



Internship Experience Of B.Ed. Students And Their Personal Development

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Abstract: Before becoming a fully qualified teacher, teachers in the new teacher training programme (NCFTE, 2010) must complete a six-month internship that exposes them to a wide range of professional experiences. The present study examines the internship experience of Student-interns with relation to personal development. Investigators have employed descriptive survey method to study the internship experience of B.Ed. student. In this study, all the student-interns (Integrated B.Ed. and Integrated B.Ed. & M.Ed. students with internship experience) of teacher education institutions in Balasore district, Odisha was the target population. 60 B.Ed. student-interns of teacher education institutions affiliated to Fakir Mohan University, Balasore were selected using Simple Random Sampling. In this study investigator was used self-developed Internship experience questionnaire and Personal development questionnaire. Statistics like mean, Standard deviation, percentage analysis, and t- test were used for data analysis. This study found that Gender is a factor seems to be associated with the level of internship experience in the B.Ed. students. Female B.Ed. students are better in their experience than the male students. Gender is a factor associated with the personal development. Female Students have viewed their personal development better in comparison to the male B.Ed. students. Internship experience and personal development positively inter-related. Personal development of the student-interns depend highly on the quality of the internship experience.

Key Words:- Internship Experience, Personal Development & B.Ed. Students

Introduction

A nation's classroom shapes its destiny. The Kothari Commission made a valid point when it said that classrooms are the first places outside of homes for learning. This is where the groundwork for academic success is laid. The educational institutions serve as factories producing future engineers, physicians, and architects who in turn mould a country's physical infrastructure and standard of living. Teachers are essential to the nation's efforts to prepare future citizens for its objectives. Therefore, the teacher needs to possess sufficient knowledge to carry out the duties. Pre-service and in-service teacher education serves as effective strategies to equip teachers with the necessary skills to fulfill their responsibilities. Nonetheless, pre-service teacher education must be completed by teachers prior to entering the field. In addition to theoretical instruction, pre-service teacher education makes multiple efforts to give student teachers real-world and field experience, which is impossible without an internship programme that is conducted on campus.

Before becoming a fully qualified teacher, teachers in the new teacher training programme (NCFTE, 2010) must complete a six-month internship that exposes them to a wide range of professional experiences. Teaching practice and a wide range of field experiences are part of an internship programme, all under the supervision of a qualified supervisor. The professionalisation of teacher education through training was also highlighted by the National Curriculum Framework (NCF, 2005) and the National Curriculum Framework for Teacher Education (NCFTE, 2009). The internship programme must be finished while the intern is actually doing real-world teaching (NCTE, 2015).

Student teachers have the opportunity to practise teaching through internship programmes. An internship is a special kind of education that attempts to combine coursework with organised, experience-based learning. The primary goals of the internship programme are the enhancement and fortification of students' abilities, career readiness, and personal growth. It gives new applicants a chance to experience the working environment and requirements of the modern, professional business setting (Parveen, 2012). It is imperative that all teachers receive training. Demand of profession, the objective and Expectations from teacher certify the need of teacher training. To effectively communicate the information, a variety of skills are required. Teaching is more than just passing along subject-matter knowledge to others. From a broader angle, education strives to help students develop their personalities holistically. Only methodical training can foster the development of skills or attitudes. To develop these abilities and attitudes, one needs systematic knowledge, which calls for training (shanmugabhoopati 2017). An internship can help students grow personally. It is beneficial for students to apply their skills in a real-world setting, learn how to be productive, identify their strengths, avoid their weaknesses, and gain the confidence to make a difference (Alnajjar 2020).

An internship can foster better working relationships between students and employers, as well as good communication within the company. It also has a social impact by bringing students into contact with the local community efficiently, and cultivate their connections with professionals and regular employers. In contrast to academic settings at university (role plays, case studies), students can hone their interpersonal

skills by practicing in real-world settings. This helps them understand themselves and people from different backgrounds. Internships can concentrate on areas where students can engage in service and social action projects and learn how to function well in groups. Therefore, we can conclude that an internship helps B.Ed. students develop their professional experience and personality.

Rationale of the Study

The reviews done in India and abroad are of utmost importance for reference Purpose which not only guides the researcher about the history of the study but also enables them to conduct the study in a particular manner ahead in times. There had been quite a few studies done in India on Internship experience in the recent years. However, as far as the researcher's knowledge is concerned, no study on Internship experience or any closely similar area has been conducted at the national level although there are a few studies which have been conducted abroad. On the basis of the reviewed literature, it was observed that the findings of Gupta(2019), Patel(2018), soy(2021), kumar&Thapa(2018), Yang(2011) focus on Internship experience and sessional work, professional and other field but very less study conducted on Internship experiences and personal development. Impact of internship programs on profession and personal development of business student conducted by Anjum(2020).A study on personal growth during internship in medical field by Levine (2005) A study on engineering students, industrial internship, experience perception and satisfaction; work experience scale validation conducted by Nogueiral (2021).

It was observed further from the above-mentioned studies that most of the researches on Internship experience have been conducted on business, professionals and students studying abroad with other variables. Very few studies were found to be conducted on teacher education. Thus, research on Internship experience of student-interns needs to be conducted to explore it further. Therefore, the researcher was especially interested to Study the internship experience of Student-interns with relation to personal development.

