



# Effectiveness of Internship Programme in Secondary Teacher Education Course of Tumkur University perceived by Teacher Educators

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**Abstract:** The aim of this investigation is to know the effectiveness of Internship Programme in Secondary Teacher Education Course of Tumkur University evaluated by teacher educators in relation to gender and type of college management. Descriptive survey method with quantitative approach was followed by the researcher. The sample for the present study consists of 80 teacher educators serving in B.Ed. Colleges affiliated to Tumkur University, Tumkur, Karnataka. Effectiveness Scale of Internship Programme in Teacher Education Course evaluated by Teacher Educators developed by the researcher (2021) was used to measure the effectiveness of internship programme in teacher education course. The collected data was analyzed and utilizing independent 't' test and the level of significance was fixed at 0.05 confidence level. The statistical outputs taken with the help of SPSS Package and MS Excel application to get results. The statistical results concluded that there was a significant difference in the effectiveness of Internship Programme evaluated by male and female teacher educators. The male teacher educators had more satisfied with effectiveness of internship programme when compared with female teacher educators. This may be due to male and female teacher educators have different expectations when it comes to evaluating the effectiveness of internship programs. Male educators may be more inclined to value technical competence or subject expertise, while female educators may prioritize qualities like empathy and communication skills. The result confirmed that there exists significant difference in the Effectiveness of Internship Programme of teacher educators evaluated by teacher educators serving in private aided and private unaided B.Ed. colleges. The teachers serving in unaided colleges had more satisfied with effectiveness of internship programme than teachers working in aided colleges. This may be due to work culture and environment of private unaided colleges may be more supportive of internship programs compared to private aided colleges. This could create a more positive and productive atmosphere for interns and teacher educators, which could lead to better outcomes and evaluations.

**Index Terms** – Effectiveness, Internship Programme, Secondary, Teacher Education, Educators.

## I. INTRODUCTION

The importance of teacher internship programmes cannot be overemphasized, as they play a critical role in preparing future educators for the challenges of the profession. Internship programmes provide student teachers with practical opportunities to develop true understanding of the teaching profession and future prospects of working conditions in that profession. Through internship programmes, student teachers are able to gain firsthand experience in the classroom, work with experienced teachers, and learn effective teaching strategies and techniques. In addition to providing practical experience, internship programmes also help student teachers to bridge the gap between theory and practice. Student teachers are able to apply the theoretical knowledge gained in their courses to real-world teaching situations, and they are able to reflect on their experiences to refine their teaching skills and develop their own teaching philosophy.

Furthermore, internship programmes provide opportunities for student teachers to develop their professionalism and to understand the importance of lifelong learning. By working with experienced teachers, student teachers are able to develop a sense of responsibility and commitment to their profession. They are also able to learn about professional ethics, teamwork, and collaboration, which are essential for success in the teaching profession. The importance of teacher internship programmes cannot be overemphasized, as they provide student teachers with practical experience, help them to bridge the gap between theory and practice, and develop their professionalism. These programmes play a critical role in preparing future educators for the challenges of the profession, and they are essential for building a strong foundation for education in our society.

### 1.1 Internship Programme in Teacher Education

Teacher education is a process of preparing future teachers for work in elementary and secondary schools, which includes preschool, kindergarten, elementary, and secondary institutions for children from the age of two or three to eighteen. The internship programme in teacher education is of great significance as it provides prospective teachers with practical opportunities to develop a true understanding of the teaching profession and the future prospects of working conditions in that profession. Additionally, the internship programme allows student-teachers to gain experience working in real classroom situations under the guidance and supervision of experienced teachers. It ensures that student-teachers are equipped with the necessary teaching skills and knowledge, as well as enhancing their interpersonal interactions with students, teachers, and parents required in teaching (Purushotham, 2019). The effectiveness, problems, and prospects of the internship programme in teacher education have also been discussed in research studies (Parveen and Mirza, 2012).

The following study given below: Walia (1992), Mishra (1992), Dana (1998), Beggs, Ross and Goodwin (2008), all have suggested about the need of Internship programme. Salha (2012) finds that student-teachers view internship programme as a real opportunity to refine and improve their teaching skills in actual school setting. An internship programme is an opportunity for students or recent graduates to gain practical experience and learn the ins and outs of a given industry. According to Aplus Topper, an internship is an entry-level position or expert learning experience that offers significant, down-to-earth business related to a student's field of study or professional premium. An internship programme is designed to provide students with an opportunity to acquire new skills, develop industry-specific knowledge, and network with professionals in the field.

