

# PERCEPTION OF PRE-SERVICE TEACHERS TOWARDS VOCATIONAL/WORK EXPERIENCE EDUCATION

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## *Abstract*

*The pre-service teacher training experience allows trainees to put what they've learned in class into practice and familiarize themselves with the pedagogic obstacles they'll face once they're hired in the public or private educational system. Pre-service trainees were required to fill out a reflective journal, which was reviewed qualitatively, in order to better understand their perceptions of their teaching experience. Pre-service teachers invariably inherit the values, beliefs, and practices of their prior teachers after spending thousands of hours in the classroom as students pre-service teachers' past school achievement and goal orientations have a strong "carry-over effect" on their current attitudes regarding students' goal orientations and achievement behaviors. The components of the research design employed in this study are described in this section. It will cover topics such as ethics, research design, participant recruitment, and participant profiles. An Excel spreadsheet was used to keep track of all of the respondents' survey responses. SPSS version 24 was used to transfer and analyze the replies to the closed-ended survey from the Excel worksheet. To study the survey replies and learn more about the data, some statistical analysis were carried out. We can say that in one Initial Teacher Education, the elements impacting pre-service teachers' assessed preparedness to become experienced teachers. This study emphasizes the importance of teachers establishing good teaching skills. A number of interrelated elements have been shown to influence a pre-service teacher's feeling of preparedness to teach.*

**Keywords:** *pre-service, teacher, vocational, work, experience, education, etc.*

## **1. INTRODUCTION**

During their bachelor's degree, pre-service trainees are frequently given a taste of what teaching entails. The pre-service teacher training experience allows trainees to put what they've learned in class into practice and familiarize themselves with the pedagogic obstacles they'll face once they're hired in the public or private educational system. Pre-service trainees were required to fill out a reflective journal, which was reviewed

qualitatively, in order to better understand their perceptions of their teaching experience. Pre-service student-teachers spend only one semester (14 weeks) learning the principles

and practices of teaching English as a foreign language. The double specializations that are available to all of our students have resulted in this time constraint. In reality, for each speciality, students must complete a 14-week

teacher training course. Pre-service trainees can also become teachers of the two combinations of languages they studied, i.e. their major and minor, after completing their BA studies and teacher training programme. Students enrolled in the English language and Literature BA programme must complete the following activities according to the syllabus during their teacher training practice: observe their mentor's teaching activities with various age groups (10 lessons), observe how other pre-service students teach their lessons (5 lessons), and teach 5 individual classes to various age groups. Unfortunately, these sessions that provide direct observation or proper teaching experience only provide a sliver of what teaching entails. The intricacy of the teaching profession cannot be captured in a single semester of teaching practise, let alone 20 lessons. Nonetheless, over the 14-week semester, student-teachers participate in a variety of teaching activities that both professionally and personally push them. This first set of challenges in the introductory teacher education programme helps our students understand that subject matter knowledge, pedagogical skills, and attitudes are all important and interconnected factors in the field of teacher education. Professional growth, on the other hand, necessitates a lifelong learning experience, which aspiring teachers must recognise as soon as they decide to pursue this profession.

### 1.1 Prior educational experience and teacher confidence

Pre-service teachers invariably inherit the values, beliefs, and practises of their prior teachers after spending thousands of hours in the classroom as students. According to many studies, pre-service teachers come into their professional training with pre-existing views about teaching and learning, such as what is proper and wrong in the classroom and why students achieve differently. These previously

held ideas exist in a latent form during pre-service education, but they become stronger once students enter their own classrooms as trained practitioners. Although many researchers stress the importance of prior schooling experience in the formation of teachers' beliefs, there is little empirical research on teachers' memories of their previous schooling, or the role of previous schooling experiences in the formation of beliefs about teaching or learning among pre-service and in-service teachers. The association between previous education experience and instructors' opinions was investigated in two researches. Pre-service teachers' past school achievement and goal orientations have a strong "carry-over effect" on their current attitudes regarding students' goal orientations and achievement behaviours. Furthermore, differences in teachers' previous goal orientations impacted their attributions for students' achievement behaviours ("laziness" vs. "lack of confidence and support" as avoidance grounds). In another study, the same author discovered that pre-service teachers who disliked their previous schooling were more likely to think that encouraging student creativity was extremely important. Teachers in the same group were substantially more confident in their capacity to encourage creativity in their future students.

