, was entered in SPSS programme to analyze the results with various statistical measures

such as Means, Standard Deviations, 't' – Value and Analysis of Variance (ANOVA) have been calculated and presented in this paper. The following table shows the selection of the sample.

Table-1
Sample Distribution of teachers by their district

District	Sample size	Percent
Prakasam	300	33.33
Vizianagaram	300	33.33
Kurnool	300	33.33
Total	900	100.00

Perceptions of Teachers towards Educational Practices of Government and Private Schools in imparting Quality Education to Children in Andhra Pradesh:

The key role of a teacher is to give lessons that help students learn. To do this, teachers must prepare effective lessons, evaluate and provide feedback on student work, manage course materials, navigate the curriculum, and collaborate with other staff. The role of a teacher is to inspire, motivate, encourage and educate students. The following table shows towards educational practices of government and private schools in Andhra Pradesh.

Table-2

Perceptions of Teachers towards Educational Practices of Government and Private schools in imparting Quality Education to Children in Andhra Pradesh

Area	N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
Administrative Policies and Procedures	900	9	45	34.16	75.91	3.67
School Facilities	900	8	40	27.87	69.68	3.61
School Environment	900	8	40	28.94	72.35	3.85
Functions of SMC	900	8	40	27.74	69.36	3.45
Assessment Practices	900	5	25	17.55	70.19	2.82
Teaching Learning Process	900	15	75	52.17	69.56	7.16
Overall Perceptions	900	53	265	188.43	71.11	19.95

Source: data collected from field

Table-2 observed that the teachers expressed high perceptions with respect to the areas viz., Administrative Policies, School Facilities, School Environment, Functions of SMC, Assessment Practices, Teaching Learning process and Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh. The mean and mean percentages are found to be 34.16, 27.87, 28.94, 27.74, 17.55, 52.17 and 188.43 which are 75.91%, 69.68%, 72.35%, 69.36%, 70.19%, 69.56% and 71.11% of their Total score respectively.

Perceptions of Teachers based on their district towards Educational Practices of Government and Private Schools in imparting Quality Education to Children in Andhra Pradesh:

Contextualized, area-specific and decentralized planning and administration for the universalization of high-quality education is the basic strategy of district primary education. In educational development, it is necessary to have a clear understanding of the current status and past performance. The following table shows the perception of teachers on various aspects based on district.

Table-3

Perceptions of Teachers based on their district towards Educational Practices of Government and Private schools in imparting Quality Education to Children in Andhra Pradesh.

Area	District	N	Mean	Std. Dev.	F-value	p-value
Administrative Policies and Procedures	Prakasam	300	34.89	3.63	9.50**	0.00
	Vizianagaram	300	33.93	3.57		
	Kurnool	300	33.66	3.71		
School Facilities	Prakasam	300	28.54	3.93	7.93**	0.00
	Vizianagaram	300	27.61	3.35		
	Kurnool	300	27.47	3.45		
School Environment	Prakasam	300	29.70	3.68	9.42**	0.00
	Vizianagaram	300	28.72	3.76		
	Kurnool	300	28.40	4.00		
Functions of SMC	Prakasam	300	28.56	3.55	12.99**	0.00
	Vizianagaram	300	27.40	3.33		
	Kurnool	300	27.28	3.37		
Assessment Practices	Prakasam	300	18.06	2.77	8.33**	0.00
	Vizianagaram	300	17.44	2.83		
	Kurnool	300	17.14	2.79		
Teaching Learning Process	Prakasam	300	54.19	7.23	20.05**	0.00
	Vizianagaram	300	51.61	6.96		
	Kurnool	300	50.70	6.85		
Overall Perceptions	Prakasam	300	193.94	20.43	18.66**	0.00
	Vizianagaram	300	186.71	18.95		
	Kurnool	300	184.64	19.29		

Source: data collected from field

**Significant at 0.01 and *Significant at 0.05 level and NS : Not Significant

Table-3 observed that, the mean perceptual score of teacher's category respondents based on their district towards Administrative Policies and Procedures, the mean perceptual scores of teachers working in Prakasam district was 34.89, and it is for Vizianagaram district was 33.93, whereas it is for the teachers working in Kurnool district was 33.66. The Standard Deviations for teachers working Prakasam, Vizianagaram and Kurnool districts were 3.63, 3.57 and 3.71 respectively. The 'F'-value was 9.50 and the

p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of teachers based on their district and teachers working in Prakasam district perceived high towards Administrative Policies and Procedures aspect than that of teachers working in Vizianagaram and Kurnool districts.

