



## Attitude Towards Teaching Practice Among Prospective Teachers

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**Abstract:** *Teaching practice is an integral component of teacher education programmes, offering prospective teachers an opportunity to translate pedagogical theory into real classroom practice. The present study investigates the attitude of prospective teachers towards teaching practice and examines the factors influencing their perceptions. A descriptive survey method was employed for the study. The sample comprised B.Ed. student teachers selected from colleges of education using a random sampling technique. Data were collected using a standardized Attitude Towards Teaching Practice Scale. The findings emphasize the need for effective guidance, proper planning, and supportive school environments to enhance the quality of teaching practice programmes. It is concluded that strengthening teaching practice can significantly improve professional readiness, confidence, and commitment among prospective teachers, thereby contributing to the overall quality of teacher education.*

**Keywords:** *Attitude, Teaching Practice, Prospective Teachers, Teacher Education, Classroom Experience.*

**1. Introduction:** A temporary period of teaching in a school undertaken under supervision by a person who is training to become a teacher. 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. 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.

**2. Need And Significance of the Study:** A major issue in the present day education is the question of what constitute good and effective teaching. The question rose while considering this crucial aspect of teaching is- 'Do teachers know how to teach and do they create interest and motivation in the students to learn?' A through inquiry into the modes and ways the teacher employ to impart knowledge, understanding, skills and attitudes are necessary. Many researchers have given the overall description of the personality of those who choose teaching as the career. For the professional development of teachers the study of attitudes held by them are very crucial. Positive and favourable attitudes not only make individuals to perform his/her work in a better manner but also more satisfying and rewarding to them. Unfavourable or negative attitudes, on the other hand, make individual tired, boring and unacceptable.

There are ample of researches on attitude towards teaching profession of pre-service or prospective teachers but limited or few investigations have been done in this field on in-service teachers' attitude. Thus it is necessary to incorporate the prospective teachers' attitude towards teaching practice that whether they need further professional development programme to motivate themselves towards this profession.

**3. Statement of the Problem:** The student-teachers undergoing their teaching practice is a vital phase for the development of positive attitude towards mentors. Their attitude towards mentor, play a vital role in grooming their teaching competencies. Their attitude towards their mentor helps to mold their social relations maintained with parents, teachers, peers, and students. They learn to handle the students, subjects, and interpersonal skills. Their mentor serves as their role model in learning about not only teaching learning phase but also maintaining interpersonal skills. Their mentor helps them to groom their teaching competencies. In the present study, the researcher is interested in studying the Attitude towards Mentors of prospective. Hence the statement of the research problem was stated as "Attitude towards Teaching Practice among Prospective Teachers."

**4. Objectives of the Study:** The following are the objectives of the study:

1. To find out the significant difference between the Prospective Teachers' attitudes towards Teaching Practice with respect to Gender.
2. To find out the significant difference between the Prospective Teachers' attitudes towards Teaching Practice with respect to Educational Qualification.
3. To find out the significant difference between the Prospective Teachers' attitudes towards Teaching Practice with respect to Major Subject.
4. To find out the significant difference between the Prospective Teachers' attitudes towards Teaching Practice with respect to Marital Status.
5. To find out the significant difference between the Prospective Teachers' attitudes towards Teaching Practice with respect to Locality of college.

**5. Hypotheses of the Study:** The following hypothesis were formulated and tested with appropriate statistical tools.

1. There is no significant difference between the Prospective Teachers' attitudes towards Teaching Practice with respect to Gender.
2. There is no significant difference between the Prospective Teachers' attitudes towards Teaching Practice with respect to Educational Qualification.
3. There is no significant difference between the Prospective Teachers' attitudes towards Teaching Practice with respect to Major Subject.
4. There is no significant difference between the Prospective Teachers' attitudes towards Teaching Practice with respect to Marital Status.
5. There is no significant difference between the Prospective Teachers' attitudes towards Teaching Practice with respect to Locality of college.

**6. Methodology:** The present study followed Survey Research Design method. A sample of 300 B.Ed Students of Self - Finance Colleges of Education was chosen through random sampling technique. A questionnaire aimed at assessing the Attitude towards Teaching Practice which was a standardized tool

constructed by the Investigator. Data collected through the administration of the above tool were subjected to descriptive analysis.

**7. Sample of the Study:** The investigator has randomly selected seven Colleges of Education in Trichy district. The B.Ed Students who were studying in those Self - Finance Colleges of Education were taken as samples. The size of the sample was 300 B.Ed Students who have been selected by random sampling from the seven Colleges of Education.

