

# EVALUATING THE EFFECTIVENESS OF INTERNSHIP COMPONENT OF A TEACHER EDUCATION PROGRAM

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**Abstract:** *Internship program in Teacher Education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession. Many pre-service teacher education programs in recent years have increased the amount of time student-teachers spend in field placements by adding an internship component. An internship is typically longer than a practice teaching session and is designed as a bridge between being a student-teacher and having full teaching responsibilities. Research approach for this study was both quantitative and qualitative. Population consisted of all student-teachers of B.Ed. at Faculty of Education and Headmasters of cooperative schools where students go for internship program. The 50 student-teachers and 06 principals of collaborative schools were selected as sample. Data was collected through three-point likert scale and in-depth interviews. The findings show that student-teachers view internship program as a real opportunity to refine and improve their teaching skills in actual school setting. The results of the interviews with the headmaster's reveal that internship program is of crucial importance and it has positive impact on the performance of student-teachers.*

**Key Words:** *Internship program, Teacher- education, Student-teacher.*

## 1. INTRODUCTION:

An internship is a period of work experience offered by an organization for a limited period of time. The Internship is typically undertaken by students and graduates looking to gain relevant skills and experience in a particular field. Employers benefit from these placements because they often recruit employees from their best interns, who have known capabilities, thus saving time and money in the long run. The benefit of bringing an intern into full-time employment is that they are already familiar with the company, their position, and they typically need little or no training. Internships provide current college students the ability to participate in a field of their choice to receive hands on learning about a particular future career, preparing them for full-time work following graduation. Internship is the most important part of any teacher education program. It gives pupil-teachers hands- on experience to be acquainted with total school practice including teaching, evaluation, administration, clerical works, community involvement, handling student issues, student support services and the like.

- **Definition:** An internship is an opportunity to integrate career related experience into an undergraduate education by participating in planned, supervised work.

According to Dictionary.com: An internship is defined as “Any official or formal program to provide practical-experience for beginners in an occupation or profession.”

## 2. REVIEW OF LITERATURE:

- **Mr. Gautam (2017)** His study concludes that majority of the students are satisfied from the intern opportunity and hence they wish to join hotel industry. The study has observed low but positive and significant relationship with satisfaction and intention of changing attitude. The study has also explored the fact that there no gender influence in satisfaction level of the intern students but male students are more prone to change on behavioral intention. Students are positive regarding their career choice but are found of developing negative attitude towards college management as well as in-college activities.
- **Ivana, Diana. (2019).** The study analyzes the internships of students within an international study program (German line of study) in order to determine what factors account for the most valuable internship experience. Based on the elements of the experiential education approach, the results reveal some characteristics that contribute to a higher level of perceived internship effectiveness in accordance with the employment status and gender.

**3. OBJECTIVES OF THE STUDY:**

This study is specifically designed to:

- Evaluate the effectiveness of internship program in teacher education.
- Identify the problems and challenges that emerged during the internship program in teacher education.

**4. RESEARCH QUESTIONS:**

- **Q.1.** What is the contribution that internship program can make in improving teaching skills and practices of prospective teachers?
- **Q.2.** How do student-teachers and their concerned supervisors perceive internship program?

**5. RESEARCH DESIGN:**

This study has been designed in both quantitative and qualitative paradigm. This research study is descriptive survey type in nature. The descriptive survey is selected because the primary purpose of this study is to determine the nature, effectiveness and weaknesses of internship program offered to student- teachers at Faculty of Education. After intensive review of related literature, two research tools were designed for collecting the data.

**Tool # 1:** Three point likert scale with agree (A), disagree (DA), and undecided (UD) options was developed. The scale has four sections with 22 items in all. Through the tool data was collected from the students of B.Ed. program. The sample population from which data collected was comprised of 25 students (25 students per year) of the year 2017 and 2020. All participants were asked to pointed out the problems and to make recommendations and modifications for improvement of Internship program by marking (A), (DA) and (UD) on Likert scale.

**Tool# 2:** Within the context of qualitative paradigm an interview schedule was developed having 06 open ended questions, and it was administered to the headmasters of collaborative schools (05 schools) of Faculty of Education, Nutana college of education, Davangere.

