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A Case Study of The Academic Problems Faced By Student-Teachers of Bethany Christian College of Teachers' Education In Churachandpur District of Manipur In India

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ABSTRACT:

The investigation aimed to find out gender-wise problems faced by the student teachers of the Bethany Christian College of Teacher Education, and to identify the academic problems faced by the student teachers of the Bethany Christian College of Teacher Education. The academic problems were further classified into five domain - teaching-learning methods, curriculum, internal tests, study materials, and teachers' qualities. The investigation was conducted with 96 student teachers, out of which 24 were male and 72 were female, who were drawn by applying simple random sampling technique and used both quantitative and qualitative data collection tool to obtain pertinent data which was statistically analyzed and interpreted (i.e. calculated mean, standard deviation and percentage) by using Microsoft Excel. The result of the study revealed a low degree of academic problems were faced by the student teacher of Bethany Christian College of Teachers' Education, Churachandpur, Manipur, India. The investigator made an attempt to recommend corrective measures for removing or reducing the problems faced by the student teachers of the Bethany Christian College of Teachers' Education.

KEYWORDS:Teacher Education, Academic Problems, Teaching-Learning Methods, Curriculum, Internal Tests, Study Materials.

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1.INTRODUCTION:

Teacher education (TE) refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The professionals who engage in this activity are called teacher educators (or, in some contexts, teacher trainers).

The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Bethany Christian College of Teacher Education (BCCTE) was newly established and recognized by Eastern Regional Committee, National Council of Teacher Education (NCTE) vide order no.F.NO.ER-250.6.36/ID No-9986/B.Ed/2017 under Section 14(3) (a) of NCTE Act 1993. The college is affiliated to Manipur University, Canchipur, Manipur. The B.Ed programme of the college has the intake capacity of 100 and the course duration is two academic years which can be completed in a maximum of three academic years from the date of admission to the programme. Candidates are selected on the basis of their performance in the entrance exam.

2.JUSTIFICATION OF THE STUDY:

The Bethany Christian College of Teachers' Education is a newly established during the ending part of 2018. As a matter of fact, the college is bound to suffer from numerous problems, like paucity of funds, inadequate physical amenities and most importantly lacks academic experience and expertise. Further, no study had been conducted to identify the various problems faced by the college, teacher educators, and student teachers in terms of infrastructure, academic, administration, finance, etc. Among the problems mentioned academic problems faced by the student teachers was considered by the investigator as the fundamental problem to be addressed first. Moreover, the study will help in formulating concrete measures for improvement of the academic issues of the college. Hence, the Analysis of Academic Problems of Student Teachers in Bethany Christian College of Teachers' Education is justified. Therefore, the study is imperative.

3.OBJECTIVES OF THE STUDY:

The present study aimed to achieve the following objectives;

1. To identify the teaching-learning problems faced by the student teachers of the Bethany Christian College of Teachers' Education.
2. To study the problems of curriculum faced by the student teachers of the Bethany Christian College of Teachers' Education.
3. To identify the problems of internal tests faced by the student teachers of the Bethany Christian College of Teachers' Education.
4. To investigate the problems of study materials faced by the student teachers of the Bethany Christian College of Teachers' Education.
5. To find out measures for removing or reducing the academic problems faced by the student teachers of the Bethany Christian College of Teachers' Education.

4. RESEARCH QUESTIONS:

1. What are the problems of student teachers of the Bethany Christian College of Teachers' Education in connection with teaching-learning?
2. What are the problems student teachers of the Bethany Christian College of Teachers' Education in connection with the curriculum?
3. What are the problems of student teachers of the Bethany Christian College of Teachers' Education in relation to the internal tests?
4. What are the problems of student teachers of the Bethany Christian College of Teachers' Education in relation to the problems of study materials?
5. What are the academic problems faced by the student teachers of the Bethany Christian College of Teachers' Education?
6. What are the corrective measures for reducing the academic problems faced by the student teachers of the Bethany Christian College of Teacher Education?

5. DESIGN AND METHODOLOGY:

- 5.1. Method of the Study:** The researcher used one of the types of descriptive approach, a descriptive and analytical method, which is suitable for the present study.
- 5.2. Population of the Study:** The population of the study consisted of 100 students from Bethany Christian College of Teacher's Education, Churachandpur, Manipur, India, who were enrolled during the academic year 2018-19.
- 5.3. Sample of the Study:** A simple random sampling technique was used to draw the sample of the study consisted of 96 student teachers, out of which 24 were male and

72 were female, from Bethany Christian College of Teacher's Education, in Churachandpur district of Manipur, India.

