



## THE PROBLEM OF TEACHER EDUCATION IN CURRENT SCINERIO

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### Abstract

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. 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. In many countries, Initial Teacher Education (also known as preservice teacher training) takes place largely or exclusively in institutions of Higher Education. Teachers increasingly face mental health problems because of pressures in their working life. Teachers, lecturers, support staff and heads are now so overworked that it comes as no surprise that so many suffer from stress, depression and other mental-health issues. Teachers have several sources of stress in the workplace. They include increased class sizes, student performance objectives, lack of control over work hours and methods, lack of student motivation, difficulty working with parents, lack of professional recognition, and inadequate salary. Threats are more prevalent in urban high schools, and female teachers receive more than twice as many threats as male teachers. Teachers spend much of their time standing, and may have to bend, stretch and lift to use educational aids and equipment such as blackboards and projectors. This puts them at risk for varicose veins and for injuries, including sprains, strains, pulled muscles, and back injuries. For teachers who spend a lot of time using a computer, the risk of developing carpal tunnel syndrome is also a concern.



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### Introduction

Teachers increasingly face mental health problems because of pressures in their working life. Teachers, lecturers, support staff and heads are now so overworked that it comes as no surprise that so many suffer from stress, depression and other mental-health issues. Teachers have several sources of stress in the workplace. People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).

**Teacher education** refers to the policies and procedures 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 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. In many countries, Initial Teacher Education (also known as preservice teacher training) takes place largely or exclusively in institutions of Education. There are some and important problems face in the teacher education is as:

**Health related problem:**

Due to sedentary life style of the teachers and students are greatly suffer from Obesity , Blood pressure , diabetes , cardiovascular disease etc. promotion to the health related problem. Teachers spend much of their time standing, and may have to bend, stretch and lift to use educational aids and equipment such as blackboards and projectors. This puts them at risk for varicose veins and for injuries, including sprains, strains, pulled muscles, and back injuries. For teachers who spend a lot of time using a computer, the risk of developing carpal tunnel syndrome is also a concern.

**Disease Transmission**

Teachers spend their days with students, colleagues and parents, making them susceptible to bacterial and viral infections. In fact, a study led by investigators from the MGEN Foundation for Public Health revealed that teachers are more susceptible to certain types of infections than other workers. They also found that female teachers had a higher lifetime prevalence of bronchitis.

**Workplace Violence**

These threats are more prevalent in urban high schools, and female teachers receive more than twice as many threats as male teachers. This increases the risk for physical violence.

**Work-Related Stress**

Teachers have several sources of stress in the workplace. They include increased class sizes, student performance objectives, lack of control over work hours and methods, lack of student motivation, difficulty working with parents, lack of professional recognition, and inadequate salary stress can lead to headaches, sleep problems, fatigue, muscle tension, upset stomach, chest pain and muscle pain. It can also cause anxiety, irritability, depression, anger, drug or alcohol abuse, social withdrawal, and changes in appetite.

**Social Problem**

There are various social problems issues that today our nation is confronting. These are population explosion, unemployment, diversity and communal tension. Teacher can safeguard students against these social problems of they are sensitive towards these issues.

**Learning problem**

The goal of teacher preparation programs was to design the social, organizational, and intellectual contexts wherein prospective teachers could develop the knowledge, skills, and dispositions needed to function as decision makers. Feiman-Nemser (1983) and others argued at the time that teacher education was not equivalent to formal teacher preparation programs. Rather, learning to teach also had to do with the beliefs, knowledge, and experiences prospective teachers brought with them into preparation programs; the ways their knowledge changed and was translated into classroom practice over time; the ways teachers interpreted their fieldwork and course experiences in light of their own school experiences; and how they developed professionally as teachers by observing and talking with others.

### **Policy problem**

Many policy-related studies of teacher preparation were conducted before the end of the 1990s. However, prior to that time, they were generally not part of the discourse of the professional community responsible for teacher education. In fact, as Kennedy (1996) has pointed out, in the past, policy research on teacher education was most familiar to skeptics and critics of teacher education, including economists and policy analysts, and least familiar to teacher educators themselves. Constructing teacher education as a policy problem means identifying both institutionlevel policies and state or larger scale policies and practices that are presumably warranted by empirical evidence demonstrating positive effects on desired outcomes. At the local level, for example, practitioners are striving to develop evidence about the effect of teacher candidates' performance on pupils' learning. At state and larger levels, policy makers are seeking empirical studies, preferably experimental studies or correlational studies with sophisticated statistical analyses, that indicate which aspects of teacher preparation do and do not have a systematic and positive effect on pupils' learning, particularly scores on standardized tests..

### **A contemporary perspective related Problem**

Policies regarding teacher preparation do not come about as the result of simple common sense or expediency alone, nor are they disconnected from values and ideology, from existing systems of power and privilege, or from assumptions about what is mainstream and what is marginal. Second, teaching has technical aspects to be sure, and teachers can be trained to perform these. But teaching is also and, more importantly, an intellectual, cultural, and contextual activity that requires skillful decisions about how to convey subject matter knowledge, apply pedagogical skills, develop human relationships, and both generate and utilize local knowledge.

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