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RESEARCH PAPER

An Inquiry into Attitude of Secondary Teacher Trainees towards Teaching Post-Internship Programme

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Abstract

From the moment secondary teacher training programme has been converted to a two years programme, there has been heated discussions and agitations for and against throughout India. In this context, the investigator has in mind a research question whether after internship programme, the secondary trainees' attitude towards teaching is still favourable or not, whether the long duration of internship has enhanced their attitude favourably or not. The Investigator has selected the Secondary Trainee Teachers from Mysore City of Karnataka State which represents the population. It reflects the combination of both urban and rural culture. From among several B.Ed. Colleges, by using random sampling technique, two of them were selected. Then 150 Secondary Trainee Teachers were selected by using stratified random sampling technique for this present investigation. This data were collected during the academic year 2016-2017. As a ready-made research tool is not available for the present field of study, the investigator used a self-prepared tool in order to measure the attitude of secondary trainee teachers towards teaching after internship programme. The scale consists of 30 items in the form of statements. It is a five-point scale of Likert Type. The results reveal that the level of secondary trainee teachers' attitude towards teaching after internship is high; there is no significant difference between male and female secondary trainee teachers in their attitude towards teaching after internship programme; there is significant difference between secondary trainee teachers of arts and science streams in their attitude towards teaching after internship programme; there is no significant difference between secondary trainee teachers with UG and PG qualification in their attitude towards teaching after internship programme.

Introduction

Considerable numbers of researches and conceptual contributions have been made on the concept of teaching and attitude towards it. Different dimensional aspects have also been added to widen the understanding of the term "Teaching". From the moment secondary teacher training programme has been converted to a two years programme, there has been heated discussions and agitations for and against throughout India. Before entering into the

teacher training programme, an individual may have altogether a different perception with regard to teaching profession and attitude towards it and be it positive, negative and no idea at all. The internship activity that the B.Ed. students undergo in the two years programme is much lengthier and more tedious when compared to it when it was one year programme. The attraction towards teacher training programme has, by and large, reduced in almost all the States in India as the result of its extension of duration. Besides, the trainees also have to undergo a long duration (16 weeks) of internship programme in their second year of study. In this context, the investigator has in mind a research question whether after internship programme, the secondary trainees' attitude towards teaching is still favourable or not, whether the long duration of internship has enhanced their attitude favourably or not.

Review of Literature

Sao, S., & Behera, S.K. (2016) made an attempt to study the student-teachers attitude towards Two-year B.Ed. Programme with special reference to NCTE New Regulations, 2014 in Purulia district of West Bengal. 260 Student-Teachers of one Govt. Sponsored (57) and three Self Financing / Private (203) B.Ed. Colleges (both Urban and Rural areas) affiliated to Sidho-Kanho-Birsha University in Purulia District of West Bengal were taken as representative sample of the whole population. Purposive sampling technique was adopted for selecting the B.Ed. colleges. For selecting the student-teachers stratified random sampling was adopted. An attitude scale was used for collecting the data. The means of both groups were tested for significance of difference by using CR and t-tests. The study revealed that the attitude of B.Ed. student-teachers in Purulia District of West Bengal is neither more favourable nor unfavourable towards Two-year B.Ed. Programme. The study also revealed that male and female, pre-service and in-service, general and SC, general and ST, general and SC/ST, general and OBC as well as less than 5 years and above 5 years teaching experience student-teachers attitude towards two-year B.Ed. programme did not differ significantly, on the other hand, rural and urban as well as Govt. and Private B.Ed. college student-teachers attitude towards two-year B.Ed. programme differ significantly.

Nataraja R, (2016), studied the attitude of teacher trainees towards two year B.Ed. programme and their future in selected B.Ed. colleges of Hassan city, Karnataka. The study was conducted in both purposely and simple random sampled Aided and private B.Ed. colleges in Hassan city, Karnataka. Data were collected using Questionnaire. All questions are yes/no questions. The data collected was analysed by use of descriptive statistics and presented with the aid of tables and percentage. From the analysed data major discussion

were made and reported. Most of the teachers' trainees' opinion was that two year B.Ed. programme is not correct. But they agree the teacher trainee's quality will improve by increase of two years. And they will have good hope for their future / job security.

Objectives of the Study

The following are the objectives of the present study.

- To find out the level of secondary trainee teachers' attitude towards teaching after internship programme.
- To find out, if any, significant difference in secondary trainee teachers' attitude towards teaching after internship programme, in terms of gender, stream of study and qualification.

