



RESEARCH ARTICLE

REFLECTION OF TRAINEE TEACHERS ON SCHOOL EXPOSURE PROGRAMME

***Dr. Sushma N Jogan**

School of Education and Training, Central University of Karnataka, Kadaganchi, India

ARTICLE INFO

Article History:

Received 29th December, 2017
Received in revised form
29th January, 2018
Accepted 12th February, 2018
Published online 30th March, 2018

Key words:

Trainee teachers,
Reflection,
Internship Programme,
School Exposure and Profession.

ABSTRACT

Two years B.Ed course has brought drastic changes in the field of teacher education. One among that is school exposure for 2 weeks in the semester 1 and 2. School exposure programme is a pre-requisite for a trainee teacher. It is rightly regarded as the most crucial part of any teacher education programme. It provides a platform for trainee teachers to the real classroom situation. It involves an actual practice in engaging and exposing themselves in planning, preparing instructional materials for regular subject teachers. Trainee teachers' have undergone two weeks school exposure programme in different types of schools (state, CBSE, ICSE and government). The present study aimed to evaluate the effectiveness and usefulness of school exposure programme. The researcher has collected data from 50 trainee teachers through simple random sampling. Objectives of the study were (i) to identify the role and management of the department (ii) to find out the problems and challenges emerged during school exposure programme (iii) to impart certain skills of teaching during the programme (iv) to suggest measures for the better improvement of the programme. The research questions were also framed followed by objectives. The investigator analyzed the obtained data by suitable statistical test and interpreted the same. The results of the study showed that this kind of programme is of crucial importance and has positive and remarkable impact on the trainee teachers for the further knowledge.

Copyright © 2018, Sushma N Jogan. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Sushma N Jogan, 2018. "Reflection of trainee teachers on school exposure programme", *International Journal of Current Research*, 10, (03), 67275-67277.

INTRODUCTION

School exposure is an integral and unique part of any educational institutions which aims to study well planned school related experiences. It is usually designed for the benefits of young trainee teachers of education. The major purpose of this programme is to develop and strengthen certain skills and to prepare them for the teaching profession. There are many internship programmes under which fresh trainee teachers keeps themselves engaged and interested to acquire further knowledge related to the teaching profession. School exposure programme is essential for fresh candidates of teacher education course. It provides an opportunity and experience about new working conditions at schools. Hence, it can be said that this programme gives a platform for the trainee teachers to understand the connection between theory and practice. Thus, it enhances the student's knowledge regarding different professional ethics. Therefore, this programme is of great significant in ensuring the professional preparations for future prospective.

Need and significance of the study: Teacher education is one of the important branches of education because the

development of our future generation depends on the quality of teachers. But in spite of many efforts at governmental level it remains a neglected sector. According to National Education Policy (NEP, 2009). "Reforms is required in all areas: pre-service training and standardization, of qualifications; teacher remuneration, carrier progression and status; and governance and management of the teaching work force". (NEP, 2009) Internship is a new innovation in the field of education. I have chosen this topic because it is very important to become a good teacher. It plays a very important role in improving the competency and effectiveness of teacher. It modifies the pupil teacher's behavior according to the specified objectives. If a teacher is trained authentically then he/she can impart the knowledge to the students in a better way.

Review of related literature

- Ashok Kumar (2016) conducted a study on attitude of pupil teachers towards internship as a part of B.Ed curriculum in relation to gender, stream and academic qualification. The investigator found no significant difference of stream, qualification, gender and stream, gender and qualification and stream and qualification in the attitude of pupil teacher towards internship as a part of B.Ed curriculum. The findings of the study have

***Corresponding author: Dr. Sushma N Jogan,**
School of Education and Training, Central University of Karnataka,
Kadaganchi, India.

significant implications to the teachers, supervisors, principals and policy makers who directly or indirectly involved in the system.

- Dr. Saleha Parveen (2012) studied effectiveness, problems and prospects during internship program in schools. Also highlighted issues and challenges faced by them. The study also deals with the perception and experience of the principals of cooperative schools involved in the program. The finding shows that student teachers view internship as a real opportunity to refine and improve their teaching skills in actual school setting.

Operational terms defined

Trainee teachers

Are the pupil/students pursue a degree of teacher education, learn different skills needed for teaching job.

Reflection

Is a careful thought about a particular subject or a person admits/accepts about something.

Internship programme

Provide opportunities to the trainee teachers to apply ideological frameworks to potential career settings in the real world. An Internship is an integrated component of practice teaching at advance level of teacher education programme.

School exposure

Is nothing but bringing trainees to the real classroom situation.

Profession

Any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education.

Objectives of the study

- To identify the role and management of the department
- To find out the problems and challenges emerged during school exposure programme
- To impart certain skills of teaching during the programme
- To suggest measures for the better improvement of the programme.

Research questions

The present study aims to answer the following research questions

- Can trainee teachers understand the major objectives of the school exposure programme?
- Whether teacher educators are aware of gradual performance of student teacher?
- What are the problems and challenges faced during school exposure?
- Is there any effect on trainees' behaviour during and after the programme?

