

5-2013

“Miss, I Am Not Being Fully Prepared”: Student - Teachers’ Concerns About Their Preparation at a Teacher Training Institution in Jamaica

Carmel G. Roofe
University of Technology, Jamaica

Paul Miller
University of Technology, Jamaica

Follow this and additional works at: <https://ro.ecu.edu.au/ajte>



Part of the [Curriculum and Instruction Commons](#), [Higher Education and Teaching Commons](#), and the [Other Teacher Education and Professional Development Commons](#)

Recommended Citation

Roofe, C. G., & Miller, P. (2013). “Miss, I Am Not Being Fully Prepared”: Student - Teachers’ Concerns About Their Preparation at a Teacher Training Institution in Jamaica. *Australian Journal of Teacher Education*, 38(5).
<http://dx.doi.org/10.14221/ajte.2013v38n5.5>

This Journal Article is posted at Research Online.
<https://ro.ecu.edu.au/ajte/vol38/iss5/1>

“Miss, I Am Not Being Fully Prepared”: Student - Teachers’ Concerns About Their Preparation at a Teacher Training Institution in Jamaica

Carmel G. Roofe
Paul Miller
University of Technology
Jamaica

Abstract: The issue of teacher preparation continues to occupy academic discourse relating to student outcomes and student achievement (Stronge, Ward & Grant, 2011). Research has supported the view that there is an inextricable connection between student outcomes, quality of teaching and teachers, and teacher preparation (Darling-Hammond 2005; Grover 2002). Similarly, theories about students’ self efficacy beliefs (e.g. Bandura, 1977; Dweck, 2000) and Institutional Habitus (Bourdieu, 1977) have been advanced in relation to students’ study experience, motivation and coping mechanisms. Using data from a focus group comprising 30 third year students enrolled in a four year teacher training programme in Jamaica, this paper discusses student-teachers’ concerns about their training. The main findings from this small scale exploratory study indicated that student teachers’ concerns were about the quality of teaching and teachers, curriculum organisation, content and delivery, and resources.

Introduction

The issue of teacher preparation continues to occupy academic discourse relating to student outcomes and student achievement (Stronge, Ward & Grant, 2011). As suggested by Darling-Hammond (2005) and Grover (2002) there seem to be an inextricable link between student outcomes, quality of teaching and teachers and teacher preparation. Consequently, there have been calls and recommendations for reforms in the way student teachers are prepared for their role of teaching (Darling-Hammond, 2000; Davis, Williams, Griffin, 2003; Futrell, 2010). Though there seems to be consensus on the need for reform in the way teachers are prepared, there seems to be a lack of consensus on the aims of teacher preparation and how teacher preparation programmes should be structured (OECD, 2011). This is particularly important given the changing clientele entering teacher training programmes. That is, as more students from different backgrounds, ethnicities and other discernible differences enter the primary, secondary and tertiary education systems, there is greater need for those who teach them to be better prepared to serve these publics. As the need for reform remains and the student population becomes more diverse the challenge facing teacher preparation is how best to design teaching in preparing teachers to manoeuvre the diverse needs of the classroom. (Causey, Thomas, Armento, 2000). Understandably, teacher preparation programmes are usually viewed in terms of the quality of their outcomes; the teachers (Harvey 2006). These outcomes may be viewed in relation to value for money, fitness for purpose, and quality as transforming (Biggs 2001).

In Jamaica, teacher preparation programmes are provided through three or four year undergraduate programmes in universities or teachers' colleges. This preparation entails student teachers exposure to foundational education, content and pedagogical knowledge and supervised field practice (Kosnik & Beck, 2009). According to the Joint Board of Teacher Education (2012), teacher training in Jamaica is geared towards producing teachers who will demonstrate knowledge and understanding of their teaching subjects; appropriate pedagogical expertise and an understanding of their role as teachers. In order for student teachers to take their place as leaders in the Jamaican society (Vision 2030 Jamaica: national Development Plan), their preparation must provide them with quality educational experiences. As outlined by the Education Minister, Honourable Ronnie Thwaites (2012) teachers are expected to play a greater role in transforming education to ensure the next generation is adequately equipped to engage in national development.

