

A Study On Effectiveness Of School Internship Program For Pupil Teacher's

Anjulica Bisht*, Dr. Shankar Singh**, Dr. Rama Maikhuri***Anit Kaur****

Student*, Assistant Professor**, Professor***, Researcher *****, Department of Education, Birla Campus, H.N.B.Gharwhal University, Srinagar, Pauri Gharwhal, Uttarakhand

ABSTRACT

As we know that school internship program is the pillar of any teacher education program as it provides pupil-teachers with the necessary skills along with hands-on experience in a real classroom setting. Therefore, it must be effective for pupil-teachers thus, this paper aims to study the effectiveness of school internship programs for pupil-teachers seeking to shed light on their supervisor's observations and pupil-teachers development during the period of sip. The study was conducted on the pupil teachers (batch 2021-23) of the Department of Education, Birla campus, H.N.B.G.U, Uttarakhand. The researcher selected 89 participants with the help of a random sampling technique and a self-made questionnaire in the form of a rating scale was used to collect data from the supervisors during the period of the school internship program. The outcome of the study indicates that the school internship program seems to be more effective for pupil-teachers who are female, are from the science stream, and have completed their post-graduation.

KEYWORDS: Pupil teacher, school internship program, effectiveness, H.N.B.G.U Birla campus.

INTRODUCTION

In the evolving landscape of education, the effectiveness of teacher preparation programs is crucial for creating well-trained, confident, and holistically developed teachers. The school internship program (SIP) is a pivotal component of teacher education. It's an important element designed to provide pupil teachers with a comprehensive, immersive, hands-on experience in a real-world classroom setting. It also helps them in developing a proper perspective and understanding of classroom dynamics. The effectiveness of SIP is vital in shaping future educators' teaching skills and competencies. It is multifaceted, encompassing various aspects that contribute to the development of pupil teachers into competent and confident educators. By participating in sip, pupil teachers have the opportunity to apply theoretical knowledge in practical settings, develop essential teaching skills, and cultivate a deeper understanding of the complexities of the teaching profession. The effectiveness of SIP can be measured in several ways, including improvement of pupil-teacher's pedagogical skills, their ability to manage classrooms and engage students, and their capacity to design and implement effective lesson plans, etc. Furthermore, the school internship program provides pupil teachers with a platform to develop essential skills necessary for becoming a successful teacher. Additionally, SIP offers pupil teachers a chance to reflect on their teaching practices, identify areas for improvement, and develop a growth mindset essential for their ongoing professional development.

In the long run, the effectiveness of SIP will directly affect the effectiveness of a teacher education program as it helps pupil-teachers to implement their theoretical knowledge and understanding of what works and what doesn't, in the real classroom setting. It provides them with an opportunity to develop essential skills necessary for becoming a teacher and provides them with enough room to showcase their creativity by planning and executing a lesson in a classroom, in a more fun and interactive way. SIP also helps pupil-teachers understand the needs and demands of the teaching profession by letting them interact with young minds whose holistic development will be their responsibility in the future and also helps them to understand the needs of educational institutions, parents, and society along with all the responsibilities that they will be responsible for, other than teaching. Nowadays, education is changing in more than one way, be it teaching methods, the emphasis on the individual differences among students and their needs, the expectations of parents, society, and educational institutions, etc. Therefore now, it's even more important that the school internship program offered as a part of teacher education should be effective for the pupil-teachers enrolled in it.

The study of existing literature, in which the majority of the studies were related to the attitude of pupil-teachers toward school internship programs or evaluating the effectiveness of school internship programs based on pupil-teachers attitudes, but there were only some studies solely focused on the effectiveness of internship programs for pupil-teachers. The findings suggested that the development of necessary skills in pupil-teachers is only possible under the proper guidance and support of supervisors and subject teachers. It also indicated that the school subject teachers and their supervisor's satisfaction level throughout the internship was very high (Jogan 2019) and that internship positively affects teacher's competence (Jha and Milan 2023). One study concluded that pupil-teachers consider internship programs necessary to improve and refine their teaching skills in a real classroom setting and conducting in-depth interviews with the principals also emphasized the importance of the internship program as well as its impact on pupil-teachers (Parveen, Mirza 2012) while the other indicated that overall effectiveness of an internship is determined by the skill development and learning acquired by the pupil-teachers (Rawat, Roe 2016). Another study concluded that assessing and evaluating is a powerful teaching-learning strategy that is based on a collaborative relationship that allows pupil-teachers to enhance their professional skills and their professional identity as most assigned supervisors and teachers are highly cooperative and experienced professionals in their specialized field (Griffiths et al., 2021). However, none of these studies evaluated the effectiveness of school internship programs in the light of the development of pupil-teacher pedagogical skills, student interaction, understanding of lesson plans and importance in preparing a lesson for class, implementation, and knowledge of various teaching methods, their confidence, their interaction with other staff members, implementing ICT in the classroom, their understanding of their role and responsibility as a teacher and facilitator, etc. No studies were particularly dedicated to the effectiveness of school internship programs for pupil-teachers of H.N.B. Garhwal University, Uttarakhand. To cater to this gap, this study tried to incorporate all the mentioned areas and a few more in the questionnaire constructed in the form of a rating scale (i.e.1-5 rating scale) alongside the observations or feedback that supervisors thought was necessary to mention.

