Junior 317

by support@gomit.id 1

Submission date: 21-Jan-2025 10:32AM (UTC+0530)
Submission ID: 2507680337
File name: Junior_317_Revisi.docx (42.09K)
Word count: 2220
Character count: 12909

COLLEGES OF EDUCATION PRE-SERVICE TEACHCHERS PERCEPTION ON CAREER PROSPECTS IN THE FIELD OF EARLY CHILDHOOD CARE, DEVELOPMENT AND EDUCATION

ABSTRACT

This study aims to investigate the perception and motivation of prospective teachers about ECCE as a course to plan for career future. The study adopted qualitative research design. The population consist of all pre-service teachers in 200L in the Department of ECCE in Federal Colleges of Education in Southwest, Nigeria. The sample size targeted at was 50% of 42 pre-service teachers that was meant to be proportionally selected using proportional sampling technique that was to make a total number of Twenty-One (21) pre-service teachers in Federal College of Education, Iwo, Osun State, Nigeria. The total of nineteen pre-service teachers responded to the interview which made the sample size to reduce. Three research questions guided the study. Interview questions that were sectionalized into three was used to generate data for the study. The Section A, B, and C had 3 questions each that covered pre-service teachers' perceptions, motivations and future plan on ECCE as a profession. The data generated were analyzed using content analysis. The results shows that the respondents perceived that they have opportunities for professional growth in the field. In conclusion the pre-service teacher had positive perception on ECCE as career. The study recommends that Government and stakeholders should give more recognition to ECCE.

Keyword: Preservice teachers, Career, prospects, Perception, Early childhood Education.

INTRODUCTION

There is no doubt that Early Childhood Care and Education (ECCE) plays a vital role in shaping the cognitive, social, emotional, and physical development of young children, this is why (Annisa et al., 2022) was of the opinion that providing children with appropriate and sufficient early childhood education is of great benefits to children brain development as it will reflect on their language, cognitive, and socio-emotional skills development. This could explain that when children are able to receive high-quality ECCE, they may likely exhibit emotionally stability as well as socially acceptable norms and values (Diale & Sewagegn, 2021).

(Sarinastitin, 2018) were of the opinion that caregivers/teachers in the field of early childhood care and education should be individuals that can be entrusted with all the

responsibilities of achieving effective and quality learning experience for young children at early childhood stage and this does not exclude pre-service caregivers/teachers as they hold a significant position in promoting quality and standard education in the society.

It was confirmed that the societal perception of ECCE as a career in the society was viewed as low-status profession and this influences the perceptions of pre-service teachers regarding their career prospects and societal recognition of ECCE as a profession (Herawati & Surahman, 2023). Despite the increasing awareness on importance of early childhood care and education, the societal attitudes towards the profession as a career remains a significant factor that is influencing the career choices of pre-service teachers (Abadi & Suparno, 2019). In a view of changing the perceptions of pre-service caregivers/teachers on societal view of the field as a career with low-status, various factors need to be put into consideration such as orientation on career prospects, professional development opportunities and personal motivations (Ananda et al., 2023).

As the value of Early Childhood Development is increasingly acknowledged, there are promising career opportunities in ECCE (Rahmat, 2019). It is also in agreement with that ECCE degrees allows people to pursue careers as preschool teachers and childcare workers with a grow in demand for qualified ECCE professionals in preschool and daycare centers (Saari et al., 2021).

Professional development opportunities would play a crucial role in shaping the perceptions of pre-service teachers on ECCE as a career (et al., 2023). (Sholeh, 2020) states the importance of access to ongoing training, mentorship programs, and opportunities for career advancement in attracting and retaining pre-service teachers in the field of early childhood education. Pre-service teachers are more likely to consider ECCE as a long-term career option when provided with support for professional development and opportunities for leadership roles within the field (Rasli et al., 2021). Investigating the perceptions of pre-service teachers in federal college of education Iwo regarding ECCE as a career is essential for informing policies, training programs, and recruitment strategies in the field of early childhood education. Hence, this study investigated the perceptions of pre-service teachers on ECCE as a career path (Ismail S.A & Adeeb J.M, 2019). This study aims to investigate the perception and motivation of prospective teachers about ECCE as a course to plan for career future.