To meet these expectations the teacher training institution in this study offers a 4 year teacher training degree programme to suitably qualified individuals. This programme prepares student teachers for teaching at the secondary level. Prior to admission, prospective student teachers are allowed to choose one of three technical education specializations in: Business Studies, Family & Consumer Studies or Industrial Technology. In addition to each specialised path, all student teachers must take pedagogical courses. The intent of this paper is to discuss the concerns of a group of student- teachers as they pursue this 4 year degree programme. Through a combination of theories such as Self-Efficacy and Institutional Habitus underpinned primarily by the works of Bandura (1977), Dweck (2000), Bourdieu (1977) and Mackie (2001) this paper discusses the concerns of student teachers about their preparation for teaching.

Theoretical Framework

Self-Efficacy

Theories regarding motivational behaviour often fall into two categories: those which focus on the effect of the environment on an individual's learning (for example stimulus–response theory) and those which emphasise internal factors in relation to a student's academic success or failure (Bandura's self-efficacy theory, 1977). Bandura's works have been centred on his social cognitive theory which views individuals as proactive, self-reflective decision makers who learn through observing others within the context of social interactions and experiences rather than organisms reacting to external forces. Fundamental to social cognitive theory is the notion of self-efficacy beliefs, which have been defined in a variety of ways but are predominantly linked to an individual's belief in his/her capability in relation to assigned tasks and often influenced by past mastery experiences (Dweck, 2000).

As Bandura (1986) explains, self-efficacy beliefs are 'people's judgements of their capabilities to organise and execute courses of action required to attain designated types of performances' (p.391) – thus, an individual's capabilities in a given situation. These beliefs provide the basis for motivation in all aspects of life, specifically with regard to one's goals and ambitions.

Within the context of teacher preparation, self-efficacy refers to student teachers' beliefs about their capabilities to execute teaching which translates to teacher efficacy (Tschannen-Moran, Hoy & Hoy, 1998). According to Bandura (1993) teachers beliefs in their personal self-efficacy to motivate and promote learning affect the types of academic environments they create and the level of academic achievement of their students. Consequently the presence of positive self-efficacy could have lasting benefits for an education system while the absence of positive

self-efficacy could have a negative impact (Hayes, 2008). As expressed by Pajares (2002), the theory of self-efficacy is very important for teacher preparation programmes as it has proven to be a more consistent predictor of behavioural outcomes.

Additionally Dweck's work on self theories (2000), into how individuals develop beliefs about themselves and their abilities, serves as a guide in understanding behaviours students may exhibit about themselves. Dweck proposes that two types of behaviour are exhibited by individuals. These are described as (i) people who hold an entity view about themselves and (ii) people who hold an incremental view. She believes that these theories help to explain why some students are motivated to work harder, put themselves into academically challenging situations and are more resilient in their studies whilst others employ a 'learned helplessness' approach (Seligman, 1975).

Bandura (1986) suggested that those who hold an entity view consider intelligence as a fixed entity so that students with this view will see their ability to change the outcome of a task to be limited, regardless of the effort and work they put in. Those with an incremental view see intelligence as malleable and fluid. These students are likely to be less motivated by the outcome of the goal and more so by the process of learning and the challenge of undertaking the goal itself. These individuals are more likely to see their effort and hard work as a determinant of their achievement of the outcome of the task.

Those holding an entity theory view are therefore more vulnerable to adopting a learned helplessness approach, believing that a situation is beyond their control and therefore they give up. Common comments by those with this approach include, 'there's nothing I could have done', or 'there's no point in trying as I'm rubbish at that' (Dweck, 2000).

Learned helplessness is a concept coined by Seligman (1975) in his research concerning the behaviour of animals when undergoing shock treatment. In his experiments, the behaviour of caged dogs was examined when shocks were given for attempting to escape from their confinement. Later, the dogs were provided with a way out but made no attempts to escape due to the consequences of previous escape attempts (electric shocks). Seligman concluded that they had learned helplessness. In its simplest form Meek (2009) defines learned helplessness as a psychological state where people feel powerless to change their self or situation. This is primarily caused when people attribute negative things in life to internal, stable and global factors.

