

# A Study on Attitude of Pupil Teachers Towards School Internship Program

Anjulica Bisht<sup>1</sup>, Dr. Rama Maikhuri<sup>2</sup>, Dr. Shankar Singh<sup>3</sup>

<sup>1</sup>Student, Department of Education, Birla Campus, H.N.B. Gharwhal University, Srinagar, Pauri Gharwhal, Uttarakhand

<sup>2</sup>Professor, Department of Education, Birla Campus, H.N.B. Gharwhal University, Srinagar, Pauri Gharwhal, Uttarakhand

<sup>3</sup>Assistant Professor, Department of Education, Birla Campus, H.N.B. Gharwhal University, Srinagar, Pauri Gharwhal, Uttarakhand

## Abstract

The school internship program is central to the journey of a pupil teacher. Understanding pupil teacher's attitude towards such internship programs is essential for assessing the program's effectiveness and its impact on the development of future educators. This paper studies the attitudes of pupil teachers participating in a school internship program, seeking to shed light on their perceptions, experiences, and overall outlook. For this purpose, a quantitative research approach was employed. The study was conducted on the Pupil Teachers (batch 2021-23) of the Department of Education, Birla Campus, HNBSGU, Uttarakhand. The researcher selected 89 participants with the help of random sampling and a self-made questionnaire was used to collect data. The findings of the study showed that there is a significant difference in the attitude of pupil teachers toward school internship programs based on their gender, academic stream, and education. The study indicates that female pupil teachers who belong to the arts group and have completed their UG program are more positively motivated or have the attitude that's most positive toward the school internship program.

**Keywords:** Pupil teacher, school internship program, attitude, H.N.B.G.U Birla campus.

## Introduction

In the journey of pupil teachers, the school internship program is crucial. It's developed in a way that would bridge the gap between theoretical knowledge and practical classroom experience. Thus, fostering their professional development. This program bestows them with a transformative opportunity to embark on an immersive journey where they can practice their pedagogical skills in real-world situations, thereby enhancing their potential to manage and engage students in a real classroom setting and refining their teaching techniques. Thus, helping them to immerse themselves in the daily dynamics of the educational environment. School internship programs are a crucial stage in the skillful development of pupil teachers, permitting one to observe, participate, and reflect on classroom dynamics, teaching methodologies, and student engagement. The success of such programs not only depends on the design and execution of the curriculum but is also deeply intertwined with the attitudes and perceptions of the pupil teachers themselves. Thus, pupil teachers' attitudes can significantly influence the engagement, enthusiasm, and effectiveness of their learning experiences during this period. Positive attitudes can lead to a more

enriching and fulfilling internship experience, while negative attitudes may hinder the potential for growth and development.

Today many reforms are taking place in teacher education to enhance and improve the quality of future teachers. Still, in the midst of all this, the attitude of pupil teachers towards teaching is not emphasized enough to make it a priority to change it, if necessary. However, the launch of ITEP in teacher education is considered the first step and will direct young pupil teachers to foster positive attitudes toward teaching. But the question remains How does pupil-teacher attitude affect their school internship program? Investigating pupil teacher's attitudes toward the school internship program will help us gain insights into the program's strengths and potential areas for improvement. Understanding this is essential for educators, teacher training institutions, and policymakers to develop more tailored and supportive internship experiences, ultimately ensuring that pupil teachers are better equipped to meet the diverse challenges of the modern educational landscape.

Upon studying the existing literature, it was clear that there are many studies done on the attitude of pupil-teachers toward school internship programs and the findings stated that there was a significant difference between the perception of student-teachers toward school internships based on their age (i.e. under and above the age of 21) and stream (i.e. language and science) (Gangadhara and Perumal 2022) and determined a significant difference between the attitude of pupil-teachers toward internships based on their gender, stream, and academic qualification (Kumar 2022). In some studies, a significant difference between the attitudes of male and female pupil-teachers toward the school internship program was found while in others no significant difference in the attitude of urban and rural pupil-teachers toward school internship programs were found (Garg and Dr.Kaushik 2022). In one study, there was a significant difference in the attitude of B.Ed trainees based on their gender (i.e. Male and Female) and education medium (i.e. Hindi and English medium) (Singh et al., 2022) while others concluded that the Internship program is significant to the holistic development of the student-teachers (Sharma and Chahal 2022) and found that teacher educators favor 2-year B.Ed. program in Odisha (Swai et al., 2022).

