

QUALITY OF INTERNSHIP AND PRACTICE TEACHING IN TEACHER EDUCATION INSTITUTIONS WITH SPECIAL REFERENCE TO GOA

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Introduction

India's National Policy on Education 1986 has boldly opined 'No people can rise above the level of its teachers'. It further stated that the 'status of the teacher reflects the socio-cultural ethos of a society'. The society is, indebted to the teachers for shaping the destiny of the nation. Teacher education is said to be very significant investment for bringing qualitative improvement in education. If a revolution in education has to be initiated, it is the teacher education which can be taken as a starting point. Improvement in the quality of education is not possible without improving the quality of teacher education and teachers.

Teacher education by and large is conventional in its nature and purpose. The integration of theory and practice in the teacher education programmes still remain inadequate. The system still prepares teachers who do not necessarily become professional, competent and committed at the initial teacher preparation programme. The system however continues to function more or less on the same principles; similar content and approaches characterized by continuity and the unwillingness to change. The following research studies show the need for a rethinking in teacher education programmes in our country

STUDIES RELATED TO QUALITY IN TEACHER EDUCATION

Mohan (1980) attempted an investigation to find out the effectiveness of the teacher preparation programmes in the colleges affiliated to Avadh university of Faizabad. The majority of the respondents were not satisfied with the quality of the training programme

Yadav (1980) reported weak link between teachers of practicing schools and teacher-educators, want of minimum facilities in the practicing schools and use of only lecture methods by method teachers as the major constraints in effective organization of student teaching performance.

Hemabujan (1983) reported that the comprehensive B.Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment etc.

Kakkad (1983) reported that there should be examination in theory and practical. Separate results in theory and practical should be declared. Assessment for theory papers should be in marks. Evaluations of practical, session work and other aspects may be in grades.

Shah (1986) surveyed management of student teaching programme in India, taking samples from 46 training colleges representing 13 different states and revealed that overall picture on organization of criticism lesson is not impressive.

Bhatia (1987) has concluded to cut down the theory load to 50 percent of the time spent and supervision of practice lessons by method teachers only. He further observed ill organization of practical's.

Bhatanagar (1988) reported that he reviewed 39 studies on student teaching programme and other practical works relating to B.Ed. Examination from 1952 to 1978 and concluded that the organisation of student teaching programme as the weakest component in teacher education programme. Studies undertaken on student teaching programme in Orissa revealed defective organisation of the programme, poor supervision system, lack of cooperation between school and college teachers and use of few selected methods of teaching as the major constraint in organisation of this programme.

NEED AND SIGNIFICANCE OF THE STUDY

Teacher Education in Goa needs updating if it has to fall in line with the demands of the new emerging knowledge society. The increasing recognition given to the area of teacher preparation as research topic is evident from the volumes of studies carried out in the field in the last decade, which continues even today. But no research work has been undertaken in Goa in the recent past by any researcher on the quality of teacher education. The investigator's interest in this area is that he had ample personal experience of some problems in the field. Also while sharing such experiences he could realize that the teacher educators of different institutions and teachers of practice teaching schools would have different or similar experiences. He believes that identifying the perceptions of teachers, teacher educators and head teachers on different aspects of the quality of teacher education may be a stepping stone leading to suitable remedial measures for improving quality of teacher education in the State of Goa. The aim of the present study is to find

out the quality of practice teaching in teacher education institutions in the State of Goa as perceived by teacher educators, teachers and head teachers.

OBJECTIVES

- 1) To find out the status and quality of teacher education at different levels in Goa
- 2) To find out the quality of Practice Teaching at different levels of teacher education as perceived by the teacher educators, head teachers and teachers.
- 3) To find out whether there is any significant difference in the perception of teacher educators, head teachers and teachers with regard to syllabus, teaching practice and evaluation procedures at different levels of teacher education.

HYPOTHESIS OF THE STUDY

The following hypothesis was formulated to check the objectives stated above

There is no significant difference between the perception of teachers, teacher educators and head teachers with regard to practice teaching.

METHODOLOGY

Sample

The researcher's description about perception is restricted to a sample of 196 respondents including 40 teacher educators, 121 school teachers and 35 head teachers.

General data sheet

A general data sheet was prepared by the investigator to collect the basic details about the teacher educational institutions under study.

Perception Questionnaire

It consists of 08 items related to various aspects of internship and practice teaching in teacher education institutions

Data Analysis

The following different statistical methods were used in analyzing the data in the present study

1. Descriptive statistics was calculated to find out the variation in the perception for the total sample and for the sub samples.
2. T-test was applied to study the difference between the mean perception of teacher educators, head teachers and teachers of secondary schools.
3. One-way ANOVA(Analysis of Variance) was used to compare the mean perception of teacher educators, head teachers and school teachers on teacher education syllabus, teaching practice and evaluation practices in teacher education

ANALYSIS AND INTERPRETATION OF RESULTS FOR THE PERCEPTION QUESTIONNAIRE ON THE QUALITY OF PRACTICE TEACHING

Table 1.0

Descriptive Statistics for the Total Sample for the dimension Teaching Practice

Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Total sample	9.86	10.00	10.00	2.3	- 0.654	0.548

From above table it is clear that the mean, median and mode values are almost same. The standard deviation value shows that the distribution is not much deviated from the true value. The negative skewness shows that the population possess mainly of high scores. It indicates that the scores are massed at the higher end of the scale. This means that the number of participants who got low scores is comparatively less than the number of participants who got high scores. The Kurtosis value is found to be greater than 0.263. Hence the distribution is platykurtic.

