ATTITUDE OF STUDENT TEACHERS TOWARDS TEACHING PRACTICE COURSE

A

THESIS

By

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LETTER OF CERTIFICATE

This is to certify that Mr. Hari Prasad Subedi, a student of academic year of 2066/67 with the campus roll no. 668, T.U. Registration number 9-1-29-180-2002, thesis number 792 and examination Roll no. 281247 (2067) has completed his thesis under my supervision for the period prescribed by the rules and regulations of T.U., Nepal. The thesis entitled "Attitude of Student Teachers Towards Teaching Practice Course" embodies the results of his investigation conducted during the period 2015/2016 under the Department of Mathematics Education, University Campus, Kirtipur, Kathmandu. I recommend and forward that his thesis be submitted for the evaluation for awarding the degree of Master of Education.

…….. ……

(Mr. Abatar Subedi) (Asso. Prof. Laxmi Narayan Yadav)

Supervisor Head

Date:……

LETTER OF APPROVAL

THESIS

BY

HARI PRASAD SUBEDI

Entitled

ATTITUDE OF STUDENT TEACHERS TOWARDS

TEACHING PRACTICE COURSE

has been approved in partial fulfillment for the

requirements for degree of the Master of Education

Committee for VIVA-VOCE	**Signature**
1. Mr. Laxmi Narayan Yadav (Chairman)	……..
2. Prof. Dr. Hari Prasad Upadhyay (Member)	……..
3. Mr. Abatar Subedi (Member)	…..……

Date: ……..

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……

Hari Prasad Subedi

ABSTRACT

This is a survey research related to find out the attitude of student-teachers towards teaching practice course. The objective of this study were to find out the attitude of student- teachers towards teaching practice course and to compare the attitude of male and female student-teachers towards teaching practice course.

Only large campuses, namely Mahendra Ratna Campus Tahachal and the Sanothimi Campus Bhaktapur, were the large number of students were participating in this course. The student-teachers were chosen by stratified random sampling techniques. 200 Student-teachers were sample of the study out of them 120 were male student teachers and 80 were female student-teachers. There were 28 statements of opinionaire. Each statement, five point Likert scale were used. The statistical device χ^2- test with 0.05 level of significance was applied to find out the opinions of student-teachers towards teaching practice course and t-test with 0.05 level of significance was applied to find the significance difference between male student-teachers and female student teachers.

The major findings and conclusion of the study are summarized as follows, there was positive attitude towards teaching practice course and no significance difference between attitude of male student-teachers and female student-teachers towards teaching practice course.

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Chapter-I

INTRODUCTION

Background of the Study

Education is the dynamic process of the life of every individual influencing his/her physical, mental, emotional, social and ethical development. The term education may be interpreted to the process through which experiencing or information is gained or it is used to indicate the result of such training of the product of the learning process. The aim of education is not only to develop individuals but also to make them adjusting members of society and useful citizens. Keeping these facts in mind different academic institutions and schools are set up in a community to provide in experience, knowledge, skill and attitude for all round development of an individual.

The discipline of mathematics education has become more inclusive and wide course of its development and application. In its broadest sense it aims to transfer the attitude, ideas, skill and knowledge of people in the community so that they can solve the problem that they are facing in their daily life and can improve the quality of their existence. Mathematics and mathematics education are by nature, considered as the two distinct disciplines. Mathematics education deals with mathematics from philosophical, psychological and sociological aspect of education. The first international congress in mathematics held in Lyons in august 1969 established mathematics education as a discipline. Mathematics education take place in different environmental factors such as students background, his/her surroundings influences including scientific attitude. Mathematics education concerns about curriculum framing, teaching and evaluation of mathematical learning.

Mathematics has great role in human life, our daily life and all civilization cannot be imagined without mathematics. It is used in every activities of our society. It is needed for the study of most of the discipline. It is the foundation of all sciences. Now a days, mathematics is considered as an important subject called the queen of all sciences, key and gate way of all sciences. It is directly related to cultural, poltical, social, geographical condition of society. Mathematics is the way of thinking, organizing and synthesizing the body of data. Mathematics develops the ability to think logically and creatively for the proper development. A strong backgrounds in mathematics necessary almost all technical careers in society. Mathematics has not only been useful in its own right but it has also enriched this world by helping in development of other field of knowledge. There is no science no art and no profession where mathematics has grown with the development of early civilization and early present modern civilization. Due to change of needs and demands of society the aim of education also change. Consequently; Mathematics in the 21st century puts great emphasis in today's society to meet the rapidly growing needs and demands, so mathematics has been given significant place at all levels of school curriculum. Every student should study it and gain better achievement in school mathematics. Numerous researches have been carried out to identify the variables that influence the attitude towards mathematic education.

Historical development shows that mathematics is originated from practical experience. It has been used while building houses, bridges, temples, pyramids, different handicrafts and planed cities. Mathematics also organiged along with different human civilization. At the primitive time, it organized from counting by using stone by cutting notches in piece of stick or by tying knots in string. With a gradual evaluation of society simple become imperative.

However mathematics has been developed by the ancient and developed to the modern stage in same way the teaching practice practice has been implemented but study and research are not made enough. This is because the research will play a small positive role in qualitative devevelopment of teaching practice.

Probably, the earliest way of keeping a count was by simple tally method employing the principle of one to one correspondence. Oriental literature reveals that the mathematics Dougal and Robert states that.

Mathematics developed from the needed of organize society of people imagine primitive a primitive tribes living by hunting and collecting natural harvest of forest and field. Roudimentary knowledge of counting is needed to communicate numbers important to the tribe. This may be the number of animals or the number of people in a hostile tribe. Also needed are measure of size, strength, distance and time. However crudely formulated they may be certain primitive awareness of similarities if the shapes must be present in effort to duplicate arrowheads and implements. It is also important to have some means of describing location involving both concepts which later developed into mathematics are necessary. Moreover these primitive tribes need something of virtually all the great branch of specialized mathematics.

In the renaissance period of the academic mathematics declined because it was strongly associated with trade and commerce. Although it was almost university based in Euclid elements but it continued to be taught in European universities. It was seen as sub servent to the study of natural, metaphysical and moral philosophy. This trend was somewhat reverse in seventh century. Although in 17^{th} century, science of number theory and theory of probability were founded.

In the 18^{th} century, the industrial led to an enormous increase in urban population, basic numeric skills, such as the ability to tell the time, count money and

carry out simple arithmetic become essential in this new urban life style with in the new public education system, mathematics become a central part of the education in all developing and developed countries. However diverse and changing ideas about the purpose of mathematics education led to overall consistency in the content of methods that where adopted.

Therefore elementary mathematics was part of the education system in most ancient civilization including ancient Greece, the Roman Empire, Vedic society and ancient Egypt. In most cases a formal education was only available to male children with sufficiency high status wealth and cast.

Practicum is master degree education course to fulfill the partial requirement of students. Teaching practice is that type way which helps the student-teacher to have practical life in school/college.

The establishment of T.U. on 2016 B.S; the college of education was joined under university and its programme was run from university itself. For the formulation of National Education System on 2028 TU has its own Education department at present time which is called Department of education. Along with different colleges of the country had kept teaching practicum as a compulsory and practical subject for every 10+2, education programme, B.Ed. and other different educational programmes. Later institution of education transformed into department of Education on 2045 B.S.. Until now the system of teaching practice is continuous going along with M.E d..

It makes more possible to find out improvement of students towards decipline, school society and mathematics itself. It will be helpful for solving the problem arrised on mathematics sometimes having no interests on mathematics is also becomes a problem in the students. Those students who keep the good interests on

mathematics obtain or secure good marks in it. This is because we have to try to solve the problem of the students having less interest on mathematics and getting less achievement on it. The teacher should not think this process as extra burden. Those teacher who have studied education, student psychology, emotional development of students, and other development stages etc, can easily solve such problems. The teachers who comes through teaching practice can only solve the such problem. If the right diagnosis is made to the students they can do the best on mathematics on the future. We find many more synonyms of attitude such as feeling, manner, approach, aspect, outlook, perspective, mood, opinion, stance, view etc. performing teaching practice on mathematics is the process of studying feeling, manner, approach, aspect, outlook, perspective, mood, opinion, stance, view towards mathematics subject.

