

The Attitude of Physical Education Student-Teachers towards Teaching Practice

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(Received 01 November 2016- Accepted & Published 18 November 2016)

ABSTRACT

Effective and productive learning on the part of the pupils can be achieved only by the teachers of desirable attitude, thus the purpose of the study was to determine the attitude of physical education student-teachers towards teaching practice. The data was collected through a modified version of a questionnaire developed by A.U.Nwanekezi; N.J.Okoli and Sam A. Mezieobi, University of Port Harcourt, Rivers State, Nigeria (2011). The modified questionnaire was validated and an internal consistency reliability of 0.62 was calculated using Cronbach Alpha technique. Student-teachers of Indira Gandhi Institute of Physical Education and Sports Sciences, University of Delhi, who have enrolled themselves in the B.P.Ed. (1year) course 2011-2012, were selected for the purpose of the study. Descriptive data analysis was used interpret the results. The attitude of the physical education student-teachers was found to be positive. Based on the findings, the recommendations were made that the institute should have the micro-teaching laboratory where the students will be exposed to the rudiments of the teaching and will have the proper exposure before meeting the actual teaching environment.

Key words: *attitude, physical education, student-teachers, teaching practice.*

INTRODUCTION

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and molded by the human personality called the teacher, who plays a pivotal role in any system of education. The preparation of such an important functionary must conceivable get the highest priority. It is a challenging profession and only those teachers can shoulder the heavy responsibility of the nation building, which are adequately prepared and have sound professional attitude. This adequacy of preparation, of course, signifies development of adequate skills, dedication to teaching and a determination for continuous growth and learning.

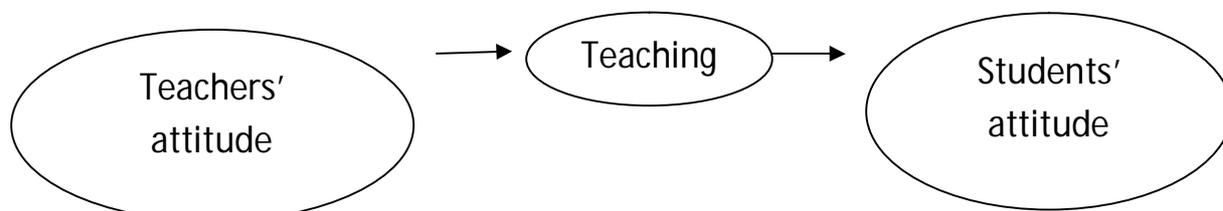
The foremost requirement of the professional preparation in physical education and sports sciences is the knowledge of theoretical aspects as well as its practical implications. As, the dimensions of physical education and sports which are the combination of variety of disciplines directs towards multi-disciplinary approaches, the nature of professional preparation should be of specific type. So, the foundation should also be of specific nature. The scope in physical education and sports science is mainly a teaching at various levels and some other avenues are also available. So, the nature of professional preparation should be in accordance with the requirements.

A teacher is required to have a higher level of professionalism because of rapidly changing circumstances. The importance of teachers' professional development is being too much emphasized today. Hayon (1989) says that the teachers who possess professional and

interpersonal skills are more effective in their classrooms in terms of students behavior, attitude and achievement. Every individual has a variety of attitudes, which might be positive or negative and can vary according to their favorability and un-favorability for various attitudinal objects. Luthans (1993) says that professional attitude serves in many valuable ways and knowing these attitudes can also serve a lot.

Individual's attitude towards their profession has an effect on their performance (Hussain et al., 2011). It is also acceptable for teaching profession, because the attitude and perception of a profession affects the perception of the professional competence and achievement, teacher's attitudes towards their profession have a great importance in fulfilling the requirements of the profession (Durmusoglu et al ., 2009; Terzi and Tezci, 2007).