This study seeks to explore the factors that influence the effectiveness of a school internship program based on the development of pupil-teachers during a school internship in a real classroom setting and the findings of this study will help teacher-educators, school administrators, and internship program development in improving and developing more effective internship programs for pupil-teachers that will foster their holistic development and in the long term lead to the holistic development of their students which will ultimately contribute to the development of more effective teacher education programs that prepare pupil teachers for successful teaching careers and ultimately enhance the quality of education in schools.

Research Objective

To study effectiveness of school internship programs for pupil teachers based on their gender, stream, education, education medium and their place of residents.

Hypothesis of the research

- There is no significance difference in the effectiveness of the school internship for pupil teacher on the basis of their gender.
- There is no significance difference in the effectiveness of the school internship for pupil teacher on the basis of their stream.
- There is no significance difference in the effectiveness of the school internship for pupil teacher on the basis of their education.
- There is no significance difference in the effectiveness of the school internship for pupil teacher on the basis of their educational medium.
- There is no significance difference in the effectiveness of the school internship for pupil teacher on the basis of their place of residence.

Delimitation of the study

The research focuses on pupil-teachers from the 21-23 batch at H.N.B.G.U. Birla campus, Srinagar, Garhwal, Acta Sci., 25(5), 2024

specifically those in arts and science streams. It excludes age as a factor, assuming all trainees fall within the same age range of 22-50.

Research methodology

The research methods used in this study to describe and interpret the current situation are descriptive and inferential research methods and pupil-teachers from the Department of Education, Birla campus, HN BGU, Uttarakhand are considered as the population for this study. A sample of 89 participants (male and female pupil teachers) was selected from the Department of Education, Birla campus, HN BGU, Uttarakhand by using a random sampling technique. This study consists of 2 variables that are: Independent variable (IV) - pupil teachers, dependent variable (DV) - effectiveness of school internship program. A self-made questionnaire was used to evaluate the effectiveness of the school internship program for pupil teachers and statistical tools and techniques like- mean, standard deviation, and t-tests were used to analyze the data while SPSS software was utilized for data analysis.

RESULT AND FINDINGS

Descriptive analysis:

Table 1. Descriptive analysis of the sample

Gender	F	%	Stream	F	%	Education	F	%
Male	47	52.8	Art's	43	48.3	UG	51	57.3
Female	42	47.2	Science	46	51.7	PG	38	42.7
Total	89	100.0	Total	89	100.0	Total	89	100.0

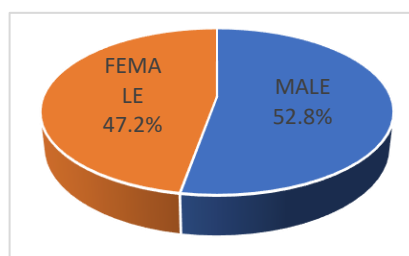


Fig. 1-Male and Female

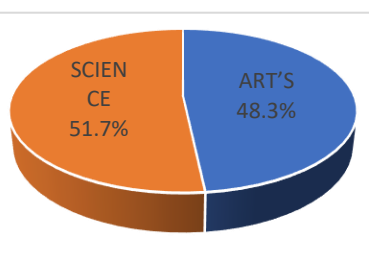


fig. 2- Science and Art's

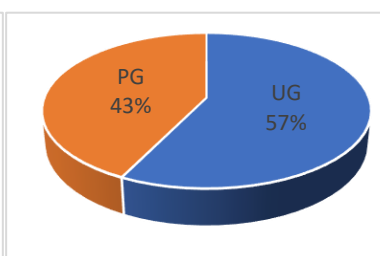


fig. 3- UG and PG

From analysis of the table 1, its evident that out of 89 pupil teachers, 47 (52.8%) are male pupil teachers and 42 (47.2%) are female pupil teachers, 43 (48.3%) pupil teachers are from art's and 46 (51.7%) pupil teachers are from science stream, 51 (57.3%) pupil teachers are from UG and 38 (42.7%) pupil teachers are from PG.

