

FUTURE TEACHERS' PERCEPTION ON SCHOOL EXPERIENCE PROGRAMME AND THEIR LEARNING EFFECTS

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Abstract

Education is a powerful and fundamental force in the life of man which is an instrumental in shaping the destiny of the individual and the future mankind. Education is referred to as any act or experience that has an impact on the academic success of an individual. The goal of this study was to find out how different college of education in the Tiruchirappalli district of Tamilnadu felt about future teachers perception effect. The study investigator followed a descriptive method with normative survey technique for the present study. A sample of 175 B.Ed trainees from different college of education. Were chosen as sample for the present study by using simple random sampling technique. It was statistically analysed and the results are presented in this paper. The study concluded that the future teachers of colleges of education have gained a better and varied learning experiences during the internship period under school experience programme. The faculty members of colleges of education need to be innovative in their own classroom teaching of theory classes so that the future teachers can get inspirations from them, do better in their more varied learning experiences and good learning effects at practicing schools.

Key words: Future Teacher, Perception, Learning effects and school programme.

Introduction:

Teaching job is a great sacred work. It is important to have a skilled and effective teacher for good teaching. School based teaching programs are an important component for teacher education. Education is most important among all of us. Education plays an important role in our life. Education is one that doing something for our bright future. It has largely contributed to build a strong base for developing knowledge, providing an enabling environment for innovation and in building human resources required for a potential future knowledge and be familiarized the pedagogical approaches for teaching. In popular parlance, education is the modification of behavior in desirable direction. (Patik,2012). Learning experiences are a way to think about what a learning intervention might be in the context of desired end goals and effects. John Hattie (2009) suggests that in order to move students to the appropriate steps of learning, teachers must match student needs with learning experiences. To accomplish this, teacher must know how their students think, what they know and then use this information to create meaningful experiences to advance students' learning. Discovering what our future teachers know and how they think is an important component to designing and selecting, effective instructional strategies and proper learning experiences are gained. The Future teachers need a rich arsenal of teaching strategies to be able to provide multiple opportunities and flexible alternatives to help students learn (Hattie,2009). Saehan (2012) found that student -teachers viewed internship program is a real opportunity to refine and improve their teaching skills in actual school setting. The results of the in-depth interviews with the educators revealed that internship program was of crucial importance and it had positive impact on the performance of student- teachers in various disciplinary subjects.

Need for the Study:

School experience programme is an important component of teacher training by which the future teachers can learn, develop and secure their future teaching by acquiring professional knowledge and academic proficiency. School experience programme in teaching includes practice-teaching and a wide variety of school experience like in-depth knowledge of the subjects , preparation of teaching aids , self-confidence, voice, pronunciation, facial expressions, the aims of lesson plan, its appropriateness , its organization , use of teaching devices, its presentation and questing skills be developed under the guidance of a mentor or supervising teacher. A future teacher undertakes practice teaching under the supervision of the guide teacher and it depends on the attitude, values and beliefs of the both future teacher and supervising teacher. The internship in teaching is very essential for today's teacher because it gives proper orientation and organized training and regulated educational practices to the future teachers for better understanding of the methods of teaching to be adopted and also the

understanding of all the students and the school activities. The exercise acquaints these future teachers with the practical knowledge and know – how of teaching and learning process including preparation of lesson plans, classroom management, the presentation, the communication skills and evaluation and be professionally trained under guided supervision. The school serves as the lab area/field experience laboratory for the supervisor and future teachers both. The co-operating school and the co-operating teachers come in contact with experts of teacher education from the participating college or university and in this way the future teachers in the internship schools are thereby provided with the added opportunity to develop, improve and apply for integrating the various skills in teaching as well.