METHODS

The study adopted qualitative research design. Research that aims to describe or describe a phenomenon or situation is known as descriptive research. This study only talks about what happens when the research is conducted, not explains the causes. The data that is usually collected comes from primary sources such as observations, interviews, or questionnaires. The data analysis that is usually used is descriptive statistics. Descriptive research is essential for providing a preliminary overview of a phenomenon and can be the basis for further research, but it cannot explain cause and effect. The population consist of all pre-service teachers in 200L in the Department of ECCE in Federal Colleges of Education in Southwest, Nigeria. Federal College of Education, Iwo was purposively selected for the study. The sample size targeted at was 50% of 42 pre-service teachers in the Department of ECCE that were proportionally selected using proportional sampling technique to make a total number of Twenty-One (21) pre-service teachers in Federal College of Education, Iwo, Osun State, Nigeria. The total of nineteen pre-service teachers responded to the interview which made the sample size to reduce. Three research questions guided the study. Interview questions that were sectionalized into three was used to generate data for the study. The Section A, B, and C had 3 questions each that covered pre-service teachers' perceptions, motivations and future plan on ECCE as a profession. The data generated were analyzed using content analysis. This research was carried out for one month, namely from late August to mid-September.

RESULTS AND DISCUSSION

Results

Research question 1: How do the pre-service teachers perceive the prospects in ECCE as a career?

To answer research question one, pre-service teacher responses were analyzed using content analysis to give the report. 19 respondents gave their perceptions on ECCE as a career.

The report revealed through In-depth interview (II) shows that 13 pre- service teacher perceive ECCE as a career that is well recognized in shaping life of children compared to other field of education , two (2) pre-service teachers perceive ECCE as a career that shows empathy than other field of study ,two pre-service teachers are indifferent that ECCE is not well recognized as a profession compared to other field ,one of the pre-service teacher perceive ECCE as a career that

build children life compared to other field , why a pre-service teacher does not perceive ECCE as a career compared to other field. The results also show all the pre-service teacher perceived that there are opportunities for professional growth in the field

Research question 2: what motivated pre-service teachers to choose ECCE as a course of study

To answer research question two, content analysis was used to analyze the interview responses.

The report shows that 9 pre- service teachers has self-interest and were motivated to pursue their career in ECCE so as to make positive impact in the development of Nigerian children and to understand the relationship and influence of the family and community in promoting child's social and emotional skill , 5 pre service teacher were of the opinion that they want to gain insight on child's development, 3 pre service teachers stated that they want to Build strong foundation for children , two of the pre-service teachers were motivated to study ECCE through role models in the field .

Research question 3: What are the likely future plans of pre-service teachers on ECCE as a career.

To answer research question content analysis was also used to make report.

The report shows that 16 pre service teachers had the mind set of long-term goals in studying ECCE as a career as they planned to become high skilled and knowledgeable experts in the field, in other to make a positive impact on the lives of young children, to contribute to children development and learning, to advocate for the importance of early childhood education and promote its recognition in society. 16 pre-service teachers also stated that engaging in professional developmental programs, with the latest research, teaching methods, and best practices which will help them stay updated and succeed as an early childhood expert. A pre-service teacher plan to be an expert in developing children with special needs while another pre-service teacher looks forward to be an expert in building stronger relationship with the community and parents

Discussions

The findings of how pre-service teachers perceived ECCE as a career revealed that majority of the pre-service teachers interviewed had positive perception of chosen ECCE as a career and also perceive that there is opportunity in the field of study, this result is in agreement with (Khan et al., 2024) who found out that ECCE is seen by pre-service teachers as a field that fosters innovation, creativity, and personal development. It also corroborates (Rakhmawati, 2019) who discovered that the chance to positively influence children's lives during their formative years is the main reason why pre-service teachers consider early childhood education and care (ECCE) to be a fulfilling career path. Pre-service teachers' opinions of ECCE as a career will be influenced by their motivations, which include a love of working with young children, empathy, and a sense of fulfillment from fostering and supporting their development (Shen & Luen, 2022). These intrinsic factors play a significant role in attracting individuals to pursue a career in early childhood education and sustaining their commitment to the profession over time.

