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Research Article

A Comparative Study On Challenges Encountered Among The First And Subsequent Generation Prospective Teachers

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ABSTRACT

The study finds out the Challenges Encountered generally faced by prospective teachers. The need of the study is to investigate the role of the teacher which is not only a transmitter of knowledge, rather he/she has to be the powerful instrument for learning culture and values. The B.Ed. prospective teachers are the sample group. Among them the investigator selected 1010 students of B.Ed. programme, by applying stratified random sampling technique. They have lot of challenges or barriers in pursuing their studies in the fast-changing world. The objectives of the study: (A) To find the levels of Challenges Encountered along with its Dimensions among the First and Subsequent Generation Prospective teachers (B) To find whether there is any significant difference in the means scores of "Challenges Encountered" along with its respective dimensions, among the first and subsequent generation prospective teachers with regard to (i) All students, (ii) students from nuclear family and (iii) Students from joint family. Multi-Dimensional Challenges Inventory, validated by R. Doss John (2013) with some modifications had been used to find out Multi-Dimensional Challenges of Prospective Teachers. The major findings were analysed and discussed in the paper.

Key words: Financial Challenges, Familial Challenges, Social Challenges, Educational Challenges, Peer Group Challenges, First generation prospective teachers, Subsequent generation prospective teachers

1. Prelude

Challenges may be physical like climbing a mountain, athletic like tennis, intellectual like chess, artistic like painting or music and so forth, Humans voluntarily spend their time in self-development to improve their competence in their chosen field of endeavours. People gain experience from their progress, through challenges what they face in life. In the field of education, the First generation and the Subsequent generation prospective teachers face many challenges in their day today life. They ought to overcome from financial challenges, familial challenges, etc. The present study finds out the challenges faced by the prospective teachers, and suggestions to overcome from those challenges.

2. Statement of the Problem

The research problem is staked as follows:

"Impact of Challenges Encountered among the First and Subsequent Generation Prospective Teachers - A Comparative Study"

3. Operational Definitions Used in the Present Study

a. Challenges Encountered

It refers to the hurdles and harsh conditions to be overcome by an individual in order to pursue his/her academic and social dreams.

b. First Generation Prospective Teachers

It refers to the student teachers hailing from the families where no one in the family received B.Ed. degree.

c. Subsequent Generation Prospective Teachers

It refers to the teacher trainees hailing from the families where at least one of the family members has a B.Ed. degree. The Subsequent Generation may include the second, third, and fourth generations, etc.

3. Challenges Faced By Prospective Teachers

The establishment of education of Prospective Teachers remains with challenges. More often the B.Ed. colleges are few and located far from the people's residence. In the present techno world, the following Challenges are generally faced by prospective teachers.

i. **Financial Challenges**
ii. **Familial Challenges**
iii. **Social Challenges**
iv. **Educational Challenges and**
v. **Peer Group Challenges**

i. Financial Challenges

The financial challenge is the major challenge that needs to consider when advising first generation Prospective Teachers who are planning on balancing the pursuit of their academic dreams with maintaining their financial and family obligations. The B.Ed. programme is not that much easy, because recently it has changed one year into two years course. The prospective teachers ought to pay college tuition fees, eligibility fees, examination fees, etc., apart from that every day travelling expenses and to the preparation of Teaching & Learning Materials during the internship, it has to be spent, so economically she/he has to face a great challenge.

ii. Familial Challenges

The family is the main source of love and fulfilling physiological and psychological needs. It serves as a nursery where the prospective teachers get the individual overall development and growth.

iii. Social Challenges

Society plays a major role in the life of Prospective Teachers. In social challenges the marital status also includes. Many of the first-generation Prospective teachers are married. They face a difficult situation in social challenges

iv. Educational Challenges

The challenge that the first-generation prospective teachers face than the subsequent generation prospective teachers is commonly related to Education. Even with financial means and family support, students may struggle with personal drive and poor study habits.

v. Peer Group Challenges

Peer group is very important for prospective teachers to develop their skills and knowledge. Peer groups serve as a source of information. They provide perspective outside of the individuals' viewpoints, teach gender role and teach unity & collective behaviours in life

Psychological problems are generally studied in terms of typical popularized by researchers with whom they are in close contact, or themselves a part of the group. It is usually meant for finding solutions for the problems felt.