Despite all their studies, none were done on pupil-teachers studying at H.N.B. Garhwal University, Uttarakhand (batch 2021-23). Therefore, This study delves into the attitudes of pupil-teachers toward school internship programs studying at H.N.B. Garhwal University, Uttarakhand (batch 2021-23) and tries to understand the effect of one attitude on a school internship program. This study will function as a stepping stone towards fostering a positive and constructive attitude among pupil teachers, ensuring they make the most out of their school internship programs and emerge as competent, motivated, and resilient educators. The findings of this study will help teacher-educators, school administrators, and internship program development in improving and developing more effective internship programs for pupil-teachers that will foster their holistic development that prepare pupil teachers for successful teaching careers and ultimately enhance the quality of education in schools.

### **Research Objective**

To study pupil teacher's attitude toward school internship programs based on their gender, stream, education, education medium and their place of residents.

### **Hypothesis of the Research**

- There is no significant difference in pupil teacher's attitude toward school internship programs based on their gender.

- There is no significant difference in pupil teacher’s attitude toward school internship programs based on their educational stream (arts and science).
- There is no significant difference in pupil teacher’s attitude toward school internship programs based on their educational medium (UG and PG)
- There is no significant difference in pupil teacher’s attitude toward school internship programs based on their educational medium (Hindi and English).
- There is no significant difference in pupil teacher’s attitude toward school internship programs based on their resident place (Rural and Urban).

**Delimitation of the Study**

The study will only consider pupil-teachers (Batch 21-23) of HNBSGU, Birla Campus, Srinagar, Garwhal who belong to the Art’s and Science streams. The study will not consider the age factor on the assumption that all the B.Ed trainees (Batch 21-23) belong to the same age group (i.e. between 22-50).

**Research Methodology**

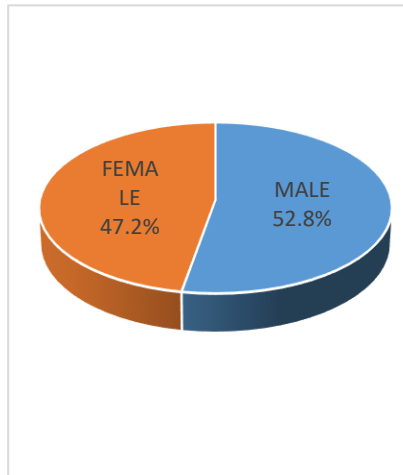
In the present study, descriptive and inferential research method are applied to describe and interpret the exiting results. Pupil teacher’s of the Department of Education, Birla campus, HNBSGU, Uttarakhand were selected as population for this study and the study was conducted during session 2021-23. Sample size of 89 participants (male and female pupil teachers) were selected as a result of random sampling and Pupil Teacher’s attitude was considered independent variable while School Internship Program was considered as dependent variable. Self-made questionnaire was used to evaluate the attitude of pupil-teachers toward the school internship program. Collected data was then analyzed by using the following statistical operations- Mean, Standard Deviation, and t-test with the help of SPSS Software.

**Result and Findings**

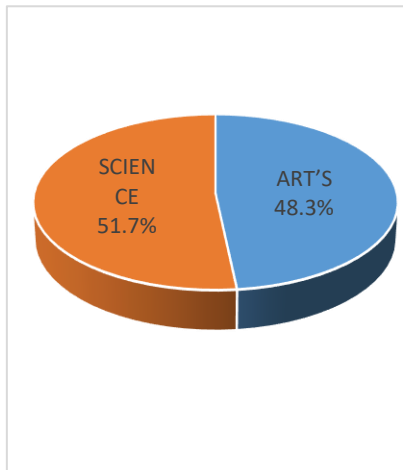
**Descriptive Analysis:**

**Table 1. Descriptive Analysis of the Sample**

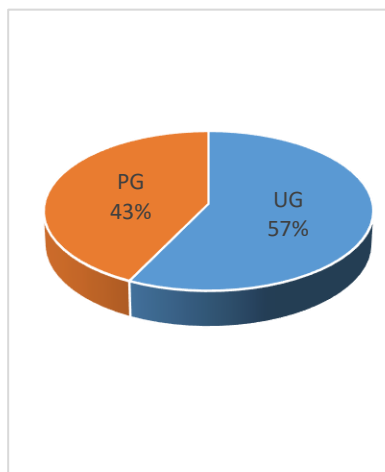
<b>Gender</b>	<b>f</b>	<b>%</b>	<b>Stream</b>	<b>f</b>	<b>%</b>	<b>Education</b>	<b>f</b>	<b>%</b>
<b>Male</b>	47	52.8	<b>Art’S</b>	43	48.3	<b>Ug</b>	51	57.3
<b>Female</b>	42	47.2	<b>Science</b>	46	51.7	<b>Pg</b>	38	42.7
<b>Total</b>	89	100.0	<b>Total</b>	89	100.0	<b>Total</b>	89	100.0