Failure is viewed differently by those holding an incremental approach. These individuals are more likely to adopt a master-oriented approach to challenges and are likely to increase their efforts (engagement in activities, time spent on a task, etc) in order to achieve the desired outcome. These individuals acknowledge effort in tasks and believe that through determination and increased learning and strategy development their intelligence will be increased and the challenge will be mastered (Dweck, 2000). Therefore, according to Bandura's theory, people with high self-efficacy – that is, those who believe they can perform well – are more likely to view a difficult task as something to be mastered rather than something to be avoided.

Strongly tied in to motivational factors and self-efficacy beliefs is Rotter's theory of locus of control (1966) which suggests that individuals attribute outcomes to external or internal factors. How individuals view their academic outcomes and how they attribute their successes and failures heavily influences their self concepts and motivation (Silverman & Casazza, 2000). People with a strong internal locus of control believe the responsibility for a positive outcome lies within them, whilst those with an external locus of control view their outcomes as controlled by outside forces of luck and chance. They see themselves as virtually powerless to influence the outcome of their learning. It is, therefore, necessary to implicitly and explicitly assess the nature

of motivation and self-efficacy as perceived factors that could influence withdrawal from a programme (Nilsen, 2009).

Institutional Habitus

Bourdieu's (1977) notion of habitus is inherently linked to his concepts of 'field' and 'capital', and these have some relevance to the issues being discussed in this paper. Institutional habitus as a concept has become increasingly common in educational literature over the past decade (Thomas, 2002; Reay, Crozier & Clayton, 2009; Reay, 2001), with the concept of institutional habit gaining a clearer unified understanding. Bourdieu's (Robbins, 1993) understanding of habitus is clearly intertwined with his notion of field, capital (particularly cultural capital), structure and agency and he describes habitus to be 'a power of adaptation', which constantly performs an adaptation to the outside world, which only occasionally takes the form of 'radical conversion' (ibid, p.78). Capital, as Bourdieu describes (1986, p.242) takes three forms, economic, cultural and social and it is the distribution of capital within individuals that determined their chance of success.

Habitus is a fluid concept, with individuals embodying their own habitus, which is primarily gained from socialisation from family – primarily parents – schooling and the social grouping in which they feature and with which they interact. Although cultural capital may be acquired, it stems from habitus connecting past and present (Bourdieu & Wacquant, 1977) Describing Reay's earlier works on this concept (1998) Reay et al. (2009) propose habitus to be "a dynamic concept, a rich interlacing of past and present, individual and collective" (p.1). In other words, it is a complex interplay of past experiences producing action in day-to-day life, featuring the norms and culture of the habitus to which the individual is accustomed and the social context in which they feature.

Bourdieu (1990) suggests that much of the time those actions tend to be reproductive rather than transformative. Habitus is not merely constructed by the family but also by an individual's interactions (Gorder, 1980) and the class to which the individual belongs (King, 2005). This concept has been identified within this research study as we believe it plays a role in the individual's ability to adapt and perform within the context and setting of higher education. For some students the adaptation into higher education may be relatively minor, as they hold the cultural capital seen of value within that context. For others, the transition may be far greater, having to adapt or acquire the capital in order to succeed or persist. As habitus is a fluid concept, it can change in light of the experiences of the individual, the circles in which they move and through immersion into a society or culture which holds differing habitus. By doing so, an individual's position within the 'field' and the cultural capital he/she has to offer can also change (Harker, 1990). Institutional habitus refers to the values, norms and practices of a cultural or social group that are embodied within an institution (Reay et al., 2009; 2001).

The work of Bourdieu and Reay can be linked to Mackie's (2001) exploration of student decision. Based on her study of students at a Higher Education Institutions (HEIs) she identified a number of factors acting as enablers and constraints to student progression at university. These factors are outlined in Table 1.

Factor	Enablers	Constraints
Social	Feeling belonging and participating in university social life.	Lack of friendships formed, little in common with other students, little identification with HEI.
Organisational	Enjoyment of programme, confident in studies, perceptions of progressing, identification with the HEI.	Dislike of course content, confused about academic processes, ineffective pastoral care, mass HE seen as unhelpful.
External factors	Finance (encompassing employment), accommodation, feeling independent and in control.	Problems caused by these factors.
Individual factors	Students feeling in control, expectations are met, persistence is present.	Homesickness, doubts about course, influence from others (e.g. parents) is important.