**8. Data Analysis**

**Hypothesis: 1 (H01):** There is no significant difference between the Mean scores on the level of Attitude towards Teaching Practice among Prospective Teachers with respect to Gender

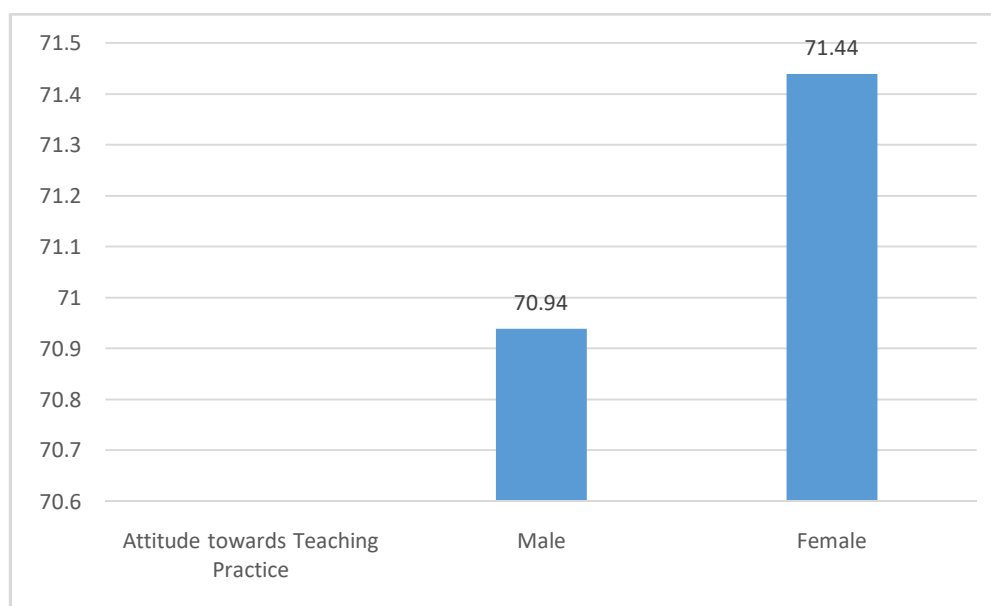
**Table –1: Distribution of ‘t’ Value Between The Mean Scores on The Level of Attitude Towards Teaching Practice Among Prospective Teachers with Respect to Gender**

Category	Gender	N	Mean	SD	‘t’ value
Attitude towards Teaching Practice	Male	54	70.94	6.70	0.31**
	Female	246	71.44	11.24	

\*\* - Not Significant at 0.05 level

Table 1 shows that the ‘t’ values, 0.31 is not significant at 0.05 level. It is understood from the results that there is no significant difference between Male and Female Prospective Teachers towards their Attitude towards Teaching Practice. Therefore, the framed null hypothesis is accepted.

**Graph – 1: The Mean Scores on the level of Attitude towards Teaching Practice among Prospective Teachers with respect to their Gender**



**Hypothesis: 2 (H02):** There is no significant difference between the Mean scores on the level of Attitude towards Teaching Practice among Prospective Teachers with respect to Educational Qualification

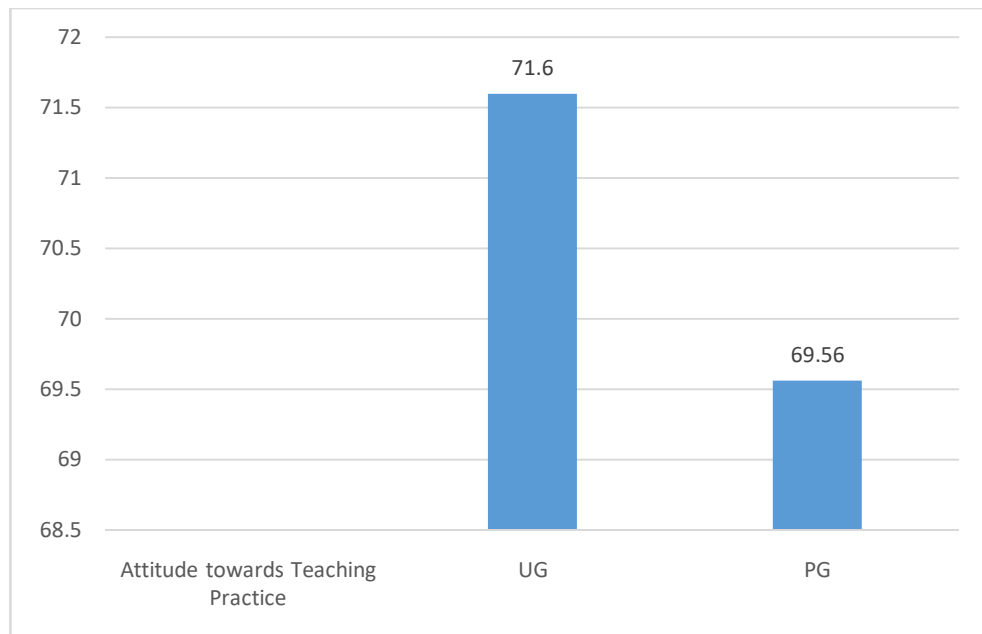
**Table – 2: Distribution of ‘t’ Value Between The Mean Scores on The Level of Attitude Towards Teaching Practice Among Prospective Teachers With Respect to Educational Qualification**