Objectives of the Study

The objectives of the study were:

1. To study the internship experience of student -interns in reference to their gender.
2. To study the personal development of B.Ed. student-interns with reference to their gender.
3. To study the relationship between internship experience and personal development of B.Ed. student-interns in reference to their gender.

Hypotheses of the Study

The following hypotheses were formulated as per the above objectives of the study:

1. There is no significant difference between male and female student- interns in their internship experience.
2. There is no significant difference between personal development of male and female.
3. There is no significant relationship between internship experience and personal development of B. Ed student-interns.

Methodology of the Study

Design of the Study: In this present study the investigators have employed a descriptive survey method to study the internship experience of Bed student.

Population and Sample: In this study, all the student-interns (Integrated B.Ed. and Integrated B.Ed. & M.Ed. students with internship experience) of teacher education institutions in Balasore district, Odisha was the target population. 60 B.Ed. student-interns of teacher education institutions affiliated to Fakir Mohan University, Balasore were selected using Simple Random Sampling.

Tools and techniques of data collection: In this study investigators was used self-developed Internship experience questionnaire and Personal development questionnaire. Both Internship experience questionnaire and Personal development questionnaire are having 20 items.

Tools and Techniques of Data Analysis: In this study statistics like mean, Standard deviation, percentage analysis, and t- test were used for data analysis.

Analysis and Interpretation of Data

Internship experience percentage Analysis of B.Ed student-interns on the basis of gender

Table-1- Internship experience of B.Ed student-interns on the basis of gender

Range	Female student-interns		Male student-interns	
	N	%age	N	%age
High	20	66.66	18	60
Average	7	23.33	6	20
Low	3	10	6	20
Total	30	100	30	100

The above table shows the level of percentage of male and females of B.Ed. students towards internship experience. The table shows that highest percentage i.e. 66.66% female student -interns have gain high experience in their Internship and 60 % male Student -interns have gain high experience in their Internship. The table further indicates that 23.33% average experience gain by female, 20% average experience by male, 10% low by female and 20% low by male B.Ed. student -interns.

Mean Difference between Male and Female Student Interns in their Internship experience

Table-2- Mean Difference between Male and Female Student Interns in their Internship experience

Gender	N	Mean	SD	DF	't' value	Level of significance
Female	30	114.32	13.24	29	2.76	Sig.at 0.05 level
Male	30	106.21	9.17	29		

The above table indicates the significance of mean difference between the Female and male B.Ed. students towards internship experience. The result reveals that there is no significant mean difference between female and male B.Ed. students towards internship experience and the difference was found to be significant at 0.05 levels. As the mean difference shows the female B.Ed. students (M=114.32) which confirms female B.Ed. students have better experience than Male B.Ed. students (M=106.21) towards Internship experience.

Percentage Analysis of personal development of B.Ed. student-interns on the basis of Gender

Table-3- Percentage Analysis of personal development of B.Ed. student-interns

Range	Female student-interns		Male student-interns	
	N	%age	N	%age
High	20	66.66	18	60
Average	7	23.33	6	20
Low	3	10	6	20
Total	30	100	30	100

The above table shows the level of percentage of male and females of B.Ed. students towards personal development. The table shows that highest percentage i.e. 66.66% female student -interns have gain high personality in their Internship and 60 % male Student -interns have gain high personality in their Internship.

The table further indicates that 23.33% average personality develop in female, 20% average personality develop in male, 10% low by female and 20% low by male B.Ed. student -interns.

Mean Difference between Male and Female Student Interns in their Internship experience

Table-4- Mean Difference between Male and Female Student Interns in their Internship experience

Gender	N	Mean	SD	DF	't' value	Level of significance
Female	30	114.48	10.80	29	3.09	Sig. at 0.01 level
Male	30	107.47	9.77	29		

The above table shows the significance of mean difference between Male and Female B.Ed. student-interns personal development. The result reveals that there is a significant mean difference between male and female B.Ed. student-interns in their personal development and the difference was found to be Significant at .01 Levels. As the mean difference shows female B.Ed. student-interns (M=114.47) which confirms Female B.Ed. student-interns better develop their personality than Male B.Ed. students (M=107.47) in their personality.

Coefficient of Correlation between internship experience and personal development of B.Ed. students

Table-5- Relationship between internship experience and personal development

Variables	N	Mean	"r"
Internship experience	60	10.52	0.92
Personal development	60	109.98	

The above table shows the correlation between internship experience and personal developments as viewed by the B.Ed. students. The co-efficient of correlation -,r" value of 0.92 was found positive and also significant at 0.01 levels.It means, there exists a relationship between Internship experience and the personal development as viewed by the student- interns. Therefore, the null hypothesis of there is no significant relationship between internship experience and personal development is rejected at 0.01 levels of significance. It further reveals that there is a positive and substantial relationship between internship experience and personal development.

Conclusion

The following conclusions were drawn based on the above findings of the study:

- Gender is a factor seems to be associated with the level of internship experience in the B.Ed. students. Female B.Ed. students are better in their experience than the male students.
- Gender is a factor associated with the personal development. Female Students have viewed their personal development better in comparison to the male B.Ed. students.
- Internship experience and personal development positively inter-related.
- Personal development of the student- interns depend highly on the quality of the internship experience.

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