Table 2. Descriptive analysis of the sample

Edu. Medium	F	%	Residents	F	%
Hindi	49	55.1	Rural	58	65.2
English	40	44.9	Urban	31	34.8
Total	89	100.0	Total	89	100.0

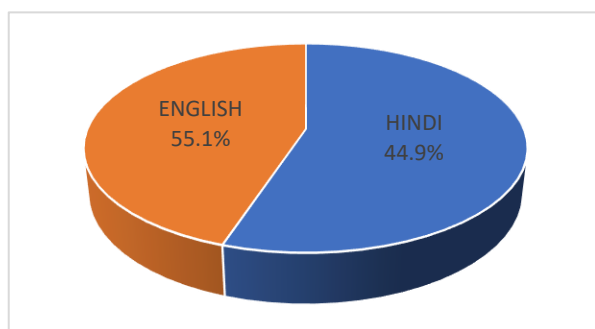


Fig. 4- English and Hindi

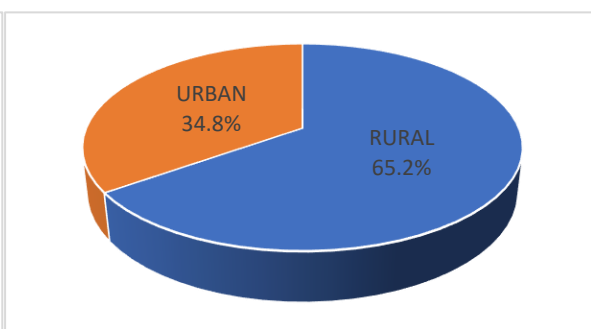


fig. 5- Rural and Urban

From analysis of the table 2, its evident that out of 89 pupil teachers, 49 (55.1%) pupil teachers are from Hindi medium and 40 (44.9%) pupil teachers are from English medium, 58 (65.2%) pupil teachers are from rural areas and 31 (34.8%) pupil teachers are from urban areas.

Inferential analysis:

Hypothesis 1. There is no significance difference in the effectiveness of the school internship for pupil teacher on the basis of there gender.

Table 3. Gender wise inferential analysis of the sample

Gender	N	Mean	Std. Deviation	t	Df
Male	47	159.00	26.813	2.151	87
Female	42	173.52	36.583		

Df 87 ** significant at the 0.01 level (2-tailed) and *0.05 level (2-tailed)

Analyzing table 3 reveals that female pupil-teachers have a higher mean value of effectiveness (173.52) with a standard deviation of 36.583, compared to the male pupil-teachers who have a mean value of effectiveness (159.00) with a standard deviation of 26.813, due to which the calculated t-value is 2.151. The t-value in the t-table at 87 degrees of freedom and 0.01 level of significance is 2.639, which indicates that the calculated value for t is lesser then the tabulated value, indicating no significant difference between the 2 genders and thus, accepting the null hypothesis. Although based on mean values, the effectiveness of the school internship program would be higher for female pupil-teachers compared to male pupil-teachers.

Hypothesis 2. There is no significance difference in the effectiveness of the school internship for pupil teacher on the basis of there stream.

Table 4. Stream wise inferential analysis of the sample

Stream	N	Mean	Std. Deviation	t	Df
Art's	43	156.02	28.305	2.876	87
Science	46	175.04	33.642		

Df 87 ** significant at the 0.01 level (2-tailed) and *0.05 level (2-tailed)

Analyzing table 4 reveals that science group pupil-teachers have a higher mean value of effectiveness (175.04) with a standard deviation of 33.642, compared to the arts group pupil-teachers who have a mean value of effectiveness (156.02) with a standard deviation of 28.305, due to which the calculated t-value is 2.876. The t-value in the t-table at 87 degrees of freedom and 0.01 level of significance is 2.639, which indicates that the calculated t-value is higher than the tabulated t-value. Thus, indicating a significant difference between the 2 streams and consequently, denying the null hypothesis while confirming the alternative hypothesis. Therefore, the effectiveness of the school internship program would be higher for science group pupil-teachers compared to arts group pupil-teachers.

Hypothesis 3. There is no significance difference in the effectiveness of the school internship for pupil teacher on the basis of there education.

