



Impact of Internship on Teaching Competence Among B.Ed. Pupil-Teachers

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Abstract:

Internship is of utmost importance in enhancing competencies, in this case teaching competency. It provides pupil-teachers with hands-on classroom experience, allowing them to apply their theoretical knowledge in real educational settings. Through internship, pupil-teachers gain practical skills such as lesson planning, instructional strategies, and classroom management, which are essential for effective teaching. Internship also offers opportunities for mentoring and guidance from experienced educators and fostering professional growth. Furthermore, internships expose pupil-teachers to diverse learning environments, helping them develop socio-cultural competence and the ability to address the unique needs of students. Overall, internship plays a vital role in shaping effective pupil-teachers by providing practical experiences, mentorship, and exposure to real-world teaching challenges. The aim of this research was to study the impact of internship on the Teaching competencies. A total number of 69 B.Ed. pupil-teachers were selected for the study. Pre-test and post-test design was used for the research. Teachers' competence scale by Passi and Lalitha (2009) was used to measure teacher competence. Purposive sampling method was used for the sample selection. The obtained data were analyzed by applying t test. The result of the study revealed that internship positively affects teacher's competence. Furthermore, the study deals with suggestions to enhance internship effectiveness.

Keywords: *Internship, Teacher competence, Self-Efficacy*

1. Introduction

Teaching competency can be better understood by the following definitions. Halls & Jones (1976) defines competencies as - composite skills, behaviour or knowledge that can be demonstrated by the learner and desired from explicit conceptualization of the desired outcomes of learning competencies are states so as to make possible the assessment of student learning through direct observation of student behaviour. Walker (1992) defines the competence as, the attributes (knowledge, skills and attitudes) which enable an individual or group to perform a role or set of tasks to an appropriate level or grade of quality or achievement (i.e. an appropriate standard) and thus make the individual or group competent in that role.

Venkataiah (2000) defined teaching competency as a knowledge or professional expertise that helps a teacher to possess and the possession of which is believed to be relevant to the successful practice of teaching. According to Passi and Lalitha (1994), teaching competency is an effective performance of all observable teacher behaviour that brings about desired pupil outcomes. There are various factors that affect the competency of teachers. These factors range from home to the educational institutions where the teachers have pursued education formally and informally. Home atmosphere and the societal structure will also affect development of their teaching competency. Briefly to say, competency of the teachers varies from person to person based on the physical world where he/she lives and the psychological elements derived out of that world. It is the responsibility of the teachers to become competent in their

field because the students and society are expecting a lot from their part. To be competent, it is not only a professional requirement but also a moral duty.

B.K. Passi described a list of Teaching Skills in his book entitled “Becoming Better Teacher; Micro-teaching Approach” such as Writing instructional objectives, introducing a lesson, Fluency in questioning, probing questioning, Explaining, illustrating with examples, Stimulus variation, Communication with verbal and non-verbal cues, Reinforcement skill, Increasing participation of the learners, Using chalk board, Rapport building and Recognizing attending behavior.

Core teaching competencies can be identified as: Introducing a lesson, Probing Questions, Explaining, Illustrating with Examples, Stimulus Variation, Reinforcement, Classroom Management, Using Blackboard.

Internship plays a crucial role in the professional development of B.Ed. pupil-teachers by providing them with practical experiences, exposure to real classroom settings, and opportunities to apply theoretical knowledge in a hands-on environment. Through internship, B.Ed. pupil-teachers gain valuable insights into teaching methodologies, classroom management techniques, and student engagement strategies. Moreover, internships help students build confidence, develop critical skills such as communication, problem-solving and working in group, and establish connections within the education sector. By engaging in internship, B.Ed. pupil-teachers can enhance their teaching capabilities, gain a deeper understanding of the real working of the school system, and prepare themselves for a successful career in the field of education.

2. The Background

There have been some previous studies on teaching competencies and internship. These studies have helped the researcher in giving a definite direction to move on with. Some of the researches are mentioned below.