5.4. Tool: The researcher had developed a questionnaire and it was administered to the student teachers of Bethany Christian College of Teacher's Education, Churachandpur, Manipur, India.

5.5. Analysis

After retrieving the questionnaire from the respondents, the responses were coded and data entry was done in the Microsoft-Excel program and statistical computation was performed to obtain Means, standard deviation and percentage against the responses to the items related to the academic problems which was further classified into five domains – Teaching-learning Methods, Curriculum, Internal Tests, and Study Materials problems faced the students teachers.

6. RESULTS OF THE STUDY:

The following are results of the study according to the sequence of questions:

6.1 Results of the first question: *What are the problems of student teachers of the Bethany Christian College of Teachers' Education in connection with teaching-learning?*

To answer this question, Means, Standard Deviations and Percentages for items of the teaching-learning problems faced by the student teachers of the Bethany Christian College of Teachers' Education in Table 2 shows the results.

Table 1: Mean, Standard Deviation and Percentage of items of teaching-learning problems

TEACHING-LEARNING METHODS	Mean	SD	%	Degree of Problem
Classes interesting and informative	3.96	0.54	83.33	Very High
methods of teaching effective	3.92	0.28	91.67	Very High
Teachers good in teaching	3.67	0.56	62.50	High
Teachers good in Power point presentation	4.08	0.64	83.33	Very High
Teaching improved the student teacher ability to critical and creative thinking	3.75	0.78	54.17	Moderate
Total Score of problem related to teaching- learning method	3.88	0.60	75.00	High

From Table 2 the degree of teaching learning problems for students of Bethany Christian College of Teachers' Education has come at a Mean of (3.88), a Standard Deviation of (0.60) and Percentage of (75.00), this indicates a high degree of problem.

The researcher explains this high degree of teaching-learning problems to the role of not interesting and informative classes, poor method of teaching, poor power point presentation and poor quality of teaching.

6.2 Results of the second question: *What are the problems student teachers of the Bethany Christian College of Teachers' Education in connection with the curriculum?*

To answer this question, Means, Standard Deviations and Percentages for items of the curricular problems faced by the student teachers of Bethany Christian College of Teachers' Education, the result is shown in Table 3.

Table 2: Mean, Standard Deviation and Percentage of items of curricular problems

CURRICULUM	Mean	SD	%	Degree of Problem
syllabus vast and manageable	4.04	0.74	75.00	High
The syllabus of all the papers updated	3.54	0.50	54.17	Moderate
Assignments not compulsory for all the papers	4.08	0.64	83.33	Very High
Assignments helpful in gaining in-depth knowledge and understanding about the concept	3.88	0.67	70.83	High
Group discussion helpful in exchanging concepts and academic knowledge	3.75	0.73	58.33	Moderate
Seminar paper presentation organized for all the papers	3.75	0.66	62.50	High
Seminars helpful in gaining in-depth knowledge and understanding about the concept	3.83	0.63	70.83	High
Students teachers visit library regularly	4.08	0.76	75.00	High
Total Score of problem related to curriculum	3.87	0.69	68.75	High

Analysis of Table 3 revealed that the degree of curricular problems faced by the student teachers of Bethany Christian College of Teachers' Education has come at a Mean of (3.87), a Standard Deviation of (0.69) and Percentage of (68.75), which indicates a high degree of curricular problems.

The researcher explains this high degree of curricular problems as syllabus to vast, assignment made compulsory, assignments and seminars not useful. Further, library visit apparently high degree of problem which may be attributed lack of good books.

6.3 Results of the third question: *What are the problems of student teachers of the Bethany Christian College of Teachers' Education in relation to the internal tests?*

To answer this question, Means, Standard Deviations and Percentages for items of the problems of internal test faced by the student teachers of Bethan Christian College of Teachers' Education, the result is showed in Table 4.

Table 3: Mean, Standard Deviation and Percentage of items of problems of Internal Tests

INTERNAL TESTS	Mean	SD	%	Degree of Problem
internal tests conduct adequately	4.00	0.71	75.00	High
Tests conducted useful to deepen understanding about the concepts	4.04	0.68	79.17	High
Tests conducted improved the ability to critical and creative thinking	3.83	0.69	66.67	High
Tests conducted improved the end term (semester exam) performance	3.67	0.69	54.17	Moderate
Student scored higher mark if close affinity with teachers	3.71	0.54	66.67	High
The length of the study period is adequate, compared to other disciplines	3.79	0.65	66.67	High
Total Score of problem related to internal tests	3.84	0.67	68.06	High

Observation of Table 4 showed that the degree of problems of internal tests faced by the student teachers of Bethany Christian College of Teachers' Education has come at a Mean of (3.84), a Standard Deviation of (0.67) and Percentage of (68.06), which indicated a high degree of problem of internal tests.