With regard to School Facilities Aspect, the mean perceptual score of teacher category respondents based on their district, the mean perceptual scores of teachers working in Prakasam district was 28.54, and it is for Vizianagaram district was 27.61, whereas it is for the teachers working in Kurnool district was 27.47. The Standard Deviations for teachers working Prakasam, Vizianagaram and Kurnool districts were 3.93, 3.35 and 3.45 respectively. The 'F'-value was 7.93 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of teachers based on their district and teachers working in Prakasam district perceived high towards School Facilities Aspect than that of teachers working in Vizianagaram and Kurnool districts.

With regard to School Environment Aspect, the mean perceptual score of teacher category respondents based on their district, the mean perceptual scores of teachers working in Prakasam district was 29.70, and it is for Vizianagaram district was 28.72, whereas it is for the teachers working in Kurnool district was 28.40. The Standard Deviations for teachers working Prakasam, Vizianagaram and Kurnool districts were 3.68, 3.76 and 4.00 respectively. The 'F'-value was 9.42 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of teachers based on their district and teachers working in Prakasam district perceived high towards School Environment Aspect than that of teachers working in Vizianagaram and Kurnool districts.

With regard to Functions of SMC Aspect, the mean perceptual score of teacher category respondents based on their district, the mean perceptual scores of teachers working in Prakasam district was 28.56, and it is for Vizianagaram district was 27.40, whereas it is for the teachers working in Kurnool district was 27.28. The Standard Deviations for teachers working Prakasam, Vizianagaram and Kurnool districts were 3.55, 3.33 and 3.37 respectively. The 'F'-value was 12.99 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of teachers based on their district and teachers working in Prakasam district perceived high towards Functions of SMC Aspect than that of teachers working in Vizianagaram and Kurnool districts.

With regard to Assessment Practices Aspect, the mean perceptual score of teacher category respondents based on their district, the mean perceptual scores of teachers working in Prakasam district was 18.06, and it is for Vizianagaram district was 17.44, whereas it is for the teachers working in Kurnool district was 17.14. The Standard Deviations for teachers working Prakasam, Vizianagaram and Kurnool districts were 2.77, 2.83 and 2.79 respectively. The 'F'-value was 8.33 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of teachers based on their district and teachers working in Prakasam district perceived high towards Assessment Practices Aspect than that of teachers working in Vizianagaram and Kurnool districts.

With regard to Teaching Learning Process Aspect, the mean perceptual score of teacher category respondents based on their district, the mean perceptual scores of teachers working in Prakasam district was 54.19, and it is for Vizianagaram district was 51.61, whereas it is for the teachers working in Kurnool

district was 50.70. The Standard Deviations for teachers working Prakasam, Vizianagaram and Kurnool districts were 7.23, 6.96 and 6.85 respectively. The 'F'-value was 20.05 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of teachers based on their district and teachers working in Prakasam district perceived high towards Teaching Learning Process Aspect than that of teachers working in Vizianagaram and Kurnool districts.

With regard to Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh, the mean perceptual score of teacher category respondents based on their district, the mean perceptual scores of teachers working in Prakasam district was 193.94, and it is for Vizianagaram district was 186.71, whereas it is for the teachers working in Kurnool district was 184.64. The Standard Deviations for teachers working Prakasam, Vizianagaram and Kurnool districts were 20.43, 18.95 and 19.29 respectively. The 'F'-value was 18.66 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of teachers based on their district and teachers working in Prakasam district perceived high towards Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh than that of teachers working in Vizianagaram and Kurnool districts.

Perceptions of Government and Private school Teachers towards Educational Practices of Government and Private schools in imparting Quality Education to Children in Andhra Pradesh:

The public education sector is directly dependent on the government, while the private education sector is administered by individuals and companies. Private and public schools have their own teacher recruitment process. Another factor that distinguishes public and private school teachers is their student base. The following table shows that the perception of teachers based on government and private school on various awareness aspects.

Table-4

Perceptions of Government and Private school Teachers towards Educational Practices of Government and Private schools in imparting Quality Education to Children in Andhra Pradesh.