Abdul, R. H., et.al (2010) in their study among Malaysian School Teachers’ found a significant relationship between gender, teaching experience, and specialization with their competency. Furthermore, the result revealed that academic qualifications have no significant influence on their teaching skills. Belagali (2011) found that (i) Female instructors show a higher attitude towards the teaching profession than male teachers. (ii) Urban teachers have a more positive attitude towards the teaching profession than rural teachers. (iii) When compared to rural teachers, urban teachers show a more positive attitude towards the academic, social, and psychological aspects of the teaching profession. Kulkarni, (2011) studied the Relationship between teaching competency and attitude towards teaching of B. Ed. trained teachers working in upgrading primary schools. The findings of the study showed a positive significant correlation between teaching competency and attitude towards teaching of B. Ed. trained teachers working at upgrading primary schools. Sharbain, et al. (2012) conducted research to study the level of competence and attitude towards teaching of Pre-service Teachers in teaching profession. The findings of the study revealed that the teachers’ competency level was highly and significantly correlated with the attitudes of teachers’ before and after training. Himabindu (2012) in her study found that teaching Competency is not affected by Locality, Qualification, Age, and type of Institution but significantly affected by teaching Experience, Marital Status and Type of Institution working with. Pachaiyappan and Raj (2014) found a significant difference in teacher effectiveness among the school teachers with respect to ethnicity, and stream namely arts and science, along with other demographical variables like type of school (secondary and higher secondary level), teaching experience and type of school management. Ganaie, et.al (2014) conducted a comparative study to compare the teaching competency of secondary school teachers in district Srinagar. The finding of the study revealed that male secondary school teachers showed better teaching competency compared to female secondary school teachers. Further, the result also revealed a positive and significant relationship between teaching competency and internship. Chauhan, et. al (2014) conducted research to study the teaching competency

among teachers teaching at secondary school in Ghaziabad district. Finding of the study revealed that both genders namely male and female teachers differ significantly on their teaching competency and female teachers are exhibiting higher competencies than their male teachers. Further, the result revealed that teachers from rural area scored high on their teaching competency as compared to the teachers of urban area. But this difference is not significant. Gokalp, (2015) conducted a research to study classroom teaching competencies of pre-service Elementary Mathematics teachers. The result showed a significant and positive relationship between the all dimensions of pre-service teachers' teaching competencies. Furthermore, a significant difference in the competency scores in the terms of different grade levels was found.

Thus, it can be seen that there are many factors which influence and affect teaching competencies, one of them is internship programme. This research tried to find the effectiveness of Internship on teaching competency of B.Ed. pupil-teachers.

3. Objective

The objective the present research is to see the impact of internship on teaching competency.

4. Hypothesis

H₀₁: There would be not significant impact of internship on teaching competency.

5. Sample

A total number of 69 final year students of B.Ed. were selected as sample for the present study. All of them were female. Their age range was between 27 years to 37 years. All of them were pursuing two-year regular B.Ed. programme. Purposive sampling technique was used for the sample selection.

6. Tool used

Teaching competence scale constructed and standardized by Passi and Lalitha (2009) was used for the data collection. This scale measures five dimensions of teaching competence namely planning (pre-instructional), presentation (instructional), closing, evaluation, and managerial. This scale contains 45 items and all of them are positive. Each item has five response categories namely strongly agree, agree, undecided, disagree and strongly disagree on the scale of 1-5. Thus, the maximum score in this scale would not exceed 225 and lowest score would be 45. The alpha coefficient of this scale is .93.

7. Research design

For the present research pre-test post-test design was applied.

