

Opinion of Secondary School Teachers Related to the Performance of B.Ed Teacher Trainees during Black Practice Teaching

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Abstract:

The purpose of this study is to know about the Performance of B.Ed Teacher Trainees during black Practice Teaching. The researcher has taken a sample of 60 Secondary Teachers from Government, Aided and Private schools who went for practice teaching. The opinion Scale was prepared by the researcher. In this scale some questions are yes or no questions and some questions are open ended questions. The classified and tabulated data were subject to statistical analysis using percentage, t- test, one way ANOVA and multiple comparisons. From the analyzed data, major findings, discussion, educational implications and suggestions was made and reported.

Keywords: Performance, Teacher Trainees, Black Practice Teaching.

Introduction:

Practice Teaching is very important in Teacher Training for prospective teachers. Teacher training programme (B.Ed) period of Practice Teaching is considered as very demanding and exhaustive. Yet the essence of teacher training lies in it. Every year student teachers are sent for practice teaching to different schools. The three phases of the teaching are pre-active phase or planning stage; interactive phase or execution stage and post-active phase or evaluation cum feedback stage.

Performance during practice teaching provides some basis for predicting the success of the teacher. Outgoing popularity and centrality of practice teaching is an important contributing factor towards the quality of teacher education programme. Practice teaching is an opportunity for aspiring teachers to understand the role and operation of how the process of schooling is done. This field experience provides a challenging yet rewarding experience of working with students in actual classrooms and acquiring professional competency.

Objectives:

The study has the following objectives:

1. To find out the B.Ed Teacher Trainees performance level during Black Practice Teaching.
2. To compare the difference between Male and Female Secondary School Teachers opinion regarding performance of B.Ed Teacher Trainees during Black Practice Teaching.
3. To compare the difference between Government, Aided and Private Secondary School Teachers opinion regarding performance of B.Ed Teacher Trainees during Black Practice Teaching.

Hypothesis of the Study:

Based on the objectives, the researcher formulated the following null hypothesis,

H-1: Teacher Trainees have no great performance level during Black Practice Teaching.

H-2: There is no significant difference between the Male and Female Secondary School Teachers opinion regarding performance of B.Ed Teacher Trainees during Black Practice Teaching.

H-3: There is no significant difference between the Government, Aided and Private Secondary School Teachers opinion regarding performance of B.Ed Teacher Trainees during Black Practice Teaching.

Methodology:

The purpose of this study is to know about the Performance of B.Ed Teacher Trainees during black Practice Teaching. Descriptive survey method was used for this research study.

Sampling Procedures:

Purposive sampling was used. The researcher purposively selected 60 Secondary Teachers from Government, Aided and Private schools who went for practice teaching in various schools of Tumakuru city, Karnataka State, India.

Among 60 Secondary Teachers 24 are Male and 36 are Females. 21 Teachers are Government, 15 Teachers are Aided and 24 Teachers are from Private Schools.

Tool used:

The Secondary School Teachers opinion Scale was prepared by the researcher. In this scale some questions are yes or no questions and some questions are open ended questions.

Statistical Techniques Used:

The classified and tabulated data were subject to statistical analysis using percentage, t- test, one way ANOVA and multiple comparisons only.

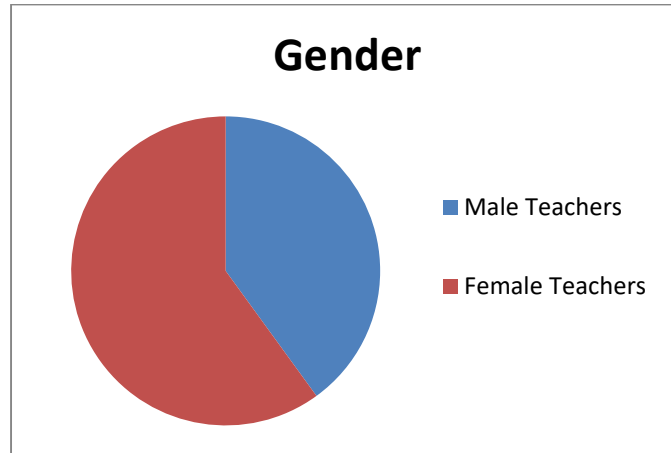
Analysis and Interpretation:

The data was analyzed on the basis of formulated hypothesis.

