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Turning Pre-service School Experience Challenges into Strengths

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ABSTRACT Pre-service teachers at undergraduate levels have various learning programmes built into curriculum of teachers' education programme. They learn to understand school environment in and out of classrooms with accompanying logistics which include discipline, classroom management, and learner management outside the classroom. This paper seeks to find out student teachers' initiatives to turn challenges which they experienced during school experience program into strengths using qualitative research approach. The cohort consisted of seventy-third-year Bachelor of Education students from one university in South Africa. The paper was retrospective search as data were gathered from portfolios submitted by individual students on their return from host schools. Data was analysed using content analysis in order to discover prominent and significant themes. Results revealed that more challenges were encountered than strengths. The paper therefore suggests that university should empower student teachers with strategies to deal with overcrowded classes and also effective use of language of instruction.