

An Integrative Review of Research on Pre-service and In-service Teacher Education

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ABSTRACT

This article reviews research on pre-service and inservice teacher education programmes. Selected studies are placed into different categories: reforms in teacher education in India, attitudes and concerns of pre-service teachers regarding inclusive education, demographic differences in changing pre - service teachers' attitudes, sentiments and concerns of teachers about inclusive education, themes in the research on preservice teachers' views of cultural diversity, action research in pre-service teacher education, secondary school teachers' opinions about in-service teacher training. The paper attempts to provide an overview of research trends in the field of pre service and inservice teacher education.

1. Introduction

According to Kothari commission, a teacher who unlike an ordinary worker, acts as a master, crafts man, an artist, a strategist and a powerful motivator. The environments of a classroom are enlivened by the inspiring, dynamic, enthusiastic, encouraging, skilful and dedicated teacher. It is he who shapes the destiny of students and that of the future citizens who eventually shape the destiny of the country. Such a teacher only can successfully in culture among children values that strengthen the ideals of social justice, equity, secularism and pluralism.

By its very definition, a professional, including a teacher is a lifelong learner because of his association with scientific knowledge which keeps growing and so opportunities have to be afforded to ensure that he keeps learning and developing throughout his professional life. This is precisely the responsibility of teacher education system which is more than a mere combination of two of its major components i.e. pre-service teacher preparation and in-service education.

1.1 Pre-service teacher education: meaning and significance

Pre-service education of teacher means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers. A good deal of improvement in the teacher education programme is needed. Pre-service education is carried on for preparing different types of teachers. Pre-service teacher preparation is a collection of unrelated courses and field experience. Research based curriculum development of pre-service teacher education is yet to take roots. These programmes are intended to support and enhance teacher learning instill in them a greater degree of self confidence. The beginning teachers in this case learn from their practice and from the culture and norms of the unique school settings where in they have been placed and interact with these cultures.

It is important for teacher educators to learn the methodology of how to get in touch with the core qualities of a good teacher and how they can stimulate these qualities in student teachers. This will lead to a deeper involvement in the learning process of teacher educators as well as student teachers. The inclusion of appropriate content knowledge about essential qualities of a good teacher in relevant theory papers and practice of effective domain related traits in school situation for a longer duration could help promote these traits in student teachers. The teacher education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school so that after becoming a teacher, he becomes an agent of change.

1.2 In-service teacher education – meaning and significance

The moment a teacher has completed his training in a college of education, it does not mean that he is now trained for all times to come. A teaching degree, like B.Ed makes him enter into service as a teacher. Thereafter his job continues well only if he continues his studies everyday in the classroom situations and outside the classroom, he comes across problems and side by side he is expected to sort them out. There is need of more and more knowledge, more and more education for making him a better teacher.

There are formal an informal programmes of in-service education organized from time to time. The higher authorities concerned with education want to ensure that the standards of education are properly maintained. That is possible only if the teachers refresh their knowledge and keep it up to the mark. The different agencies, therefore keep on organizing teacher education programmes for enriching the knowledge of teachers and also for over all proficiency and betterment.

According to Lawrence, "In-service education is the education a teacher receives after he has entered to teaching profession and after he has had his education in a teacher's

college. It includes all the programmes – educational, social and others in which the teacher takes a virtual part, all the extra education which he receives at different institutions by way of refresher and other professional courses and travels and visits which he undertakes.”

1.3 Need and importance of in-service teacher education

In our country, the trend is that once a teacher has joined service as a teacher, he continues to be so, through he may or may not study. It is not like that in countries like U.S.A. There the teacher has to face the screening committee to his re-appointment as a teacher after two or three years. In-service education is badly needed for all types of teachers in India. The following points indicate its need and importance.

Education- a lifelong process

The teacher who does not study side by side can't remain a good teacher. Training of a teacher is a lifelong process. He should continue making efforts in this direction for the whole life. Rabindra Nath Tagore has rightly stated, “A lamp can never light another lamp unless it continues to burn its flame. “ According to secondary education commission “However, excellent the programme of teacher training may be, it does not by itself produce an excellent teacher. Increased efficiency will come through experience critically analyzed and through individual and group effort and improvement.

Professional growth

Every teacher is expected to be professionally bound, for the professional growth, he always needs the guidance and help of others. The efficiency of the teachers must be covered up. So the teacher need be up to the mark in every way.

