

Pedagogical Practices Of Prospective Teachers

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ABSTRACT

Pedagogy is the art of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. The present study aims to identify the Pedagogical Practices of Prospective Teachers in relation to some variables Gender (Male, Female), Pedagogical subjects (Arts, Science), Level of Education (Undergraduate, Postgraduate). For the purpose of the present study, a questionnaire for finding Pedagogical Practices was used. The research sample consisted of 300 student teachers in Tanjore District of TamilNadu. The study found that the Prospective Teachers level of Pedagogical Practices was high in general. There is no significant difference in the mean scores with respect to Gender and Pedagogical Subjects and there is a significant difference in terms of Level of Education which post graduates have more than Undergraduates.

Keywords Pedagogy, Pedagogical practices and Prospective Teachers

Introduction

A good and effective educational system leads to the development of learners' potentials, the expansion of their competencies, skills, and talents, and the transformation of their interests, attitudes, and values. The main goals of educators are to support student learning and improve the system of education as a whole, and this is widely acknowledged. They need to be knowledgeable about instructional approaches in order to accomplish the aims and objectives. The main practises required for fostering student learning, assisting them in reaching their academic objectives, facilitating advancements in teaching-learning methodologies, teaching-learning materials, and upgrading the overall educational system are pedagogical practises. Teaching is a unique profession because it combines reason and humanity with the creative and inventive application of one's own skills and knowledge to further the education and wellbeing of others. The quality and extent of learner's achievement are determined

primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as a programme of education research and training of persons to teach from pre-primary to higher education level.

Pedagogical practices is only ingenious when a teacher uses resources, materials, methods, principles and explanations that have not been employed before, therefore, the employment of technical resources is not necessarily a satisfactory condition for innovative practise it can serve only to support, assist or elicit innovation. Prospective teachers are the future teachers that are Student teachers who were enrolled in a teacher education program in their final year education programme.

Research Background

In the light of the preceding discussion, this study aimed to identify the Pedagogical practices among Prospective Teachers in Tanjore District, TamilNadu

in relation to some variables such as Gender (Male, Female), Pedagogical subjects (Arts, Science), Level of Education (Undergraduate, Postgraduate).

Need and Significance of the Study

Even though education systems have changed and pedagogical approaches have evolved over time, schools continue to use outdated methods of instruction like drill, practice, and a high dependence on textbooks. Teachers must replace the behavioristic conceptual framework with other progressive models of learning because, in the current educational environment, they must act as guides who assist students in creating their own knowledge. To implement these models, both in-service teachers and pre-service teachers must be trained. It is the duty of teacher education institutions and teacher educators to prepare prospective teachers for their upcoming roles. Hence the researcher felt the need to study the Pedagogical Practices of Prospective Teachers to gain insights into the existing practices and their outcome and their influence on the overall development of the student teachers.

Review of Related Literature

Various studies have been conducted on review of Pedagogical or teaching practices of teachers. In this study the work of Sonam Daker, Latchanna, and Gara (2017), Ananda Kumar.K.P. and Mohan.S. (2019), Barbhui, Swati Vasant, Dhamane, Vijay (2021) have been utilized in order to explain the scope of Pedagogical practices.

Sonam Daker, Latchanna, and Gara (2017) carried out a qualitative case study research to examine reflective teaching methods in a Bhutanese teacher training programme. This study's objective was to learn as much as possible about the reflective teaching techniques applied to the teaching and learning process. The study investigated how the lecturers promoted reflective teaching in the teaching and learning process; what reflective approaches they used; how frequently they reflected while performing their duties; and what obstacles they encountered in doing so. Seven lecturers who teach

the Bachelor of Education (B.Ed) program two females and five males as well as 24 student teachers 12 females and 12 males are involved in this study. Four sources of information were used to collect the data for this study: class observations with follow-up conferences, semi-structured interviews with participant lecturers, focused groups interviews with participant student teachers, and document analysis. In order to encourage reflection and reflective teaching practices in the teaching and learning process, the study found that the kinds of questions and activities used in the classroom were important. Furthermore, the study showed that participants value reflective teaching practices as a crucial component of professional growth and make every effort to advance them. The study does, however, also draw attention to the obstacles and limitations that must be overcome in order to promote reflective teaching practices. The results of this study also lend support to the literature and earlier studies on reflective teaching, which advocates using reflective tasks to structure and scaffold student reflections in teacher education programmes in order to develop reflective practitioners. This study investigated the reflective teaching techniques used in the Royal University of Bhutan's Samtse College of Education's Bachelor of Primary Education programme. Therefore, this study suggests a direction for future research on reflective teaching strategies in the other teacher education programmes provided by Royal University of Bhutan.

Ananda Kumar.K.P. and Mohan.S. (2019) conducted the study to assess the knowledge of and use of information and communication technologies among Tamil Nadu's B.Ed. student teachers. The study's variables include the sex of the student-teachers, location, age, marital status, community and minimum educational requirement, major field of study, parents' educational background and line of work, among others. A questionnaire created by the researcher to assess the student-teachers' awareness of and use of ICT devices in their colleges of education served as one of the teacher-developed tools used in the study. ICT Availability Schedules were also gathered from all the colleges in order to

determine the availability of ICT facilities in the colleges of education. In this study, the Stratified Random Sampling Technique was used to collect data from 880 student teachers from 10 different B.Ed. colleges in Tamil Nadu, including government, aided, and self-financing institutions. The average, standard deviation, "t" test, and correlation coefficient were the statistical techniques used. In addition, it should be noted that the current study found that among the student-teachers of various majors, including those in the arts, mathematics, and sciences, with their basic degrees, the science majors had significantly higher awareness and higher utilization in the high availability colleges of education. It held true for both aided and independently funded colleges of education. The reason may be because science major student-teachers have been doing practical work in their major or in a related subject since they were in elementary school. When compared to the Mathematics and Arts Graduates, the Science Major Student-Teachers used ICT facilities significantly more due to their practice of conducting practical's. However, in the Government Colleges of Education, even the student-teachers who had majored in the arts were well aware of the ICT devices available in the Colleges, perhaps due to their curiosity.

