



# TRAINING NEEDS OF STUDENT-TEACHERS ON INTEGRATIVE PEDAGOGY

<sup>1</sup> Ms. Diptimayee Senapati, <sup>2</sup> Dr. Bikali Charan Das

<sup>1</sup> P.G. Student, <sup>2</sup> Asst. Professor

<sup>1</sup>, Department of Education, Ravenshaw University, Cuttack, Odisha, India

<sup>2</sup> Department of Education, Ravenshaw University, Cuttack, Odisha

*Abstract: Integrative approach encourages learner-centered approaches, enhances communication skills; facilitates the inclusion of real-life situations; encourages more collaboration in the planning of skills-oriented activities; gives students/teachers a holistic approach to teaching and learning; and eradicates barriers between teachers and students. This paper highlights on identifying the training needs of student-teachers on integrative pedagogy. The present study followed descriptive survey method. A total of 100 sample student teachers were selected from the student teachers' population of four-year integrated B.Ed. programme and two-year B.Ed. programme of four institutions in Odisha. The self-developed scale was used for data collection. The percentage analysis was used for analysis and interpretation of the data. The study found that the integrative pedagogical practices of ability, to introduce a lesson by demonstrating digital story telling /any other learning situations, to engage students in multimedia learning files sent through digital platforms like-WhatsApp, mail, telegram, Facebook etc.in learning basic concepts and principles, a half (50%) of students have been identified as fully competent. A few number (37%) of students have declared their full competency towards the integrative pedagogical practices of ability, to organize students learning process connecting to learning outcomes, to facilitate/ encourage critical question, followed by reinforcement in placing learning within meaningful and problem-solving context, to organize/manage discussion sessions where students reflect logically beyond the content and context for understanding the concept better, to integrate different kinds of pedagogical practices and technological supported learning materials to help students in achieving learning outcomes, to develop reflective and critical approach (observes, gives feedback, evaluates and develops) to teaching, learning and pedagogical development work, to create self-organized learning environment on own by using internet-based learning resources and environment. The study has seminal implications for student teachers, teacher educators, pre-service and also for in-service training programmes for prospective and in-service teachers respectively.*

**Keywords: Integrative Pedagogy, Training Need, Student-teacher**

## I. Introduction

Training needs refers to a process for addressing needs, or gaps of the student-teachers about the integrative pedagogy. It is the need of the student-teachers to enhance their proficiency and to work upon the deficiency for improvement in the acquisition of integrative pedagogy. However, the study conducted by Gould, Kelly, White, and Chidgey (2003) on “Training needs analysis. A literature review and reappraisal” resulted in the development of a model which could be used to evaluate the effectiveness of the process and outcomes of future training needs analysis initiatives. Similarly, Bansal and Tripathi (2017) found that Training needs analysis looks at each aspect of an operational domain so that the initial skills, concepts and attitudes of the human elements of a system can be effectively identified and appropriate training can be specified. Further, Ganel, Sario and Guiab (2017) revealed that teachers need professional training on 21st century pedagogical skills such as: content knowledge, use of ICT, strategies for developing critical and creative thinking, and research-based knowledge and principles in teaching and learning. Similarly, the findings of the study conducted by Corpuz show that there’s no significant difference among all department/colleges when it comes to perceived need while when grouped according to years in the teaching profession and educational background, there’s a significant difference between the means of the group when one looks at the variables used for continuing education. Further, Ogba, Ugodulunwa, and Igu recommended that periodical training should be given to both teachers and administrators. The training will enable teachers to be more committed in an inclusive education class while administrators will gain more knowledge and skills to manage inclusive education.

## II. Research Question of the Study

The study was conducted to find out the answers to the question “What are the training needs of student-teachers on integrative pedagogy?”

## III. Objective of the Study

The study was undertaken with the objective “To identify the training needs of student-teachers on integrative pedagogy”.

## IV. Methodology

The investigators employed descriptive survey method to carry out the study so as to answer the research question and fulfill the objective of the study.