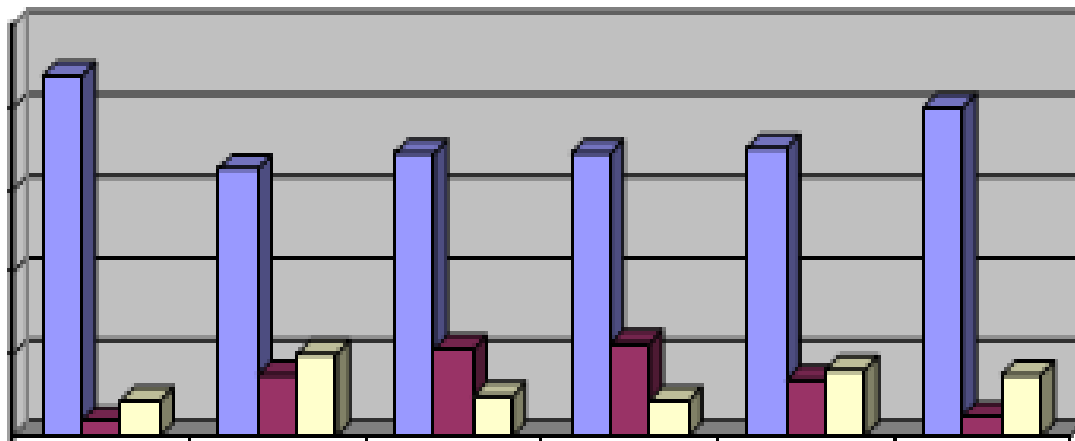
Both tools were properly tested in order to confirm their validity and reliability. The data collected through questionnaire was analysed by using descriptive statistical procedure. The results are given in graphic form. The interview is analysed qualitatively. Drawing on a qualitative ethnographic method, the researcher analysed descriptive information and used categorical aggregation to find emerging themes and develop interpretations (Creswell, 1998).

**6. ANALYSIS OF THE DATA:**

**TABLE #01: Showing the views about “Effectiveness and Usefulness of Internship Program”**

Sl.No	The internship was effective and useful because it provided you an opportunity to	Agree n= 50	%	Disagree n= 50	%	Undecided n = 50	%
01	develop a true understanding of the complex nature of teaching process	40	88%	03	4%	07	9%
02	Integrate theory with practice.	22	65%	12	15%	16	20%
03	Plan and deliver lessons in various disciplines.	25	65%	17	21%	08	10%
04	Reflect critically on your teaching style and practice.	25	50%	18	23%	07	09%
05	Refine and improve your teaching methodology and techniques.	26	50%	11	14%	13	16%
06	Understand the role and responsibility of a teacher.	35	80%	04	5%	12	15%

A = Agree B = Disagree C = Undecided

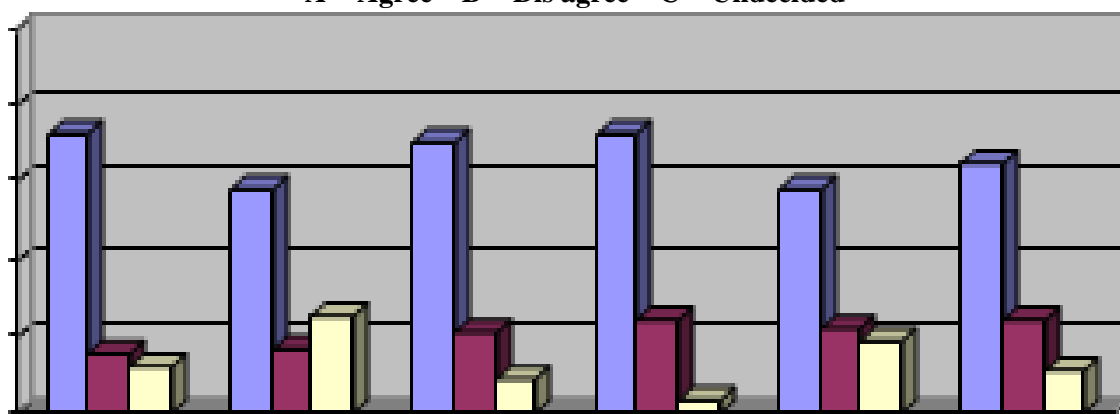


As indicated in table # 01, that 88% participants agreed that internship program, develop a true understanding of the complex nature of teaching process, 65% were opined that this program integrate theory with practice. Moreover 69% stated that this program was effective and useful because it provided an opportunity to plan, deliver lessons in various disciplines and gave opportunity to critically analyze different teaching styles. 70% teacher-students agreed that through this program their teaching styles, methodologies and techniques were refined and improved, but 14% disagreed with this statement. 80% participants agreed that internship program gave them an opportunity to understand the role and responsibility of teacher very clearly.

**TABLE # 02: Showing views about “Internship Program that Improved Teaching Skills by Enhancing Different Abilities of Students”**

Sr.	Internship program improved your teaching skills by enhancing your ability in	Agree n = 50	%	Disagree n = 80	%	Undecided n = 80	%
1.	Interacting and working with students.	38	73	12	15	10	13
2.	Designing and implementing lessons.	37	59	13	16	20	25
3.	Time management.	56	70	17	21	18	9
4.	Classroom management.	58	73	19	24	03	4
5.	Peer observation.	37	59	18	23	15	19
6.	Designing teaching aids and material.	38	65	19	24	09	11