Education is dynamic

Education is very dynamic. It depends upon the society which is fast changing. Due to the advancement in the field of science and technology, there is explosion of knowledge. Accordingly the curriculum and syllabus are also being changed with a good speed. Continuous in-service education of the teacher can save the teacher from facing dire consequences.

Makes democratic

In-service education helps the teacher in becoming fully democratic. By in-service education programmes, the teacher is able to meet people of all types and he is also able to share his experience with others.

1.4 Programmes of in-service teacher education

Seminar: In a seminar some problems of education are taken up and there is collective thinking. Discussions are held and conclusions are arrived at all under the guidance of some experts.

Refresher courses: A refresher course means an educational programme organized for refreshing the knowledge of in-service teacher. Generally they acquire the teachers with the new development in the field of education. With the coming

up of new education policy, refresher courses were arranged all around for teachers of different categories.

Workshops: Workshops are organized for giving in-service education to teachers. They involve more of practical work and less theoretical discussion. These types of programmes are more useful for the teachers. The teachers have to work practically and come out with final materials to be seen by others. Organization of workshops consumes more time than a seminar or conference.

Conference: In a conference, there is a broad discussion of subjects of practical interest. Generally there is a central theme around which several sub topics are given. Teachers as per their interest, present paper at the time of conference. The session ends with the concluding remarks of the president

Study groups: Forming study groups and using them as a technique for in-service education for teachers can work wonders. A group of teachers of the same subject and a subject expert in the college of education are combined and start working. They choose some topics of common interest (or) it may be a problem related to their teaching subject. Discussion is started under guidance and they continue thinking, studying and discussing that subject. If need arises, someone may be invited for extension lecture. The study groups may be meeting once in a week or even once in a month.

A study centre of professional writings: Generally the materials are not under the reach of teachers. The college of education, the extension service departments can help in this direction. Various publications of N.C.E.R.T, some good books, materials produced by different centers of education may be produced in the college library. The study of reading materials will help the teacher to acquire sufficient knowledge in their subjects.

Experimental schools: The College of education should have their demonstration school and experimental school. These are actually practicing schools where some experiences can be performed. Whatever is taught in theory, which is put into practice by carrying out experiments?

The experimental schools become centers of learning for in-service teachers. Innovations done in these schools may be advocated among the teaching staffs of other schools.

Regional colleges of education affiliated to N.C.E.R.T have their experimental schools where those colleges are showing leadership to the working teachers of other schools in their areas. Other colleges have their practicing schools but they don't have any experimental schools or demonstration schools.

Correspondence courses:

Correspondence courses can be designed for giving in-service education to teachers. A few universities have already started working in the area of in-service teacher education programmes. Central Institute of English and Foreign Languages at Hyderabad provides post graduate certificate course and diploma course through correspondence.

According to NCTE (1998) teacher is the most important element in any educational programme. He plays a central role in implementation of educational process at any stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. Kothari commission has very rightly said, "The destiny of India is being shaped in its classrooms." As the population in India is growing very rapidly day by day the need of well qualified and professionally trained teachers will also increase in the coming years. So lots of efforts should be made to improve teacher education.

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning, where teacher and learner, learner and learner are co-constructors of knowledge.

Today there are new expectations for education where the focus is on having teachers - be futurist leaders to ensure sustainable education. The paradigm shift is from teacher dominated classroom practices to that of partnership between the teacher and the learners and their peers. The key role of educational institutions is reflected in a variety of initiatives taken to transform the nature and function of education-both formal as well as non-formal.

Current in-service teacher education research can be associated with a broad terminological spectrum: in-service development, in-service training, curriculum innovation and implementation, organizational renewal, staff development, personnel education, continuing teacher education, and professional development. All of the aforementioned terms arise within various areas of research that focus upon the job-related activities of teachers.

2. Research findings

2.1 Reforms in teacher education in india

J.S. Rajput and K. Walia in their study noticed that the well-established tradition of teaching and learning in India has retained its inherent strength even under adverse circumstances. The post-independence period was characterized by major efforts being made to nurture and transform teacher education. The system of teacher preparation has come under considerable pressure as a result of the expansion and growth of school education, through efforts to universalize elementary education. Having inherited a foreign model of teacher preparation at the time of independence from Britain in 1946, major efforts have been made to adapt and up-date the teacher education curriculum to local needs, to make it more context based, responsive and dynamic with regard to best meeting the particular needs of India. The current system of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country.