### *Population and Sample*

All the student-teachers pursuing 4-year integrated B.Ed. course (8<sup>th</sup> sem.) & two-year B.Ed. course (4<sup>th</sup> sem.) in state of Odisha are considered as the population of the study. The sample comprised of 100 student-teachers drawn randomly from 4 institution i.e., Ravenshaw University, Cuttack (35), SCS Autonomous College, Puri (31), (4-year integrated B.Ed. Course), Utkal University, BBSR (17), College of Teacher Education, Sundargarh (17) (two-year B.Ed. Course) as sample.

### *Tool Used*

According to the objective of the study, the investigators developed the 3 point training needs scale based on the literature review and used it for collection of data.

## V. Analysis and Interpretation

The collected data were analyzed categorically with the help of percentage analysis as follows:

### **Training needs of student-teachers on integrative pedagogy pursuing 4 year Integrated B.Ed. course.**

- In the integrative pedagogical practices of ability, to introduce a lesson by demonstrating digital story telling /any other learning situations, engage students in multimedia learning files sent through digital platforms like-WhatsApp, mail, telegram, Facebook etc.in learning basic concepts and principles, a substantial number (40%) of students have been identified as fully competent.
- A few number of student-teachers (25%) have expressed their full competency towards the integrative pedagogical practices of ability to organize students learning process connecting to learning outcomes, to facilitate/encourage critical question, followed by reinforcement in placing learning within meaningful and problem-solving context, to organize/manage discussion sessions where students will reflect logically beyond the content and context for understanding the concept better, to integrate different kinds of pedagogical practices and technological supported learning materials to help students in achieving learning outcomes, to develop reflective and critical approach (observes, gives feedback, evaluates and develops) to teaching, learning and pedagogical development work, to create self-organized learning environment on my own by using internet-based learning resources and environment.

### **Training needs of student-teachers on integrative pedagogy pursuing Two-year B.Ed. course**

- A large number (60%) of student-teachers have reported their full competency towards the integrative pedagogical practices of ability, to introduce a lesson by demonstrating digital story telling/any other learning situations, to facilitate/encourage critical question, followed by reinforcement in placing learning within meaningful and problem-solving context, to engage students in multimedia learning files sent through digital platforms like: WhatsApp, mail, telegram, Facebook etc.in learning basic concepts and principles, to organize/manage discussion sessions where students will reflect logically beyond the content and context for understanding the concept better.
- In the integrative pedagogical practices of ability, to organize students learning process connecting to learning outcomes, to integrate different kinds of pedagogical practices and technological supported learning materials to help students in achieving learning outcomes, ability to develop reflective and critical approach (observes, gives feedback, evaluates and develops) to teaching, learning and pedagogical development work, to create self-organized learning environment on my own by using internet-based learning resources and environment, a substantial number (37%) of student-teachers have been identified as fully competent.

**Table-1: Training needs of student-teachers on integrative pedagogy (in percent)**

NAT- Need Advanced Training, NBT-Need Basic Training, NNT- No Need Training

Sl. No	Statement	Need Assessment			
		NAT	NBT	NNT	Total
1	I have the ability to organize students learning process connecting to learning outcomes.	64	9	27	100
2	I have the ability to introduce a lesson by demonstrating digital story telling /any other learning situations.	29	21	50	100
3	I have the ability to facilitate/ encourage critical question, followed by reinforcement in placing learning within meaningful and problem-solving context.	39	22	39	100
4	I have the ability to engage students in multimedia learning files sent through digital platforms like-WhatsApp, mail, telegram, Facebook etc.in learning basic concepts and principles.	25	26	49	100
5	I have the ability to organize/manage discussion sessions where students will reflect logically beyond the content and context for understanding the concept better.	40	22	38	100
6	I have ability to facilitate learners in different kinds of interactive experiential learning pedagogical practices.	37	34	29	100
7	I am able to integrate different kinds of pedagogical practices and technological supported learning materials to help students in achieving learning outcomes.	51	18	31	100
8	I am able to guide student groups using different formative assessment technical tools like-Edu puzzle, explain everything, google classroom question tool.	45	28	27	100
9	I recognize my own strength related to different pedagogical and technical skill as a teacher.	38	15	47	100
10	I have the ability to engage learners in practical experience through learning by doing.	38	10	52	100
11	I have ability to develop reflective and critical approach (observes, gives feedback, evaluates and develops) to teaching, learning and pedagogical development work.	36	38	26	100
12	I am able to create a conducive learning environment while using integrative pedagogical approach.	44	34	22	100
13	I have the ability to create self-organized learning environment on my own by using internet-based learning resources and environment.	39	26	35	100
14	I have the ability to encourage student learning through project work	39	18	43	100
<b>Total</b>		<b>40.28</b>	<b>22.92</b>	<b>36.78</b>	<b>100</b>

