



STUDENT TEACHERS' PERCEPTION OF ONLINE TEACHING PRACTICE PROGRAMME

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ABSTRACT:

Teaching practicum is an integral component of teacher training. To get qualify as a teacher one of the vital requirements is to undergo a teaching practice. during teaching practice, student teachers gain teaching experiences. This practicum is considered the most significant in the teacher training program. It helps student teachers or fresher to become the most effective classroom teacher. This study investigates MANUU student teachers' perception of Online Teaching Practice and the challenges encountered by them. The Descriptive survey research method was adopted and the study was conducted at Maulana Azad National Urdu University, Hyderabad, Telangana. A total of 75 student teachers From B.Ed. and D.El.ED was involved in the study. The self-prepared questionnaire was administered. The findings indicated that the student teachers have different perceptions and expectations regarding online teaching practice but most of them looked forward to it. Regarding the effectiveness of the Teaching Practice, 68% of the respondents indicated that online Teaching Practice was ineffective in improving their teaching skills. Since the majority of respondents indicated that they did not benefit much from the online Teaching Practice compared to the offline system of education, there is a dire need for the responsible authorities to review the procedures for carrying out online Teaching Practice to improve the quality of teachers. The result of this study also highlighted challenges encountered by the student teachers that were to adapt to the online platform and the classroom management, behavior of the peer group, etc.



KEYWORDS: Online Teaching Practice, Student Teachers Perceptions, Effectiveness, and challenges.

INTRODUCTION

Teaching Practice is the most important experience in the teacher education program. Teaching practice is compulsory for all aspiring student teachers enrolled in a teacher training program.

According to Perry(2004), teaching practice is aimed at inducting student teachers more fully into the professional work of teachers. Every student of the Education Department is meant to participate in the training program. Given this, teaching practicum occupies a key position in the common professional element in the preparation of teachers, it is the first official opportunity for trainee teachers to be involved in actual teaching experience.

Teaching practice serves as the most significant factor in shaping the student teachers' experiences (Rajuan, 2008). The teaching practice sessions help student teachers to improve their subjects, and hobbies, improve their communication skills, develop their personalities, and become efficient teachers in the future.

Teaching practice plays an important role in pre-service teacher training. If the teaching practice is executed rightly and effectively then it will assist in producing high quality professionally qualified teachers. Such teachers will be able to play active roles in the development of the teaching process, accommodate rapid educational changes and novel advancements in curricular and instructional activities and such teachers can bring drastic changes in the society through their students and motivated youth.

Where every aspect of life was affected by the Covid-19, the same education sector could not remain unaffected by the Covid-19. The entire education system had suddenly changed. Due to Covid-19, there has been a shift from a face-to-face offline teaching model to a completely online which was new to the country and education system. The consequential fiscal and communal exercise of social distancing has led to some major policy changes in the functioning of higher education guided towards an "online pivot" (George, 2020). Therefore, the online education system was started with the help of the latest technology. Online teaching and learning process was started in every course but the biggest problem was teacher training programs where students have to practice teaching in schools.

Maulana Azad National Urdu University students with a Diploma in Elementary Education and Bachelor of Education would have to do their teaching practicum in Semesters II, III, and IV for 20 weeks. During the practicum, they are exposed to the regulations, discipline, and ethics of the teaching profession as well as the duties of a teacher. Due to this Covid-19, all educational institutions especially schools, have been locked but in such cases, online teaching practice opportunities have been provided to the student teachers to continue their educational activities. In which trainee teachers have to perform online teaching practice with their peers. Because of the Covid-19, the students conducted their teaching practice online. So, the researcher decided to know to the students what they think about the online teaching practice, how effective the online teaching practice has been in developing the teaching skills of the student teachers, and tried to understand the problems faced by the students during the online teaching practice.

RESEARCH QUESTIONS

1. What perception do student teachers have towards online teaching practice?
2. Is online Teaching Practice effective in improving student teachers' teaching skills?
3. What were the challenges encountered by student teachers during online teaching practice?

OBJECTIVES

1. To find out student teachers' perceptions of the online teaching practice.
2. To Know the views on online Teaching Practice effectiveness in improving student teachers' teaching skills.
3. To examine challenges encountered by student teachers during online teaching practice.

HYPOTHESIS

1. There are no statistically significant differences in mean perception scores of online teaching practice among Bachelor of Education and Diploma in Elementary Education student teachers.

RESEARCH DESIGN AND METHODOLOGY

The study adopted a survey design. Data for this study were collected from 75 students of D.El.Ed and B.Ed. in the Dept. of Education and Training of Maulana Azad National Urdu University. A questionnaire (Online Google Form) was used to collect data. It consists of three parts. The first part-Part I for the demographic information of students. Part II with 20 Likert-type items with perception and Effectiveness statements where respondents agreed or disagreed with each perception item on a

five-point scale. In part III 11 open-ended questions need to be answered by the respondents. Since this part is open-ended questions, respondents are free to answer the questions based on experiences. In this part, all the questions are about Perceptions about online teaching practice programs and challenges they encountered during their online teaching practice.