Internship programmes in teacher education are essential for ensuring the professional preparation of prospective teachers. They provide trainee teachers with practical opportunities to develop a true understanding of the teaching profession and future prospects of working conditions in that profession. The success of internship programmes is dependent on factors such as the assessment procedures, the responsibilities of academicians and others involved, and the number of students under their supervision (Epko, 2019). A professionally trained teacher who clearly understands what should be done to bring about the most desirable learning in the pupil and is highly proficient in the skills necessary to carry out these tasks is essential (Rai, 2018). Strategies for quality improvement in the internship programme must be adopted to ensure the success of the programme and the creation of successful and effective teachers (Jogan, 2019).

### 1.2 Effectiveness of Internship Programme on developing Teaching Competence Skills

Internship programmes can be effective in improving teaching competence skills by providing hands-on experience and opportunities for reflection and feedback. Through internships, aspiring teachers can observe and learn from experienced educators, practice instructional strategies, develop classroom management skills, and build relationships with students and families. Internships can also provide exposure to diverse student populations and help interns develop cultural competency and sensitivity. However, the effectiveness of an internship programme may depend on factors such as the quality of supervision and mentoring, the nature of the internship tasks and responsibilities, and the alignment of the programme with the intern's learning goals and career aspirations.

### 1.3 Need and Importance of the Study

Teacher educators play a crucial role in implementing an effective internship programme. They are responsible for designing and coordinating the programme, selecting appropriate internship placements, providing ongoing supervision and support to interns, and evaluating the effectiveness of the programme. To implement an effective internship programme, teacher educators should ensure that the programme is well-designed, with clear learning objectives and appropriate assessments. They should also work closely with school administrators and mentor teachers to identify appropriate internship placements, and to ensure that interns are given meaningful and challenging assignments.

Teacher educators should also provide ongoing support to interns, including regular supervision and feedback, and opportunities for reflection and professional development. This may include providing workshops and seminars on relevant topics, such as classroom management or cultural competency. Finally, teacher educators should evaluate the effectiveness of the internship programme, in terms of both the learning outcomes for interns and the impact of the programme on the schools and students where interns are placed. This may involve collecting and analyzing data on intern performance and feedback from mentors and school administrators. Based on this evaluation, teacher educators can make adjustments and improvements to the programme to ensure its ongoing effectiveness.

Previous studies highlight the significance of teacher education and internship programme and its effectiveness. Swain and Mishra (2022) has studied to know perception of teacher educators towards the ongoing 2-Year B.Ed. Programme in Odisha and result confirmed that the teacher educators favoured the enhancement of the duration of the B.Ed. programme from 1 year to 2 years and suggests that the NCTE decision in this regard is justified. It was found that the teacher educators are in favour of the implementation

of 2-year B.Ed. programme in Odisha. Sharma (2022) has compared the student teachers and teacher educators perception towards Internship and Evaluation Process in B.Ed Programme and the teacher educators expressed favourable opinion on different areas of internship such as collaborative learning resources support provided for practice teaching, projects and assignments etc. Acharya and Kumar (2021) have determined school internship programme of prospective teacher educators of Odisha and confirmed that there was a dire need to well-organise the internship programme with a proper coordination to improve the quality of teacher education programme. Das and Chowdhury (2019) studied to present internship prevailing in West Bengal State University from the year 2015. This study focuses on the overview of practice teaching, its problem, issues and challenges and focused on the significance of concerns, activities and context. In spite of some problems, in many cases, the two-year course plays an important role for students and the next generation of pre-service teachers. In the course of two years, it is important to make this special section, i.e., the importance of third semester and planning. This part can be acquired and refined according to the requirement. Nagarathna (2018) has studied the Intended and implemented curriculum of internship at secondary teacher education in Karnataka and study concluded that the efficiency of the teacher and teaching effectiveness depends on the effective Teacher Education programme. Internship being very important component of Teacher Education needs to be implemented as per the requirement of NCFTE 2009/10. Chavan and Khandagale (2017) made an attempt to analyze the M.Ed. internship programme perceived by student teacher educators and the M.Ed. student teacher educators responded that they had actively participated in all activities of the M.Ed. internship programme and they got enriched with various experiences during the internship. The challenges perceived by the most of the student-teacher educators was 'classroom management', 'insufficient time for innovative teaching technique', 'long distance from Teacher Education Institution to practicing school'. From the above studies it was proved that there is no studies were conducted on internship programme effectiveness of Tumkur University.

