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ATTITUDE OF B.ED. STUDENTS TOWARDS TEACHING PRACTICE-A STUDY OF B.ED. COLLEGES IN KURUKSHETRA

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ABSTRACT

Education is a life long un-ending process of learning leading to inner growth and development of a human being. It develops the individual like a flower which distributes its fragrance all over the environment. Education is the backbone of a progressive nation and students progress also depends on education. But no education system can be better than the quality of its teacher and no skill can be developed without help of a teacher. A teacher is a nation builder. He should have efficiency and abundance of knowledge in his/her field. He/she not only teaches a subject but also develops all kind of skills and brings out the hidden quality of the student. The teacher is researcher throughout his carrier for truth and understanding. The purpose and method of his investigation varies in terms of the interest,



maturity and ability level of his students. As said by Radhakrishnan (1948), "Those teachers who are well trained can play a vital part in education as well as in the society". The teacher works as an architect for a better society.

KEYWORDS: Teaching Practice, inner growth and development of a human being, education system.

INTRODUCTION –

Teaching is such a rewarding and challenging career, as teachers often helps students overcome academic, social and emotional challenges to ensure success. It is incredibly rewarding

when individuals have worked diligently with success in reaching students and allowing them to reach their potential growth. It can be struggled to know that we are planting seeds in the youth by providing teaching practice that influencing us and to see cultivated change that will come in the near future.

Teaching Practice is a culminating experience in teacher preparation. It uses evidence based instruction with evidence teaching, students do more thinking about the material and being to incorporate it into their own lives. The teaching practice is a vital aspect of teacher training

programme. It serves as an opportunity to be exposed to the realities of teaching and performance of professional activities. "Practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies."

Stones and Morris (1997)
ATTITUDE

Attitude is a settled way of thinking or feeling, typically reflected in a person's behavior. Behavior of an individual may be positive or negative. Here attitude has been used to denote the sum total of individual's inclination and feelings, prejudices or bias, preconceived notions, ideas, fears, threats and convictions

about teaching professions.

ATTITUDE OF B.Ed. STUDENTS TOWARDS TEACHING PRACTICE

B.Ed. Students view that teaching practice is a beneficial session provided under B.Ed. courses as it provides the opportunity to do practice for their profession 'Teaching'.

Teaching practice encourages the use of teaching aids as well as thinking power of B.Ed. students. The student teachers have varied experiences during teaching practice and these experiences influences learning to teach in various ways. The principal of learning by doing can be implemented by teaching practice. The student teachers find a change in their personality and also feel disciplined. Teaching practice gives sufficient training to B.Ed. students to organize co-curricular activities. But with these favorable perspectives, the pupil teachers of B.Ed. students also have phobia towards teaching practice. Student teachers often complain that they forget the content matter and feel nervous when teacher sits at the end of the classroom and observes. The behavior of student teachers change, comfort level becomes low and they find themselves in artificial situation where their main consideration remains to get good marks in record files. The shortage of material resources impeded some activities that student teachers can carry out. Other point of view is that during teaching practice the B.Ed. students work mechanically to get through in the examinations. Pressure of doing thing correctly and managing classroom activities properly make them tense and apprehensive in teaching. Some of the student teachers are able to overcome in a day or two but for others it acts as a barrier to gain full confidence. In addition to that teaching profession is not taken seriously. The aim is to complete the course by passing the days.

SIGNIFICANCE OF THE STUDY

Teaching Practice provides an opportunity to beginning teachers to become socialized into the teaching profession. Teaching practice provides the would be teachers at all levels some type of pre-service training that serves as opportunity to the realities of teaching and performance of professional activities. In teaching practice, is also assumed that after getting training, B.Ed. students gain confidence as they have to teach in the classes. This precedes the pupil teacher towards qualitative enhancement in their personality. The pupil teacher develops all the skills of teaching as questing skill, what way they have to use in teaching, presents the concept by using examples and teaching aids, use of voice, presentation of content matter in an interesting manner etc.

But with all these attributes the pupil teachers has to face various problems related to real classroom teaching. The investigator herself, being student of 'B.Ed.' course feels such beneficial products of teaching practice session and problems related to B.Ed. course. She feels that due to lack of guidance, the pupil teacher face problem to prepare a good lesson plan. They face problem related to non-seriousness among students whom they teach. In addition to that, there is a wide gap between artificially organized classroom situation during practice teaching and the real classroom during teaching practice etc. So concluding all the problems, the investigator feels that there is need to investigate the attitude of student teachers towards teaching practice and find solution of them. So this problem has been taken.

OBJECTIVES OF THE STUDY

- 1.To study the attitude of B.Ed. students towards teaching practice.
- 2.To find out the difference in the attitude of male and female B.Ed. students towards teaching practice.
- 3.To find out the difference in the attitude of rural and urban B.Ed. students towards teaching practice
- 4.To identify the problems faced by pupil teachers during teaching practice.
- 5.To find out some ways for improving the attitude of B.Ed. students towards teaching practice.

