

Teacher Trainees Attitude towards School Internship

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Abstract -The internship programs for student teacher have a real-world chance to gain a thorough grasp of the teaching profession and inform them of its potential for the future. It gives chance to student teacher exposure to the teaching skills and components of a professional life. The present study was conducted to study the student teacher attitude towards school internship. The study was conducted at Birla Campus Hemvati Nandan Bahuguna Garhwal University Srinagar Garhwal Uttarakhand India. The researcher was used survey methods for data collection. Sample of the study selected 65 pupil teachers of B.Ed. fourth semester at Birla Campus H.N.B. Garhwal University Srinagar Garhwal. Finding of this study gender wise a significant difference attitude towards school internship and a significant difference in attitude towards school internship among Hindi and English medium teacher trainees.

Keywords- internship, teaching profession, teaching skills, professional life and student teacher.

INTRODUCTION

The teacher is the chief architect future of our society and country. Teachers with the appropriate education and credentials lead their communities and nations to higher and better levels of living. The teacher education programme has to be upgraded and updated periodically. The NCTE promoted a two-year B.Ed. degree and created the program's curriculum, which went into force in 2015. The curriculum aims to increase the student teachers' proficiency in a particular language by offering them opportunities through varied activities through sessional work and course material. The theoretical, practicum, and internship components make up the B.Ed. two-year curriculum. The importance of the sessional work and internship programmes in teacher education cannot be overstated since they guarantee the

professional development of aspiring educators. These provide students a real-world chance to gain a thorough grasp of the teaching profession and inform them of its potential for the future. One of the most important and essential elements of every professional course of study is the internship. An internship is a brief experience that allows us to gain knowledge and develop our abilities in a particular industry or profession. The B.Ed. programme includes an internship as a mandatory component. The third semester is when the students get their internship exposure. It is offered in the third semester of the two-year B.Ed. degree since students learn nearly everything necessary for a successful internship programme in the first and second semesters. The internship offers a chance to put the theoretical concepts taught in class and in B.Ed. The first two semesters into practise. It gives exposure to the building blocks and components of a professional life. They gain an understanding of the duties and roles of professional instructors thanks to this training. They get the chance to learn about all elements of the curriculum through internship programmes, which also help students develop their abilities and skills for the teaching profession. In order to shape student teachers' personalities into those of real professionals in the field of education, an efficient and better internship programme is needed. Teacher education is the field of study that develops teachers on a professional level. A programme of education, research, and training called "teacher education" strives to adequately educate qualified and aspirant colleagues for the position of a teacher, not only in terms of teaching but also in terms of organising, managing, administering, planning, and leading. Kumar (2016), The purpose of the current study was to determine whether there were any notable differences between gender, stream, and qualification in the attitudes of student teachers about internship. The researcher chose 80 student

instructors from District Kathua's several institutes of education. The study's key results were that male and female student teachers have quite different attitudes on internships. In the attitude of student teachers regarding internships, there were substantial triple interactional differences based on gender, stream, and academic qualification. The attitudes of student teachers on internship as a component of the B.Ed. curriculum did not significantly differ by stream, qualification, gender and stream, gender and qualification, or stream and qualification. Patel (2018), the study focused on the pupil teachers' opinions, experiences, and difficulties throughout their internship and sessional work. The study's sample was drawn from the college where the author worked and was composed of 100 student instructors who were chosen at random. Semi-structured interviews and an open-ended questionnaire were both used to gather data. The findings demonstrated that student instructors saw the internship programme as a genuine chance to hone and enhance their teaching abilities in a real school environment. According to the interview findings, students were better able to comprehend the teaching process in the classroom when they had more hands-on experience and had it last longer. The difficulties that student teachers encountered mostly related to classroom management, the distance between their home and the practise school, the sheer volume of lesson plans, implementing constructivist teaching methods in the classroom, and the administration, scoring, and interpretation of psychological tests. Suman Gupta (2019) The two-year B.Ed. programme has three components, i.e., theory, practicum and internship. The study dealt with the perceptions, experiences and challenges of the pupil teachers during their internship and sessional work. The sample for the study was chosen from the college where the author was working and consisted of 80 student-teachers selected through random sampling. Data was collected using an open-ended questionnaire and semi-structured interviews. The results showed that student teachers viewed the internship programme as a real opportunity to refine and improve their teaching skills in an actual school setting. Student-teachers were also of the view that the concerned supervisor played an important role in enhancing their teaching skills. The results of the interviews showed that hands-on experiences and longer duration of field experience helped the students in

understanding the classroom teaching process in a better manner. Perumal & chary (2022), The research how B.Ed. student teacher felt about their school internship. The study discovered a significance difference in the mean perception rating on school internship between B.Ed. students age. This study also investigated a sustainable difference in the mean perception rating on school internship for student teacher in the language and science streams.

