



Approach of B.Ed. Interns towards Using Teaching Skills during Internship Programme

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Abstract: The teacher is the person who creates future citizens and shapes a nation's future. So, it is a teacher's duty to align the teaching process according to students' ability, needs and interests. In modern times, 'Teacher Education' is a much-discussed issue, as it can prepare efficient teachers. To teach in a secondary school in India, the central and state government has now made it mandatory for candidates to have a Bachelors of Education (B.Ed.) degree after having graduated from degree colleges. Internship has been included in Teacher Education to make teachers proficient in use of modern teaching models. During internship the B.Ed. interns develops their teaching skills, subject knowledge, pedagogical knowledge, professional knowledge, classroom management capacity etc. in any secondary school under the guidance of their supervisor. This study focused on interns' approach towards using teaching skills during internship programme. Researcher collected data from 11 teachers training institutions under the West Bengal University of Teachers' Training Education Planning and Administration. Through descriptive survey analysis result showed that that B.Ed. interns of science, social science and language are properly used teaching skills during internship and there is some difference between science and social science in using questioning skill and in skill of using teaching aids and in skill of using teaching aids, there is significance difference between interns of science and language also. Otherwise in using teaching skills B.Ed. interns of science, language and social science are not significantly difference.

Index Terms - B.Ed. Programme, Internship Programme, B.Ed. Interns, Teaching Skills.

I. INTRODUCTION

As per NCTE regulation 2014 in B.Ed. programme, engagement with the school internship adopted as an important part of 2nd year, 3rd semester programme. During internship, an intern shall work as a regular teacher and participate in all activities like teaching planning, assessment, classroom control, action research interacting with school teacher, head of the institution, community members and children. Teaching is a composite skill. In internship programme interns learn how use different teaching during teaching a classroom. So, using teaching skills make teaching effective.

1.1 Definition of the Terms:

B.Ed. Programme:

In the present study the term B.Ed. is operationally define as two-year B.Ed. programme providing training to the students who will be eligible to teach at secondary educational level. This course preparers the students for secondary and high school levels in accordance with the National Council for Teacher Education (NCTE).

Internship:

In the present study internship programme define as school internship programme. School internship takes place in two different phases. First phase consists of 4 weeks of preparation of internship during 2nd semester by the interns. Second phase comprise of 16 weeks of intensive engagement in the internship school in the 4th semester by the interns.

B.Ed. Interns:

B.Ed. interns are those practicing teachers or teacher trainee who are undergoing two-year B.Ed. teacher training programme in any teacher training institute approved by a National Council for Teacher Education (New Delhi).

Teaching Skills:

In the present study teaching skills define teaching arts or behaviours intended to facilitate pupils' learning directly or indirectly.

1.2 Objectives of the Study

- To find out the approach of B.Ed. interns towards using skill of introduction during internship programme stream wise (Science, Language and Social Science).
- To find out the approach of B.Ed. interns towards using skill of questioning during internship programme stream wise (Science, Language and Social Science).
- To find out the approach of B.Ed. interns towards using skill of using teaching aids during internship programme stream wise (Science, Language and Social Science).
- To find out the approach of B.Ed. interns towards using skill of reinforcement during internship programme stream wise (Science, Language and Social Science).
- To find out the approach of B.Ed. interns towards using skill of illustration during internship programme stream wise (Science, Language and Social Science).

1.3 Hypothesis of the Study**Ho1 There is no significant difference between B.Ed. interns of Science and Language.**

H₀1A - In skill of introduction

H₀1B – In skill of questioning

H₀1C – In skill of using teaching aids

H₀1D – In skill of reinforcement

H₀1E – In skill of illustration

Ho2 There is no significant difference between B.Ed. interns of Science and Social Science.

H₀2A - In skill of introduction

H₀2B – In skill of questioning

H₀2C – In skill of using teaching aids

H₀2D – In skill of reinforcement

H₀2E – In skill of illustration

Ho3 There is no significant difference between B.Ed. interns of Language and Social Science.

