

A Study of Problems Faced by School Administration during Internship of Two Year B.Ed. Program

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Abstract

The present study was conducted as survey to know the problem faced by school administration during internship of two year B.Ed. program. As per NCTE regulation 2014, in B.Ed. syllabus, practical aspect got immense importance. Internship program is one the practical aspect of B.Ed course. The effectiveness of internship program depends upon the cooperation administrators of practicing schools. The study has provided an opportunity for researcher to know the problems of Headmasters and supervisors during internship. .A sample of 40Headmasters and supervisors from 20 secondary school of Ulhasnagar and Murbad region was selected by random sample technique. To collect data researcher used questionnaire having 14 items .The study revealed that problems like Student discipline, No compensation, poor teaching of pupil teachers and mentors attitude was faced by the administrators. Study shows that Both the urban and rural region administrators were facing the same problems. Significant difference was found in problems of Marathi & English medium schools. Finally researcher conclude that administrators were facing problems and teacher educator should solved this problem in consultation with the administrators.

KEYWORDS : School Administrators, Internship, problems.

Introduction:

“Theory without practice is sterile and practice without theory is blind” this saying is applicable better in teacher education.

‘Prospective teacher’ is the backbone of society. Prospective teachers become important as they are the pillars of the nation. Prospective teachers must get proper training to become good teachers. The mindset of the prospective teachers, their attitude, and their approach towards teaching learning process is very important. In the B.Ed course prospective teachers have to carry out various activities as it leads to all round development of prospective teachers.

As per NCTE regulation 2014, in B.Ed. syllabus, practical aspect got immense importance. Internship program is one the practical aspect of B.Ed course. Internship program has to be completed after completing the theory part. The duration of internship is Twenty weeks. The effectiveness of internship program depends upon the cooperation of practicing schools and planning of program, the time allotted , development of skills , participation in different activities like organizing sports, preparation for the cultural program, organization of debate & essay writing competitions, arranging exhibitions , participation in staff meeting , preparation of results & guiding students etc. considering all the above activities which will help prospective teachers to become good, dedicated & ideal teachers. In Two year B.Ed. for healthy integration of contents, methods, theories,

practical and for meaningful transaction twenty week internship is suggested in teaching program (during Part-1 and Part-2 B.Ed. stage), Both the pre- internship and internship program are supplemented by many other innovative activities like practice of micro teaching skills in simulated classroom situation, orientation of teachers of co-operative schools, multi-cultural placement, substantial field experiences, field observation, team teaching, substitute teaching, demonstration of the lessons, observation of the lessons, taught by subject teachers, preparation, use and exhibition of teaching aids, conducting action research/ case study, participation in both curricular and co-curricular activities of the school, application of skills, getting opportunities for reflection and application of their own experiences in the school situation, development of teaching learning materials, observation of school processes, taking the arrangement classes, peer group observation of teaching, analysis of school experiences etc. along with the practice teaching all the above activities which will help prospective teachers to become good, dedicated & ideal teacher.

To realize all above objective, a more genuine partnership between colleges and schools in actual planning and delivery of training program is the most essential. Many activities are suggested in internship of two year B.Ed. program. completion of these activities are not possible without the healthy cooperation of school management as duration of internship is too long schools are hesitating to allow colleges to complete it as school management feels that functioning of school will hamper due to internship and it affect the progress of students..Also in actual practice the colleges and the schools live in two separate worlds and their relationship is limited to placement of student teachers for performing the rituals of practice teaching for the brief spell. Moreover, the schools hesitate to get involved in training program whole heartedly. There is wide gap between activity demanded by teacher education colleges and what schools need in actual classrooms. School administration are not oriented by colleges ,they are not aware of changes proposed in internship ,due to this school administration unable to develop cordial relationship with the student teacher ,while implementing various activities of internship school administration are unaware of this. All this result in disturbance in school administration, and arising various problems. Looking in to the significance of practicing school for the internship and role of school administration while conducting internship, through this study researcher feel need to find out relationship between school and colleges ,also want to throw light on the unseen issue of the problem faced by headmasters, supervisors during internship of two year B.Ed. program.