The responses were weighted in terms of a scale of 1 to 5 points in which the highest number showed the highest agreement with the statement while the lowest number showed disagreement with the statement for positive statements and bench vice versa for negative statements. The hypotheses were tested using a T-test at a 0.05 level of significance.

FINDINGS AND DISCUSSIONS

Findings

The findings have been divided into three main components, which are Perceptions, Effectiveness, and Challenges Encountered by student teachers.

Table 1 Demographic Information of Sample

Sl. No.	Course	Frequency	Total
1.	B.Ed.	38	75
2.	D.El.Ed.	37	

Perceptions of student teachers on online teaching practice

The majority of the student teachers expressed positive sentiments towards the online teaching practicum. The results indicate that generally, student teachers had favorable perceptions of online teaching practice with fourteen out of twenty items having a mean of 3.000 and above, the study further found out that the student teachers were nervous during online teaching practice.

When researchers asked how they found about the online teaching practice, most of the student teachers said that this online teaching practice is not so easy for them. The majority of them put it as average. Some of them said that it is very difficult and only a few highlighted that this online teaching practice is easy for them. The majority of the student teachers agreed that the time given by their supervisor was insufficient. They said their supervisors gave lots of advice about teaching Which increased their self-confidence to take lessons on the online platform.

Student teachers' perception of online teaching practice

Table 2 Significant differences in mean perception scores of online teaching practice among Bachelor of Education and Diploma in Elementary Education student teachers.

Course	N	Mean	SD	df	T- Value	Remark
B.Ed.	75	4.210	1.523	73	0.1531	NS*
D.El.Ed.		4.154	1.644			

*NS: Not Significant

The results of table 1 show the mean scores of student teachers' perception of online teaching practice by a program of study. The results indicate that the Bachelor of Education had a more favorable perception than Diploma in Elementary education. And also, The results show that there is no significant difference in student teachers' perception of online teaching practice by a program of study. This means that all the student teachers were equally satisfied with online teaching practice regardless of their program of study.

Effectiveness of Online teaching practice

The researcher was also interested to examine student teachers' views on the effectiveness of the online teaching practice. The student teachers were asked to respond about the effectiveness of

online teaching practice in improving their teaching skills. 68% of the respondents indicated that online Teaching Practice was ineffective in improving their teaching skills. The majority of the student teachers agreed that they didn't learn the classroom skills such as handling students in the class because they were teaching peer group members. They agreed that they learned their skill by using digital teaching aids in online teaching. Some of the students felt that the online teaching practice was a burden for them. The majority of students agreed that the online teaching practice was perceived as a 'testing time', rather than a 'learning time', and mistakes were seen as 'failures' rather than 'learning opportunities'. This means online teaching practice in peer groups is ineffective in improving student teachers teaching skills.

Challenges Encountered

During the period of teaching practice, the student teachers faced many problems and difficulties. Most of them highlighted that their biggest problem was the online platform itself. They faced the problem of electricity and internet connectivity during online teaching. Poor internet connectivity, network-related issues in a rural flock of electricity, and lack of Gadgets like smartphones, PC, Tablets, laptops, etc. some of the students are not comfortable handling modern gadgets and technological devices. The majority of the student teachers complained that their pupils have behavioral problems because they were their peer group members. They said that the peer group members rarely paid attention to the teachers in class. Student teachers also stressed a lack of participation and cooperation during teaching from the peer group members. This made it very difficult for them to teach.

Even though student teachers had faced many challenges during online teaching practice, they confessed that the practicum itself gave them a new experience in teaching. During online teaching practice, they learned not just how to use the technology but also how to adapt to new environments and changes in every phase of life. The majority felt that it was something new and a very useful experience.

CONCLUSION

Student teachers have a favorable perception of online teaching practice. few of them were nervous and afraid to endure the online practicum. They were worried and nervous because of a lack of self-confidence and lack of technical knowledge. They had doubts about their ability in teaching. Throughout the practicum, the student teachers experienced a wide range of feelings like excited, frustrated, guilty, anxious, pleased, confused, disappointed, encouraged, reassured, unsettled, nervous, worried, impatient, upset, angry, exhausted, inspired, and tense, pressured, inadequate, etc. Teaching Practice plays an important role in the preparation of teachers. However, the majority of respondents in this study have indicated that they did not benefit much from the online Teaching Practice. Since there is a need for the responsible authorities to review the procedures for carrying out online Teaching Practices to improve the quality of teachers. Teaching practicum not only gave student teachers problems and challenges but also gave them a lot of new experiences, especially in the online mode of teaching.

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