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Correlative study on the problem perceived during internship teaching practice and psychomotor domain

Mrs. A. Ajumunisha Ali Begam

Research Scholar, Bharathidasan University, Department of Education, Tiruchirappalli

Dr. A. Tholappan

Professor & Head, Department of Education, Centre for Distance Education, Bharthidasan University, Tiruchirappalli, Tamilnadu, India

Abstract--The study identifies the correlative study on the problem perceived during internship teaching practice and psychomotor domain. problem perceived during internship teaching practice and psychomotor domain scale were used for collecting data from a random sample of 250 students' teachers. Statistical techniques such as mean, standard deviations and t test were applied for analysis of data. The results revealed average levels of problem perceived during internship teaching practice and psychomotor domain in these students. Insignificant differences were observed in problem perceived during internship teaching practice student teachers with respect to background variables such as gender, locality medium and type of college. Results of the present study clearly speak that there is significant difference in psychomotor domain student teachers with respect to gender and locality.

Keywords--- internship, teaching practice, psychomotor domain.

Concept of Teacher Training

Teacher education, like any other professional education, has two components - the theory of education and the practice of teaching. The theory of education consists of educational psychology, educational sociology, principles of teaching and learning, history of education, educational administration and supervision, health education etc. The professional experience undergone by the teacher trainee during this period is known as "Teacher Training". 'Student Teaching' is a particular phase of teacher education. When the student teacher practices school activities including teaching in a school or simulated situation and integrates the

principles of teaching into his teaching behaviour under the guidance of supervisor. Student teaching has become a very wide term, which includes all those activities, which a teacher is expected to do in the school situation. The curricular, co-curricular and administrative duties that a teacher will be called upon to discharge when he is employed in a school are to be learnt during his professional preparation.

Problems In Student Teaching

Student teaching in most of the training colleges is done in schools. For successful student teaching programme, co-operation of the school selected for practice teaching is essential. Schools with indisciplined pupils and unhealthy organizational climate are hardly conducive to student teaching. Considering this, the University Education Commission (1949) had recommended that only "good school selected for practice teachings should be selected for student teaching". Secondary Education Commission also recommended that every training college must have an experimental school where new methods and innovative ideas could be practiced. However, all training colleges do not have experimental schools. Therefore, they select other schools and the training colleges do not control the quality of these schools. 11 For the success of student teaching, good supervision is very important. But unfortunately, the traditional student teaching programme suffers greatly because of the defective supervision, feedback and evaluation. And this great defect renders the entire student teaching programme ineffective. As the number of lessons to be given varies from university to university, the number of lessons to be supervised also varies.

Psychomotor Domain

This domain is distinguished by a progression of behaviours ranging from observation through mastery of a physical ability. There are several taxonomies. Simpson (1972) based his taxonomy on Bloom's and others' work:

- Perception - Motor action is guided by sensory inputs.
- Set - Mental, physical, and emotional dispositions that cause one to respond to a situation in a particular way.
- Guided Response - Attempts at a physical skill for the first time. Better performance results from trial and error combined with practice.
- Mechanism - A step in the development of a physical skill. Responses are routine, with a medium level of confidence and proficiency.
- Complex Overt Response - Complex movements are feasible with minimal wasted effort and a high level of certainty of success.
- Adaptation - Movements may be altered to suit certain scenarios.
- Creation - For certain conditions, new motions can be produced.

Need and Importance of the Study

Practice teaching is an important aspect of the programme of teacher education. The objectives of teacher education are not likely to be achieved, so much by the theoretical knowledge a teacher possesses, as by the skill he has in providing for truthful learning experience to children. It is a general complaint that the trained

teachers when they go to teach in schools are in no way superior over their untrained colleagues. They do not bring any improvement or quality in teaching. If they are asked for the impression about practice teaching, which they had in their training period, they mostly express their dissatisfaction with it. The trainees too consider 'practice teaching' as a hard and unwanted task. They try to finish the allotted number of lessons some how without taking much interest, and want to get rid of it as early as possible. They have a feeling that practice teaching which is done in training colleges has no similarity with the real teaching in the schools. They also find that there is a wide gap between the practice teaching programme and the educational theory, which they learn during their training period.