The internship training helps the future teachers to learn and share all the significant experiences going on in the total school environment and develop meaningful skills and attitudes towards the teaching profession by improving knowledge. The internship is also a very essential element for tomorrow’s teachers for overall understanding of different aspects involved in teaching process. Be a trained teacher can essentially face the class with confidence without any hesitation. It helps the future teachers to build upon their essential skills to become autonomous, reflective and collaborative. It is a platform which provides different opportunities for consolidation by linking the theory and practice which is necessary before entering into teaching profession.

Objectives of the Study:

The objectives of the study are as follows:

- To assess the varied learning experiences of future teachers.
- To assess the learning effects of school experience programme as perceived by future teachers.
- To find out the significance of difference if any, in the perception of varied learning experiences of future teachers with respect to gender, locale and optional subjects.
- To find out the significance of difference if any, in the learning effects of future teachers with respect to gender, locale and optional subjects.
- To find out the relationship between the perception of varied learning experiences and learning effects of future teachers.

Hypotheses of the Study:

The hypotheses of the study are stated as follows:

- The level of perception of varied learning experiences of future teachers is not high.
- There is no significant difference in the perception of varied learning experiences of future teachers with respect to gender, locale and optional subjects.
- There is no significant difference in the learning effects of future teachers with respect to gender, locale and optional subjects.
- There is no significant relationship between the perception of varied learning experiences and learning outcomes of future teachers.

Methodology in Brief:

The investigator followed a descriptive method with normative survey technique for the present study. A scale on perception of varied learning experiences and a learning outcomes scale were developed and administered to the future teachers from various colleges of education in and around Tiruchirappalli District. The researcher gave a proper instruction to the respondents as they have freely responded to the tools administered. The data thus collected were scored, tabulated and analysed by adopting appropriate statistical techniques by using mean, standard deviation, t-test and ANOVA. A sample of 175 B.Ed.Trainees from different colleges of education, affiliated to Tamilnadu Teachers Education University (TNTEU), Chennai, were chosen as sample for the present study by using simple random sampling technique.

Data Analysis

Hypothesis -1

Table 1

Mean and standard deviation for perception of varied learning experiences and the learning effects of total future teachers under SEP

S. No	Variables	N	Mean	Standard Deviation
1	Perception of varied learning experiences	175	62.78	6.19

2	Learning Effects	175	59.94	6.45
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From the table 1, it is found that the mean and standard deviation scores of total perception of varied learning experiences and the learning effects is 62-78 with a standard deviation of 6-19 and 59.94 with a standard deviation of 6.45. It is observed that an individual can score a maximum of 90. Hence, it is inferred that the perception on varied learning experiences and the learning effects of future teachers show at above average level.

Hypothesis – 2

There is no significant difference in the perception on varied learning experiences mean scores between male and female future teachers.

This hypothesis was tested by using t – test. The t – value was computed to find out the significance of difference between male and female future teachers in their perception on varied learning experiences.

Table 2
Significance of difference in the perception on varied learning experiences mean scores of male and female future teachers

Gender	N	Mean	Standard Deviation	t-value
Male	70	56.24	6.64	2.19
Female	105	62.31	6.37	

The calculated t-value 2.19 is more than the critical value 1.96 corresponding at 0.05 level of significance. This implies that the difference in the perception of varied learning experienced between male and female future teachers, under consideration is significant. Hence, the null hypothesis is rejected.

Therefore, it can be concluded that the male and female future teachers differ significantly in respect of their perception on varied learning experiences. Further, the higher mean scores of the female future teachers have better perception in the varied learning experiences than the male future teachers at practicing schools.

Hypothesis – 3

There is no significant difference in the perception on varied learning experiences mean scores between rural and urban future teachers.

This hypothesis was tested by using t – test. The t – value was computed to find out the significance of difference between rural and urban future teachers in their perception on varied learning experiences.