It is evident from table -1 that, maximum student teachers need advanced training of integrative pedagogy. Out of 100 student-teachers, majority (64%) of the student-teachers are wanting NAT, 9% student teachers are wanting NBT, and 27% student teachers are wanting NNT to organize students learning process connecting to learning outcomes.

- A half of the student-teachers (50%) are viewed that NNT, 29% student teachers are wanting NAT, and few student-teachers (21%) are wanting NBT to introduce a lesson by demonstrating digital



story telling /any other learning situations. Some student-teachers (39%) are wanting NAT, 39% student-teachers viewed NNT, and some student-teachers (22%) are wanting NBT to facilitate/encourage critical question, followed by reinforcement in placing learning within meaningful and problem-solving context.

- A substantial number (49%) of student-teachers have reported NNT, 26% student-teachers needed NBT, and 25% student teachers are wanting NAT to engage students in multimedia learning files sent through digital platforms like- WhatsApp, mail, telegram, Facebook etc.in learning basic concepts and principles. Most of the student-teachers (40%) want NAT, 38% student- teachers have viewed NNT, and some student-teachers (22%) want NBT to organize/manage discussion sessions where students will reflect logically beyond the content and context for understanding the concept better. However, 37% student-teachers are wanting NAT, 34% student-teachers are wanting NBT, and 29% student teachers have viewed NNT to facilitate learners in different kinds of interactive experiential learning pedagogical practices.
- A half (51%) of the student teachers are wanting NAT,18% student teachers are wanting NBT, and 31% student teachers are wanting NNT to integrate different kinds of pedagogical practices and technological supported learning materials to help students in achieving learning outcomes. Most of the student-teachers (45%) viewed that NAT, 28% student-teachers are wanting NBT, and few student-teachers (27%) are wanting NNT to guide student groups using different formative assessment technical tools like-Edu puzzle, explain everything, google classroom question tool. Some student-teachers (38%) are wanting NAT,15% student teachers viewed NBT, and some student teachers (47%) are wanting NNT to recognize own strength related to different pedagogical and technical skill as a teacher.
- Majority (52%) of the student teachers viewed NNT, 10% student teachers want NBT, and 38% student teachers wanted NAT to engage learners in practical experience through learning by doing. Most of the student-teachers (36%) are wanting NAT,38% student- teachers are viewed NBT, and some student-teachers (26%) are wanting NNT to develop reflective and critical approach (observes, gives feedback, evaluates and develops) to teaching, learning and pedagogical development work. Whereas, 44% student-teachers are wanting NAT, 34% student-teachers are wanting NBT, and 22% student-teachers viewed NNT to create a conducive learning environment while using integrative pedagogical approach. Further, 39% student-teachers are wanting NAT,26% student- teachers are wanting NBT, and 35% student teachers are wanting NNT to create self-organized learning environment on own by using internet-based learning resources and environment.
- Most of the student-teachers (43%) have viewed that NNT, 39% student-teachers are wanting NAT, and few student-teachers (18%) are wanting NBT to encourage student learning through project work.
- A substantial number of student-teachers (40.28%) need advanced training on development of ‘ability to organize students learning process connecting to learning outcomes; ability to introduce a lesson by demonstrating digital story telling/any other learning situations; ability to