Table 5. Education wise inferential analysis of the sample

Education	N	Mean	Std. Deviation	t	Df
UG	51	157.43	25.723	2.960	87
PG	38	177.16	37.149		

Df 87 ** significant at the 0.01 level (2-tailed) and *0.05 level (2-tailed)

Analyzing table 5 reveals that PG group pupil-teachers have a higher mean value of effectiveness (177.16) with a standard deviation of 37.149, compared to the UG group pupil-teachers who have a mean value of effectiveness (157.43) with a standard deviation of 25.723, due to which the calculated t-value is 2.960. The t-value in the t-table at 87 degrees of freedom and 0.01 level of significance is 2.639, which indicates that the calculated t-value is higher than the tabulated t-value. Thus, indicating a significant difference between the 2 academic qualifications and consequently, denying the null hypothesis while confirming the alternative hypothesis. Therefore, the effectiveness of the school internship program would be higher for PG group pupil-teachers compared to UG pupil-teachers.

Hypothesis 4. There is no significance difference in the effectiveness of the school internship for pupil teacher on the basis of there educational medium.

Table 6. Education medium wise inferential analysis of the sample

Edu. Medium	N	Mean	Std. Deviation	t	Df
Hindi	49	161.86	28.472	1.291	87
English	40	170.75	36.503		

Df 87 ** significant at the 0.01 level (2-tailed) and *0.05 level (2-tailed)

Analyzing table 6 reveals that English medium pupil-teachers have a higher mean value of effectiveness (170.75) with a standard deviation of 36.503, compared to the Hindi medium pupil-teachers who have a mean value of effectiveness (161.86) with a standard deviation of 28.472, due to which the calculated t-value is 1.291. The t-value in the t-table at 87 degrees of freedom and 0.01 level of significance is 2.639, which indicates that the calculated value for t is lesser than the tabulated value, indicating no significant difference between the 2 educational mediums and thus, accepting the null hypothesis. Although based on mean values, the effectiveness of the school internship program would be higher for English medium pupil-teachers compared to Hindi medium pupil-teachers.

Hypothesis 5. There is no significance difference in the effectiveness of the school internship for pupil teacher on the basis of there residence.

Table 7. Resident wise inferential analysis of the sample

Resident	N	Mean	Std. Deviation	t	Df
Rural	58	162.02	29.287	1.538	87
Urban	31	173.03	37.093		

Df 87 ** significant at the 0.01 level (2-tailed) and *0.05 level (2-tailed)

Analyzing table 7 reveals that urban area pupil-teachers have a higher mean value of effectiveness (173.03) with a standard deviation of 37.093, compared to the rural area pupil-teachers who have a mean value of effectiveness (162.02) with a standard deviation of 29.287, due to which the calculated t-value is 1.538. The t-value in the t-table at 87 degrees of freedom and 0.01 level of significance is 2.639, which indicates that the calculated value for t is lesser than the tabulated value, indicating no significant difference between the 2 areas of residence and thus, accepting the null hypothesis. Although based on mean values, the effectiveness of the school internship program would be higher for urban area pupil-teachers compared to rural area pupil-teachers.

CONCLUSION AND IMPLICATIONS

This study aimed to understand the effectiveness of school internship programs for pupil-teachers based on the observation of their supervisors/ observers. After analyzing the collected data it was concluded that the female pupil teachers, those from the science stream, and have completed their pg courses demonstrate higher effectiveness of school internship programs compared to their counterparts. However, based on their educational medium or place of residence, no significant difference was found. Thus, it can be said that the effectiveness of the school internship program is highly influenced by gender, stream, and education level of

pupil-teacher. Therefore, to create teachers who can fulfill the needs of students, parents, and educational institutions to the best of their capabilities, we need to understand various factors that influence the effectiveness of an internship program and counter or incorporate them while designing the internship program.

The findings of this study have implications for teacher education and internship program development as it suggests that teacher educators and school administrators should understand the factors influencing the school internship program's effectiveness for pupil-teachers and prioritize the countermeasures necessary to deal with the negative factors that are or will influence the effectiveness of school internship programs for pupil-teachers. This can be achieved by providing high-quality supervision, ensuring the relevance of the internship experience to teaching practices, and providing adequate support to pupil teachers, etc. Overall, this study contributes to the existing literature on teacher education and internship programs by highlighting the importance of the effectiveness of the school internship program. By prioritizing the effectiveness of internship programs, teacher educators and school administrators can help pupil-teachers to grow and develop in the right direction which will make them capable, confident, and strong-minded. Thus, preparing them for success in the future.

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