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Pupil Teacher's Attitude Towards School Internship Program

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Abstract

The present study aims was to study the pupil teacher's attitude towards school internship program on the basis of gender and locale. The investigator has adopted the survey method of research. For the present study a sample consisted of 200 pupil teachers from Jaipur District. A self-made attitude scale has been used. Mean, standard deviation and t-test have been used to analyze the data. The result shows that there was found significant difference in male and female pupil teacher's attitude towards school internship program, whereas the significant difference was not found in urban and rural pupil teacher's attitude towards school internship program.

Keywords : Pupil Teachers, Attitude, Teacher Training Program & Internship Program.

Introduction

Teacher education is a process of professional preparation for teachers, and teaching is a career in and of itself. A nation's ability to advance is largely dependent on the caliber of its educators. The primary visionary for the future of our nation and society is the teacher. Teachers who possess the necessary training and qualifications elevate their communities and countries to greater and better standards of living.

Periodically, the teacher education program has to be revised and improved. The NCTE developed the program's curriculum and pushed a two-year B.Ed. degree, both of

which were implemented in 2015. The curriculum offers possibilities through a variety of activities through sessional work and course content in an effort to develop the student teachers' competency in a specific language. The two-year B.Ed. program consists of three components: theory, practicum, and internship. Since they ensure the professional growth of future teachers, the value of sessional work and internship programs in teacher education cannot be emphasized.

These provide students a practical opportunity to fully understand teaching and enlighten them about its future prospects. The internship is one of the most significant and vital components of every professional program of study. An internship is a quick learning opportunity that helps us advance our skills and knowledge in a certain field or sector. An internship is a required component of the B.Ed. degree. Students are exposed to internships during their third semester. Since students learn almost everything required for a successful internship program in the first and second semesters of the two-year B.Ed program, it is provided in the third semester.

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The internship provides an opportunity to apply the theoretical principles learned in B.Ed. classes. the initial two semesters of instruction. It exposes students to the fundamentals and elements of a career. This training helps them comprehend the responsibilities and obligations of professional educators. Through internship programs, students receive the opportunity to learn about every facet of the curriculum while also honing their abilities and skills in preparation for a career as teachers. An effective and improved internship program is required to mold student

Literature Review

Jeevanantham, V. (2022) studied on Perception of B. Ed trainees towards internship: A study on construction and validation of the Tool. To determine the level of perception of B.Ed. trainees toward the internship, which is a required component of their educational experiences at a teacher training institution, the current research set out to determine the level of perception of B.Ed trainees toward the internship. In order to achieve the goal, a quantitative descriptive research was conducted. There were 94 B.Ed Trainees from a teacher education institution in the Tamilnadu district of Tiruchirappalli who took part in the study. The descriptive research made use of a tool that had been created by the investigator. The instrument was originally comprised of 50 statements in the pilot phase, which were then verified using a "t" test to determine their validity. The tool's dependability and validity have been proven, and it is now in use. During the final tool's

Objectives of the Study

- 1 To study the male and female pupil teacher's attitude towards school internship program.
- 2 To study the urban and rural pupil teacher's attitude towards school internship program.

Hypothesis of the Study

- 1 There is no significance difference in the male and female pupil teacher's attitude towards school internship program.

Analysis and Interpretation of Data

H₀1 - There is no significance difference in the male and female pupil teacher's attitude towards school internship program.

teachers' personalities into those of true professionals in the area of education. The academic discipline that prepares instructors for the teaching profession is known as teacher education.

The goal of a program of study, research, and training known as "teacher education" is to sufficiently prepare competent and aspiring colleagues for the role of a teacher, not only in terms of instruction but also in terms of planning, organizing, managing, and leading.

development, 24 items were rejected and 26 items were retained. According to the findings, B.Ed students have generally an average perception regarding internships in general.

Singh, Shankar (2022) studied on Teacher Trainees Attitude towards School Internship. 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.

- 2 There is no significance difference in the urban and rural pupil teacher's attitude towards school internship program.

Research method and technique

In this study, the descriptive survey method has been used. A total of 200 pupil teachers of Jaipur district have been selected randomly as a sample. A self-made attitude scale has been used to study the attitude of pupil teachers. Mean, standard deviation and t-test have been used to analyze the data.