Area	Management	N	Mean	Std. Dev.	t-value	p-value
Administrative Policies and Procedures	Government	600	34.34	3.59	2.06*	0.04
	Private	300	33.80	3.80		
School Facilities	Government	600	28.04	3.54	1.95*	0.05
	Private	300	27.54	3.73		
School Environment	Government	600	29.14	3.82	2.26*	0.02
	Private	300	28.53	3.89		
Functions of SMC	Government	600	27.94	3.47	2.45*	0.01
	Private	300	27.35	3.39		
Assessment Practices	Government	600	17.68	2.83	1.99*	0.05
	Private	300	17.28	2.78		
Teaching Learning Process	Government	600	52.70	7.15	3.17**	0.00
	Private	300	51.10	7.07		
Overall Perceptions	Government	600	189.84	19.82	3.01**	0.00
	Private	300	185.61	19.94		

Source: data collected from field

**Significant at 0.01 and *Significant at 0.05 level and NS: Not Significant

Table 4 revealed that, the mean perceptual score of teacher's category respondents towards Administrative Policies and Procedures Aspect, the mean perceptual score for Government school teachers was 34.34, whereas for the Private school teacher's category it was 33.80. The Standard Deviations for Government and Private school teacher category respondents were 3.59 and 3.80 respectively. The t – value was 2.06 and the p-value was 0.04 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Government and Private school teachers and Government school teachers perceived high towards Administrative Policies and Procedures Aspect than that of Private school teacher category respondents.

With regard to School Facilities Aspect, the mean perceptual score for Government school teachers was 28.04, whereas for the Private school teacher's category it was 27.54. The Standard Deviations for Government and Private school teacher category respondents were 3.54 and 3.73 respectively. The t – value was 1.95 and the p-value was 0.05 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Government and Private school teachers and Government school teachers perceived high towards School Facilities Aspect than that of Private school teacher category respondents.

With regard to School Environment Aspect, the mean perceptual score for Government school teachers was 29.14, whereas for the Private school teacher's category it was 28.53. The Standard Deviations

for Government and Private school teacher category respondents were 3.82 and 3.89 respectively. The t – value was 2.26 and the p -value was 0.02 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Government and Private school teachers and Government school teachers perceived high towards School Environment Aspect than that of Private school teacher category respondents.

With regard to Functions of SMC Aspect, the mean perceptual score for Government school teachers was 27.94, whereas for the Private school teacher's category it was 27.35. The Standard Deviations for Government and Private school teacher category respondents were 3.47 and 3.39 respectively. The t – value was 2.45 and the p -value was 0.01 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Government and Private school teachers and Government school teachers perceived high towards Functions of SMC Aspect than that of Private school teacher category respondents.

With regard to Assessment Practices Aspect, the mean perceptual score for Government school teachers was 17.68, whereas for the Private school teacher's category it was 17.28. The Standard Deviations for Government and Private school teacher category respondents were 2.83 and 2.78 respectively. The t – value was 1.99 and the p -value was 0.05 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Government and Private school teachers and Government school teachers perceived high towards Assessment Practices Aspect than that of Private school teacher category respondents.

With regard to Teaching Learning Process Aspect, the mean perceptual score for Government school teachers was 52.70, whereas for the Private school teacher's category it was 51.10. The Standard Deviations for Government and Private school teacher category respondents were 7.15 and 7.07 respectively. The t – value was 3.17 and the p -value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of Government and Private school teachers and Government school teachers perceived high towards Teaching Learning Process Aspect than that of Private school teacher category respondents.

With regard to Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh, the mean perceptual score for Government school teachers was 189.84, whereas for the Private school teacher's category it was 185.61. The Standard Deviations for Government and Private school teacher category respondents were 19.82 and 19.94 respectively. The t – value was 3.01 and the p -value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of Government and Private school teachers and Government school teachers perceived high towards Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh than that of Private school teacher category respondents.

Perceptions of rural and urban area Teachers towards Educational Practices of Government and Private schools in imparting Quality Education to Children in Andhra Pradesh:

The difference between urban and rural students is not in the intellect, but in the environment, the ability to learn, the availability of infrastructure, skills and access to various facilities. In these circumstances the teacher will play an essential role in the overall development of the student. The following table shows about perception of teachers towards rural and urban areas on various awareness aspects.

Table-4

Perceptions of rural and urban area Teachers towards Educational Practices of Government and Private schools in imparting Quality Education to Children in Andhra Pradesh.