The changing role of teachers and the changing definitions of teacher effectiveness have been increasingly studied and analyzed, with research undertaken and the outcomes being feedback into the system to facilitate the process of education reform. The current focus of researchers, policy makers and practitioners with regard to teacher education is on the development of professional competencies, and on the most effective ways of achieving higher levels of commitment and motivation for higher-level performance on the part of teachers. In addition, important possibilities are arising with regard to current developments involving the new information and communication technologies. As a result, teacher education in India is on the brink of a major transformation.

2.2 Attitudes and concerns of pre-service teachers regarding inclusion of students with disabilities into regular schools in Pune, India

A study made by Umesh Sharma ,Dennis Moore & Sanjeev Sonawane on attitudes and concerns of pre-service teachers regarding inclusion of students with disabilities into regular schools in Pune, India. In this study attitudes and concerns of pre-service teachers regarding implementation of inclusive education were examined. The participants consisted of 480 pre-service teachers enrolled in a one year Bachelor of Education (B.Ed.) program at Pune University, in the state of Maharashtra. The results of the study showed that participants had somewhat negative attitudes and a moderate degree of concern regarding the inclusion of students with disabilities in their classes. Participants with higher level of education (i.e. postgraduate degrees) were found to have significantly more positive attitudes compared to their counterparts. Perceived level of confidence in teaching students with disabilities was also associated with lower degree of concerns amongst participants. The results are discussed with possible implications for university educators and policy makers.

2.3 Impact of training on pre- service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities

Umesh Sharma ,Chris Forlin &Tim Loreman in their study Impact of training on pre- service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities found that inclusion of students with disabilities into regular schools is now one of the most significant issues facing the education community both nationally and internationally. In order to address this issue there is widespread acceptance that teacher training institutions must ensure that new teachers are trained to teach effectively in classrooms where there are students with a variety of learning needs. Utilizing a data set of 603 pre- service teachers from Australia, Canada, Hong Kong and Singapore this study reports the effects of training in inclusive education on pre- service teacher attitudes towards inclusion, their sentiments about people with a disability and their concerns about inclusion. The results are discussed in relation to a range of factors that could have produced different gains in their attitudes, sentiments and concerns among cohorts from different countries.

2.4 Demographic differences in changing pre- service teachers' attitudes, sentiments and concerns about inclusive education

Chris Forlin, Loreman, Umesh & Chris Earle in their study suggested that the preparation of teachers for regular schools has clearly needed to undergo quite significant change in recent years. One major adjustment has been the necessity to prepare teachers for progressively more diverse student populations as they will increasingly be required to teach in inclusive classrooms. Many teacher education institutions are, therefore, offering units of work that aim to tackle this. Utilizing an international data set of 603 pre- service teachers, consideration is given to the effect of a range of demographic differences on changing pre- service teacher attitudes toward inclusion; sentiments towards people with a disability and in reducing their concerns about inclusion when involved in a focused unit of work. Pre- and post- training comparisons are made which identify a range of variables that impact on changing pre- service teacher perceptions about inclusion. The discussion focuses on the importance of differentiating teacher preparation courses to address these different needs of pre- service teachers.

2.5 Qualitative Study of Pre-service Teachers' Early Field Experiences in an Urban, Culturally Different School

A study is done by Pamela, Fry, Linda and McKinney on preservice teachers' early field experiences. The purpose of this study was to better understand how to prepare teachers for a diverse student population. The study addressed the significance of field experiences by focusing on the following research question: How do pre-service teaching experiences at an urban, culturally different school affect teaching practices? Using several data sources, four conceptual categories formed the study's interpretive themes: (a) attitudes toward culturally different people, (b) pedagogy, (c) career expectations, and (d) senses of preparedness. Findings indicated that this experience positively affected the cultural attitudes and practices of the participants, increased cultural awareness, altered career expectations, and influenced the pre-service teachers' sense of preparedness to teach culturally different children.

2.6 Comparative Study of Pre-Service Teacher Education Programme at Secondary Stage in Bangladesh, India, Pakistan and Sri Lanka

A research work done by Yadav has studied and compared the different issues of pre-service teacher education programme in India, Sri Lanka, Bangladesh and Pakistan. The data were collected from 24 principals, 88 teacher educators and 157 student teachers from institutions and universities where Bachelor of Education (B.Ed.) course were. The data were also collected from secondary sources. The descriptive analysis was carried. One year duration of B.Ed. programmers were found inadequate in India, Bangladesh and Pakistan. Graduation was the minimum qualification for admission in B.Ed. course in all countries except Sri Lanka. In some universities of India and Bangladesh, entrance test was conducted for admission into this course. There were regulatory bodies in all the four countries for maintaining the

norms and standards of this course. The curriculum and syllabus of B.Ed. course was not revised during last five year in Bangladesh, Pakistan and Sri Lanka. This course is more dominated in theory than practical in all the four countries. The respondents of India, Bangladesh and Pakistan expressed that the duration should be increased to at least two years.

