

Study of Problems of Pupil Teacher during Practice Teaching

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ABSTRACT

Teaching practice is an integral component of teacher training. It grants student teachers experience in the actual teaching and learning environment. We explore the experiences of student teachers in the B.Ed. College of education during their 10 weeks' teaching practice in district Anantnag J & K. In this paper we aim to establish the ways in which these experiences influence the student teachers' perception of the teaching profession. Self-made questionnaire was administered to collect the data while content analysis was used to identify themes and analyze the data. We established that, despite the positive experiences during teaching practice, student teachers experienced challenges which affected their perception of the teaching profession.

Keywords: *Experiences; Student Teachers; Neophytes; Teaching Practice*

Teaching practice is an important component of becoming a teacher. It grants student teachers experience in the actual teaching and learning environment. During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Kasanda, 1995). Student teachers also know the value of teaching practice and as remarked by Menter (1989:461), they perceive it as 'the crux of their preparation for the teaching profession' since it provides for the 'real interface' between student hood and membership of the profession. As a result, teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the student teachers as they commence their teaching practice. Marais & Meier (2004:221) assert that the term teaching practice represents the range of experiences to which student teachers are exposed when they work in classrooms and schools. Marais and Meier (2004:221) further argue that teaching practice is a challenging but important part of teacher training, especially in developing countries such as South Africa, where the effectiveness of the teaching practice can be diminished or eroded by a range of challenges, such as geographical distance, low and uneven levels of teacher expertise, a wide-ranging lack of resources as well as a lack of discipline among a wide cross-section of learners and educators. These challenges, if not addressed, may affect student teachers' performance during teaching practice and may in the long run affect their perception of the teaching profession. Teaching practice is a crucial

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aspect of teacher preparatory programme in teacher training institution. Teaching practice provides the “neophytes” some type of pre-service training which serves as opportunity to be response to the realities of teaching and performance of professional activities. It is the only opportunity for student to test theories learnt and ideas developed in the classroom, as they come in contact for the first time with real life situation. Teaching practice provides trainees the opportunity to utilize the various teaching method in actual classroom/school condition under the constant supervision of competent and experienced teachers. Furthermore beside teaching activities student teachers are exposed to professional activities, which are the part of the teacher roles in school.

Teacher education has suffered from a wide misconception that no special knowledge base is required for teaching that anyone can teach as long as they understand the mechanics of chalkboard use. Low admission standards have reinforced these misconceptions. Teacher educations programs must have a strong emphasis on academic rigors and provide challenging interventions.

Need and Importance

During teaching practice all their learned concept has to be applied successfully in real life situation. Teaching learning is a broad concept. Teacher has also undertaken practice lesson and have to take their lesson under the able guidance of experience teachers to acquire good teaching skills.

Teaching practice provides us good guidelines to the pupil teachers as well as in service teacher during practice teaching.

Significance of the Problem

The main aim of education is to attain an all-round development of the learner. Student and syllabus are the important aspect of the educational process. To explain the content given in the prescribed textbook teachers is expected to have a thorough knowledge of teaching learning process.

Teaching Learning is a broad concept. Teaching psychology is a major part of the process. Teacher has also undertaken practice lesson and has to take these lesson under the able guidance of experience teachers to acquire good teaching skills, but before that he has to practice.

Teacher training institution have been critiqued for inability to produce teachers who are properly grounded in pedagogy and content as well as ability to collaborate professionally in the work environment. Teachers shall be regularly exposed to innovation in their profession. The teaching practice exercise in many educational institutions had become rife with complains of drudgery among staff and students and consequently frustration on part of both of them. It was in view of the stated reasons as well as the need for teachers to address new

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challenges in education, both at the national and global to level. On the basis of this the teachers have to faces many problem during the practice teaching.

Statement of the Problem

“Study of Problems of B.Ed. Teacher trainees During Practice Teaching”

Objective of the Study

Objective of the present study are as follows:

- To Study areas of Problems for male and female pupil teachers trainees during practice teaching.

DESIGN OF THE STUDY

Method

In the present study survey research method was employed

Tools

A self-made questionnaire was used by the researcher according to the needs and objective of the study.

Sample

A sample of 200 B.Ed. pupil teachers trainees of Rehmat Alam College of education Anantnag Kashmir were selected for administering the test.

Delimitation of Study

Delimitation of study restricts the area of investigation. This study was delimited to B.Ed. pupil teacher trainees of Rehmat Alam College of education Anantnag Kashmir. The study delimited to only 200 pupil teachers.

Statistical Technique Used: Percentage analysis and t test

Interpretation of Data

Verification of the Objective

To Study areas of Problems for male and female pupil teachers trainees during practice teaching.