#### 1.4 Statement of the Problem

The topic identified by the researcher is as follows:

#### “Effectiveness of Internship Programme in Secondary Teacher Education Course of Tumkur University perceived by Teacher Educators”

The aim of this investigation is to know the effectiveness of Internship Programme in Secondary Teacher Education Course of Tumkur University perceived by teacher educators in relation to gender and type of college management.

#### 1.5 Objectives

1. To know the effectiveness of Internship Programme in Secondary Teacher Education Course of Tumkur University evaluated by male and female teacher educators.
2. To examine the effectiveness of Internship Programme in Secondary Teacher Education Course of Tumkur University evaluated by teacher educators serving in aided and unaided B.Ed. Colleges.

#### 1.6 Hypotheses

1. There is no significant difference in Effectiveness of Internship Programme evaluated by male and female teacher educators.
2. There is no significant difference in Effectiveness of Internship Programme evaluated by teacher educators serving in aided and unaided B.Ed. colleges.

## 2. METHODOLOGY

The aim of this investigation is to know the effectiveness of Internship Programme in Secondary Teacher Education Course of Tumkur University evaluated by teacher educators in relation to gender and type of college management. Descriptive survey method with quantitative approach was followed by the researcher. The sample for the present study consists of 80 teacher educators serving in B.Ed. Colleges affiliated to Tumkur University, Tumkur, Karnataka. Effectiveness Scale of Internship Programme in Teacher Education Course evaluated by Teacher Educators developed by the researcher (2021) was used to measure the effectiveness of internship programme in teacher education course. The collected data was analyzed and utilizing independent 't' test and the level of significance was fixed at 0.05 confidence level. The statistical outputs taken with the help of SPSS Package and MS Excel application.

## 3. DATA ANALYSIS AND RESULTS

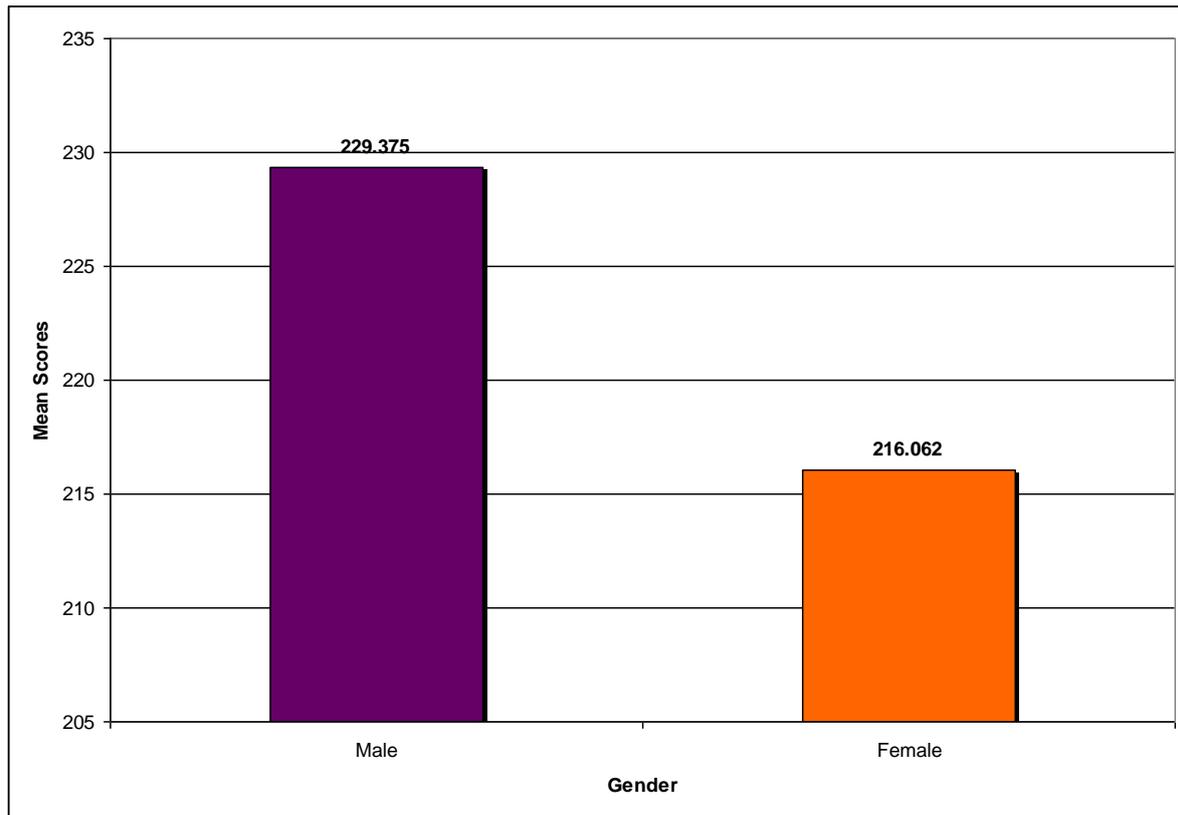
**Table-1:** Shows independent 't' analysis results related to difference between male and female teacher educators about Effectiveness of Internship Programme in Secondary Teacher Education Course of Tumkur University.

