



PRE-SERVICE STUDENT TEACHERS EXPECTATIONS ON PROFESSIONAL PREPARATION

Dr. Kadem Srinivas

Assistant Professor in Education (Contractual),
Department of Education,
Regional Institute of Education (NCERT), Ajmer.



ABSTRACT

The qualitative study aimed to explore pre-service student teacher's expectations with respect to their Bachelor of Education programme. The descriptive survey method and purposive sampling technique was used. The Bachelor of Education first year (Language Group) student teachers of Regional Institute of Education, National Council of Educational Research and Training, Ajmer constituted sample of the study. Focus Group Discussion tool was used to collect data. The study found that student teachers expected holistic development of curricular and co-curricular activities. The pedagogical practices were practiced by teacher educators did not use Information and Communication Technology very effectively. The student teachers had faced problems with regard to language barrier in classroom, using of laboratory resources, and non-availability of current syllabus books in library. All the student teachers were expected to introduce semester system in Bachelor of Education Programme.

KEYWORDS: Pre-service student teachers, Expectations, Professional Preparation.

1. INTRODUCTION

The pre-service Bachelor of Education (B.Ed.) Programme is remodelled in India as per National Council for Teacher Education (NCTE), (Recognition Norms and Procedure) Regulations (2014). As a result, the variety of syllabus, innovative pedagogical practices, and increase the duration of school internship programme, etc. have been put in practice across various teacher education institutions and Universities in India. The novice student teachers had lot of expectations with respect to their professional preparation of programme and employment opportunities, etc. This research paper observed various components of student teachers expectations and problems faced by student teachers with respect to their professional preparation.

2. NEED AND SIGNIFICANCE OF THE STUDY

Weinstein (1988) observed that "Unrealistic optimism," a construct used in health psychology, provided a framework for examining pre-service teachers' expectations about teaching. Subjects showed a consistent tendency to believe that they would experience less difficulty than the "average first-year teacher" on 33 different teaching tasks. This optimistic bias was significantly greater for tasks perceived to be under the teacher's control and for tasks dealing with organization and management.

Gowrie & Ramdass (2012) findings suggested that there were some changes in pre-service beliefs and expectations and other preparation issues. There were also mixed messages from the beginning teachers with regard to adequate resources, mentorship support and classroom experiences. Recommendations are made for the continuing professional development of these novice teachers.

Hourani (2013) findings revolved around dimensions of various limitations and constraints. This embodied: language barrier, multi-layered tasks, nature and dimension of reflection, lack of reflection skills, absence of post development plan, emotional barrier, and external locus of control and socio-cultural context of learning. The means of pre-service student teachers used to reflect conveyed a series of limitations and constraints. The findings addressed areas which needed improvement.

Kim & Cho (2014) investigated how pre-service teachers' motivation and their sense of teaching efficacy influence their expectation about reality shock during the first year of professional teaching. A total of 533 pre-service teachers at a state university in the U.S. Midwest participated in this study. The results showed that the pre-service teachers' expectation of reality shock was negatively related to teacher efficacy and intrinsic motivation while it was positively related to introjected and external motivation. The results of a hierarchical regression analysis revealed that pre-service teachers' sense of efficacy and introjected motivation were strong predictors of their expectation of reality shock, when gender difference was controlled for. There was an interaction effect between intrinsic motivation and teachers' sense of efficacy in predicting the reality shock expectation.

Pourdavood & Liu (2017) observed many elementary pre-service teachers (PSTs) have negative experiences regarding learning mathematics. They carry these prior negative experiences with them as they take their mathematics methods courses for teaching young children and they express their lack of confidence in teaching mathematics. This qualitative and descriptive study describes 23 elementary PSTs' stated experiences, expectations, beliefs, and attitudes toward mathematics during their K-12 schooling and college mathematics courses. The study examines how a semester-long methods course in mathematics provides these PSTs an opportunity to re-evaluate their assumptions about what mathematics is and the role of teachers and learners in mathematics classrooms. In addition, the study describes the challenges that the primary researcher and the instructor of the course face.

By reviewing of related literature, some of questions are raised with respect to pre-service student teachers expectations on their professional preparation. They are:

1. What are the objectives of Pre-service B.Ed. Programme?
2. What are the pedagogical practices of Pre-service B.Ed. Programme?
3. What are the evaluation procedures of Pre-service B.Ed. Programme?
4. What are the Pre-service student teacher's expectations?

3. STATEMENT OF THE PROBLEM

Pre-Service Student Teachers Expectations on Professional Preparation

4. OBJECTIVES OF THE STUDY

1. To study the Pre-service student teachers expectations with respect to
 - a. Mode of Curriculum
 - b. Pedagogical Practices
 - c. Evaluation Procedures
2. To know the Pre-service student teachers problems with respect to their professional preparation.