Category	Educational Qualification	N	Mean	SD	‘t’ value
Attitude towards Teaching Practice	UG	263	71.60	9.16	1.10**
	PG	37	69.56	17.65	

\*\* - Not Significant at 0.05 level

Table 2 shows that the ‘t’ values, 1.10 is not significant at 0.05 level. It is understood from the results that there is no significant difference between UG and PG Prospective Teachers towards their Attitude towards Teaching Practice. Therefore, the framed null hypothesis is accepted.

**Graph – 2: The Mean Scores on the level of Attitude towards Teaching Practice among Prospective Teachers with respect to their Educational Qualification**



**Hypothesis: 3 (H03):** There is no significant difference between the Mean scores on the level of Attitude towards Teaching Practice among Prospective Teachers with respect to Major Subject

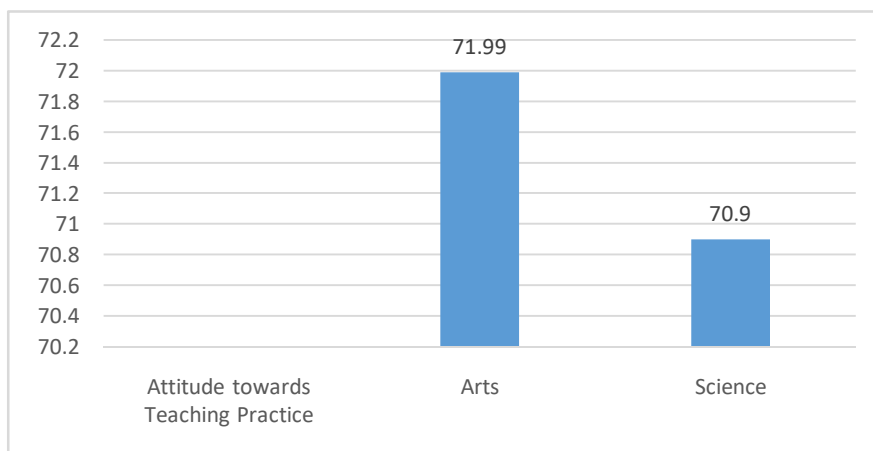
**Table – 3: Distribution of ‘t’ Value Between The Mean Scores on The Level of Attitude Towards Teaching Practice Among Prospective Teachers With Respect to Major Subject**

Category	Major Subject	N	Mean	SD	‘t’ value
Attitude towards Teaching Practice	Arts	125	71.99	10.34	0.88**
	Science	175	70.90	10.72	

\*\* - Not Significant at 0.05 level

Table 3 shows that the 't' values, 0.88 is not significant at 0.05 level. It is understood from the results that there is no significant difference between Arts and Science Prospective Teachers towards their Attitude towards Teaching Practice. Therefore, the framed null hypothesis is accepted.

**Graph – 3: The Mean Scores on the level of Attitude towards Teaching Practice among Prospective Teachers with respect to their Major Subject**



**Hypothesis: 4 (H04):** There is no significant difference between the Mean scores on the level of Attitude towards Teaching Practice among Prospective Teachers with respect to Locality of College

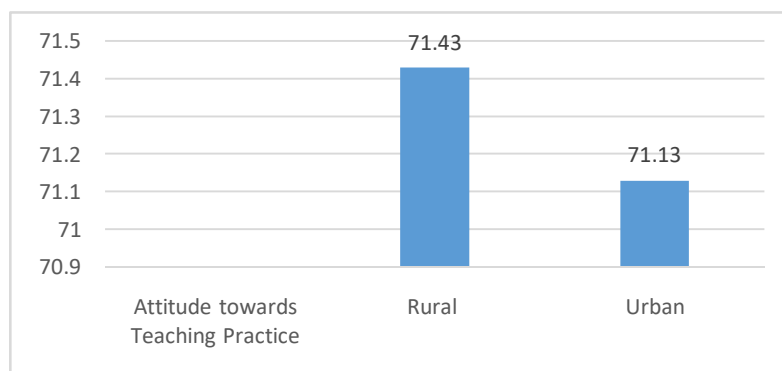
**Table – 4: Distribution of 't' Value Between The Mean Scores on The Level of Attitude Towards Teaching Practice Among Prospective Teachers With Respect to Locality of College**