Source: Mackie, 2001

Table 1: Enablers and Constraints Affecting Student Decision-making Process

Methodology

In order to gain an understanding of the concerns student- teachers had (and still have) about their preparation for teaching, a small scale exploratory research approach was employed. This approach is couched in the interpretivist paradigm of qualitative research. The main aim of the study was to ascertain the concerns of a group of student teachers about their training experiences and how their interpretations of these experiences lead them to feel. Data collection was through a focus group comprising 30 student teachers, in the 3rd year of their 4 year teacher training programme. This group represented 20% of the cohort in this year of the programme. The group consisted of 16 males and 14 females from the three programme specialisations. These participants were selected using convenience sampling. Convenience sampling was utilized as these students were timetabled for a curriculum development module with one of the researchers and had previously informally expressed concerns about their programme. As part of the focus group interview each student teacher was asked to record on a sheet of paper the particular concern he or she had about the programme. All entries were anonymous, as was instructed by the researcher present. The focus group session lasted for approximately 45 minutes. The data collection occurred in April of academic year 2011/2012. The data collected were compiled, sorted and grouped in clusters based on similarity of concerns. Each researcher independently assigned themes to the data after which both researchers met to decide on the emergent themes. The procedure of independently assigning themes was carried out to ensure that the themes when selected adequately represented the data.

Findings

From the data, three main themes emerged, relating to how students perceived their preparation: quality of teaching and teachers; curriculum organisation, content and delivery; and resources. These are discussed in turn below.

Quality of Teaching and Teachers

Quality of teaching experiences and the quality of lectures were concerns expressed by the student teachers. The data indicated student-teachers felt that lecturers were not 'up to scratch' on their teaching strategies.

Some lecturers do not spend time passing on the information. There is overload of notes from some lecturers and some of them are not being clear in bringing across their lesson. There is not enough PowerPoint for some courses (Participant 1)

As a prospective teacher I honestly believe that we are not fully prepared to go out in the world of teaching. To support my point I will explain based on a few core modules that are in place to mould us as better teachers but they are certainly not. Instructional Methods in particular taught by Jay. I strongly believe she is not an effective teacher. We are not thoroughly prepared by her. I can also say the same for Instructional Technology. Teachers like these need to be assessed/evaluated and reprimanded for their in-competencies as teachers. I thank you! (Participant 2)

The quality of the lecturers who taught some modules was also a concern for some student teachers.

I have an issue with incompetent lecturers who are not teacher trained and therefore unable to deliver in a way that will get the lesson across (Participant 3)

I have a problem with the lecturers who are not teacher trained. Sometimes they do not deliver the way they expect us to (Participant 4)

One of the major concerns I have with teaching and learning in my department is the specialization of some lectures. I do not feel that most lecturers are specialists in the field in which they are teaching and so it affects learning for us as students. One typical example of this is that a lecturer who is not trained to teach accounting should not be teaching accounting (Participant 5).

Some lecturers are not suited for the area they teach. That is, some lecturers teaching business have no knowledge about business subjects (Participant 6).

The student-teachers had high expectations of the lecturers, given their role as teacher educators. They believed that lecturers who are teacher educators should be quite knowledgeable about how to deliver the content in a curriculum.

Lecturers who are in an education department should be the leaders in bringing across the content of the lesson since they are preparing future teachers. Some lecturers don't spend enough time on difficult subject areas (Participants 7, 25).

Also the lecturers all have a different way of writing learning objectives; there is no uniformity (Participant 6).

Student-teachers also had concerns about the balance between theory and practice as regards what they were being taught.

My concern for teaching and learning is the vacuum in which we are being taught in the faculty. We need to have an integration of the theory and what is happening now in the society (Participant 8).

Our experience is such that new/part time lecturers are left to do as they will at the expense of students. They are not properly oriented. For example some lecturers fail to prepare for class (lack of knowledge of content), content delivery is rushed and

assignments are not properly explained. These lecturers should be assessed and evaluated by senior lecturers so as to ensure that students get their money's worth (Participants 9, 30).

Curriculum Organisation, Content and Delivery

Student-teachers held perceptions about how the curriculum should be structured and what it should entail. They felt their degree programme focused too heavily on content issues and less on pedagogical issues.