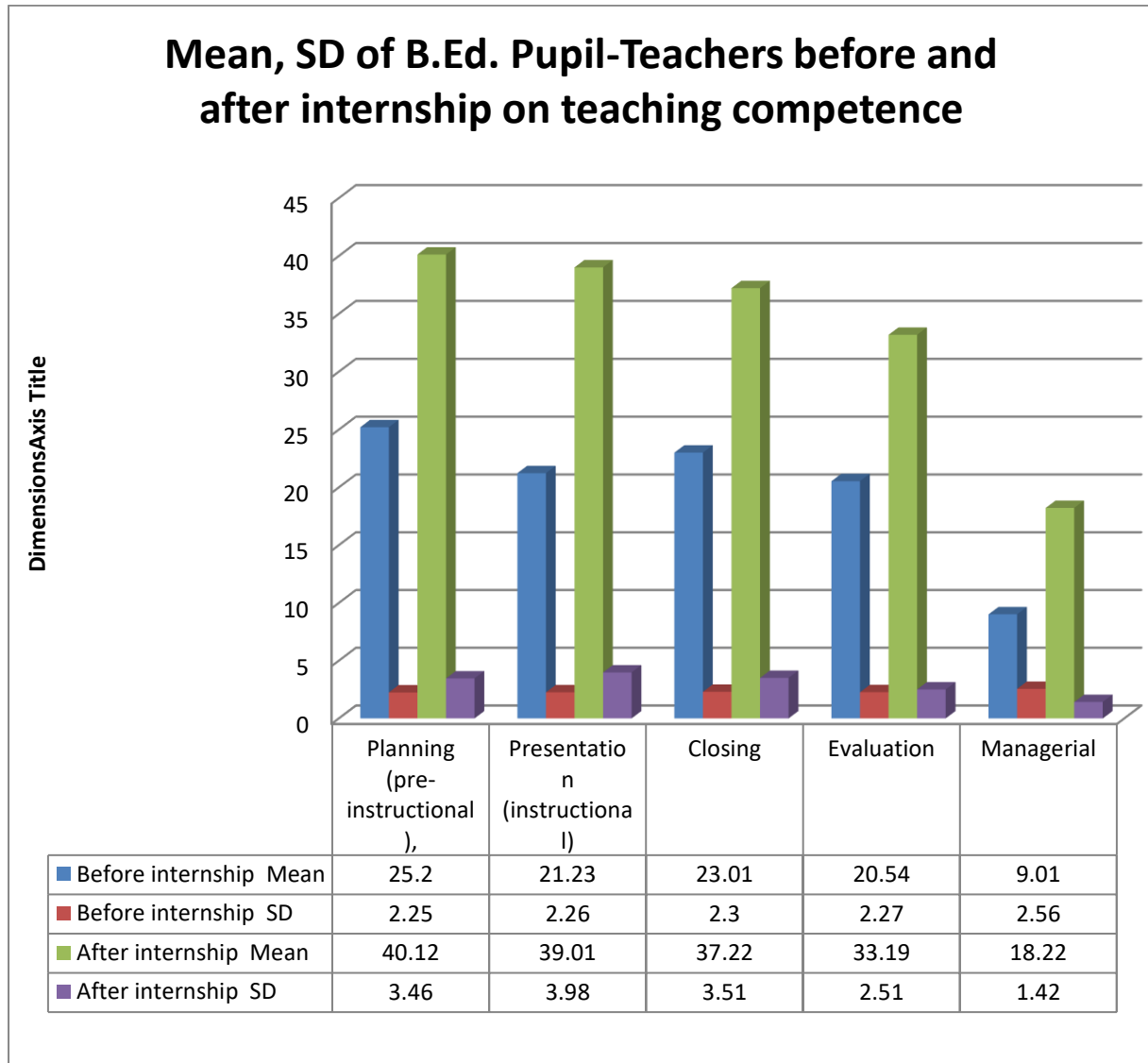
8. Result and discussion

Table 1: Presenting the Mean, SD, and t value of B. Ed. students on their teaching competence before and after internship (N=69).