H₀3A - In skill of introduction

H₀3B – In skill of questioning

H₀3C – In skill of using teaching aids

H₀3D – In skill of reinforcement

H₀3E – In skill of illustration

3.1 Population and Sample

The study has proposed to be conducted in around Kolkata, West Bengal. The population of the study includes B.Ed. interns of the B.Ed. teachers' training institutions in around Kolkata, which are recognized by NCTE and affiliated by WBUTTEPA.

Researcher collected sample from 11 teachers training institutions under the West Bengal University of Teachers' Training Education Planning and Administration and 319 B.Ed. interns was selected randomly irrespective of their stream.

The details of sample with references to categories are given below in the following table 1.

Table:1 description of the sample

Stream	Male	Female	Total
Language	11	102	113
Science	23	80	103
Social science	14	89	103
Total	48	271	319

3.2 Data and Sources of Data

The researcher after preparing the scale set off for collection of data. Data was collected through Teaching Skills Scale. The tool was administrated by taking prior permission of the Principal and Teacher-in-Charge of institutions or management authorities of various B.Ed. teachers training institutions. At first, researcher introduced herself before the B.Ed. interns and requested them to give the response truthfully and assured by the researcher that the responses will be kept confidential. After 30 minutes, the researcher collected data from the B.Ed. interns.

The responded tool which was received from the B.Ed. interns were arranged properly and checked for completeness in terms of proper responses. Scoring was done of all the completed tools. The raw data were tabulated in MS-Excel 2016 and analysis of data were done by using the statistical software IBMSPSS26 Trial Version and MS-Excel 2016.

3.3 Theoretical framework

In this study, the researcher considered mainly two types of variables. These types of variables are given below in the following tables.

Table: 2 details of variables

Major Variable	Categorical Variables
Teaching Skills	Streams (Science, Social Science, Language)

Table: 3 independent & dependent variables

Independent Variables	Dependent Variables
Interns of B.Ed. stream wise (Science, Social Science, Language)	Teaching Skills

I. RESEARCH METHODOLOGY

In this present study Descriptive Survey research method has been used.

3.1 Population and Sample

The study has proposed to be conducted in around Kolkata, West Bengal. The population of the study includes B.Ed. interns of the B.Ed. teachers' training institutions in around Kolkata, which are recognizes by NCTE and affiliated by WBUTTEPA. Researcher collected sample from 11 teachers training institutions under the West Bengal University of Teachers' Training Education Planning and Administration and 319 B.Ed. interns was selected randomly irrespective of their stream.

The details of sample with references to categories are given below in the following table 1.

Table:4 description of the sample

STREAM	MALE	FEMALE	TOTAL
LANGUAGE	11	102	113
SCIENCE	23	80	103
SOCIAL SCIENCE	14	89	103
TOTAL	48	271	319

3.2 Data and Sources of Data

The researcher after preparing the scale set off for collection of data. Data was collected through Teaching Skills Scale. The tool was administrated by taking prior permission of the Principal and Teacher-in-Charge of institutions or management authorities of various B.Ed. teachers training institutions. At first, researcher introduced herself before the B.Ed. interns and requested them to give the response truthfully and assured by the researcher that the responses will be kept confidential. After 30 minutes, the researcher collected data from the B.Ed. interns.

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3.4.1 Descriptive Statistics

