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RESEARCH ARTICLE

ATTITUDE OF PUPIL -TEACHERS TOWARDS INTERNSHIP AS A PART OF B.ED. CURRICULUM

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Abstract

Teacher training programmes are set up to help prospective teachers navigate the world of student teaching, state standards, exams and teacher interviews. A pupil teacher is a college, university or graduate student who is teaching under the supervision of a certified teacher in order to qualify for a degree in education. Internship is an integral part of his professional preparation. Internship in teaching includes practice – teaching and wide variety of field experience under the guidance of a competent or expert supervisor. The internship is very essential for today's teacher because it gives proper training to the pupil-teacher for better understanding of all the students. It builds confidence among the pupil-teachers. The present study aimed at finding out the significant difference of gender, stream and qualification in the attitude of pupil teachers towards internship. For this purpose the investigator used Attitude Scale prepared by the investigator himself. The data was collected from 80 pupil teachers from District Valsad . In order to analyze the data the investigator used three-way ANOVA. The main findings of the study were, there exist significant difference in the attitude of male and female pupil teachers towards internship. There existed significant triple interactional difference of gender, stream and academic qualification in the attitude of pupil teacher towards internship. There found no significant difference of stream, qualification, gender and stream, gender and qualification and stream and qualification in the attitude of pupil teacher towards internship as a part of B.Ed. curriculum. The findings of the study have significant implications to the teachers, supervisors, principals and policy makers who directly or indirectly involved in the system.

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Introduction:-

Teaching is an exciting and rewarding activity but like other professions it is demanding. It requires that its practitioners clearly understand what should be done to bring about the most desirable learning in the pupil and be highly proficient in the skills necessary to carry out these tasks. Teaching is not the simple matter of profession one's message. It is a complicated communication problem. Using different teaching methods, techniques and devices we can solve the communication problem. A professionally trained teacher can use different methods of teaching successfully. All the teachers training institutions are not only imparting theoretical but also practical knowledge and skill in teaching different subjects to prospective teachers. At the end of the session, teaching practice is carried out for practical application of theoretical understanding about different teaching methods. It is generally of two

month's duration. Whereas teaching is the process by which a person helps other people to learn. It is one of our most important activities. The term teaching practice embraces all the learning experiences of student teachers in schools. The term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools and the practical aspects of the course as distinct from theoretical studies. Simply becoming a teacher though is the easy part. Becoming a good teacher takes a bit more work. Good teachers are very necessary because it is the teacher who shapes the lives of boys and girls and prepare them as good citizens for tomorrow. The future of the nation, the quality of coming generation depends largely on qualities of teachers, good education demands good teachers. A pupil teacher is a college, university or graduate student who is teaching under the supervision of a certified teacher in order to qualify for a degree in education. A pupil teacher undertakes teaching duties under the supervision of the head teacher, as a teacher is dependent to a great extent on his attitude, values and beliefs. Attitude can be positive (values) or negative (prejudice). A positive/favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative/unfavourable attitude makes the teaching task harder, more tedious and unpleasant. Teacher's attitude not only affects his behaviour in the classroom but also influences the behaviour of his students.

Meaning Of Internship

The term internship has been borrowed from medical education which implies the word to hospital experience where the medical doctor is required to have field experience under the doctor guidance of better practitioners before he is allowed to start practice of his own. Thus internship is an integral part of his professional preparation. Internship in teaching includes practice – teaching and wide variety of field experience under the guidance of a competent or expert supervisor. The intern shares all the significant experiences going on in the total school environment and develops meaningful skills and attitudes towards his profession. Interns are usually college or university students, but they can also be other adults seeking skills for a new career. The internship is a school based plan with pre-service teachers attending their assigned schools for 6 days per week for a total of 7-15 weeks, but be shorter or longer. Internship in teaching is the joint responsibility of training colleges/practicing schools (co-operating schools), co-operating teachers, students and the college supervisors or teacher educators. The major drawbacks of the current model of practice teaching are:

1. Current practices in teacher education take the school curriculum and textbooks as 'given' and train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats, fulfilling the ritual of delivering the required number of lessons. Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
2. There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
3. Theory courses have no clear articulation with practical work and ground realities.
4. The evaluation protocol is too theoretical, excessively quantitative and lacks comprehensiveness.

