



Teacher Education: Issues and Challenges

Sumia Majeed Badam

Abstract

Teachers have a dynamic role in developing the talent of the students and motivate them to perform excellently in every domain of their life. The teachers help students to achieve life goals and are the ultimate role models. The overall success of a student, therefore, depends on the excellence of the teacher. The education of teacher is necessary for improving their professionalism and helps in enhancing the life quality of the students. The research paper provides highlights on the concept of teacher training and the present-day issues and challenges faced by the teacher. The paper also discusses other emerging challenges faced by teacher training institutions. In the research paper, the investigator further suggests some remedies to overcome these challenges and further the conclusion is given by the investigator.

Keywords: Teacher Education, Growth, Professionalism, Knowledge, Skills, Challenges.

Introduction

Education is a lifelong process for development as it improves understanding, capabilities and behavior. It is a process of learning things, experiencing ideas, and understanding the behavior of anything. It is a process by which an individual is brought into proper relationship with the ideas and means, customs and, traditions of the society. In the educational system, the teachers are the greatest assets that play an important role in the communication of information, and improve standards. Therefore the excellence of a teacher is dynamic and have enduring influence on students. Radhakrishnan (1948) once said, "Until and unless we have dedicated and committed teachers who can take teaching as a mission in their lives, we can't have a good educational system".

Teacher education is a program that equips teachers with knowledge, attitudes, behaviors, and skills. It deals with the procedures, policies, and provisions to make the teacher educators learn and gain knowledge about various concepts. Teacher education plays an important role in the advancement of teaching abilities and competency and thus improve overall performance of the teachers. Teacher education helps the teachers to effectively deal with the students and how to make them learn effectively. Teacher education improves the time management, stress management and technical skills of teachers which assist them to function effectively in the institutions.

Issues and Challenges

In the research paper, the current issues and challenges faced by a teacher are



broadly discussed. Furthermore, the institutions imparting teacher training experience many upcoming challenges which are also broadly discussed. In the research paper, the investigator further suggests some remedies to eradicate these challenges faced by these institutions. According to Parimala (2019), "With the advent of new methodologies in teaching and the incorporation of digital and smart learning into the field of education, the role of teachers has greatly evolved over some time. Therefore, the teacher should be updated with the latest inventions and strides in the field of education". It is therefore obligatory for a teacher to upgrade their information continuously. According to Dwivedi (2012), "Teacher education is a difficult assignment, especially at the present period where teacher education courses are being delivered by a large number of unaided private teacher education institutions".

A teacher should have proper knowledge of the students and it is necessary for a teacher to maintain a pleasant relationship with the students. The teachers mark a huge influence on the life of the learners and therefore it is obligatory for a teacher to be in close affiliation with their students. The teacher should understand the different learning capacities of learners and the main task for any teacher lies in understanding the differences and evaluate them accordingly (Parimala, 2019). It is the prime responsibility therefore of the teacher to handle

different types of students according to their abilities. The teacher should never criticize the students based on their marks scored. The teacher should design assignments as per their requirements and assign them to students according to their ease. The teachers should provide comfort, support, and develop optimistic outlook among the learners. In students there is lot of stress arising due to the expectations of their parents as well as from the academic pressure. Therefore the biggest task for the teacher educators is to motivate, guide, and encourage them. A teacher should be able to identify the assets and flaws of the learners and discussing the same with the parents. Teachers should also be able to tackle the managerial roles in the institutions and cooperate with the changing rules and policies. Therefore the teachers should be able to maintain a healthy relationship between the administration system, parents, and the students. The teacher nowadays lacks the basic qualities of a teacher which in turn affects the whole society. The teacher therefore by possessing the qualities of politeness, patience, perseverance, and assertiveness will be able to cope with the emerging challenges and therefore bring a change in society as a whole.

Emerging issues and challenges in Teacher Education

According to Dwivedi (2012), "the emerging issues and challenges for the education of teachers include inadequate selection of teachers, shortage of time in training of teacher educators,



inefficiency of teachers trainers, inadequate guidance in the supervision of teacher trainers, dearth of subject knowledge, faulty approaches of instruction, separation of teacher education department, poor contextual knowledge of teacher educators, absence of appropriate facilities, insufficient experimental research, lack of facilities for professional growth, mentoring unprofessional educationists, inactive learning groups among educationists and inadequacy in the financial assistance of teacher education”.