Statement of the problem

Development of education with the development of human civilization is found to be made from one generation to another generation. In medivial period education used to be given sitting on the open ground or yard of the house. In todays age of modernization and globalization, education plays a vital role in development of culture, society and country.

Education is an essential factor for the development of personality and active manpower. Globalization has made the world narrow and like a single. Demand of a man power can be fulfilled by the organization from any corner of the world. Expert and quality manpower can be developed by the trained teacher through right education. In the one hand, unemployment problem is increasing and in the other hand there is lack of trained educated and experts manpower in the work.

Developing trained teacher is also a challenging function Dr. Mana Prasad Wagle has said that “one patient can died due to failure of a doctor but future of many

thousands of students damaged due to failure of a teacher". The statement also focuses about the necessity of trained teacher such expert teacher can be supplied through the teaching practice.

In the present context, teaching practice is taken as the subject of scoring good marks. It has been taken as technique of producing expert teacher. There is a rumour in the market that teachers who come from other faculties are better than those who come from other faculty. This blame is not true but it is supposed to them who feel laziness in teaching practice. In this way all the teachers who come from teaching practice cannot be thought same.

In the present market, teacher who come through teaching practice is wanted to be expert, responsible and as well as talent in personality development. Teaching practice course of mathematics is taken as multidisciplinary subject under education faculty. It has mixed role of different aspects. Those aspects are student, college, teaching practice course and the college where student teachers go for teaching practice. Student of education faculty must go for teaching practice at the end of their last. The concerned college must involve the students in micro teaching helps to the student teacher by providing some knowledge of teaching. The school or college where student teacher goes for teaching practice is also included as stakeholder.

In such schools/colleges, student teacher make complain that they do not get opportunity of teaching practice as per their time as well as their interest is ignored by them. The colleges have also their own complain that students do not attend the college from the beginning for regular class but they come for teaching practice at the end of session. Likewise those colleges/schools where student teacher go for teaching practice also complains that student teacher do not go for teaching practice at right

time as well as they do not make understand the content to the student when teaching. Society has also expected a lot from student teacher.

Teaching practice of mathematics is a subject matter of great responsibility. It's subject matters are not used appropriately. There is no single view of stakeholders about this subject matter. Student teacher expects good marks by the teaching practice performing at their favourable time.

There are some blames to the external and internal superintendent about giving good marks their relatives. There are some rumours are also heard in the market that some student passed without teaching practice. There are some blames of not making teaching practicing schools/college also leave the student without teaching practice taking certain fees, they give tourcher to the student teacher etc.

In this way, by the study of blames received from different people, it is understood that some of the blames are fake and some are arrised due to fraud concerned person. For example not going for teaching practice, taking it as a subject of getting good marks, not completing internal/external supervision in time, etc.. in this way, according to the view of some stakeholder it is not good to blame all the teaching practice, students to hide the fraud made by some stakeholders.

This study was mainly concerned with the study of student teachers towards teaching practice course of mathematics education. Teaching practice is taken as practical knowledge to the students studying under faculty of education. Teaching practice course of mathematics education is an important subject of education faculty. It plays an important role in the educational development of students. It was existence by the time of starting study of education. Every sector has become professional and competitive because of globalization. All the students have been competent in their own subject matter. There is competition in the field of education too. It is found that

research on teaching practice has not been made till now. So this study helps to understand about the appropriateness, usefulness and sufficiency of the teaching practice course. This study was helpful to explore the suggestion given by them during the time of teaching practice.

- What is the attitude of student teachers towards teaching practice course?
- Is there any significance difference between the attitude of male student-teachers and female student-teachers towards teaching practice course?

Objectives of the problem

The objectives of the study were as follows

- To find out the attitude of student-teachers towards teaching practice course.
- To compare the attitude of male student-teachers and female student-teachers towards teaching practice course.

Significance of the study

Mathematics is an inseparable part of human civilization. It is taught at all level of school education and campus level too. The goal of teaching mathematics is to provide student an essential tool for the further study and everyday life. Math education has been originated and developed by initial stage of human civilization. Its result can make a clear view about the teaching practice for the first time which was in used by the long time. It is an important for educationist professor as well as student also. Its result helps us to reform shortcomings of teaching practice.

Mathematics is one of the important subject in school curriculum. It is major discipline of our school curriculum. Without mathematics other disciplines like engineering accounting, banking and science cannot move properly. So it plays a great role to all round development of human beings. In this content this research will done to measure the attitude of student teachers towards teaching practice course of mathematics education.

The followings are the significance of the study.

- The study would help to improve the traditional trends of teaching practice. This study would help to improve traditional trends of teaching practice course of mathematics. The traditional concept of 7 days for micro teaching and 30 days for teaching practice can also be changed by this study. It also supports to the policy makers for making educational policies.
- The study would help to measure concept of student teachers towards teaching practice. This study has tried first time to know something about teaching practice. It has also given an opportunity of getting views of stakeholders about teaching practice
- This study would provide more information for policy making in curriculum design. The policy makers used to design the course for their easiness and sent for implementation. This study has tried to brainstrom to the policy maker for the first time.
- This study would help to assist student teachers knowledge about mathematics. This study also helps to know about not having knowledge of mathematics in the student teacher involved in teaching practice.

Research hypothesis

Ho: There is no significance difference between male student-teachers and female student teachers.

H_1: There is significance difference between male student-teachers and female student teachers.

Delimitation of the study

Due to the limited time and other related factors, the researcher cannot overcome to entire field. It has some delimitation which are as follows.

- This study was conducted only in two campus. The campuse name were Mahendra Ratna Campus, Tahachal and Sanothimi Campus, Sanothimi Bhaktapur.
- The study consisted only in 200 student where 120 was boys and 80 was girls
- The population of this study was limited on the academic year 2069 B.S. and 2070 B.S..
- The study concerned only the attitude of a student-teachers towards teaching practicum course.

Definition of Terms

Student teacher: Student-teachers are those person who participate in teaching practice of mathematics education in Bachelor Degree.

Attitude: A setted way of thinking of feeling upon a particular subject. A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individuals choice of actions and response to challenges, incentives and rewards. The attitude is the way a person,

behavior that employs an individual to make things. In this sense, can say that it is way of being or act, behavior also can be considered some from of social motivation.

Rodriguez defined attitude as a testing organizations belifs and cognitions in general, endowed with an emotional charge in favour or against a defined object which predisposes to consistent action with congitions and emotions relating to that object. Attitude are considered inter current variables, not be directly observable but subject to observable inferences in the process of cognitive, emotional, behaviourable.

Practice: A school or college course, especially one in a specialized field of study, which is designed to give students, supervised practical application of previously studied theory.

Student teaching: Student teaching is a period that student teachers spend teaching at a college/campus under the supervision of an experienced teacher as part of his or her training.

Professionalism: The skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well. The Merriam Webstar Dictionary defines professionalism defines as “the conduct aims or qualities that characterize or mark a profession or a professional person and it. This definition implies that professionalism emphasis a number different attributes and together these attributes identify and defines a professional.

Chapter-II

REVIEW OF RELATED LITERATURES

The review of literature is sources for further study Research task. It helps to give the best idea at surveying in the research hypothesis. It guides to research hypothetically nearly to conclusion thus the review of related literature is important and essential for guidance of research planning. It provides the research in making problem more realistic, precise researchable and meaningful. The researcher in this present study reviewed the relevant literature in the field of attitude toward mathematics and other subjects.

The researcher have been done other attitude topic related study but the study on "attitude of the student teachers towards teaching practice course" has not been done yet. Therefore the researcher was interested to under taken this. In course of reviewing literature, the following have been found useful and related to present study.

Lianghuo (2005) did a survey on "assessing Singapore students attitudes towards Mathematics and Mathematics Learning". The aim of the survey was to investigate students attitude about the subject of mathematics and learning of mathematics. This study used a questionnaire survey on four dimensions. They were students general view about mathematics and mathematics learning; anxiety level in the learning of mathematics; students perceptions of their own performance in mathematics; and students beliefs about the usefulness of mathematics. The data collected from survey were analyzed using quantitative methods. Descriptive statistics, such as mean and percentage were used. The data show that students generally felt that mathematics was interesting to them (73%) and they enjoyed doing mathematics (74%). Moreover, 37% of students responded that mathematics was hard

for them and 22% did not have good feeling about mathematics. It is found that students were generally anxious about their mathematics learning. Students responses revealed that they belived that they had the ability to perform and perform well in mathematics. The data showed that 77% of the students were sure that they could learn mathematics well and 61% belived that they could get good grade in mathematics. The majority of Singapore secondary students belived that they could get good grades in mathematics. The majority of Singapore Secondary students belived that mathematics was useful (91%), important (89%), and learning mathematics was not wasting their time (84%).