The teacher educators too feel that present practice teaching programme should be reshaped or improved; otherwise the product of training institutions will not be of much use in the field. The Education Commission has also emphasized the need for the improvement of present teacher education programme. The commission report says, at present, student teachers are commonly required to give a specified number of isolated lessons, many of which are often unsupervised or ill supervised. These all clearly indicate that there is no co-ordination between educational theory and educational practice. There is a need to reorient 13 - practice teaching programme. So, the programme is to be restructured on the basis of needs at student teachers and facilities available in the institution. In the present circumstances, we can only follow the traditional methods. But these methods are not suitable for the individual needs of student teachers. A study on these problems may result in changing the methods of practice teaching and modes of teaching of student teachers. It is hope that the findings of the study will also help to reduce the existing gap between teacher educators and student teachers. An attempt is made to locate major problems faced by the student teachers and the weaknesses of the practice teaching programme. On the basis of the findings, it may be possible to give some suggestions in order to improve upon the prevalent student teaching programme.

Statement of the Problem

The main purpose of the present study is to find out the extent of correlation between adjustment behaviour and Parental caring of high school Students, therefore, the topic selected by the investigator for the study is entitled as:. The area of the study selected by the investigator is Correlative Study on the Problem Perceived During Internship Teaching Practice and Psychomotor Domain.

Definition of the terms

Student Teacher

"A student, who is learning to teach, i.e., going through a teacher training course" (Rowtree, 1981).

Practice Teaching

"A term sometimes used to designate only those activities involved in actual teaching by a student teacher as contrasted with student teaching, which may

include observation and participation as well as practice teaching" (Good, 1945, P. 412).

Psychomotor domain

"The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

Method Adopted in The Present Study

The method adopted in the present study is the normative survey method. The word 'Survey' indicates the gathering of data regarding current conditions. Survey describes and interprets what exists at present.

Population

A population in any group of individuals that have one or more characteristics in common that is of interest to the researcher. The population of the present study is natural science teacher trainees in Training Colleges of Madurai District.

Sample

The investigator has used random sampling technique for studying the problem. The simple random was done on the basis of the teacher trainee's gender, locality, medium, type of school and nature of school training colleges of Tamil Nadu. They have selected 250 students teacher from various college and schools from their locality for practice teaching programme.

Tool Used for Present Study

The tool used for the present study was

- Personal Data form
- problem perceived during internship teaching practice
- Psychomotor domain

Personal data form

The personal data form is used to get general information of the high school students. The investigator has prepared the personal data form with due consideration of the background variables of the study in mind which included following categories such gender, locality, medium, type of school and Nature of school.

Problem Perceived During Internship Teaching Practice

The investigator has decided to construct and validate an inventory to measure the problem perceived during internship teaching practice. In the construction of

the tool, the investigator had to decide about the areas which the content has to be measured. For making sure about the helping the investigator reached a lot of relevant literature, journals, books related to educational psychology. As a preliminary step to the preparation of draft, a tool of 26 statements was prepared and subjected a thorough scrutiny by the supervising teacher and other experts

Scoring Procedure

The collected data were then scored systematically using the scoring key. The sum of the ratings against all the 26 items constitutes the score of problem perceived during internship teaching practice of student teachers being observed. 26 items are listed to represent internship teaching practice of student teachers being observed, which have five alternative responses viz., strongly Agree, Agree, Undecided, Disagree, Strongly Disagree was done by awarding 5/4/3/2/1 respectively. All the items are positive in nature. The total score of the respondents was obtained by adding the scores given for each item in the scale Thus, the score for a respondent could range between 5 and 130.

