



Teaching Performance of Student Teacher of Education College

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1. Introduction

Teaching is a complex activity and its complexity lies on the different types of technique of teaching. A teacher is an actor in a situation for reflective thinking who brings knowledge, personal background as well as professional and academic with his/her working environment.

2. Policy Recommendations

The secondary education commission (1952-53) stated that “ Teaching methods should aims at imparting the maximum quantum of knowledge possible and more on training student in the techniques of the study and method of acquiring knowledge through personal efforts, initiative and the teacher trainee should receive training in one or more of various co-curricular activities.”

Kothari Commission (1964) stated that “The Quality of training institutions remains with a few exceptions either mediocre or poor components staff or not attracted, vitality and realism are lacking in the curriculum and programme of work which continue to be largely traditional and set patterns and rigid techniques are followed in ‘Practice Teaching’ with a degraded for present day needs and objectives.”

Kothari Commission (1964-6) observed that “Student Teachers are commonly required to give a specified number of isolated lessons, many of which are often unsupervised or ill-supervised.

3. Practice Teaching

Student teaching process through a student teacher secure guided experience as a preparation for all aspects of his professional career. Through these programme varieties of learning experiences provide to the Student Teachers, to prepare lesson plans, situation of teaching learning process and evaluation of students. Student Teacher.

4. Objectives of Practice Teaching:

Objectives of Practice-Teaching concluded by Stones and Morris (1972) are given as follows.

1. To provide an opportunities for the students to acquire and improve teaching skills.
2. To enable the students effectively to plan and prepare lessons.
3. To help the students to develop desirable traits, attitudes and abilities.
4. To enable the students to acquire the characteristics of a teacher and to display appropriate behaviour.
5. To allow the students to evaluate his own and his pupil’s progress.
6. To enable the students to bring about learning children.

5. Factors affecting Teaching Performance

Attitudes, Value, interest and interpersonal skills, accepting individual differences, positive attitudes towards teaching, learning and performance.

6. Objectives of the study

1. To study the 'Teaching Performance Appraisal' of B.Ed.Trainee with reference to gender, habitat and level of graduation.
2. To find the correlation between score of Teaching Performance Appraisal of method 1 and method 2 of B.Ed. trainee.
3. To find the correlation between score of Teaching Performance Appraisal and percentage of B.Ed. trainee.

7. Population and Sample

All the trainee of B.Ed. Colleges is the population of the study. In this present study 91 students from B.Ed. College, Kakanpur, are taken as the sample of the study.

8. Tool of the present Study

For the present study tools of 'Teaching Performance Appraisal' of B.Ed. Trainee prepared by the investigator. Total 25 items of statement related to component of Lesson planning, Teaching Learning process and evaluation were constructed by the investigator. Respondent has to response only in one column of own performance in 5 columns of 0-20%, 21-40%, 41-60%, 61-80% and 81-100%. Marking system follows the score of 1,2,3,4 and 5 respectively.

9. Delimitation of the Study

1. Present Study is delimited for selected Students of the B.Ed Trainee from B.Ed. College, Kakanpur

10. Data Collection and Interpretation

Data were collected by the tools of 'Teaching Performance Appraisal' of B.Ed.Trainee.

11. Findings and Discussion

Findings and discussion related to present study is discussed as under.

	Group	N	MEAN	SD	SEd	t
Method-1	Male	23	98.62	9.5	2.29	0.29
	Female	68	97.94	9.52		
Method-2	Male	23	97.23	9.66	2.38	0.82
	Female	68	99.18	10.43		
	Graduate	63	94.64	7.22	1.28	3.80
	Post graduate	28	99.53	6.7		

From the above Table, it is evident that the obtained t-value is 0.29($0.29 < 2.58$) with 2.29 standard error of mean which is not significant at 0.01 level of significance. ($98.62 > 97.94$) Thus, mean score of male students are not significantly higher then the mean score of female students on Teaching Performance Appraisal. So hypothesis-1 is accepted which is stated as "there will be no significant difference between mean score of male students and mean score of female students of method-1 on Teaching Performance Appraisal."

From the above Table, it is evident that the obtained t-value is 0.82($0.82 < 2.58$) with 2.38 standard error of mean which is not significant at 0.01 level of significance. ($99.18 > 97.23$) Thus, mean score of female students are not significantly higher then the mean score of male students on Teaching Performance Appraisal. So hypothesis-2 is accepted which is stated as "there will be no significant

difference between mean score of male students and mean score of female students of method-2 on Teaching Performance Appraisal.”

From the above Table, it is evident that the obtained t-value is 3.80(3.80>2.58) with 1.28 standard error of mean which is significant at 0.01 level of significance. (99.53>94.64) Thus, mean score of Post Graduate students are significantly higher than the mean score of Graduate students on Teaching Performance Appraisal. So hypothesis-3 is accepted which is stated as “there will be no significant difference between mean score of Graduate students and mean score of Post Graduate students of method-1 on Teaching Performance Appraisal.”

From the correlation study it is found that 0.825 method-1 and method-2, 0.389 between percentage of graduation and method-1, 0.358 between percentage of graduation and method-2. So it is concluded that there is very high correlation found between score of method-1 and method-2, and low correlation found between score of percentage of graduation and method-1 as well as method-2.

12. Conclusion

From the above research it is found that mean score of male and female teacher trainee are not significant on Teaching Performance Appraisal on method 1 and method-2 respectively. Score of Post graduate teacher Trainee are found significantly higher than graduate teacher Trainee on Teaching Performance Appraisal. There is very high correlation found between score of method-1 and method-2, and low, but positive correlation found between score of percentage of graduation and method-1 as well as method-2.

References

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