



Application of teaching methods and practice of teaching skills through internship and its influence on quality teaching

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ABSTRACT

Teacher Education is noble and critical since responsibility of developing skillful teachers who in turn are going to shape the nation lies on them. Accomplishing any professional course demands a disciplined and well planned internship. This expands the horizon and put the theories, strategies and instructions in practices also most importantly sharpen and learn new skills. This study was conducted in a secondary teacher training institution namely College of Teacher Education under Unakoti district of Tripura with an aim to find the application of different teaching methods by the science student trainees (32 numbers) of third semester and accessing the influence on attaining teaching learning skills which culminates in quality teaching. Tool used was scaled Questionnaire. It emerged that the use of teaching methods during internship sufficiently improves the professional skills of the student trainees and positively influence quality teaching.

Key words: Teaching, quality teaching, teaching methods, internship, teaching skills

INTRODUCTION

Research Background:

The onus of national building mostly lies on the shoulders of teachers. Teaching profession therefore is not only considered as noble but challenging as well. Like any profession practical knowledge becomes indispensable after getting sufficient theoretical information and instructions, hence arise the need of internship.

Internees are the students of teaching profession aiming to get meaningful and hands on experience in their arena of career interest while being enrolled at a college or University. Internship facilitates a student to avail opportunity to get practical work related knowledge and to enhance and learn new teaching skills at elementary and or in secondary level. Teacher internees are future educators who are trained on instructional means under the mentorship of professionals in education industry. Teacher trainers might get scope to nurture new ideas which might come out from internees and work upon hindrances faced by the later to develop newer models of training.

Various teaching learning methods are considered to be aggregation in pedagogy wisely used according to the subject and situations. Commonly used Methods used in teaching science subjects only have been highlighted in this study. Each of these has its own style, strength and short comings and is therefore chosen logically even many a times in combination. For example even a single chapter either in Life Science or Physical Science may be taught using more than one method in one session to make it understandable, retainable, interactive and interesting.

Teaching offers a fair probability to change the lives of other people. Spectrum extends from subject knowledge to mental development to personality development. It is the teaching skills that create the impact. Teaching skills of teaching professionals get sharpened during the tenure of internship. There are scientific ways of evaluating the level of expertise of the trainees on regular interval. There are different skills that a trainee learns during the internship, few of them are considered as core teaching skills and are indispensable for executing the work of teaching.

Core Teaching Skills

- skill of introducing a lesson
- skill of explaining
- skill of illustrating with examples
- skill of probing questions
- skill of stimulus variation
- skill of reinforcement
- skill of classroom management
- skill of blackboard use
- skill of closure

The purpose of Teaching-Learning does not revolve around the school curriculum only as its final aim is to transform students to go about applying their acquired knowledge to solve real life problem. This is what is known as Quality Teaching where “Quality” may be defined as an outcome, a property or as process, Biggs(2001).

Research Objectives:

1. To investigate the types of teaching methods applied by the student trainees during internship.
2. To find out the extent of core teaching skills practiced by the student trainees during internship.
3. To assess the level of influence on quality teaching among the student trainees.

MATERIAL AND METHODS

Aim: This was a survey based study conducted to find and assess the application of teaching methods and their influences on quality of teaching among the internees.

Sample and sampling technique: 32 Interns (12M, 20F) of B.Ed. 3rd Semester Science of 2022 batch of College of Teacher Education, Kumarghat was selected. Their teaching style was physically observed for duration of several days and subsequent rectification tips were provided. After the completion of the tenure questionnaire was handed over for filing up which was latter analyzed.

Tools : Scaled Questionnaire was prepared by the researcher and the same was forwarded to the internees and the data was collected meticulously.

Procedure: Due permission was taken from the Head of different schools of the district, where the internees were deputed for school internship for 16 weeks. All the schools follows State Board curriculum. As a part of B.Ed curriculum trainee teachers were sent to 12 number of schools for internship during which they remain under the supervision of respective mentors.

