# Improving Teacher Efficacy: Role of Pre-Service Teacher Education Programmes

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**ABSTRACT**
*Present study aims at looking into various aspects of teacher education programmes in pre-service to enhance teacher efficacy on the basis of meta-analysis of various research evidences. There are many areas of human endeavour in which changes occur and these changes demand corresponding changes in education and therefore in the educator, so there is need of teacher-education programmes. There is need to develop skills, improve research, teaching methodology and content up gradation by various teacher education programmes. Pre-service teacher-education programmes prepare the teachers to understand teaching-learning process, aims of education which determine the curriculum, the methods of teaching, the text-books, the role of teacher, and the school discipline. Different organizations such as B.Ed, NTT, JBT etc help student-teachers in developing various teaching skills. The present study suggested that these programmes are helpful in developing teaching-competency, teaching abilities, positive attitude towards teaching, and desirable behavioural change among students.*

## Introduction

Teacher is the maker of history. The history of a nation is written in its schools and the schools cannot be very different from the quality of their teachers. A country can only develop significantly and attain greater heights in the committee of nations through a comprehensive teacher education program (Ololube, 1997; 2004) Various programmes aimed at providing knowledge, understanding of theories, principles, law, facts and others regarding teaching activities to the prospective teachers. These teachers go into the field and apply the given knowledge in their real professional life.

Importance of Pre-service: It is basically to the new entrants to the teaching profession and includes theoretical instruction as well as practical aiming at developing the necessary skills needed for doing the job effectively. It is provided to the teachers for different stages of school education. It helps to understand the various aims of education which determine the curriculum, the methods of teaching, the text-books, the role of the teacher and the school discipline. It also helps to understand the needs of local community, relationship between school system and social system. Different organizations such as B.Ed, NTT, JBT etc. helps the student-teachers in developing various skills required for different levels of education i.e. pre-primary stage, primary stage, high school stage etc. it helps the student-teacher to acquire the capacity to manage a class and pupils of varying abilities.

## REVIEW OF THE LITERATURE

Passi and Pal (1982) found multimedia instructional module for developing the skill of observing classroom behaviour of training institution trainees through Flanders Interaction Analysis Category System (FIACS) to be effective in developing classroom observation skills. Das (1986) explored that the Concept Attainment Model is effective in developing the teaching competencies of pre-service student teachers. Dave (1987) explored mini-teaching integration model to be superior to the summative-integration model of integration, in terms of development of general teaching competence in the student-teachers. Kamlesh Chaudhury (1988) found that the Concept Attainment Model was effective in teaching concepts in science to students. Singh (1989) revealed that teachers trained in Flanders Interaction Analysis Technique became indirect in their teaching behaviour, whereas teachers without training remained direct in their teaching behaviour. Flanders Interaction Analysis Technique was found to be effective in improving classroom behaviour of in-service secondary school teachers. Singh and Sansanwal (1989) demonstrated that CAM and ITM training strategies were effective in terms of developing understanding, favourable reaction and willingness to implement the models of training in teacher

training programmes. Anandi Martis (1990) found that the training in MSF, using lecture and discussion, significantly improved the theoretical understanding of the model. Gupta (1991) She found that AOM was effective in developing teaching competence and attitude towards teaching among student teachers. Pandey and Purohit (1993) revealed that AOM was found to be superior to the traditional teaching method in facilitating the achievement of educational psychology. Kaye (1996) conducted a case study for Designing and Implementation of a Constructivist Instructional Model to support Teacher Change. It was also found that teachers need time away from their classroom to reflect about alternative approaches to teaching mathematics and support as they developed their conceptual understanding of this approach and attempt to incorporate it in their classrooms. Buddhisagar and Das (1997) did comparative study and found that the instructional material based on AOM was effective in terms of student's performance on the criterion test and students reaction towards Advance Organizer Material. Mckenzie (1999) explored that teachers considered graphic organizers beneficial in helping the visual learners, organizing student thinking and helping students to understand and remember information. It was further found that approximately 70% of the teacher's surveyed indicated that they would attend a staff development in-service presentation or graphic organizer and would be benefited from observing other teachers using graphic organizer in their instructional practice. Asha (2001) found that both Ausubel's Model and Bruner's Model proved to be more effective than the traditional method with reference to the different level of cognitive domain. Zhang (2001) investigated that Constructivist Models for internet training and attitudes of pre-service teachers in a Northern Pennsylvania University produced greater effectiveness than traditional internet training. Brown (2002) explored that action research encourages educators to be reflective of their own practice to enrich the quality of education for themselves and their students. Hassard (2003) revealed that concept maps can precede instruction, and be used by the teacher to generate a meaningful discussion of student ideas. Oloulube (2006) results obtained from the data analysis show that teachers require professional knowledge and professional teaching skills, as well as a broad base of general knowledge (e.g., morality, service, cultural capital, institutional survey). Above all, in order to carry out instructional processes effectively, teachers should be both academically and professionally trained. Newby and Ertner (2007) showed that mastery model causes to mastery students to learn the material and mastery in performance. Joyce and Weil (2009) in research investigated the effects of concept attainment model in learning Persian language and literature. Joyce in providing concept attainment model in the course of language classified words according to sound in pri-

