

## **Pre service Teachers Conception of Learners at Elementary Level**

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### **I 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 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 compiling 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.

### **1.0 Relevance of the study**

Teachers Education is a vast field of Educational research. This field is also related with research area of teachers, teacher's behaviour and teaching methodology.

In India from 1941 to 1988 total 4703 Educational research were carried out for PhD and project level, out of it 370 (8%) were of teacher Education. (see Buch, 1991 & 14). In the field of teacher education, out of 370 researches, 28 researches were relevant to trainees Characteristics.

In this researches 20 parameters like mental attitude, personality, inspiration, socio - economic state, self perception, educational achievement, values, problems, Creativeness, intelligence, expectation, aptitude, teaching skill, morality, orthodoxy, social maturity, and socio mental parameters were studied. (see Buch, 1974, 1979, 1987, & 1991 ).

In Comparison of other factor, more researches were carried out on attitude of trainees in India.

According to Passi and Sunsanval (1991, P. 1011) that these research have construct a clear understanding that parameter affecting teachers influence their instructional process of teachers influence the students results.

At International level around 1980 in the research field of teacher education a sub field teacher cognition has been developed. (see fang, 1996, p-47).

Views of teachers, process of thinking, beliefs. conception, opinions, knowledge, attitudes, values expectation and emotion are included in the sub field of teacher cognition.

Researcher who are researching in this field are talking much interest in the relationship between the teaching attitude and teacher cognition of the teachers from primary to higher secondary level and of pre service and In service teacher.

The research about teacher's belief criticized by fang was very vast, deep and effective. This criticism was published in two different volumes of international journals called 'educational research'. It includes the research of teacher beliefs of last two decades in an outstanding way.

According to the view of Fang research on teacher's beliefs is included in research area of teacher cognition and is in its childhood. Opinions of the Fang the book published in the year 1968 by Philip Jackson named 'Life in classroom' is an important research of teacher's cognitive process.

After that instead of the task of teacher, the teacher beliefs, views and cognition become the centre of researches. There are two hypotheses behind the research on teacher belief.

- 1) The teachers are such professions who take rational decisions in very complex and uncertain conditions.
- 2) The teacher's ideas and decisions guide their behaviour in the classroom.

The teachers who believe lack of potential in students are consistent; those create a discouraging environment for students.

In the end Fang states that the teachers belief or philosophy effect their each domain of instruction process.

In this way, the criticism of Fang has proved to be very valuable in the clarification for researcher problem.

### **1.1 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.

### **1.2 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.
5. There is no significant difference between the mean score of science stream and general stream trainees for the concepts of learners' social environment.

### **1.3 Operational Definition of the terms**

#### **Conception of learners:**

The word conception of learner's is accepted as the perception of pre-service teacher's about the learners' readiness, strength, expectation and social environment at elementary level which is measured by 'What do you believe?' tool.

## **II 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.

### **2.0 Sample**

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.

### 2.1 Delimitations

The present study was delimited in respect of the following aspects:

- The investigation was conducted at S.V.P. P.T.C. College Prabhas Patan (Gujarat) only.
- The study was conducted on the said teacher trainees for the academic year 2005-06 only.

### 2.2 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.

### 2.3 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 1<sup>st</sup> 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.

