



ORIGINAL RESEARCH PAPER

Education

A STUDY ON THE ATTITUDE OF B.ED. STUDENTS TOWARDS INTERNSHIP DURING THE TWO YEAR B.ED COURSE

KEY WORDS:

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ABSTRACT

The quality of school education to a large depends on the quality of teachers. Teacher education is considered as an integral part of educational system and improvement in the quality of education. An Internship is an integrated component of practice teaching at advance level of teachers education programme. There are certain objectives of Internship programme for behavior modification of student teachers with special reference to develop teaching competency and positive attitude towards teaching profession. The research studies, the reflection of student teacher on the Internship programme with the lane of their actual attitude, aptitude with this programme and carried out with conclusion of Students' allover reflection/ opinion of the Internship programme. It can infer the present scenario of internship programme and its positive / negative reflections of students-teachers.

INTRODUCTION:

According to NCTE, two year B.Ed. curriculum states that "Having gained some experience with the child, the community and schools in Year I, the second year would offer intensive engagement with the school in the form of School Internship during the Internship. A student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy, aims organisation and management; the life of a teacher; needs of the physical, metal emotional development of children; aspects of curriculum and its transaction; quality, and assessment of teaching=learning.

It is important that the student teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student teacher, internship should be conducted preferably in one school for the entire 15 weeks. Internship should not be reduced to the delivery of a certain number of lessons plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of microteaching of isolated skills and simulated lessons.

Need OfThe Study:

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. A trained teacher can essentially face the class with confidence. He/she can tackle many odd situations and he does not run away from problematic situations, all these problems of teachers in education are solved by introduction of internship. Internship is the programme that reduces the complexities among teachers and helps the teacher to face the class in a better way than the teacher without a proper training.

It develops positive attitude for continuous learning and keep in terms updated with latest content and methodology. Actually it helps the teacher to build upon their existing skills to become autonomous, reflective, collaborative manager of learning ready to enter the teaching profession.

According to **Beggs, Ross and Goodwing (2008)** internship courses provide learning opportunities for undergraduates to experience professional practice and activities associated with knowledge application.

According to **Singh (2013)** there was no significant difference in the attitude of male and female pupil teachers towards internship. There was no significant difference in the attitude of pupil teachers belonging to locality (urban and rural) towards internship. There was no significant difference in the attitude of pupil teachers towards internship when compared between sex and locally through interaction.

OBJECTIVES OF THE STUDY

1. To study the attitude of B.Ed. students towards the internship
2. To find out whether there is a significant difference between the Male and Female B.Ed. students attitude towards the internship
3. To find out whether there is a significant difference between the Married and Unmarried B.Ed. students attitude towards the internship.

HYPOTHESIS

- There will be favorable attitude among the student teachers towards Internship during the B. Ed. course.
- The will be no significant difference in the attitude of Male and Female student teachers towards Internship during the B. Ed. course.
- There will be significant difference in the attitude of Married and Unmarried student teachers towards internship during the B. Ed. course.

METHODOLOGY:

The investigator has adopted the Descriptive method of research in the present study involves the collection of B. Ed students attitudes towards Internship.

POPULATION:

In the present study B.Ed. students studying in the teacher training college affiliated to Osmania University located in Hyderabad are considered as a population.

SAMPLE:

The Investigator selected students of B.Ed. colleges as sample in her present study. The sample is selected randomly from:

1. ST, MARY'S COLLEGE OF EDUCATION, Hyderabad
2. MNR COLLEGE OF EDUCATION, Hyderabad

DEVELOPMENT OF THE TOOL

The present scale i.e. attitude of B.Ed. students towards internship during two year B.Ed. course consists of 46 statements which possess the attitude of B.Ed. students towards Internship.

STANDARDIZATION OF TOOL:

The instigator standardized the tool under the guidelines of the Mentor and with the help of faculty members of M.Ed. Split – half method was applied for the establishment of reliability of the scale. The co-efficient of reliability was computer between the two halves of the scores by using the "Product

moment Correlation "The co-efficient of reliability came out as 0.95 and validity as 0.97.

DESCRIPTION OF THE TOOL:

The adopted tool i.e. attitude of B.Ed., students towards Internship during two year B.Ed. course is a self-responding five point scale. Items of the scale are in a question form demanding information for each of the five points. In this description items are dividend in two types one is positive items and other as negative item.

The questionnaire consists of 46 statements:

Hypothesis I:

There will be favorable attitude among the student teachers towards Internship during the B.Ed. course.

Sl.No	Name of the Variable	Category	N	Mean	S.D	Total
1	Gender	Male	32	188.5	5.89	80
		Female	48	187.6	3.90	
3	Marital Status	Married	47	185.68	3.95	80
		Un Married	33	191.30	5.79	
	Overall	-	80	188	4.90	80

The above table shows that the mean value of total sample (80 Students) is 188. It reveals that 81.73% have positive attitude towards Internship programme during the B.Ed. course.

Hence the Hypothesis "There will be favourable attitude among the student Teachers towards Internship during the B.Ed. Course is accepted.