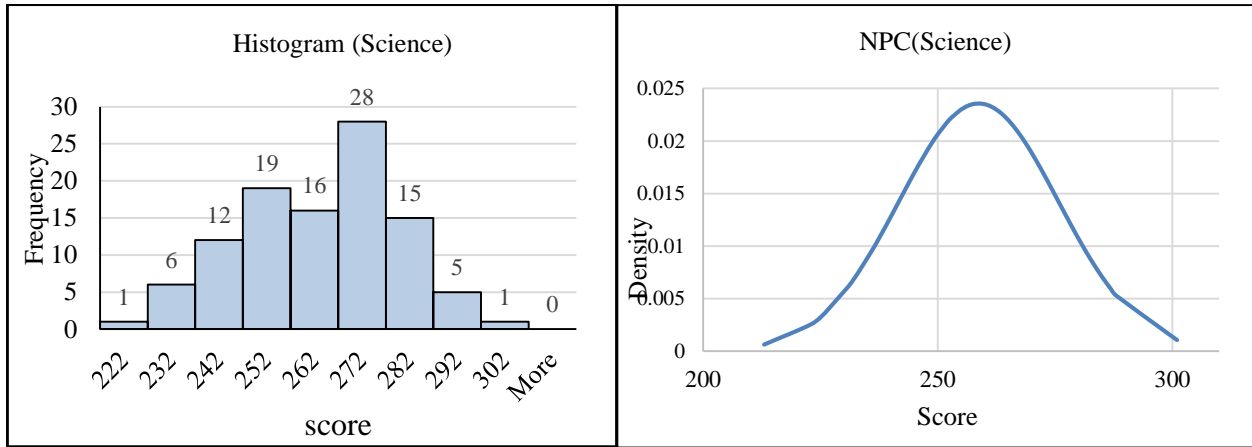
Descriptive analysis has been done by computing the Means, SD's and inferential statistics 't' Test of all the scores i.e. Teaching Skills for all the subgroups of the sample.

Presentation of Data of Teaching Skills Scale as Perceived by B.Ed. Interns

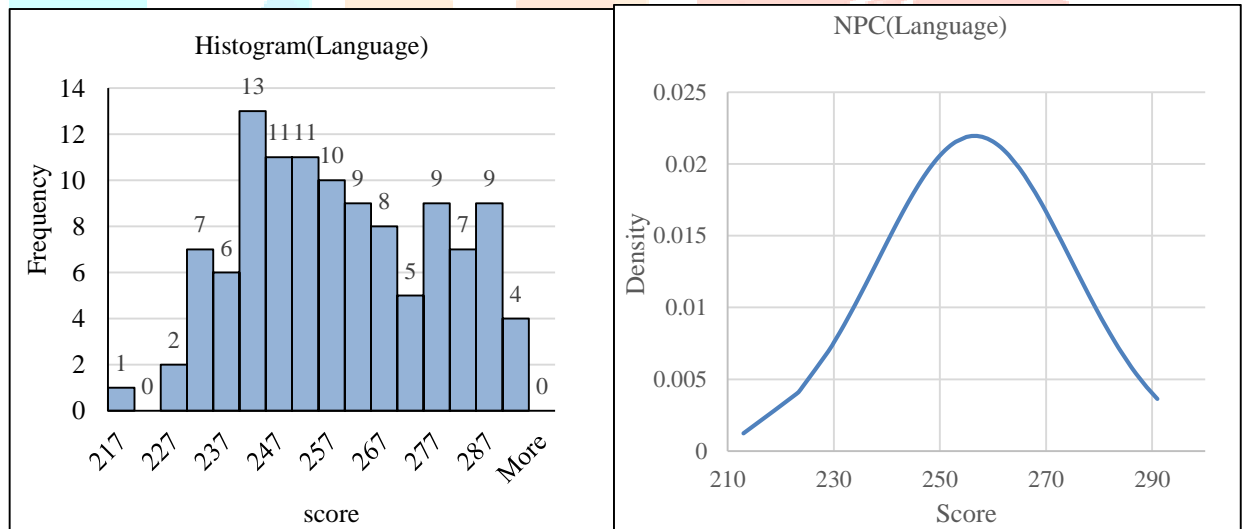
After the analysis of data which received through Teaching Skills Scale (TSS) following results are obtained and presented in following tables and figures (graphical representation) stream wise.

Table:4 descriptive statistics of teaching skills scale as perceived by b.ed. interns (science, language & social science)