Table 1: Unpaired t- test to asses mean score of variable between Male and Female Teachers.

Gender	N	Mean	SD	t-Value	p-Value	Sig/NS
Male	24	7.7917	.88363	.055	.957	NS
Female	36	7.7778	1.01731			

Figure 1: Pie chart showing Male and Female Teachers Size



Present study unpaired t- test was used to assess the mean difference in the opinion of secondary school teachers related performance of B.Ed teacher trainees during Black Practice Teaching. The mean score for Male Teachers was 7.7917 and Female Teachers was 7.7778. There was no statistically significant difference in mean score. ($t = .975, p=0.957$)

Table 2: One Way ANOVA analysis for comparison of means scores of government, aided and private school teachers.

ONE WAY ANOVA						
	Sum of Squares	df	Mean Square	F	Sig.	Sig/NS
Between Groups	7.206	2	3.603	4.372	.017	S
Within Groups	46.977	57	.824			
Total	54.183	59				

From the above table it is evident; the obtained p- value is less than the .05 level of significance. Hence, There is a statistically significant difference in mean scores of opinions of government, aided and private teachers ($p=0.017, F = 4.372$). Further mean comparison and significant difference reported in the following descriptive statistics and post-hot test.

Table 3: Management wise comparison

Management	N	Mean	Std. Deviation
Government	21	7.9524	.80475
Aided	15	8.2000	.77460
Private	24	7.3750	1.05552
Total	60	7.7833	.95831

The mean score for Government Teachers was 7.9524, Aided Teachers was 8.2000 and Private Teachers was 7.3750. It is observed that difference in the mean scores opinion of government, aided and a private school teacher. Concerned multiple comparison is reported in the following Tukey-HSD multiple comparison table.

Table 4: Tukey HSD test for multiple comparisons of scores of Government, Aided and Private school teachers.

(I) Management	(J) Management	Mean Difference (I-J)	Std. Error	Sig.
Government	Aided	-.24762	.30690	.700
	Private	.57738	.27127	.093
Aided	Government	.24762	.30690	.700
	Private	.82500*	.29881	.021
Private	Government	-.57738	.27127	.093
	Aided	-.82500*	.29881	.021

According to the table above, the obtained p-value is .700 for government and aided school teachers, p = .093 for government and private school teachers, and p = .021 for aided and private school teachers. Thus, there is statistically significant difference in mean scores of aided and private school teachers. Whereas no statistical difference in the mean scores of government and aided and government and private school teachers.

Major Findings of the study:

- The mean score for Male Teachers was 7.7917 and Female Teachers was 7.7778. There was no statistically significant difference in mean score. (t = .975, p=0.957)
- There is a statistically significant difference in mean scores of opinions of government, aided and private teachers (p=0.017, F = 4.372).
- The mean score for Government Teachers was 7.9524, Aided Teachers was 8.2000 and Private Teachers was 7.3750. It is observed that difference in the mean scores opinion of government, aided and a private school teacher.
- There is statistically significant difference in mean scores of aided and private school teachers. Whereas no statistical difference in the mean scores of government and aided and government and private school teachers.
- It is a matter of relief that most of the school teachers said that the number of B.Ed trainees assigned for practice teaching in each of the schools is adequate.
- The approval of 90% the teachers is also helpful for the training regarding the sessions/periods scheduled for the B.Ed trainees.
- 98% of the teachers are of the opinion that the lessons done by the Teacher Trainees of our B.Ed College are very good. It shows the reputation of the college.

Conclusion:

Teacher education is a very important program. Proper training of teachers at the training stage can make them good, skilled and ideal teachers. At the practice teaching stage preparation of proper lesson plan, school allocation, distribution of appropriate lessons per week, appropriate training, feedback and guidance should be the primary duty of teacher training Colleges and Teacher Educators.

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