Objectives:

- 1) To find out the problems of the school administration(Head Masters and Supervisors)of the practicing schools during internship of two year B.Ed. program.
- 2) To compare the problem faced by rural and urban school administrator during internship
- 3) To compare the problem faced by English and Marathi medium school administrator during internship

Hypothesis:

- 1) There is no significance difference between the problem faced rural and urban school administrator during internship
- 2) There is no significance difference between the problem faced English and Marathi medium school administrator during internship

Scope and Limitations of the study

For any investigator it is not easy to conduct an exhaustive study due to time, money and many things. The present research study has following limitations,

1. The study is limited to Ulhasnagar & Murbad Taluka only.
2. The study is restricted to secondary teachers Head masters and Supervisors only.

Methodology

- In the present study investigator used survey method to carry out the investigation

Tool of the study

- For this study investigator used self-made questionnaire for Head Master and supervisor .

Sample

- The sample of 40 Head Masters and supervisors were chosen through random sampling technique, sample selected from 20 secondary school situated in urban and rural area of Ulhasnagar & Murbad region

Statistical technique

- The data was analyzed using percentage, mean, SD and t-value.

Data Analysis and Interpretation

The data collected from teachers were analyzed using percentage and t- test. The results are presented in tabular form. The table exhibits N, Mean, SD, and t-value of each variable of respondents.

Table No:1

Showing Problem Faced by Administrator during internship

Nature of Problem	No Compensation	Time Management	Mentors attitude	Students poor teaching	Discipline	school teacher's giving their work to B.Ed. Trainees	Problem in completion of syllabus
Percentage	100%	72%	62%	68%	71%	34%	67%

From Table no-1

it was observed that schools were facing problems during two year B.Ed. internship program. 100% administrators having opinion that they were not getting any type(Monitory or non Monitory) of compensation from teacher education colleges.72 % of administrator said that they faced time management problem after giving permission to internship. Mentor coming during internship had not cordial relation with school administrator was responded by 62% of administrators. 68% responded that B.Ed.

trainees poor teaching skill create problem in teaching learning process. 71% administrators gave favorable response toward discipline problem. Sometime teacher in school gave their work to B.Ed. trainees and sit ideally in office . also67% respondent said that they unable to complete their syllabus due to internship.

Hypothesis-1:There is no significance difference between the problem faced rural and urban school administrator during internship

Table no-2

Showing difference in problems faced rural and urban school administrator during internship

Region	N	MEAN	Standard deviation	Obtained ' t' Value
Urban	24	38.90	7.8	0.7198 DF -38
Rural	16	37.06	8.1	

From the table-2the t- value is found to be 0.7198 and it is not significant at 0.05 level, hence the hypothesis is accepted at 0.05 level. It is concluded that There is no significance difference between the problem faced by rural and urban school administrator during internship Hence the difference between the problem faced by rural and urban school administrator can not be attributed to their Locale factor.

Hypothesis-2: There is no significance difference between the problem faced English and Marathi medium school administrator during internship

Table no-3

Showing difference in problems faced by Marathi and English medium school administrators

Medium	N	Mean	Standard deviation	Obtained ' t' Value
Marathi	18	40.12	7.6	2.0614
English	22	45.32	8.2	

It has been hypothesized that There is no significance difference between the problem faced by English and Marathi medium school administrator during internship,But from the table-3,t-value was 2.0614 indicates that the observed difference in mean scores of Marathi . and English Medium administrator was significant at 0.05 levels. Hence the hypothesis rejected on the basis of above statistical information.

FINDING S & CONCLUSION

- From data analysis researcher comes to conclusion that all the administrator were said that no compensation was given to school for internship program.

- For providing facility to B.Ed. trainees during internship they were facing problem of time constraint, they unable to manage internship activities of B.Ed. trainees in stipulated time of school.
- Maximum administrator pointed that mentor coming from teacher education colleges had superiority complex and not consulting with school regarding activities to be organized during internship.
- School faced problem of maintain discipline due to poor planning and lack of teaching skill of B.Ed. trainee students.
- Schools were unable to complete syllabus in time due to time utilized by B.Ed. trainee students to complete their day to day activities. also some teachers in school become lazy and giving their work to trainee students.
- There is no significance difference between the problem faced by rural and urban school administrator during internship Hence the difference between the problem faced by rural and urban school administrator cannot be attributed to their Locale factor.
- t-value indicates that the observed difference in mean scores of Marathi . and English Medium administrator was significant at 0.05 level. Hence There is significance difference between the problem faced by Marathi and English Medium school administrator during internship

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