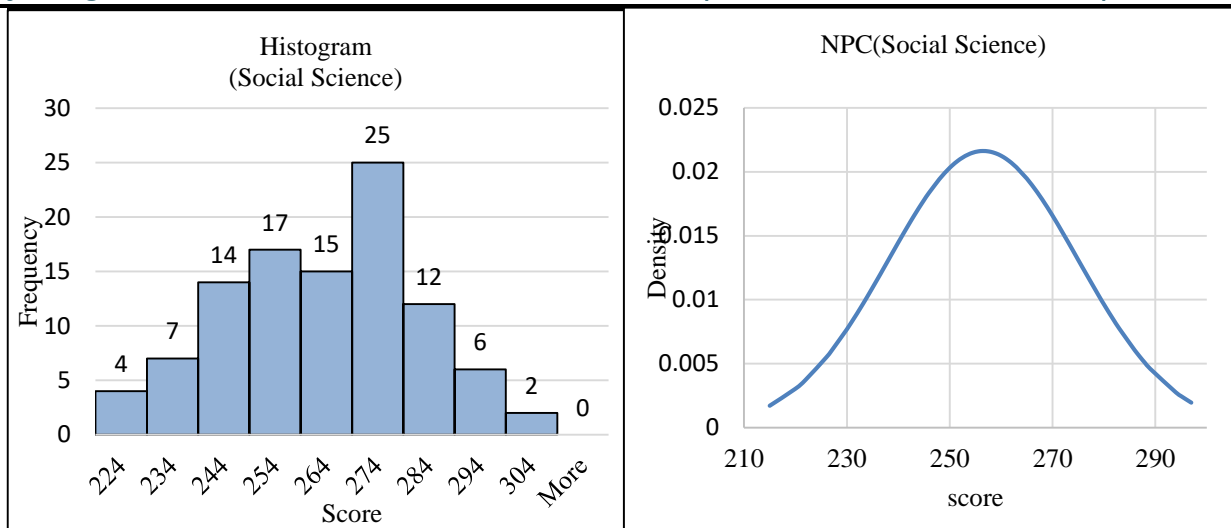
Variables	N	Mean	Stander Error	Median	SD	Skewness	Kurtosis
Science	103	259.213	1.702	262	17.277	-0.168	-0.382
Language	113	256.867	1.731	256	18.401	0.116	-0.9
Social Science	103	258.815	1.818	259	18.451	-0.225	-0.425



(a)



(b)



(c)

Fig. 1(a), (b) & (c) Histogram and Normal Probability Curve of Teaching Skills Scale as Perceived by B.Ed. interns (Science, Language & Social Science)

