

ATTITUDE AND EXPERIENCES OF PROSPECTIVE TEACHERS ON INTERNSHIP PROGRAMME

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Abstract

Pre-service teacher training is the first phase where B.Ed. students acquire attitude, skills and capabilities to be a better teacher. School internship is an indispensable part of teacher training courses. This paper highlights the importance of school internship. The data were collected using self-made tool by the researcher. The sampling of this study were 120 college of education students. The method was survey method. The results of the research states that the college of education students. The training programme offers an actual chance to the B.Ed. students to refine and improve their teaching skills with effective communication. Also, it states that during the internship programme students face difficulty in classroom management, preparing the lesson plans and teaching lessons. The result also shows that there is no significance difference in the attitude towards the internship programme among college of education students with respect to gender, subject and locality. This shows that the internship programme develops both positive attitude as well as the attitude of facing some challenges among all students.

Keywords: *Attitude, Internship Programme, Challenges.*

INTRODUCTION

Quality education depends on quality of teachers. Qualified and skilled teachers help the nation and people towards well and sophisticated excellence of life. Teachers are need to generate soul consistency, nationwide integration and a learning society. It is, therefore, important for a nation to have a sound and effective programme of teacher training. The training programme should be restructured periodically. The new curriculum aims at emerging detailed language ability of the college of education students by providing them openings through different actions through course content and exercise during school internship programme.

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Experiential Learning

Learning through experience has been valued in all educational settings. John Dewey (1938) naturalist initiated the movement of experiential learning and followed by Piaget (1950). Kurt Lewin (1957), Paulo Freire (1970) and David Kolb (1984).

The simplest system of realistic learning means learning through own experience or “learning by doing”. Children can have best learning of science and gain concrete experience when they exposed to hands on training. According to Edgar Dale (1969) cone of Experience, learners retain more information and skills, and gain concrete learning experiences when they engaged in “doing” purposeful activities. Reading and listening are the least experience. David Kolb (1984) opined that knowledge is generated through conversion of experience. He developed a theory called experiential learning theory (ELT) based on the work of some western pragmatics and philosophers. These stages are as follows: concrete experience, reflective observation, abstract concepts and active experimentation. Learning can occur any stage and follows other. School Internship Programme gives a better way of learning through experience to the prospective teachers.

School Internship Programme

In the B.Ed. two-year programme internship programme plays a vital role because it confirms the skilled training of future teachers and also it gives experience. This delivers them with a hands-on chance to promote their understanding of the teaching career and explain them of the future views of the teaching profession. In the present study, the researcher finds the role of the internship programme and its activities like teaching, conducting assembly, timetable preparation, maintain attendance register, correcting examination papers in experiential learning.

REVIEW OF RELATED LITERATURE

Chakrabarty and Behera (2014) discovered the attitude of the secondary female teacher-trainees following their B. Ed. course in the teacher training institutions under The University of Burdwan. The population were the government aided and private teacher training college. Questionnaire and opinions were used to collect the data.

Data were analysed by using t-test to know the differences. The findings state that there was significant difference on the attitude of the secondary female teacher-trainees among the government and private B.Ed. colleges.

Kumar's (2016) study had an objective to find out the significant difference based on gender, stream and qualification in the attitude of pupil teachers towards internship. For this purpose, the researcher used self-made attitude scale. 80 B,Ed teachers from the district Kathua. Three-way ANOVA was used for analyzing the data. The results shows that there is no significant difference based on gender (male and female) stream and qualification among the teacher trainees.

NEED OF THE STUDY

Internship is an innovation in the field of education. It is very improving the proficiency and efficacy of a teacher. Internship modifies the pupil teacher's behaviour according to the identified purposes of the society. During internship period, the student -teachers may able to link theoretical and pedagogical knowledge, skills in real world of school settings. Practice teaching covers a wide range of activities, dealing with human and material resources, theoretical understanding, practicum, and field-based activities etc. It is a path where B.Ed. students are trained under expert teachers. Throughout practice teaching, student teacher gets first-hand experiences about teaching while dealing with varied level of students in the classroom. According to this view, the researcher decided to have a research in this area to determine the practices, observations, challenges and experiences of pupil teachers towards internship programme.

