



A STUDY ON PRACTICE TEACHING OF D.El.Ed TRAINEES IN RELATION TO THEIR TEACHING ATTITUDE

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RESEARCH ARTICLE



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Abstract

Teacher Education is rejuvenate in creating a pool of school teachers that will shape the next generation. The teacher preparation is an activity that promotes values, knowledge and skills on the part of its students through healthy practices. The study followed a descriptive method with normative survey technique. A scale on practice teaching and teaching attitude scale to 175 D.El.Ed trainees from various teacher training institutions in Ramanathapuram and Sivaganga Districts. The data obtained were subjected to percentages, differential and correlation Analysis. The study found that there was a significant positive relationship between practice teaching and teaching attitude of D.El.Ed trainees. Significant difference was also found between male and female D.El.Ed trainees with respect to practice teaching and its dimensions.

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Introduction

Teacher education is a dynamic system and it is provided to cater to the needs of school education and Teacher education systems. The strength of an educational system must largely depends upon the quality of its education. However, enlightened the aims, however up-to date and generous the equipment there is therefore, no more important matter that of securing a sufficient supply of the right kind of teachers to the profession of teaching, providing them with the best possible training and ensuring to them a status and esteem commensurate with importance and responsibility of their works, with the rapid expansion of their works and with rapid expansion of schooling. It has always been a feeling that education has been grossly neglected in India although it is directly related to the quality of education special at the school stage. No system of education can rise above level of its teachers, so a great responsibility rests on the training institutions.

Practice teaching need to ensure that students not only to develop the essential teaching skills, but also the develop wholesome values. Learning requires that the teacher trainees continuous to improve their skills, while tackling something, meaningful. Also attaining the essential skills then become purposeful occurring in parallel with learning. Practice teaching is a period of time when a student - teacher teaches under the supervision of an experienced teachers. It's a key part of the teacher education programme and is intended to help students connect what they've learned in the classroom to the real world of teaching. The trainees were given the freedom to plan and execute their curricular activities and the teachers played the role of observers and facilitators

Since, all teaching is aimed at facilitating learning among the trainees, our main aim should be to teach the trainees 'How to learn'. "The core of teaching process is the arrangement of environment with in which the trainees can interact and study how to learn"

(Dewey, 1916). All the trainees tried their best to come out with innovative methods of teaching the elementary classes trainees along with appropriate teaching aids. Teacher Trainees would create his or her own recipe for all occasions, provided the incumbent is allowed to use his or her own resources. Imagination, intuition, motivation diligence, communicative facility and sound grasp of the context and methods of teaching are the super highway to experience romance of teaching.

Review of Related Literature

Bushra Naoreen (2011) studied teacher practice, problems and issues. The study reported that they have been given orientation before the start of teaching practice. The opportunity prisms presents to Teachers is to finally be equipped with an approach that

scales best practice teaching methodologies after years of being expected to construct castles of learning without adequate tools. Rod Berger, Forbes. (2022).

Online charter schools, which have a set curriculum and have practice teaching remotely, have poor results with many students, several studies have shown. Cleveland, (2020). Kyle Neddenriep, (2020), did a study on Practice based learning. And it was found that a wide range of learning opportunities for student development. Students apply and consolidate their learning, bringing together academic theory, workplace practice to develop skills and competences. Jothy Nirmala (2004) studied the attitude of teachers trained through Correspondence mode. It was found that educational qualification did not have any effect on the attitude of teachers.

Significance of the Study

The practice teaching as an integral part of professional preparation of teachers. It should be the central pivot of the professional teaching. Teaching practice is a valuable opportunity where the student teacher are in a position to enhance their knowledge do experiments on the basis of acquired knowledge and to solve problems related to teaching. The lackadaisical way that characterizes its organisation, supervision and evaluation in many of the teacher training institutions can be hardly be complimented. Good and effective teaching is an achievable art, but hard work, patience and struggle are needed for it. As the teacher trainees are supposed to develop skills, awaken curiosity, develop independence, encourage intellectual rigours and promote moral and ethical values in students.

Hence every classroom needs a competent, caring and qualified teacher. What teachers known and are capable of doing is of critical importance to the nation, as is the task of preparing and supporting the career development of teachers knowledge and skills. Every child needs and deserves dedicated and outstanding teachers for students of future classroom, Teachers who know their subject matter well, are trained to maintain high standards and values and make learning come alive for their students. Hence, it is a paramount importance to carry out the study.

