

# A Study On Perception Towards Teaching Practice Among B.Ed. Student-Teachers

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## **Abstract**

The present chapter deals with the conceptual frame work of the study so as to provide the introductory phase of the report. It starts with the various meanings, definitions of education and includes meaning, scope, current trends, the concept of teacher education and teaching practice. This chapter ends with the need, scope, significance, statement of the problem, important terms and definitions, objectives, hypothesis, limitations for the present study and the organization of the thesis. Qualitative improvement in education depends on quality of teacher education because teacher has a crucial role in the development of the country and it is rightly said that the destiny of the country is formulated in its classrooms. In teacher education, teaching practice is an important component through which the future teacher is prepared in real situations. Practice teaching is one of a variety of terms applied to that part of student-teachers. Professional training that involves the student in trying to teach pupils. In training institutions where systems of teacher training exist, practice teaching forms a major compound in the course of training. Then other main compound comprises taught courses in a variety of theoretical studies.

**Keywords:** quality – component – pupil - comprises taught – guidance.

## **INTRODUCTION**

Education is an integral part of human life. It is the basic condition for the development of the 'whole man' and vital instrument for accelerating the well-being and prosperity of all, in every direction. Without education man would still be living just like a splendid slave or like reasoning savage. Therefore, it is one of those subjects, which are talked about by all. Education has many different meanings. Each person, who reads or hears the word 'education', interprets it in terms of his personal interest in and expectations of it.

## **CONCEPT OF TEACHING PRACTICE**

According to Harris encyclopedia of educational research teaching practice is that aspect of training course in which student teacher under the guidance of teacher educator along with his follows takes the responsibility of teaching. The aim of this practice is to enable the pupil teacher to act as guide of the students

in learning process and develops of preparing models, maps, charts etc. it is the practical aspect and is a much important as the theoretical aspect . it requires a lot of techniques to work on theoretical knowledge in practical way, and this is possible only in theoretical operations.

## **NEED FOR THE STUDY**

At present people are talking much about the qualitative improvement of teaching, particularly at the secondary and high school level. At this stage the teacher role is very important since he is occupying the vital place in process of education. Hence the investigator attempted to identify the various components of perception of student teachers towards teaching practice programme. Thus the present study throws some light on the problem. And thereby reveals a few facts to improve the quality of teaching particularly at the secondary level.

## STATEMENT OF THE PROBLEM

The problem of the present study is entitled "Perception towards Teaching Practice Programme among B.Ed., Student-Teachers in Erode District."

## OBJECTIVES

The following are the objectives of the present study:

1. To find out the level of B.Ed. student-teachers, as a whole perceived from the teaching practice programme is effectively.
2. To find out the level of B.Ed., student-teachers of various sub-samples perceived from the teaching practice programme as effectively.
3. To find out whether there is any difference between any two sub-samples of B.Ed., student-teachers taken at a time in respect of the perception of the effectiveness of B.Ed., teaching practice programme.

## DELIMITATIONS

A good research design should make the limitations explicit. So that the communications of the result are more effective and precise.

1. With a limited time, it is not possible to conduct the study for the student-

teacher's in all the B.Ed., colleges. So the investigator has restricted the field of study in six self-finance B.Ed., colleges in Erode district only.

2. The study is limited to 303 student-teachers only.
3. This study adopted survey method using rating scale to collect data from respondents.

The generalizations of the study are to be viewed in the light of the above limitations that are inherent in academic research.

## DESIGN

Research design is a plan, a structure and a strategy of investigation conceived to obtain answers to various issues in research. The object of research design is to test the research hypotheses. The research design, therefore, is built in the principle of maximization of the results of study and minimization of variance. A research design however, is not a highly specific plan to be followed without direction. Rather, it is a series of guideposts to keep right direction. Thus, research design is the process of planning a research, choosing methods and procedures that can be expected to yield meaningful and most interpretable results. The overall schematic representation of present research is given below in the table-1.

**Table-1: Schematic Representation of Research Design**

S. No.	Type	Sources
1	Nature of the Research	Normative Survey Research.
2	Tools Developed	Teacher Trainees Perception Tool (TTPT) (Standardized tool)
3	Demographic Variables	<b>Student-teachers</b> i) Gender ii) Age iii) Martial Status iv) Locality, v) Educational Qualification vi) Optional Subjects vii) Residence
4	Sampling Technique	Stratified Random Sampling Technique
5	Size of the sample	Student-teachers-303 (Male – 98 and Female -205)
6	Statistical Techniques used	Arithmetic Mean, Median , Standard deviation and 't'-test

## METHOD OF THE STUDY

The various methods such as historical, experimental, case study and survey method, the present investigation was undertaken by using the normative survey as a method of study. It describes the present position of the conditions, characteristics of the student teachers.