LIMITATION OF THE STUDY

The present study was delimited to the following fields:

- The study was confined to the study of the attitude of B.Ed. students towards teaching practice.
- The present study was delimited to two colleges inn Kurukshetra in Haryana.
- The sample of 100 students was selected for the present study.

SAMPLE

A sample is a miniature of the entire group or population from which it has been taken. For the present study simple random sampling technique was used. A sample of 100 students from two colleges of Kurukshetra in Haryana was taken by using simple random sampling method.

TOOL USED

For each and every type of research, we need certain instructions to gather new facts. The instructions were collected by using a suitable instrument, or tool. The selection of tool depends upon various considerations such as objectives of study, the amount of time of disposal of investigator, availability of suitable tests, scoring procedures and easiness it interpret the test results and the like.

Keeping these things in view, the investigator decided to construct an interview schedule for collecting the data.

STATISTICAL TECHNIQUES

After the collection of data, the scores were put into tabular form for further calculations. The investigator used the following statistical techniques to analyze the collected data.

1. Percentage
2. Mean

$$A.M. + \frac{\sum fx}{n} \times i$$

3. Standard Deviation

$$i \sqrt{\frac{\sum fd^2}{n} - \frac{(\sum fd)^2}{n}}$$

4. T-test

$$\frac{m1 - m2}{\sigma}$$

MAIN FINDINGS

1. The students who scored between 80% to 90% were, 7; 50 students scored between 70% to 80%; 36 students between 60% to 70% and the remaining 7 students between 50% to 60%. The result of the study indicates that 50% students have positive attitude towards teaching practice.
2. In order to find out the difference between male and female t-value was computed, the t-value (2.18) is found significant at 0.05 level but insignificant at 0.01 level which shows that there is significant difference between male and female pupil teachers towards teaching practice.
3. In order to find out the difference between urban and rural pupil teachers the t-value was computed, the t-value (1.11) is found significant at 0.05 level and at 0.01 level which shows that there is no significant difference between urban and rural pupil teachers towards teaching practice.
4. In order to find the difference between urban male and urban female pupil teachers the t-value was computed, the t-value (0.96) is found significant at 0.05 level and at 0.01 level which shows that there is no significant difference between urban male and urban female pupil teachers towards teaching practice.
5. In order to find out the difference between the attitude of rural male and rural female pupil teachers, the t-value was computed, the t-value (0.415) is found significant at 0.05 level and at 0.01 level which shows that there is no significant difference between rural male and rural female pupil teachers towards teaching practice.

EDUCATIONAL IMPLICATIONS

The most outstanding characteristics of any research are that it must contribute something to the development. Hence it was desirable to find how the present study can be helpful to the administrators, students and teachers in general. The present study has been conducted to study the attitude of B.Ed. students towards

teaching practice.

The study has the implications for Administrators as the study acquaint them with the needs, problems and benefits of practice session. It helps the administrators to know about the kinds of facilities during the teaching practice session and when to imply these facilities for making teaching practice session beneficial for pupil teachers. Such facilities definitely help in changing their attitude towards teaching practice, because most of the students take teaching practice in a very light way and they are very serious about teaching practice. For all these amendments, the administrators should be loyal, use power wisely, make sensible decisions and encourage the student teachers towards teaching practice.

The study has its implications for teachers also. Teachers play a pivotal role in foundation of the students. Through teaching practice they can bring change in their teaching style which can further add to their effective teaching. The most obvious benefit of practice is that teachers come to know about what to teach and how to teach in classrooms.

The teacher can easily know how to motivate the student to achieve the desired goal and it also motivates him/her to get more experience by teaching the students. The teacher should have positive attitude, should be active and friendly with the students.

The study has implications for pupil teachers as it turns them into highly competent teachers. It helps pupil teachers to back away from their original over-confidence and honestly address what in fact missing from their teaching performance. It helps the pupil teachers to learn practical teaching techniques. Students teaching lead prospective students, under the guidance of their supervisors, to see themselves as a work in progress and free to try all manner of teaching methods to determine which good fits for their sub matter are.

The study has its implication to find out the problems, which are faced by pupil teachers, as they have lack of teaching aids, not aware about the proper use of teaching aids, no proper guidens is required to the pupil teachers, time period of practicising is very short and teaching practice is not taken seriously as their first concern is to get only good marks. In addition to that they have to leave under strict environment. The students are given theoretical instructions related to teaching practice.

Some ways can be implemented to improve teaching practice. The students should be motivated to improve their teaching practice. Transformational leadership behavior is required to improve teaching practice. Well support from school and college should be provided to pupil teachers. Use of multimedia should be a source to instruct the pupil teachers to prepare them for teaching practice. Clear and detailed instructions should be provided to make sure that everyone understands the given instructions. They should be well explained the instructional objectives of teaching. The teacher should provide feedback on progress and learning.

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