Methodology in Brief

The present study, the investigator has adopted a descriptive method with normative survey technique of the research. The population for the study consisted of teacher trainees, who are pursuing D.El.Ed programme in the District Institute of Education and Training (DIET's) and private TTI's, located in Ramanathapuram and Sivaganga Districts. The investigator used a simple random sampling technique, by collecting data from 175 D.El.Ed Trainees. The investigator has used a Practice Teaching Scale (PTS) and Teaching Attitude Scale (TAS). The investigator has employed the following statistical techniques: - Percentage Analysis, t-test and Correlation analysis.

Data Analysis

Hypothesis -1

The level of practice teaching among D.El.Ed trainees and its dimensions are not high.

Table 1

Level of practice teaching among the D.El.Ed Trainees' and its Dimensions

S. No.	Dimensions of Practice Teaching	No	Low		Average		High	
			N	%	N	%	N	%
1.	Preparation of Lesson Plan	175	24	13.7	133	76.0	18	10.3
2.	Presentation	175	21	12.0	131	74.8	23	13.1
3.	Personality	175	30	17.1	128	73.1	17	9.7
4.	Class Control	175	28	16.0	126	72.0	21	12.0
5.	Evaluation	175	18	10.2	128	73.1	29	16.5
	Total	175	24	13.7	129	73.7	22	12.5

From the above table, the level of practice teaching and its dimensions could be found as follows:

- i. In the dimension 'Preparation of Lesson Plan' for practice teaching 13.7%, 76.0% and 10.3% of the D.El.Ed trainees' have a low, moderate and high level of performance in practice teaching.

- ii. In the dimension ‘Presentation’ 12.0 %, 74.8% and 13.1% of the D.El.Ed trainees’ have a low, moderate and high level of teaching practice.
- iii. In the dimension ‘Personality’ 17.1%, 73.1% and 9.7% of the D.El.Ed trainees have a low, moderate and high level of practice teaching.
- iv. In the dimension ‘Class Control’ 16%, 72 %, and 12.0% of the D.El.Ed trainees’ have a low, moderate and high level of practice teaching.
- v. In the dimension ‘Evaluation’ 10.2%, 73.1%, and 16.5% of the D.El.Ed trainees’ have a low, moderate and high level of practice teaching.

It is found that 73.7% of D.El.Ed trainees’ are having moderate level of performance in practice teaching ,12.5% of D.El.Ed trainees’ are having high level of performance in practice teaching, 13.7% of D.El.Ed trainees’ are having low level of performance in practice teaching . Further, it is found that the practice teaching among D.El.Ed trainees’ is at moderate level.

Hypothesis -2

There exists no significant difference in practice teaching and its dimensions mean score between male and female D.El.Ed trainees.

Table 2

Significance of difference in Practice Teaching and its Dimension mean scores between Male and Female D.El.Ed Trainees.

S. No.	Dimensions of Practice Teaching	Male (N=27)		Female (N=148)		‘t’ value	Significant Level
		Mean	SD	Mean	SD		
1	Preparation of Lesson Plan	30.1	3.4	38.2	3.2	3.21	S**
2	Presentation	28.8	2.8	32.2	3.9	2.17	S*
3	Personality	30.6	2.6	31.9	1.9	1.52	NS
4	Class Control	20.1	2.8	33.2	3.4	3.08	S**
5	Evaluation	22.7	2.9	27.1	3.1	0.82	NS
	Total	132.3	14.5	162.6	15.2	3.70	S**

S* Denotes Significant at 0.05 level
 S** Denotes Significant at 0.01 level
 NS Denotes Not Significant at 0.05 level

From the above table, it is evident that the obtained ‘t’ values are significant with respect to practice teaching and its dimensions- preparation of lesson plan (3.21), class room control (3.08), and the total practice teaching (3.70) are significant corresponding at 0.01 level and presentation (2.17), is significant corresponding at 0.05 level. Hence, the null hypothesis is that there exists no significant difference in the practice teaching in total and in different dimensions between male and female D.El.Ed trainees is rejected

Further the mean values obtained by the D.El.Ed. trainees reveal that the higher mean scores of female D.El.Ed trainees have a better in their practice teaching under school experience programme than the male D.El.Ed trainees on the dimensions- preparation of lesson plan, class control and their presentation.

