

SCOPE OF TEACHER EDUCATION PROGRAMMES IN INDIA

Nitika¹ ,Ms. Chandni²

¹Student, Baba Farid College of Education, Bathinda

²Assistant Professor- English, Baba Farid College, Bathinda

Abstract

Teacher preparation has always been a huge challenge. This study aims to investigate the scope of teacher education programmes in India. The present demand is to groom a lifelong autonomous learner and to evolve child inspiring methodology along with a child centred approach. The teacher is prepared with the past curriculum and expected to prepare the futuristic vision but it shows mismatch. Pre-service teachers initially get confused between university prescribed lesson designing and researcher introduced approach. Presently very competitive teachers are required for that the teacher training should be strengthened. The present pre-service teacher education is under pressure to provide teachers who would be capable of dealing with the learners that are part and parcel of the globalised and highly technical world contributing the competent teachers to the society to create and manage the quality education is highly challenging.

Meaning Of Teacher Education Programmes

Teacher Education Programmes are a systematic plan of knowledge and activities wrapped in the form of a course to help the students of today become the professionals of tomorrow in the field of education. Teacher Education Programmes facilitate professionals to contribute in attaining the national goal of *Education For All*, to preserve the continuity of traditions, to fulfil the actual needs of contemporary society and to meet the challenges of the uncertain future, through education. Education deals with human beings who have intellect, emotions and conscience; it is not something static but dynamic process. It is a form of development for which direction is needed from an educative agent. Thus, it is a teacher education which prepares the teachers among those who want to join this profession through higher order

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh

24th March 2019

www.conferenceworld.in



ISBN : 978-93-87793-76-7

professional equipment for guiding the pupils through the process of discovering, analyzing and synthesizing educative experiences. Teacher education Programmes are of two types:-

- Pre-Service Teacher Education Programmes
- In-Service Teacher Education Programmes

Pre-Service Teacher Education Programmes

Pre-service teacher education is the course which is offered to the students before they join teaching profession and leads to a degree or certification to make a person eligible to join teaching profession. In planning for effective pre-service teacher education, an integrated view has been taken of all its stages by the National Council of Teacher Education (NCTE). The integration of Teacher Education Programmes (TEP) has been done both horizontally and vertically. Vertical integration means that the pre-service teacher education right from pre-service teacher education to the university teacher is inter-related. In horizontal integration the institutions, agencies and social groups concerned with the effectiveness of pre-service teacher education link together their efforts for professional education and development of teachers. It is essential to insist that teachers from education Colleges/Departments should assist secondary and primary school teacher to improve their attainments. There has to be a mutual communication between all the levels of instruction to improve the standards of pre-service teacher education, particularly in a developing country like India. According to NCTE framework (1988), "TEP is a professional programme which aims at the development of teacher as a person and as an agent of social change. Teacher education for all stages of school education is the most crucial input for the improvement of quality of school education."

Objectives of Pre-Service Teacher Education Programmes

Pre-service teacher education programmes at all levels should seek to equip the prospective teachers with

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh

24th March 2019

www.conferenceworld.in



ISBN : 978-93-87793-76-7

I. Knowledge and understanding of:

- The Indian socio-cultural context and the role of education in national development.
- The process of human development and learning in all its dimension and its implications to education.

II. Professional competencies and skills related to:

- Effective communication.
- Effective curriculum transaction, utilizing learning resources of various kinds and employing interactive teaching learning strategies to promote all-round growth of learners.
- Comprehensive and continuous evaluation of learner's progress through appropriate tools and techniques.
- Effective management of learning within and outside the classroom to maximize learner's growth.
- Catering to the learning needs of special groups of children like: the gifted, the slow learners as well the disabled learners.
- Organizing co-curricular activities of different kinds to promote all-round growth of children.
- Offering guidance to students in their personal, academic and occupational problems.
- Research and experimentation in Education.

III. Social Commitment through participation in:

- Developmental activities in the community, extension activities and community service.
- complementary and parallel educational service systems like non-formal education, adult education, work education.

IV. Positive attitude towards:

- Learners, learning school, professional growth and manual work.