Table 3
Significance of difference in the perception on varied learning experiences mean scores of rural and urban future teachers

Locale	N	Mean	Standard Deviation	t-value
Rural	47	59.36	6.53	1.58

Urban	128	61.44	6.29	
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The calculated t-value 1.58 is less than the critical value 1.96 corresponding at 0.05 level of significance. This implies that the difference in the perception of varied learning experiences between rural and urban future teachers, under consideration is not significant. Hence, the null hypothesis is accepted.

Therefore, it can be concluded that the rural and urban future teachers do not differ significantly in respect of their perception on varied learning experiences. Both rural and urban future e teachers have similar in their perception on varied learning experiences at practicing schools.

Hypothesis – 4

There is no significant difference in the perception on varied learning experiences mean scores among the future teachers of various optional subjects.

This hypothesis was tested by using ANOVA. The F- value was computed to find out the significance of difference among the future teachers of various optional subjects in their perception on varied learning experiences.

Table 4
Significance of difference among the future teachers of various optional subjects in their perception on varied learning experiences

S.No	Sources of variance	Sum of squares	Degrees of freedom	Mean square	F-value
1	Between groups	174.41	2	87.205	1.87
2	within groups	3094.62	173	17.888	

The calculated F-value 1.87 is lower than the critical value 4.61 corresponding at 0.01 level of significance. This implies that the difference in the perception of varied learning experiences among future teachers, under consideration is not significant. Hence, the null hypothesis is accepted.

Therefore, it can be concluded that the future teachers of different optional subjects do not differ significantly in respect of their perception on varied learning experiences. It can also be revealed that all of them have similar in their level of perception on varied learning experiences.

Hypothesis – 5

There is no significant difference in the learning effects mean scores between the male and female future teachers.

This hypothesis was tested by using t - test. The t- value was computed to find out the significance of difference between the male and female future teachers their learning effects.

Table 5
Significance of difference in the learning outcomes mean scores between male and female future teachers

S.No	Gender	N	Mean	Standard Deviation	F-value
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1	Male	70	62.91	6.23	1.23
2	Female	105	64.37	6.88	

The calculated t-value 1.23 is less than the critical value 1.96 corresponding at 0.05 level of significance. This implies that the difference in the learning effects mean scores between male and female future teachers, under consideration is not significant. Hence, the null hypothesis is accepted.

Therefore, it can be concluded that the male and female future teachers do not differ significantly in respect of their learning effects. Both male and female future teachers have similar in learning effects performed under school experiences programme at practicing schools.

Hypothesis – 6

There is no significant difference in the learning effects mean scores between rural and urban future teachers.

This hypothesis was tested by using t – test. The t – value was computed to find out the significance of difference between rural and urban future teachers in their learning effects under school experience programme.

Table 6
Significance of difference in the learning effects mean scores of rural and urban future teachers

S.No	Locale	N	Mean	Standard Deviation	t-value
1	Rural	47	62.41	6.84	0.89
2	Urban	128	63.75	6.92	

The calculated t-value 0.89 is less than the critical value 1.96 corresponding at 0.05 level of significance. This implies that the difference in the learning effects mean scores between rural and urban future teachers, under consideration is not significant. Hence, the null hypothesis is accepted.

Therefore, it can be concluded that the rural and urban future teachers do not differ significantly in respect of their varied learning effects. Further, both the rural and urban area trainees are having similar in their level of learning effects performed at practicing schools.

Hypothesis – 7

There is no significant difference in the learning effects mean scores performed among the future teachers of various optional subjects.

This hypothesis was tested by using ANOVA. The F– value was computed to find out the significance of difference among the future teachers of various optional subjects in their learning effects performed at practicing school.

Table 7
Significance of difference among the future teachers of various optional subjects in their learning effects

S. No	Sources of variance	sum of squares	Degrees of Freedom	Mean squares	F - value

1	between groups	158.92	2	79.46	1.95
2	Within groups	20631.98	173	119.26	

The calculated t-value 1.95 is less than the critical value 4.61 corresponding at 0.01 level of significance. This implies that the difference in the learning effects among the future teachers, under consideration is not significant. Hence, the null hypothesis is accepted.