MATERIALS AND METHODS

The researcher has employed survey method for the current study.

Samples

In case of sample selection, the researcher has chosen random sampling technique of 50 trainee teachers pursuing graduation of teacher education.

Tools used

Tool for data collection was a well structured questionnaire prepared by the researcher. It consists of students' general information and questions had to be rated according to their importance.

Procedure

For the present study the researcher detailed about the school exposure programme and its objectives to the trainees. During the programme the investigator cum supervisor observed the behavioural changes among them and obtained data pertaining to the study. After the completion of the programme the researcher has prepared well structured questionnaire and collected their opinion.

Analysis and interpretation of data: The obtained data were analyzed through percentage analysis.

Table 1. Can trainee teachers understand the major objectives of the school exposure programme?

SI No	Options	Frequencies	Percentage
1.	Agree	21	42%
2.	Strongly Agree	13	26%
3.	Neutral	05	10%
4.	Disagree	07	14%
5.	Strongly Disagree	04	08%
	Total	50	100%

Table 2. Whether teacher educators are aware of gradual performance of student teacher?

S no	Options	Frequency	Percentage
1.	Yes	37	74%
2.	No	13	26%
	Total	50	100%

Table 3. problems and challenges faced during the time of school exposure programme

SI No	Options	Frequencies	Percentage
1.	Time table	15	30%
2.	Transportation	15	30%
3.	Cleanliness and hygiene	09	18%
4.	School Management	07	14%
5.	Other problems	04	08%
	Total	50	100%

The above table reveals that 42% of trainee teachers agree in understanding the major objectives and importance of the school exposure programme, 26% of them strongly agree, 10% are neutral, 14% has disagreed and 8% has strongly disagreed with the given statement. The response from the above table shows that 74% of the students say yes, teacher educators are aware of their gradual performances and 26% says no for the given statement.

Question 4. effect on trainees' behaviour during and after the programme

Sl No.	Statements	Frequencies					Percentage					
		SA	A	N	D	SD						
1	I am open to new experiences.	25	15	00	05	05	50%	30%	00	10%	10%	100%
2	I believe in my ability to make a difference.	45	05	00	00	00	90%	10%	00	00	00	100%
3	I have increased my ability as a leader.	35	15	00	00	00	70%	30%	00	00	00	100%
4	I have acquired knowledge from the duties performed in school.	30	10	00	06	04	60%	20%	00	12%	8%	100%
5	I received an opportunity to explore a specific career.	15	25	00	04	06	30%	50%	00	8%	125	100%
6	I developed realistic ideas of teaching profession.	35	15	00	00	00	70%	30%	00	00	00	100%
7	I felt my classroom learning was enriched.	45	05	00	00	00	90%	10%	00	00	00	100%
8	I have developed the abilities to connect academic subject with the real world.	25	15	00	05	05	50%	30%	00	10%	10%	100%
9	I demonstrate concerns for the school staff and children especially.	30	10	00	06	04	60%	20%	00	12%	8%	100%
10	I broadened my future employment possibilities.	35	15	00	00	00	70%	30%	00	00	00	100%
						Each row 50	100%					

The above table reveals that trainee teachers faced few problems among them 30% have ticked for time table problem, 30% for transportation, 18% for cleanliness and hygiene, 14% for school management and 8% for other problems. Hence these problems need to be rectified during the period of school exposure programme.

Suggestion and Conclusion

- It is to suggest that department and placement organization should provide some sort of training programme or classroom preparation preceding the student's participation at the placement site.
- It is also to suggest that trainees' should get full fledge of school management knowledge during school exposure period.
- Students should dedicate more work time to the duties of their internship program. This could be accomplished through more offerings with the six hour course credit option.
- It enables trainee teachers to gain first-hand exposure of working in the real world.
- By this program trainees are exposed to new people in a more controlled and stable environment.
- To conclude we can say that the trainee teachers have gained knowledge in observing real classroom situations and enriched professional behaviours for future endeavor.

- The results suggest that the characteristics of the school exposure program are the most consistent predictors of students effectively achieving the learning outcomes of the program.

REFERENCES

- Ngai, S. S. 2009. The effects of program characteristics and psychological engagement on service-learning outcomes: A study of university students in Hong Kong. *Adolescence*. 44(174), 375-389.
- Munter, J. 2002. Linking community and classroom in higher education: Service learning and student empowerment. *Journal of Nonprofit and Public Sector Marketing*. 10(2), 151-164.
- Narayanan, V., Olk, P. and Fukami, C. 2010. Determinants of internship effectiveness: An exploratory model. *Academy of Management Learning and Education*, 9(1), 61-80.
- Jackel and Daniel, 2011. "Evaluating the Effectiveness of an Internship Program" *Masters Theses and Specialist Projects*. Paper 1117.
- Rothman, M. 2003, December. Internships: Most and least favored aspects among a business school sample. *Psychological Reports*. 93(3), 921-924.
