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Pre service Teachers Conception of Learners at Elementary Level

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Abstract

The present study is an attempt to examine the pre service teachers conception of learners at elementary level. In the two pole process of education, the yield mainly depends on initiating pole. The sharpening process of child absolutely influence by the conceptual layer of teacher. In this context the belief of teacher trainees works as a filter during the training. That's why, if the trainees concepts are identified during the training period one can eradicate negative phase of belief, is the intense of this work. To know the concept of trainees about learners readiness, stren gth, expectation and social environment, the tool 'what do you believe' ? was prepared by realistic approach with conversation of such primary teachers of talukas. The researcher try out the tool on S.V.P. P.T.C. College Prabhas patan. The sample of this investigation consisted 101 trainees out of 19 was of science stream and rest of 82 was of general stream. Researcher analysed the collected data with help of mean,S.D. and t-values to examine the significant different between score of means for relevant groups. No significant relationship found between science stream and general stream trainees for the conception of learners readiness, strength and social environment, but there are significant relationship exist between science stream and general stream trainees for the conception of teachers expectation. In which the mean value was higher of science trainees. The researcher has personal interviewed 10 trainees after completing the use of tool, out of them 5 trainees from higher score and 5 from lower score. The findings are lower and higher group of trainees are considerably affected with their previous score of examination.

Keywords: Learning, Teachers, Pre-service, Conception, Elementary Education

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Introduction

Educational Development, Social Transformation, Dynamic, Equality, Capability are the important sources of human rights. (Chanana, 1996). So Primary education becomes available everywhere which is the main aim of the New World. The strength of the nation is reflected in her Educational Institutes. It presents an overview of the progress made in the field of elementary education and literacy in the country. To spread primary education in the whole world is the global aim.

In the two poles process of education the yield mainly depends on the initiating pole. It means the teachers concepts are clearly overlapped on the sharpening of child. The perception of teacher for learner always reflects in their teaching instruction. Image of learners is drawn in the mind of teachers before every probable teaching learning interaction and this process will start with teacher's conceptual layer. According to Lynott & Woolfolk (1994), the teachers' specific beliefs about students and education, affect their attitude and these beliefs also affect the teaching environment which is created for themselves and students.

According to Brophy (1985), 'The decision of educational objectives and their acquirement are influenced by the teacher's behaviour and belief. Thus, among the entire stimulus which promotes the interaction process, the more important are learners as a live elements and perceptive phase of teacher.

It is what teachers think, what teachers believe and what teachers do at the level of classroom that ultimately shapes the kind of learning that young people get (Hargreavas & Fullan, 1992). According to view of Walker & Newman (1995) about the belief of teacher that all the teachers agree that there is a notable controversy between educational principals

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and its implementation. In this context teacher thought process occurs inside their cognitive structure and it plays a meaningful role in the classroom behaviour.

Perhaps the most compelling reason for teachers to explore the beliefs that shape the topography of their inner landscape is contain in these words by parker palmer (1998): “When I do not know myself, I can’t know my students are. I will see them through a glass darkly, in the shadows of my unexamined life – and when I can not see them clearly, I can not teach them well.”

In this context the belief of teachers trainees work as a filter during the training that’s why if the trainees assumption and concepts for learner are acknowledged during the training period one can eliminate negative phase of belief, is the intense of this work.

Objectives

The present study aims:

1. To study the pre service teachers conception of learners at elementary level.
2. To study the relationship between stream of the trainees for the conception of learners.
3. To study the relationship between stream of the trainees for the conception of learners’ readiness.
4. To study the relationship between stream of the trainees for the conception of learners’ strength.
5. To study the relationship between stream of the trainees for the conception of learners’ expectation.
6. To study the relationship between stream of the trainees for the conception of learners’ social environment.

Hypotheses

1. There is no significant difference between the mean score of science stream and general stream trainees for the concepts of learner.
2. There is no significant difference between the mean score of science stream and general stream trainees for the concepts of learners’ readiness.
3. There is no significant difference between the mean score of science stream and general stream trainees for the concepts of learners’ strength.
4. There is no significant difference between the mean score of science stream and general stream trainees for the concepts of learners’ expectation.

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5. There is no significant difference between the mean score of science stream and general stream trainees for the concepts of learners' social environment.

Methodology

Present investigation was conducted by adopting the purposive random sampling technique. The sample of the teacher trainees was selected by random technique on the basis of their availability in the college. 101 trainees were available agreed and selected in conducting this research study. The study was carried out at Sardar Vallabhbhai Prabhas P.T.C. College, Prabhas Patan, Gujarat. The sample of this investigation was 101 trainees of first year P.T.C. Out of them 19 were from science stream and rest 82 were from general stream.