Nihure (2007) did a research on the topic "to find out the attitude of primary school teacher towards homework in teaching mathematics" with objectives to find out the attitude the attitude of primary level teachers towards however, to test the objectives hypothesis were formulated. The study conducted was survey type. The population of the study consisted of all the primary level mathematics teacher of chitwan district during the session of 2063 B.S. the teacher sample for the study 45 teachers were selected 23 teachers were selected from rular areas and 22 teachers were selected from urban areas of primary level teachers. In his study the set was developed as the tools for collection data. The attitude scale based on taxonomy of affected educational (Bell 1970), which includes statements related to the classroom homework. The opinionaires consisted of the five levels of statements classified of the five levels of statements classified into receiving, responding, valuing, organizing and characterization. The opinionaire developed was administrated on the sample of 45 teachers according to the instruction given for each part. The opinionaire took about an hour to respond and data were collected on the spot. Scores 5, 4, 3, 2 and 1 were allotted to the scale of favour of strongly agree, agree, neutral, disagree and strongly

disagree respectively for opinion of respondents on each statement. The following statistical techniques were applied to verify the hypothesis of the study. The χ^2-test was used to determine the attitude of teachers towards homework in teaching mathematics, t-test was used to test the significant difference between mean attitude scores of rulars and urban teachers towards homework. All tests were tested at 0.05 level of significance. The statistical analysis of the collected data yielded the following results as findings of this study. The teachers teaching mathematics at primary level had positive attitude towards homework in teaching mathematics.

Paudyal (2009), studied on "attitude of secondary level of mathematics teacher towards the teaching profession on Kaski district" with the objective that to find out the attitude of secondary level mathematics teachers towards the teaching profession and to compare the attitude of public and privative school. Mathematical teacher towards the teaching profession, the researcher adopted the survey method in this study. The sample of the study was determined by stratified random sampling from urban area of Kaski district. For this, the researcher divided into four categorized and selected on 50% school in each categoring and selected on mathematics teacher from each school. He take 62 mathematics teacher as a sample from private and government school of 126 populations. To measure reliability Likert-type of attitude scale was computed by split half method and to measure validity of the opinionnaire was established by its apporoval from the subject expert and thesis supervisor. The study was basically based on the data from the primary sources. χ^2 test, t-test was used to test the research hypothesis of the study. Hence it is found that the teachers from both private school and government school take teaching as a good profession that helps to develop one's carrer and all respondents in one way or the other were found to be agreed with the fact teaching has good preistage in society.

Subedi (2011) studied on "teachers attitude towards lower secondary level mathematics curriculum" with the objective that to find out the attitude of mathematics teachers towards lower secondary mathematics curriculum to compare the attitude of rular and urban public schools teachers towards lower secondary level mathematics curriculum

The research design was survey and descriptive in nature. All the mathematics teachers teaching at lower secondary level in public school of Parbat district were considered as the population. 30 schools were selected purposively for teacher sample study. There were 16 rular schools and 14 urban school. The collection of the data for this study was developed with the help of a set of opinionnaire about mathematics curriculum for lower secondary level mathematics teachers. The opinionaire were consisting of thirty statements. The collection of data for the study was done with the help of questionnaire. χ^2 test and t-test was applied to analysis the data. The conclusion of the study was there was a positive attitude towards lower secondary school mathematics curriculum and there was no significance difference between attitudes of rular and urban public school teachers towards lower secondary school mathematics curriculum

Regmi (2011) studied on "attitudes of primary level mathematics teachers towards continuous assessment system of in primary level" with the objective that to analyze the attitude of primary level mathematics teachers towards continuous assessment system on mathematics and to analyze the views of primary level mathematics teachers on liberal classroom promotion system. The design of the study was survey and quantative as well as describe in nature. All the mathematics teachers teaching at primary level of Syangja district were considered as the population of this study. The data for analysis was collected from 50 teachers of Syangja district. The

selection of school for sample was random. For qualitative analysis 25 teachers was selected for questionnaire interview purposively. The researcher visited sample schools to collect data by administrating the opinionaire for teacher. χ^2 test was applied to analysis data. The conclusion of the data was there was a positive attitude of primary level mathematics teachers towards continuous assessment system and there was positive views of primary level mathematics teachers towards liberal classroom promotion system.

Baral (2012) studied on "attitude of disadvantaged children towards mathematics" in kalikot district with objective that to find the attitude of disadvantaged children towards mathematics, to compare the attitude of disadvantaged boys and girls towards mathematics and to compare the achievement of disadvantaged boys and girls in mathematics and to determine the relationship between attitude and achievement in mathematics. The research design was mainly both descriptive a quantitative and survey type. The population of the study was constituted all the disadvantaged children of Kalikot district. Five secondary schools of the Kalikot district were selected by the method of random sampling. The sources of data were primary. Questionnaire developed by George Cevine (1971) was used to gather students attitude towards mathematics which has been already used in context of Nepal which consisted 32 statements. By the use questionnaire the researcher took attitude of disadvantaged children toward mathematics and annual exam result schedule of class was used for finding the children achievement in mathematics. Researcher quantified children attitude by 3, 2, 1 in favour of favourable, neutral and unfavourable response respectively and analyzed the collected data by applying percentage, mean standard deviation and t-test at 0.05 level of significance, persons product moment correlation coefficient was employed to compute the attitude score

and their achievement. The conclusion of the study was there is significance difference between disadvantaged boys and girls attitude towards mathematics, disadvantaged boys achievement status is better than disadvantaged girls in lower secondary school level mathematics and there is no relationship between disadvantaged students attitude and achievement toward in mathematics.

G .C. (2013) studied on "attitude of teacher towards teacher math" with the objective that to investigate the attitude of teachers towards teaching mathematics and to explore the relation between teachers attitude towards teaching mathematics and their classroom practice. The researcher developed an opinionaire and observation sheet to collect data about attitude and classroom practice about teaching mathematics .The population of the study was trained and untrained who were teaching mathematics in primary level of Parbat district. The research used simple random sampling method and school were chosen by lottery method. The research selected 30 primary school out of 239 schools .the collections of the data for the study was done with the help of opinionaire about attitude of primary school teacher towards teaching mathematics in primary level. The opinionaire consisting 32 statements. The researcher visited the sampled school to collect data for administration of the opinionaire. The collection of data for the study was done with the help of χ^2 -test. The conclusion of the study was there was positive attitude of primary level mathematics teacher where 32statement were significant and 2 were insignificant, primary level mathematics teacher have positive attitude towards use of annual plan, most of the teacher were not familiar with the help of primary level objectives of mathematics and teacher have highly positive attitude towards motivation and class work but their classroom practice didn't match with the attitude

Paudel (2013) studied on "attitude of towards secondary level compulsory mathematics curriculum" with the objective that to find out the attitude of teacher about the appropriateness usefulness and sufficiency of secondary level mathematics curriculum and to compare the attitude of private and public secondary school mathematics curriculum.The research design was survey type and both qualitative and quantitative techniques were adopted for the analysis of data. The population of this study was all the secondary level mathematics teacher of Syangja district on the academic year 2067. There were 117 secondary school out of them 82 are public secondary school and 35 were private secondary school. 36 school were selected randomly by the researcher for the purpose of sample school, out of them 27 were public and 9 were private. The researches visited the sampled school to collect data by administrating the opinionaire for mathematics teacher. The data was tabulated by using five points like scale for statistical analysis. The statistical device χ^2 -test was applied to find out opinion of teacher secondary level compulsory mathematics curriculum. The statistical tool of t-test was used to find out significance different between mean scores of public and private teacher at secondary level compulsory mathematics curriculum. The conclusion were there were positive opinions of secondary level mathematics teacher towards the curriculum of secondary level compulsory mathematics and the public and private secondary school teachers have no different attitude about secondary school mathematics curriculum.

