



The Attitude of Physical Education Student-Teachers Towards Teaching Practice As Observed by The Supervisors

KEYWORDS

attitude, physical education, student-teachers, teaching practice

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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 as observed by the supervisors. 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 0.95 was calculated using Cronbach Alpha technique. A team of 11 experts were purposively selected from the Indira Gandhi Institute of Physical Education and Sports sciences that were present as supervisors for the observation of the teaching practice of the student-teachers admitted in B.P.Ed. (1 year) course for the session of 2011-2012. The descriptive data analysis was used followed by the percentage method to interpret the results. The attitude observed by the supervisors 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.*

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 conceivably 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 (Arshad, 1982).

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 unfavorability for various attitudinal objects. Luthans (1993) says that professional attitude serves in many valuable ways and knowing these attitudes can also

serve a lot.

Practice teaching occupies a key position in the programme 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 programme. 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).

During teaching practice it is the duty of supervisors to supervise their lessons, other assigned activities, guidance and counseling as well as provide the student teachers with feedback and to enable them so that they can criticize and reform themselves.

Supervisor has an important role in practice teaching as:

- i) A resource person
- ii) An adviser
- iii) A general morale booster
- iv) An interpreter of feedback
- v) An assessor

Supervisor's duty is not only to evaluate the lessons of teaching practice, but by using his/her all the abilities to make this experience (All the stages of teaching practice) result oriented. He/she should have all the planning beforehand. He/she should have meeting and conversation with teacher educators, experienced teachers of the institution, educationists, concerned school head teachers and other teachers.

The above discussion of the relationship between the education, teaching, teachers' attitude, professional preparation, teaching practice and the role of supervisor 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.

PROCEDURE AND METHODOLOGY

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

Sample Selection

A team of 11 teachers appointed as experts and supervisors from the Indira Gandhi Institute of Physical Education and sports sciences, University of Delhi was selected to observe the attitude of 50 student-teachers.

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 0.95 was calculated using Cronbach Alpha technique.

RESULT

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:

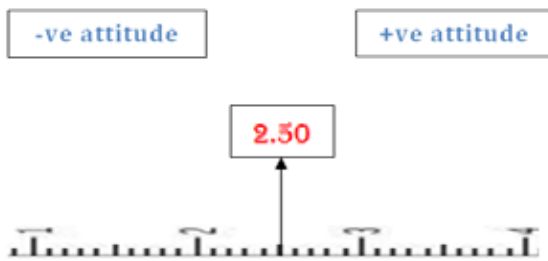


Fig. no.1: Attitude Scale

TABLE 1 Mean ratings of Observed Attitude of Physical Education Student-teachers towards teaching Practice.

S.NO.	Observed Attitude in Term of The Followings In Student-Teachers During Teaching Practice	Mean	Observed Attitude
1	Prompt report to the lesson location	3.5	+ve
2	Diligent to duty	3.48	+ve
3	Regularity to the lesson location	3.52	+ve
4	Resourceful	3.4	+ve
5	Good relationship with teachers and students	3.56	+ve

6	Obedient/respect to concerned authority	3.62	+ve
7	Readiness to take instructions/corrections	3.56	+ve
8	Decency in dressing	3.6	+ve
9	Creativity	3.24	+ve
10	Ability to teach	3.4	+ve

In table 1, the mean scores regarding attitude observed in the student-teachers during teaching practice by the supervisors shows positive attitude towards the teaching practice as they scored 2.50 and above in all the items. The following attitudes were observed in the student-teachers during teaching practice:

As the student-teachers scored 3.5 in regard to reporting to the lesson location which is above 2.50 and shows that maximum number of student-teachers have positive attitude towards reporting to the lesson location. For diligence to duty the student-teachers have also shows positive as the mean rating is 3.48. The supervisors observed regularity in the attitude of the student-teachers as they scored 3.52 for the regularity to the lesson location. The supervisors found maximum number of student-teachers resourceful with mean rating of 3.4. The mean rating (3.56) shows that the student-teachers have good relationship with their teachers and students. The supervisors observed that the maximum numbers of student-teachers are obedient with the mean rating 3.62. The student-teachers have positive attitude towards instructions and corrections as they scored 3.56 which is above 2.50. The mean rating regarding decency in dressing was also found to be above 2.50, it was observed 3.6. The mean rating for the creativity of the student-teachers i.e. 3.24 shows that the student-teachers are creative during their teaching practice. The mean rating score 3.4 observed by the supervisors, so we can conclude that the student-teachers have positive attitude towards teaching. The mean values of the observed attitude of the student-teachers are presented in fig. 2.

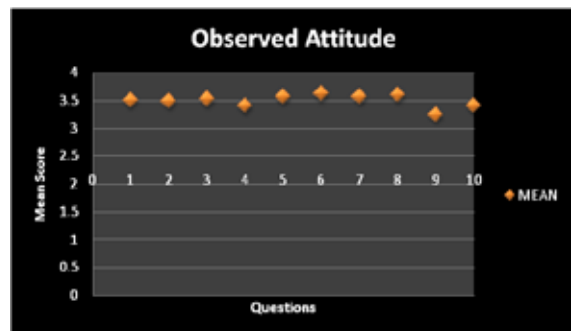


Fig. 2: Observed Attitude of Student-teachers

CONCLUSION

The mean ratings of the items for the observed attitude of physical education student-teachers during teaching practice as evaluated by the supervisors such as prompt report to the lesson location, diligent to duty, regularity, resourcefulness, good relationship with others, obedience, readiness to take instructions, dressing sense, creative work, ability to teach were found to be positive. Therefore it may be concluded that the physical education student-teachers have positive attitude towards teaching practice. The experts acted as supervisors shown apprehension about the positive attitude observed in student-teachers might be due to the fact that the student-teachers have to present them in a positive manner as this evaluation might affect their academic achievements and it can be also due to the supervisors' strictness that the student-teachers have to behave with a positive attitude during teaching practice evaluation period.

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