Table 1: Difference in the male and female pupil teacher's attitude towards school internship program

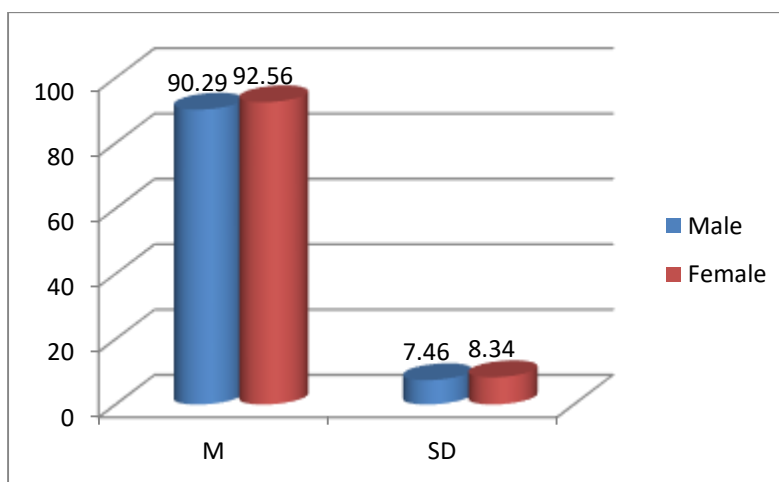
Group	N	M	SD	t-value	df	Result
Male	100	90.29	7.46	2.03	198	Rejected
Female	100	92.56	8.34			

Interpretation

It is clear from the above table that the mean of attitude of male and female pupil teachers towards teacher internship program is 90.29 and 92.56 and standard deviation is 7.46 and 8.34. Due to which t value was obtained 2.03. The value of the t table at 198 degrees of freedom is 1.97. Thus,

it can be said that the calculated t value is greater than the table value (1.97) obtained at 0.05 significance and 198 degrees of freedom, hence the hypothesis is rejected. That is, it can be said that there is found significance difference in the male and female pupil teacher's attitude towards school internship program.

Graph 1: Mean & SD of male and female pupil teacher's attitude towards school internship program



H₀₂ - There is no significance difference in the urban and rural pupil teacher's attitude towards school internship program.

Table 2: Difference in the urban and rural pupil teacher's attitude towards school internship program

Group	N	M	SD	t-value	df	Result
Urban	100	94.26	9.41	1.71	198	Accepted
Rural	100	92.08	8.58			

Interpretation

It is clear from the above table that the mean of attitude of urban and rural pupil teachers towards teacher internship

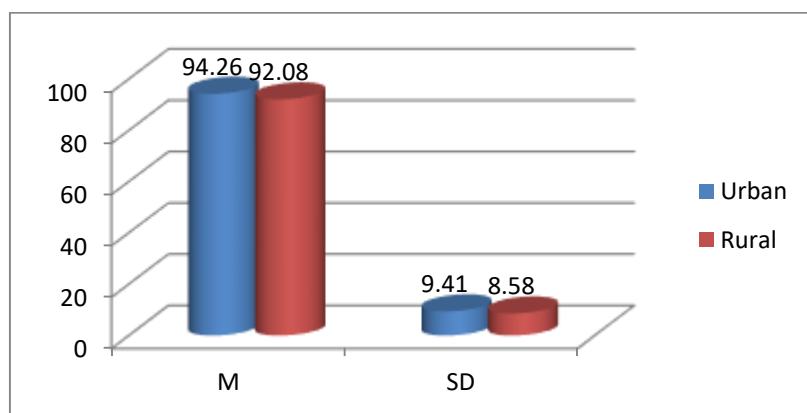
program is 94.26 and 92.08 and standard deviation is 9.41 and 8.58. Due to which t value was obtained 1.71. The value of the t table at 198 degrees of freedom is 1.97. Thus,

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it can be said that the calculated t value is lower than the table value (1.97) obtained at 0.05 significance and 198 degrees of freedom, hence the hypothesis is accepted. That

is, it can be said that there is found no significance difference in the urban and rural pupil teacher's attitude towards school internship program.

Graph 2: Mean & SD of urban and rural pupil teacher's attitude towards school internship program



Suggestions

The most crucial component of any program aimed at preparing teachers is the internship. It provides student teachers with practical experience to familiarize themselves with all aspects of school practice, such as instruction, evaluation, administration, secretarial duties, community engagement, resolving student concerns, and providing student support services. It is currently totally difficult to

arrange a formal school internship. Experts say that while theory may be taught by the student directly, future educators will benefit greatly from practical expertise. For this reason, it is essential that student instructors consider virtual internships in addition to honing their techno-pedagogical abilities. According to the current trend, in order to provide instruction in a technology-based setting such as online learning, student-teachers need possess techno-pedagogical knowledge.

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