OBJECTIVE

1. To study the teacher trainees (B.Ed. trainees) attitude of school internship
2. To compare teacher trainees attitude towards school internship on the basis of gender, stream, area, education and education medium.

Hypothesis

H01: there is no significant difference in the attitude towards school internship between male and female teacher trainees.

H02: there is no significant difference in the attitude towards school internship between Arts stream and science stream teacher trainees.

H03: there is no significant difference in the attitude towards school internship between rural area and urban areas teacher trainees.

H04: there is no significant difference in the attitude towards school internship between under graduation and post graduation teacher trainees.

H05: there is no significant difference in the attitude towards school internship between Hindi medium and English medium teacher trainees.

Delimitation

The present study will be delimited to the pupil teachers of B.Ed. IVTH semester Birla Campus H.N.B. Garhwal University Srinagar Garhwal.

Methodology-

The present study will be used descriptive approach of research and used survey methods.

Population-

The population of the present study is pupil teachers (B.Ed. trainees) IV semester studying in the Birla Campus H.N.B. Garhwal University Srinagar Garhwal Uttarakhand.

Sample of the study

Sample of the study researcher through random sampling methods selected 65 pupil teachers of B.Ed. fourth semester, Birla Campus H.N.B. Garhwal University Srinagar Garhwal.

Tool used

The researcher was used self made questionnaire attitude school internship ASI to collect data from sample. The attitude school internship tool was 26

statement related school internship, real school environment and development of skills. The attitude of school internship made basis of five-point scale.

Statistical technique used

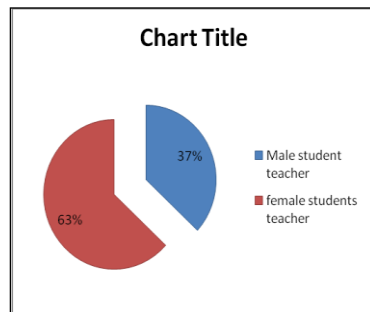
Descriptive Statistical technique frequency, percentage and for inferential analysis mean, S.D. and t test used to analysis the data.

ANALYSIS AND INTERPRETATION

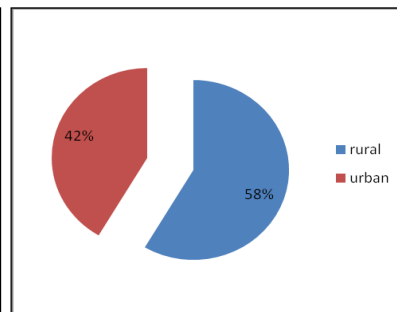
Finding

Table 1.1 Descriptive Profile Analysis of the Sample

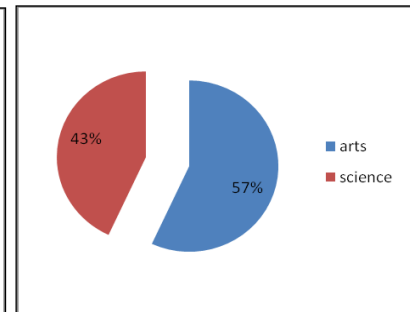
Gender wise student teacher	Frequency	Percent	Area wise	Frequency	Percent	Stream wise	Frequency	Percent
Male	24	36.9	Rural	38	58.5	Art	37	56.9
Female	41	63.1	Urban	27	41.5	Science	28	43.1
Total	65	100.0	Total	65	100.0	Total	65	100.0



Graph I- Male and Female



Graph II- Rural and Urban



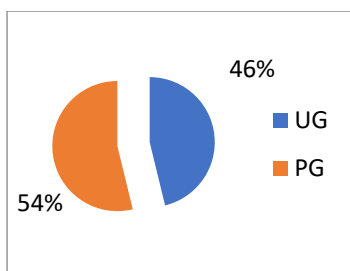
Graph III- Art and Science

Analysis of the table number 1.1, it was found that out of 65 B.Ed IVth semester student teachers selected for research, 24 (37%) are male and 41 (63%) female student teachers. There were 38 rural

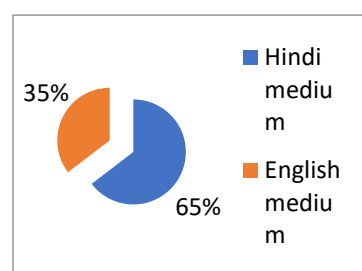
teacher trainees 58% and 27 urban teacher trainees 42%, and Stream wise 37 arts stream student teacher 43% and 28 science stream student teacher 43% find the out of total sample.