### **NORMATIVE SURVEY METHOD**

The word "Survey" has been derived from the words "sur" or "ser" and 'veeir' or 'veidor' which means 'ever' and 'see' respectively that is the term normative implies the determination

of normal or typical conditions. The normative survey method of educational research is very common. It is that method of investigation, which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc., It is concerned with the phenomena that are typical of their normal conditions.

### **SAMPLE**

A sample of 303 student-teachers was randomly selected from different colleges in Erode district of Tamil Nadu.

**Table-2: Breaks Up of the Final Samples Student-Teachers**

Sl.No.	Division	Variables	No.of Students	Total
1	Sex	Male	98	303
		Female	205	
2	Age	Above 25 years	83	303
		Below 25 years	220	
3	Marital status	Married	77	303
		Unmarried	226	
4	Locality	Rural	243	303
		Urban	60	
5	Educational Qualification	Under Graduate	251	303
		Post Graduate	52	
6	Optional subjects	Science	166	303
		Language	88	
		Arts	49	
7	Residence	Day scholar	292	303
		Hostel	11	

### **TOOL**

The instruments employed for collecting data are called tools. Teacher Trainees perception tool constructed and standardized by the Department of Education, Annamalai University was employed in this study to ascertain the perception of the B.Ed., Student-teachers towards teaching practice programme. The B.Ed., student teachers were asked to fill in all the particulars given in the personal data sheets. The personal data sheet and rating scale used in this study is given in Tamil version was used for this study.

### **STATISTICAL MEASURES**

After scoring the filled in rating scale, a master table was prepared by plotting the scores. Different Statistical measures such as Arithmetic mean, median, standard deviation and 't' test to analyze the significant difference between Mean Average scores were used in the present study for finding out the perception of the problems.

### **ANALYSIS AND INTERPRETATION**

The data collected from the sample analyzed and interpreted in the following heads.

1. Descriptive analysis

## 2. Differential analysis

### DESCRIPTIVE ANALYSIS

Descriptive analysis includes comparison of measures of central tendency such as the arithmetic mean, median and the measures of variability such as standard deviation and quartile deviation. The calculated values are used to describe the properties of the different sub-samples.

### DIFFERENTIAL ANALYSIS

Differential analysis contains the determinations of the statistical significance of the difference between groups with reference to

selected variables. It contains 't' test. A 't' test is a numerical procedure that takes into account the difference between the means of the two sub-groups the size of the sample in each group and amount of variation of spread present in the scores. Thus the 't' test is a technique to find out whether the difference the mean performance of the two groups is significant or not.

### HYPOTHESIS: I

There is no significant difference between male and female B.Ed., student-teachers perception towards teaching practice programme.

**Table-3: Significant Difference of Perception Scores Between Male and Female B.Ed., Student – Teachers towards Teaching Practice Programme**

S.No	Variable	No.of Sample	Mean	Standard Deviation	Calculated 't' Value	Table 't' Value (0.05level)	Level of Significance
1	Male	98	80.65	6.24	0.28	1.96	Not Significant
2	Female	205	80.44	5.79			

The above table-3 shows that calculated 't' value (0.28) is less than the table value (1.96) at 0.05 significant level. Therefore the null hypothesis is accepted. So it is concluded that there is no significant difference between male and female B.Ed., student –teachers perception of teaching practice programme.

### HYPOTHESIS: 2

There is no significant difference between above 25 years and below 25 years B.Ed., student-teachers perception towards teaching practice programme.

**Table-4: Significant Difference of Perception Scores between Above 25years and Below 25years Student-Teachers B.Ed., Student-Teachers towards Teaching Practice Programme**

S.No	Variable	No.of Sample	Mean	Standard Deviation	Calculated 't' Value	Table 't' Value (0.05level)	Level of Significance
1	Above 25years	83	81.31	5.67	1.50	1.96	Not Significant
2	Below 25years	220	80.21	6.01			

The above table-4 shows that calculated 't' value (1.50) is less than the table value (1.96) at 0.05 significant level. Therefore the null hypothesis is accepted. So it is concluded that there is no significant difference between the above 25years and below 25years B.Ed., student-teachers perception of teaching practice programme.

