



Teachers' Problems and Concerns in Teacher Education

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Abstract

The objective of this study is to find out the major problems and concerns of teachers in teacher education. This is a literature review based study. The descriptive method was employed in this study. The goal of a program called "teacher education" is to help educators become more effective and competent so they can fulfill the demands of their jobs and the problems posed by globalization. We must try to improve our teacher preparation program if we want to have good teachers. The findings indicate that teachers in Nepal confront a number of difficulties in their line of work. It was found that traditional curricula, a lack of developing creativity, life skills, and a lack of training in teaching skills, and traditional teaching strategies, low school supervision, insufficient empirical research, profit-oriented education, a lack of ICT-based teaching and learning, etc. are the main issues and problems in teacher education. Additionally, there is a serious issue due to the imbalance between the supply and demand for teachers. To improve the standard of teacher education, it is crucial to empower teachers to perform well. The corrective actions to enhance teacher education include proper scheduling and use of human resources, management of qualified staff, provision of adequate facilities and equipment, appropriate techniques, effective teaching practices, quality improvement, research skills, changes in the role of teachers, integration of ICT in teacher education, and other things. However, effective action should be taken by the central and local governments to strengthen the programs for teacher education.

Introduction

Programs, policies, procedures, and services aimed at providing teachers with the information, attitudes, behaviors, approaches, methodologies, and skills they need to carry out their duties in the classroom effectively are referred to as teacher education. Teacher educators are the experts who work with teaching future educators (Arora, 2000). Teaching techniques, strong pedagogical theory, and professional skills are all included in teacher education. The question of teacher education can only be answered if a teacher shows enthusiasm in learning and developing his or her potential for a career in teaching.

One of education's functions is to equip students with the knowledge necessary to make decisions after getting thorough information about contemporary international challenges (Saleh & Gandy, 2015). Effective global issues education is a lifelong process that begins in the home, becomes systematic in the classroom, and is carried out by all family members (Demirkaya, 2016). Starting at the primary level, students in educational institutions should get the systematic dimension of global issues education, which is comprised of several processes, in a comprehensive and required manner.

Hickok (1998) claims that "No single factor is more essential to students' success than excellence in teaching." A place of learning is created by the competence and passion of the teachers, not by beautiful buildings, equipment, or textbooks. According to Gautam (2016), the remark emphasizes the importance of teachers, and it is widely acknowledged that they are the main players who shape people by means of education. The teachers' job is to form or provide the tools necessary for their students to grow into decent persons. They explicitly assist

students in becoming smarter in order to do this (Tate, 2007). As a result, government around the world places a high priority on teacher preparation (Gautam, 2016).

It has been noted that teacher educators lack both professional credentials and a sense of commitment to their field. After finishing the basic teacher preparation programs, the system is still unable to satisfy the need for supplying teachers who are both devoted and professionally competent. When students enter a school, the teacher serves as the model for all future professionals (Farris & Rieman, 2014). The Nepali government has also spent a significant amount of money on educating teachers in the hopes that this investment will produce teachers with effective pedagogical abilities who can then apply those skills in the classroom to improve student performance (Gautam, 2016). The school system produces teachers who are of poor quality. Therefore, it is imperative that an objective process be developed that may aid in the proper selection of people who are likely to become effective teachers (Reed, 1990).

Despite the efforts made by universities and the Ministry of Education to train teachers, the material that is currently available indicates that these programs have had very little effect on students' achievement at the basic and secondary levels. The performances of educated elementary teachers have not been sufficient, according to numerous studies conducted by various researchers and organizations at various phases and in various project documents (Mathema & Bista, 2006; CERID, 2003; DOE, 2006) (as cited in Gautam, 2016).

Similar findings are found in other research (Thapa, 2007), which claim that secondary level teachers who have received training

have not been able to improve their classroom instruction. Some studies have throw doubt on the effectiveness of the training providers and the caliber of their graduates (Bista, 2002; FOE, 2003). There are thousands of graduates from Tribhuvan University's Faculty of Education (FOE), but the FOE itself admits in a research report that "there is no evidence to be assured that FOE campuses have the institutional capacity to provide high quality teacher education that the education system of the country requires" (Bista, 2002). It is essential to educate future generations about these challenges as part of the educational process in order to address the concerns that face mankind as a whole (Akengin, 2018). As a result, the goal of this study is to identify the main concerns and problems that face aspiring teachers during their time in teacher education and to make some suggestions for potential solutions. The significant of this study is that it helps educators, policymakers, and academic institutions raise the level and quality of teacher education.