4. Need of the Study

In actual practice, the first generation students do not seem to put in serious efforts in their studies. They have lot of challenges or barriers in pursuing their studies in the fast-changing world. The investigator, being an educator, having number of informal chats with these students to show that they are having certain apprehensions about their education. These apprehensions are caused by those challenges or barriers found in different forms as per the perception of these students.

5. Review of related Study

In the significance of reviewing the literature, an effort was made by the investigator to review the related research which has done in the field of Educational Psychology - The Challenges Encountered and relevant areas in India and abroad. The researcher explored the previous studies and collected the researchers' studies, which stand direct and indirect bearing to the present study. Significance and Challenges of Teacher Education. Problems Faced by First Generation Learners in High Schools from Palani Educational District, Tamil Nadu (**Kiran. R. 2017),** An analysis of educational problems of first generation learners (**Sunder Lal., 2017),** Teacher's education is a continuous process and the concept is undergoing profound change as the transformations in the world pose a greater challenge to the community of teachers and learners **(Sama Nayak. B (2015**), Challenges Encountered by the first and the subsequent generation learners based on Certain Psycho-social Factors" was the study compared and analysed by **(John Doss (2014),** Hopes on Me: Factors that Affect College Aspiration in First-Generation Students **(Bueschel, Andrea Conklin (2004),** Stressors among the First Generation College Students: A Retrospective Inquiry **(Latus, Maryann Therese 2006).**

6. Objectives of the Study

(A) To identify the levels of major variable of the study

1. To find the levels of Challenges Encountered along with its Dimensions among the First and Subsequent Generation Prospective Teachers are moderate in nature.

(B) To Identify the influence of Presage variables over the major variables of the study

2. To find whether there is any significant difference in the means scores of "Challenges Encountered" along with its respective dimensions, among the first and subsequent generation prospective teachers with regard to

(i) All students
(i) Students from Nuclear family
(ii) Students from joint family

7. Hypotheses of the Study

I. The levels of Challenges Encountered along with its dimensions among the First and Subsequent Generation Prospective Teachers are moderate in nature.

II. There is no significant difference in the means scores of Challenges Encountered along with its dimensions, A1) Financial Challenges, 2) Familial Challenges, 3) Social Challenges, 4) Educational Challenges and 5) Peer Group Challenges among the first and subsequent generation prospective teachers with regard to

(i) All students

(ii) Students from nuclear family
(iii) Students from joint family

8. Methodology

i. Method of Investigation

The selection of a method depends upon the nature of the problem. As per the nature of the present study, the investigator followed the descriptive survey method and casual comparative method. So, the investigator had taken much care about to select the method of this research problem. Using survey method, the information was gathered from the target group of population.

ii. Population and Sample of the study

The population for the present study consisted of the prospective teachers studying in B.Ed. in Chennai, Tiruvallur and Kancheepuram Districts and the respective management of Government, Government Aided and Self Finance Colleges. From the population, the investigator selected 1010 students of B.Ed. programme, by applying stratified random sampling technique.

iii. Tools used in the present study

In the present investigation, it is assessed by **Multi-Dimensional Challenges Inventory** validated by **R.Doss John (2013)** with some modifications had been used to find out Multi-Dimensional Challenges of Prospective Teachers. This tool provides a broad perspective on Multi-Dimensional Challenges and is one of the most well-established and well researched standardized tools for Challenges encountered. This scale consists of 50 items with 5 dimensions.

iv. **Establishing Reliability and Validity of Multi-Dimensional Challenges Inventory**

The reliability of the tool was to be 0.84, indicating the high reliability of the tool. The intrinsic validity of Multi Dimensional Challenges Inventory was found to be 0.917, showing that the tool is highly valid.

9. Analysis Techniques of Data

The collected data analysed using statistical techniques, 1) Percentile analysis, 2) Descriptive analysis, the details of which are given in the following tables.

Result and interpretation of data

Null Hypothesis – I

The levels of Challenges Encountered along with its dimensions among the First and Subsequent Generation Prospective Teachers are moderate in nature.