Objectives Of The Study:-

1. To find the significant difference of Gender in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
2. To find the significant difference of Stream in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
3. To find the significant difference of Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
4. To find the significant difference of Gender and Stream in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
5. To find the significant difference of Gender and Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
6. To find the significant difference of Stream and Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
7. To find the significant difference of Gender, Stream and Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
8. To suggest some educational implications based on the findings of the study.

Hypotheses Of The Study

1. There will be no significant difference of Gender in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
2. There will be no significant difference of Stream in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
3. There will be no significant difference of Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
4. There will be no significant difference of Gender and Stream in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
5. There will be no significant difference of Gender and Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
6. There will be no significant difference of Stream and Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
7. There will be no significant interactional difference of Gender, Stream and Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.

Methodology:-

The method of the study was descriptive survey one which includes the information about the methods of research, population, sample and tools of data collection, data analysis techniques which are the basis of the research and provides a picture of whole study. All the pupil teachers studying in different colleges of education in District valsad during the session 2018-19 constituted the population of the study. The investigator selected 80 pupil teachers studying in different colleges of education in District valsad by stratified random sample technique. In order to measure the attitude of pupil-teacher towards internship the Attitude scale prepared by the investigator himself was used. In order to analyze and interpret the data the investigator used three-way ANOVA (2x2x2) factorial design as a statistical technique.

Analysis And Interpretation Of Data

Table:- Showing the Summary of three way ANOVA (2x2x2) factorial design to study the differences in attitude of pupil teachers towards internship.

Sources of Variations	SS	df	MS	F-ratio	Significance
A (Gender)	911.25	1	911.25	12.12	Significant**
B (Stream)	48.05	1	48.05	0.64	Not significant
C (Qualification)	0.45	1	0.45	0.006	Not significant
A x B	2.45	1	2.45	0.03	Not significant
A x C	162.45	1	162.45	2.16	Not significant
B x C	61.25	1	61.25	0.82	Not significant
A x B x C	312.05	1	312.05	4.15	Significant*
Within	4208.8	56	75.15		
Total	5706.75				

*Significant at 0.05 level

** Significant at 0.01 level

Interpretation

The table showed that the F-ratio for the main factor i.e. Gender came to be 12.12 which is significant at 0.01 level of significance as it is greater than the table value i.e. 4.02 and 7.17 against 1 and 56 df . It means that there is significant gender difference in the attitude of pupil teacher towards internship. Therefore the null hypothesis “there will be no significant difference of gender in the attitude of pupil teacher towards internship” was rejected. It also indicated that the mean score of male pupil teacher was 117 and the mean score of female pupil teacher was found to be 123.75 which is higher than their male counterpart. It means that the female pupil teachers showed positive attitude towards internship as compare to male pupil teachers.

The F-ratio for the main factor i.e. stream came to be 0.64 which is not significant. The calculated value is less than the table value against 1 and 56 df . It means that there is no significant difference of stream in the attitude of pupil teacher towards internship. Therefore the null hypothesis “there will be no significant of stream in the attitude of pupil teacher towards internship” was accepted.

The F-ratio for the main factor i.e. Qualification has come to be 0.006 which is not significant. The F-value for Qualification has come 0.006 which is less than the table value against 1 and 56 df. It means that there is no significant effect of qualification on the attitude of pupil teacher towards internship as a part of B.Ed. curriculum. Therefore the null hypothesis “there will be no significant difference of Qualification in the attitude of Pupil teachers towards internship as a part of B.Ed. curriculum” is retained

The F-ratio for the interactional effect of Gender and Stream has come to be 0.03 which is not significant. The F-value for Gender and stream has come to be 0.03 which is less than the table value against 1 and 56 df. It means that there is no significant effect of Gender and stream in the attitude of pupil teacher towards internship. Therefore the null hypothesis “there will be no significant effect of Gender and stream in the attitude of pupil teacher towards internship as part of B.Ed. curriculum” is accepted.

The F-value for Gender and Qualification has come to be 2.16 which is less than the table value against 1 and 56 df. It means that there is no significant effect of Gender and Qualification in the attitude of pupil teacher towards internship. Therefore the null hypothesis “there will be no significant effect of Gender and Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum” is accepted.