Literature Review

From about the late 1950s until the early 1980s, teacher education was generally viewed as a training issue. The core of this strategy was viewing teacher education as a formal educational procedure designed to make sure that aspiring teachers exhibited the same characteristics as "effective" teachers. We also don't have anything similar to a coordinated system, and our teaching methods are similar to those used in universities, where lectures, discussions, and seat-based instruction are valued commodities. Too frequently, teacher educators do not put their lessons into practice. All of this supports the notion that teaching is something that is best learned in a classroom setting (Schwille and Dembele (2007). Similarly, Unver, Bumen, and Basbay (2010) claim that there are numerous issues

with the program, including high student quotas, unsatisfactory student selection, a lack of motivation for the program and the courses among students and faculty, a lack of knowledge and pedagogical expertise among the faculty, ineffective class management, and a lack of specific institutions and people in charge of the program.

Naseem and Anas (2011) underlined the different issues that Indian Teacher Education is now facing. While Sharma (2012) states the importance of ICT in shaping the global economy and the professional development of teachers. The most damaging criticism, however, was that although training research demonstrated that aspiring teachers could be taught to do almost anything, the approach was theoretical and even anti-intellectual because it placed more emphasis on empty techniques than knowledge or judgment. Instead than being seen as a one-off event for a specific teacher based on the allotted quota, in-service teacher training programs are best viewed as a part of the school's overall development. "The quality of the teaching-learning process was influenced by adequate physical facilities along with basic furniture, labs, teaching aids, and materials" (Chand, 2015). According to him creating the social, organizational, and intellectual conditions necessary for future teachers to acquire the knowledge, abilities, and dispositions required to make decisions was the aim of teacher education programs.

Similar to this, teaching is an intellectual, cultural, and contextual activity that necessitates making wise choices about how to impart subject matter information, use pedagogical skills, build relationships with others, and both create and use local knowledge. The formation of knowledgeable citizens is essential to our democratic society (Gutman, 1999).

The future of civilization is shaped by competent teachers. Mastery of the subject, dedication to the profession, effective communication, diagnostic aptitude, and understanding of various learning styles are all indicators of a competent teacher. Therefore, the most important component of any educational system is qualified, effective, and dedicated teachers. The effectiveness of the teachers directly affects the learning results of the pupils (Sanders & Rivers, 1996). In the age of globalization, the issue of educational quality has become a significant obstacle. According to Desai (2011), "the unproductive trained teachers" are the primary issue with the current teacher education system. The fact that the organizers of the teacher training program are unaware of the current issues in schools is what has led to this dilemma. The major challenges in the education sector, according to Sharma and Sharma (2015), are the lack of high-quality research, the scarcity of faculty, the high student-faculty ratio, the mismatch between the supply and demand for teachers, the lack of adequate infrastructure, and poor supervision in teacher education institutions. In the current era of globalization and privatization, the quality issue in the sphere of education has emerged as a significant issue. The current teacher training program is set up in a way that does not give trainees the right opportunities to develop crucial teaching abilities (Anees, 2015).

Process and Methods

This is a literature review based study. For the literature review, I mostly obtained scientific articles. Data were gathered via a library study, search WebPages, and the internet. In this study, them-based analysis was employed. Thematic-narrative analysis (Riessman, 2008) focuses on the themes and content of stories and their true meanings by using social and cultural knowledge to analyze the dialogues

in question and determine their true meanings. Reality is multiple and multidimensional and that knowledge is constructed and subjective in nature, respectively (Creswell, 2014). The qualitative research approach and descriptive method was employed in this study.

Result and Discussion

In this study, the key findings were presented in a descriptive manner. This study was consistent with the documents, publications, and journals listed below that were reviewed in the associated literature:

Perspective on Teacher Education

The rules and practices created to give teachers the information, perspectives, and abilities they need to carry out their duties in the classroom are referred to as teacher education in the traditional educational system. Today's instructors are frequently academics without formal training on how to impart the knowledge they possess (Chand, 2015). Actually, a lot of people thought that "teachers were born, not made." The importance of teacher preparation did not become apparent until pedagogy, the "art and science of teaching," became a recognized academic field. At least since the nineteenth century, it has been generally accepted that certain qualities are required to qualify a person as a teacher: knowledge of the subject matter to be taught, knowledge of teaching methods, and practical experience in applying both (Chand, 2015). Nowadays, education is more about bringing something out of the child than it is about putting something into their heads.

The development of a teacher's proficiency and competency is a program related to teacher education that will equip and empower the teacher to meet the demands of the profession and tackle the problems

within. Teacher education is defined as "all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively" (Goods, Dictionary of Education; as cited in Reed, 1990). As a result, a country's quality is determined by the quality of its human resources.

