

A STUDY ON PERCEPTION OF STUDENT TEACHERS TOWARDS PRACTICE TEACHING IN B ED COURSE

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Abstract: Practice teaching is one of the most important parts of B Ed curriculum. It makes the student teachers well versed into the field of teaching. It is done under the supervision of experienced teacher. The present paper is an attempt to study the perception of student teachers towards practice teaching. A self structured questionnaire was prepared to collect the data and percentage and X^2 was used to analyse the data. From the findings it is clear that the perception of student teachers towards practice teaching is satisfactory.

Keywords: student teachers, practice teaching, B Ed.

Introduction

Education is the backbone of the nation and the teacher is the pivotal in the system of education. The education system of a country plays crucial role in the process of human resource development which is vital for peace, prosperity and the overall progress including physical, moral and spiritual development of a society or a nation and the teacher plays the role of a torchbearer in this regard. In ancient period, the status of the teacher was equivalent to God but today the teachers are considered as friend, philosopher and guide.

Teacher plays a vital role in all round development of younger generation. But only the teachers with sufficient competencies can render effective service and help in all round development of younger generations.

Practice teaching is an indispensable part of B Ed course. It is included in the B Ed curriculum so that the trainees can make themselves acquainted with the actual classroom environment and can handle effectively with the school environment. Practice teaching means practicing the required skill in the actual classroom under the supervision of experienced teacher. It gives the student teachers ample opportunities to make them competent and confident into the profession of teaching. All the teachers need to be skilled to build the nation especially its manpower in a progressive way. The teachers need to undergo training from time to time to make them well versed in this present complex world.

Student teacher gathers a lot of theoretical knowledge about various aspects of teaching and they apply this knowledge into practical field through practice teaching. Practice teaching is done to bring proficiency into the field of teaching.

Objectives of the study

1. To study the perception of student teachers towards practice teaching in B Ed course
2. To study the difference in perception of male and female student teachers towards practice teaching

Hypotheses

Following hypotheses are formulated on the basis of the objectives:

Ho 1: The perception of student teachers towards practice teaching in B Ed course is satisfactory.

Ho 2: There is no significant difference between the perception of male and female student teachers towards practice teaching in B Ed course.

Methodology:

For the present study, data have been collected from both primary and secondary sources. Under the descriptive method of educational research this study has been conducted. In order to collect the relevant data for the study, the investigator selected 40 teachers by using random sampling method. The sample comprises of 20 male and 20 female teachers from Diphu B Ed College, Diphu, Karbi Anglong of Assam. A self structured questionnaire has been used as a tool for collection of data.

Analysis and Interpretation of Data

In the present study, the data have been analyzed and interpreted objective wise in the following way:

Table 1 is an attempt to find out the perception of student-teachers towards practice teaching

Sl no.	Statements	Yes	No	%of Response	
				Yes	No
1.	Find practice teaching interesting	40	0	100	--
2.	Faced difficulty in the school during practice teaching period	8	32	20	80
3.	Guidance and supervision from the teachers of the college when practice teaching is going on	40	0	100	--
4.	Used teaching aids in the class	40	0	100	--
5.	Follows the lesson plans when practice teaching is going on	40	0	100	--
6.	Get full co-operation from the teachers of the school	30	10	75	25
7.	Able to motivate the students after practice teaching	40	0	100	--
8.	Could maintain discipline in the classroom during practice teaching	34	6	85	15
9.	Environment and material condition of the school is perfect for teaching	38	2	95	5
10	Practice teaching daily supervised	40	0	100	--

Table 2 is an attempt to find out the perception of male and female student-teachers towards practice teaching in B Ed course.

Sl no.	Statements	Male		Female		X ²	df	Critical Value	
		Yes	No	Yes	No			0.05	0.01
1.	Find practice teaching interesting	20	0	20	0	0 (NS)*	1	3.841	6.635
2.	Faced difficulty in the school during practice teaching period	6	14	2	18	2.5(NS)*		3.841	6.635
3.	Guidance and supervision from the teachers of the college when practice teaching is going on	20	0	20	0	0(NS)*	1	3.841	6.635
4.	Used teaching aids in the class	20	0	20	0	0(NS)*	1	3.841	6.635
5.	Follows the lesson plans when practice teaching is going on	20	0	20	0	0(NS)*	1	3.841	6.635
6.	Get full co-operation from the teachers of the school	15	5	15	5	2.13(NS)*	1	3.841	6.635
7.	Able to motivate the students after practice teaching	20	0	20	0	0(NS)*	1	3.841	6.635
8.	Could maintain discipline in the classroom during practice teaching	18	2	16	4	0.23 (NS)*	1	3.841	6.635
9.	Environment and material condition of the school is perfect for teaching	18	2	20	0	0.21(NS)*	1	3.841	6.635
10.	Practice teaching daily supervised	20	0	20	0	0 (NS)*	1	3.841	6.635

NS= Not Significant

Table 2 shows X² (Chi-square) values of the student teachers. All the values are not significant as it is smaller than the table value at 0.05 levels. If it is not significant then there is no difference in that regard hence the null hypothesis of that experiment is accepted.

Verification of the Hypothesis

From the above analysis, it is verified that

- Majority of the student teachers have a positive attitude towards practice teaching. Hence we can accept the hypothesis of the experiment.
- It was also found that there exists no significant difference between the perception of male and female student teacher towards practice teaching at B Ed level. Hence, the hypothesis of this is also accepted.

Findings

The major findings of the study may be summarized as follows:

1. Practice teaching is an integral part of the teacher education programme.
2. Almost all the student teachers find practice teaching interesting.
3. A few number of student teachers face difficulty from the school where they did practice teaching.
4. Almost all the student teachers gets guidance and supervision from the teachers of the college when practice teaching is going on.
5. All the student teachers use teaching aids in the class.
6. All the student teachers follow the lesson plans when practice teaching is going on.
7. Almost all the student teacher find the environment and material condition of the school is perfect for teaching.
8. It is also found that their practice teaching is daily supervised by the teacher of the training institution.

Suggestions:

As practice teaching helps the teachers to improve themselves, its importance cannot be denied in the education process. But this process has certain defects and to make this process adequate, the drawbacks should be removed and for removing the drawbacks the following measures can be adopted:

- In order to make practice teaching more practically applicable in the classroom situation of future life, the time period of its practice should be increased.
- It is also necessary for every teacher training institution to have their own Model school for teaching practice.
- It is generally being observed that the training institution does not have any cooperation with the school after completion of their practice teaching. But it is very much important to have co-operation with the school.
- Practice teaching helps the teacher in the effective use of money, time and man power. Therefore training institution should give more importance on it.
- Modern innovative techniques like micro-teaching, team teaching should be used to make the teacher educator a perfect teacher in their future life.
- Demonstration classes should also be given so that the teacher educator can improve their teaching.
- Today's world is a world of technological explosion. In this age of technological explosion the student teacher should also be given training in the effective use of audio-visual aids in the classroom.

Conclusion:

It is important for the teachers to have up to date information in every aspect of today's advanced and hi-tech world as they have to build the nation's future that's the students in such a way that they can cope up themselves with the fast changing world. Teachers need to have all the skills for this purpose and "practice teaching" helps the teacher in this regard.

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