Variable	Gender	N	Mean	Standard Deviation	't' value	Sig. Level
Effectiveness of Internship Programme	Male	48	229.375	18.984	2.46	*
	Female	32	216.062	26.412		

\*Significant at 0.05 level (N=80; df=78, Table Value: 1.99)

The above table-1 shows gender wise comparison of Effectiveness of Internship Programme evaluated by male and female teacher educators. The obtained 't' value 2.46 is greater than the table value of 1.99 (df=78) at 0.05 level of significance and it is significant at 0.05 level of significance. Hence, the stated null hypothesis-1 is rejected and an alternate hypothesis has been formulated

that, “there is a significant difference in Effectiveness of Internship Programme evaluated by male and female teacher educators.” This indicates that male teacher educators (M=229.375) had more satisfied with internship programme effectiveness when compared to female teacher educators (M=216.062).



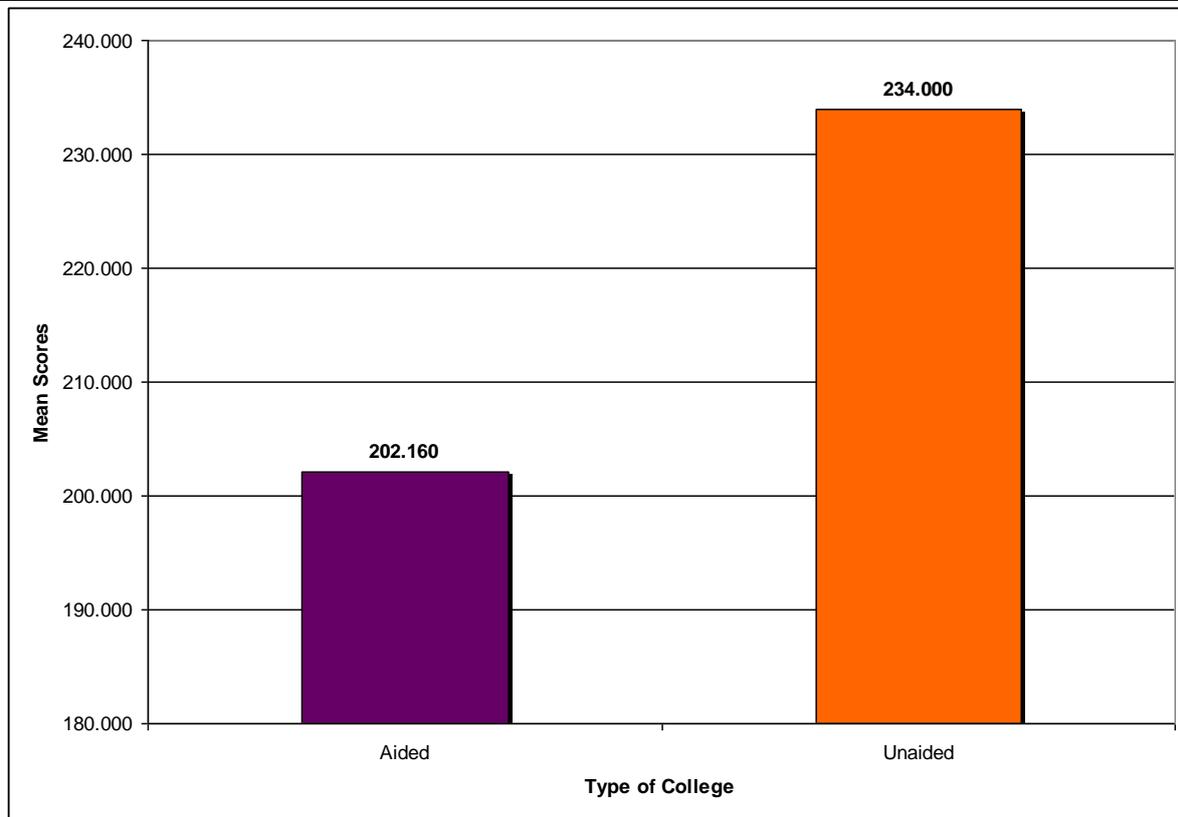
**Graph-1:** Bar Graph shows comparison of mean scores of Effectiveness of Internship Programme between male and female teacher educators.