Dimensions	Before Internship		After Internship		SED	t-value
	Mean	SD	Mean	SD		
Planning (pre-instructional)	25.20	2.25	40.12	2.46	0.40	37.17**
Presentation (instructional)	21.23	2.26	39.01	2.98	0.45	39.48**
Closing	23.01	2.30	37.22	2.05	0.37	38.31**
Evaluation	20.54	2.27	33.19	2.21	0.381	33.16**
Managerial	9.01	2.56	18.22	1.42	0.352	26.13*
Total	135.25	45.22	181.01	67.12	9.74	4.69**

** Significant at .01 level and * significant at .05 level

Graph 1: Presenting the Mean, SD, of B. Ed. students on their teaching competence before and after internship (N=69).



9. Results and discussion

The above table presents the mean, SD, SED and t value of all the dimensions of teacher competence namely planning, presentation, closing, evaluation and managerial and sum of overall competence before internship and after internship training. It is clear from the table that B.Ed. pupil-teachers on the planning dimension of teacher competence mean score and SD before internship is 25.20, 2.25 and after the internship the mean is 40.12 and SD is 2.46. The t value 37.17 clearly shows that both the mean significantly differs at .01 level of significance. On the presentation dimension B.Ed. pupil-teachers before internship training scored Mean is 21.23 and SD is 2.26 and after the internship, they scored Mean and SD respectively 39.01 and 2.98. The t value 39.48 signifies that both mean scores differ significantly differs at .01 level. Further, the table presents the mean and SD scores of B.Ed. pupil-teachers of before and after internship on closing dimension of competence. The scores are respectively 23.01, 2.30 and 37.22 and 2.05. The t 38.31 value clearly show that both means differ significantly at .01 level of significance. On the evaluation dimension before and after internship training the mean and SD score of B.Ed. pupil-teachers obtained before internship mean is 20.54 and SD is 2.27. After the internship the mean is 33.19 and SD is 2.21. t value 33.16 clearly shows that both means differ significantly at .01 level. Before internship the mean score on managerial dimension is 9.01 and SD is 2.56. After internship the mean and SD score are 18.22 and 1.42. t value 26.13 shows that both means differ significantly at .01

level. Further, the table shows the mean of overall competence before and after the internship of B.Ed. pupil-teachers. It is clear that before the internship the mean and SD on teaching competence is 135.25 and 45.22 respectively. After the internship they scored Mean and SD on the overall competence respectively 181.01 and 67.12. The t value 4.69 clearly shows that both, group means differ significantly at .01 level. It can be attributed to the internship training given to the B.Ed. pupil-teachers. This internship helped them to develop competence to optimum and use in their class rooms. Thus, the Null hypothesis H01: "There would be not significant impact of internship on teaching competency" stands rejected.

10. Conclusion

It is concluded from the above results that there is a significant impact of internship training on teacher competence because before the internship training the mean scores of B.Ed. pupil-teachers is low and after the training they all scored high on their competence. Thus, it can be said that Internship enhances and affects teaching competence significantly.

11. Suggestions

To make a B.Ed. internship program effective, several key factors should be considered. First, establish clear goals and expectations for both the interns and supervising teachers. This will ensure that everyone understands the purpose and objectives of the internship programme. Second, provide a well-planned curriculum with meaningful activities that allow interns to actively engage in the teaching process. This can include lesson observations, co-teaching opportunities, curriculum development, and reflection sessions. Third, assign experienced mentors to guide and support the interns throughout their internship. These mentors should provide regular feedback, offer guidance, and help interns reflect on their teaching practices. Fourth, incorporate opportunities for professional development, such as attending workshops or conferences, to help interns expand their knowledge and skill and stay updated with current educational trends. Fifth, encourage collaboration and networking among interns, teachers, and professionals in the field to foster the exchange of ideas and promote peer learning. Lastly, ensure continuous support and follow-up even after the internship program is completed, providing additional resources, job opportunities, or mentorship for the interns' early teaching years. By addressing these factors, a teacher's internship programme can create a supportive and enriching environment for interns, enhancing their skills and effectiveness as future educators.

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