Pokheral (2013) studied on "attitude of secondary level students towards homework in mathematics" with the objective that to compare the attitude between rular and urban students towards homework in mathematics. The researcher adopted the survey method in the study survey. The study was conducted to investigate the attitude of students towards homework in mathematics. The population of study

consisted of all the students of secondary level in mathematics of Gorkha district. The sample of the study was determined by simple random sampling method. The tool of this study was only questionnaire. The collection of the data for the study was done with the help of questionnaire about the attitude scale having 25 statements. All statement were categorized into 5 major scale. The researcher visited the sampled schools to collect the data by administering the questionnaire. The collected data subjected to statistical tests, percentage and mean score was used to measure opinion of the attitude of all students towards homework at secondary level. χ^2 test, t-test was used to find attitude of rular and urban students towards homework at secondary level mathematics.

The conclusion of the study was whole secondary students had positive attitude towards necessity of homework in mathematics, the rular and urban had a positive attitude towards homework, the rular and urban had no significance difference boys and girls attitude in homework of mathematics and most of the student are weak and fail in mathematics eventhough they has positive attitude toward homework because weakness of the teacher, parents and school administrator.

Bohara (2014) studied "a study on attitude of primary level teachers toward mathematics in Rukum district" with the objective that to compare the attitude of male and female teacher of primary level towards mathematics and to find out the attitude of primary level teachers towards mathematics. The research design was survey in quantative and descriptive in qualitative. The population of this study was consisted all primary level teachers of Rukum district. The smaple of the study was determined by the random sampling from Rukum district. There were 258 primary school in rukum district during the year 2070 B.S.. 30 schools out of 258 were selected random sampling. 50 teachers are selected where 20 were female and 30

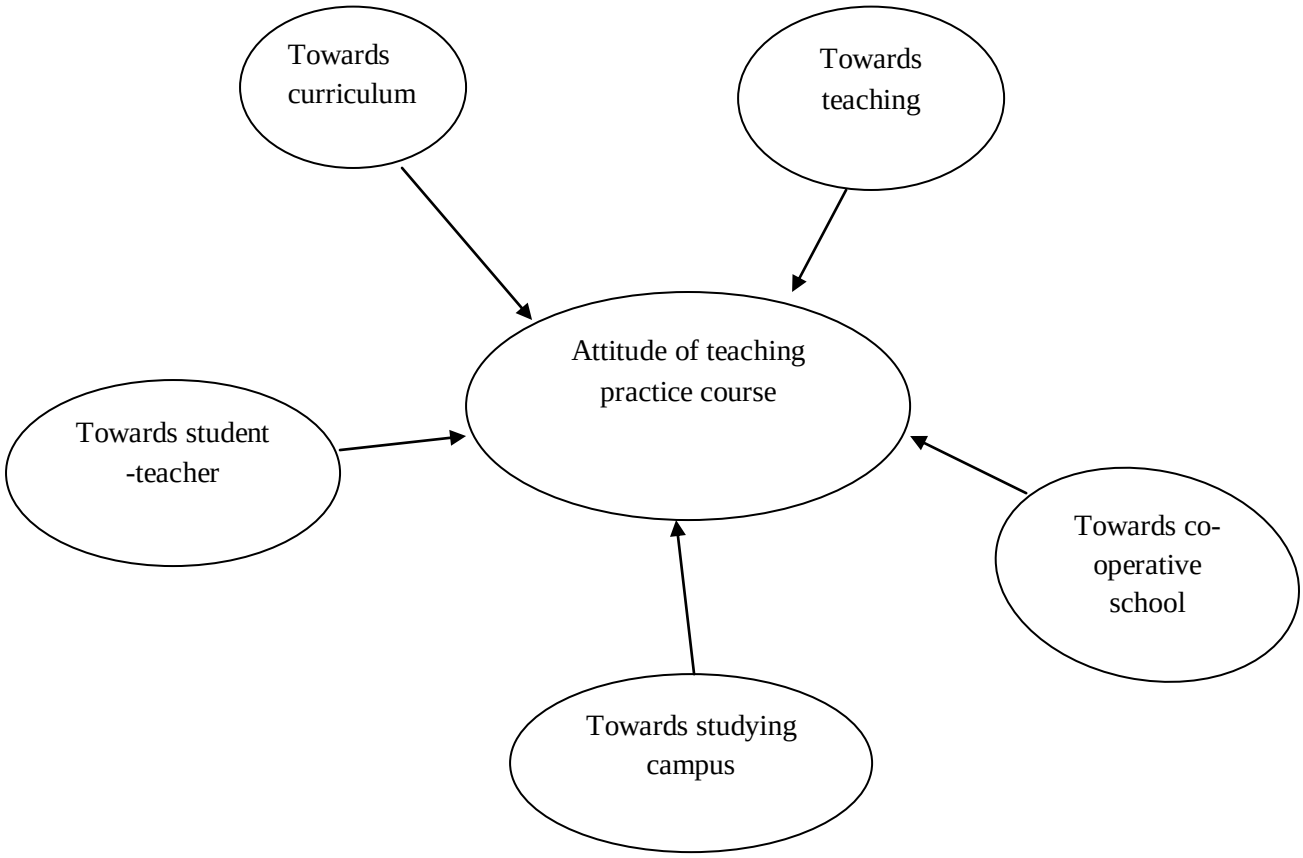
were male. The collection of data for the study was done with the help of questionnaire where 33 statements were developed. Permition with the headteacher and co-operating all primary teachers in the schools and explained about questionnaire and requested to filled up the distributed. For analysis of the items of questionnaire weighted at 5, 4, 3, 2, 1 were assigned to statement 'strongly agree', 'agree', 'undecided', 'disagree', 'strongly disagree' respectively. For the negative statement oppositing to general view point was scored in the reverse order. The statistical device χ^2 test and t-test was used to compare the significance of means of male and female response. The conclusion of the study was there was a positive attitude of primary teacher towards mathematics, there was no gender wise difference in attitude among teachers towards mathematics and the teacher wanted training how to use teaching materials. The research design was survey analytical, descriptive and comparative in nature. All mathematical teachers teaching at lower at lower secondary level in public and private school of Kanchanpur district were considered as the population of this study. 40 mathematics teachers teaching compulsory mathematics in lower secondary level were considerd as a sample from define. Population which was selected by quota sampling from Kanchanpur district of urban administrating test paper among the sample, the collection of the data for the study was done with the help of questionnaire, χ^2 test and t-test was applied to analysis the data. The conclusion of the study was there is negative attitude of teachers about teacher guide in overall study, there is no significance difference between the attitude of difference groups of teacher, the review of related literature was an important source of further study of research task. It takes the researcher task to be undertaken better perspective and is essential for guidance of research planning. It helps to research program and gives the better ideas of surveying in the research hypothesis.

By the review of all the research made previously; it is found that research on practice has not been made till now. It is found that there is no evaluation of good and bad qualities of teaching practice is made by the time of establishment of education faculty. In this way it is found that study and research of teaching practice is not made till today so that this study/research is made to find out the views of student and teachers about teaching practice course.

Conceptual framework of Teaching Practice

This study is related to the attitude of student-teachers towards teaching practice course. Conceptual frame works can act like maps that give to co-herence to empiricial study. It takes different forms depending upon the research opinionaire or problem. Conceptual frame work of this study was shown on the following diagram.

Diagram: conceptual framework of teaching practice.



In the above diagram, the aspect of teaching practice divided into 5 categories. They are curriculum, teaching, co-operative school, student-teacher and studying campus.

Chapter-III

RESEARCH METHODS AND PROCEDURE

This chapter presents the method employed to achieve the objectives of the study. It includes the study area, research design, population and sample, data collection, scoring process and techniques for analysis.

Design of the Study

The study was designed mainly survey and descriptive nature. From the help of supervisior the researcher had developed the opinionnaire to collect data about teaching practice.

Survey is a data collection tool used to gather information about individuals. Survey is commonly used in any research to collect self report data from studying participants. A survey may focus on factual information about information about individuals or it might aim to collect the opinions of the survey takers.

A survey can be administered in a couple of different ways. In one method known as a structured interview. The researcher asks each participant the questions. In the other method known as a questionnaire, the participant fills out the survey on his or her own. Survey are generally standardized to ensure that they have reliability. Standardization is also important so that the result can be generalized to the larger population.

Population of the Study

The study was conducted to investigate the attitudes of student teachers towards teaching practice course of mathematics education so, the population of the study was the student teacher who passed education math in Bachelor level and learning math in M.Ed..