facilitate/encourage critical question, followed by reinforcement in placing learning within meaningful and problem-solving context; ability to engage students in multimedia learning files sent through digital platforms like- WhatsApp, mail, telegram, Facebook etc.in learning basic concepts and principles; ability to organize/manage discussion sessions where students will reflect logically beyond the content and context for understanding the concept better; ability to facilitate learners in different kinds of interactive experiential learning pedagogical practices; able to integrate different kinds of pedagogical practices and technological supported learning materials to help students in achieving learning outcomes; able to guide student groups using different formative assessment technical tools like-Edu puzzle, explain everything, google classroom question tool; recognize my own strength related to different pedagogical and technical skill as a teacher; ability to engage learners in practical experience through learning by doing; ability to develop reflective and critical approach (observes, gives feedback, evaluates and develops) to teaching, learning and pedagogical development work; able to create a conducive learning environment while using integrative pedagogical approach; ability to create self-organized learning environment on my own by using internet-based learning resources and environment; ability to encourage student learning through project work.

- Whereas, A few number of student teachers (22.92%) need basic training on development of ‘ability to organize students learning process connecting to learning outcomes; ability to introduce a lesson by demonstrating digital story telling /any other learning situations; ability to facilitate/encourage critical question, followed by reinforcement in placing learning within meaningful and problem-solving context; ability to engage students in multimedia learning files sent through digital platforms like- WhatsApp, mail, telegram, Facebook etc.in learning basic concepts and principles; ability to organize/manage discussion sessions where students will reflect logically beyond the content and context for understanding the concept better; ability to facilitate learners in different kinds of interactive experiential learning pedagogical practices; able to integrate different kinds of pedagogical practices and technological supported learning materials to help students in achieving learning outcomes; able to guide student groups using different formative assessment technical tools like-Edu puzzle, explain everything, google classroom question tool; recognize my own strength related to different pedagogical and technical skill as a teacher; ability to engage learners in practical experience through learning by doing; ability to develop reflective and critical approach (observes, gives feedback, evaluates and develops) to teaching, learning and pedagogical development work; able to create a conducive learning environment while using integrative pedagogical approach; ability to create self-organized learning environment on my own by using internet-based learning resources and environment; ability to encourage student learning through project work.
- Whereas, A substantial number of student-teachers (36.78%) need no training on development of ‘ability to organize students learning process connecting to learning outcomes; ability to introduce a lesson by demonstrating digital story telling /any other learning situations; ability to facilitate/encourage critical question, followed by reinforcement in placing learning within meaningful and

problem-solving context; ability to engage students in multimedia learning files sent through digital platforms like- WhatsApp, mail, telegram, Facebook etc.in learning basic concepts and principles; ability to organize/manage discussion sessions where students will reflect logically beyond the content and context for understanding the concept better; ability to facilitate learners in different kinds of interactive experiential learning pedagogical practices; able to integrate different kinds of pedagogical practices and technological supported learning materials to help students in achieving learning outcomes; able to guide student groups using different formative assessment technical tools like-Edu puzzle, explain everything, google classroom question tool; recognize my own strength related to different pedagogical and technical skill as a teacher; ability to engage learners in practical experience through learning by doing; ability to develop reflective and critical approach (observes, gives feedback, evaluates and develops) to teaching, learning and pedagogical development work; able to create a conducive learning environment while using integrative pedagogical approach; ability to create self-organized learning environment on my own by using internet-based learning resources and environment; ability to encourage student learning through project work.

## VI. Conclusion

Only 37% of student-teachers have reported their full competency towards the integrative pedagogical practices of ability to organize students learning process connecting to learning outcomes, to facilitate/encourage critical question, followed by reinforcement in placing learning within meaningful and problem-solving context, to organize/manage discussion sessions where students could reflect logically beyond the content and context for understanding the concept better. Hence, necessary steps need to be taken to increase the number in this area of training of student-teachers in achieving learning outcomes.

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