Table 1.1

Percentage Analysis of scores on the dimension Teaching Practice for Total Sample

Divisions	High	Average	Low
No. of Teachers	22	146	28
Percentage	11.22	74.41	14.37

The above table clearly depicts the fact that the total sample possesses an average level of perception for the dimension Practice teaching of Present Educational status. The results were clearly shown by the pie diagram represented below

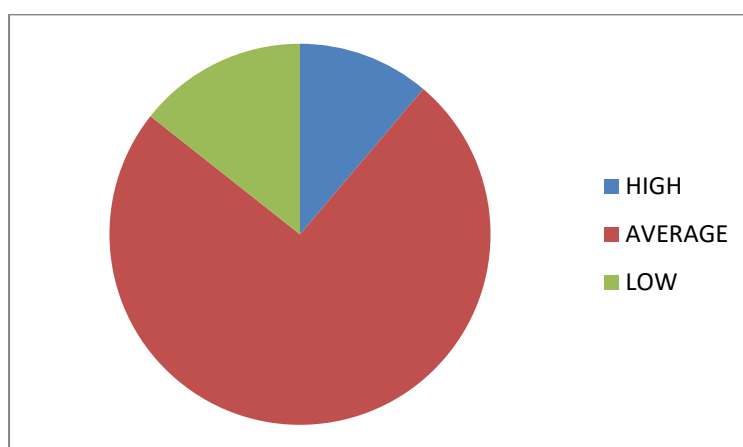


Figure 1. 0 Pie – Diagram for the distribution of Scores on the dimension Teaching Practice for Total Sample

TESTING OF HYPOTHESIS - “THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE PERCEPTION OF TEACHERS, TEACHER EDUCATORS AND HEAD TEACHERS WITH REGARD TO PRACTICE TEACHING”

Table 1.2

Comparison of scores on the dimension practice teaching for relevant Subsamples

Sub samples	Mean	Standard Deviation	t - value
Teachers	9.84	2.25	1.22
Head Teachers	9.31	2.34	
Teacher Educators	10.37	2.20	

Head teachers	9.31	2.34	2.02*
Teachers	9.84	2.25	
Teacher Educators	10.37	2.20	1.30

* - Significant at 0.05 level

From the table 1.2, it was found that there exists a significant difference between the mean scores of Teacher Educators and Head teachers for the dimension Practice teaching. It was also found that there exists no significant difference between the mean scores of Teachers and Teacher educators and between teachers and head teachers for the dimension Practice teaching. For further interpretation, Analysis of variance was done as shown in the table below.

Table 1.3

Summary of one way ANOVA for the scores on the dimension practice teaching for relevant Subsamples

Sub sample	Source of variation	Sum of squares	Degrees of freedom	Mean squares (variance)	F value
Practice teaching	Between groups	21.066	2	10.533	2.072
	Within groups	980.934	193	5.083	

From the table 1.3, it was found out that there exists no significant difference in the mean scores for the relevant sub samples based on the dimension Practice teaching. The results were clear when considering the bar diagram which represents the mean scores on the dimension Practice teaching for the various subsamples as shown in the following figure

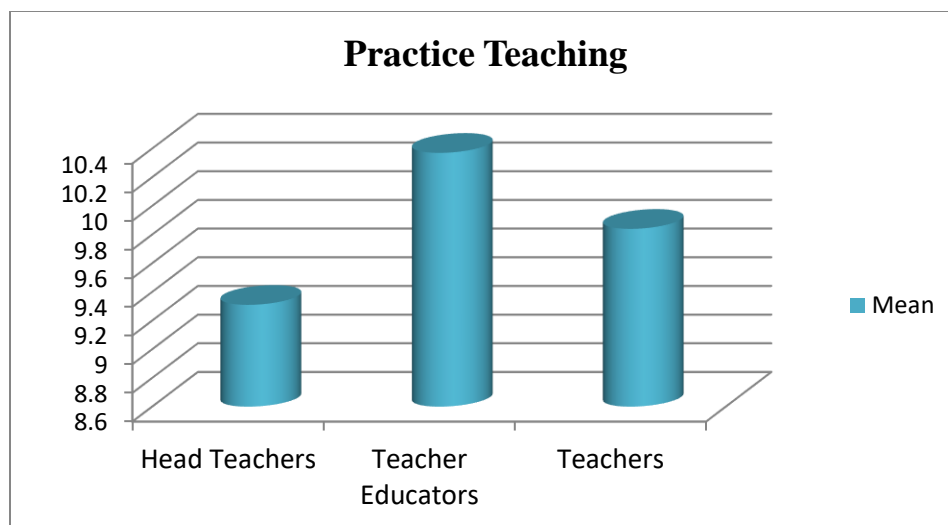


Figure 1.1 Comparison of Mean scores on the dimension Practice Teaching for Subsamples

From the results of ANOVA, we can reach the conclusion that there exists no significant difference between the perception of teachers, teacher educators and head teachers with regard to Practice teaching. Hence Hypothesis II is substantiated

CONCLUSIONS

It was concluded that the teachers, teacher educators and head teachers possess an average level of perception for the dimension practice teaching and internship in teacher education institutions in the State of Goa. From the results we can also reach to the conclusion that there exists no significant difference between the perception of teachers, teacher educators and head teachers with regard to the quality of Practice teaching. There is a need to conduct further studies to find out the reasons for the average level of perception of teachers, teacher educators and head teachers regarding the quality of practice teaching in teacher education institutions. This would help the institutions to rectify defects if any in the practice teaching programme of teacher training institutions.

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