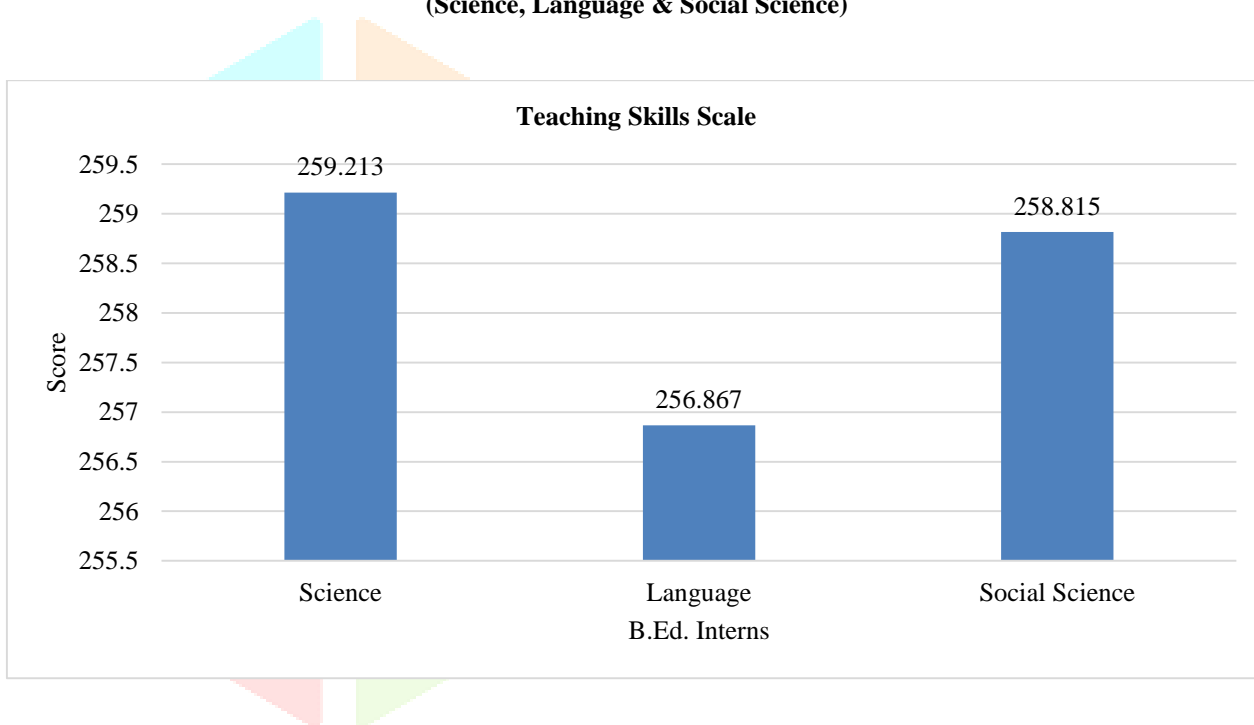


Fig. 2: Bar Graph of the Mean Score of Teaching Skills Scale as Perceived by B.Ed. interns Stream Wise

Figure 2 showed that mean score of B.Ed. interns of Science (259.213) are found to be higher than Social Science (258.815) and Language (256.867) and interns of Social Science score is higher than interns of Language.

3.4.2 Testing of hypotheses H₀1A to H₀1E, H₀2A to H₀2E and H₀3A to H₀3E

In order to test the hypotheses, the significant differences in mean scores in approach towards using teaching skills of B.Ed. interns between Science and Language, Science and Social Science and Language and Social Science. For these Group statistics like Mean, Standard Deviation and inferential ‘t’ test have been done and the results have been presented in **table 5**.

Table:5 mean, standard deviation and 't' test of teaching skills according to stream

Dimension	Stream	No. of Students	Mean	S.D.	't' test	df	(2 tailed)
SKILL OF INTRODUCTION	Science	103	64.18	4.478	0.654 [#]	214	0.541
	Language	113	63.75	5.173			
	Science	103	64.18	4.478	0.457 [#]	204	0.648
	Social science	103	64.49	4.954			
	Language	113	63.75	5.173	1.062 [#]	214	0.290
	Social Science	103	64.49	4.954			
SKILL OF QUESTIONING	Science	103	63.99	4.968	0.337 [#]	214	0.736
	Language	113	64.24	5.781			
	Science	103	63.99	4.968	1.977 [*]	204	0.049
	Social science	103	65.46	5.651			
	Language	113	64.24	5.781	1.562 [#]	214	0.120
	Social Science	103	65.46	5.651			
SKILL OF USING TEACHING AIDS	Science	103	45.95	4.312	3.697 [*]	214	0.000
	Language	113	43.88	3.902			
	Science	103	45.95	4.312	3.716 [*]	204	0.000
	Social science	103	43.81	3.968			
	Language	113	43.88	3.902	0.148 [#]	214	0.883
	Social Science	103	43.81	3.968			
SKILL OF REINFORCEMENT	Science	103	44.02	3.676	0.836 [#]	214	0.404
	Language	113	43.59	3.809			
	Science	103	44.02	3.676	0.434 [#]	204	0.665
	Social science	103	43.78	4.320			
	Language	113	43.59	3.809	0.332 [#]	214	0.740
	Social Science	103	43.78	4.320			
SKILL OF ILLUSTRATION	Science	103	40.58	2.982	1.080 [#]	214	0.281
	Language	113	41.08	3.704			
	Science	103	40.58	2.982	1.611 [#]	204	0.109
	Social science	103	41.29	3.321			
	Language	113	41.08	3.704	0.440 [#]	214	0.660
	Social Science	103	41.29	3.321			

([#]Not Significant at 0.05 level, ^{*} Significant 0.05 level)

Interpretations:

H₀1A- For testing the significance of difference between the mean score of Skill of Introduction of Science and Language interns, the calculated $t_{(214)} = 0.654$ and $p = 0.541$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. So, it can be safely said that interns of science are not significantly different from interns of language in skill of Introduction.