Barbhai, Swati Vasant, Dhamane, Vijay (2021) conducted the research on "Pedagogical Skills Programme for Effective Teaching of English". In the present research, the survey method has been adopted to find out the problems of the primary teachers regarding the pedagogical skills of the English language. Survey studies assess the characteristics of the whole population and status. Based on the survey Pedagogical Skill Programme was developed with the help of the Product Development Method. For testing the effectiveness of the programme Experimental method was used. Considering this, it is clear that for the present research Multi-Method was used. In the present study, the aim was to find out the difficulties of rural primary teachers while teaching English and to develop the pedagogical skills programme for effective teaching of English for primary teachers in

the Pune district. The Population for this research work was all the primary teachers of Zilla Parishad schools in Pune District. Total 325 teachers were selected as a sample from 25 schools from each Tahsil of Zilla Parishad Pune and one teacher from each Tahsil ($25 \times 13 = 325$) for the survey by simple random sampling (lottery method). For the experiment, 40 primary teachers were selected by purposive sampling method from rural areas of Pune District. The sample characteristics were male and female teachers, with diplomas and degrees in education. After testing the effectiveness of the programme for establishing the usability of the programme 10 expert teachers were selected with the purposive sampling method as a sample. All three aspects of effectiveness of pedagogical skill programme for primary teachers. Teaching Performance Observation Skill (TPOS) English pedagogical knowledge test (EPKT) and English Language Skills Observation Scale (ELSOS) shows greater value of mean in post-test than pre-test means there is a significant difference between mean scores of pre-test and post-test. While observing teachers' lesson, researcher also observed students responses and found that after the implementation of the Pedagogical Skills Programme majority students involved in the English lesson by doing different activities, interact with the teacher and their peers in a very easy manner, enjoying language games, worked in a group and their engagement in the classroom was spontaneously.

Research Objectives and Hypotheses

The objectives are, to find out whether there is any significant difference in Pedagogical Practices of Prospective Teachers with respect to their Gender (Male, Female), Pedagogical subjects (Arts, Science), Level of Education (Undergraduate, Postgraduate).

The Hypotheses are Null Hypotheses that, there is no significant difference in Pedagogical Practices of Prospective Teachers with respect to their Gender (Male, Female), Pedagogical subjects (Arts, Science), Level of Education (Undergraduate, Postgraduate).

Research Methodology

In the present study normative survey method is employed. The sample comprised of 300 student teachers in different colleges of Education in Tanjore District of TamilNadu. The sample was selected by Random sampling Technique.

Research Tool

In order to verify the hypotheses framed, the researcher prepared a tool Questionnaire based on testing the Prospective Teacher's pedagogical practices was developed and standardized by the Investigator has been used.

Reliability

The Reliability of the tool was established by using Spearman Brown's split half method and it was found to be 0.862 which infers that the Tool is highly reliable.

Validity

The validity of the tool was established by taking the square root of the reliability co-efficient that is 0.928; it may be infer that this tool is highly valid.

Data Analysis

Table: 1 Level of Prospective Teachers Pedagogical Practices

Variable	Level	Frequency	Mean	S.D
Pedagogical Practices	Low	48	97.86	8.15
	Average	206	112.79	9.24
	High	46	128.50	9.15
	Total	300		

Table: 2 Prospective Teachers Pedagogical Practices with respect to their Gender.

Gender	N	Mean	S.D	Calculated 't' value	Remark
Male	97	113.48	9.87	0.385	Not Significant (at 0.05 Level)
Female	203	113.17	8.40		

Table: 3 Prospective Teachers Pedagogical Practices with respect to their Pedagogical Subjects

Pedagogical subjects	N	Mean	S.D	Calculated 't' value	Remark
Arts	146	113.37	9.15	0.477	Significant (at 0.05 Level)
Science	154	113.11	8.24		

Table: 4 Prospective Teachers Pedagogical Practices with respect to their level of Education (Undergraduate, Postgraduate)

Level of Education.	N	Mean	S.D	Calculated 't' value	Remark
UG	162	113.85	8.37	2.854	Significant (at 0.05 Level)
PG	138	112.28	8.86		

Research Findings

The Prospective Teachers level of Pedagogical Practices was high in general. There is no significant

difference in Pedagogical Practices of Prospective Teachers with respect to their Gender (Male, Female). There is no significant difference in

Pedagogical Practices of Prospective Teachers with respect to their Pedagogical subjects (Arts, Science). There is a significant difference in Pedagogical Practices of Prospective Teachers with respect to their level of Education (Undergraduate, Postgraduate).

Conclusion

Pedagogical practices involving effective teaching strategies help students to gain understanding of academic concepts easily. From the findings of the study we sum up that during pre-service training, Prospective teachers must be instructed on the process of pedagogical practices through regular trainings and upgrades. For Further study on the pedagogical practices of in-service teachers are recommended.

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