



An Inquiry into the Problems Faced by Newly Appointed Teacher Educators of Gujarat State

Ahir Seemben Pujabhai

Research Scholar, Pacific University, Udaipur, (RJ), INDIA

(Corresponding author: Ahir Seemben Pujabhai)

(Received 19 April, 2015, Accepted 09 May, 2015)

(Published by Research Trend, Website: www.researchtrend.net)

ABSTRACT: Teacher educators are the key personnel in educational system. Now a day so many self finance teacher education colleges are emerging. In these new colleges, teacher educators are appointed for producing quality teachers. But in some cases novice teacher educators are suffering from different problems. So, they can't give hundred percent justice to their job. The present study gathered information regarding the problems faced by the new appointed teacher educators who were working in the teacher education institutions during last three years. These new teacher educators were newly appointed in the institutions, so they have varied problems in teaching in general papers, submission, practice teaching, micro teaching and conducting co-curricular activities, and content related activities. In the present study Questionnaire for new appointed teacher educators, Interview Schedule for new appointed teacher educators and Scenario Writing were used for collecting the required data. Data collected with the help of different tools were analyzed by applying different methods. The data collected by questionnaire were computed with the help of frequencies. Then the data of questionnaire were also analyzed through content analysis technique. The data collected by scenario writing and interview were analyzed through content analysis technique. Major findings were discussed in full length papers.

I. INTRODUCTION

The need for improved levels of educational participation for overall progress is well recognized. The key role of educational institutions in realizing it is reflected in a variety of initiatives taken to transform the nature and function of education - both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers.

Various Commissions and Committees appointed by the Central and the State Governments in recent decades have invariably emphasised the need for quality teacher education suited to the needs of the educational system. The Secondary Education Commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage is teachers' professional training. The Education Commission (1964-66) stressed that 'in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people' and that 'a sound programme of professional education of teachers is essential for the qualitative improvement of education'.

India has a large system of education. There are nearly 5.98 lakh Primary Schools, 1.76 lakh Elementary Schools and 98 thousand High / Higher Secondary Schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/ elementary level. A sizeable number of them are untrained or under-trained. In certain regions, like the North-East, there are even under-qualified teachers. As far as in-service education is concerned the situation is not very encouraging. It is estimated that on an average 40% of the teachers are provided in-service teacher education once over a period of five years. Regarding non-formal education, though a number of models are in vogue in various states in the country, much more needs to be done to prepare teachers and other functionaries for the system.

II. RATIONALE OF THE STUDY

In India, teacher education will assume greater importance in the coming years. This observation is supported by two factors: Firstly, teacher educators will be called upon to educate larger number of teachers than ever before for meeting increased demand for various categories of teachers emanating from the policy of the government to provide universal free and compulsory elementary educations as well as highly subsidized secondary and senior

secondary education sector will be under considerable pressure to provide teachers who are capable of imparting quality education. The demand for quality education, as also for teachers providing it, increases with the economic development of the country. This in turn calls for improvement in structure and organization of teacher education, building institutions and reorientation of their education and training programmes.

The personnel, who are working in teacher education institutions, are called teacher educator. A teacher educator has two main responsibilities viz., (i) preparation of good teacher for schools; (ii) development of knowledge and generation of ideas in education. Also he has simultaneously to work with (i) Content of knowledge; and (ii) the methodology of communicating this content. He is expected to produce a competent teacher, with commitment to teaching, love for children, healthy attitudes, and be a good man. He is also expected to first make his student teacher unlearn the desirable learning made by him in his education till he comes for a teacher education programme and then acquire the desired learning. It is often forgotten that a teacher pursues a professional course for a year or two only, while his earlier studies in a school and a college/university, for at least 12 to 15 years, formed his essential education. However, a teacher education has, by and large, accepted the responsibility of imparting cognitive, affective and psychomotor learning during the short day of student-teacher with them. A teacher educator, in a sense, had the responsibilities of both a teacher of higher education and a school teacher.

Thus, teacher education play important role of facilitators in any educational reform movement. In order to prepare teachers to assume new roles, teacher educators must be need to be competent psychologically, scientifically, academically and practically to educate teachers. It is however surprising that, teacher educators have received relatively less attention of researcher's world wide. Lainer and Little (1986) in their chapter on "Research on Teacher Education in the third handbook of research on Teaching, observed that teachers of teachers- what they do; what they think are typically overlooked in studies in Teacher Education. Avalos (1991) analysis also shows that there is little information on the quality of academic staff teachers at training colleges.

Thus, teacher educators are the key personnel in educational system. Now a day so many self finance teacher education colleges are emerging. In these new colleges, teacher educators are appointed for producing quality teachers. But in some cases novice teacher educators are suffering from different problems. So, they can't give hundred percent justice to their job. So, this study is handover by the researcher, beyond of her guide.