OBJECTIVES OF THE STUDY

1. To assess the attitudes and experiences of B.Ed. students about the internship programme.
2. To classify the challenges faced by B.Ed. students during the internship programme.
3. To find out the significance difference in the attitude towards the internship programme among B.Ed. students with respect to gender.
4. To find out the significance difference in the attitude towards the internship programme among B.Ed. students with respect to subject.
5. To find out the significance difference in the attitude towards the internship programme among B.Ed. students with respect to locality.

HYPOTHESES OF THE STUDY

1. There is no significance difference in the attitude towards the internship programme among B.Ed. students with respect to gender.
2. There is no significance difference in the attitude towards the internship programme among B.Ed. students with respect to subject.
3. There is no significance difference in the attitude towards the internship programme among B.Ed. students with respect to locality.

DELIMITATION OF THE STUDY

The researcher has delimited the study only at Madurai city.

METHODOLOGY OF THE STUDY

Method: Normative survey method was employed for the study.

Sample: The population for the study comprised of 120 B.Ed. students of B.Ed. belonging to the III semester of two B.Ed. colleges in Madurai District. Out of 200 B.Ed. students, 120 B.Ed. students were selected as the sample for the study using purposive sampling technique.

Tools Used:

A Self-prepared Questionnaire to assess the experiences, challenges and attitude of B.Ed. students about internship.

FINDINGS OF THE STUDY

Objective 1: To assess the attitude and experiences of B.Ed. students about the internship programme.

Table 1. Experience/Attitude of B.Ed. Students during Internship

Sl.	Statements	Response in Percentage			
		N	Yes %	N	No %
1	With practice teaching, I have learnt to take responsibilities as a teacher.	105	88	15	12
2	Practice teaching helps me to gain confidence in teaching.	100	83	20	17
3	Practice teaching proved useful in improving upon my classroom management skills.	103	86	17	14

4	Supervision of teaching practice helped me in developing a disposition in effective teaching.	105	88	15	12
5	I am able to conduct morning assembly	99	83	21	17
6	I am able to write notices.	100	83	20	17
7	I am able to write letters to my relatives regarding the performance of students.	98	82	22	18
8	I am able to prepare question paper.	100	83	20	17
9	I develop my communication skills while teaching.	103	86	17	14
10	Satisfied with the role of the supervisor in enhancing my teaching skills.	105	88	15	12

The results given in Table 1, the B.Ed. students expressed that, the internship programme offers a real opening to improve and increase their teaching skills in actual school settings. 88% students learnt to take responsibilities as a teacher. 83% students gained confidence in teaching. 86% students improved their classroom management skills while 88% students developed a disposition towards effective teaching. 83% students were able to conduct morning assembly, 83% students were able to write notices, 82% students were able to write letters to parents regarding the performance of students and 83% students were able to prepare question papers for students. In addition, 86% students were able to develop their communication skills, 88% student teachers were of the opinion that the concerned supervisor played an important role in enhancing their teaching skills.

Objective 2: To identify the challenges faced by B.Ed. Students during the internship programme.

Table 2. Challenges Faced by Students during Internship

Sl.	Statements	Response in Percentage			
		N	Yes %	N	No %
1	Classroom Management	105	88	15	12
2	Long Distance of the location of the School	99	83	21	17
3	More Number of Lesson Plans	100	83	20	17
4	Conducting constructivist lessons at School	98	82	22	18
5	Cooperation of government school teachers	100	83	20	17
6	Interaction with school students	103	86	17	14
7	Resources and infra-structure of practicing schools	105	88	15	12
8	Designing and preparing teaching aids and materials	100	83	20	17
9	Managing extra study hours is difficult	103	86	17	14

10	Conducting exams for the students is very difficult	98	82	22	18
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Based on the results given in Table 2, it can be seen that 88% students faced difficulty in classroom management, 83% students faced difficulty due to the long distance of practice school from their home, 83% students expressed that the number of lesson plans to be prepared was cumbersome and 82% students faced difficulty in conducting lessons based on the constructivists approach at the school level while 83% students faced difficulty in interaction with school students. 86% students also faced difficulty due to non-cooperation of government school teachers, 88% students faced difficulty due to the resources and infrastructure available in practicing schools and almost 83% students faced difficulty in designing and preparing teaching aids and materials required for teaching practice. 86% find difficult in managing extra study hours and 82% find very difficult in conducting exam.