Therefore, it can be concluded that the future teachers do not differ significantly in respect of their learning effects. All of them have similar in their learning effects performed at practicing schools.

Hypothesis – 8

There is no significant relationship between the perception of varied learning experiences and learning effects of future teachers.

This hypothesis was tested by using correlation co-efficient. The ‘r’ value was computed to find out the relationship between the perception of varied learning experiences and the learning effects of future teachers.

Table .8
Relationship between the perception of varied learning experiences and the learning effects and the calculated ‘r’ value.

S. No	variables	N	df	‘r’	Significant at 0.05
1	Perception of varied Learning experiences	175	173	0.18	Significant
2	Learning effects	175			

The obtained ‘r’ value is 0.18, the relationship for the sample is positive and significant at 0.05 level. Hence, it can be concluded that there is a significant positive relationship between the perception of varied learning experiences and the learning effects of future teachers.

Findings of the Study

The key findings of the present study are as follows

- The level of perception on varied learning experiences and the learning effects of future teachers are found to be at above average level.
- Significant difference is found in the perception of varied learning experiences between male and female future teachers. The higher mean scores of female future teachers have better in their perception of varied learning experiences than the male future teachers.
- No significant difference is found in the perception of varied learning experiences between rural and urban future teachers. Both of them have similar in their perception of learning experiences at practicing schools.
- No significant difference is found among the future teachers of various optional subjects in the perception of varied learning experiences at practicing schools.
- It was found that male and female, rural and urban future teachers do not differ significantly in respect of their learning effects. All of them have similar in their level of learning effects at practicing schools.
- Future teachers of different optional subjects do not differ significantly in respect of their learning effects at practicing schools. All optional subjects’ future teachers are found to be similar in their learning effects under school experiences programme.
- Significant relationship is found between the varied learning experiences and the learning effects of future teachers. The relationship between these two variables have been significantly influenced each other.

Educational Implications of the study

By considering the findings of the study, the investigator felt that, it is essential to highlight the educational implications of the study.

1. The student-teachers should pay a special attention to the fact that each student teachers has different

abilities, talents, dedication, socio - economic background and environment. Therefore, more emphasis should be said on the all-round development of each learner, according to their special needs, interests and abilities.

2. It is quite necessary to evaluate the students throughout programme continuously, giving creative assignments to train “How to Teach”. Therefore, it would be very urgent to frame extra time for their duration of internship and for performing the academic tasks at practicing schools and the colleges of education.
3. The guide teacher is one who trains the future teachers about how to teach, proper orient the students in school so that the knowledge and skills can be developed in an educational supportive environment that promotes risk taking and provide opportunities to reflect on many aspects of the teaching and learning process.
4. A better attitude in teaching and enough competency in teaching. The trainees will be always busy and engaged in the preparation of lesson during internship period. Plan, preparing the teaching aids and writing of teaching records and so on. It is also suggested that after intensive practice teaching, the supervising teacher, the future teachers may sit together and discuss the points noted by supervising teachers. In order to make their teaching effective, proper supervision and monitoring are necessary.
5. The future teachers of colleges of education need to be given special training on how to observe and how to convey the core academic inputs. Students written feedback about their presentation may be collected in order to perform the teaching tasks better and to be carried out student’s classroom activities.

Conclusion:

The faculty members of colleges of education need to be innovative in their own classroom teaching of theory classes so that the future teachers can get inspirations from them, do better in their more varied learning experiences and good learning effects at practicing schools. The study concluded that the future teachers of colleges of education have gained a better and varied learning experiences during the internship period under school experience programme. An innovation in teaching and its teaching practice can make schools accept the teacher trainees. The teacher education institutions can ensure that the future teachers have adequate context knowledge and skills to teach effectively using varieties of teaching aids and their preparation of varieties of teaching records.

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