### 2.4 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.

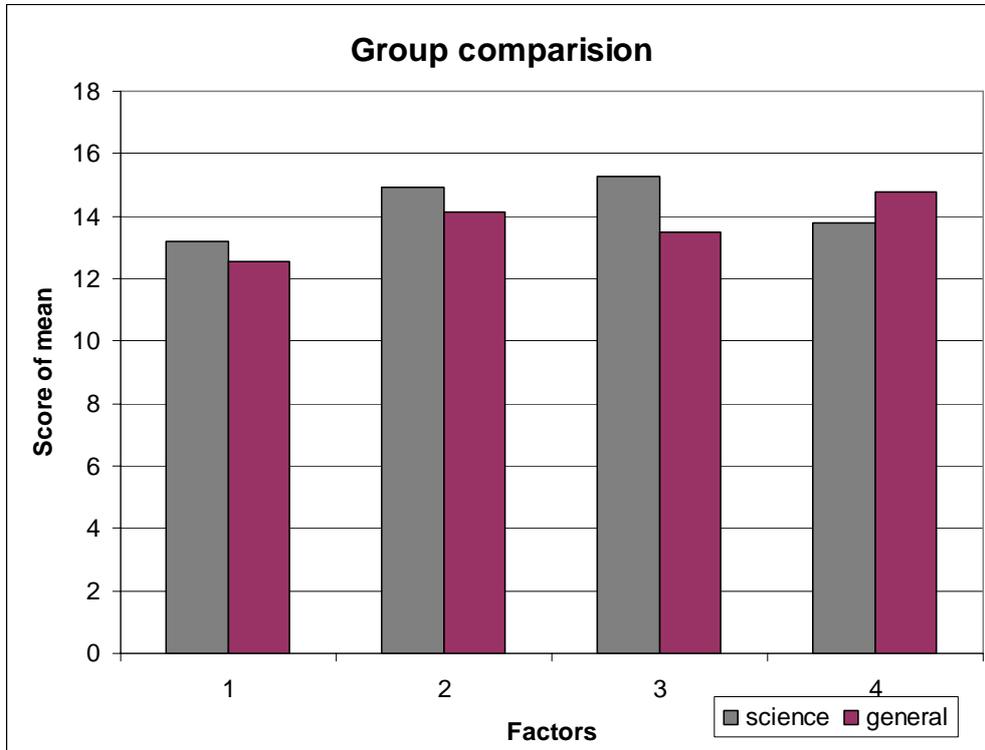
## III Results

### 3.0 Results and Discussion

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

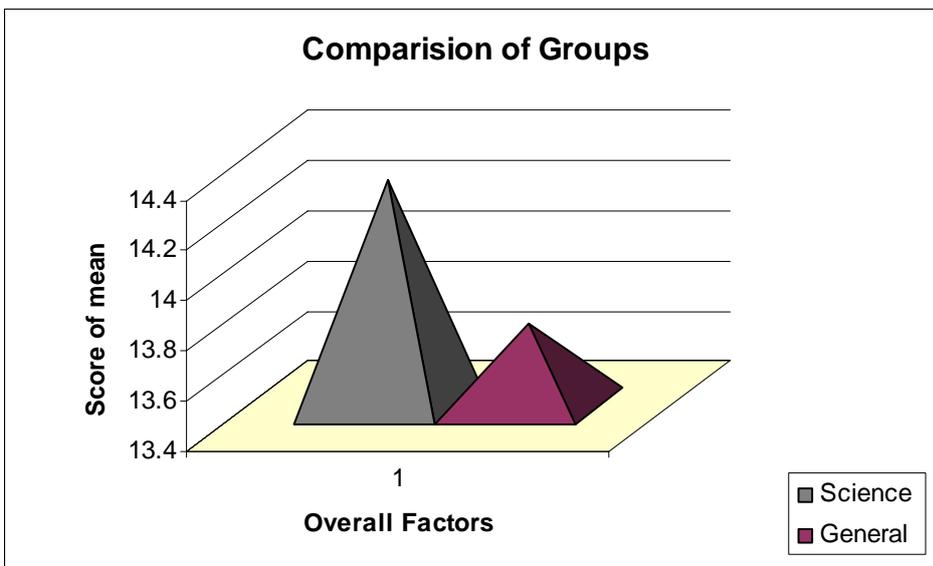
Factor	For science stream			For general stream			T
	N	Mean	SD	N	Mean	SD	
Readiness	19	13.21	1.98	82	12.53	2.77	0.998
Strength	19	14.94	2.95	82	14.14	2.62	1.16
Expectation	19	15.26	2.35	82	13.50	2.68	2.63*
Social Environment	19	13.78	2.34	82	14.76	2.33	-1.64
Factor taken as a whole	76	14.30	2.52	328	13.73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

\* Significant at 0.05 percent.



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.

### **3.0 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.

### **3.1 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 co-relation between the score of previous examination and the score obtained of the conception of learners.

### **3.2 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 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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## Acknowledgement

Still I'd like to express my thanks—

I got the sun in the morning and the moon at night.

A bird can't fly merely of the wings! Here, to innovate my thoughts and to give me a panoramic view, I am extremely thankful to the dynamic personalities: Dr. H. O. JOSHI Dr. M. A. CHOTALIYA and Dr. B.H. JOSHI. Also I am thankful to GUJARAT AMBUJA CEMENT Ltd. for sponsoring my registration fees.

**What do you believe?**

**Researcher**

**C.M. Joshi (Lecturer)**

**S.V.P. PTC Collage Prabhas Patan**

Trainees Name :- _____ The Name Of College:- _____ Village / City:- _____ Dist:- _____ Percentage obtained In H.S.C:- _____ Stream In H.S.C:- _____ Other Acquired Qualification:- _____
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As a part of research, this questionnaire is prepared with a view to examine the concepts of trainees about the children of the primary school. In which there are twenty statement, read each statement carefully and think. Then according to your opinion tick

✓ mark in front of this statement with which you agree.

The opinions which are given by you in this questionnaire will be used for research purpose only. The information given by you will be kept confidential. Please fill up the above given common information.

Thanks for co-operation,

- Chandresh Joshi

Sr. No	Items	Fully Agree	Agree	Neu-tral	Dis-agree	Fully Dis-agree
1.	Learning can occur without books.					
2.	The student become over confident if praised in public.					
3.	The self inspiration of the learner increase learning process.					
4.	The children have no option for learning other then school.					
5.	The teacher wants to teach much but do students want to learn it ?					
6.	Every student doesn't have the ability to explore his full potentials. .					
7.	It is necessary to cultivate children with intellect than emotions.					
8.	The process of adjustment has nothing to do with children's mental health.					
9.	The reinforces directly related with the learning process.					
10.	More than knowledge its presentation blooms the ability of a child.					
11.	A teachers can do nothing if the student doesn't have a grasping power.					
12.	In the socialization of a child the school and the family should supplement each other.					
13.	There are very few learners who really want to learn in the class.					
14.	Every child comes to school with unique personality.					
15.	Child education should be based on affective domain.					
16.	Childs behaviour always reflects its family.					
17.	The skills of introducing content have no psychological importance.					
18.	I always like the obedient children in the classroom.					
19.	The aim of student is just to pass exam nothing more.					
20.	I will prefer experiment more than tour in the school.					