Psychomotor Domain Scale

The investigator has decided to construct and validate an inventory to measure the psychomotor skills. In the construction of the tool, the investigator had to decide about the areas which the content has to be measured. For making sure about the helping the investigator reached a lot of relevant literature, journals, books related to educational psychology. As a preliminary step to the preparation of draft, a tool of 25 statements was prepared and subjected a thorough scrutiny by the supervising teacher and other experts

Scoring Procedure

The collected data were then scored systematically using the scoring key. The sum of the ratings against all the 26 items constitutes the score of psychomotor domains of student teachers being observed. 25 items are listed to represent internship teaching practice of student teachers being observed, which have five alternative responses viz., strongly Agree, Agree, Undecided, Disagree, Strongly Disagree was done by awarding 5/4/3/2/1 respectively. All the items are positive in nature. The total score of the respondents was obtained by adding the scores given for each item in the scale Thus, the score for a respondent could range between 5 and 125.

Objective of the Study

- Find the level of problem perceived during internship teaching practice student teachers
- Find the level of psychomotor domain student teachers
- Find out whether there is any significant difference in problem perceived during internship teaching practice student teachers with respect to background variables such as a. gender b. locality c. medium d.type of college e.Nature of college

- Find out whether there is any significant difference in psychomotor domain student teachers with respect to background variables such as a. gender b. locality c. medium d. type of college e. Nature of college
- Find out whether there is any relationship between problem perceived during internship teaching practice and psychomotor domain of student teachers

Hypothesis

- The level of problem perceived during internship teaching practice student teachers is moderate
- The level of psychomotor domain student teachers is moderate
- There is no significant difference in problem perceived during internship teaching practice student teachers with respect to background variables such as a. gender b. locality c. medium d. type of college e. Nature of college
- There is no significant difference in psychomotor domain student teachers with respect to background variables such as a. gender b. locality c. medium d. type of college e. Nature of college
- There is no relationship between problem perceived during internship teaching practice and psychomotor domain of student teachers

Data collection procedure

The investigator used survey technique to collect the responses. The investigator obtained prior permission from the principal to conduct survey among the students in Virudhunagar District. Required number of tools and response sheets were prepared. The tool was administered as a group test by the investigator in person.

Data analysis

Problem perceived during internship teaching practice Percentage Wise Analysis

Objective:1

To find out the level of problem perceived during internship teaching practice student teachers.

Table 4.1
Level of problem perceived during internship teaching practice student teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
130	43.3	119	39.7	51	17.0

It is inferred from the above table that 43.3% of problem perceived during internship teaching practice have low, 39.7% of them have moderate and 17.0% of them have high level of student teachers.

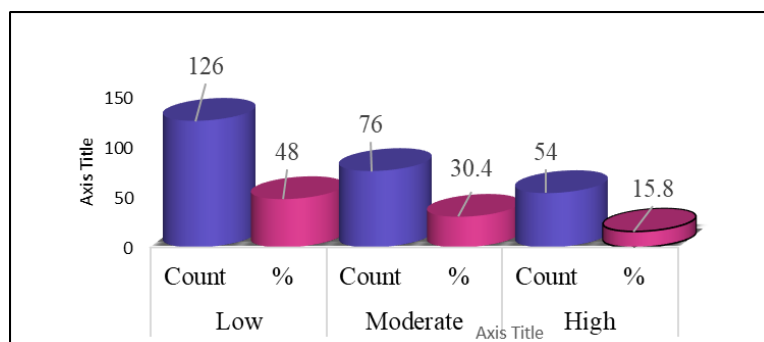


Fig 4.1. Level of problem perceived during internship teaching practice student teacher

Inferential Analysis

Null Hypothesis

There is no significant difference in problem perceived during internship teaching practice student teachers with respect to background variables such as gender, locality, medium, type of college and Nature of college.