Area	Locality	N	Mean	Std. Dev.	t-value	p-value
Administrative Policies and Procedures	Rural	625	34.15	3.99	0.08 ^{NS}	0.93
	Urban	275	34.17	3.32		
School Facilities	Rural	625	27.93	3.97	0.51 ^{NS}	0.61
	Urban	275	27.81	3.22		
School Environment	Rural	625	28.91	3.94	0.23 ^{NS}	0.82
	Urban	275	28.97	3.77		
Functions of SMC	Rural	625	27.87	3.55	1.11 ^{NS}	0.27
	Urban	275	27.62	3.35		
Assessment Practices	Rural	625	17.82	3.18	2.96 ^{**}	0.00
	Urban	275	17.27	2.37		
Teaching Learning Process	Rural	625	52.94	7.95	3.26 ^{**}	0.00
	Urban	275	51.39	6.18		
Overall Perceptions	Rural	625	189.63	22.06	1.98 [*]	0.05
	Urban	275	187.23	17.53		

Source: data collected from field

****Significant at 0.01 and *Significant at 0.05 level and NS : Not Significant**

Table-4 revealed that, the mean perceptual score of teacher's category respondents towards Administrative Policies and Procedures Aspect, the mean perceptual score for rural area teachers was 34.15, whereas for the urban area teacher's category it was 34.17. The Standard Deviations for rural and urban area teacher category respondents were 3.99 and 3.32 respectively. The t – value was 0.08 and the p-value was 0.93 which was statistically not significant at any level. It shows that, there is no significant difference between the perceptions of rural and urban area teachers and they perceived similar opinion towards Administrative Policies and Procedures Aspect.

With regard to School Facilities Aspect, the mean perceptual score for rural area teachers was 27.93, whereas for the urban area teacher's category it was 27.81. The Standard Deviations for rural and urban area teacher category respondents were 3.97 and 3.22 respectively. The t – value was 0.51 and the p-value was 0.61 which was statistically not significant at any level. It shows that, there is no significant difference

between the perceptions of rural and urban area teachers and they perceived similar opinion towards School Facilities Aspect

With regard to School Environment Aspect, the mean perceptual score for rural area teachers was 28.91, whereas for the urban area teacher's category it was 28.97. The Standard Deviations for rural and urban area teacher category respondents were 3.94 and 3.77 respectively. The t – value was 0.23 and the p -value was 0.82 which was statistically not significant at any level. It shows that, there is no significant difference between the perceptions of rural and urban area teachers and they perceived similar opinion towards School Environment Aspect

With regard to Functioning of SMC Aspect, the mean perceptual score for rural area teachers was 27.87, whereas for the urban area teacher's category it was 27.62. The Standard Deviations for rural and urban area teacher category respondents were 3.55 and 3.35 respectively. The t – value was 1.11 and the p -value was 0.27 which was statistically not significant at any level. It shows that, there is no significant difference between the perceptions of rural and urban area teachers and they perceived similar opinion towards Functioning of SMC Aspect

With regard to Assessment Practices Aspect, the mean perceptual score for rural area teachers was 17.82, whereas for the urban area teacher's category it was 17.27. The Standard Deviations for rural and urban area teacher category respondents were 3.18 and 2.37 respectively. The t – value was 2.96 and the p -value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of rural and urban area teachers and rural area teachers perceived high towards Assessment Practices Aspect than that of urban area teachers.

With regard to Teaching Learning Process Aspect, the mean perceptual score for rural area teachers was 52.94, whereas for the urban area teacher's category it was 51.39. The Standard Deviations for rural and urban area teacher category respondents were 7.95 and 6.18 respectively. The t – value was 3.26 and the p -value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of rural and urban area teachers and rural area teachers perceived high towards Teaching Learning Process Aspect than that of urban area teachers.

With regard to Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh, the mean perceptual score for rural area teachers was 189.63, whereas for the urban area teacher's category it was 187.23. The Standard Deviations for rural and urban area teacher category respondents were 22.06 and 17.53 respectively. The t – value was 1.98 and the p -value was 0.05 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of rural and urban area teachers and rural area teachers perceived high towards Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh than that of urban area teachers.

Perceptions of male and female category Teachers towards Educational Practices of Government and Private schools in imparting Quality Education to Children in Andhra Pradesh:

Male teachers gave more auspicious comment than female teachers. Female teachers interacted less than male teachers with students. While female teachers are the right fit at the primary level, in higher classes male teachers are preferred to better discipline among students. In this connection, the following table

shows that the quality of perception of male and female teachers in government and private teachers in Andhra Pradesh.

