

ABSTRACT

In Jamaica the teacher education course for Primary teachers covers a period of three years. The course follows the pattern of a two year intramural course and one year of internship - in schools - under supervision. The internship period seems to be full of innumerable problems for many students who tend to find much difficulty in making the transition from theory learnt in college to the practical situation in the classroom. Their low level of satisfaction and morale as a result, seems to interfere with their teaching effectiveness and it is likely that for many, supervision does not make a difference. Others, however, find it less difficult to make this transition and seem to derive much benefit from supervision.

This investigation aimed at ascertaining:

- a. the difference - if any - in the level of satisfaction, the feeling of efficacy and the general morale interns have as a result of college preparation in programmes which follow two different patterns of supervision; and
- b. the probable relationships between the independent variables, college programme, age,

teaching experience, grade level, size of class and dependent variables, satisfaction and self-efficacy.

The investigation was carried out with sixty Primary interns from two teachers' colleges which followed two different patterns of supervision - dealt with as either integrated or non-integrated - in both urban and rural areas. The chief instrument used was a questionnaire divided into three sections aimed at soliciting -

- a. Background information e.g. age and experience.
- b. Students' level of satisfaction with intra-mural programmes.
- c. Students' perception of their own level of efficacy in the classroom.

The study reveals that:

The level of satisfaction of interns in the integrated programme is significantly higher than the satisfaction level of interns in the non-integrated programme.

Although the interns in the integrated programme have higher mean scores in Self-efficacy than those in the non-integrated programme, they are not significantly higher. This is probably due to the fact that the non-integrated programme has a higher percentage of older and more experi-

enced students and findings indicate that age and experience are related to efficacy. This therefore would have minimised the effect in the integrated programme.

The morale of interns in the integrated programme is significantly higher than the morale of interns in the non-integrated programme.

Careful examination of these findings seems to indicate that -

- (1) how students perceive their intramural programme in preparing them for the classroom will affect their level of efficacy; and
- (2) that the kind and quality of supervision students experience in their internship period will also affect their level of efficacy.

Three recommendations are:

1. Teachers' colleges should re-examine their training programme with the aim of providing meaningful linkages between theory and practice.
2. There is need for preparation and training of supervisors for the supervisory role.
3. Attention to be given to examining the integrated programme practised in one college with the hope of adapting it.