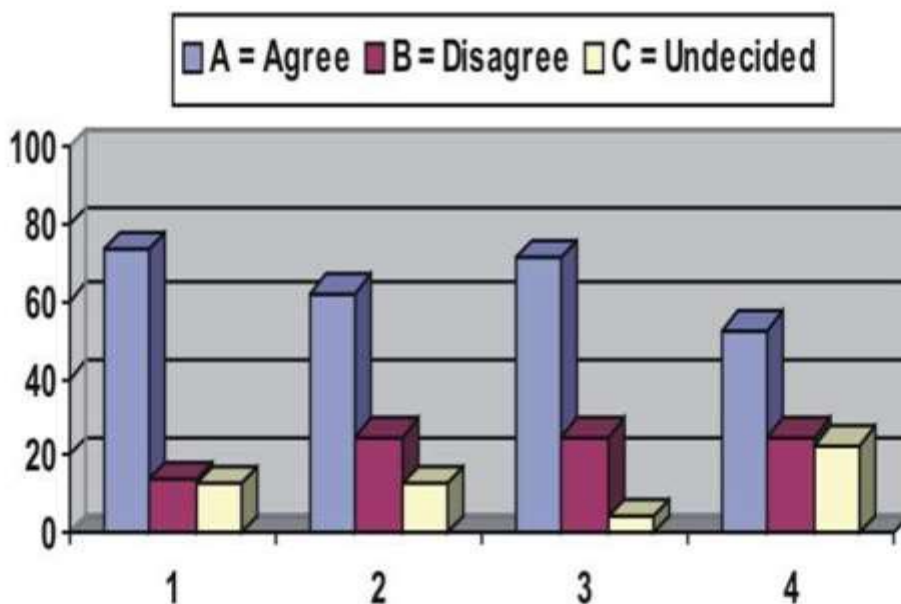
A = Agree B = Dis agree C = Undecided



**Table # 02** shows that 73% student-teachers agreed that this program improved their teaching skills by enhancing their ability in interacting and working with students. 15% were disagreed with the statement. However, 59% stated that internship program enhanced their ability in designing and implementing lessons and peer observation. 70% and 73% respectively were of the opinion that after completing this program their ability of time and classroom management were enhanced. 65% respondents said that this program improved their ability to design and use A.V aids in a more effective and better way.

**TABLE # 03: Showing the views about “The Role Played by Concerned of Faculty of Education, Nutana college of education, Davangere, to make Internship Program Useful for Internees”**

Sl.No	Your concerned department played a key role to make internship useful for you by:	Agree n = 80	%	Disagree n = 80	%	Undecided n = 80	%
1.	Providing you required help and support.	39	74	11	14	10	13
2.	Planning, organizing and managing internship program.	25	63	20	25	10	13
3.	Providing you clear guidance about your supervisors and school of internship.	37	71	20	25	13	4
4.	Maintaining close communication and link between students and concerned school supervisors.	42	53	20	25	18	23



**Table # 03** indicated that 74% respondents agreed with the statement that their concerned departments played a key role to make internship useful for us by providing required help and support. However, 14 % were disagreed with this statement. 63% participants agreed that the concerned department make this program useful by planning, organizing and managing it properly. However, 25% student-teachers said that their concerned departments do not provide them clear guidance about school supervisors and school environment. They also pointed out that the department does not maintain close communication and link between students and concerned school supervisors.

## 7. RESEARCH OUT COMES:

### Following are the outcomes of the study:

- The headmasters and student-teachers show positive attitude towards internship program. Majority of participants (87%) agreed that internship program was effective and useful for them.
- Most of the participants (68%) agreed that this program provide them with opportunity to plan and deliver lessons. However, they also believed that this program fails to enable them to critically reflect and analyze their lessons and teaching practices.
- The study finds that the duration of the internship program is not sufficient.
- The supervisors observed the lessons of the student teachers on regular basis during internship program. However, they did not demonstrate model lessons so that the student teachers can observe best teaching practices of the experienced teachers.
- There is no unified strategy to implement internship program. As a result, various departments of Faculty of Education are dealing with internship program haphazardly. Although some departments run internship program very effectively, their best practices are not shared with other departments due to lack of communication and coordination gap.
- Student –teachers are not provided sufficient guidelines regarding peer observation. Consequently, they fail to benefit from the valuable opportunity to learn from the best practices of their colleagues.
- The staffs of collaborative schools and student-teachers are not required by their concerned university departments to maintain proper record of internship activities.
- There is lack of communication between the concerned university departments and the collaborative schools before and during internship program. There are no arrangements for regular visits in the collaborative schools by the teacher educators and chairpersons of the various departments of faculty of education.
- Student teachers are required to develop teaching material. However, they are not fully guided and trained to use such material effectively to make their lessons interesting and meaningful for learners.
- Student- teachers are mostly confined to the use of lecture method and other similar teacher-centered pedagogy during internship program.
- Student-teachers are provided with constructive feedback after delivering the lesson in real classroom situation, but they are not given chance to discuss their lesson plans with their supervisors before delivering the lessons.
- The focus of internship activities is found to be on improving teaching practice of the prospective teachers. However, various other school activities such as construction of class-room tests, conducting examination, and keeping school records are less emphasized.

## 8. CONCLUSION:

The analyses and interpretation of data and research outcomes clearly indicate that internship program is an effective way to give training to the student-teachers about real world of work. It give them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles and improved them in the light of feedback given by supervisors. Through this program they understand the role and responsibilities of professional teachers. Internship program also give them opportunity to understand different aspects of school program and improve their skills and abilities in teaching profession. An effective and improved internship program is required in developing student-teachers personalities as true professionals in field of education.

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