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh

24th March 2019

www.conferenceworld.in



ISBN : 978-93-87793-76-7

V. Social, cultural and moral values oriented towards unity and integration of our people through the concepts of:

- Democracy, secularism, scientific temper, egalitarianism, cultural heritage, conservation of the environment, civil responsibility.

VI. Aesthetic interests and appreciation towards:

- Literary, cultural and artistic pursuits.

All these objectives of pre-service teacher education interpret and unfold the enigma that modern education aims at the holistic growth and development of a person. Every teacher should have deep knowledge and understanding of children and have the capacity of practically applying the knowledge into practice. These cannot be acquired by rule of the thumb and very often an untrained teacher has to learn the job by an arduous and long practice/ experience. Thus, to create good teachers the whole teacher education system should be built on sound foundation of the practical and practice oriented theoretical knowledge. The emphasis should be on special techniques, devices and literary education that produce informed, cultural and disciplined minds; and to make teacher education comprehensive in nature, wide and varied in scope. The practice teaching has to be more effective and adequate to ensure success in the profession. Thus, the Pre-Service Teacher Education Programmes should be able to keep the entire personality of the prospective teacher in mind.

Functions of Pre-Service Teacher Education Programme

- To enable the students-teachers to gain insight about himself and his pupils.
- To strengthen his perception of social values and goals.
- To make him conscious of his professional obligation to serve children and youth.
- To enable him to feel and appreciate the dynamism inherent in the teaching profession.
- To motivate him through the realization of this dynamism, to become an effective teacher.

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh

24th March 2019

www.conferenceworld.in



ISBN : 978-93-87793-76-7

Curriculum of Pre-Service Teacher Education Programme

The curriculum of pre-service teacher education envelops all those important areas which help in preparing an effective teacher like:

- Knowledge of how children and youth absorb formal and informal learning in the school, at home and in the community.
- Knowledge of the objectives of school education as related to the needs of the Indian society and its relationships with the international communities.
- Knowledge of the school as an institutin and of the principles and the skills involved in the organization of its managerial and instructional work by best utilizing the available facilities, abilities, and energies of teachers and pupils.
- Knowledge of the curricular subjects for which instruction is to be imparted in the school and of the techniques suited to each topic of the subject.
- Knowledge of the different roles of the teacher in the school and the community and the attitudes and skills which have to be acquire for playing the roles sucessfully.
- Knowledge of the educational system and the professional conditions within which the teacher should operate.
- Nowledge of how to utilize the resources and programmes which would lead to the continuous professional growth.

Most educationists are of the opinion that an effective TEP should consist of three basic elements:

I. Study of languages and humanities.

II. Study of mathematics and sciences.

III. Work eperience based on participation in thre productive and social activities, appropriate to the needs of the community as well as to the development of the child. Work experience includes exposure o economically productive creative activities.

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh

24th March 2019

www.conferenceworld.in



ISBN : 978-93-87793-76-7

In-Service Teacher Education programme

In-service teacher education programme is a programmed, systematized attentive, needful and scientific planning with a definite urpoe in view. It is a continuous process which contributes to the behavioural changes of teachers in terms of acquiaition of knowledge and insights, development of right attitudes and interests. It is a goal-oriented and organized in such a manner that the teachers feel the desire and necessity for the improvement of their mentak faculties and skills. In view of the all-round rapid technological changes it is essential to promote professional competence and instrinsic motivation among teachers. The World Education Commission has also emphasized again and again regarding the importance of quality in-service education so that trained, untrained, fresh, under-qualified teachers can keep pace with the frapid changes in the education system. There has always been a gulf between teaching and practicing in the Colleges Of Education. There are big challenges in front of educational institutions and the teachers therein for curricukum implementation, examination and evaluation system, and admission policies. Due o introduction of new concept of education to enter 21st century successfully, the improvement in the professional education of teachers has left much to be attained. The new innovations aim at evolving more efeective and more flexible forms of education. Modern technology of education has changed the techniques and methodology of teaching-learning process. Therefore, the teachers have to be abreast with new innovations and concepts of education.

