



# A Role Of Attunement In The Teaching-Learning Process Among Prospective Teachers

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## ARTICLE INFO

## ABSTRACT

Attunement refers to the process of becoming aware, receptive, or in harmony with something. It involves developing a deep understanding, connection, or alignment with a particular person, object, situation, or environment. Attunement often entails tuning in to subtle cues, energies, or vibrations, and adjusting oneself to resonate or synchronize with them. It can be related to empathy, intuition, or a heightened sense of awareness. The teaching-learning process is a dynamic interaction between a teacher and a learner that aims to facilitate the acquisition and understanding of knowledge, skills, and attitudes. Prospective teachers are individuals who are undergoing training in the field of education to become teachers. The present study deals with the study of the role of attunement in the Teaching-Learning Process among Prospective teachers. The study was conducted on Prospective teachers belonging to Government, Government Aided and Private colleges of education in Chennai District, Tamil Nadu. Keeping in view the aim of the study 450 Prospective teachers were randomly selected from different colleges of education in Tamil Nadu. A sample of 100 Prospective teachers from the colleges of education was chosen for a pilot study. The reliability of the Attunement scale was calculated using Cronbach's alpha method and the coefficient of reliability is obtained to be 0.887. The statistical measures employed in processing and analyzing data and to test the hypotheses were measures of central tendency, students t-test, and One-way ANOVA.

**Keywords:** Attunement, Teaching, Learning, Teacher, Student, Prospective teachers.

## 1. Introduction:

Education is the process of gaining the knowledge, abilities, attitudes, and values required for success in many facets of life as well as personal growth. It is an ongoing journey that begins in early childhood and lasts the entirety of a person's life. In addition to informal methods like self-study, mentoring, and hands-on learning, education occurs in formal venues like schools, colleges, and universities. Enabling people to comprehend the world around them, cultivate critical thinking skills, and obtain essential life skills is the main objective of education.

## 2. Need of the Study:

Attunement plays a crucial role in the teaching-learning process among Prospective teachers. It refers to the teacher's ability to establish a connection with their students, understand their needs and emotions, and respond effectively to facilitate learning. Attunement helps Prospective teachers establish positive and meaningful relationships with their students. By being attentive, empathetic, and responsive, trainee teachers can create a safe and supportive learning environment. When teachers are attuned to their students, they demonstrate respect for their perspectives, ideas, and contributions. This cultivates a sense of ownership and empowerment among students, encouraging active participation and fostering their overall growth and development. And so the need is felt by the investigator to do this study as "A Role of Attunement in the Teaching-Learning Process among Prospective Teachers".

### 3. Objectives:

1. To study the level of Attunement among Prospective teachers.
2. To find out whether there is any significant difference in attunement among Prospective teachers with respect to their gender.
3. To find out whether there is any significant difference in attunement among Prospective teachers with respect to types of institutions.
4. To find out whether there is any significant difference in attunement among Prospective teachers with respect to their year of study.

### 4. Hypotheses of the Study:

1. The level of Attunement among Prospective teachers is high.
2. There is no significant difference in attunement among Prospective teachers with respect to their gender.
3. There is no significant difference in attunement among Prospective teachers with respect to types of institutions.
4. There is no significant difference in attunement among Prospective teachers with respect to their year of study.

## 5. METHODOLOGY:

The research design is of normative survey method, and the sampling technique used for the study is stratified random sampling technique.

### 5.1 SAMPLE:

The sample consists of 450 Prospective teachers drawn from various Colleges of Education in the Chennai district.

### 5.2 INSTRUMENTS USED:

Attunement Scale(AS) was constructed by the investigator, as there was no standardized tool for measuring the role of attunement in the teaching-learning process among Prospective teachers. The items included in the scale attempt to measure the role of attunement among Prospective teachers in the teaching and learning process. Initially, the scale was constructed with 50 items and the draft tool was subjected to the expert opinion. The final tool, which consists of 45 statements related to assessing the role of attunement—defined as the capacity to develop a deep understanding, connection, or alignment with a specific person, object, situation, or environment on a five-point scale ranging from "strongly agree" to "strongly disagree"—was created based on the suggestions made. Some items were deleted, some added, and some modified.

### 5.3 ANALYSIS AND INTERPRETATION OF DATA:

The data collected in the present study were analyzed using a t-test and one-way Analysis of Variance (ANOVA).