A rewarding opportunity to positively influence young children's lives and support their holistic development is presented by a career in early childhood education (ECE). The foundation for children's future academic success and socioemotional wellbeing is laid by professionals in this field.

CONCLUSIONS

The study assessed the perceptions of pre-service teachers on career prospects in the field of early childhood care, development and education in Colleges of Education. In this study the researcher discovered that some pre- service teacher perceives ecce as a career that is well recognized In shaping life of children compared to other field of education. Also, it shows that ECCE is seen by pre-service teachers as a field that fosters innovation, creativity, and personal development. This research revealed that government, stakeholders, expert in ECCE, associate bodies should invest more on ECCE by providing pre service teachers opportunities in engaging in professional development workshops and seminars.

ACKNOWLEDGMENTS

The author would like to thank all related parties for helping in the implementation of this research so that this research can be completed properly.

REFERENCES

Abadi, N. Y. W. P., & Suparno. (2019). Perspektif Orang Tua pada Kesehatan Gigi Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *3*(1), 161. https://doi.org/10.31004/obsesi.v3i1.161

Ananda, R., Angelina, L., Hazlina, F., & Nurhisma, N. (2023). Rekruitment Pendidik dan Tenaga Kependidikan di Pendidikan Dasar. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *6*(10), 8349–8354. https://doi.org/10.54371/jiip.v6i10.3096

Annisa, N., Padilah, N., Rulita, R., & Yuniar, R. (2022). Dampak Gadget Terhadap Perkembangan Anak Usia Dini. *Jurnal Pendidikan Indonesia*, *3*(9), 837–849. https://doi.org/10.36418/japendi.v3i9.1159

Diale, B. M., & Sewagegn, A. A. (2021). Early childhood care and education in Ethiopia: A quest for quality. *Journal of Early Childhood Research*, *19*(4), 516–529. https://doi.org/10.1177/1476718X211002559

Herawati, S. S., & Surahman, B. (2023). Implementasi Kurikulum Reggio Emilia di TK Permata Bunda Studi Kasus tentang Praktik Terbaik dalam Mendukung Perkembangan Holistik Anak Usia Dini. *JIMPS: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, *8*(4), 3550–3558. https://doi.org/https://doi.org/10.24815/jimps.v8i4.26023

Ismail S.A, & Adeeb J.M. (2019). Exploring Pre-Service Teachers' Perceptions of Their Pedagogical Preferences, Teaching Competence and Motivation. *International Journal of Instruction*, *12*(1), 493–510. www.e-iji.net

Khan, D., Aftab, M., Qammar, R., Education, E. C., & Cities, M. (2024). Trends of Early Childhood Education in Metropolitan City Karachi : A Review. *Harf-o-Sukhan*, *8*(3), 696–708.

Rahmat, S. T. (2019). Peran Keluarga Sebagai Basis Dalam Menyongsong Era Bonus Demografi. *Jurnal Lonto Leok Pendidikan Anak Usia Dini*, *2*(1), 1–20.

Rakhmawati, I. (2019). Mengembangkan Kecerdasan Anak melalui Pendidikan Usia Dini. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, *3*(1), 40. https://doi.org/10.21043/thufula.v3i1.4729

Rasli, R. M., Aziz, N. A. A., Saari, E. M., Mustafa, M. C., & Yassin, S. M. (2021). Early childhood care and education trainees' perspectives of their career path. *International Journal of Evaluation and Research in Education*, *10*(3), 1001–1007. https://doi.org/10.11591/IJERE.V10I3.20856

Saari, E. M., Rasli, R. M., Azah, N., & Aziz, A. (2021). the Development of Career Pathway Framework for Early Childhood Care and Education: Malaysia Context. *Southeast Asia Early Childhood Journal (Special Issue)*, *10*, 131–138. https://doi.org/https://doi.org/10.37134/saecj.vol10.sp.11.2021

Sarinastitin, E. (2018). PENDIDIKAN HOLISTIK INTEGRATIF DAN TERPADU UNTUK PEMBENTUKAN KARAKTER ANAK USIA DINI. *Ijeces*, *1*(2).

