

# PRE-SERVICE TEACHER EDUCATION NEEDS OF SRI LANKA: IMPROVING THE AFFECTIVE DOMAIN OF TEACHER TRAINEES

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At present the pre-service teacher education in Sri Lanka is carried out in 16 National Colleges of Education, emphasizing of teachers' knowledge and teaching skills. It has paid insufficient attention to the affective domain of teacher education comprising teachers' attitudes and feelings. The objective of this study was to find out the changes needed in the curricula, methodology and evaluation of the pre-service teacher education system, since the development of attitudes of teachers should begin from the early stages of teacher education.

A survey was carried out with a sample of 200 teacher trainees of the Mahaweli National College of Education, Polgolla to identify attitudes and opinions pertaining to the need to introduce the affective education component in pre-service teacher education programmes. The responses of the teacher trainees were used as the basis for a further investigation of the views of Lecturers, Deans, Vice-Presidents and the President of the Mahaweli National College of Education. The perceptions thus developed were further clarified by obtaining the views of a sample of administrators in the Ministry of Education, National Institute of Education and teaching staff of the University Education sector, responsible for in-service and pre-service teacher training.

The following important suggestions for the development of affective education component in the teacher training programmes emerged from the study:

1. Modifying the present curriculum by reintroducing the subject 'school and community' and introducing subjects such as literature, civilization, agriculture and technology etc. to the present curriculum.
2. Provide opportunities to discuss concepts such as moral education, peace education and value education for national integration.
3. Development of communication skills of teacher trainees through social activities, classroom projects, group work etc.
4. Propagation of human values toward the spiritual development of teacher trainees by introducing concepts such as morality, ethical behaviour, compassion and importance of following the middle path.
5. Continuous assessment of co-curricular activities of teacher trainees by maintaining their cumulative records and rewarding them appropriately.

The investigation revealed that the quality of teacher training could be substantially improved by introducing the affective education component to the present teacher training programmes comprising the curriculum, methodology and the evaluation system.