One of my concerns in this department is that the courses are more of the area of specialization and less of the teaching aspect. We need longer duration for Education areas. We need to go more in depth in the teaching courses so we would have better outcome in the teaching – practice. Areas such as Instructional Methods, Special Methods, Micro Teaching, and Curriculum Development need more time (Participant 10)

The education courses should be focused more on just as much as the specialized areas. This will ensure student teachers are capable of teaching a class on teaching practice with less error in the lesson plans (Participants 15, 8, 11, 26).

Teachers need to spend more time teaching the content because students are going on teaching practice not knowing/understanding certain subject matter and so they can't transfer knowledge to the students while they are on teaching practice (Participants 1, 12, 24, 28).

In addition to what should be included in the curriculum and how the curriculum should be delivered, student-teachers had specific concerns related to the amount of time allocated to certain modules and how these were timetabled. Some felt more time could be given to teaching and learning on certain modules whereas others felt that too many modules of a particular nature were delivered in the same semester.

Too many practical modules are offered in semester two. They could place or divide the Practical courses evenly throughout the school year (Participants 3, 4, 13).

Too many holidays are in semester two, hence not enough time available to complete our course work (Participants 14, 15, 22, 23).

Teaching practice should not be graded while being taught to students. They could extend practice teaching session from yr 1 – yr 3 (Participants 15 & 9, 19)

I think for this semester (semester two) which is so short the courses should not have an end of semester exam. They should only have course work which is formative instead of a summative end of semester exam (Participant 16).

Resources

Student teachers on any programme normally require materials and equipment to enhance the teaching learning environment. Consequently, those pursuing technical vocational programmes require the use of specialised up-to-date resources in the right quantities and in good working condition. Student-teachers from one specialisation were concerned that the technical equipment such as sewing machines did not work properly while another student was concerned about the lack of exposure to equipment that reflected advancements in technology.

Students need sewing machines that are working properly. The department needs to provide machines for students or ask students to get a machine in order to matriculate. There is a need for more resources in the lab (Participants 6, 18, 21).

My department needs to take advantage of the advancements in Technology to both teach its students and to provide training for its lecturers to use the equipment as a part of their teaching process. Equipment such as interactive white board & Virtual Classroom Software are needed. The Faculty tries its best to get us to make the teaching learning process more interesting for our learners as we go out in the profession. However for us to do this we need to be exposed or at least be taught about the latest educational equipment and Software and how to use them (participant 17).

Students in this same specialisation also felt that it was costly for them to purchase a lot of the resources needed and that it should be the responsibility of the department (*sic*) to assist them with the purchase of same.

Consequently one student noted “all final year students going out on teaching practice should not pay tuition for that semester but should be allowed to use that money to finance themselves where travelling is concerned. Students should be given a book quota” (Participant 20).

Additionally student- teachers were concerned that the teaching practicum was costly in terms of the costs of printing lesson plans, purchasing teaching- learning resources and traveling to the practicum site.

Discussion

Educational quality is a contested field of inquiry viewed in relation to processes or outcomes (Harvey, 2006). Student-teachers in this study were concerned that as prospective teachers they were not being adequately prepared to teach and their lecturers were not providing them with quality learning experiences. This can be linked to their perception of quality, defined by Biggs (2001) as ‘fit for purpose’ as well as the habitus expected of a teacher preparation programme and their institution (Reay et al, 2009). The core function of any teacher preparation programme offered by teacher training institution is to help student teachers construct their teaching identities so that they can offer quality teaching learning experiences to their students (Gore, 2001). If the institutional habitus (Reay et al., 2001; 2005) does not allow for this to happen, student-teachers can experience learned helplessness, the end result of which could be that expected quality outcomes will not materialise. Additionally since student teachers form their identities by modeling behaviours of those who teach them the university needs to examine the placement of staff in relation to those who are trained in pedagogy versus those who are not.