78% student accepted feel difficulties in preparing of lesson plan. 47.5% feel difficulties in completing 20-20 lesson plan during practice teaching. 54% student feel difficulties respond in discipline. 54% student face difficulties in maintaining discipline in the classroom. 55% student face difficulties in explaining the content .42% student face difficulties in correlating the example of day to day pupil life of the student.

The causes of difficulties of student 55.25 are related to the preparing of lesson plan, completed/taught 20-20 lesson plan, responds in discipline, in explaining the content, in

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correlating the example of day pupil life of the student, the knowledge of the child psychology is importance. 41.05% students are not agreed from this statement.

Hypotheses 1

There is no significant difference between the difficulties faced by male and female pupil teachers during practice teaching.

Table No. 1: Showing the value of Mean and S.D, 't' for the causes of difficulties 200 pupil teachers during practice teaching.

Sample	N	Mean	S.D	df	t	Significant level
Female	100	60	8	198	1.88	0.05=1.97
Male	100	58	7			0.01=2.60

Show the value of Mean and S.D. For Male and female calculated value of t-test was found 1.88 at df 198 at 0.05 significance level and 0.01 significance level is 1.97 and 2.60 respectively. The calculated value of 't' is 1.88 so null hypotheses is accepted.

Major Findings

On the basis of the analysis and testing of the hypotheses result were drawn.

1. For the statement "Lesson plan is necessary for practice teaching", 40% female and 56.8% male agreed to it whereas only 60% female and 36.6% male do not agree to the stamen.
2. For the statement "preparation of lesson is difficult", 85% female and 81% male agreed to it whereas only 25% female and 19% male do not agree to the statement.
3. For the statement "preparation of lesson plan is a waste of time", 40% female and 56% male agreed to it whereas only 60% female and 36.66% male do not agree to the statement.
4. For the statement "preparation of lesson plan is a waste of time", 51.81% female and 43.54% male agreed to it whereas only 48.18% female and 56.66% male do not agree to the statement.
5. For the statement "Student take interest in preparing lesson plan", 53.63% female and 66.17% male agreed to it whereas only 46.36% female and 38.88% male do not agree to the statement.
6. For the statement "Teaching is done according to the lesson plan", 64.54% female and 68.88% male agreed to it whereas only 35.45% female and 31.11% male do not agree to the statement.
7. For the statement "Teaching skills are necessary for practice teaching", 76.36% female and 62.22% male agreed to it whereas only 23.63.63% female and 37.55% male do not agree to the statement.
8. For the statement "Use of teaching aid is important during practice teaching", 73.63% female and 54.44% male agreed to it whereas only 26.36% female and 45.55% male do not agree to the statement.

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9. For the statement “Content knowledge is not necessary for practice teaching”, 31.81% female and 69.5% male agreed to it whereas only 68.18% female and 31.81% male do not agree to the statement.
10. For the statement “Pupil teacher face problem in using black board skill”, 34.54% female and 57.77% male agreed to it whereas only 65.54% female and 42.22% male do not agree to the statement.
11. For the statement “Pupil teacher face the problem in preparing lesson plan according to the level of the student”, 35.54% female and 54.44% male agreed to it whereas only 65.54% female and 45.55% male do not agree to the statement.
12. For the statement “Practice teaching should be removed from B.Ed. curriculum”, 44.54% female and 48.88% male agreed to it whereas only 55.45% female and 51.11% male do not agree to the statement.
13. For the statement “Micro teaching helped you in practice teaching”, 70.9% female and 60% male agreed to it whereas only 29.9% female and 40% male do not agree to the statement.
14. For the statement “Lack of confidence was faced on the first day of the practice teaching”, 57.27% female and 55.55% male agreed to it whereas only 42.72% female and 44.44% male do not agree to the statement.
15. For the statement “The regular teacher were supported during practice teaching”, 52.72% female and 52.72% male agreed to it whereas only 47.27% female and 47.77% male do not agree to the statement.
16. For the statement “During practice teaching is difficult to complete teaching within time limit”, 42.72% female and 55.55% male agreed to it whereas only 57.27% female and 44.44% male do not agree to the statement.
17. For the statement “To understand individual difference of the student is a difficult”, 63.63% female and 53.53% male agreed to it whereas only 36.36% female and 46.66% male do not agree to the statement.
18. For the statement “The knowledge of the child psychology is important”, 64.44% female and 66.36% male agreed to it whereas only 57.77% female and 51.81% male do not agree to the statement.
19. For the statement “Have evaluated the students during practice teaching” 71.92% female and 69.88% male agreed to it whereas only 28.18% female and 30% male do not agree to the statement.

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