





Research Paper in Education	 MEMBER OF  OPEN ACCESS  SJIF Scientific Journal Impact Factor 
Dr. S. Parimala Principal, Kasthooribha Gandhi College of Education, Masakalipatty, Namakkal, Tamil Nadu	Perception towards Teaching Practice Programme among B.Ed. Students Abstract The study is indented to know the perception towards teaching practice programme of B.Ed. students. For this study, the researcher has chosen the tool for data collection developed by Kalaiselvan, C. and Nellaiyappan, N.O. (1992). This study based on normative survey method. A sample of 303 B.Ed. student teachers was taken from 4 Colleges of Education under TNTEU in Namakkal district. The results revealed that there is significant difference in perception towards teaching practice programme among B.Ed. students in respect of gender, age, qualification, and stream.

Introduction

Perception is the process of transforming sensory inputs to which we attend, into organized impressions that we experience. Mental interpretation of sensation results in perception. So, Perception is meaningful interpretation and understanding. Perception is also considered as a meaningful sensation. People differ in their perception that is why people differ in their opinion. Different student teachers looks the teaching practice programme from different angles, accordingly their perception of teaching practice programme will also differ. Teaching practice programme vary according to age, sex, morality, experience, etc.

Need for the Study

Learning is the core of education. If learning process takes place by active participation and involvement of students, it is more strengthened. Deviate from the traditional teaching method to innovative method of teaching to cater the psychological needs and interest. In order to improve the quality of education, increasing motivation in students and teachers should be encouraged for innovative practices in teaching. Thus the present study throws some light on the problem. And thereby reveals a few facts to improve the quality of teaching.

Significance of the Study

Generally observed that a teacher with training becomes, more mature and confident to perform his task more efficiently. Proper education of the teacher enables him to have knowledge of how children grow, develop and learn, and how they can

be taught effectively and hoe their inner potentiality can be brought out and developed.

Teacher education is needed to kindle the imaginations of the teacher and to remove the evils. During micro-teaching programme, student-teachers faced some problems such as lack of proper model lessons, inadequate training of skills, insufficient training for observation by peers and feedback given by college supervisors being not critical and pin pointed. These are common problems faced by the teacher trainees in micro and macro teaching. The present study paves way for the teacher educators and the authorities of teacher education institution to provide quality education by reducing their problems in practice teaching.

Objectives of the Study

- To study the significant difference in perception towards teaching practice programme among B.Ed. students in respect of gender, age, qualification and stream.

Hypotheses of the Study

1. There is no significant difference in perception towards teaching practice programme among B.Ed. students in respect of gender, age, qualification and stream.

Sample for the Study

303 B.Ed. students from 4 Colleges of Education under TNTEU in Namakkal district was taken as a sample by using stratified random sampling technique.

Tool

- Perception towards Teaching Practice Programme scale developed by Kalaiselvan C. and Nellaiyappan N.O. (1992).

Analysis of Data

Hypotheses 1: There is no significant difference in perception towards teaching practice programme among B.Ed. students in respect of gender, age, qualification and stream.

Table 1: Perception towards Teaching Practice Programme among B.Ed. students with respect to Background Variables

Variable	Group	N	Mean	SD	t-value	Level of Significance
Gender	Male	98	80.65	6.24	2.28	Significant
	Female	205	82.44	5.79		
Age	Above 25 years	83	80.31	5.67	2.50	Significant
	Below 25 years	220	82.21	6.01		
Qualification	UG	251	81.77	6.04	1.98	Significant
	PG	52	79.25	5.27		
Stream	Arts	137	80.77	5.81	1.99	Significant
	Science	166	82.29	5.95		

From Table-1, it can be seen that the t-values 2.28, 2.50, 1.98, and 1.99 are greater than the table value 1.96 at 0.05 significant level. Hence the hypotheses-1 is rejected.

Findings

1. There is significant difference in perception towards teaching practice programme among B.Ed. students in respect of gender.
2. There is significant difference in perception towards teaching practice programme among B.Ed. students in respect of age.
3. There is significant difference in perception towards teaching practice programme among B.Ed. students in respect of qualification.
4. There is significant difference in perception towards teaching practice programme among B.Ed. students in respect of stream.

Suggestions for Further Research

1. A similar study may be taken in other teacher training colleges and M.Ed. colleges.

2. A similar study may be undertaken in other districts with larger samples.

References

- Amutha, S. & Ramganes, E. (2010). Perception of Student-teachers of Science at Secondary level about Metacognitive Instructional Design. *Experiments in Education*, 4, 19-24.
- Chandrasekhar, K. (2006). A study on the Perceptions and Attitudes of Teacher Educators of DIETs in relation to their Personal and Demographic Variables. *Journal of Indian Education*, 8, 44-58.