## 2. REVIEW OF THE LITERATURE

**AntuniWiyarsi&SumarHendayana& Harry Firman&Sjaeful Anwar (2015)** the content and strategy of training are inextricably linked in the pre-service teacher training model. The content should be tailored to the demands of pre-service chemistry teachers in vocational schools, such as curriculum knowledge, chemistry in a vocational setting, and PCK. Improvement of teaching skills in chemistry will be more effective if it is based on tangible experiences gained via continuous and extensive examples and practises, according to

the implemented strategy. This research will look into the effectiveness of a pre-service training model based on PCK-CL for improving chemistry curriculum and chemistry understanding in the automotive vocational environment. A pretest-posttest control group design was used in the study. The research involved 36 students in the experiment class and 23 students in the control class. The experiment class used a PCK-CL-based pre-service teacher training model that was done in five stages, whereas the control class used lecture and class discussion approaches. The findings revealed that implementing a pre-service teacher training model based on PCK-CL is helpful in improving pre-service teachers' knowledge of chemistry curriculum and chemistry in a vocational setting. The relevance of pre-service training topics and collaborative learning, which allows pre-service chemistry teachers to strengthen their reasoning in knowledge construction, is two characteristics that support the effectiveness of model implementation. The most significant challenge in implementing pre-service training models is group effectiveness and time management.

**Daniela Cretu (2014)** The results of a survey on students' perceptions of learning and satisfaction in a pre-primary and primary teacher education programme at Sibiu's "Lucian Blaga" University are presented in this paper. Given that this programme, Pedagogy for Pre-Primary and Primary Education, is new to our university, we believe that such an examination is necessary and beneficial to the process of improving this teacher education programme. The participants in this study were 22 final-year students in the above-mentioned study programme. A questionnaire was utilised to gather data, and it examined the respondents' perceptions of learning and satisfaction. In their teacher education programme, the respondents

indicated high levels of perceived learning and satisfaction. Students' satisfaction with this academic programme as well as their self-perceived competencies will be presented and debated. Students' proposals for improving academic activities will also be considered. The results of this study will be used to improve the teacher training programme in order to give greater professional growth and increased student learning satisfaction.

**Shri Dwivedi and Dr. Yash Singh (2012)** the goal of this research was to determine the impact of the B.Ed. programme on teacher trainees' attitudes toward teaching at C. C. S. University in Meerut and M. J. P. Rohilkhand University in Bareilly. The B.Ed. programme was proven to be beneficial in changing potential teachers' attitudes toward teaching. According to the findings, teacher education training has a considerable impact on teaching attitudes. We may conclude that teacher education has a favourable impact on pupil-teachers' teaching attitudes. It went on to say that the B.Ed programme was equally helpful in improving both female and male prospective teachers' attitudes toward teaching. Gender, socioeconomic position, and kind of institution, on the other hand, have no substantial impact on pupil-teachers' teaching attitudes.

**Marie-Louise Botha and Chris Reddy (2010)** the concept of pedagogical content knowledge is crucial to teaching as a profession, and it is frequently regarded as a significant part of a teacher's daily experience. PCK (pedagogical content knowledge) is defined as the transition of teacher knowledge from a range of disciplines, including subject matter knowledge, pedagogical knowledge, and content knowledge. In this exploratory study, in-service natural science teachers make assumptions about pre-service teachers' natural science teaching performance based on observations made during a practise teaching

period. During their final year as pre-service teachers, the perspectives of in-service instructors on various knowledge areas of pre-service teachers were explored. Following a four-week practise teaching period, in-service instructors were interviewed in semi-structured interviews that included a specified set of open-ended questions. In-service teachers rated pre-service teachers favourably in some knowledge categories, but less positively in others, according to the data. This has inspired some rethinking of the curriculum's structure and presentation in our undergraduate teacher education programme, in order to integrate and accommodate techniques that would allow for greater uptake of diverse knowledge domains and improved PCK development.