The role of teacher educators is becoming increasingly demanding, based on external changes and inherent professional needs (Ben-Perez 2001). One of the roles of the teacher

educator is to assist students in becoming effective practitioners within their field. However, this can only be achieved if the teacher educator understands his/her role and acquire the necessary competencies needed to effectively guide student-teachers. Findings in this study indicated that student-teachers were concerned about the qualification and competence of some teacher educators. They commented that some teacher educators appeared not to be skilled in their pedagogical approaches and as a result, they questioned their competency to prepare them for their future roles. This concern may translate into student teachers developing an entity view of self (Bandura's 1986). Student teachers may believe that regardless of the efforts they exert in their work, a teacher educator's incompetence may result in poor outcomes for their future roles. Additionally, this concern requires teacher educators to reflect on their practice and address weaknesses where possible (Miller et al, 2011).

Within the field of teacher education, value is placed on the use of social learning (Pajares, 2002), as it is seen to be a more consistent predictor of behavioural outcomes. One of the underlying principles of social cognitive learning is that students learn through a process of proactive, self-reflective observational social experiences. The student-teachers in this study expressed concern about the balance between theory and practice in their teacher preparation programme. They felt that they were not getting enough practice in their preparation for classroom teaching. Practice in teacher preparation is critical as this is what allows the student teacher to interact with lecturers, fellow student teachers and content; engage in proactive decision-making then model observed behaviours (Hollins, 2011). One assumes therefore that this process should translate into positive teacher efficacy (Bandura, 1993).

Creating a balance between students' expectations and institution expectations can be more problematic for some institutions. Student-teachers were concerned that there was not an appropriated balance between the modules offered for their specialisation and those offered for pedagogical underpinnings. Student teachers felt more pedagogical modules would lead to better performance during their field experience (teaching practicum). From interviews, it is clear student teachers saw their performance during practicum as evidence of their ability to teach and also of how they have learnt to teach. The curriculum of any teacher preparation programme is one of the criteria used to judge the quality of the programme. Therefore it must be carefully designed to incorporate all the elements that will contribute to positive outcomes. Students' concerns suggest that the curriculum needs to be designed to allow for their success and to enable them to make a credible contribution to society's future development. This view is supported by some researchers who hold an outcomes-based approach to education (Spady 1988; Harden 1999; Cochran-Smith 2005) and those who judge quality in relation to outcomes (Harvey 2006). This approach is also based on the premise that if the curriculum is designed to achieve clearly defined outcomes then it would increase the likelihood of all students being successful. As a result, this may heavily influence students' self-concept and motivation (Silverman & Casazza, 2000). In our view, a teacher preparation curriculum should have clearly defined outcomes which may then be used to judge its quality.

The curriculum in practice therefore becomes a major component of student-teachers' experience. In reality, it consists of student-teachers' interaction with the human and non-human resources within an institution. Student teachers expressed concern about high workload in semester two coupled with lack of adequate equipment and high cost for practical courses. The researchers are of the view that these concerns may enable or constrain students' decision-making towards success or progression in a programme. According to Mackie (2001) dislike of course content, confusion about academic processes, expectations not met, financial concerns, and not feeling in control are factors that could constrain students' decision-making while the

converse could enable their decisions. These concerns may subsequently form the habitus of the student-teachers towards this institution.

Lack of usage of ICT's in student teacher preparation is another likely influence on the habitus of these student teachers as they begin their initial practice. Student-teachers expressed concern that the lecturers did not properly prepare them using advanced technologies. They noted that the Instructional Technology module was not exposing them to adequate technology and lecturers were not making use of advancements in technology to equip them for teaching. This could lead to minimal integration of technology in their future practice. This concern by the student teachers is aligned with Watson's (2013) view, that despite the rapid technological changes that have taken place, countries within the developing world, including Jamaica, are not equipped to deliver the benefits to their people. This concern also suggests that some student teachers saw benefits to be derived from the use of ICT's in their preparation for classroom teaching and learning. Some researchers also support this view and indicate that ICT's can be used to reduce boredom and monotony in the classroom by adding interest and motivation to learn (Aliya 2002, Virvou, Kationis, Manos, 2005; Rooft-Bowen & Rose, 2012). Lack of usage of ICT in this particular institution's teacher preparation programme is problematic given its technological thrust and the Ministry of Education's thrust to embed ICT in teaching and learning, as set out in the VISION 2030 education sector plan and the National Policy on ICT (Planning Institute of Jamaica, 2010; ICT Task Force, 2007).