Category	Locality of College	N	Mean	SD	't' value
Attitude towards Teaching Practice	Rural	220	71.43	10.51	0.22**
	Urban	80	71.13	10.762	

\*\* - Not Significant at 0.05 level

Table 4 shows that the 't' values, 0.22 is not significant at 0.05 level. It is understood from the results that there is no significant difference between Rural and Urban Prospective Teachers towards their Attitude towards Teaching Practice. Therefore, the framed null hypothesis is accepted.

**Graph – 4: The Mean Scores on the level of Attitude towards Teaching Practice among Prospective Teachers with respect to their Major Subject**



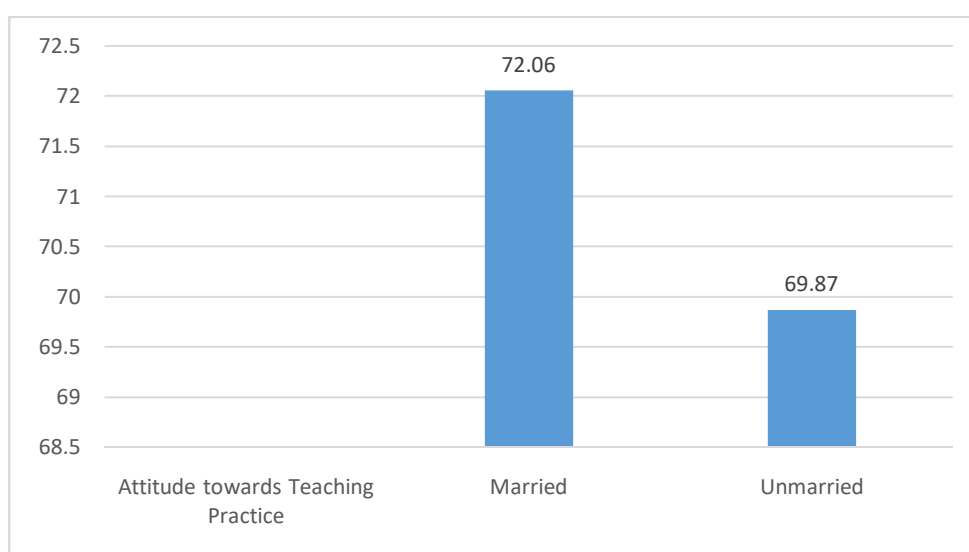
**Hypothesis: 5 (H05):** There is no significant difference between the Mean scores on the level of Attitude towards Teaching Practice among Prospective Teachers with respect to Marital Status

**Table – 5: Distribution of ‘t’ Value Between The Mean Scores on The Level of Attitude Towards Teaching Practice Among Prospective Teachers With Respect to Marital Status**

Category	Marital Status	N	Mean	SD	‘t’ value
Attitude towards Teaching Practice	Married	189	72.06	10.46	0.36**
	Unmarried	111	69.87	10.44	

\*\* - Not Significant at 0.05 level

Table 5 shows that the ‘t’ values, 0.36 is not significant at 0.05 level. It is understood from the results that there is no significant difference between Married and Unmarried Prospective Teachers towards their Attitude towards Teaching Practice. Therefore, the framed null hypothesis is accepted.



**1.9 Findings of the Study:** The following are the major findings of the study from the analysis of the data

- Male and Female Prospective Teachers are similar in attitudes towards Teaching Practice.
- UG and PG qualified Prospective Teachers are similar in attitudes towards Teaching Practice.
- Prospective Teachers of Arts and Science major are found to be similar in attitudes towards Teaching Practice.
- There is no significant difference between the Mean scores of Prospective Teachers in attitudes towards Teaching Practice with regard to their Marital Status.
- Prospective Teachers of Rural and Urban area college are found to be similar in attitudes towards Teaching Practice.

**1.10 Conclusion:** Finally, the researcher comes to the conclusion that both male and female student-teachers who were doing teaching practice showed considerable responses towards teaching practice. The analysis of data indicated the positive attitude of student-teachers on the whole and no significance difference was found between male student-teachers and female student-teachers towards teaching practice course.

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