### 3. OBJECTIVES

- To examine prior educational experience and teacher confidence.
- To evaluate Intra-correlations of teacher education experience aspects.

### 4. RESEARCH METHODOLOGY

#### 4.1 Research design

The components of the research design employed in this study are described in this section. It will cover topics such as ethics, research design, participant recruitment, and participant profiles.

#### 4.2 Analysis of the survey

An Excel spreadsheet was used to keep track of all of the respondents' survey responses.

SPSS version 24 was used to transfer and analyse the replies to the closed-ended survey from the Excel worksheet. To study the survey replies and learn more about the data, some statistical analysis were carried out. To begin, descriptive statistics were used to create a relevant general description of the respondents' responses. Cronbach's Alpha coefficient, symbolised with  $\alpha$ , was used to check the internal consistency or reliability of the survey items in each part to assure their trustworthiness. The survey items with a score of 0.7 were considered satisfactory.

### 5. RESULT AND DISCUSSION

#### 5.1 Initial Teacher Education

The teacher education programme serves as an introduction to the teaching profession for student teachers. It trains student teachers to become qualified future teachers by providing them with the knowledge and abilities required of instructors. The responsibilities of the first teacher programme were evaluated in this teaching to better understand their influence to student teachers' readiness to teach.

- **Descriptive Statistics:**

As shown in Table 1, respondents were asked to describe their academic and non-academic experiences during their initial teacher education programme. Subject content courses, pedagogical courses, teaching practicum, and other questions were divided into four categories. The responses revealed the respondents' good attitudes on the program's involvement in their professional development, as seen in the table below.

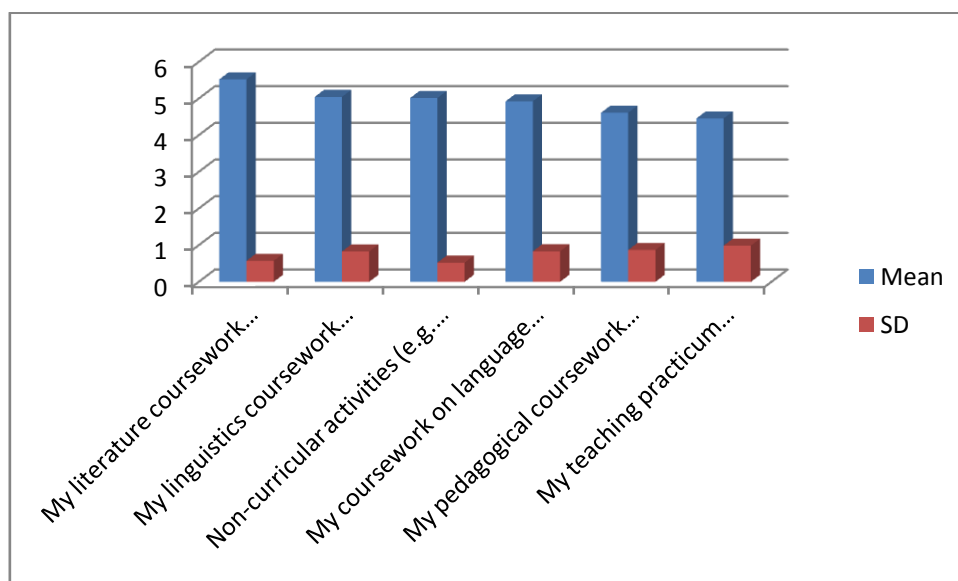
**Table 1 the descriptive statistics of teacher education experience**