Teaching is perceived as a difficult job among people. Many reasons can be named for this perception. It can be said that teachers face several difficulties when they start teaching. They start to feel deprived, alone and isolated in the society. It may cause a negative towards teaching profession. Attitude of teachers play a crucial role in the teaching profession. Negative attitude of teachers may have a negative impact on one's teaching. Smith (1993) has summarized the relationship between teacher's attitude and teaching as:



It is clear from the foregoing that the role of the teacher and the attitude of the teacher towards teaching profession cannot be quantified. So, the teacher needs to be properly educated and trained. For this the teacher training programs have a major role to form the pre-service teacher's attitude towards teaching profession.

Practice teaching occupies a key position in the program me of teacher education. It is a culminating experience in teacher preparation. It provides opportunity to beginning teachers to become socialized into the profession (Furlong et al, 1988). Performance during practice teaching provides some basis for predicting the future success of the teacher. Outgoing popularity and centrality of practice teaching is an important contributing factor towards the quality of teacher education program me. During practice teaching working with students in schools provides a high degree of emotional involvement of a mostly positive nature. Student teachers feel themselves grow through experience and they begin to link to a culture of teaching. During practice teaching, they feel engaged, challenged and even empowered (Trowbridge and Bybee, 1994; sharafuddin, and Allison, 1969).

Teaching practice is an activity, which can play an important role in the preparation of teachers. Its effectiveness is necessary for the nation. It is a milestone for professional adolescence. It is a combination of personality, professional skills, knowledge and training, which is fuel for an endless journey. Now it is the duty / responsibility of teacher educators and teachers of practicing schools to make this fuel / expenditure endless.

The above discussion of the relationship between the education, teaching, teachers' attitude, professional preparation and teaching practice motivated the research scholar to study the related literature and to ascertain the attitude of the physical education student-teachers towards teaching practice as an impetus for their professionalization.

METHOD

Keeping in view the purpose of the study, the descriptive statistics was used.

Sample Selection

Student-teachers of Indira Gandhi Institute of Physical Education and Sports Sciences, University of Delhi, who have enrolled themselves in the B.P.Ed. (1year) course 2011-2012, were selected for the purpose of the study.

Data Collection

The data was collected through a modified version of a questionnaire developed by A.U.Nwanekezi; N.J. Okoli and Sam A. Mezieobi, university of Port Harcourt, Rivers state, Nigeria (2011). The questionnaire was modified according to the Indian scenario and the provisions for the teachers' education by the University of Delhi and the present status of physical education. All the modifications were incorporated in the questionnaire under the guidance of supervisor/guide and the panel of experts in the field. The final questionnaire (10 items) was prepared and before actual administration it was validated and an internal consistency reliability of 0.62 was calculated using Cronbach Alpha technique.

RESULT & DISCUSSION

For the interpretation of the data collected, the modified Likert scale was used and the options were: 1.strongly disagree, 2.disagree, 3.agree, and 4.strongly agree. The average point of which is 2.50 $\{(1+2+3+4)/4 = 10/4 = 2.50\}$.

This average was then used for data analysis, the ratings higher than 2.50 was said to be positive attitude and below/less than 2.50 was said to be negative attitude. The graphical representation is presented in fig. below:

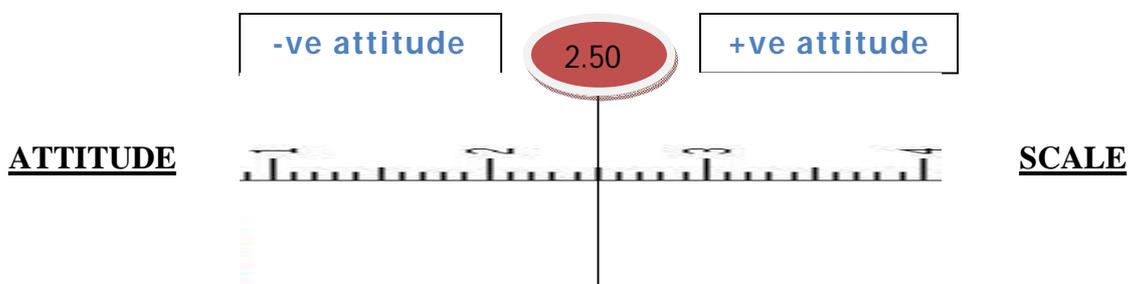


TABLE NO. 1: Mean Ratings for the Attitude of Physical Education Student-Teachers towards Teaching Practice.

