

A STUDY OF SATISFACTION LEVEL OF NOVICE TEACHERS ABOUT MANAGEMENT AND ADEQUACY OF INFRASTRUCTURAL RESOURCES IN SECONDARY SCHOOLS

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Abstract

To become a lifelong learner as a teacher, student teachers already have to learn how to direct their own learning during initial teacher education programmes. Different variables that operate in the teaching-learning process invariably affect the educational performance and achievement of students. One crucial variable that directly impacts the quality of learning acquisition among students is the adequacy or lack of school facilities that aid in the reinforcement of knowledge and skills. The purpose of this study was to establish a relationship between the school infrastructural resources and student performance, in relation to the field of Technology and Livelihood Education. Mixed methods design was used in this study where questionnaires were administered and rating scale were carried out with the novice teachers.



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Introduction: The condition and adequacy of school infrastructural facilities has a measurable effect on Teaching- learning process, student- achievement and teacher experience. The quality of school infrastructure has a significant effect on school attendance and drop-out rates. Poor facilities affect the health and productivity of teachers and make retention of teachers difficult.

Need and Importance of the study:

The condition and adequacy of school infrastructural facilities have a measurable effect on Teaching- learning process, student achievement and teacher experience. A classroom is a learning space, a room in which both children and adults learn. The classroom attempts to provide a space where learning can take place uninterrupted by outside distractions. Favorable ambience in school contributes to student attendance and teacher's Productivity. Poor facilities affect the health and productivity of teachers and make retention of teachers difficult. The quality of school infrastructure has a significant effect on school attendance and drop-out rates.

The impact of infrastructure on educational quality

The conditions of the schools directly impact the performance of the students. Research has found that schools that have classrooms with less external noise are positively associated with

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greater student engagement and achievement compared to schools with classrooms that have noisier environments. Thus, building schools that buffer external noise from classrooms can improve student outcomes. Investments to improve school infrastructure has effects on the educational quality at least in the following three dimensions:

- **Attendance and completion of academic Sessions.**
- **Teacher motivation**
- **Students and teachers safety and wellness.**
- **Learning and performance results**

Statement of the research study: A study of satisfaction level of Novice teachers about Management and Adequacy of Infrastructural resources in secondary schools

Functional definition of the keywords:

Novice teachers: Second year B.Ed. Student teachers deputed to 16 weeks internship

Satisfaction level: A positive feeling that you get when you receive something you wanted which facilitate you to do something you wanted to do

School Infrastructure: School buildings, classrooms, playgrounds and libraries are the most important aspect of school infrastructure.

Resources: A resource is a source or supply from which a benefit is produced

Procedure of the study: Novice teachers will be deputed to 16 weeks internship with adequate guidelines to conduct the internship under the supervision of teacher educators. Along with the internship they will be completing field based practicals of the compulsory courses. They get ample time to observe school infrastructure and related resources. Teacher educator prepared and distributed Rating scale for Evaluation of study of school infrastructure to student -teacher to collect the data

Statistical Analysis: To test reliability Cornbach's Coefficient Alpha value is measured using SPSS. A reliability is often measured through a statistic CORNBACH'S COEFFICIENT ALPHA; it measures the internal coherence of a scale that has been constructed from a group of items. The value of Cornbach's Alpha varies between 0 and 1 and the closer it is to 1, the stronger the internal coherence of the scale i.e. reliability. It is used to measure internal consistency reliability among a group of items combined to form a single scale.

Scope of Opportunities in syllabus to student- teachers to learn school management :

Savitribai Phule Pune University adopted yearly pattern for two years B.Ed. syllabus. For first year B. Ed students introduction to internship carries 2 credits while second year Internship has 8 credits with duration of 16 weeks and weightage of 200 marks. Purpose of this ample duration is to give opportunities to novice teachers to understand school management through knowing the school practices and school problems. For 16 weeks they will be exposed to school building and school premises.

Expectations from Novice teachers during the Internship programme.

It is expected that novice teachers should observe the infrastructural resources and they should know it's adequacy. It is expected that student teachers are exposed to a variety of approaches for teaching, observation of children in multiple socio-cultural environment and involve themselves in reflective thinking. It is also expected that student teachers engage themselves in CCE through planning of formative and summative evaluation. The activities should be planned in such a way so as to facilitate mentoring, supervising and assessing the student teachers mutually by the teacher educators and school teachers.

Guidelines given to student teachers to study infrastructural resources

- Student-teacher should observe School Building keeping its Establishment, Size, Shape, design, Colour, Classrooms, laboratory, lavatory ,garden , Play Ground and other add on facilities in mind and write about its adequacy and Availability for school staff, students in details with its positive and negative aspects critically.
- Student teacher should consider criteria while writing the report of school infrastructure.

Rating scale for Evaluation of study of school infrastructure by student -teacher to know adequacy of the resources

Guidelines for student teachers: Student-teacher should observe School Building keeping its Establishment, Size, Shape, design, Colour, Classrooms, laboratory, lavatory ,garden , Play Ground and other add on facilities in mind and write about its adequacy and Availability for school staff, students in details with its positive and negative aspects critically.

EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Introduction, Need and Importance, Objectives					
2	School Building & Play Ground : Establishment, Size, Shape, Area, design, Colour, safety wall.					
3	Information about other infrastructural facilities: Classrooms, laboratory, Library, lavatory, Garden.					
4	Availability of infrastructural facilities for school staff					
5	Availability of Basic and add on infrastructural facilities for students					
6	Availability of infrastructural facilities for curricular and co-curricular activities.					
7	Availability of infrastructural facilities related to health, Hygiene , Cleanliness, , Ventilation & light					
8	Maintenance and optimum use of all Basic and add on infrastructural facilities					
9	Preparedness for Disaster management					
10	Suggestions & Educational implication					
	Total mark - 50					

Satisfaction level questionnaire with 9 items was given to students to know their satisfaction level about Adequacy of infrastructural resources and reliability was also checked using SPSS.Cronbach Alpha .808
.808

Cronbach Alpha based on standardized items .798
.798

Observations:

Campus ,Library, Classroom resources are Adequate in most of the school.

Hostel and canteen facilities are available in few schools.

IT resources, Auditorium are moderately available in school.

The Canteen/messing facilities are lacking

Facilities for Indoor, meditation, cinematic are lacking in most of the school.

References:

Internship report book(2016) : Tilak College of Education, Pune

Manual for teacher educator: University of Pune- faculty of education -structure of the revised syllabus for the b. ed, programme 2014

SPPU Revised B.Ed. Syllabus