Tool Development

At the elementary level the belief and ideas of teacher about the learners are of the essence to know for the investigator, for the components like learners' readiness, strength, expectation and social environment. The views of teachers were obtained by personal interview. 18 primary teachers from 7 different schools were selected for the discussion of the above context. From the conclusion of discussion 20 items were constructed. In this way the tool was constructed by Realistic approach.

Data Collection Procedure

The investigator selected own college for the study. Met the trainees established rapport with the trainees by explaining them the purpose of the study. After this investigator distributed the tool "What do you believe?" in the classroom to 1st year trainees of P.T.C. college. There was no any tight time bound for administration of the tool in the class. After the completion of task, the tools were collected of 101 trainees.

Analysis of Data

The collected data for the trainees of science stream and general stream was interpreted with the help of relevant statistical tools and presented in the following manner.

Difference between two groups' means

Pooled estimate of variance

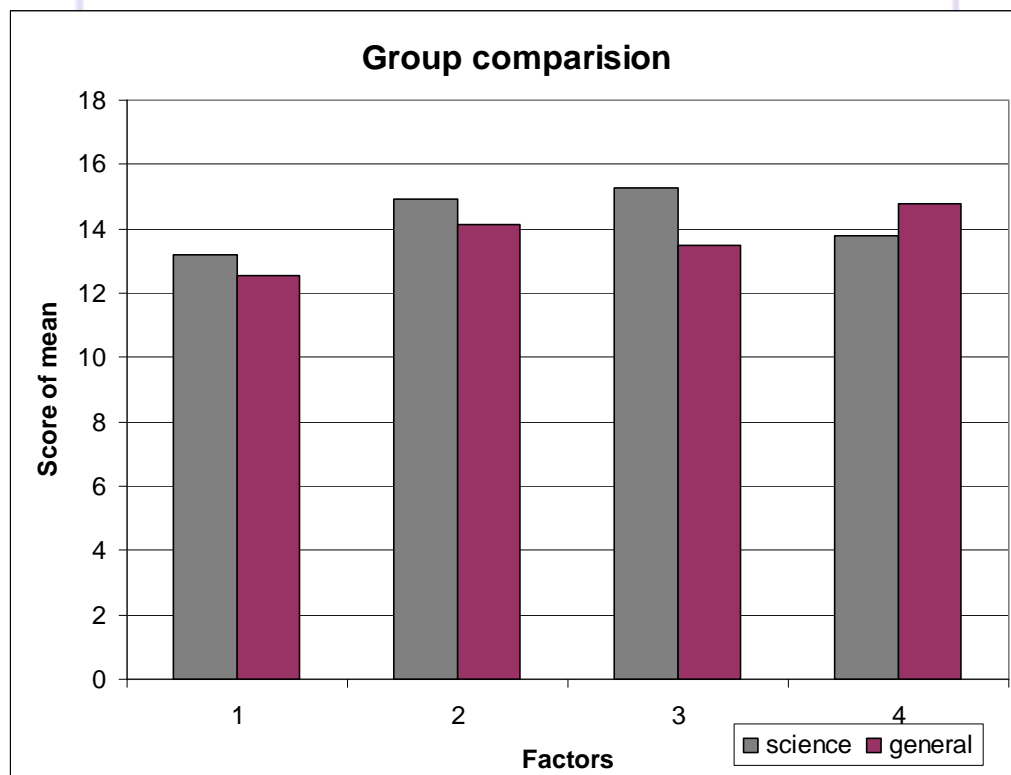
For the analyses of data Mean and Standard Deviation were computed for both the stream of trainees and student t-ratio (Gosset, 1908) was computed to compare the mean score of both the groups.

Results and Discussion

Table: 1.1 Relationship between streams of trainees for the conception of learners.