The need for in-service education of teachers was recognized as early as 1904 in Lord Curzon's Resolution on educational policy. Mudaliar Commission was more specific in recommending the programme of extension service to provide in-service education to secondary school teachers. NCERT has promoted experimentation in the classroom instruction by teachers through extension service departments. In 1964 SIEs were established to organize in-service education of primary school teachers. SIEs/SCERTs are main agencies for planning, implementing and monitoring in-service education at state level. At district level, DIETs are performing pace-setting role for training and orientation of elementary school teachers, headmasters, supervisors etc.

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh

24th March 2019

www.conferenceworld.in



ISBN : 978-93-87793-76-7

Although pre-service teacher education and in-service teacher education are given at different stoppages of education, they have to be planned and executed as two essential constituents of a single integral system, neither being complete without the other. In-service teacher education is a form of movement, in which all teachers, teacher educators and administrators participate enthusiastically and enjoy this activity. A well designed, carefully planned and properly executed system of in-service teacher education in our educational system is the need of the hour (NPE-1986). Accordingly it should have the following considerations:

- ✧ The pre-service teacher education programme which merely leads a prospective teacher to the profession of teaching is never complete if it is not supplemented by periodic in-service Teacher Education Programmes. The rapid changes in content areas, pedagogical service, changes in socio political scenario, job expectations of teacher etc. necessitate the need for In-Service Teacher Education Programmes. In-Service Teacher Education Programmes are therefore based on the concept that the learning of pre-service programmes need to be examined, confirmed, rejected, modified or reinforced on the anvil of experience of the real teaching-learning situation, and the developing maturity of the teacher.
- ✧ During the early stages of their career, teachers need support and guidance to help them during the transition from the supportive culture of pre-service education to the actual problems of the school. In the absence of such programmes, many teachers fall, back for mere survival in the routine work.
- ✧ In-service education of the teachers becomes all the more necessary, not only in view of the advancement in knowledge of the subject he teaches, but also due to experiments and innovations in the field of pedagogy and the skills required to adopt innovative practices. The periodic changes in the curricula and instructional materials also necessitate the need for in-service education programmes for teachers in order to enable them to handle the new materials with ease and effectiveness.
- ✧ A teacher can make his teaching more interesting and effective with the help of teaching aids, produced with ever-developing technology. The teacher needs to be trained and retrained periodically regarding the production and use of appropriate audio-visual aids.

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh



24th March 2019

www.conferenceworld.in

ISBN : 978-93-87793-76-7

- ✧ A teacher has to handle special groups of children like the disabled, the backward, the gifted, the socially disadvantaged and the economically deprived. In the pre-service teacher education programme such knowledge is given theoretically but in-service teacher programmes further equip the teachers with necessary practical skills to handle such children.
- ✧ In-service teacher education brings into focus the desirability of a teacher who always remain a learner during their professional life, thus avoiding obsolescence, fossilization and irrelevance of knowledge.
- ✧ The teachers could be made abreast of global perspectives regarding changes in the ideas about the theory and practice of education in different countries which may help them to give a fresh look at their own thinking and working styles.

Objectives of In-Service Teacher Education Programmes

- ✧ Remedy the teachers' deficiency arising out of defects in their initial pre-service education.
- ✧ Advancement of the teacher skills and pedagogical knowledge required for new teaching roles.
- ✧ Advance and update the teachers' knowledge of subject matter.
- ✧ Train teachers as an agent of change.
- ✧ Provide education for rapid and self-conscious adoption to changing world.
- ✧ Prepare teachers for self-education and as learners.
- ✧ Prepare teachers for lifelong education.
- ✧ Prepare teachers for utilizing all the formal and informal agencies of education.
- ✧ Make teachers understand and face new situations coming up in society and to prepare their students for the new economic, social and cultural challenges.