III. OBJECTIVE

An Inquiry into the Problems Faced by Newly Appointed Teacher Educators of Gujarat State

A. Objectives of the Study

- ❖ To study the problems regarding the teaching learning process of teacher training institutions under study.
- ❖ To study the problems in guidance for planning and observation of lessons.
- ❖ To study the problems related to demonstration lesson.
- ❖ To study the problems regarding the subject related activities and co-curricular activities.
- ❖ To study the problems regarding submissions (Practical Work).

IV. RESEARCH QUESTIONS

- What are the problems faced by newly appointed teacher educators regarding teaching of general paper?
- What are the problems faced by newly appointed teacher educators regarding teaching of methods?
- What are the problems faced by newly appointed teacher educators regarding teaching of content?
- What are the problems faced by newly appointed teacher educators about guidance of lesson planning?
- What are the problems faced by newly appointed teacher educators in observation of students' lesson?
- What are the problems faced by newly appointed teacher educators regarding micro teaching?
- What are the problems faced by newly appointed teacher educators regarding subject related activity?
- What are the problems faced by newly appointed teacher educators regarding co-curricular activity?
- What are the problems faced by newly appointed teacher educators regarding cultural activity?
- What are the problems faced by newly appointed teacher educators during counseling from senior teachers?
- What are the problems faced by newly appointed teacher educators regarding practical work?

V. MATERIALS AND METHODS

A. Qualitative Research Methodology Applied to Present Study

Data collection is an important part of research. In order to collect the requisite data for any theme of research, one has to devise appropriate tools and use suitable measuring techniques, and sample drawn. There are several research tools, varying in design, operation, complexity of features and interpretation. Here in the present study, the investigator prepared one open-ended questionnaire, one structured interview schedule and scenario writing.

The present study gathered information regarding the problems faced by the new appointed teacher educators who were working in the teacher education institutions during last three years. These new teacher educators were newly appointed in the institutions, so they have varied problems in teaching in general papers, submission, practice teaching, micro teaching and conducting co-curricular activities, and content related activities.

The tools were prepared with adequate care. In designing the tools, major aspects of the content area could be adequately covered by the items in appropriate proportion and due care was taken for face validity of the tools used. Review of related literature indicated that many such study also used questionnaire and interview schedule for collection of data.

In the present study following tools were used for collecting the required data.

- 1 Questionnaire for new appointed teacher educators
- 2 Interview Schedule for new appointed teacher educators
- 3 Scenario Writing

B. Population and Sample

The population for the present study was all the Secondary Teacher Training Colleges of Gujarat State. In the present study investigator used purposive sampling method. Here investigator selected forty new appointed teacher educators from different colleges of education. In selection of new appointed teacher educators, investigator kept in the mind that new appointed teacher educators have less than three years experience. For the purpose of data regarding scenario-writing investigator purposively selected ten new appointed teacher educators who comes under criteria and then observe the natural classroom process and write down the scenario of on going process. For the purpose of data regarding interview schedule investigator selected ten new appointed teacher educator, who comes under the criteria and already responded their response in questionnaire.

C. Source of Data

All the data were gathered from the primary sources. The data regarding the problems faced by the new appointed teacher educators were collected through the questionnaires. In support of data gathered by the questionnaire interview schedule was used and questions were asked to the new appointed teacher educators and making probe further information was collected. The data regarding the teaching learning procedure and the real classroom process and the problems faced by the new appointed teacher educators during the teaching was gathered by the scenario writing.

D. Data Collection

For the collection of data from the new appointed teacher educators working in colleges of education, investigator took the permission from the College Principals. After getting permission from principals, investigator collected the data in two different phases; phase-wise data collection was discussed as follows:

(i) Phase-one

In this phase investigator personally visited colleges of education and met with the principal of colleges and took the list of new appointed teacher educators who has less than three years teaching experience. After that investigator personally met to the new appointed teacher educators and the questionnaire was administered to them and explained the importance of data, orientation about the questionnaire, nature of questions, they were given assurance that the data will be used only for research work and will be kept as confidential matter. Twelve days were given to them for filling up the questionnaire. Along with this procedure investigator also interviewed new appointed teacher educator by personally visiting them in colleges of education. While interviewing teachers investigator had taken care of following points: (1) The initial task of securing the confidence and co-operations of the subject. (2) Securing desired information through asking the planned sequence of questions was done in not too rigid a manner but with stimulating and encouraging comments and necessary explanations and recordings. (3) The selected recording device was used without distracting the interviewee.