Additionally, the 21st century classroom requires teachers who are competent in ICT usage since today's classrooms are filled with students who have been immersed in technology all their lives (Prensky, 2010). If teachers are to be successful in these classrooms they need to be adequately prepared. The module, Instructional Technology, offered to these student teachers is aimed at helping students understand how to design and use instructional materials to create effective teaching learning experiences for their students. These student teachers felt that their exposure was limited. This means reform in technology usage must occur with the teacher educators since they are tasked with the responsibility of designing the curriculum and facilitating lessons (Watson, 2013; Beare, 2001).

Conclusion

Through their concerns, student-teachers in this study have added their voices to the varied perspectives on the quality of their preparation. In this paper, we have used the theories of self-efficacy and institutional habitus to examine and understand these concerns. The data suggested student-teachers genuinely felt they were not being adequately prepared based on the experiences in their teacher preparation programme. It therefore means, that teacher educators and administrators within this institution must seek, where possible, to provide solutions to the concerns expressed by student-teachers. Teacher educators must reconsider how they influence the professional learning of student teachers in preparation for their future roles. This should lead them to reflect on the adequacy of their skills and competencies in preparing student teachers and take actions where necessary. Based on the concerns of these student teachers, the institution must provide continuous professional development for those charged with the responsibility of preparing teachers. This will ensure that teacher educators are equipped with the necessary skills and competencies to influence positive teacher efficacy. If not addressed, these concerns are likely to have negative implications for these student teachers' self-efficacy, locus of control, the perceived habitus of their institution and the dispositions they form towards their chosen profession. An understanding of these issues will help institutions better align their teacher

preparation programmes to achieve positive teacher efficacy which should translate to quality students' outcomes. Further research needs to be undertaken to ascertain teacher educators' responses to these concerns.

The possible ripple effects for the institution itself should also not be ignored for, if students' concerns are not addressed the institution may experience problems in terms of both the retention and recruitment of students. What will attract students in such a context is the quality of teacher preparation programme offered by particular institutions and suitably qualified, skilled and experienced teacher-educators. Once in place each institution will be on its way to positively realise national, school and teacher efficacy goals.

References

- Aliya, S. (2002). The role of computer games in the development of theoretical analysis, flexibility and reflective thinking in children: a longitudinal study. *Journal of Psychophysiology*, 45 (149)
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28 (2), 117-148
- Bandura, A. (1977) Self Efficacy: Toward a Unifying theory of Behavioural Change, *Psychological Review*, 84 (2), 191-215.
- Ben-Peretz, M. (2001). The impossible role of teacher educators in a changing world. *Journal of Teacher Education*, 52 (1), 48-56
- Biggs, J. (2001). The reflective institution: Assuring and enhancing the quality of teaching and learning. *Higher Education*, 4 (3) 221-238. Bandura, A. (1986) *Social foundations of thought and action: A social cognitive theory*, Englewood Cliffs, Prentice-Hall.
- Bourdieu, P. & Wacquant, L. (1992). *An Invitation to Reflexive Sociology*, Chicago: University of Chicago Press.
- Bourdieu, P. (1993) *Sociology in Question*. London, Sage.
- Bourdieu, P. (1977). *Outline of a Theory of Practice*, Cambridge: Cambridge University Press.
- Bourdieu, P. (1997). 'The forms of capital' In AH Halsey, H Lauder, P Brown and AS Wells (Eds) *Education: Culture, Economy and Society*, Oxford: Oxford University Press.
- Dweck, C. (2000). *Self-theories: Their Role in Motivation, Personality, and Development*, Hove: Sussex, Taylor and Francis Group.
- Causey, V.E., Thomas, C.D., B.J, Armento (2000). Cultural diversity is basically a foreign term to me: the challenges of diversity for pre-service teacher education. *Teaching and Teacher Education*. 16, (1), 33-45
- Cochran-Smith, M. (2005). The new teacher education: For better or worse. *Educational Researcher* 34, 3-17
- Darling-Hammond, L. (2000). Reforming Teacher Preparation and Liscensing: debating the Evidence. *Teachers College Record* 102 (1), 28-56
- Davis, M., Williams, S., & Griffin, H. (2003). Teacher education reform:a search for common ground. *Current Issues in Education*. 6 (6). East Carolina University
- Futrell, M. (2010). Transforming teacher education to reform America's P-20 education system. *Journal of Teacher Education*, 6 (5), 432-440
- Gorder, K. (1980) "Understanding School Knowledge: a critical appraisal of Basil Bernstein and Pierre Bourdieu". In D. Robbins (2000) *Pierre Bourdieu Volume II*, London: Sage, 218–233.