H₀1B- For testing the significance of difference between the mean score of Skill of Questioning of Science and Language interns, the calculated $t_{(214)} = 0.337$ and $p = 0.736$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. So, it can be safely said that interns of science are not significantly different from interns of language in Skill of Questioning.

H₀1C- For testing the significance of difference between the mean score of Skill of Using Teaching Aids of Science and Language interns, the calculated $t_{(214)} = 3.697$ and $p = 0.00$ ($p < 0.05$). Therefore, 't' is significant at 0.05 level of significance. So, it can be safely said that interns of science are significantly different from interns of language in skill of Using Teaching Aids.

H₀1D- For testing the significance of difference between the mean score of Skill of Reinforcement of Science and Language interns, the calculated $t_{(214)} = 0.836$ and $p = 0.404$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. So, it can be safely said that interns of science are not significantly different from interns of language in Skill of Reinforcement.

H₀1E- For testing the significance of difference between the mean score of Skill of Illustration of Science and Language interns, the calculated $t_{(214)} = 1.080$ and $p = 0.281$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. So, it can be safely said that interns of science are not significantly different from interns of language in Skill of Illustration.

H₀2A- For testing the significance of difference between the mean score of Skill of Introduction of Science and Social Science interns, the calculated $t_{(204)} = 0.457$ and $p = 0.648$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. So, it can be safely said that interns of science are not significantly different from interns of Social Science in skill of Introduction.

H₀2B- For testing the significance of difference between the mean score of Skill of Questioning of Science and Social Science interns, the calculated $t_{(204)} = 1.977$ and $p = 0.049$ ($p < 0.05$). Therefore, 't' is significant at 0.05 level of significance. So, it can be safely said that interns of science are significantly different from interns of Social Science in skill of Questioning.

H₀2C- For testing the significance of difference between the mean score of Skill of Using Teaching Aids of Science and Social Science interns, the calculated $t_{(204)} = 3.716$ and $p = 0.000$ ($p < 0.05$). Therefore, 't' is significant at 0.05 level of significance. So, it can be safely said that interns of science are significantly different from interns of Social Science in Skill of Using Teaching Aids.

H₀2D- For testing the significance of difference between the mean score of Skill of Reinforcement of Science and Social Science interns, the calculated $t_{(204)} = 0.434$ and $p = 0.665$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. So, it can be safely said that interns of science are not significantly different from interns of Social Science in skill of Reinforcement.

H₀2E- For testing the significance of difference between the mean score of Skill of Illustration of Science and Social Science interns, the calculated $t_{(204)} = 1.611$ and $p = 0.109$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. So, it can be safely said that interns of science are not significantly different from interns of Social Science in Skill of Illustration.

H₀3A- For testing the significance of difference between the mean score of Skill of Introduction of Language and Social Science interns, the calculated $t_{(214)} = 1.062$ and $p = 0.290$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. So, it can be safely said that interns of Language are not significantly different from interns of Social Science in Skill of Introduction.

H_{03B}- For testing the significance of difference between the mean score of Skill of Questioning of Language and Social Science interns, the calculated $t_{(214)} = 1.562$ and $p = 0.120$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. So, it can be safely said that interns of Language are not significantly different from interns of Social Science in Skill of Questioning.

H_{03C}- For testing the significance of difference between the mean score of Skill of Using Teaching Aids of Language and Social Science interns, the calculated $t_{(214)} = 0.148$ and $p = 0.883$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. So, it can be safely said that interns of Language are not significantly different from interns of Social Science in skill of Using Teaching Aids.

H_{03D}- For testing the significance of difference between the mean score of Skill of Reinforcement of Language and Social Science interns, the calculated $t_{(214)} = 0.332$ and $p = 0.740$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. So, it can be safely said that interns of Language are not significantly different from interns of Social Science in skill of Reinforcement.

H_{03E}- For testing the significance of difference between the mean score of Skill of Illustration of Language and Social Science interns, the calculated $t_{(214)} = 0.440$ and $p = 0.660$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. So, it can be safely said that interns of Language are not significantly different from interns of Social Science in skill of Illustration

IV. RESULTS AND DISCUSSION

The major purpose of the Internship program is to develop and strengthen student's skills and to prepare them for the profession. The Internship program is beneficial for both pre-service and in-service students. It provides an opportunity to experience school conditions. So, researcher tries to find out how Internship influences interns' approach towards using teaching skills during internship.