Table 1: Showing the Levels of Challenges Encountered along with its Dimensions among the First and Subsequent Generation Prospective Teachers

Challenges Encountered and its dimensions		Low		Moderate		High	
		N	%	N	%	N	%
Financial Challenges	**First Generation**	185	23.57	443	56.43	157	20

	Subsequent Generation	17	7.56	112	49.78	43	19.11
Familial Challenges	**First Generation**	286	36.43	372	47.38	127	16.17
	Subsequent Generation	98	43.56	87	38.67	40	17.78
Social Challenges	**First Generation**	248	31.59	383	48.78	154	19.61
	Subsequent Generation	95	42.22	84	37.33	46	20.44
Educational Challenges	**First Generation**	276	35.15	376	47.89	133	16.94
	Subsequent Generation	79	35.11	102	45.33	44	19.56
Peer group Challenges	**First Generation**	387	49.29	260	33.12	138	17.57
	Subsequent Generation	112	49.78	69	30.67	44	19.56
Overall	**First Generation**	**101**	**12.86**	**546**	**69.55**	**138**	**17.57**
	Subsequent Generation	**21**	**9.34**	**162**	**72**	**42**	**18.67**

From the above table, it is inferred that 12.86% of the First Generation Prospective Teachers have low, 69.55% of them have moderate and 17.57% of them have high level Challenges Encountered. Similarly, 9.34% of the Subsequent Generation Prospective Teachers have low, 72% of them have moderate and 18.67% of them have high level Challenges Encountered.

Hence, Hypothesis – 1 stating that "The levels of Challenges Encountered along with its dimensions among the First and Subsequent Generation Prospective Teachers are moderate in nature" is partially verified.

Null Hypothesis – II (i)

There is no significant difference in the mean scores of Challenges Encountered along with its dimensions among the First and Subsequent Generation Prospective Teachers.

Table 2: Showing the significance of the difference in the Mean Scores of Challenges Encountered along with its dimensions among the First and Subsequent Generation Prospective Teachers

Challenges Encountered and its dimensions	Generation	N	Mean	SD	't' value	P value
Financial Challenges	**First**	785	8.32	6.115	3.798	0.000**
	Subsequent	225	6.56	6.158		

Familial Challenges	**First**	785	5.51	6.018	2.093	0.037*
	Subsequent	225	4.57	5.675		
Social Challenges	**First**	785	5.93	5.913	2.123	0.034*
	Subsequent	225	4.99	5.708		
Educational Challenges	**First**	785	5.30	5.785	0.537	0.592
	Subsequent	225	5.07	5.474		
Peer group Challenges	**First**	785	4.40	5.817	0.571	0.568
	Subsequent	225	4.16	5.524		
Overall	**First**	785	29.47	25.448	2.155	0.031*
	Subsequent	225	25.35	24.768		

* Indicates that 0.05 level
** Indicates that 0.01 level

From the above table, it is inferred that the calculated 't' values are greater than the table value, leading to statistically significant at 0.01/0.05 level in all cases, except educational and peer group challenges. So, there is significant difference in the mean scores of all Challenges Encountered, except Educational and Peer group challenges among the First and Subsequent Generation prospective teachers. Moreover, the First-Generation prospective teachers are found better in their Challenges Encountered and in the dimensions, such as financial challenges, familial challenges and social challenges than the subsequent generation prospective teachers.

Hence, Hypothesis – II(i) stating that "There is no significant difference in the mean scores of Challenges Encountered along with its dimensions among the first and subsequent generation prospective teachers" is partially verified.

Null Hypothesis – II (ii)

There is no significant difference in the mean scores of Challenges Encountered along with its dimensions among the First and Subsequent Generation Prospective Teachers hailing from Nuclear Family.

Table 3: Showing the significance of the difference in the Mean Scores of Challenges Encountered along with its dimensions among the First and Subsequent Generation Prospective Teachers hailing from Nuclear Family

Challenges Encountered and its dimensions	Generation	N	Mean	SD	't' value	P value
Financial Challenges	**First**	552	7.87	6.160	3.946	0.000**

	Subsequent	161	5.71	5.828		
Familial Challenges	**First**	552	5.09	5.944	2.077	0.038*
	Subsequent	161	4.01	5.353		
Social Challenges	**First**	552	5.57	5.836	2.636	0.009**
	Subsequent	161	4.22	5.248		
Educational Challenges	**First**	552	4.90	5.774	0.004	0.997
	Subsequent	161	4.90	5.450		
Peer group Challenges	**First**	552	4.01	5.674	0.865	0.387
	Subsequent	161	3.58	5.288		
Overall	**First**	552	27.43	25.248	2.256	0.024*
	Subsequent	161	22.42	23.220		

*** Indicates that 0.05 level**
**** Indicates that 0.01 level**

From the above table, it is inferred that the calculated 't' values are greater than the table value, leading to statistically significant at 0.01/0.05 level in all cases, except educational and peer group challenges. So, there is significant difference in the mean scores of Challenges Encountered and its dimensions, except educational and peer group challenges among the First and Subsequent generation prospective teachers hailing from nuclear family. Moreover, the First generation prospective teachers hailing from nuclear family are found better in their Challenges Encountered and its dimensions namely, financial, familial and social challenges than the Subsequent generation prospective teachers hailing from nuclear family.