Sample of the Study

200 student teachers of Kathmandu Valley were sample of the two campuses Mahendra Ratna Campus, Tahachal and Sanothimi Campus Sanothimi, bhaktapur were choose and from them 200student teacher were done. Out of them 120 were a male student-teachers and 80 were female student-teachers.

Tools for data collection

The collection of data had been done with the help of opinionnaire which were included 28 statements. The suggestion for improved the concerned teaching at the end opinionnaire. Each statement had five columns of options as strongly Agree (SA), Agree (A), Undecided (U), Disagree (DA), Strongly Disagree (SD).

A psychometric response scale primarily used in opinnionaire to obtain participants preferences or degree of agreement with a statement or set of statements. Likert scales are a non-comparative scaling techniques and are undimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with given statement by way of an ordinal scale. Most commonly seen on 5-point scale ranging from ‘strongly disagree’ on one end to ‘strongly agree’ on the other with ‘neither agree nor disagree’ in the middle, however some parctioners advocate the use of 7 and 9 point scales which add additional granularity. Each level on the scale is assigned a numeric value or coding, usually strating at 1 and incremented by one for each level. The statement had been categorized into 5 sub-topic. Attitude towards curriculum. Attitude towards teaching. Attitude towards co-operative school. Attitude towards studying campus. Attitude towards student teachers. Also the 28 statement had been categorize into appropriateness, usefulness and sufficiency.

Procedure of Data collection

The researcher visited the selected college of selected student teachers to collect by questionnaire for teaching practice of math education. The respondent had requested to provide their valuable suggestion. The data was tabulaized by using five point Likert scale for statistical analysis. A Likert scale is the sum of responses to several Likert items, these items are usually displayed with a visual aid such as series of Strongly agree, Agree, Undecided and Strongly disagree.

Meaning of rating	For positive statement	For negative statement
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

Data Analysis procedure

The statistical device χ^2-test was applied to find out the opinions of student teachers towards teaching practice. By the help of Chi-square test the researcher found out the significance of each statement.

The statistical tool of t-test was used to find out significance difference between mean scores of boy students and girl students towards teaching practice of mathematics education at 0.05 level of significance.

Chapter-IV

DATA ANALYSIS AND INTERPRETATION

This is a survey study related to find the attitude of student-teachers towards teaching practice course. The objectives of the study were as follows to find out the attitude student-teachers towards teaching practice course and to compare the attitude of male student-teachers and female student-teachers towards teaching practice course.

The collection of data for the study was done with the help of opinnionaire, χ^2 -test and t-test was applied to analysis the data. 200 students of two campus named as Mahendra Ratna campus, Tahachal and Santothimi Campus Sanothimi, Bhaktapur were a sample of a study. The sampling process was a stratified random sampling. The data collection process was the researcher visited the selected college of selected student-teachers to collect by questionnaire for teaching practice. The respondent had requested to provide their valuable suggestion. The data was tabulaized by using five point Likert scale for statistical analysis.

The statistical device χ^2- test was applied to find out the opinions of student-teachers towards teaching practice.

The statistical tool of t-test was used to find out significance difference between mean scores of boy students and girl students towards teaching practice. The data for the study as described in chapter III were collected from student teachers of Kathmandu valley. The two campus are Mahendra Ratna campus, Tahachal and Sanothimi Campus, Sanothimi Bhaktapur. The collected data tabulated and analyzed for the study. This chapter deals with the statistical analysis and interpretation of the data. In order to analyze and interpret the collected data χ^2 test and t-test were used at 0.05 level of significance.

The student-teachers were asked 28 opinnionaire also categorized into appropriateness, usefulness and sufficiency. Which are shown in the below.

Appropriateness opinionaires

3. The students of mathematics generally receive good marks in teaching practice.

7. More time takes for preparing lesson plan for teaching practice.

12. Experience of teaching practice is importance for every teacher.

16. Teaching practice is starting from +2 level.

18. Every student shouldn't be ready for effective teaching practice.

21. I prefer to discuss about pre knowledge of teaching practice.

24. I don't want to be problem of students in teaching practice.

26. Teaching material are not very important in teaching practice.

28. Teaching practice is not the matter of headache in many students.

Usefulness of opinionaires

1. The Knowledge of teaching practice is essential for every students of education.

4. The teaching practice course is not interesting than other subject.

8. Teaching practice plays great role for professional development of teacher.

9. Teaching practice is the infrastructure for further teacher.

10. I'm not interesting in participating in teaching practice.

13. I always prepare lesson plan for teaching practice.

14. Greater priority shouldn't given in teaching practice.

15. Every teacher shouldn't understand the importance of teaching practice.

19. Every student wants to learn more about teaching practice.

20. I'm not easily solve the problem of teaching practice.

22. Many students aren't regular in teaching practice.

25. I always solve the problem of students in teaching practice.

27. I always promote for student in teaching practice.

Sufficient opinionaires

2. Teaching practice is not needed for be qualified teacher.

5. I'm curious and active in teaching practice

6. The duration of teaching practice shouldn't be limited.

11. Teaching practice is not boring without lesson plan.

17. The content of teaching practice is not sufficient.

23 The teaching practice course is not flexiable.

Student-teachers were asked to response 28 statements to asses their response towards the teaching practice course. It was categorized by 5 topics. They are given below

Attitude towards curriculum

Teaching practice course is a multidisciplinary subject matter so it is studied dividing in different sub topics related to teaching practice, duration of teaching practice, teaching practice with lesson plan, starting time of teaching practice, flexiability of course, interests of student, is the teaching practice of mathematics is sufficient or not?, etc.

Table 4.1

Attitude towards the curriculum

S.N.	Statement	SA	A	U	DA	SDA	Total Value	Mean value	χ^2
1	The Knowledge of teaching practice is essential for every students of education.	92	50	30	20	8	798	3.99	65.34
6	The duration of teaching practice shouldn't be limited.	8	33	30	47	112	912	4.56	162.24
11	Teaching practice is not boring without lesson plan.	13	22	14	40	111	814	4.07	76.34
16	Teaching practice is starting from +2 level.	153	47	0	0	0	953	4.765	207.68
17	The content of teaching practice is not sufficient.	0	2	8	75	115	903	4.515	153.01
19	Every student want to learn more about teaching practice.	75	53	37	22	13	755	3.77	40.04
23	The teaching practice course is not flexiable.	6	22	37	50	85	786	3.39	57.66

Statement no. 1 is significant with the χ^2 value 65.34 at 0.05 level of significance. 46% of student-teachers are strongly agreed. 25% of student-teachers are agreed. 25% of student-teachers are undecided with this statement. It indicates that the knowledge of teaching practice essential for every teacher

Statement no. 6 is significant with the χ^2 value 162.24 at 0.05 level of significance. 66% of student-teachers are strongly disagreed. 23.5% of student-teachers are disagreed. 15% of student-teachers are undecided with this statement. Most of the student-teachers are not favour in this statement. It means the duration of teaching practice should be limited.

Statement no. 11 is a negative statement. Here we put 5 for strongly disagree, 4 for disagree, 3 for undecided, 2 for agree and 1 for strongly agree. Also it is significant with the χ^2 value 76.34 at 0.05 level of significance. 55% of student-teachers are strongly disagreed. 20% of student-teachers are disagreed. 7% of student teachers are undecided with this statement. It indicates that teaching practice is boring without lesson plan

Statement no. 17 is significant with the χ^2 value 153.01 at 0.05 level of significance. 57.5% of student-teachers are strongly disagreed. 41.5% of student-teachers are disagreed with this statement. It indicates that most of the student-teachers are unfavour of this statement. So, the content of teaching practice is sufficient.

Statement no. 19 is significant with the χ^2 value 40.04 at 0.05 level of significance. 37.5% of student-teachers are strongly agreed. 26.5% of student-teachers are agreed. 18.5% of student-teachers are undecided with this statement. It indicates that most of the student-teachers are favour in this statement. So every student want to learn more about teaching practice.

Statement no. 23 is significant with the χ^2 value 57.66 at 0.05 level of significance. 42.5% of student-teachers are strongly disagreed. 25% of student-teachers are disagreed. 18.5% of student-teachers are undecided with this statement. It indicates that most of the student-teachers are unfavour in this statement. So, teaching practice is flexiable.