Shen, L., & Luen, L. C. (2022). Pre-service Preschool Teachers' Teaching Motivation in Local Undergraduate Colleges of China. *International Journal of Academic Research in Business and Social Sciences*, *12*(7). https://doi.org/10.6007/ijarbss/v12-i7/14385

Sholeh, M. I. (2020). Menghadapi Persaingan Sengit Lembaga Pendidikan: Strategi Diferensiasi dalam Pemasaran Lembaga Pendidikan Islam di Indonesia. *Jurnal Manajemen Pendidikan Islam*, *1*(3), 192–222. https://doi.org/https://doi.org/10.37348/aksi.v1i3.259

Sumartik, S., & Ambarwati, R. (2023). Manajemen Talenta dan Implementasinya di Industri. In *Manajemen Talenta dan Implementasinya di Industri*. https://doi.org/10.21070/2023/978-623-464-074-8

Junior 317

ORIGINALITY REPORT

19%	7%	17%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Thrasher, Amber R.. "Preservice Elementary Education Teachers' Description of Self-efficacy and Collaboration in Inclusive Classrooms: A Descriptive Study", Grand Canyon University, 2024 Publication	2%
2	Charara, Sheila. "White Pre-service Teachers Multicultural Education Impact Toward Dispositions of Culturally Responsive Teaching", Northcentral University, 2024 Publication	2%
3	Suknarin, Parichaya. "Exploring Pre-Service Bilingual Teachers' Perceptions of CLIL Instructions and Teachers' Roles.", National Taiwan Normal University (Taiwan), 2024 Publication	2%
4	Felicity McArdle, Megan Gibson, Lyn Zollo. "Being an Early Childhood Educator - Bringing theory and practice together", Routledge, 2020 Publication	1%

5	Gezer, Elif Tugçe. "The Influence of Education-Themed Movies on Pre-Service Teachers' Perception of Effective Teacher Attitudes and Personal-Professional Attributes.", Middle East Technical University (Turkey), 2024 Publication	1 %
6	Güleroglu, Merve. "Pre-Service Teachers' Beliefs, Experiences and Perceptions on Mobile Games.", Middle East Technical University (Turkey), 2024 Publication	1 %
7	Özüdogru, Melike. "The Effect of Flipped Learning on Pre-Service Teachers' Achievement and Perceptions Related to Classroom Environment.", Middle East Technical University (Turkey), 2024 Publication	1 %
8	journal.unj.ac.id Internet Source	1 %
9	www.ncbi.nlm.nih.gov Internet Source	1 %
10	fastercapital.com Internet Source	1 %
11	Çelik, Berkan. "Pre-Service Teachers' Opinions, Self-Efficacy Beliefs and State Anxiety in Relation to Educational	1 %

Podcasting.", Middle East Technical University (Turkey), 2024
Publication

---

12 Tanis, Selin. "Research Engagement in and Beyond Pre-Service Teacher Education: A Case Study of an English Language Teacher Education Program in Turkey.", Middle East Technical University (Turkey), 2024 — 1 %
Publication

---

13 digitalcommons.csp.edu — 1 %
Internet Source

---

14 François Vandercleyen, Pierre Boudreau, Ghislain Carlier, Cécile Delens. "Pre-service teachers in PE involved in an organizational critical incident: emotions, appraisal and coping strategies", Physical Education and Sport Pedagogy, 2012 — 1 %
Publication

---

15 Kaya Ülken, Cansu. "Milletlerarası Özel Hukukta Televizyon Programları ve Sinema Yapımlarından Doğan Uyuşmazlıklara Uygulanacak Hukuk", Anadolu University (Turkey), 2024 — <1 %
Publication

---

16 Yusuf Feyisara Zakariya, Kazaik Benjamin Danlami, Yusuf Olayinka Shogbesan. "Affordances and constraints of a blended learning course: experience of pre-service — <1 %

teachers in an African context", Humanities and Social Sciences Communications, 2024
Publication

17	docs.neu.edu.tr Internet Source	<1%
18	ejournal.uin-suska.ac.id Internet Source	<1%
19	diamondopen.com Internet Source	<1%
20	www.digitaled.in Internet Source	<1%
21	Erginel, Senem Sanal. "Developing Reflective Teachers: A Study on Perception and Improvement of Reflection in Pre-service Teacher Education Ping Program and Testing its Effectiveness.", Middle East Technical University (Turkey), 2024 Publication	<1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	On		