mary and middle school and high school courses. Pyper (2010) investigated that continuous assessments of preservice teacher orientation, teacher concerns, and teacher efficacy will provide feedback for curricular and instructional decisions by preservice course instructors Aijaz and Ali (2012) found that all the students including low achievers and high achievers, who were taught through concept attainment model performed significantly better than their counterparts taught through traditional method In teaching of english in teacher education course. Twamley and Wilkerson (2014) Action research offers promise to be such a form of professional development. It meets the criteria of effective professional development, and this research offers promise that action research may be a form of professional development that could positively impact a teacher's sense of efficacy.

## Suggestions

- There is need of an experienced and well-qualified team of teacher educators, which will possibly make a difference in the performance of the student-teacher.
- There should be use of an enrichment programmes to enhance the performance of student-teachers in learning and understanding the subject-matter.
- In many areas of India especially in villages and small towns, there is short supply of books, research findings, demonstration of successful experiences and instructional aids, which are needed for teacher to keep him up-to-date in his profession.
- There should be suitable value clarifying strategies in developing the value-orientation of B.Ed student-teachers.
- There is need to improve skills through the self-learning package and training on different teaching strategies and in various studied theses packages are proofed to be effective in developing skills of teaching.
- There is need of new and recently developed instructional media, language labs, teaching machines, computers and new ways of viewing the teaching and learning in school setting.
- New developments, innovations and changes necessitate corresponding changes to be brought about in educational objectives, curricula, textual content, teaching methods, instructional materials. So there is need for preparing inservice teachers and other educators in the best possible manner for bringing these required changes.
- It was found that general teaching competence of student teachers through micro-teaching technique was effective; more attention should be paid on this technique.
- In order to bring about changes in education, corresponding to the changes in other related areas, it is necessary in terms of his knowledge, skills, interests, and aptitude as an essential means of improving education.
- For having mass scale changes in Education from time to time, individual teachers and small groups of schools should feel the need of bringing about certain changes and aspire to solve certain specific academic problems.
- There is need to create more conducive climate for acceptance of the programme. Participants should not consider it as an activity of fun and site seeing. It should be sympathetic, provide creative, group activities and develop leadership among them.
- For the effectiveness of teacher educator programmes teacher should firstly present the theory, followed by phase wise demonstration and discussion in terms of developing theoretical understanding of the concepts.
- Studying through integration of different strategies is more effective than no integration, so teacher-educator should taught through integration of various teaching strategies.
- Attempt should be made on the part of researchers to explore the nature of teaching skills. There should be provision of detailed about needs and trends of research on teaching strategy in India.

- There is need to use different teaching strategies such as concept attainment model, inquiry training model, advance organizer model etc to bring out significant favorable change in the teacher educator reaction towards these teaching strategies, which will ultimately enhance their performance.
- New teaching training strategies like concept attainment model, inquiry training model, advance organizer model, inductive thinking model etc in the form of lecture, theoretical discussion, demonstration and peer practice were found to be effective in terms of developing understanding, favorable reaction and willingness to implement these models of teaching in teacher training programmes.
- These teaching strategies should be implemented in an organized way, firstly applying knowledge creatively, they should understand what is said to them, teacher should first give them important points, and then after that giving details and then presenting data meaningfully.
- One of the weaknesses of the present day extension service programme is that, follow-up work is completely missing. Thus it is not known how far the participants benefits from the programme. Some ways should be found out to ensure proper follow-up.
- School teachers should be encouraged to take small research projects and to report their findings to others.
- There is need to provide some incentives to teachers who attend these longer duration programmes during the holidays. There should be some provision of giving them credit towards their professional degree, which they want to take up at later state.
- The 20th century teaching strategies are no longer effective as the lectures on a single subject at a time and have been replaced by experience and collaborative student learning. Teachers need to embrace new teaching strategies that are radically different from those employed in the 20th century classroom. The curriculum also must become more relevant to what students will experience in the 21st century workplace.
- The 21st century classroom is student centered, not teacher centered. Teachers no longer are required to function as lectures but as facilitators of learning. Presently students need learning by doing, so teachers need to act as a coach, helping students as they work on projects.
- Experimental schools should be opened as demonstration and observation centers for prospective, as well as experienced teachers.
- The administration of local participating schools does not give their cooperation to teacher training departments. They should give their full cooperation to these departments.
- The principal and subject teacher of practicing schools should give their guidance and full cooperation to student-teachers.
- Sometime student-teachers are not given to teach subjects in which they are graduated for practice teaching. They should be provided those subjects in which they are graduated.

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