Attitude towards teaching

Some statements related to teaching practice are included in this study under the teaching practice course. A further study is also made on it about teaching practice is required to the qualified teacher or not?, are the student-teacher curious towards teaching practice or not?, does the teaching practice plays a prominent role in professional development or not?, the priority of teaching practice, understanding of teaching practice, problem faced by the student teacher while going for teaching practice.

Table 4.2

Attitude towards teaching

S.N.	Statement	SA	A	U	DA	SDA	Total Value	Mean value	χ^2
2	Teaching practice is not needed for be qualified teacher.	8	30	35	37	90	867	4.34	118.5
5	I'm curious and active in teaching practice	115	40	37	3	5	857	4.29	110.08
8	Teaching practice	130	45	22	3	0	902	4.51	152.01

	plays great role for professional development of teacher.								
14	Greater priority shouldn't given in teaching practice.	4	6	17	40	133	892	4.46	142.11
15	Every teacher shouldn't understand the importance of teaching practice.	14	37	34	22	93	743	3.715	34.08
24	I don't want to be problem of students in teaching practice.	7	28	37	45	83	769	3.845	47.60
28	Teaching practice is not the matter of headache in many students.	75	60	13	13	12	773	3.86	49.88

Statement 2 is significant with the χ^2 value 118.5 at 0.05 level of significance. 45% of student-teachers are strongly disagreed. 18.5% of student-teachers are disagreed. 17.5% of student-teachers are undecided with this statement. It indicates that teaching practice is needed for be qualified teacher

Statement no. 5 is significant with the χ^2 value 57.5 at 0.05 level of significance. 57.5% of student-teachers are strongly agreed. 20% of student teachers

are agreed. 18.5% of student-teachers are undecided with this statement. It indicates that student-teachers are curious and active in teaching practice.

Statement no. 8 is significant with the χ^2 value 152.01 at 0.05 level of significance. 65% of student teachers are strongly agreed. 22.5% of student-teachers are agreed. 11% of student-teachers are undecided with this statement. It indicates that teaching practice plays a great role for professional development of teacher.

Statement no. 14 is significant with the χ^2 value 142.11 at 0.05 level of significance. 66.5% of student teachers are strongly disagreed. 20% of student-teachers are disagreed. 8.5% of student teachers are undecided with this statement. It indicates that most of the student teachers unfavour of this statement. It means greator priority should given in teaching practice.

Statement no. 15 is significant with the χ^2 value 34.08 at 0.05 level of significance. 46.5% of student-teachers are strongly disagreed. 11% of student-teachers are disagreed. 17% of student-teachers are undecided with this statement. It indicates that most of the student-teachers are unfavour of this statement. So, every teacher should understand the importance of teaching practice.

Statement no. 24 is significant with the χ^2 value 47.60 at 0.05 level of significance. 41.5% of student-teachers are strongly disagreed. 22.5% of student-teachers are disagreed. 18.5% of student-teachers are undecided with this statement. It indicates that most of the student-teachers are unfavour in this statement.

Statement no. 28 is significant with the χ^2 value 49.88 at 0.05 level of significance. 37.5% of student-teachers are strongly agreed. 30% of student-teachers are agreed. 20% of student-teachers are undecided with this statement. It indicates that teaching practice is not the headache of many students.

Attitude towards co-operative school

There will be a great role of co-operative school/college in the success of teaching practice under the teaching practice course. In this way, main theme of teaching practice course remain in complete if the co-operative schools do not help to the student-teacher.

This study has been made about are student teachers are getting good marks or not?, is it interesting than other subject or not?, is it infrastructure for further teacher or not? and its experience is important for every teacher.

Table 4.3

Attitude towards co-operative school

S.N.	Statement	SA	A	U	DA	SDA	Total Value	Mean value	χ^2
3	The students of mathematics generally receive good marks in teaching practice.	123	35	17	13	12	844	4.22	99.23
4	The teaching practice course is not interesting than other subject.	27	35	37	21	80	692	3.46	14.11
9	Teaching practice is the infrastructure for further teacher.	117	37	22	13	11	836	4.18	92.83

12	Experience of teaching practice is importance for every teacher.	100	60	40	0	0	860	4.3	112.67

Statement no. 3 is significant with the χ^2 value 99.3 at 0.05 level of significance. 61.5% of student-teachers are strongly agreed. 17.5% of student-teachers are agreed.8.5% of student-teachers are undecided. 6.5% and 4% of student-teachers are disagreed and strongly disagreed with this statement. It indicates that the most of the students are favour in this statement.

Statement no. 4 is significant with the χ^2 value 14.11 at 0.05 level of significance. 13.5% of student-teachers are strongly agreed. 17.5% of student teachers are agreed. 18.5% of student-teachers are undecided with this statement. It indicates that almost 50% of student-teachers are disagreed. So the teaching practice course is interesting than other subject.

Statement no. 9 is significant with the χ^2 value 92.83 at 0.05 level of significance. 68.5% of student-teachers are strongly agreed. 18.5% of student-teachers are agreed. 11 % of student-teachers are undecided with this statement. It indicates that teaching practice is infrastructure for further teacher

Statement no.12 is significant with the χ^2 value 112.67 at 0.05 level of significance. 50% of student-teachers are strongly agreed. 30% of student-teachers are disagreed. 20% of student-teachers are undecided with this statement. It indicates that experience of teaching practice is importance for every teacher.

Attitude towards studying campus

Teaching practice is multidisciplinary subject so it has many aspects. There are some opinionaire about related to studying campus, for eg. taking more time for

preparing lesson plan or not are student regular in teaching practice or not?, is any responsibility of concerned campus to make understand about the importance of teaching practice?.

Table 4.4

Attitude towards studying Campus

S.N.	Statement	SA	A	U	DA	SDA	Total Value	Mean value	χ^2
7	More time takes for preparing lesson plan for teaching practice.	90	57	33	12	8	809	4.04	72.80
22	Many students aren't regular in teaching practice.	16	12	12	37	123	839	4.19	95.20
26	Teaching material are not very important in teaching practice.	0	2	37	58	103	862	4.3	114.41

Statement no. 7 is significant with the χ^2 value 72.80 at 0.05 level of significance. 45% of student-teachers are strongly agreed. 28.5% of student-teachers are disagreed. 16.5% of student-teachers are undecided with this statement. It indicates that most of the student-teachers are favour in this statement. It means more time takes for preparing lesson plan for teaching practice.

Statement no. 22 is significant with the χ^2 value 95.2 at 0.05 level of significance. 61.5% of student-teachers are strongly disagreed. 18.5% of student-teachers are disagreed. 6% of student-teachers are undecided with this statement. It

indicates that most of the student-teachers are unfavour in this statement. So, many students are regular in teaching practice.

Statement no. 26 is significant with the χ^2 value 144.41 at 0.05 level of significance. 51.5% of student-teachers are strongly disagreed. 27% of student-teachers are disagreed. 18.5% of student-teachers are undecided with this statement. It indicates that teaching material are very important in teaching practice.

Attitude towards student teacher

Student-teachers are the most important part of teaching practice course. The whole activity of teaching practice fails in absence of student-teachers. There is great role of student-teacher for making successful teaching practice. In this study, are student-teachers interested in teaching practice or not?, preparing lesson plan daily, necessity of effective teaching, solving the problem teaching practice problem, need of pre-knowledge of teaching practice, solving the problems given by students, to promote the students for teaching practice etc. are included here.

Table 4.5

Attitude towards student teacher

S.N.	Statement	SA	A	U	DA	SDA	Total Value	Mean value	χ^2
10	I'm not interesting in participating in teaching practice.	4	9	33	70	85	826	4.13	85.13
13	I always prepare lesson plan for	135	40	12	8	5	892	4.46	142.11

	teaching practice.								
18	Every student shouldn't be ready for effective teaching practice.	3	13	18	83	85	840	4.2	96
20	*I'm not easily solve the problem of teaching practice.*	*10*	*13*	*37*	*37*	*103*	*810*	*4.05*	*73.5*
21	I prefer to discuss about pre knowledge of teaching practice.	105	45	48	1	1	852	4.26	105.84
25	I always solve the problem of students in teaching practice.	72	43	47	22	16	733	3.66	29.48
27	I always promote for student in teaching practice.	75	73	37	8	7	801	4.0	67.335

Statement no. 10 is significant with the χ^2 value 85.13 at 0.05 level of significance. 2% of student-teachers are strongly agreed. 4.5% of student-teachers are agreed. 16.5% of student-teachers are undecided. 35.5% and 45% of student-teachers are disagreed and strongly disagreed with this statement. It indicates that most of the student-teachers are disagreed with this statement. So student-teachers are interesting in participating in teaching practice.