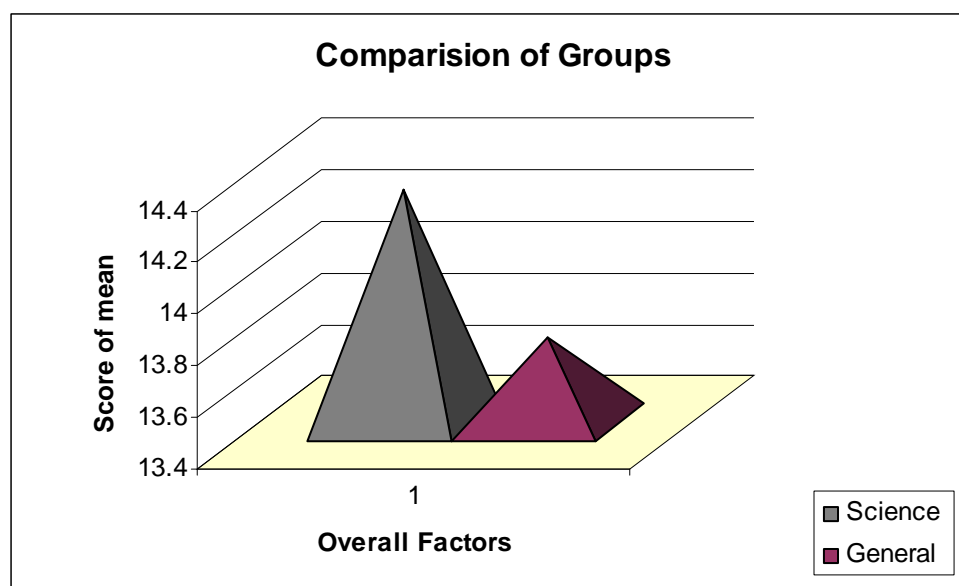
Factor	For science stream			For general stream			T
	N	Mean	SD	N	Mean	SD	
Readiness	19	13.21	1.98	82	12.53	2.77	0.998
Strength	19	14.94	2.95	82	14.14	2.62	1.16
Expectation	19	15.26	2.35	82	13.50	2.68	2.63*
Social Environment	19	13.78	2.34	82	14.76	2.33	-1.64
Factor taken as a whole	76	14.30	2.52	328	13.73	2.72	1.64

* Significant at 0.05percent.



Graph :- 3.1 Group comparison

1. Readiness
2. Strength
3. Expectation
4. Social environment



Graph : - 3.2 Comparison of Groups for Factor taken as a whole

Discussion:

In the present study, an attempt has been made to know the conception of teacher trainees about learners attributes viz. readiness, expectation strength and social environment.

The important findings are presented as under:

There was no any significant difference between the mean score of trainees of science and general stream for the conception of learners and learners' readiness, strength and social environment.

For the concept of learners' expectation there was a significant difference between mean score of science stream and general stream trainees. . In which the mean value was higher of science stream trainees than general stream trainees.

For this conclusion the researcher believes that the science stream trainees had rational thinking, more imagination power, more perceptive approach and interaction with circumstances.

Conclusion

1. A suitable treatment should be taken into account in terms of strengthening the attributes viz. learners' strength, readiness and expectation of the general stream trainees.
2. A suitable research work should carry out to establish the positive concepts about learners' readiness.

Feedback

The researcher interviewed 10 trainees after the completion of the experiment. Out of them five trainees were from higher scale and five from lower scale for the conception of learners.

The researcher asked such questions given as under:

1. What will you do if you have to work in a school of the worst condition?
2. What is the expectation of learners from you as a teacher?
3. How will you find the way if learners are not ready to learn?

The main findings are as under:

The higher scale trainees having critical thinking for problem solving and they like to create atmosphere for facing obstacles. They firmly believe that learners are not guilty for any worst condition of the school. They said that a learner has certain expectation from teacher such as “Teacher accept me behave with love, identify my positive matters and energies”.

For the trainees of having lower scale, they believe in patience for the solving problem without fear. Learners always expect reinforcement, proper answer and good explanation of the teaching points from teacher. More over teacher should remove my bad quality, bring me ahead and satisfy my requirement.

During the whole task it was observed that lower scale trainees didn't have vision to solve the questions. They were gyrating around the problem. Whereas the higher scale trainees had proper thinking and vision. The lower scale trainees were vacillating to reply; on the other hand the higher scale trainees were nippy and vigilant.

The researcher observed that their beliefs were affecting their replies. In a nutshell, there was a correlation between their beliefs and replies. It is remarkable that there was correlation between the score of previous examination and the score obtained of the conception of learners.

Educational Implications

Findings of the research can be beneficial in the following manners:

1. During the teachers training period, it is necessary to understand the beliefs of the trainees towards the learners. This belief work as a coating in their future teaching-learning process, so these views can work as either catalyst or speed breaker for them.
2. It is more important to know what concept a teacher takes to the class room rather than what teaching aids. Thus, the conceptual layer of the teacher

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should be changed by focusing more on cognitive phase during the training programme viz. orientation programme.

3. While giving training to the teacher trainees, their beliefs on student-teacher relationship should be taken into consideration. This belief should support in achieving the educational aims, if not then it should be changed.
4. The curriculum developers, while developing curriculum for education courses, should take into account the beliefs of the trainees. So that their beliefs can be moulded towards achieving educational aims.

This researcher suggested that in teacher education classes, prospective teachers should be taught in correct beliefs where we might find such pearls of wisdom.

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