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh

24th March 2019

www.conferenceworld.in



ISBN : 978-93-87793-76-7

Nature Of In-Service Teacher Education Programme

- ✧ Full time correspondence courses leading to a degree or diploma.
- ✧ Post graduate courses of one year duration leading to a degree.
- ✧ Short in-service programme of 3 to 6 months duration covering general and specific fields.
- ✧ Summer institutes and summer camps
- ✧ Short orientation programmes, introduction courses
- ✧ Evening or part time courses
- ✧ Exchange of senior professors for short periods, visiting fellowship for younger teacher educators for independent study in selected university departments, research institutions and other specialized agencies, study groups.
- ✧ Provision of visits by teacher educators to foreign countries through Parent University, UNESCO and other national agencies.
- ✧ Arrangement of seminars, workshops conferences, group discussion, symposium, exhibitions, extension lectures.

The in-service teacher education system should be based on a policy evolved to encompass both, the quantitative goals of coverage of all the teachers and the time to be made available to them for professional renewal, and the qualitative improvement in terms of knowledge, understanding, skills and attitudes necessary for effective and creative teaching in classrooms. In service teacher education schemes should however, realistically and clearly indicate long term and short term goals.

Scope and Context of In-Service Teacher Education Programme

The main content of the In-Service Teacher Education Programme should be based around

1. The school curriculum.
2. The innovations in pedagogy.

Changing curriculum areas and enrichment of curriculum and development of new approaches to teaching methodologies will always provide the material for the organization

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh



24th March 2019

www.conferenceworld.in

ISBN : 978-93-87793-76-7

of In Service Teacher Education. The other areas of in-service teacher education could be concerned with the development of awareness about vital contemporary issues, development of professional skills and abilities including those required for development of instructional materials and evaluation procedures. Clarifications of concepts, development of healthy attitudes and values, motivation devices and pedagogical theories are also areas of concern in in-service education. Some new items in the content may emerge according to the needs and development of education from time to time. The planners and organizers of In Service Teacher Education Programmes have to remain constantly sensitive and responsive so as to identify the new needs promptly and organise the needed programmes timely so as to have their immediate impact. A structured and comprehensive course should be revised for the In Service Teacher Education Programmes and should be made compulsory for all the teachers once in five years. It should gently include the various areas covered in a pre-service course, providing, i.e., refresher course in: 1) Theory foundation and professional areas and 2) Practice methodology of teaching, evaluation tools, multimedia aids, and pupil guidance. The in service teacher education at the secondary and higher secondary stages can be subject specific also. A course in a subject will obviously have two parts, viz. 1) Theory and 2) Methodology of teaching in the subject concerned. The theory component should be minimum possible as the basic purpose of such courses is to develop new understandings in the subject concerned and develop skills required for effective transaction of its curriculum. Facilities for in-service teacher education are provided by some well-defined agencies in order to develop an effective programme. For optimum utilization of time and resource, it is necessary to specify clearly the respective specific roles and responsibilities of different agencies and close collaboration between the various agencies. At the national level a central agency NCTE plays a significant role, involves NCERT and UGC for this purpose, lays down policies, prepares guidelines for practical execution and monitors the In-Service Teacher Education system. Thus the major responsibilities for In Service Teacher Education should be shared by:

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh



24th March 2019

www.conferenceworld.in

ISBN : 978-93-87793-76-7

- ✧ NCERT at national level.
- ✧ SBTEs (State Boards of Teacher Education), SCERTs, SIEs, SISEs (State Institute of Science Education) and such other institutions at state level.
- ✧ DBEs (District Boards of Education), DIETs and ETTIs (Elementary Teacher Training Institutes) at district level.
- ✧ Colleges of Teacher Education (CTEs), IASE (Institutes of Advanced Studies in Education), Institutes of Research and Development, CBSE/ SBSE (State Boards of Secondary Education);
- ✧ Professional associations of schools and principals e.g. Indian Public Schools conference, Progressive Schools association, association of teachers of different schools subjects, and the school complexes.
- ✧ Alumni associations of teacher education institutions, teachers clubs etc.

The In Service Teacher Education Programmes could be:

- ✧ Teacher Education Institution based which helps in the professional growth of teacher educators and utilize the resources of the institution for conducting such programmes so as to lead to the improvement of school education.
- ✧ The school based in service teacher education is significant as it leads to the total improvement of school and universalizes the provision of in-service teacher education.