Statement no. 13 is significant with the χ^2 value 142.11 at 0.05 level of significance. 67.5% of student-teachers are strongly agreed. 20% of student-teachers are disagreed. 8.5% of student-teachers are undecided with this statement. It indicates that most of the student-teachers are prepare lesson plan for teaching practice.

Statement no. 18 is significant with the χ^2 value 96 at 0.05 level of significance. 42.5% of student teachers are strongly disagreed. 41.5% of student-teachers are disagreed with this statement. It indicates that most of the student-teachers are unfavour of this statement. It means every student should be ready for effective teaching practice.

Statement no. 20 is significant with the χ^2 value 73.5 at 0.05 level of significance. 51.5% of student teachers are strongly disagreed. 18.5% of student-teachers are disagreed. 18.5% of student-teachers are undecided with this statement. It indicates that they easily solve the teaching practice.

Statement no. 21 is significant with the χ^2 value 105.84 at 0.05 level of significance. 52.5% of student-teachers are strongly agreed. 22.5% of student-teachers are agreed. 24% of student teachers are undecided with this statement. It indicates that most of the student-teachers are favour in this statement. They prefer to discuss about pre knowledge of teaching practice.

Statement no. 25 is significant with the χ^2 value 29.48 at 0.05 level of significance. 36% of student teachers are strongly agreed. 20.5% of student-teachers are agreed. 18.5% of student-teachers are undecided with this statement. It indicates that they want to solve the problem of student in teaching practice.

Statement no. 27 is significant with the χ^2 value 67.33 at 0.05 level of significance. 37.5% of student teachers are strongly agreed. 36.5% of student-

teachers are agreed. 18.5% of student-teachers are undecided with this statement. It indicates that they always promote for student in teaching practice.

Comparision of attitude male student-teachers and female student-teachers

The second objective of the study was to compare the attitude of female and male student-teachers towards teaching practice course.

Table 4.6

Comparision of attitude male and female student-teachers

Group	Sample size (N)	Mean	Standard deviation (S)	d.f.	t-value	Decision
Female student teacher's(X_1)	80	3.86	0.571	198	-4.37	
Male student teacher's(X_2)	120	4.18	0.395			

According to above table it shows that mean attitude scores of female and male were 3.86 and 4.18 respectively. The mean difference of two groups is 0.32. It implies that the mean of male student teachers is higher than female student-teachers. The standard deviation of female and male 0.571 and 0.395 respectively. The calculated t value is -4.37, where as the tabulated t- value is 1.96 at 0.05 level of significance which shows that the calculated t-value is less than tabulated t-value. There is no significance difference between the mean views scores of male and female student-teachers towards teaching practice course.

Chapter-V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATION

This is a survey study related to find the study of student teachers towards teaching practice course of bachelor level of mathematics education. The objectives of the study were as follows to find out the attitude of student-teachers towards teaching practicum course and to compare the attitude of male student-teachers and female student-teachers towards teaching practice course. The collection of data for the study was done with the help of opinnionaire, χ^2-test and t-test was applied to analysis the data. 200 students of two campus named as Mahendra Ratna campus, Tahachal and Santothimi Campus Sanothimi, bhaktapur were a sample of a study. The sampling process was a random sampling. The data collection process was the researcher visited the selected college of selected student-teachers to collect by questionnaire for teaching practice. The respondent had requested to provide their valuable suggestion. The data was tabulaized by using five point Likert scale for statistical analysis. The statistical device χ^2- test was applied to find out the opinions of student-teachers towards teaching practice. The statistical tool of t-test was used to find out significance difference between mean scores of male student-teachers and girl student-teachers towards teaching practice. The data for the study as described in chapter III were collected from student teachers of Kathmandu valley. The two campus are Mahendra Ratna campus, Tahachal and Sanothimi Campus, Sanothimi Bhaktapur. The collected data tabulated and analyzed for the study. This chapter deals with the statistical analysis and interpretation of the data. In order to analyze and interpret the collected data χ^2test and t-test were used at 0.05 level of significance. Student-teachers were asked to response 28 statements to asses their response towards the teaching practice course of mathematics education.

Findings

After the uses of statistical tools for the analysis of the collected data on the basis of attitude of student teachers towards teaching practice the following results were obtained as finding of the study.

- The student-teachers had a positive attitude towards teaching practice course.
- The student teacher both male student-teachers and female student-teachers had a positive attitude towards teaching practice.
- There was no significance difference between attitude of male student-teachers and girls student-teachers towards teaching practice course

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.

Recommendations

The conclusion of this study may not be generalized to all student-teachers because of limitations of the study. Also, the study cannot be generalized to other aspect of the curriculum on the basis of the study following recommendations are suggested:

- The study attitude of student-teachers towards teaching practice course is done every campus wise, district wise, region wise and nation wise in order to establish the findings of the study.

- The study is limited to the student-teachers view but further study is needed about teachers and school/college's view, educator's view national curriculum experts view in this directions.
- Such study should also be conducted for higher secondary level.
- A similar study can be extended in other subjects as well.
- It should be made more practical.

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APPENDIX – 1

OPINIONAIRE FOR STUDENT TEACHERS

TRIBHUVAN UNIVERSITY

UNIVERSITY CAMPUS

DEPARTMENT OF MATHEMATICS EDUCATION

KIRTIPUR, NEPAL

Dear, sir/miss

As a part of the requirement for the master degree of education. I am going to conduct a study on the topic "Attitude of student teacher towards teaching practice course."

This opinionnaire consisting of 28 statements is related to attitude of student teachers towards teaching practice course of mathematics education. There is no right or wrong answer. The right answer is your opinion or feeling. The validity and reliability of the study will depend on your kind co-operation to have your unbiased response. Please study the statement carefully and give your opinion by putting tick mark (√) on any one of the five rating for each statement.

Campus :

Name :

Roll no :

Level :

Date :

S.N.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	The Knowledge of teaching practice is essential for every students of education.					
2	Teaching practice is not needed for be qualified teacher.					
3	The students of mathematics generally receive good marks in teaching practice.					
4	The teaching practice course is not interesting than other subject.					
5	I'm curious and active in teaching practice					
6	The duration of teaching practice shouldn't be limited.					

7	More time takes for preparing lesson plan for teaching practice.					
8	Teaching practice plays great role for professional development of teacher.					
9	Teaching practice is the infrastructure for further teacher.					
10	I'm not interesting in participating in teaching practice.					
11	Teaching practice is not boring without lesson plan.					
12	Experience of teaching practice is importance for every teacher.					
13	I always prepare lesson plan for teaching practice.					

14	Greater priority shouldn't given in teaching practice.					
15	Every teacher shouldn't understand the importance of teaching practice.					
16	Teaching practice is starting from +2 level.					
17	The content of teaching practice is not sufficient.					
18	Every student shouldn't be ready for effective teaching practice.					
19	Every student wants to learn more about teaching practice.					
20	I'm not easily solve the problem of teaching practice.					
21	I prefer to discuss about pre knowledge					

	of teaching practice.					
22	Many students aren't regular in teaching practice.					
23	The teaching practice course is not flexiable.					
24	I don't want to be problem of students in teaching practice.					
25	I always solve the problem of students in teaching practice.					
26	Teaching material are not very important in teaching practice.					
27	I always promote for student in teaching practice.					
28	Teaching practice is not the matter of headache in many students.					