Table 1.2 Descriptive Profile Analysis of the Sample

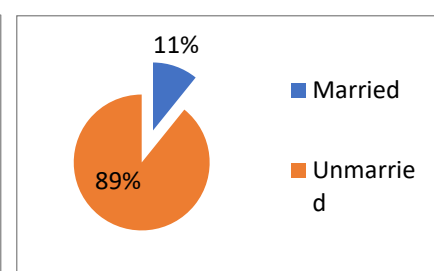
Education	Frequency	Percent	Education medium	Frequency	Percent	Material status	Frequency	Percent
UG	30	46.2	Hindi medium	42	64.6	Married	7	10.8
PG	35	53.8	English medium	23	35.4	Unmarried	58	89.2
Total	65	100.0	Total	65	100.0	Total	65	100.0



Graph IV- UG and PG



Graph V- Hindi & English Medium



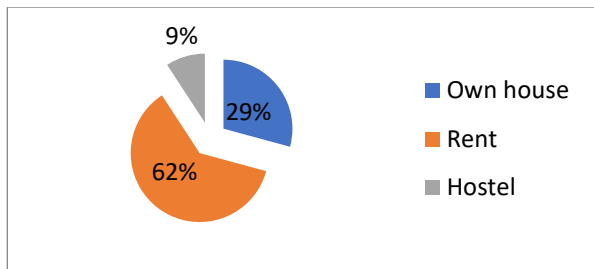
Graph VI- Married & Unmarried

Analysis of table number 1.2, it was found that 30 (46%) are UG and 35 (54%) PG student teachers. There were 42 Hindi medium teacher trainees 65%

and 23 English medium teacher trainees 35%, and 07 married student teacher 11% and 58 unmarried teacher trainees 89% find of the total sample.

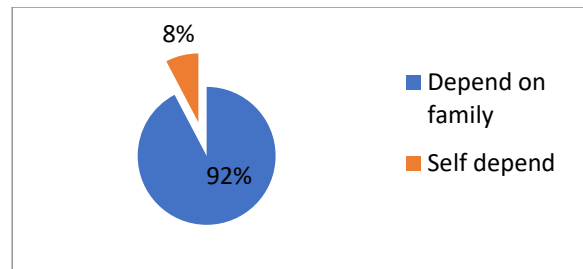
Table 1.3 Descriptive Profile Analysis of the Sample

Type of residence	Frequency	Percent	Income	Frequency	Percent
Own house	19	29.2	Depend on family	60	92.3
Rent	40	61.5	Self depend	5	7.7
Hostel	6	9.2	Total	65	100.0



Graph VII- Type of Residence

Analysis of table number 1.3, it was found that type of residence of teacher trainees 19 (29%) are own house, 40 (62%) rent and 6 (9%) teacher trainees residence are hostel and there were 60 teacher trainees 92% depend on family income and 5 teacher trainees 8% self depend.



Graph VIII- Income Source

Inferential analysis: finding

H01: there is no significant difference in the attitude towards school internship between male and female teacher trainees.

Table 1.4 the attitude of school internship between male and female teacher trainees

attitude towards school internship	Teacher trainees	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
	Male	24	90.29	7.457	4.330	63	.000
	Female	41	102.93	13.079			

0.01** significant

Analysis the above Table 1.4 depicts that the t-value 4.330 for the mean scores for the attitude towards school internship among gender wise (male and female teacher trainees) Teacher trainees is significant even at both the levels i.e., at 0.05 and 0.01 levels of significance. Therefore, there exists a significant difference in attitude towards school internship among male and female teacher trainees. In the context of mean scores, female teacher

trainees were found greater mean scores of attitudes towards school internship than male teacher trainees. This shows that female teacher trainees have more positive attitude towards school internship than male teacher trainees.

