



Post Pandemic Effects on Internship of Prospective Teachers' –An Overview

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ABSTRACT

Teaching is the noblest profession where the students are moulded in the hands of teachers. Internship is an essential part of B. Ed curriculum as it trims and finetunes the student teachers to understand the students in a constructive way. The researcher has gone through various research papers which focused mainly on importance of internship and its impact on job performance. The researcher found a research gap in determining the attitude of pre-service and in service teachers towards internship. This paper attempts to explore the attitude of B. Ed trainees and teachers towards internship during post pandemic. Around 116 B. Ed trainees and teachers were taken for the study. The findings of the research paper reveals that there is a positive attitude among B. Ed trainees and teachers towards internship.

Keywords:

Attitude, Internship, B. Ed trainees, Teachers

I. INTRODUCTION

The act of aiding someone else in their learning is known as teaching. The phrase "practise teaching" has three main meanings: first, it develops teaching techniques; second, it provides variety of experiences student teachers have in schools; and third, it refers to the practical components of the course. The integral part is just learning how to teach. Teachers are extremely important because they mould the lives of boys and girls and prepare them to be good citizens of the future. The quality of the next generation and the future of the country thoroughly depend on the qualities of teachers. The internship is crucial for today's teachers since it provides the student-teacher with the training they need. It boosts the teachers' confidence in their students. A skilled educator can essentially address the class with assurance. The advent of internships has provided a solution to all of these issues that instructors face in the classroom. The programme

known as internship helps teachers communicate more effectively. It fosters a growth-oriented mindset for lifelong learning and keeps interns informed on the most recent materials and approaches.

II. SIGNIFICANCE OF STUDY

- To highlight the innovative methods of teaching practised during pandemic.
- To make students feel comfortable and adopt to the new technology.
- To determine the attitude of B. Ed trainees and teachers towards internship.
- To evolve ideas to carryout academic functions in creative ways during internship.

III. OBJECTIVES OF STUDY

1. To find out if there is any difference of attitude among B. Ed trainees and teachers towards internship.
2. To find out if there is any difference between the attitude of B. Ed trainees and teachers towards internship based on their educational qualification.
3. To find out if there is any difference between the attitude of B. Ed trainees and teachers towards internship based on their major subject they teach.
4. To find out if there is any difference between the attitude of B. Ed trainees and teachers towards internship based on the type of institution.
5. To find out if there is any difference between the attitude of B. Ed trainees and teachers towards internship based on the curriculum of different boards. (State/CBSE/ICSE)
6. To find out if there is any difference between the attitude of B. Ed trainees and teachers towards internship based on the classes handled.
7. To find out if there is any difference between the attitude of B. Ed trainees and teachers towards internship based on the medium of instruction.
8. To find out if there is any difference between the attitude of B. Ed trainees and teachers towards



internship based on the teaching mode.(online/offline/both)

9. To find out if there is any difference between the attitude of B. Ed trainees and teachers towards internship based on the marital status.

IV. HYPOTHESES

✓ There is no significant difference in the attitude of B. Ed trainees and teachers towards internship.

✓ There is no significant difference in the attitude of B. Ed trainees and teachers towards internship based on their educational qualification.

✓ There is no significant difference in the attitude of B. Ed trainees and teachers towards internship based on the major subject they teach.

✓ There is no significant difference in the attitude of B. Ed trainees and teachers towards internship based on the type of institution.

✓ There is no significant difference in the attitude of B. Ed trainees and teachers towards internship based on the curriculum of different boards.

✓ There is no significant difference in the attitude of B. Ed trainees and teachers towards internship based on the classes handled

✓ There is no significant difference in the attitude of B. Ed trainees and teachers towards internship based on the medium of instruction

✓ There is no significant difference in the attitude of B. Ed trainees and teachers towards internship based on the mode of teaching.

✓ There is no significant difference in the attitude of B. Ed trainees and teachers towards internship based on the marital status

V. METHODOLOGY

Attitude of B. Ed trainees and teachers towards internship is done through an attitude scale prepared by the researcher using google forms. Random sampling method is used for a population of around 116 prospective teachers. Pilot study was done. The tool is reliable with value of 0.9443 and valid with value of 0.9717.

VI. ANALYSIS AND INTERPRETATION

Attitude of B. Ed trainees and teachers towards internship

Designation	N	Mean	S.D	t value	p value
Student teachers	63	120.97	12.678	2.097	0.038
Teachers	53	114.53	20.085		

Table 1

Interpretation:

In table 1, calculated p value 0.038 is less than significant value 0.05. Hence the null hypothesis is rejected. Therefore, there is significant difference in attitude of B. Ed trainees and teachers towards internship. From the above table it is observed that the mean scores of student teachers are higher than that of teachers.

Attitude of B. Ed trainees and teachers towards internship based on educational qualification

Educational Qualification	N	Mean	S.D	t value	p value
UG	49	120.49	13.722	1.363	0.176
PG	67	116.22	18.498		

Table 2

Interpretation:

In table 2, calculated p value 0.176 is greater than significant value 0.05. Hence the null hypothesis is accepted. Therefore, there is no significant difference in attitude of B. Ed trainees and teachers towards internship based on their educational qualification.