APPENDIX -2

Attitude score obtained by total student-teachers

S.N.	Statement	SA	A	U	DA	SDA	Total Value	Mean value	χ^2
1	The Knowledge of teaching practice is essential for every students of education.	92	50	30	20	8	798	3.99	65.34
2	Teaching practice is not needed for be qualified teacher.	8	30	35	37	90	867	4.34	118.5
3	The students of mathematics generally receive good marks in teaching practice.	123	35	17	13	12	844	4.22	99.23
4	The teaching practice course is not interesting than other subject.	27	35	37	21	80	692	3.46	14.11
5	I'm curious and active in teaching practice	115	40	37	3	5	857	4.29	110.08
6	The duration of teaching practice shouldn't be limited.	8	33	30	47	112	912	4.56	162.24
7	More time takes for	90	57	33	12	8	809	4.04	72.80

	preparing lesson plan for teaching practice.								
8	Teaching practice plays great role for professional development of teacher.	130	45	22	3	0	902	4.51	152.01
9	Teaching practice is the infrastructure for further teacher.	117	37	22	13	11	836	4.18	92.83
10	I'm not interesting in participating in teaching practice.	4	9	33	70	85	826	4.13	85.13
11	Teaching practice is not boring without lesson plan.	13	22	14	40	111	814	4.07	76.34
12	Experience of teaching practice is importance for every teacher.	100	60	40	0	0	860	4.3	112.67
13	I always prepare lesson plan for teaching practice.	135	40	12	8	5	892	4.46	142.11
14	Greater priority shouldn't given in teaching practice.	4	6	17	40	133	892	4.46	142.11

15	Every teacher shouldn't understand the importance of teaching practice.	14	37	34	22	93	743	3.715	34.08
16	Teaching practice is starting from +2 level.	153	47	0	0	0	953	4.765	207.68
17	The content of teaching practice is not sufficient.		2	8	75	115	903	4.515	153.01
18	Every student shouldn't be ready for effective teaching practice.	3	13	18	83	85	840	4.2	96
19	Every student wants to learn more about teaching practice.	75	53	37	22	13	755	3.77	40.04
20	I'm not easily solve the problem of teaching practice.	10	13	37	37	103	810	4.05	73.5
21	I prefer to discuss about pre knowledge of teaching practice.	105	45	48	1	1	852	4.26	105.84
22	Many students aren't regular in teaching practice.	16	12	12	37	123	839	4.19	95.20

23	The teaching practice course is not flexiable.	6	22	37	50	85	786	3.39	57.66
24	I don't want to be problem of students in teaching practice.	7	28	37	45	83	769	3.845	47.60
25	I always solve the problem of students in teaching practice.	72	43	47	22	16	733	3.66	29.48
26	Teaching material are not very important in teaching practice.	0	2	37	58	103	862	4.3	114.41
27	I always promote for student in teaching practice.	75	73	37	8	7	801	4.0	67.335
28	Teaching practice is not the matter of headache in many students.	75	60	13	13	12	773	3.86	49.88

APPENDIX - 3

Attitude score obtained by female student-teachers

S.N.	Statement	SA	A	U	DA	SDA	Total Value	Mean value	Remarks
1	The Knowledge of teaching practice is essential for every students of education.	34	18	14	8	6	306	3.82	
2	Teaching practice is not needed for be qualified teacher.	4	14	14	16	32	298	2.48	
3	The students of mathematics generally receive good marks in teaching practice.	51	13	6	5	5	340	4.25	
4	The teaching practice course is not interesting than other subject.	11	15	13	7	34	278	2.31	
5	I'm curious and active in teaching practice	43	15	16	2	1	328	2.73	
6	The duration of teaching practice shouldn't be limited.	0	12	11	17	40	325	4.06	
7	More time takes for preparing lesson plan for teaching practice.	33	22	16	4	5	314	3.92	
8	Teaching practice plays great role for professional development of teacher.	50	18	10	2	0	356	4.45	
9	Teaching practice is the infrastructure for further teacher.	45	17	9	5	4	334	4.17	

10	I'm not interesting in participating in teaching practice.	1	3	11	28	37	337	4.21	
11	Teaching practice is not boring without lesson plan.	6	7	7	17	43	324	4.05	
12	Experience of teaching practice is importance for every teacher.	30	20	30	0	0	320	4	
13	I always prepare lesson plan for teaching practice.	47	18	6	5	4	339	4.24	
14	Greater priority shouldn't given in teaching practice.	2	3	8	18	40	304	3.8	
15	Every teacher shouldn't understand the importance of teaching practice.	6	14	16	10	34	292	3.65	
16	Teaching practice is starting from +2 level.	57	23	0	0	0	377	4.71	
17	The content of teaching practice is not sufficient.	0	0	8	27	45	365	4.56	
18	Every student shouldn't be ready for effective teaching practice.	1	6	7	35	21	279	3.49	
19	Every student wants to learn more about teaching practice.	30	22	14	10	4	304	3.8	
20	I'm not easily solve the problem of teaching practice.	5	6	14	16	39	318	3.97	
21	I prefer to discuss about pre knowledge of teaching practice.	37	22	20	1	0	335	4.19	
22	Many students aren't regular in	4	5	6	15	50	327	4.09	

	teaching practice.								
23	The teaching practice course is not flexiable.	2	9	16	22	21	261	3.26	
24	I don't want to be problem of students in teaching practice.	2	12	15	18	33	308	3.85	
25	I always solve the problem of students in teaching practice.	28	16	21	10	5	292	3.65	
26	Teaching material are not very important in teaching practice.	0	1	15	24	40	343	4.29	
27	I always promote for student in teaching practice.	30	31	15	2	2	325	4.06	
28	Teaching practice is not the matter of headache in many students.	23	25	20	7	5	294	3.67	

APPENDIX -4

Attitude score obtained by male student-teachers

S.N.	Statement	SA	A	U	DA	SDA	Total Value	Mean value	Remarks
1	The Knowledge of teaching practice is essential for every students of education.	58	32	16	12	2	492	4.1	
2	Teaching practice is not needed for be qualified teacher.	4	16	21	21	58	473	3.94	
3	The students of mathematics generally receive good marks in teaching practice.	72	19	11	8	7	492	41.1	
4	The teaching practice course is not interesting than other subject.	16	20	14	14	46	384	3.2	
5	I'm curious and active in teaching practice	72	25	21	1	4	529	4.41	
6	The duration of teaching practice shouldn't be limited.	8	21	19	30	72	587	4.89	
7	More time takes for preparing lesson plan for teaching practice.	57	35	17	8	3	495	4.12	
8	Teaching practice plays great role for professional development of teacher.	80	27	12	1	0	546	4.55	

9	Teaching practice is the infrastructure for further teacher.	72	20	13	8	7	502	4.18	
10	I'm not interesting in participating in teaching practice.	3	6	22	42	48	489	4.07	
11	Teaching practice is not boring without lesson plan.	7	15	7	23	68	490	4.08	
12	Experience of teaching practice is importance for every teacher.	70	40	10	0	0	540	4.5	
13	I always prepare lesson plan for teaching practice.	88	22	6	3	1	553	4.60	
14	Greater priority shouldn't given in teaching practice.	2	3	9	22	84	543	4.52	
15	Every teacher shouldn't understand the importance of teaching practice.	8	23	18	12	59	448	3.73	
16	Teaching practice is starting from +2 level.	96	24	0	0	0	576	4.8	
17	The content of teaching practice is not sufficient.	0	2	0	48	70	542	4.51	
18	Every student shouldn't be ready for effective teaching practice.	2	7	11	48	64	561	4.67	
19	Every student wants to learn	45	31	23	12	9	451	3.76	

	more about teaching practice.								
20	I'm not easily solve the problem of teaching practice.	5	7	23	21	64	492	4.1	
21	I prefer to discuss about pre knowledge of teaching practice.	68	23	28		1	516	4.3	
22	Many students aren't regular in teaching practice.	12	7	6	22	73	497	4.14	
23	The teaching practice course is not flexiable.	4	13	21	15	64	473	3.94	
24	I don't want to be problem of students in teaching practice.	5	16	22	27	50	466	3.88	
25	I always solve the problem of students in teaching practice.	44	27	26	12	11	441	3.67	
26	Teaching material are not very important in teaching practice.		1	22	34	63	519	4.32	
27	I always promote for student in teaching practice.	45	42	22	6	5	467	3.97	
28	Teaching practice is not the matter of headache in many students.	52	35	20	6	7	479	3.99	

Appendix – 5

Statistical formula used for data analysis

1) $\chi^2 = \frac{(f_o - f_e)^2}{f_e}$

f_o = observed value

f_e = expected value

2) $t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$

Where,

d.f. = $N_1 + N_2 - 2$

$\overline{X_1}$ = Mean of first sample

$\overline{X_2}$ = Mean of second sample

N1 = No. of items in first sample

N2 = No. of items in second sample

S_1^2 = Variance of first sample

S_2^2 = Variance of second sample

$\chi^2 0.05,4 = 9.488$