The education of teachers lack the basic life solving skills that an individual must be aware of like thinking skills, problem solving, emotional skills, stress management skills etc. Today the young generation is losing the moral values due to the advancement in science and technology. The internet, Facebook, twitter and other social applications have polluted the minds of the young generations and therefore the professionalism of teachers must be advanced to eradicate these evils in the society.

Recommendations to rectify the problems of Teacher Training Institutions

The recruitment and selection of the teachers need to be done taking into consideration various areas. The improvements should be incorporated into the selection procedure of teachers as such interviews, group discussions, and entrance tests. These are the three

important areas that help in analyzing the skills and abilities of the individuals. According to Dwivedi, (2012), “The courses of studies both in theory and practice should be restructured. For this, action research should be conducted by some universities to analyze the course structure that will be helpful for the realization of the goals of teacher education”.

The instructional technique in teacher training institutions should be developed and therefore various programs should also be organized by these institutions as to create awareness among other departments by organizing different seminars, conferences, discussion and lectures should be organized. “For the development of a professional attitude, it will be advisable to recognize the college of education as a single unit in itself. The institution should be equipped with facilities for organizing various types of activities such as daily assembly programs, community living, social work, library organization, and other curricular activities”.(Dwivedi, 2012,p.17-24). Teacher training programs should include a variety of technological options to enhance learning. The outcome of these training institutions should be evaluated so that the real classroom demands should be fulfilled. The teachers should avail various online programs to continue their education and various programs should be organized to create awareness about these programs. The teacher educators



should be trained with different types of life skills so that they can easily cope with the future challenges of classroom.

The Future

The modern Teacher Education system cannot be restricted to the present needs only and its extent will be far beyond it. To ensure the future education of future generations, teacher education will also have to improve in line with the prevailing world to create a healthy and beautiful society. According to Dixit, 2014, "Teacher education is a globally leading profession that needs to be understood properly and is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times". The teacher has to be conscious of the diverse background of the students and should assist in achieving the objectives of equity and social justice. The Teacher Education of the new era focus on the healthy relationship with the students and show empathy for every student. The teacher should have also good communication skills and should engage the students in discussion to develop creativity and problem solving skills. The teacher should be more intelligent and emotionally stable as he is the only one to guide the students towards the right direction. Due to the advancement of technology in the future the role of teachers is more challenging as there are

a lot of information available to students through internet and other sources. Therefore the role of teachers is to help the students to acquire right information from the data available. "The teacher should also provide opportunities for understanding self and others (including one's beliefs, assumptions, and emotions); developing the ability for self-analysis, self-evaluation, adaptability, flexibility, creativity, and innovation" (Dixit, 2014, p.249-254). The teachers therefore in the future should have been more flexible and open to different ideas. The teacher help the students to assimilate different types of life skills to make them easily adaptable and making them a better human being.

Conclusion

Teachers play an important role by disseminating knowledge and information to students thereby make their life more adjustable. The students in the present generation are facing lot of difficulties due to the advancement in the education system and due to the unavailability of quality teachers they suffer a lot. The teacher training program therefore needs to be restructured according to the present needs. Therefore to eradicate these challenges we must work upon the above issues and meet the above challenges so that the educational system can be improved. According to Saroj, 2013), "In teacher training institutions professionalism needs to be instilled in every phase starting from conceptualization to evaluation and



appraisal to prepare professionals and improve the quality of education". Therefore the teacher should be equipped with all the competencies related to their profession. According to Yevale (2018), "a great instructor is a universal remedy for deformities of a framework and a decent framework can backfire without a prodigious educator" (p.97). For this purpose, the teacher should be highly competent and should be professionally committed. In an environment of lifelong education, the teachers should continue to develop their professional practice in a systematic way, explore the classroom based research, incorporate in their teaching the findings of research and amend them accordingly.