Hence, Hypothesis – (iii) stating that "There is no significant difference in the mean scores of Challenges Encountered along with its dimensions among the first and subsequent generation prospective teachers hailing from nuclear family" is partially verified.

Null Hypothesis – II (iii)

There is no significant difference in the mean scores of Challenges Encountered along with its dimensions among the First and Subsequent Generation Prospective Teachers hailing from Joint Family.

Table 4: Showing the significance of the difference in the Mean Scores of Challenges Encountered along with its dimensions among the First and Subsequent Generation Prospective Teachers hailing from Joint Family

Challenges Encountered and its dimensions	Generation	N	Mean	SD	't' value	P value
Financial Challenges	**First**	233	9.41	5.878	0.830	0.407
	Subsequent	64	8.70	6.487		

Familial Challenges	**First**	233	6.49	6.093	0.607	0.544
	Subsequent	64	5.97	6.241		
Social Challenges	**First**	233	6.79	6.019	0.154	0.878
	Subsequent	64	6.92	6.370		
Educational Challenges	**First**	233	6.26	5.712	0.951	0.343
	Subsequent	64	5.50	5.552		
Peer group Challenges	**First**	233	5.33	6.053	0.323	0.747
	Subsequent	64	5.61	5.873		
Overall	**First**	233	34.29	25.324	0.437	0.663
	Subsequent	64	32.70	27.112		

From the above table, it is inferred that the calculated 't' values are lesser than the table value, leading to statistically insignificant in all cases. Hence, the null hypothesis is accepted. So, there is no significant difference in the mean scores of Challenges Encountered and its dimensions, among the First and Subsequent generation prospective teachers hailing from joint family.

Hence, Hypothesis – II (iii) stating that "There is no significant difference in the mean scores of Challenges Encountered along with its dimensions among the First and Subsequent generation prospective teachers hailing from joint family" is accepted.

10. Findings of the study

1. a) The levels of Challenges Encountered and its dimensions, namely, financial challenges and educational challenges are moderate in nature among the First and Subsequent generation prospective teachers.

   b) In the case of familial and social challenges the levels of Challenges Encountered are moderate in nature among the First generation prospective teachers. Whereas, these levels are low among the Subsequent generation prospective teachers.

   c) The levels of peer group challenges among the First and Subsequent generation prospective teachers are low in nature.
2. The First-Generation prospective teachers are found higher in their Challenges Encountered and, in the dimensions, such as financial challenges, familial challenges and social challenges than the Subsequent generation prospective teachers.
3. The First generation prospective teachers hailing from nuclear family are found higher in their Challenges Encountered and its dimensions namely, financial, familial and social challenges than the Subsequent generation prospective teachers hailing from nuclear family.
4. There is no significant difference in the mean scores of Challenges Encountered and its dimensions, among the First and Subsequent generation prospective teachers with regard to hailing from joint family separately.

11. Discussion and Educational Implications of the study

The First-generation prospective teachers hailing from nuclear families are found higher in their Challenges Encountered and its dimensions namely, financial, familial, and social challenges than the Subsequent generation prospective teachers hailing from nuclear families. This is the reason that the first

generation prospective teachers might find difficult to purchase college materials and things for preparing TLMs and other activities. They would be unable to pay the fee on time, if they don't get the scholarship. So, In the two years of training in B.Ed. college, some useful graft work, entrepreneurship could be taught, they would be economically stable.

From the findings, it is strongly understood that the first generation prospective teachers hailing from nuclear family are found to have higher challenges than the subsequent generation prospective teachers, The present study is obviously finding some useful recommendation and provide some insight into the field of educational research to develop the knowledge about the Challenges Encountered by the first and subsequent generation prospective teachers.

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