(ii) Phase-two

In this phase, investigator personally visited selected colleges of education and met the principals and took the permission about observing the ongoing lecture for writing down the scenario. After getting permission investigator personally met to the new appointed teacher educator and said the purpose of her visit and took the permission of the new appointed teacher educator for observation. The investigator observed the lecture and wrote down the teaching learning process. While observing teaching learning process investigator took care of following points. (1) Proper arrangement of special conditions for the subject. (2) Assuming the proper physical position for observing. (3) Focusing attention on the specific activities, or units of behaviour under observation. (4) Observing discreetly, the length and number of periods and intervals decided upon. (5) Handling well the recording instruments to be used. (6) Utilizing the training received in terms of expertness. In this way investigator done the data collection with the help of two phase.

VI. DATA ANALYSIS

Data collected with the help of different tools were analyzed by applying different methods. The data collected by questionnaire were computed with the help of frequencies. Then the data of questionnaire were also analyzed through content analysis technique. The data collected by scenario writing and interview were analyzed through content analysis technique.

A. Major Findings based on Questionnaire of Newly Appointed Teacher Educators

- (i) Most of the newly appointed teacher educators opined that time for lecture was more and their content for delivering lecture was insufficient in compare to time.
- (ii) Majority of the newly appointed teacher educators repiled that reference books and lecture notes were commonly used by them for pre-preparation of general paper.
- (iii) Most of the newly appointed teacher educators used discussion method and transparency as an innovation in teaching learning process.
- (iv) Majority of the newly appointed teacher educators felt that college library had not too much reference books, so newly appointed teacher educators went to other colleges, departments or university library.
- (v) Majority of the newly appointed teacher educators used questioning skill for proper communication.
- (vi) Mostly newly appointed teacher educators felt relaxation in teaching of method due to less number of student teachers. This shows that they felt frighten in general paper classroom.
- (vii) Some of the newly appointed teacher educators were not teaching content in class and those who were teaching they felt difficulties in teaching of content due to co-relation.
- (viii) Mostly newly appointed teacher educators were judging their presentation by participation of students in discussion.
- (ix) Some newly appointed teacher educators felt that student teachers were not evaluating the lesson with correct attitude, they were in dilemma that if they find out faulty things from the lesson and speak out it, they will get less marks, so they always speak good things.
- (xi) All the newly appointed teacher educators felt that in B.Ed number of submission should be decrease.

B. Major Findings based on Interview Schedule of Newly Appointed Teacher Educators

- (i) Most of the newly appointed teacher educators faced problems when they used lecture methods, so they can not give personal attention, and the time allotted was more for them.
- (ii) Majority of the newly appointed teacher educators considered discussion method, seminar methods and use of transparency as a innovative practice.
- (iii) Majority of the newly appointed teacher educators were not aware of the content of other subjects and due this they faced difficulties.
- (iv) Some of the newly appointed teacher educators felt problems in selection of teaching aids and introducing the lesson.
- (v) Most of the newly appointed teacher educators responded that student teachers were not interested in doing content related activity.
- (vi) Most of the newly appointed teacher educators opined that time duration was less for checking the submission.
- (vii) All the newly appointed teacher educators suggested that duration of B.Ed course should be increased or number of submission should be decreased.

C. Major Findings based on Scenario Writing

(i) Cream Observations based on scenario writing:-

- 1. Newly appointed teacher educator came with prepared notes.
- 2. Lecture method was used for teaching learning process.
- 3. Autocratic atmosphere was observed in the classroom.
- 4. Students were not interested in teaching learning process.
- 5. Students were not active and look like a good listeners.
- 6. Newly appointed teacher educator did not use green board for note down the points.

(ii) Specific Observations based on scenario writing:-

- 1. Activity based learning was done.
- 2. Students were co-operative in nature.
- 3. Newly appointed teacher educator applied her own ideas in teaching learning process.
- 4. Newly appointed teacher educator applied her own ideas in teaching learning process.
- 5. The newly appointed teacher educator provided motivation to the students.
- 6. Time duration and timetable was not followed.
- 7. Newly appointed teacher educator supplied more number of instructions.
- 8. Discussion about non-related matter. (i.e Internship Programme)
- 9. Newly appointed teacher educator came with ICT based Teaching aids.(i.e. Transparency)
- 10. Good command on the topic was seen on the face of newly appointed teacher educator.
- 11. Newly appointed teacher educator speaks very slowly.
- 12. Newly appointed teacher educator used green board very well.
- 13. Newly appointed teacher educator took personal care of students.
- 14. Newly appointed teacher educator used group discussion method.
- 15. Newly appointed teacher educator was very much popular in the students.
- 16. Newly appointed teacher educator was ready for any topic to teach.

17. Students suggested the topic for learning.
18. Library work was given to the students as homework.
19. Teaching aids were not used by newly appointed teacher educator.
20. Activity based teaching learning was not done.
21. Good examples were given to explain the topic.
22. Good command on the topic was seen on the face of newly appointed teacher educator.
23. Allow students to ask questions.
24. Proper time was not allotted to the topic.

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