- Harvey, L. (2006). Quality in higher education. *Assessment and Evaluation in Higher Education*, 18 (1) 9-34
- Hayes, C. (2008). Teacher efficacy exploring pre-service and beginning teachers' perceptions of preparedness to teach, retrieved February 1, 2013 from <http://www.books.google.com>
- Hollins, E. (2011). Teacher preparation for quality teaching. *Journal of Teacher Education*, 62 (4), 395-409.
- ICT Task Force, (2007). Information and Communication Technology Sector Plan. Retrieved from <http://www.vision2030.gov.jm>
- Joint Board of Teacher Education, (2012). Aims of teacher training. Retrieved from http://www.jbte.edu.jm/cms/regulations/aims_of_teacher_training.aspx
- King, A. (2005). The Habitus Process: A Sociological Conception, *Journal for the Theory of Social Behaviour*, 35 (4), 463-368
- Kosnik, C., & Beck, C. (2009). *Priorities in teacher education. The seven key elements of pre-service preparation*. Routledge, New York
- Kvale, S. (1996). *Interviews: An Introduction to Qualitative Interviewing*, Sage, London
- Mackie, S. E. (2001). Jumping the hurdles-undergraduate student withdrawal behavior, *International Innovations in Education and Teaching*, 38 (3), 265-76.
- Miles, M., & Huberman, A. (1994). *Qualitative Data Analysis* (2nd Ed), Thousand Oaks: Sage.
- Miller, P.W. [with Staples, L; Shotte, G., & Callendar, C.] (2011) Standardising teachers and their practise: lessons from England to the Caribbean, *Institute of Education Publication Series*, 7, 55-82
- Organisation for Economic Co-operation and Development (2011) *Building a High-Quality Teaching Profession: Lessons from around the world*, Paris: OECD
- Pajares, F. (2002). Overview of Social cognitive theory and self-efficacy, retrieved from <http://www.des.emory.edu>
- Planning Institute of Jamaica (2010) *Vision 2030 Jamaica- National Development Plan*, PIOJ. Available at: <http://www.vision2030.gov.jm>
- Prensky, M. (2010). *Teaching Digital Natives: partnering for real learning*, 1st edition. Thousand Oaks, CA: Corwin Press
- Reay, D., Crozier, G., & Clayton, J. (2009). 'Strangers in Paradise?' Working –class students in Elite Universities, *Sociology* 43 (6), pp 1103-1121.
- Reay, D. (2001). Finding or losing yourself?: working –class relationships to education, *Journal of Education Policy*, 16 (4), 333–346.
- Rotter, J. (1966). Generalized expectancies for internal versus external control of reinforcements, *Psychological Monographs*, 80, Whole No. 609.
- Seligman, M. E. P., & Schulman, P. (1986). Explanatory style as a predictor of productivity and quitting among life insurance sales agents. *Journal of Personality and Social Psychology*, 50, 832-838.
- Thwaites, R. (2012). Teachers must play a greater role in transforming education. *Jamaica Information Service*, Thursday May 10, 2012, retrieved <http://www.jis.gov.jm/news/leads>
- Roofe-Bowen, C., & Rose, M. (2012). Integrating technology in the teaching of Mathematics. *Journal of Arts Science and Technology*, 5, 53-74
- Stronge, H., Ward, T., & Grant, L. (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement. Doi:10.1177/0022487111404241.
- Tschannen-Moran, M., Hoy, A., & Hoy, W. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, (2), 202-248

- Virvou, M., Katsionis, G., & Manos, K. (2005). Combining software games with education: Evaluation of its educational effectiveness. *Educational Technology and Society* 8 (2) 54-67
- Watson, P. (2013). Every Click Matters: leadership and followership in ICT education in Jamaica. *School Leadership in the Caribbean: perceptions, practices, paradigms*, edited by Miller. Symposium books, United Kingdom.