## 6. TESTING OF HYPOTHESIS

### HYPOTHESIS-1

The level of Attunement among Prospective teachers is high.

**Table 1: Mean and Standard Deviation of Role of Attunement among Prospective teachers**

Variable	N	Maximum Score	Mean	Standard Deviation	Percentage of Mean
Role of Attunement	450	224	212.69	8.788	94.95%

The mean and standard deviation of a role of attunement among Prospective teachers is presented in the above table. The maximum possible score in the role of attunement is 224. The mean score in role of attunement is 212.69 and its percentage is 94.95%. Hence, from the mean value it is clear that the Prospective teachers have very high level of attunement in the teaching and learning process.

### HYPOTHESIS-2

There is no significant difference in attunement among Prospective teachers with respect to their gender.

**Table 2: Table showing the significance of mean difference between male and female Prospective teachers in respect to their Role of Attunement in the teaching and learning process**

Variable	Gender	N	Mean	Standard Deviation	t - value	Level of Significance
Role of attunement in the teaching and learning process	Male	225	212.51	7.655	0.429	Not Significant
	Female	225	212.87	9.805		

From the table 2, it is inferred that obtained t - value is lesser than the table value at 0.05 level. It is also observed that there is no significant difference between male and female Prospective teachers in respect to their role of attunement in the teaching and learning process. Therefore, the null hypothesis, that there is no significant difference between male and female Prospective teachers in respect to their role of attunement in the teaching and learning process is accepted.

### HYPOTHESIS-3

There is no significant difference in attunement among Prospective teachers with respect to types of institution.

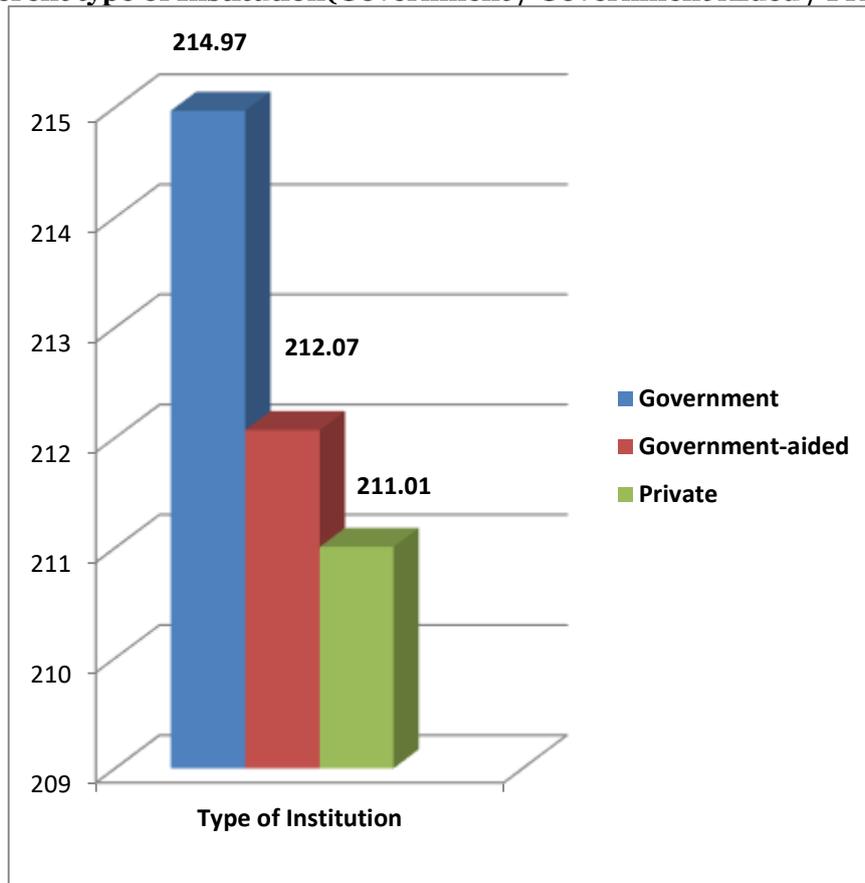
**Table 3: Table showing the significance of the mean difference between Prospective teachers studying in Type of Institution(Government / Government Aided / Management ) with respect to their role of attunement in the teaching and learning process**