S.NO	Items on the attitude of physical-education student-teachers towards teaching practice	Mean	Attitude
1	Teaching practice is very good experience and should be allowed to continue	3.36	+ve
2	Teaching practice is fun and should start in the beginning of the session	3.17	+ve
3	I have never been absent from my lesson location since it has been started	3.41	+ve
4	I prefer to teach my lesson than watching	3.21	+ve

	other student-teachers taking their lessons		
5	I am always there at my lesson location whether I have period to teach or not	3.26	+ve
6	I am always ready with my lesson notes	3.34	+ve
7	I am always regular to the lesson location	3.53	+ve
8	I prefer being supervised by my lecturers	3.19	+ve
9	I have mutual understanding with my subjects and the school authority	3.24	+ve
10	I teach all my lessons with instructional material	3.29	+ve

In table no.1, the mean ratings of the student-teachers show that the respondents scored up to 2.50 and above showing that they have positiveness in attitude towards all the above 10 listed items, which shows that the physical education student-teachers have positive attitude towards teaching practice. The student-teachers shows positive attitude as they scored 3.36 in regard to the continuity of the teaching practice as it is a good experience. Teaching practice should start in the beginning of the session as they feel that it is fun with the mean rating of 3.17. Majority of the student-teachers were not absent from the lesson location as they scored 3.41. Maximum number of student-teachers prefers to take their lesson (3.21). The mean value 3.26 shows that the majority of student-teachers are always there at the lesson location whether they have period to teach or not. Mean rating 3.34 shows that the student-teachers are ready with their lesson notes. The student-teachers are regular to the lesson location as they scored 3.53. Majority of student teachers prefer to being supervised as the mean rating is 3.19. The value 3.24 revealed that they have mutual understanding with the subjects and the school authority. Majority of the student-teachers teach their lesson with the instructional material as they scored 3.29. The mean values of the attitude of student-teachers are presented below in fig. no. 2:

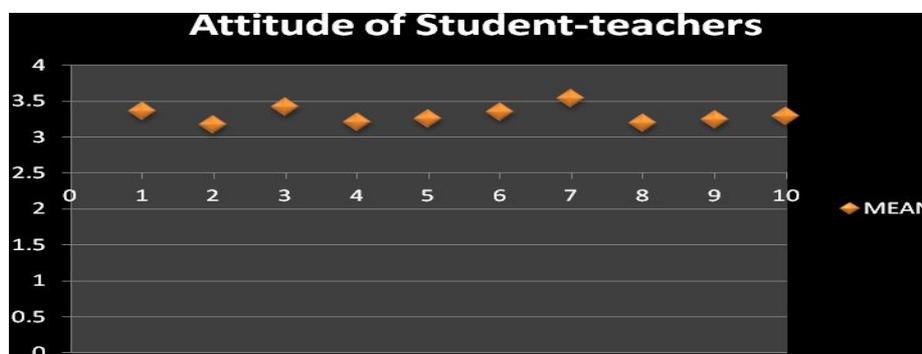


Fig. no. 2: Attitude of Physical Education Student-Teachers

CONCLUSION

The mean ratings of the attitude of physical education student-teachers towards teaching practice is found to be positive as majority of student-teachers have scored more than the average value on the attitude scale used in the present study.

RECOMMENDATIONS:

- Faculty should have a micro-teaching laboratory where the student-teachers will be well exposed to the rudiments of teaching before they should be sent to schools for actual practice.
- Proper exposure should be given to the physical education student-teachers for both the classroom and field teaching.
- Similar studies can be done to compare between different teacher training institutes and can further be checked that is there any role of the institution to enhance the attitude of the students towards their profession.
- Study can be done to compare the attitude of male and female student-teachers.
- Similar studies can be conducted to determine the attitude of the students in other professional preparation courses.
- Study can be done to compare between the attitudes of student-teachers towards classroom teaching and field teaching to check whether the students are good in both.

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