This programme should be more teachers based because that is better from motivational point of view and depends on self-education, placing the onus and responsibility for education on the teacher themselves. The in-service programmes should be concerned with the teacher's humanistic development, his behaviour skills, the organizational setting in which he performs

and his role in expanding school and university/college relationship. They should be helped to understand their own nature, motives and behaviour; explore their attitudes, values and beliefs through small group counselling, sensitivity training and individual guidance. Rural teachers should be provided exposure to their culture to establish a congenial and healthy teaching-learning environment. Once the teacher identifies the behaviour patterns in his classroom he can easily acquire a variety of teaching style which permits him to vary his pedagogical approach as his needs change. In-service planners must be sensitive to variations

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh

24th March 2019

www.conferenceworld.in



ISBN : 978-93-87793-76-7

in the learning climate of a school while developing their programmes. The pre-service and in-service programmes should be interrelated to make in service teacher education an effective programme. The NPE (1986) also emphasized on providing opportunities for professional and career development, initiative for innovation and creative work, proper orientation in concept development techniques and value system to fulfil their role and responsibilities for the teachers of higher education. The new teachers recruited to teach in the institutions of higher education have hardly any knowledge of student psychology, their behaviour and classroom interaction. Therefore, it is proposed–

- ✧ To organize specially designed orientation programmes in teaching methodologies, pedagogical approaches and educational psychology for new entrants at the level of lecturers across various disciplines.
- ✧ To organize refresher courses for serving teachers to cover every teacher at least once in five years.
- ✧ To organize orientation programmes by using the internal resources of universities and bringing a number of college together.
- ✧ To organize seminars and symposia to encourage teachers to develop capability in the profession.

An effective in-service programme must be based on the needs of the teachers and their institutions. Some of the needs of the teachers arose out of the changes in policy at the national and state level. New curricular content or emphasis on certain objectives may arise necessity to meet the national challenges which can only be met through teachers orientation and in-service education programmes. Advances in pedagogy and application of education technology to classroom instruction would also result in fresh in-service education needs of teachers and educational personnel. School based in-service education is especially significant in universalizing the provision of in-service education. It is a strategy of teacher development from the grass root levels. It has the promise to motivate the teachers in best possible way. Teacher based in-service education has also significance in its own way in terms of providing necessary motivation, improving the efficiency of in-service education at all levels, and filling the gaps between preparation through pre-service teacher education and

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh

24th March 2019

www.conferenceworld.in



ISBN : 978-93-87793-76-7

the requirement of classroom practices. Hence there is need for reframing and revitalizing professional in-service teacher education and to equip the teachers fully with broad based studies. The course of in-service education and orientation programmes need to be coordinated and integrated in the context of the utility and need of the teachers, time, as well the society.

Various Modes of Teacher Education

A variety of modalities can be used in conducting the in-service programmes. Face to Face (F2F) and Distance Learning modes are two important modalities for providing in service teacher education to teachers. The distance learning modes consist of self-learning instructional materials, learning packages like books, journals, periodicals, audio and video tapes, slides, films and correspondence courses. Each modality can be designed to serve different purposes. Earlier century is known as ICT Era, in 21st century E-teacher education programme concept came into focus, which provides online and offline instruction materials like computer aided material and computer assisted material.

a) Face to Face Programmes

In face to face programmes, the In Service Teacher Education may take a formal structured form of credit course of a specified duration (leading to certificate/diploma) or non-credit courses of a short term duration or non-credit refresher programmes aimed at updating the teacher through oriented courses, seminars, symposia, workshops, extension lectures, exhibitions or demonstration. A particular course can be offered for a block period or may be organized on weekly or fortnightly basis for a specific duration.

b) Open and Distance Education

Distance education can be used to clear the backlog of untrained teachers already working in institution to update their subject knowledge and teaching skills. It also inculcates acquiring new instructional approaches useful for facilitating optimum learning on the part of learners. These days multimedia approach is being used for in-service education and training of teachers. The INSAT-B covers programmes for school children in various subjects through Television telecast during school timing. The SITE project makes available evening programmes of adult education and community development.