### HYPOTHESIS: 3

There is no significant difference between married and unmarried B.Ed., student-teachers perception towards teaching practice programme.

**Table-5: Significant Difference of Perception Scores Between Married and Unmarried B.Ed., Student-Teachers towards Teaching Practice Programme**

S.No	Variable	No.of Sample	Mean	Standard Deviation	Calculated 't' Value	Table 't' Value (0.05level)	Level of Significance
1	Married	77	81.89	9.21	1.64	1.96	Not Significant
2	Unmarried	226	80.04	6.12			

The above table-5 shows that calculated 't' value (1.64) is less than the table value (1.96) at 0.05 significant level. Therefore the null hypothesis is accepted. So it is concluded that there is no significant difference between the married and unmarried B.Ed., student-teachers perception of teaching practice programme.

### HYPOTHESIS: 4

There is no significant difference between day scholar and hostel B.Ed., student-teachers perception towards teaching practice programme.

**Table-6: Significant Difference of Perception Scores between Dayscholar and Hostel B.Ed., Student – Teachers towards Teaching Practice Programme**

S.No	Variable	No.of Sample	Mean	Standard Deviation	Calculated 't' Value	Table 't' Value (0.05level)	Level of Significance
1	Day Scholar	292	80.52	5.95	0.14	1.96	Not Significant
2	Hostel	11	80.27	5.79			

The above table-6 shows that calculated 't' value (0.14) is less than the table value (1.96) at 0.05 significant level. Therefore the null hypothesis is accepted. So it is concluded that there is no significant difference between the Day scholar and hostel B.Ed., student-teachers perception of teaching practice programme.

### FINDINGS AND SUGGESTIONS

1. About 163 out of 303 B.Ed., student-teachers, i.e., (54%) taken for the study have shown favourable perception towards teaching practice programme.

2. The male and female B.Ed., student-teachers have shown a favourable perception of 55% and 53% respectively.
3. 55% of the above 25 years age group B.Ed., student-teachers have favourable perception towards teaching practice programme where as the below 25 years age group B.Ed., student-teachers have shown a higher perception at 46%. This perception percentage is considered to be the lowest favourable perception as compared to the other sub-samples.
4. The married and unmarried B.Ed., student-teachers have shown a favourable perception of 57% and 51% respectively.
5. The favourable perception of the rural and urban B.Ed., student-teachers towards teaching practice programme is found to be 51% and 53% respectively. This reveals that urban B.Ed., student-teachers are more favourable towards the teaching practice programme.
6. The undergraduate and postgraduate B.Ed., student-teachers have recorded a favourable perception of 55% and 50% respectively.
7. The perception study with respect to the optional subjects revealed that the science B.Ed., student-teachers have recorded a high favourable perception of 52% followed by the language B.Ed., student-teachers (57%) and social studies B.Ed., student-teachers (57%) respectively.
8. The day scholar and hostel B.Ed., student-teachers have recorded a favourable perception of 54% and 55% respectively.

### **SUGGESTIONS FOR FURTHER RESEARCH**

Research is a chain activity. Their purpose of any research in education is to find solution always leaves many related research questions

that can be investigated by other researchers. The following are the some of the suggestions given for further study.

- A similar study may be undertaken with a large sample by including the other facilities.
- A same type of study may be taken in other teacher training colleges and even in schools.
- A same type can be applied on the teachers, parents and other faculty also.
- A similar study may be undertaken in other B.Ed., colleges in other districts.
- English and Tamil medium B.Ed., students-teacher's perception towards teaching practice programme may be studied.
- A study of factors contributing to the effectiveness towards teaching practice programme may be undertaken.
- Appropriate tools for the direct observation of the class-room behavior of the student-teachers may be devised and standardized.
- The study can be extended to larger sample covering the whole state.
- Subject-wise study may be conducted.

### **CONCLUSION**

From the above findings, all the sub-samples except language and arts group have same perception. Because the method of teaching and learning in language is very difficult as compared to arts group. Language group contains grammar, pronunciation, vocabulary, essay writing and spoken also. So language group B.Ed., student-teachers have less perception than the arts group B.Ed., student-teachers. Hence language group and arts group B.Ed., student-teachers are significantly differing in their perception towards teaching practice programme.

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