Table-5

Perceptions of male and female category Teachers towards Educational Practices of Government and Private schools in imparting Quality Education to Children in Andhra Pradesh.

Area	Gender	N	Mean	Std. Dev.	t-value	p-value
Administrative Policies and Procedures	Male	446	34.89	3.52	6.04**	0.00
	Female	454	33.44	3.68		
School Facilities	Male	446	28.64	3.14	6.49**	0.00
	Female	454	27.11	3.88		
School Environment	Male	446	29.91	3.59	7.78**	0.00
	Female	454	27.98	3.86		
Functions of SMC	Male	446	28.67	3.47	8.31**	0.00
	Female	454	26.83	3.18		
Assessment Practices	Male	446	18.40	2.72	9.45**	0.00
	Female	454	16.71	2.66		
Teaching Learning Process	Male	446	54.61	6.69	10.78**	0.00
	Female	454	49.77	6.79		
Overall Perceptions	Male	446	195.14	18.18	10.60**	0.00
	Female	454	181.84	19.43		

Source: data collected from field

**Significant at 0.01 and *Significant at 0.05 level and NS : Not Significant

Table-5 revealed that, the mean perceptual score of teacher's category respondents towards Administrative Policies and Procedures Aspect, the mean perceptual score for male category teachers was 34.89, whereas for the female category teachers it was 33.44. The Standard Deviations for male and female category teacher respondents were 3.52 and 3.68 respectively. The t – value was 6.04 and the p-value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of male and female category teachers and male category teachers perceived high towards Administrative Policies and Procedures Aspect than that of female category teachers.

With regard to School Facilities Aspect, the mean perceptual score for male category teachers was 28.64, whereas for the female category teachers it was 27.11. The Standard Deviations for male and female category teacher respondents were 3.14 and 3.88 respectively. The t – value was 6.49 and the p-value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of male and female category teachers and male category teachers perceived high towards School Facilities Aspect than that of female category teachers.

With regard to School Environment Aspect, the mean perceptual score for male category teachers was 29.91, whereas for the female category teachers it was 27.98. The Standard Deviations for male and female category teacher respondents were 3.59 and 3.86 respectively. The t – value was 7.78 and the p-

value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of male and female category teachers and male category teachers perceived high towards School Environment Aspect than that of female category teachers.

With regard to Functions of SMC Aspect, the mean perceptual score for male category teachers was 28.67, whereas for the female category teachers it was 26.83. The Standard Deviations for male and female category teacher respondents were 3.47 and 3.18 respectively. The t – value was 8.31 and the p -value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of male and female category teachers and male category teachers perceived high towards Functions of SMC Aspect than that of female category teachers.

With regard to Assessment Practices Aspect, the mean perceptual score for male category teachers was 18.40, whereas for the female category teachers it was 16.71. The Standard Deviations for male and female category teacher respondents were 2.72 and 2.66 respectively. The t – value was 9.45 and the p -value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of male and female category teachers and male category teachers perceived high towards Assessment Practices Aspect than that of female category teachers.

With regard to Teaching Learning Process Aspect, the mean perceptual score for male category teachers was 54.61, whereas for the female category teachers it was 49.77. The Standard Deviations for male and female category teacher respondents were 6.69 and 6.79 respectively. The t – value was 10.78 and the p -value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of male and female category teachers and male category teachers perceived high towards Teaching Learning Process Aspect than that of female category teachers.

With regard to Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh, the mean perceptual score for male category teachers was 195.14, whereas for the female category teachers it was 181.84. The Standard Deviations for male and female category teacher respondents were 18.18 and 19.43 respectively. The t – value was 10.60 and the p -value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of male and female category teachers and male category teachers perceived high towards Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh than that of female category teachers.

Conclusion:

Teachers expressed high perceptions with respect to the areas viz., Administrative Policies, School Facilities, School Environment, Functions of SMC, Assessment Practices, Teaching Learning process and Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh. It is noticed that, there is a significant difference among the perceptions of teachers working in Government and Private schools based on their district with respect to Administrative Policies, School Facilities, School Environment, Functions of SMC, Assessment Practices, Teaching Learning process and Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh. We conclude that, teachers

working in Prakasam district perceived high than that of teachers working in Vizianagaram and Kurnool districts.