Problem and Concerns of Teacher Education

The fact that students do better on exams as a result of improved classroom instruction following training is one of the key signs of high-quality teacher education. The following are the problems and concerns with teacher education:

Lack of professional development. Many institutions, schools, and universities do not have the necessary equipment or facilities, such as a library or lab, for the training of teachers. According to research, the most effective Continuous Professional Development (CPD) activities should be spread out over time, be collaborative, use active learning, be delivered to groups of teachers and include practice, coaching, and follow-up sessions, encourage reflective practice, encourage experimentation, and be responsive to teachers' needs (Sain & Kaware, 2014). It is imperative to incorporate emotional competences and life skills with individual growth, continuing education, in-service education, and mutual engagement in order to provide teachers with the chance for effective professional development in addition to content and methodology.

Low teacher pay. The value of a teacher's position is rarely reflected in their pay. Reforming salaries should be linked to other important aspects that will enhance teaching

and learning. Low teacher compensation is the problem with teacher professional development. The government ought to increase teacher pay to reflect market rates and changing conditions.

Lack of ICT training. According to Saxena (2017), information and communication technology has become a crucial component of the modern educational system. ICT use for knowledge and skill acquisition has evolved into a crucial component of education and training. By bringing about improvements in content and approach, the effective use of ICT can bring about major changes in the entire teaching-learning process (Sharma, 2018). Bhattacharjee and Dev (2016) assert that ICT improves classroom instruction and fosters the growth of creative teaching techniques. However, Due to teacher's inability to handle it, some teachers are unsure about the extent to which technology may facilitate and promote learning, whereas other teachers may have a positive attitude towards it. Another restriction can be the lack of excitement and teacher reluctance to ICT use in education (Sharma, 2015). Another serious issue facing Nepal's education system is a lack of equipment and facilities. Teachers need the knowledge to effectively use ICT to support their teaching-learning process.

Inadequate teaching practice. The teaching practice offered in institutes for teacher education is neither sufficient nor carried out correctly. Even if there are several arrangements for teaching practice, many student teachers today do not take their jobs as teachers seriously. The main barriers to the development of pedagogical abilities include a lack of accountability, irresponsibility, aimlessness, a lack of new teaching methods, etc.

Lack of subject knowledge. The importance of having a fundamental understanding of the subject is not stressed in today's teacher training programs. The student teacher shows no interest in the subject matter at all throughout the entire teaching practice procedure. Even when overseeing the teaching practice sessions, no topic specialist is available to provide the necessary comments for a particular subject. In Nepal, teacher educators are less used to the technological advancements that are affecting the current classroom, such as two way communication. Teachers are not encouraged to use modern technologies in their classrooms and are not given any training to do so (Sharma, 2012).

Inadequate infrastructure. Good teacher education institutions are the result of the interaction of a number of factors, including qualified teacher educators, excellent classrooms, libraries, and laboratories (Chauhan, 2004). According to Khan, Fauzee, and Daud (2014a), the physical infrastructure of teacher training institutions is inadequate. This includes the lack of current, high-quality infrastructures in the classrooms, laboratories, libraries, and ICT facilities.

Profit-driven education. The serious misconduct in the number of educational institutions has been a source of remarkable worry. These institutions charge their students astronomically very expensive tuition. These institutions' procedures are incredibly unjust and undemocratic. Such actions not only undermine teacher education but also promote the commercialization of this field (Chauhan, 2004).

Reconstruction of curriculum. The curriculum framework for teacher education must match the curriculum framework for school education. A teacher must be ready

to meet the expectations of the educational system, the student, and the teaching process. Consequently, it is crucial that the curriculum be created in accordance with the shifting needs of the school and society. Khan (2013) stressed the need for a comprehensive renovate of the teaching practices and curriculum. Today's teacher training institutions continue to run their programs in the same manner they always have, without making the required adjustments to reflect the times. The most ignored part is skill development.

Changing eligibility requirements for teacher educators. Now days, there have been many changes to the qualifications and eligibility requirements for teacher educators. The standard of qualifications is declining with each update. How can we anticipate hiring teachers of greater competence if we cut the qualifications?

Background of student teachers with poor academic standing. Candidates admitted to programs for teacher education typically have weak academic records. They are not driven to pursue this career on the inside have a least background, allowing for a merited admission into the teaching profession.

Unbalanced demand and supply for teachers. The nation will need to address the requirement for creating more highly qualified and professionally trained teachers. The need for high-quality education is growing at the same time. The majority of schools suffer from inadequate facilities and an inadequate number of poorly trained teachers. Therefore, addressing the issues with teachers' professional development is urgently needed.

Ignorance about innovative teaching techniques. Teacher educators are uncertain

to experiment with and adopt innovative teaching techniques. With the development of technology, the teaching-learning process is no longer limited to exclusively using traditional teaching methods; new cutting-edge practices have been created in this field. The lack of suitable infrastructure in the majority of schools makes it more challenging for teachers to use new technology advancements, such as audio-visual aids, in their classrooms.