H02: there is no significant difference in the attitude towards school internship between Arts stream and science stream teacher trainees.

Table 1.5 attitude of school internship between Arts stream and science stream teacher trainees

attitude towards school internship	Stream	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
	Arts stream	37	94.00	9.342	-3.308	63	.002
	Science	28	103.89	14.703			

0.01** significant

Analysis the above Table 1.5 the researcher find out that the t-value 3.308 for the mean scores for the attitude towards school internship among stream wise (arts and science teacher trainees) Teacher trainees is significant even at both the levels i.e., at 0.05 and 0.01 levels of significance. Therefore, there exists a significant difference in attitude towards school internship among arts and science teacher trainees. In the context of mean

scores, science teacher trainees were found greater mean scores of attitudes towards school internship than arts stream teacher trainees. This shows that science stream teacher trainees have more positive attitude towards school internship than arts stream teacher trainees.

H03: there is no significant difference in the attitude towards school internship between rural area and urban areas teacher trainees.

Table 1.6 attitude of school internship between rural area and urban areas teacher trainees

attitude towards school internship	AREA	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
	Rural	38	97.68	12.970	-.428	63	.670
	Urban	27	99.07	12.836			

0.01** significant

Analysis the above Table 1.6 the researcher find out that the t-value .428 for the mean scores for the attitude towards school internship among area wise (rural and urban teacher trainees) Teacher trainees is no significant even at both the levels i.e., at 0.05 and 0.01 levels of significance. Therefore, there exists a no significant difference in attitude towards

school internship among rural and urban teacher trainees. In the context of mean scores, urban teacher trainees were found greater mean scores of attitudes towards school internship than rural teacher trainees. This shows that urban teacher trainees have more positive attitude towards school internship than rural teacher trainees.

H04: there is no significant difference in the attitude towards school internship between under

graduation and post graduation teacher trainees.

Table 1.7 attitude of school internship between under graduation and post graduation teacher trainees

attitude towards school internship	EDUCATION	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
	UG	30	95.97	11.412	-1.343	63	.184
	PG	35	100.23	13.793			

0.01** significant

Analysis the above Table 1.7 the researcher find out that the t-value 1.343 for the mean scores for the attitude towards school internship among education wise (UG and PG teacher trainees) Teacher trainees is no significant even at both the levels i.e., at 0.05 and 0.01 levels of significance. Therefore, there exists a no significant difference in attitude towards school internship among UG and PG teacher trainees. In the context of mean scores, Table 1.8 attitude of school internship between Hindi medium and English medium teacher trainees.

attitude towards school internship	Education Medium	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
	Hindi medium	42	95.05	11.257	-2.880	63	.005
	English medium	23	104.13	13.679			

0.01** significant

Analysis of above Table 1.8 depicts that the t-value 4.330 for the mean scores for the attitude towards school internship among Education medium wise (Hindi and English medium teacher trainees) Teacher trainees is significant even at both the levels i.e., at 0.05 and 0.01 levels of significance. Therefore, there exists a significant difference in attitude towards school internship among Hindi and English medium teacher trainees. In the context of mean scores, English medium teacher trainees were found greater mean scores of attitudes towards school internship than Hindi medium teacher trainees. This shows that English medium teacher trainees have more positive attitude towards school internship than Hindi medium teacher trainees.

CONCLUSION

The researcher fined this study a significant difference in attitude towards school internship among male and female teacher trainees and female student teacher have absolute attitude towards school internship than male student teacher. The finding is support to (Kumar 2016) who found that male and female student teachers have quite different attitudes on internships. Stream wise a significant difference in attitude towards school internship among arts and science streams teacher trainees and science stream student teacher have absolute attitude towards school internship than arts stream teacher trainees. Perumal & chary (2022), investigated a sustainable difference in the mean perception rating on school internship for student teacher in the language and science streams. Area

PG teacher trainees were found greater mean scores of attitudes towards school internship than UG teacher trainees. This shows that PG teacher trainees have more positive attitude towards school internship than UG teacher trainees.

H05: there is no significant difference in the attitude towards school internship between Hindi medium and English medium teacher trainees.

wise there exists a no significant difference in attitude towards school internship among rural and urban teacher trainees, because all student teacher presently living in same palace. Educational level wise the researcher fined a no significant difference in attitude towards school internship among UG and PG teacher trainees and a significant difference in attitude towards school internship among Hindi and English medium teacher trainees.

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