On the other hand the obtained ‘t’- values are not significant with respect to practice teaching and its dimensions – personality (1.52) and evaluation of D.El.Ed Trainees (0.82) are not significant at 0.05 levels, indicating that the male and female D.El.Ed trainees have a similar in the level of practice teaching. Hence the null hypothesis that there exists no significant difference in the practice teaching in total and in different dimensions between male and female D.El.Ed trainees’ is accepted with respect to the practice teaching and its dimensions- personality and evaluation of D.El.Ed Trainees.

Hypothesis -3

There exists no significant difference in practice teaching and its dimensions between higher secondary and degree qualified D.El.Ed trainees.

Table 3

Significance of difference in the Practice Teaching and its dimensions mean scores of D.El.Ed Trainees' with respect to their Educational Qualification

S. No.	Dimensions of Practice Teaching	Higher Secondary (N=136)		Degree (N=39)		't' value	Significant Level
		Mean	SD	Mean	SD		
1	Preparation of Lesson Plan	40.2	3.1	33.3	2.9	4.38	S**
2	Presentation	35.4	3.3	23.6	2.6	1.27	NS
3	Personality	27.2	3.5	38.1	3.8	2.78	S**
4	Class Control	26.9	2.4	22.3	3.3	2.12	S*
5	Evaluation	27.1	3.5	25.7	2.1	1.92	NS
	Total	167.7	15.8	131.9	14.7	10.85	S**

S* Denotes Significant at 0.05 level

S** Denotes Significant at 0.01 level

NS Denotes Not Significant at 0.05 level

From the above table, it is evident that the obtained 't' values are significant with respect to practice teaching and its dimensions- preparation of lesson plan (4.38), Personality (2.78), and the total preparation of lesson plan (10.85) are significant at 0.01 level class control (2.12), is significant at 0.05 level. Hence, the null hypothesis is that there is no significant difference in practice teaching in total and in different dimensions between higher secondary and degree qualified D.El.Ed trainees is rejected with respect to the practice teaching in total and in above dimensions.

On the other hand, the obtained 't'- values are not significant with respect to practice teaching dimensions –presentation (1.27) and evaluation of D.El.Ed Trainees (1.92) are not significant at 0.05 levels, indicating that the Higher Secondary and Degree Qualified D.El.Ed trainees have a similar level of practice teaching performance. Hence the null hypothesis that there is no significant difference in the practice teaching in total and in different dimensions between the Higher Secondary and Degree Qualified D.El.Ed trainees' is accepted with respect to the practice teaching and its dimensions- presentation and evaluation.

Hypothesis-4

The level of teaching attitude among D.El.Ed trainees is not up to the mark .

Table 4

Level of teaching attitude of D.El.Ed trainees

Variables	No	Low		Average		High	
		N	%	N	%	N	%
Teaching Attitude	175	24	13.7	133	76	18	10.3

It is found that 76 % of D.El.Ed trainees are having at moderately favourable level of attitude towards teaching, 10.3% of D.El.Ed trainees are having at highly favourable level of attitude towards teaching and 13.7% of D.El.Ed trainees are having at lower favourable level of attitude towards teaching.

Further it is found that the teaching attitude of D.El.Ed trainees is at moderately in favour in terms of their teaching attitude.

Hypothesis-5

There exists no significant difference between male and female D.El.Ed trainees in their teaching attitude.

Table 5

Mean, standard deviation and t- value for teaching attitude score between male and female D.El.Ed trainees

S. No	Gender	N	Mean	S. D	t-value	Significant Level
1	Male	25	82.12	4.94	0.54	NS
2	Female	150	88.12	5.01		

NS Denotes Not Significant at 0.05 level.

The calculated ‘t’ value is 0.54 which is less than the table value 1.96 corresponding at 0.05 level of significance. This implies that the teaching attitude of male and female D.El.Ed trainees under consideration is not significant. Hence the null hypothesis is accepted.

Therefore, it is concluded the male and female D.El.Ed trainees do not differ significantly in respect to their teaching attitude. Both male and female D.El.Ed trainees have a similar in their teaching attitude.