Inadequate emphasis on research and innovations. According to worldwide norms and insufficient numbers, research is not being done (Kumar & Azad, 2016). The national research agenda must be created in accordance with the priorities at the local, state, and federal levels. The necessary actions in the field of research must be taken by university departments and research organizations. Education-related research is not currently being conducted at a high standard. Whatever research is being done is either of poor quality or has little real-world application. The teacher education programs are not well researched prior to conducting any research.

In the context of Nepal numerous problems and concerns of teacher education are as below:

1. According to the Education and Developmental Service Center (2011), "no significant difference in the mean scores of students taught by trained or untrained teachers" and "no positive correlation between the trained teachers in school and students' success rate." This shows that training had no effect on students' academic performance and did not result in improved performance in the students' test results.
2. Pre-service and in-service teacher training programs in Nepal aim to advance the so-called child-centered, participatory, and interactive teaching methods, which are not properly matched with the public exams that assess students' level of content knowledge (Mathema & Bista, 2006).
3. The pupils' results are still very poor, which indicates that instruction has not reached the classrooms (Gautam, 2016).
4. The teachers lack the incentive to genuinely learn from the training; instead, they utilize it as a way to kill time and avoid doing their assigned tasks. The fact that "the existing modes of teacher training are lecture dominated and classroom centered" (Ching, 1995) may be one of the causes. The instruction has not been transferred into classroom conduct in the Nepalese context (Gautam, 2016).
5. Monitoring and follow-up is a problem that plagues our teacher preparation program since there is "no provision of knowing how the trainees are doing in school after the training period has ended" (NCED, 1998).
6. According to Sinha (2009), in-service training is typically centralized and supply-driven.
7. There is disconnecting between what is taught at universities and what teachers actually practice in classrooms (Gautam, 2016).
8. After the course, there was no communication between the program's participants. Another explanation for

the poor rate of training transfer is. This demonstrates that the training was not needs-based but rather top-down and supply-driven (DOE, 2006).

9. According to the DOE (2006), "there is no reward for good performance and punishment for poor performance. The teachers' motivation for the training is seriously hampered by situations like these.
10. Many training components are not relevant to the demands of the actual classroom environment or the teachers' genuine needs. Pre-service teacher preparation programs centered on the university system and higher education have come under fire for failing to adequately reflect the real working realities of teachers in schools (Thapa, 2007).

Potential Solutions of Teacher Education

Some of the considerations to be taken to improve teacher education are as follows, based on the discussion of the problem and difficulties identified by the prior studies and the author's experience as a teacher:

1. The effectiveness of teacher education institutions should be periodically assessed, and stern measures should be adopted if they fall short of expectations.
2. Regulation of teacher education privatization and stricter affiliation requirements are necessary.
3. The government planning unit's job should be to control the supply and demand for teachers at different levels of education.
4. Facilities for planning varied activities should be available in educational institutions.
5. The process for choosing teachers needs to be improved, and group discussions, interviews, and a common entrance test with scores should be added.
6. Teacher educators must have extensive training and linguistic proficiency.
7. The teacher preparation program's curriculum should be periodically updated to reflect the changing needs of society.
8. The teacher education program's quality should be upgraded to university-level standards, and the program's length should be suitably lengthened.
9. The government should take care of the financial needs of the institutes that train teachers.
10. Teacher educators should regularly organize refresher courses.
11. Training should be related to the effectiveness of the teacher, and the resource persons should plan visits to the schools, observe the trained teachers' classes, and assess the effectiveness of the taught teachers.
12. Teacher training programs should incorporate the teachers' first-hand knowledge of the classroom. Discussions of the problems and difficulties instructors confront in the classroom should be the main topic of teacher training sessions.

13. By integrating technology and allowing teachers to share their practices with their peers, the teacher-student relationship is strengthened, and the learning environment improves.
14. A cascading model-based, one-size-fits-all approach to teacher preparation may not be effective for all of them. In order to help different types of teachers understand what they need for their classes, multi-model training may be used.

Conclusions

The preparation of teachers is a crucial component of the educational system. The standard of teacher education programs must be raised. There is no denying that education is important for a country's growth, but since teachers have a big impact on how well students are educated, efforts are being made to raise the standard of teacher education. Learning to teach also has to do with the attitudes, information, and experiences that aspiring teachers bring into their training programs, as well as how their knowledge has evolved and been applied in the classroom through time. The center government, state government, as well as training institutions, should strictly move to make teacher education program effective in light of the claim that teacher education is a learning problem. Although there are numerous issues with teacher education programs, numerous government agencies are working to find solutions. The teacher serves as the hub of the educational system as a whole and is the main force behind any positive adjustments to the teaching-learning process. In order to achieve quality education and sustainable national development, quality teachers are therefore essential. As a result, national priorities today should include their training,

recruitment, retention, status, and working conditions. Universities, top educational institutions, policy planners, and other stakeholders must all play a significant part in this transformation.

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