Table 1

Difference in problem perceived during internship teaching practice student teachers with respect to background variables such as gender, locality, medium, type of college and nature of college

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	125	103.11	12.311	3.573	S
Female	125	108.18	9.977		
Rural	117	107.97	11.282	3.052	S
Urban	133	103.60	11.279		
Tamil	119	103.92	12.405	2.290	S
English	131	107.21	10.343		
Aided	70	103.61	12.687	1.753	S
Self finance	180	106.43	10.892		
Unisex	77	105.92	11.927	0.255	NS
coeducation	173	105.52	11.289		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.573) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female student teachers in their problem perceived during internship teaching practice. It is inferred from the above table that calculated 't' value (3.052) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between rural and urban student teachers in their problem perceived during internship teaching practice. It is inferred from the above table that calculated 't' value (2.290) is greater than the table value (1.96) for df 298 and

at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between Tamil and English medium student teachers in their problem perceived during internship teaching practice.

It is inferred from the above table that calculated 't' value (3.069) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between aided and self-finance student teachers in their problem perceived during internship teaching practice. It is inferred from the above table that calculated 't' value (2.290) is lesser than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between unisex and co-education.

Psychomotor Domain

Objective:1

To find out the level of problem perceived during internship teaching practice student teachers.

Table 4.1
Level of problem perceived during internship teaching practice student teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
126	48.0	76	30.4	54	15.8

It is inferred from the above table that 48.0% of problem perceived during internship teaching practice have low, 30.4% of them have moderate and 15.8% of them have high level of student teachers.

Null Hypothesis: 2

There is no significant difference in psychomotor domain student teachers with respect to background variables such as gender, locality, medium, type of college and Nature of college.

Table 4.2
Difference in psychomotor domain student teachers with respect to background variables such as gender, locality, medium, type of college and nature of college

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	125	101.35	14.171	4.776	S
Female	125	109.30	12.072		
Rural	117	108.57	13.636	3.558	S
Urban	133	102.47	13.212		
Tamil	119	104.40	13.781	1.015	S
English	131	106.17	13.678		

Aided	70	102.76	13.886	1.856	S
Self finance	180	106.33	13.573		
Unisex	77	107.88	12.686	1.975	NS
coeducation	173	104.19	14.053		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (4.776) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female student teachers in their psychomotor domain. It is inferred from the above table that calculated 't' value (3.588) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between rural and urban student teachers in their psychomotor domain. It is inferred from the above table that calculated 't' value (1.015) is lesser than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between Tamil and English medium student teachers in their psychomotor domain.

It is inferred from the above table that calculated 't' value (1.856) is lesser than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between aided and self-finance student teachers in their psychomotor domain. It is inferred from the above table that calculated 't' value (1.975) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between unisex and co-education

Null Hypothesis: 3

There is no significant relationship between of problem perceived during internship teaching practice and psychomotor domain of student's teachers.

Table 3
Problem Perceived During Internship Teaching Practice and Psychomotor Domain of Student's Teachers

Problem perceived during internship teaching practice		Psychomotor domain		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
26411	697540921	26332	693374224	695454452	0.092	NS

(Table value of 'r' is 0.113, NS – Not Significant)

It is inferred from the above table that the calculated 'r' value (0.092) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between of problem perceived during internship teaching practice and psychomotor domain of student's teachers.

Finding

- 43.3% of problem perceived during internship teaching practice have low, 39.7% of them have moderate and 17.0% of them have high level of student teachers.
- 48.0% of problem perceived during internship teaching practice have low, 30.4% of them have moderate and 15.8% of them have high level of student teachers.

Interpretation and Discussion

The finding of the present study result shows that there is significant difference between male and female student teachers in their problem perceived during internship teaching practice. Female have more problem perceived during internship teaching practice. This may be because of male students have more ability to adjust with different situations than females. Male teacher trainees have difficulty in preparing lesson plans, this may be due to lack of interest. But female teacher trainees have less problem in lesson planning. Female trainees have more difficulty in method of teaching. This may be due to shyness or fear. Results of the present study clearly demonstrated that there is significant difference between rural and urban student teachers in their problem perceived during internship teaching practice. Rural students have more problem perceived during internship teaching practice. This may be due to the fact that This indicated that rural have facing more problem during the internship teaching practices teacher trainees have difficulty in preparing lesson plans based on their topics. This may be due to lack of proper instruction based on methodology of construction of less plans or may be due to improper knowledge about the content area. In the lesson plan there are four columns and the four column is based on the educational theory included in the learning experience. This can only be written with the thorough knowledge of philosophy, sociology, psychology and technology. Along with these reasons lack of interest, examination oriented educational system may also affect the problem of lesson planning.