No	SurveyItems	Mean	SD
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1	My literature studies have helped me gain confidence in my teaching to teach.	5.5218	.57283
2	My linguistics coursework has boosted my confidence in the teaching.	5.0437	.82705
3	Non-curricular activities (e.g., committees, choruses, sports) have boosted my confidence in the teaching.	5.0133	.52278
4	My language skills and elements coursework (such as grammar, pronunciation, speaking, and writing) has boosted my confidence in teaching.	4.9218	.83068
5	My pedagogical coursework has boosted my confidence in the teaching.	4.6108	.86952
6	My teaching practicum experiences have boosted my confidence in the teaching.	4.4561	.987176

The majority of respondents thought that the classes and teaching practicum they completed during their initial teacher education programme bolstered their sense of self-efficacy for teaching, according to the poll

data. They rated courses in linguistics and literature as having a significant impact on their confidence in teaching, with average ratings ranging from 4.92 (SD = 0.83) to 5.52 (SD = 0.57).



**Figure 1: the descriptive statistics of teacher education experience**

- **Intra-correlations of experience of teacher education:**

The survey items showed substantial intra-correlations with each other on an internal level. From low to high levels, the program's language abilities and aspects demonstrated strong and favorable relationships with the other programmes. With an  $r = 0.252$ ;  $p < 0.01$  connection, this coursework exhibited a slightly modest correlation with literary courses. The language abilities and elements

showed moderate relationships with  $r = 0.433$ ;  $p < 0.01$  in relation to linguistics and pedagogy coursework. There were also substantial relationships between the linguistic coursework and the other courses and programmes. It was shown to be positively connected with linguistic skills ( $r = 0.433$ ;  $p < 0.01$ ) as well as teaching practicum ( $r = 0.258$ ;  $p < 0.01$ ). The strongest link was found between language coursework and extracurricular activities.

**Table 2 the intra-correlations of experience of teacher education features**

	Linguistics	Pedagogy	Literature	Teachingpracticum	Non-curricular
Languageskills	.433**	.477**	.252**	.293**	.714**
Linguistics		.324**	.400**	.258**	.691**
Pedagogy			.120	.586**	.741**
Literature				.145	.507**
Teachingpracticum					.695**

\*\* Correlation is significant at the 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2 tailed)

This coursework exhibited relatively good relationships with language abilities ( $r = 0.477$ ;  $p < 0.01$ ), linguistic coursework ( $r = 0.324$ ;  $p < 0.01$ ), and teaching practicum ( $r = 0.586$ ;  $p < 0.01$ ), according to the data. With  $r = 0.741$ ;  $p < 0.01$ , there was a strong positive link between pedagogical coursework and non-curricular programme. The last item under introductory teacher education produced some interesting outcomes. From moderate to high levels, the non-curricular programmes appeared to have strong relationships with the other characteristics. It was marginally correlated with literature coursework ( $r =$

$0.507$ ;  $p < 0.01$ ) and substantially correlated with language skills ( $r = 0.714$ ;  $p < 0.01$ ), linguistics ( $r = 0.691$ ;  $p < 0.01$ ), and pedagogy ( $r = 0.741$ ;  $p < 0.01$ ), as well as teaching practicum ( $r = 0.695$ ;  $p < 0.01$ ).

## 6. CONCLUSION

We can say that in one Initial Teacher Education, the elements impacting pre-service teachers' assessed preparedness to become experienced teachers. This study emphasizes the importance of teachers establishing good teaching skills. A number of interrelated

elements have been shown to influence a pre-service teacher's feeling of preparedness to teach. Pre-service trainees were required to fill out a reflective journal, which was reviewed qualitatively, in order to better understand their perceptions of their teaching experience. These factors tend to be interrelated from the start of pre-service teachers' professional journey and impact their perception of preparedness for teaching. This research emphasizes the significance of experienced teachers' connectivity throughout teaching activities. It was discovered that pre-service teachers' perceptions of their teaching self-efficacy have a favourable or negative relationship with their commitment to teaching and their feeling of ready to teach. It's noteworthy to note that a sense of preparedness for teaching does not always coincide with a sense of dedication to teaching.

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