**Fig. 1-Male and Female**



**Fig. 2- Science and Art's**



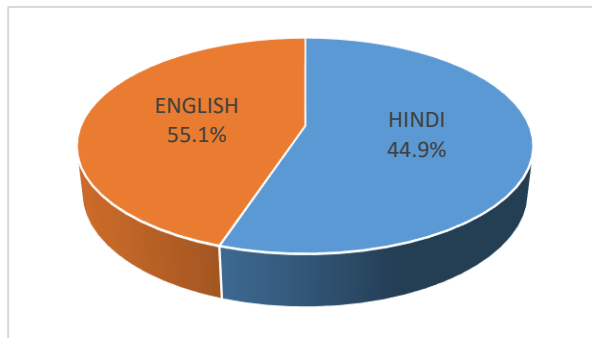
**Fig. 3- UG and PG**

From Analysis of the table 1, Its evident that out of 89 pupil teachers, 47 (52.8%) are Male pupil teachers and 42 (47.2%) are Female pupil teachers, 43 (48.3%) pupil teachers are from Art's and 46 (51.7%) pupil teachers are from Science stream, 51 (57.3%) pupil teachers are from UG and 38 (42.7%) pupil teachers

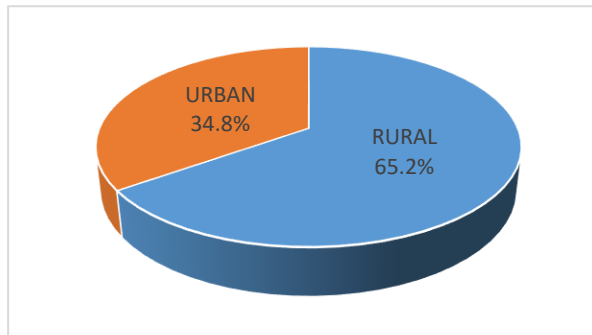
are from PG.

**Table 2. Descriptive Analysis of the Sample**

Edu. Medium	f	%	Residents	f	%
Hindi	49	55.1	Rural	58	65.2
English	40	44.9	Urban	31	34.8
Total	89	100.0	Total	89	100.0



**Fig. 4- English and Hindi**



**Fig. 5- Rural and Urban**

From Analysis of the table 2, Its evident that out of 89 pupil teachers, 49 (55.1%) pupil teachers are from Hindi medium and 40 (44.9%) pupil teachers are from English medium, 58 (65.2%) pupil teachers are from Rural areas and 31 (34.8%) pupil teachers are from Urban areas.

**Inferential Analysis:**

**Hypothesis 1. There is no significant difference in pupil teacher’s attitude toward school internship programs based on their gender.**

**Table 3. Gender wise inferential analysis of the sample**

GENDER	No. of participants (N)	Mean	SD	t	Df
MALE	47	127.85	10.386	4.171	87
FEMALE	42	138.31	13.223		

**Df 87 \*\* significant at the 0.01 level (2-tailed) and \*0.05 level (2-tailed)**

Analyzing Table 3 reveals that female pupil-teachers have a higher mean value for attitude (138.31) compared to male pupil-teachers (127.85), due to Which the calculated t-value is 4.171. The t-value in the

t-table at 87 degrees of freedom and 0.01 level of significance is 2.639 Which indicates that the calculated t-value is higher than the tabulated t-value. Thus, indicating a significant difference between the 2 genders and consequently, denying the null hypothesis while confirming the alternative hypothesis. This indicates that attitude of female pupil teacher’s is notably more positive toward school internship programs compared to male pupil teacher’s.

**Hypothesis 2. There is no significant difference in pupil teacher’s attitude toward school internship programs based on their stream.**

**Table 4. Stream wise inferential analysis of the sample**

STREAM	No. Of participants (N)	Mean	SD	t	Df
ART’S	43	136.47	14.089	2.700	87
SCIENCE	46	129.35	10.640		

**Df 87 \*\* significant at the 0.01 level (2-tailed) and \*0.05 level (2-tailed)**

Analyzing Table 4 reveals that arts group pupil teacher’s have a higher mean value for attitude (136.47) compared to science group pupil teacher’s (129.35), due to Which the calculated t-value is 2.700. The t-value in the t-table at 87 degrees of freedom and 0.01 level of significance is 2.639 Which indicates that the calculated t-value is higher than the tabulated t-value. Thus, indicating a significant difference between the 2 streams and consequently, denying the null hypothesis while confirming the alternative hypothesis. This indicates that arts group pupil teacher’s attitude is notably more positive toward school internship programs compared to science group pupil teacher’s.