The finding of current study result points out that there is significant difference between Tamil and English medium student teachers in their problem perceived during internship teaching practice. Results of the present study clearly speak that there is significant difference between aided and self-finance student teachers in their problem perceived during internship teaching practice. Self-finance students faced more problems during the internship teaching. This may be due to difficulty in preparation and construction of achievement test. They have much problem in framing questions in lesson plan for formative evaluation. Framing questions based on instructional objective is a very difficult task. Teacher trainees with high educational qualification have lot of problem in pupil response. This may be because of framing higher objective questions and student finds it difficult to understand this type questions.

Results of the current study clearly point out that is no significant relationship between of problem perceived during internship teaching practice and psychomotor domain of student's teachers. Pearson's product moment correlation was found out Basically, Pearson's Correlation measures the linear

dependency of two quantitative variables. When $r = 0.092$, the correlation coefficient is close to zero. Yes, there is a negative sign, so one may think about a very slightly positive correlation but the magnitude is closer to zero rather than one. So, it can be considered that there is no linear dependency between that two variables, but it may be happened that the relation between them is quadratic or something except linear.

Results of the present study clearly speak that there is significant difference between male and female student teachers in their psychomotor domain. Female are better than male in their psychomotor skills. Generally, females show advantages in verbal fluency, perceptual speed, accuracy and fine motor skills, while males outperform females in spatial, working memory and psychomotor abilities. Results of the present study clearly demonstration that that there is significant difference between rural and urban student teachers in their psychomotor domain. Rural students' better psychomotor domain . This is due to fact that teacher trainees from rural training colleges have lots of problem in method of teaching. These trainees have to select most rural schools. Rural schools and training colleges have lack of infrastructure facilities and overcrowded classrooms. The students from poor socio-economic status come to these schools and college for learning.

Findings based on the opinion and suggestions of student teachers with respect to the practice teaching programme

- The study showed that majority of the student teachers of Natural Science are not satisfied with the existing systems of practice teaching programme.
- Most of the schools have library, laboratory and audiovisual equipment's. But student teachers are of opinion that the school authorities do not permit them to use the audiovisual aids during practice teaching period.
- Lack of time during practice teaching period is one of their major problems cited by student teachers. Majority of the student teachers suggested that the period of practice teaching must not be less than three months. It should be conducted in two times giving a gap of one month.
- The student teachers are of opinion that there should be a healthy relationship between the training college and schools selected for practice teaching.
- The overcrowded classrooms in schools are the major problem for student teachers. About 99% of student teachers are not satisfied with the activity method of teaching, they implemented in overcrowded classrooms. Activity method is not used in true sense is a major problem of student teachers and they are of the opinion that reduce the number of students in each division for practicing the teaching skills by student teachers effectively.

Suggestions for further research

The findings of the present study made the investigator to propose certain suggestions for further study in this field. The following being some of the suggestions in this context.

- The study can be replicated on different subjects other than psychomotor and their problem perceived during internship teaching practice
- The present study may be extended to the student teachers of other universities in Kerala and other states.
- The study can be repeated by correlating it with attitudes and intelligence of teacher trainees.
- A study can be conducted by correlating the teacher abilities with their problems of teaching.

Conclusion

The present investigation is meant to understand the problems of student teachers of natural science during their practice teaching period. The focus of the study has been mainly on educational aspect and not on diagnostic or medical aspects. It is hoped that the findings of the study would be useful in providing guidelines to academicians and administrators to recognize the existing programme of practice teaching. The present investigations bring to light various aspects of practice teaching programme of B.Ed. trainees both merits and shortcomings. In the light findings, the study has arrived at certain suggestions regarding the possible ways and means to reshape the existing system of practice teaching programme. This will be useful for curriculum reformers to get an insight into the teacher training programme

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