Hypothesis 1:

There is no significance difference in the attitude towards the internship programme among B.Ed. students with respect to gender.

Table 3. Attitude towards the internship programme among B.Ed. students with respect to gender

Category				Calculated 't' Value	Remarks at 5% level
Male (55)		Female (65)			
Mean	SD	Mean	SD		
51.78	7.384	51.39	6.915	0.359	NS

It is referred from the above table (2) that the mean scores of attitudes towards the internship programme among B.Ed. students with respect to gender are 51.78 and 51.39 respectively. Corresponding SDs are 7.384 and 6.915. The computed t-value 0.359 is less than the table value at 5% level of significance. Hence, the null hypothesis accepted and its concluded that there is no significant difference between attitude towards the internship programme among B.Ed. students with respect to gender and from the observed mean scores it is interpreted that

male B.Ed. students' attitude towards internship programme is greater than female of the B.Ed. students.

Hypothesis 2:

There is no significance difference in the attitude towards the internship programme among B.Ed. students with respect to subject.

Table 4. Attitude towards the internship programme among B.Ed. students with respect to subject

Category				Calculated 't' Value	Remarks at 5% level
Arts (60)		Science (60)			
Mean	SD	Mean	SD		
33.95	4.858	34.41	4.714	0.302	NS

It is referred from the above table (4) that the mean scores of attitude towards internship programme among B.Ed. students with respect to subject are 33.95 and 34.14 respectively. Corresponding SDs are 4.858 and 4.717. The computed t-value 0.302 is less than the table value at 5% level of significance. Hence, the null hypothesis accepted and its concluded that there is no significant difference between attitude towards internship programme among B.Ed. students with respect to subject.

Hypothesis 3:

There is no significance difference in the attitude towards the internship programme among B.Ed. students with respect to locality.

Table 5. Attitude towards the internship programme among B.Ed. students with respect to locality

Category				Calculated 't' Value	Remarks at 5% level
Rural (90)		Urban (30)			
Mean	SD	Mean	SD		
34.64	4.419	33.58	5.009	1.656	NS

It is referred from the above table (5) that the mean scores of attitude towards internship programme among B.Ed. students with respect to locality are 34.64 and 33.58 respectively. Corresponding SDs are 4.419 and 5.009. The computed t-value 1.656 is less than the table value at 5% level of significance. Hence, the null hypothesis accepted and its concluded that there is no significant difference between attitude towards internship programme among B.Ed. students with respect to subject.

MAJOR FINDINGS

- The internship programme provides a real opportunity to the B.Ed. students to refine and improve their teaching skills, to take responsibilities as a teacher and to gain confidence in teaching, to improve their classroom management skills, to develop a disposition towards effective teaching, to conduct morning assembly, to write notices, to write letters to parents regarding the performance of students, to prepare question papers for students, to develop their communication skills.
- During the internship programme students face difficulty in classroom management, the long distance of school from their home, preparing the lesson plans, conducting lessons, interaction with school students, non-cooperation of government school teachers, in resources and infrastructure available in practicing schools, in designing and preparing teaching aids and materials required for teaching practice, in managing extra study hours and in conducting exam.
- There is no significance difference in the attitude towards the internship programme among B.Ed. students with respect to gender.
- There is no significance difference in the attitude towards the internship programme among B.Ed. students with respect to subject.
- There is no significance difference in the attitude towards the internship programme among B.Ed. students with respect to locality.

CONCLUSION

The results show that the internship programme is an effective way to give training to the B.Ed. students about real world of work. It gives an opportunity for the management and staff to integrate theory and practice, plan and deliver lessons properly. Through this programme they understand the role and responsibilities of professional teachers in the

society. It also gives them an opportunity to understand different aspects of school programme and improve their skills and abilities in teaching profession. An effective and enhanced internship programme is required for developing B.Ed. students' personalities as true professionals in the field of education. Internship programme is a platform that provides B.Ed. students with means of improving teaching learning activities and their soft skills. It carries many activities for positive quality development, expansion of thinking capacity of the interns. The ability of looking back enabled the student teachers to reflect on their teaching and the ways in which they would improve. Therefore, it needs to be practices in a very systematic and effective way.

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