**Hypothesis 3. There is no significant difference in pupil teacher’s attitude toward school internship programs based on their education.**

**Table 5. Education wise inferential analysis of the sample**

EDUCATION	No. Of participants (N)	Mean	SD	t	Df
UG	51	135.96	14.468	2.800	87
PG	38	128.53	8.834		

**Df 87 \*\* significant at the 0.01 level (2-tailed) and \*0.05 level (2-tailed)**

Analyzing Table 5 reveals that UG group pupil teacher’s have a higher mean value for attitude (135.96) compared to PG group pupil teachers (128.53), due to Which the calculated t-value is 2.800. The t-value in the t-table at 87 degrees of freedom and 0.01 level of significance is 2.639 Which indicates that the calculated t-value is higher than the tabulated t-value. Thus, indicating a significant difference between the UG and PG completed pupil-teachers and consequently, denying the null hypothesis while confirming the alternative hypothesis. This indicates that UG group pupil teacher’s attitude is notably more positive toward school internship programs compared to PG group pupil teacher’s.

**Hypothesis 4. There is no significant difference in pupil teacher’s attitude toward school internship programs based on their educational medium.**

**Table 6. Education medium wise inferential analysis of the sample**

EDU. MEDIUM	No. Of participants (N)	M	SD	t	Df
HINDI	49	133.53	13.911	0.602	87

<b>ENGLISH</b>	40	131.88	11.556		
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**Df 87 \*\* significant at the 0.01 level (2-tailed) and \*0.05 level (2-tailed)**

Analyzing Table 6 reveals, that Hindi medium pupil-teachers have a higher mean value for attitude (133.53) compared to English medium pupil-teachers (131.88), due to Which the calculated t-value is 0.602. The t-value in the t-table at 87 degrees of freedom and 0.01 level of significance is 2.639 Which indicates that the calculated t-value is lesser than the tabulated t-value. This indicates that there is no significant difference between the 2 education mediums and thus, accepting the null hypothesis. Although based on mean values, pupil-teachers of Hindi medium have a slightly more positive attitude toward school internship programs compared to pupil-teachers of English medium.

**Hypothesis 5. There is no significant difference in pupil teacher’s attitude toward school internship programs based on their resident.**

**Table 7. Resident wise inferential analysis of the sample**

<b>RESIDENTS</b>	<b>No. Of participants (N)</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>Df</b>
<b>RURAL</b>	58	132.62	12.544	0.165	87
<b>URBAN</b>	31	133.10	13.641		

**Df 87 \*\* significant at the 0.01 level (2-tailed) and \*0.05 level (2-tailed)**

Analyzing Table 7 reveals that urban areas pupil-teachers have a slightly higher mean value for attitude (133.10) compared to Rural areas pupil-teachers (132.62) due to Which the calculated t-value is 0.165. The t-value in the t-table at 87 degrees of freedom and 0.01 level of significance is 2.639 Which indicates that the calculated t-value is lesser than the tabulated t-value. This indicates that there is no significant difference between the rural and urban ares of residence and thus, accepting the null hypothesis. Although based on the mean value, pupil-teachers of Urban areas have a marginally more positive attitude compared to the pupil-teachers of Rural areas.

**Conclusion and Implication**

The study finds that female pupil teachers, those from the arts stream, and completed UG courses have a more positive attitude toward school internship programs compared to their counterparts. However, no significant difference in attitude was observed based on educational medium or residence. This indicates that gender, academic stream, and level of education influence the attitudes of pupil-teacher toward school internship programs. Thus, The success of a school internship program is highly dependent on the attitude of the pupil-teacher enrolled and practicing that program. Thus, we can say that to create good teachers with a positive attitude toward the teaching profession and to create teachers dedicated to their profession, every teacher education program needs to work on their student's attitudes and the education that they receive before they enter teacher education program and ensure that students with a positive attitude toward teaching profession are only enrolled in teacher education programs.

The findings of this study will help teacher educators, supervisors, and teacher training colleges to understand their responsibility in fostering and enrolling students with positive attitudes in teacher education courses so that all their future efforts would foster holistic development in pupil-teacher. That said, improving school internship programs or the curriculum of teacher education, in general, will hardly change the current dynamic of teachers being created today if the root cause is completely ignored. Just as a teacher can not teach a child until and unless he/she is willing to learn, similarly, a pupil-teacher who

is unwilling to learn and participate (i.e. has a negative attitude toward teaching in journal) will not develop no matter how advanced or effective the curriculum of the program he/she is enrolled in.

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