**Table-2:** Shows independent ‘t’ analysis results related to difference between aided and unaided B.Ed. college teacher educators about effectiveness of Internship Programme in Secondary Teacher Education Course of Tumkur University

Variable	Type of College	N	Mean	Standard Deviation	‘t’ value	Sig. Level
Effectiveness of Internship Programme	Aided	25	202.160	29.602	5.29	*
	Unaided	55	234.000	8.064		

\*Significant at 0.05 level (N=80; df=78, Table Value: 1.99)

The above table-2 shows type of college wise comparison of Effectiveness Internship Programme perceived by teacher educators. The obtained ‘t’ value 5.29 is more than the table value of 1.99 (df=78) at 0.05 level of significance and it is significant at 0.05 level of significance. Hence, the stated null hypothesis-2 is rejected and an alternate hypothesis has been formulated that, “there is a significant difference in Effectiveness of Internship Programme evaluated by teacher educators serving in aided and unaided B.Ed. colleges.” This indicates that teacher educators from unaided B.Ed. colleges (M=234.000) had more satisfied with internship programme effectiveness when compared to teacher educators from aided colleges (M=202.160).



**Graph-2:** Bar Graph shows comparison of mean scores of Effectiveness of Internship Programme between teacher educators from aided and unaided B.Ed. Colleges.

#### 4. MAJOR FINDINGS

1. There was a significant difference in Effectiveness of Internship Programme evaluated by male and female teacher educators. The male teacher educators ( $M=229.375$ ) had higher effectiveness of internship programme when compared to female teacher educators ( $M=216.062$ ).
2. There was a significant difference in Effectiveness of Internship Programme perceived by aided and unaided B.Ed. college teacher educators. The unaided B.Ed. college teacher educators ( $M=234.000$ ) had higher effectiveness of internship programme when compared to aided teacher educators ( $M=202.160$ ).

#### 5. CONCLUSION AND IMPLICATIONS

The statistical results concluded that there was a significant difference in the effectiveness of Internship Programme evaluated by male and female teacher educators. The male teacher educators had more satisfied with effectiveness of internship programme when compared with female teacher educators. This may be due to male and female teacher educators have different expectations when it comes to evaluating the effectiveness of internship programs. Male educators may be more inclined to value technical competence or subject expertise, while female educators may prioritize qualities like empathy and communication skills. Such biases could influence their evaluation and lead to different conclusion about the program's effectiveness.

The result confirmed that there exist significant differences in the Effectiveness of Internship Programme of teacher educators evaluated by teacher educators serving in private aided and private unaided B.Ed. colleges. The teachers serving in unaided colleges had more satisfied with effectiveness of internship programme than teachers working in aided colleges. This may be due to work culture and environment of private unaided colleges may be more supportive of internship programs compared to private aided colleges. This could create a more positive and productive atmosphere for interns and teacher educators, which could lead to better outcomes and evaluations.

Teacher educators should provide adequate supervision and support to the student-teachers throughout the internship program. This can include regular classroom observations, feedback sessions, and opportunities for reflection. Encourage collaboration between the student-teachers and the classroom teachers in the host schools. This can include co-planning, co-teaching, and other collaborative activities that can help student-teachers learn from experienced teachers. Teacher educators should evaluate the effectiveness of the internship program, both from the perspective of the student-teachers and the participating schools. This can help to identify the areas for improvement and ensure that the program continues to meet its goals.

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