5. EXPLANTION OF THE TERMS

1. **Mode of Curriculum:** The curricular and co-curricular activities designed for pre-service B.Ed. programme with regard to student teachers professional preparation.
2. **Pedagogical Practices:** The transactional practices followed by teacher educators with regard to student teachers professional preparation.
3. **Evaluation Procedures:** The type of evaluation procedures followed by the Regional Institute of Education, Ajmer during B.Ed. Programme.

6. DELIMITATION OF THE STUDY

The study was delimited to B.Ed. first year student teachers (Language Group) of Regional Institute Education (NCERT), Ajmer.

7. METHODOLOGY OF THE STUDY

The present study adopted descriptive survey method.

8. SAMPLE

The investigator used purposive sampling technique. The pre-service student teachers of B.Ed. first year (Language Group) of Regional Institute Education (NCERT), Ajmer constituted as a sample of the study.

9. TOOL AND TECHNIQUE FOR DATA COLLECTION

Focus Group Discussion: This tool was prepared by the investigator to collect the data from Pre-service student teachers and to know the problems faced by student teachers with respect to their professional preparation.

The data were collected from B.Ed. first year (Language Group) student teachers of Regional Institute of Education, National Council of Educational Research and Training (NCERT), Ajmer during the academic year 2018-19. The data were analysed by qualitatively, i.e. Content Analysis.

10. MAJOR FINDINGS OF THE STUDY

The study found following major findings. They are:

1. It was observed that student teachers expected holistic development of curricular and co-curricular activities.
2. The pedagogical practices were practiced by teacher educators did not use Information and Communication Technology (ICT) very effectively and not use of innovative transaction of lessons.
3. The student teachers opined that fee structure of B.Ed. programme will be more flexible and economical.
4. The student teachers had faced problems with regard to language barrier in classroom, using of laboratory resources, non-availability of current syllabus books in library and library timings.
5. All the student teachers were expected to introduce semester system in B.Ed. Programme.
6. The student teachers also had faced problem with regard to accommodation in hostel of the Institute.

11. DISCUSSION OF THE STUDY

The discussion of the study is provided in two sub sections. They are:

A. Pre-service student teachers expectations

The study investigated to know the pre-service student teachers expectations and problems with respect to their professional preparation of B.Ed. Programme. NCERT (2016) prepared innovative syllabus for B.Ed. two year programme. The various curricular and co-curricular activities are included in syllabus. This syllabus laid emphasis on innovative pedagogical practices like constructivist approach, etc. But in practical reality, this syllabus did not fulfil the interests and needs of student teachers and as well as expectations of society. The present study found that student teachers were expected holistic development of curriculum. Apart from curriculum, the pedagogical practices were practiced by teacher educator's also very important aspect of professional preparation. Student teachers expected much from teacher educators with respect to their professional preparation. But, it was found that the teacher educators did not use smart classrooms very effectively and not used innovative transaction of lessons based on constructivist approach, cooperative learning approach, collaborative learning approach and experiential learning approach, etc. These approaches will be learnt and carried out by student teachers during their school internship programme. The

similar findings also revealed in Goktas, Yildirim, & Yildirim, (2009), Gowrie & Ramdass (2012), Srinivas (2015).

B. Pre-service student teachers problems with respect to their professional preparation

To make successful of any pre-service teacher education programme any one can expect to minimise the problems faced by student teachers. The study found that the student teachers had faced problems with regard to language barrier in classroom, using of laboratory resources, non-availability of current syllabus books in library and library timings. The Institute is allowed to write examinations both in English and Hindi language. This is one of the main problems for student teachers. Some student teachers studied only with Hindi medium till their graduation and rest of maximum student teachers were studied with English medium back ground, etc. The some teacher educators were taught with only Hindi language and some were taught purely with English language, and very few were taught bilingual. This is one of the major drawbacks of admission and evaluation procedure of the Institute. The similar findings were revealed in Hourani (2013) and Mthiyane (2016). The another problem of student teachers were faced with curricular activity, i.e. giving more focus on organizing co-curricular activities and not giving much importance for teaching activity. All the student teachers were expected very systematic assessment and evaluation producers. The student teachers strongly desired and demanded to introduce semester system for B.Ed. programme. The study also found that the student teachers also had faced problem with regard to accommodation in hostel of the Institute. The similar findings are also revealed in Gowrie & Ramdass (2012).

12. CONCLUSIONS

The novice student teachers had lot of expectations with respect to their professional preparation. Based on the findings, the study suggested that curriculum will be redesigned as per interests and needs of the student teachers. The teacher educators should use variety of innovative transaction of lessons. A very effective innovative planning and execution will be required to fulfil the expectations of pre-service B.Ed. student teachers.

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