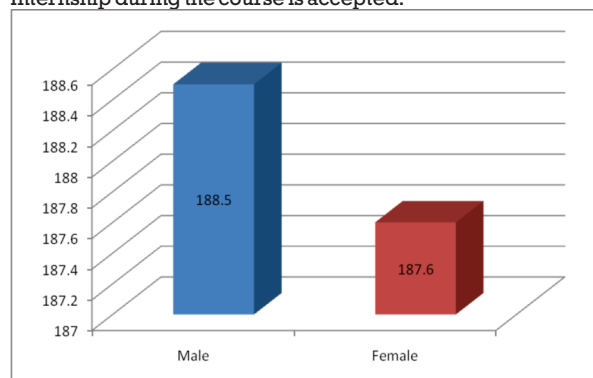
Hypothesis 2

There will be no significant difference in the attitude of Male and Female student teachers towards Internship during the course.

Table - 2

Variable	Sample	Mean	S.D	T-Test value
Male	32	188.5	5.89	0.76
Female	48	187.6	3.90	

The above table reveals that the Mean, Standard Deviation values of the Attitude towards internship of male and female are 188.5, 5.89 and 187.6 and 3.90. The obtained t-value is 0.76 which is found to be not significant at both 0.05 and 0.01 level. Hence the hypothesis "There will be no significant difference in the attitude Of Male and Female student teachers towards Internship during the course is accepted.



Graph 1: Showing The Mean Scores Of Attitude Of Male And Female Student Teachers Towards Internship.

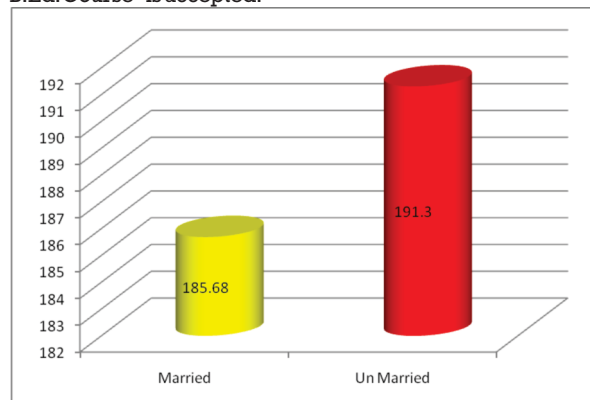
Hypothesis 3

There will be significant difference between Married and unmarried teachers towards Internship during the course.

Table 3

Variable	Sample	Mean	S.D	T- Test value
Married	47	185.68	3.95	4.88**
Un Married	33	191.30	5.79	

The above table reveals that the Mean, Standard Deviation values of the Attitude towards internship of Married and Unmarried are 185.68, 3.95 and 191.30 and 5.79 the obtained t-value is 4.88 which is found to be not significant at both 0.05 and 0.01 level. Hence the Hypothesis "There will be significant difference in the attitude of Married and Unmarried student teachers towards Internship during the B.Ed. Course" is accepted.



Graph 2: Showing The Mean Scores Of Attitude Of Married And Unmarried Student Teachers Towards Internship.

MAJOR FINDINGS

The main findings of the study were:

- There is positive attitude in student teachers towards internship during the course.
- Male and Female student teacher's attitude towards the Internship is found to be same
- Marital status of student teachers did show any impact on the attitude of Student teachers towards Internship during the course.

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 no significant difference of Gender and Marital status in the attitude of pupil teachers towards internship as a part of B.Ed. curriculum it gives 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.

EDUCATIONAL IMPLICATIONS

The research studies have implication for teachers, principals and supervisors and Students also. Internship for the specialized courses should be included regarding the student's requirements as well as considering the availability of the internship n the Education. According to the many interns in the Faculty, they stress that the Content of internship is difficult to meet the demand or requirements of the specialized degrees. Faculty or the Departments should be reviewed the real learning outcomes from the course of internship and develop the proper learning outcomes under the curriculum to develop the interns of the Faculty. Especially there should be specifically mentioned the duration of internship or hours required the student's requirements as well as considering the availability of the internship n the Education. In-service refresher courses should be introduced to-acquaint teachers with latest technology and innovations.

Supervisor's Role 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. There should be a supervisor appointed to each student. Academic advisors are encouraged to talk with advisees early in the students' academic career about internships and the timeliness of arranging the experience.

The Chairperson of concerned department and teacher educators should pay regular and workshops should be offered to the staff of collaborative school too Check knowledge and expertise of the supervisors. There should be a unified strategy to implement internship program by the Faculty of Education. In addition, communication mechanism needs to be strengthened so that the best practices can be shared. 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.

SUGGESTIONS FOR FURHTER RESEARCH

The Following Are The Few Suggestions For The Further Research-

Similar study can be undertaken on large sample as it is confined to 80 pupil teachers.

- The study may be conducted on variable other than those covered within the scope of the present study.
- The study may be extended to other districts or state level also, as it is confined to Hyderabad only.
- The same study can be undertaken on students and teachers of primary and secondary schools, in service teachers also. It is suggested that similar study can be conducted on distance mode of education.
- It is suggested that similar study can be undertaken to investigate the attitude of parents, principals and supervisors towards the internship.
- Experimental study can also be conducted to judge the effectiveness of internship programme in teacher education.

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