The high degree of problems of internal tests might be attributed to inadequate number of tests conducted, poor quality of tests, score influenced by favoritism, and the study period too short for the vast syllabus in comparison with other general disciplines. Since the student teachers had not appeared even their first semester end term examination their responses have registered a moderate degree of problem to the issue of tests helping them to performance better in the end semester exam.

6.4 Results of the fourth question: *What are the problems of student teachers of the Bethany Christian College of Teachers’ Education in relation to the problems of study materials?*

To answer this question, Means, and Standard Deviations and Percentages for items of the problem of study materials faced by the student teachers of Bethan Christian College of Teachers’ Education, the result is shown in Table 5.

Table 4: Mean, Standard Deviation and Percentage of items of problem of study materials

STUDY MATERIALS	Mean	SD	%	Degree of Problem
adequate stock of study materials in the library	3.88	0.67	70.83	High
Study materials provided in the library helpful for improving academic performance	3.67	0.69	54.17	Moderate
Study materials provided by all the teachers in the classes useful	3.83	0.63	70.83	High
Study materials available in the internet	3.71	0.61	62.50	High
Study materials (relevant textbooks) available in the market (bookstores)	3.92	0.57	79.17	High
All the teachers teaches relevant study materials	3.58	0.57	54.17	Moderate
Total Score of problem related to study materials	3.76	0.64	65.28	High

From Table 5 that the degree of problems of study materials faced by the student teachers of Bethany Christian College of Teachers’ Education has come at a Mean of (3.76), a Standard Deviation of (0.64) and Percentage of (65.28), and this indicates a high degree of problem of study materials.

The researcher explains this high degree of problems of study materials to the role of inadequate study materials in the library, library not useful, notes provided by the teacher educators were not useful, study materials difficult to obtain from the internet and relevant books not available in the market..

6.5 Results of the Fifth question: *What are the academic problems faced by the student teachers of the Bethany Christian College of Teachers’ Education in relation to the problems of study materials?*

To answer this question, Means and Standard Ddeviations and Percentages for items of the problem of study materials of Bethan Christian College of Teachers’ Education in Table 5 results.

Table 5: Mean, Standard Deviation and Percentage of items of problem of study materials

Scores	Mean	SD	Percentage	Degree of Problem
Total Score of problem related to teaching- learning method	3.88	0.60	75.00	High
Total Score of problem related to curriculum	3.87	0.69	68.75	High
Total Score of problem related to internal tests	3.84	0.67	68.06	High
Total Score of problem related to study materials	3.76	0.64	65.28	High
Total score of problems of academic	3.84	0.66	69.00	High

As seen from Table 5 that the degree of problems of academic for students teachers of Bethany Christian College of Teachers' Education has come at a mean of (3.84) and a standard deviation of (0.66) and percentage of (69.00), and this indicates a high degree of academic problems for student teachers.

The researcher found out that the student teachers of Bethany Christian College, of Teachers' Education faced high degree of problems. However, they had faced the greatest academic problems is the domain of teaching-learning.

6.6 Results of the Fifth question: *What are the corrective measures for reducing the academic problems faced by the student teachers of the Bethany Christian College of Teacher Education?*

To answer this question, the following corrective measures are recommended for reducing the academic problems faced by the student teachers of the Bethany Christian College of Teacher Education:

- i. Library must be adequately equipped with reference materials, journals and relevant and useful textbooks, besides, the examination oriented study materials.
- ii. Seminars and assignments must be conducted with the view to improve student teachers subject-matter knowledge and understanding.
- iii. In spite that the college has no role over the curriculum preparation, all effort must be directed to provided complete and relevant study materials and interesting and efficient methods of teaching must be adopted to minimize the problem of the vastness of the syllabus.
- iv. Adequate number of internal tests must be conducted with the view to update and improve the subject matter knowledge and understand of the student teachers.
- v. Relevant books must be adequately stocked in the library. Teacher educators must provide relevant notes to the student teacher.
- vi. No teacher educator must compromised his dignity because of close affinity with the student teachers. The administrator must have zero tolerance policy towards this issue.
- vii. Minimize dependent of student teachers on the teacher educators' notes as much as possible to boost the critical and creative thinking ability of the student teachers so that they can find practical solutions to the problems in actual teaching situations.

7. CONCLUSION:

In nutshell, it may be concluded that the student teachers of Bethany Christian College of Teachers' Education had faced a low degree of academic problems which might be due to the influence of low degree of problems in teaching-learning, curriculum, internal tests, study materials and most importantly lack of academic exposure of student teachers to similar academic activities.

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