It was noticed that, Teachers working in Government and Private schools perceived high towards Administrative Policies and Procedures with regard to Principal uses effective methods to determine whether teachers are performing well or badly, Review of teachers work is largely done to fulfill administrative requirements and has little impact on teaching in classroom, When a teacher has problem in his/her classroom the principal takes the initiative to discuss the matter, principal/administration compliments teachers for special effort accomplishments and is course planning done by teachers as a collective activity. Further It was noticed that, Teachers working in Government and Private schools perceived moderate towards Administrative Policies and Procedures with regard to Principal takes steps to alter the performance and rewards of a persistency interpret forming teachers, principal ensures that teachers are informed about possibilities for updating their knowledge and skills, do teachers have extensive contact with a limited number of students in several Aspects of their education and do you feel your views are represented in decision making.

It was found that, Teachers working in both Government and Private schools perceived high towards School Facilities with regard to Making the school a comfortable and attractive place for work. Whereas Teachers working in both Government and Private schools perceived moderate with respect to Having the knowledge of the location of materials and equipment, Using teaching accommodation fully and appropriate, Ensuring everything is in safe condition and good repair, Maintaining clean environment in all parts of the school, Making full use of facilities and equipment, Making all provisions for teaching purpose and Making arrangements for the display of the children's work.

It was found that, Teachers working in both Government and Private schools perceived high towards school environment with respect to Maintaining good working relations with staff members and Talking firm decisions on the disciplinary Aspects. Whereas Teachers working in both Government and Private schools perceived moderate with respect to Allocating space and facilities fairly, carrying responsibilities without stress, encouraging staff to maintain courteous relations with students, involving staff members in the school related issues and problems, Extending Full support for the effectiveness of the school and Initiating plans for conduct of regular assemblies for the development of the school.

It was found that, Teachers working in both Government and Private schools perceived high towards Functions of SMC with respect to Having sound grasp on the financial allocations. Whereas, Teachers working in both Government and Private schools perceived moderate with respect to Utilizing the grants properly by convening meeting with SMC, Informing the immediate educational officer about the scheduled events, Making firm decisions on the distribution of resources, Initiating plans for the allocation of grants properly for the maintenance of toilets, buildings, office and others, Facing problems in operationalization of grants, Initiating plans for the raising of funds for the development of school and Using grants properly allocated under SSA.

It was found that, Teachers working in both Government and Private schools perceived high towards Assessment Practices with regard to Letting parents know about the strengths and weaknesses of the students will improve Quality Education. Whereas, Teachers working in both Government and Private

schools perceived moderate with respect to Continuous evaluation of students' progress help to improve Quality Education, Using teacher made tests to assess the pupils performance helps to improve quality education, Conducting remedial classes for backward students would improve Quality Education and Discussing about students' academic progress in academic monitoring Cell with community would increase Quality Education.

It was found that, Teachers working in both Government and Private schools perceived high towards Teaching Learning Process with respect to Creating friendly environment in the classroom helps to develop Quality Education and Considering the individual differences in the students helps to achieve Quality Education. Whereas, Teachers working in both Government and Private schools perceived moderate with respect to Teaching learning material is necessary to provide Quality Education, Quality Education can provided by motivating the students, Children can effectively learn by TLM, Creating healthy competitive spirit among students develops Quality Education, Involving the students in the preparation , application and demonstration of the TLM leads to Quality Education, Self learning by students is one of the important Aspects of Quality Education, Activity based learning provides Quality Education Proper utilization of teaching time in the class room leads to Quality Education, Involving students in all teaching and learning activities would improve Quality Education, Involving teachers n other than teaching activities would adversely effects on Quality Education, Number of working days of the school would also effect Quality Education, Involving children in activities like sports, creative thinking will help in improving Quality Education and Habit of reading books effects Quality Education.

Suggestions:

The present study provides the following suggestion for the effective teacher's role at elementary schools.

- 1.To conduct the comparative studies of schools running under various managements between government and private schools for effective mechanism.
2. To provide training programmes with pedagogy techniques periodically for the enhancement of the knowledge among government and private teachers.
3. To provide management activities to teachers for the all-round development of the school.
4. To provide good salaries to teachers irrespective of government and private sectors.
5. To build instructional leadership among teachers in the government and private schools.
6. To provide information and communication technology to all elementary school teachers.

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