The F-ratio for the interactional effect of Stream and Qualification has come to be 0.82 which is not significant. The F-value for Stream and Qualification has come to be 0.82 which is less than the table value against 1 and 56 df. It means that there is no significant effect of stream and qualification in the attitude of pupil teachers towards internship. Therefore the null hypothesis “there will be no significant difference of Stream and Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum” is accepted.

The F-ratio for the triple interaction i.e. Gender, Qualification and Stream has come to be 4.15 which is significant at 0.05 level of significance. The F-value for triple interaction has come to be 4.15 which is greater than the table value i.e. 4.02 and 7.17 against 1 and 56 df. It means that there is significant interactional effect of Gender, Stream and Qualification in the attitude of pupil teachers towards internship. Therefore the null hypothesis “there will be no significant interactional difference of Gender, Stream and Qualification in the attitude of pupil teachers towards internship as part of B.Ed curriculum” is rejected. Furthermore it may point out that the mean score of male pupil teacher is 117, male graduate is 118.35, male post graduate is 115.65, male arts stream is 117.6, male science is 116.5 and female pupil teacher is 123.75, female graduate is 122.25, female post graduate is 125.25, female arts is 124.7 and female science is 122.8. Thus female pupil teacher from arts, science, graduate and post graduate showed positive attitude towards internship as compare to male counterpart.

Main Findings

The following are the main findings based on the result of the study:

1. There was significant difference of Gender in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
2. There was no significant difference of Stream in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
3. There was no significant difference of Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
4. There was no significant difference of Gender and Stream in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
5. There was no significant difference of Gender and Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
6. There was no significant difference of Stream and Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.
7. There was significant interactional difference of Gender, Stream and Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum.

Educational Implications

The research studies have implication for teachers, principals and supervisors and students also.

Supervisor's Role

1. Students interested in pursuing an internship for academic credit should consult with their academic advisor to discuss how the internship credit will fit into their program of study.
2. Academic advisors are encouraged to talk with advisees early in the students' academic career about internships and the timeliness of arranging the experience.
3. Collaborative planning between supervisors and student-teachers should be encouraged. Student-teachers should be given chance to develop and discuss their lesson plans with their concerned supervisors before delivering it in classroom.
4. Supervisors should be guided to use checklist, rating scale and written analysis for observing pedagogical practices of student-teachers in real classroom.

Student's Role

1. The student intern is responsible for selecting the internship and seeking out a faculty supervisor. The Faculty or the Department supervisor should be a person who has knowledge about the field in which the internship is requested.
2. The intern is also responsible for meeting with the supervisor prior to the internship to clarify expectations and responsibilities, complete an Internship Learning Contract and Internship Approval Form, working the required number of hours, seeking out supervision on site as needed, and completing the academically-related tasks which are agreed upon by the faculty supervisor and intern.
3. Student-teachers should select their lessons according to the school/college syllabus in this way there will be no loss of students.

Field/Office Supervisor's Role

1. Student interns are supervised by a staff person employed by the organization. Typically, the supervisor has experience and expertise in the area in which the student is interning. Supervisors are responsible for interviewing interns, determining qualifications for the position, orienting interns to the organization, supervising, directing, and evaluating their work regularly. The ideal supervisor will serve as a mentor, sharing the pros and cons of a career in the field and giving suggestions for entering the profession. She/he will also have sufficient experience in the field to draw from and will share that experience with the student intern. The supervisor meets with the intern on a regular basis to guide performance, answer questions, and provide background information and resources related to the intern's work.
2. The Chairperson of concerned department and teacher educators should pay regular visits to the place of internship. For this purpose transport facility should be provided.
3. A set of written guidelines about internship program from the concerned department should be given to the concerned student-teachers and principals of the concerned schools. So they may act according to the rules and regulations as mention in the document.

Conclusion:-

The analyses and interpretation of data and research outcomes clearly indicate that internship program is an effective way to give training to the student-teachers about real world of work. The main findings of the study were that, there was significant difference of Gender and triple interaction i.e. gender, stream and qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum. There was no significant difference of Stream, qualification, Gender and Stream, Gender and Qualification and Stream and Qualification in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum. The research studies have implication for teachers, principals and supervisors. It give them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles and improved them in the light of feedback given by supervisors. Through this program they understand the role and responsibilities of professional teachers. Internship program also give them opportunity to understand different aspects of school program and improve their skills and abilities in teaching profession. An effective and improved internship program is required in developing student-teachers personalities as true professionals in the field of education.

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