2.7 Themes in the Research on Preservice Teachers' Views of Cultural Diversity: Implications for Researching Millennial Preservice Teachers

In this article Antonio J. Castro traces themes found in the research on preservice teachers' views of cultural diversity published in peer-reviewed journals from 1985 to 2007. The article seeks to draw insights that inform education researchers interested in interrogating and unpacking views about diversity expressed by today's millennial college students. Finding suggests that although recent studies report a shift toward more positive attitude about teaching culturally diverse students, persistent issues plague preservice teachers' understanding of cultural diversity. Implications for future research are discussed.

2.8 Action Research in Pre-Service Teacher Education--A Never-Ending Story Promoting Professional Development

In this article Ulvik, Marit, Riese and Hanne present a case study aiming at deepening the understanding of action research as a tool in professional development in pre-service teacher education. The case is the practice of action research in a teacher education programme for secondary school teachers in Norway. While there has been limited research on consequences of inquiry, this article asks how student-teachers experience the process and outcome of doing action research and what we as their teacher-educators can learn from these experiences about facilitating the student-teachers' processes. For most student-teachers the process started with numerous challenges, but in the end the majority experienced a positive outcome. We found that an important condition to ensure that action research functions as a tool for professional development is enough time and space to make it possible to reflect in depth. Familiarising students with research and linking theory and practice seem to need specific attention even after a completed action research project. Reflecting on actions seems to help student-teachers to develop their practical and theoretical understanding in a way that gives their experiences transfer value.

2.9 Secondary School Teachers' Opinions About In-Service Teacher Training: A Focus Group Interview Study

E.Bozkurt and N.Kavak made a study on secondary school teachers. The aim of this study is to determine the secondary school teachers' opinions about in-service teacher training programs in Turkish Educational System. In order to provide in-depth information about teachers' opinions, the focus group interview method was used in this research. The participants of this study are nine secondary school teachers. The findings revealed that teachers strongly desire to receive trainings on curriculum, scientific developments in their own fields, drama and theater. Teachers suggest that a needs analysis should be conducted in order to inform for planning of trainings.

2.10 A Model for In-service Teacher Learning in the Context of an Innovation

F.G.M. Coenders and C. Terlouw in their paper suggest that when curricula change, teachers have to bring their knowledge and beliefs up to date. Two aspects can be distinguished: what do teachers learn and how is it learned. Two groups of teachers were involved during the preparation of a new chemistry curriculum. One group developed student learning material and subsequently enacted this in class. Another group only class-enacted this. Based on teacher learning, a model to understand teacher growth is presented. As the combination of a development phase with a class enactment phase proved instrumental, an existing model, the interconnected model of teacher professional growth, was extended. The consequence is that for teacher learning for a renewal a redevelopment phase followed by a class enactment phase is essential.

3. Discussion

“Good education requires good teachers” that it becomes essential that the most capable and appropriate be recruited into the teaching profession, provided with high quality pre-service programme of teacher education, and then offered opportunities to upgrade their knowledge and skills over the full length of their career. It is, therefore, essential that there is major reorientation of teacher education to ensure that teachers are furnished with the necessary knowledge and skills to cope with the new demands placed on them.

With the increased capacity of communication technology, language will become a very powerful instrument. The teacher-

education programme should be strengthened to develop language competency among our teacher-taught. The modern time demands multi lingual competence including the new computer languages that are bound to emerge with expansion of computer-technology.

Continuing teachers and other educators which commences after initial professional education is over and which leads to the improvement of professional competence of educators all throughout their careers. Modern researches give more importance on inclusive education to promote it.

4. Conclusion

Professional preparation and professional development of teachers is a continuous process. It begins with the selection of an aspirant teacher and includes his initial preparation induction into the profession and his continuous development throughout his teaching carrier. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning.

The link between pre-service and in-service education must established as early as possible. These should not consider as distinct and separate. This study discusses the findings of prior researches and suggests to conduct studies that provide practical solutions for teacher education related problems. To enrich teacher education programmes more research is needed in the field of teacher education.

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