Variables	Type of Institution	N	Mean	Std. Deviation	F - ratio	Level of Significance	Group differ significantly
Role of attunement in the teaching and learning process	Government (1)	151	214.97	7.131	8.451	0.01	(1,2), (1,3), (2,3)
	Government-aided (2)	148	212.07	10.334			
	Private (3)	151	211.01	8.201			
	Total	450	212.69	8.788			

From the table 3, the F-ratio calculated for the role of attunement among Prospective teachers in the teaching and learning process in the Type of Institution( Government / Government Aided / Management) reveals that Prospective teachers studying in different types of Institutions differ significantly in their roles of attunement in the teaching and learning process. Further, analysis of difference based on Prospective teachers studying in different type of Institution reveal that attunement of Prospective teachers studying in Government colleges of education differed significantly from B.Ed Trainees studying in Government-aided colleges of education and Prospective teachers studying in Private colleges of education. It is further inferred that Prospective teachers studying in Government colleges of education had exhibited high level of attunement followed by Prospective teachers studying in Government-aided colleges of education and then by Prospective teachers studying in Private colleges of education.

Hence, the formulated hypothesis there will be no significant difference between Prospective teachers studying in different type of Institution(Government / Government Aided / Private ) in respect of their attunement is not accepted.

**Figure 1: Significant difference in role of attunement of Prospective teachers studying in different type of Institution(Government / Government Aided / Private)**



#### **HYPOTHESIS-4**

There is no significant difference in attunement among Prospective teachers with respect to their year of study.

**Table 4: Table showing the significance of mean difference between Prospective teachers in respect to their role of attunement in the teaching and learning process with their year of study.**

Variable	Year of Study	N	Mean	Std. Deviation	t value	LOS
<b>Role of attunement in the teaching and learning process</b>	First Year	208	212.94	8.123	0.556	NS
	Second Year	242	212.48	9.333		

From the table 4, it is inferred that obtained t -value is lesser than the table value at 0.05 level. It is also observed that there is no significant difference between Prospective teachers who pursuing in different year of study in respect to their role of attunement in the teaching and learning process. Therefore, the null hypothesis, that there is no significant difference between Prospective teachers who pursuing in different year of study in respect to their role of attunement in the teaching and learning process is accepted.

#### **7. EDUCATIONAL IMPLICATIONS:**

Teacher attunement refers to the ability of educators to be aware of and responsive to the needs and experiences of their students. It involves creating a supportive and empathetic learning environment where teachers are attuned to their students' emotions, interests, and learning styles. This concept has several implications for education:

- ❖ **Student Engagement:** When teachers are attuned to their students, they can better understand their interests, strengths, and challenges. This understanding allows them to design engaging and relevant learning experiences that capture students' attention and motivation.
- ❖ **Emotional Support:** Teacher attunement involves recognizing and responding to students' emotional states. Attuned teachers create a safe and nurturing classroom environment where students feel valued, respected, and understood. This emotional support is essential for students' well-being and can positively impact their academic performance.
- ❖ **Differentiation:** Every student has unique learning needs and preferences. Attuned teachers understand these differences and employ differentiated instruction to accommodate various learning styles and abilities. They adapt their teaching methods, materials, and assessments to ensure that all students have equitable access to learning opportunities. By attuning to their students, teachers can provide personalized support and foster individualized growth.
- ❖ **Cultural Responsiveness:** Teacher attunement includes being sensitive to the cultural backgrounds and experiences of students. Culturally responsive teachers recognize and value the diversity within their classrooms, integrating culturally relevant content and pedagogical approaches.
- **Positive Teacher-Student Relationships:** Attuned teachers develop strong connections with their students, fostering positive teacher-student relationships. These relationships are built on trust, respect, and effective communication. When students feel connected to their teachers, they are more likely to feel supported, motivated, and confident in their abilities. Positive teacher-student relationships contribute to a positive classroom climate and can lead to improved student outcomes.

## 8. CONCLUSION:

Attunement plays a crucial role in the teaching-learning process. Attunement involves empathy, understanding, and the ability to adapt teaching strategies to meet the diverse learning styles and needs of students. Attunement involves creating a positive emotional connection between the teacher and students. This involves observing and assessing students' strengths, weaknesses, interests, and learning preferences, and then tailoring teaching strategies accordingly. Attunement is a continuous and ongoing process that requires active engagement and effort from both the teacher and the students.

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