Hypothesis of the Study

- The level of secondary trainee teachers' attitude towards teaching after internship is average.
- There is no significant difference between male and female secondary trainee teachers in their attitude towards teaching after internship programme.
- There is no significant difference between secondary trainee teachers of arts and science streams in their attitude towards teaching after internship programme.
- There is no significant difference between secondary trainee teachers with UG and PG qualification in their attitude towards teaching after internship programme.

Method of study

The investigator used normative survey method in this study (Garrett, 2004). In research literature normative survey method studies, describes and interprets what exists at present. It is concerned with existing conditions, relations, prevailing practices, beliefs and attitudes.

Sample of the study

The Investigator has selected the Secondary Trainee Teachers from Mysore City of Karnataka State which represents the population. It reflects the combination of both urban and rural culture. From among several B.Ed. Colleges, by using random sampling technique, two of them were selected. Then 150 Secondary Trainee Teachers were selected by using stratified random sampling technique for this present investigation. This data were collected

during the academic year 2016-2017. Among them, 54 are male trainees and 96 female trainees.

Tool Used

As a ready-made research tool is not available for the present field of study, the investigator used a self-prepared tool in order to measure the attitude of secondary trainee teachers towards teaching after internship programme. The scale consists of 30 items in the form of statements. It is a five-point scale of Likert Type.

Scoring Procedure

The tool is Likert Type Five-Point alternative answers. The respondent is provided with five alternatives to give his / her responses ranging from strongly agree to strongly disagree. The minimum and maximum possible score range is 30 to 150. The summated score of all the thirty items provide the total attitude of secondary trainees after their internship programme towards teaching. The high score indicates more favourable attitude and the low score less favourable attitude.

Reliability of the Tool

The investigator has established the reliability of the scale by Split-Half Method using Spearman Brown Prophecy formula and is found to be 0.67.

Validity of the Tool

The investigator sought the opinion of the experts in the field of education and items were found suitable for the present sample. Hence, the rational and content validity was established.

Statistical Techniques Used

The investigator used descriptive (mean and standard deviation) and differential analysis (t-test) to interpret the data.

Analysis and Interpretation of Data

Table - 1

Mean & SD for Attitude towards Teaching after Internship of whole group

Variable	Number	Mean	SD
Attitude towards Teaching after Internship	150	128.02	13.31

From Table-1, it is evident that the mean value (128.02) of the whole group is high with a standard deviation of 13.31. It is concluded that the secondary trainees as a whole have high favourable attitude towards teaching and hence hypothesis-1 that “The level of secondary trainee teachers’ attitude towards teaching after internship is average” is rejected.

Table - 2

Mean, SD and t-value based on Gender, Stream and Qualification

Category		Number	Mean	SD	t-value	Significant Level
Gender	Male	54	127	12.96	0.71	Not Significant
	Female	96	128.59	13.67		
Stream	Arts	60	123.8	12.83	3.27	Significant (0.01)
	Science	90	130.83	13.07		
Qualification	UG	93	127.26	12.69	0.86	Not Significant
	PG	57	129.26	14.52		

From the table-2, it is analysed that gender and qualification of secondary trainees do not bring any variation in their attitude towards teaching after undergoing internship programme in schools. We find secondary trainees from different stream of study and chiefly arts and science students reveal significant difference in their attitude towards teaching after internship. Further it is found that trainees with science stream have more favourable attitude (mean-130.83, SD-13.07) than the trainees with arts stream. Therefore null hypotheses based on gender and qualification are accepted and based on stream of study is rejected.

Findings of the Study

- The level of secondary trainee teachers’ attitude towards teaching after internship is high.
- There is no significant difference between male and female secondary trainee teachers in their attitude towards teaching after internship programme.

- There is significant difference between secondary trainee teachers of arts and science streams in their attitude towards teaching after internship programme.
- There is no significant difference between secondary trainee teachers with UG and PG qualification in their attitude towards teaching after internship programme.

Conclusion

The extension of duration of B.Ed. programme by NCTE has made tremendous vibrations throughout India. Further it leads to the low enrolment and, to the extreme, closure of many B.Ed. colleges in India. The regulations of NCTE with regard to internship during the second year of study (16 weeks) also made the training programme more rigorous and tedious as many view it. In this connection, the investigator made a short research on the attitude towards teaching of secondary trainees immediately after their internship programme. The results reveal that secondary trainees have more favourable attitude towards teaching and students based on their stream of study only differ significantly in their attitude. This study will further substantiate and establish the initiative of NCTE towards making the teacher training programme into two years programme on the basis of quality concerns.

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