References

- Ali, M. A. (2000). Supervision for teacher development: An alternative model for Pakistan. *International Journal of Educational Development*, 20(3).
- Annual Status of Education Report (ASER). (2013). How far has India come in guaranteeing education? New Delhi, India: Pratham Resource Center. Retrieved from <http://www.asercentre.org/education/India/status/p/143.html>
- Ashraf, D., Shamatov, D. A., Tajik, M. A., & Vazir, N. (2005). Reconceptualization of teacher education experiences from the context of a multicultural developing country. *Journal of Transformative Education*, 3(3).
- Banerji, R. (2011). Challenging Bihar on primary education. *Economic and Political Weekly*, 66(11).
- Denemark, G. (1980). The Case for Extended Programs of Initial Teacher Preparation. *ERIC Clearinghouse on Teacher Education*.
- Dixit, M. (2014). Professionalization of Teacher Education. *International Journal of Research*, vol.1, 249-254.
- Dwivedi, S. (2012). Teacher education: Issues & challenges in India. *GYANODAYA - The Journal of Progressive Education*, Vol.5, 2, 17-24.
- Elliott, P (1982). A Time for Alternatives Higher Education in the Eighties. *Association of Teachers Educators*.
- Hargreaves, E., Montero, C., Chau, N., Sibli, M., & Thanh, T. (2001). Multigrade teaching in Peru, Sri Lanka and Vietnam: An overview. *International Journal of Educational Development*, 21(6).
- Hayes, D. (2000). Cascade training and teachers' professional development. *ELT Journal*, 54(2).
- Jamtsho, S., & Bullen, M. (2007). Distance education in Bhutan: Improving access and quality



- through ICT use. *Distance Education*, 28(2).
- Kanu, Y. (2005). Tensions and dilemmas of cross-cultural transfer of knowledge: Post structural/postcolonial reflections on an innovative teacher education in Pakistan. *International Journal of Educational Development*, 25(5).
- Khamis, A., & Sammons, P. (2004). Development of a cadre of teacher educators: Some lessons from Pakistan. *International Journal of Educational Development*, 24(3).
- Kothari, D. S. (1966). Report of the Education Commission 1964-66. Govt. of India, New Delhi.
- Loughran, J. (2005). *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. Routledge, ISBN 0415367271.
- Linda la Velle (2020): The challenges for teacher education in the 21st century: urgency, complexity and timeliness, *Journal of Education for Teaching*, DOI: 10.1080/02607476.2019.1708621
- MacNeil, D. J. (2004). School and cluster-based teacher professional development: Bringing teacher learning to the schools. Washington, DC: US Agency for International Development.
- Magarrell, J. (1982). Fall Enrollment May Set Record despite Economy, High Tuition. *The Chronicle of Higher Education*.
- NUEPA (2004). Foreign Education Providers: Issues and Concerns
- Nilsson, P. (2003). Education for all: Teacher demand and supply in South Asia. Education International Working Papers. Belgium Education International, Brussels, Belgium.
- Parimala.T. (2019). Teachers challenges. Times of India
- Peter Aubusson & Sandy Schuck (2013). Teacher education futures: today's trends, tomorrow's expectations, *Teacher Development*, 17(3).
- Perryman, L. A. (2013). Addressing a national crisis in learning: Open educational resources, teacher-education in India and the role of online communities of practice. Buckinghamshire, UK: The Open University.
- Rennie, F., & Mason, R. (2007). The development of distributed learning techniques in Bhutan and Nepal. *The International Review of Research in Open and Distance Learning*, 8(1), 110.
- Sales, V. (1999). Women teachers and professional development: Gender issues in the training programs of the Aga Khan Education Service, Northern Areas, Pakistan. *International*



- Journal of Educational Development*, 19(6).
- Saroj, P. (2015). Professionalization of teacher education in India: A critique of Teacher Education Curriculum reforms and its effectiveness. Department of Teacher Education and Extension.
- Shohel, M. & Banks, F. (2010). Teachers' professional development through the English in action secondary teaching and learning programme in Bangladesh: Experience from the UCEP schools. *Procedia-Social and Behavioral Sciences*, 2(2).
- Sanoff, A. (1981). As Americans Cope With A Changing Population. *Bloomington: Phi Delta Kappa Educational Foundation*.
- Solorzano, L. (1983). What's Wrong With Our Teachers. *U.S. News and World Report*, 94(10).
- Tatto, M. T., & Kularatna, N. G. (1993). The interpersonal dimension of teacher education: Comparing distance education with two other programs in Sri Lanka. *International Journal of Educational Research*, 19(8).
- Yevale, A. N. (2018). Primary Teacher's Job Satisfaction. doi: 1387820095,978137820092.