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh

24th March 2019

www.conferenceworld.in



ISBN : 978-93-87793-76-7

c) E-Teacher Education

E-teacher education is the instructional system of processes and activities designed according to the ICT development, characteristics and models of e-learning, principles of formal communication, principles of e-education and principles of competence-based education system, etc. E-teaching adopts the constructivist principle in the designing of learning experiences. The concept of co-operative teaching is the fundamental construct to develop e-teaching scenarios.

Conclusion

Teacher Education is expected to have strong Educational foundation-Philosophical-Sociological-Psychological-Historical-Modern-Futurological. It has its own Epistemology (theory of knowledge) and Knowledge, Ontology (nature of existence) and Reality, Axiology (understanding of ethics) and Values. Education has its tools, techniques, pedagogy, approaches, strategies, methods and models. Education has its own treatment right from pre-natal through natal, early childhood, childhood, adolescence, youth, adult, middle age and mature age stages. There is a kernel of congruence from early stages to ripe age, in all the facts of life like physical, philosophical, psychological, and sociological. The ultimate aim of Education is to realize universal beings, but, there is no end to knowledge. Infant Psychology is different than child psychology. Child Psychology is, of course, different than Adolescent Psychology, Youth Psychology, Adult Psychology, Old Psychology, but, there are sizable commonalities. There is a common human and positive psychology. Concepts become more comprehensive progressively. Knowledge arrays become more complex and challenging. Education ought to develop as the greatest interdisciplinary discipline. Commonalities need to be addressed simultaneously, whereas, unique features may be appreciated separately. The

greatest harm to Education has been done by perceiving the various levels in a segregated compartmentalized way, rather than, interlinked and interconnected. We must evolve a common model of Teacher Education from ECCE to Highest Education keeping in view the needs of learner at each stage as well the specificity of level of learning.

5th International Conference on Multidisciplinary Research

(IEI, Chandigarh) Institution of Engineers, India, Chandigarh

24th March 2019

www.conferenceworld.in



ISBN : 978-93-87793-76-7

REFERENCES

- ✧ Airini, C. (1998). What is good teaching? Lessons from Māori pedagogy. Conference Proceedings, New Zealand Association for Research in Education, Dunedin.
- ✧ Anae, M. (1995) Papalagi redefined: An aspect of New Zealand-born Samoan identity in the context of Newton Church.
- ✧ Anae, M., Anderson, C., Benseman, J., & Coxon, E. (2002). Pacific peoples and tertiary education: Issues of participation. Wellington: Ministry of Education.
- ✧ Bishop, R. (2003). Changing power relations in Education: Kaupapa Māori messages for 'mainstream' education in Aotearoa/New Zealand [1]. *Comparative Education*, 39 (2), 221–238.
- ✧ Brooking, T., & Rabel, R. (1995). Neither British nor Polynesian. In S. W. Greif, (Ed.), *Immigration and national identity in New Zealand: One people, two peoples, many peoples?* Palmerston North: Dunmore Press.
- ✧ Carpenter, V. (2001). Curriculum and the (re)production of education. In V. Carpenter, H. Dixon, E. Rata, & C. Rawlinson (Eds.), *Theory in practice for educators* (Chapter 5, pp.109–136). Palmerston North: Dunmore Press Ltd.
- ✧ Coxon, E., Anae, M., Mara, D., Wendt Samu, T., & Finau, C. (2002). Literature review on Pacific education issues. Wellington: Ministry of Education. CREDE. (2004). *The five standards for effective pedagogy*. Center for Research on Education, Diversity and Excellence, University of California, Berkeley.
- ✧ Dalzell, D. (1986). *Interactive teaching: On first using the approach*. Set: Research Information for teachers, 2.
- ✧ Ellis, R. (2005). *Instructed second language acquisition*. Report to the Ministry of Education. Wellington: Ministry of Education. Fairbairn-Dunlop, P. (1981). *Samoan parents and the primary school*. Unpublished MA thesis, University of Auckland.
- ✧ Hawk, K., & Hill, J. (1996). *Towards making achieving cool*. Auckland: Educational Research and Development Centre, Massey University, Albany Campus.