The major findings of the study on using teaching skills during internship has been presented below.

Status of Using Teaching Skills during Internship

From the analysis of data on using teaching skills during internship, the following findings have been revealed.

- It was found that there is no significant difference among B.Ed. interns of science, social science and language in skill of introduction.
- It was found that there is no significant difference between Science and language, language and social science in skill of questioning but there is a significant difference found between B.Ed. interns of science and social science.
- It was revealed that there is no significant difference between interns of language and social science in skill of using teaching aids but there is a significant difference found between interns of science and language, and science and social science.
- It was revealed that there is no significant difference among B.Ed. interns of science, social science and language in skill of reinforcement.
- It was found that there is no significant difference among B.Ed. interns of science, social science and language in skill of illustration.

Discussion on the Findings Related to Using Teaching Skills during Internship Programme

- On testing H_{01A} , H_{02A} & H_{03A} , it found that there was no significant difference among B.Ed. interns of science, social science and language in using skill of introduction.
- On testing H_{01B} , H_{02B} & H_{03B} , it found that there was no significant difference between Science and language, language and social science in using skill of questioning but there was a significant difference found between B.Ed. interns of science and social science.
- On testing H_{01C} , H_{02C} & H_{03C} , it revealed that there was no significant difference between interns of language and social science in skill of using teaching aids but there was a significant difference found between interns of science and language, and science and social science.

- On testing H_{01D} , H_{02D} & H_{03D} , it revealed that there was no significant difference among B.Ed. interns of science, social science and language in using skill of reinforcement.
- On testing H_{01E} , H_{02E} & H_{03E} , it found that there was no significant difference among B.Ed. interns of science, social science and language in using skill of illustration.

The study of **Perveen, S. & Mirza, N. (2012)** showed that through internship, interns gets opportunity to and improve their teaching skills in actual school setting. **Andabaai, Priye, W. (2013)** also showed that trainee teachers benefited in teaching practice because they developed skills and attitude. The study of **Patel, R.R. (2018)** showed that in internship programme student teachers get opportunity to refine and improve their skills. **Jogan, N.S. (2019)** showed that through the internship trainee teachers developed integrated skills of teaching.

Conclusion

The major purpose of the Internship program is to develop and strengthen student's skills and to prepare them for the profession. The Internship program is beneficial for both pre-service and in-service students. It provides an opportunity to experience school conditions. In according with the findings of using Teaching Skills during school internship programme, it is concluded that B.Ed. interns of science, social science and language are properly used teaching skills during internship. It is also showed that there is some difference between science and social science in using questioning skill and in skill of using teaching aids and in skill of using teaching aids, there is significance difference between interns of science and language. Otherwise in using teaching skills B.Ed. interns of science, language and social science are not significantly difference.

Educational Implications

All over the world, educationist emphasized that quality of teacher is the most important factor influencing overall teacher education programme. In this perspective, finding of the present study having using teaching skills during internship of B.Ed. interns would have strong and useful educational implications.

- This study would help the govt./ govt. aided and self-financed institutions in organising school internship to the proper way.
- This research will give information for the teacher educators that how to do the better using teaching skills.
- This study will be helpful in the present context of teacher education programme.
- Teaching Skills Scale (TSS) constructed by the researcher for this study will be helpful for further research.
- The further researchers can also use the standardized TSS in their research work.

Significant of the study

The present study has significance in the following aspects-

- The study would help to understand that the internship programme helps the interns to develop their teaching skills.
- The study would help to understand that if there is any significant difference applying teaching skills stream wise (science, social science and language).
- The study would help to understand the B.Ed. interns' approach towards teaching profession stream wise (science, social science and language).
- The study would help to understand that internship programme will develop interns teaching quality.
- The study would open the eyes of researcher to concentrate their focus of research towards various aspects of B.Ed. internship programme.

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