Hypothesis- 6

There exists no significant difference between Higher Secondary and Degree Qualified D.El.Ed trainees in their teaching attitude.

Table 6

Mean, standard deviation and t-value for teaching attitude score between Higher Secondary and Degree Qualification D.El.Ed trainees

S. No	Educational Qualification	N	Mean	S. D	t-value	Significant Level
1	Higher Secondary	136	89.4	5.7	13.2	S**
2	Degree	39	82.8	4.6		

S ** denotes Significant at 0.01 level

The calculated ‘t’ value is 13.2 which is greater than the table value 2.58 corresponding at 0.01 level of significance. This implies that the teaching attitude of Higher Secondary and Degree Qualified D.El.Ed trainees are under consideration is statistically significant. Hence, the null hypothesis is rejected.

Therefore, it can be concluded that the Higher Secondary and Degree Qualified D.El.Ed trainees differ significantly in respect to their teaching attitude. Further the higher mean scores of Higher Secondary qualified D.El.Ed trainees are having good teaching attitude when compared to the Degree Qualified D.El.Ed trainees. Hence, the Higher Secondary qualified D.El.Ed trainees have possessed good teaching attitude than Degree Qualified D.El.Ed trainees.

Hypothesis 7

There is no significant relationship between practice teaching and teaching attitude among D.El.Ed trainees.

Table 7

Relationship between practice teaching and teaching attitude among D.El.Ed trainees

S.No	Variable	df	‘r’ value	Results
1	Practice Teaching	173	0.84	Significant
2	Teaching Attitude			

S- Significant at 0.05 level

From the table 7 as the calculated ‘r’ value is greater than the table value at 0.05 . level of significance for df-173. It is found that there is a significant and positive relationship between practice teaching and teaching attitude among teacher trainees. Hence, the null hypothesis is rejected.

Findings of the Study

It is found that 76.0% of D.El.Ed trainees' are having moderate level of performance in practice teaching, 10.3% of D.El.Ed trainees' are having high level of performance in practice teaching, 13.7% of D.El.Ed trainees' are having low level of performance in practice teaching. Further, it is found that the practice teaching among D.El.Ed trainees' is at moderate level.

Significant difference was found in total practice teaching scores between male and female D.El.Ed trainees. There is significant difference in their level of total practice teaching mean scores and in its dimensions. Preparation of lesson plan, Presentation and Class Control. Female teacher trainees have better on their practice teaching than male D.El.Ed trainees.

Significant difference is found between the higher secondary and degree qualified in their total D.El.Ed teaching scores and in its dimensions. There is significant difference in their level of total practice teaching mean score and its dimensions - Preparation of lesson plan, Personality and Class Control. The higher secondary qualified teacher trainees have better with respect to practice teaching.

It is found that 76 % of D.El.Ed trainees are having at moderately favourable level of attitude towards teaching, 10.3% of D.El.Ed trainees are having at highly favourable level of attitude towards teaching and 13.7% of D.El.Ed trainees are having at lower favourable level of attitude towards teaching.

No significant difference is found in teaching attitude mean scores between the male and female D.El.Ed trainees.

Significant difference is found between the higher secondary qualified teacher trainees and degree qualified teacher trainees in their teaching attitude. The higher secondary qualified teacher trainees have better teaching attitude towards teaching than the degree qualified teacher trainees.

Significant and positive relationship is found between practice teaching and teaching attitude of D.El.Ed trainees.

Educational Implications of the Study

The female of D.El.Ed trainees in their level of practice teaching is better than the male teacher trainees. These discrepancies are to be minimised by the organising a special orientation for male teacher trainees in order to improve the level of confidence in teaching.

The teacher trainees will be enabled to learn, practice and innovate for themselves, rather than being lectured to. Learning activities will be suitably organized in individual and group modes during the practice teaching period. To improve the quality of education, it is needed to improve the quality of teaching and develop the competencies of teacher trainees, which in turn requires an overall improvement of teacher trainees.

The of D.El.Ed trainees who are on practice teaching, if they are aware about their lacking experience and need of more learning, as well as willing to learn and gain, then they can learn practically much more from experienced teachers and teacher educators. During teaching practice, it was not only that they have opportunity of teaching but they also have opportunity to observe inside and outside of the classroom for the holistic development of children.

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