Attitude of B. Ed trainees and teachers towards internship based on major subject they teach

Optional subject	N	Mean	S.D	t value	p value
Arts	48	116.96	17.243	-0.576	0.566
Science	68	118.78	16.422		

Table 3

Interpretation:

In table 3, calculated p value 0.566 is greater than significant value 0.05. Hence the null hypothesis is accepted. Therefore, there is no significant difference in attitude of B. Ed trainees and teachers towards internship based on major subject they teach.

Attitude of B. Ed. trainees and teachers towards internship based on the type of institution

Type of institution	N	Mean	S.D	SV	df	F	Sig
Government	21	118.43	16.26	A	2	1.63	.19
Government aided	57	115.42	18.78	W	113		
Private	38	121.71	12.93	T	115		

Table 4

Interpretation:

In table 4, calculated p value 0.199 is greater than significant value 0.05. Hence the null hypothesis is accepted. Therefore, there is no significant difference in attitude of B. Ed trainees



and teachers towards internship based on the type of institution.

Attitude of B. Ed trainees and teachers towards internship based on the curriculum of different boards.

Board	N	Mean	S.D	t value	P value
State (Samacheer)	85	121.11	13.482	3.43	0.001
Others (ICSE,CBSE)	31	109.58	21.488		

Table 5

Interpretation:

In table 5, calculated p value 0.001 is less than significant value 0.05. Hence the null hypothesis is rejected. Therefore, there is significant difference in attitude of B. Ed trainees and teachers towards internship based on the curriculum of different boards. From the above table it is observed that the mean scores of B. Ed teachers and trainees who taught in the curriculum of state board is higher than that of curriculum of other boards.

Attitude of B. Ed trainees and teachers towards internship based on classes handled

Class handled	N	Mean	S.D	t value	p value
6 - 8	58	119.02	16.731	0.637	0.525
9 -12	58	117.03	16.790		

Table 6

Interpretation:

In table 6, calculated p value 0.525 is greater than significant value 0.05. Hence the null hypothesis is rejected. Therefore, there is no significant difference in attitude of B. Ed trainees and teachers towards internship based on classes handled.

Attitude of B. Ed trainees and teachers towards internship based on medium of instruction

Medium of instruction	N	Mean	S.D	t value	p value
Tamil	35	114.54	20.356	-	0.141
English	81	119.53	14.765	1.483	

Table 7

Interpretation:

In table 7, calculated p value 0.141 is greater than significant value 0.05. Hence the null hypothesis is accepted. Therefore, there is no significant difference in attitude of B. Ed trainees and teachers towards internship based on medium of instruction.

Attitude of B.Ed. trainees and teachers towards internship based on mode of teaching

Mode of teaching	N	Mean	S.D	Source of variation	df	F value	Sig
Offline	72	114.86	17.820	Among	2	3.553	.032
Online	21	123.14	13.298	Within	113		
Both	23	123.26	13.739	Total	115		

Table 8

Interpretation:

In table 8, calculated p value 0.032 is less than significant value 0.05. Hence the null hypothesis is rejected. Therefore, there is significant difference in attitude of B. Ed trainees and teachers towards internship based on mode of teaching. Post Hoc test is conducted in order to find which group causes the difference in the mean score.

Post Hoc Test

Attitude of B.Ed. trainees and teachers towards internship based on mode of teaching

Mode of teaching	N	Mean	Mode of Teaching	N	Mean	Sig
Offline	72	114.86	Online	21	123.14	0.035
Online	21	123.14	Both	23	123.26	1.000
Both	23	123.26	Offline	72	114.86	0.057

Table 9

Interpretation:

Offline and online : In table 9, calculated p value 0.035 is less than significant value 0.05. Hence the null hypothesis is rejected. Therefore, there is significant difference in attitude of B. Ed trainees and teachers towards internship based on mode of teaching. From the above table it is observed that mean scores of attitude of B. Ed trainees and teachers teaching online is higher than that of teaching offline.

Online and Both: In table 9, calculated p value 1.000 is greater than significant value 0.05. Hence the null hypothesis is accepted. Therefore, there is no significant difference in attitude of B. Ed trainees and teachers towards internship based on mode of teaching.

Offline and both: In table 10, calculated p value 0.57 is greater than significant value 0.05. Hence the null hypothesis is accepted. Therefore, there is no significant difference in attitude of B. Ed trainees and teachers towards internship based on mode of teaching.



Attitude of B. Ed trainees and teachers towards internship based on marital status

Marital Status	N	Mean	S.D	t value	P value
Single	72	120.56	14.174	2.116	0.037
Married	44	113.89	19.683		

Table 10

Interpretation:

In table10, calculated p value 0.037 is less than significant value 0.05. Hence the null hypothesis is rejected. Therefore, there is significant difference in attitude of B. Ed trainees and teachers towards internship based on marital status. From the above table it is observed that the mean scores of B. Ed teachers and trainees who are single is higher than that of married.

VII. EDUCATIONAL IMPLICATIONS

- As the study aims to find the attitude of B. Ed trainees and teachers towards internship, the result of analysis and interpretation of the data collected shows a positive approach.
- However, the board they teach, mode of teaching and marital status showed significant difference in the attitude of B. Ed trainees and teachers towards internship.
- Usage of technology during pandemic has made drastic changes in internship. In post pandemic internship, teaching has become effective due to the impact of technology.

VIII. CONCLUSION

Post pandemic internship had a positive attitude among B. Ed trainees and teachers towards internship. New technologies adopted during pandemic is followed in addition to the traditional method of teaching.

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