DATA ANALYSIS AND INTERPRETATION**Teaching methods applied by the student trainees during internship**

The Teaching Methods used were situation dependent and the preferences of the Methods mostly used by the Interns has been calculated in terms of percentage shown in table 1 and fig. 1. Internees with Science subjects were found to use methods frequently happen to be Lecture Method (76%); Demonstration Method (52%); Interactive Approach (83%); and using model and chart (93%). The methods sometimes used by majority of the Interns happens to be Group Discussion (86%); Heuristic Approach (62%); Story Telling (62%); Project Method (79%); Field Trip (90%); Using Multimedia/ICT (62%); Blended Teaching (76%); Role play (66%); and Problem Solving Method (59%).

Table 1 Teaching Methods used by Interns

Method Frequently Used during Teaching				
Sl No.	Method of Teaching	% of Frequency of Use		
		Frequently	Sometimes	Never
1	Lecture Method	75.86	20.69	3.45
2	Group Discussion Method	10.34	86.21	3.45
3	Demonstration Method	51.72	48.28	0.00
4	Heuristic Approach	24.14	62.07	13.79
5	Interactive Approach	82.76	17.24	0.00
6	Story Telling	27.59	62.07	10.34
7	Project Method	10.34	79.31	10.34
8	Field Trip	0.00	89.66	10.34
9	Using Model and Chart	93.10	6.90	0.00
10	Using Multimedia/ICT	6.90	62.07	31.03
11	Blended Teaching	10.34	75.86	13.79
12	Role play	10.34	65.52	24.14
13	Problem Solving Method	37.93	58.62	3.45

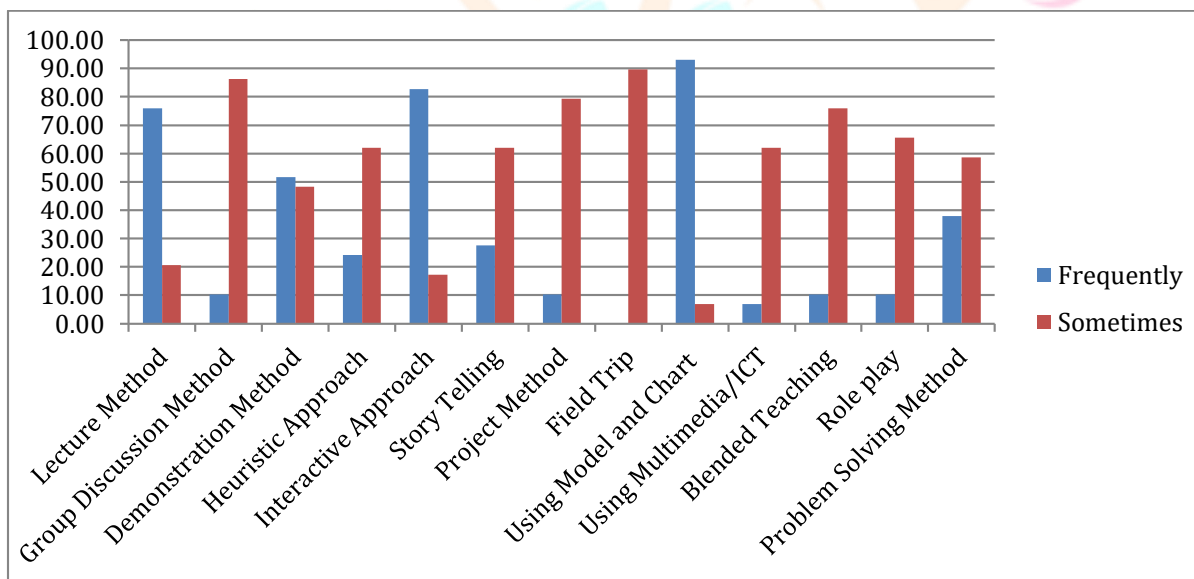


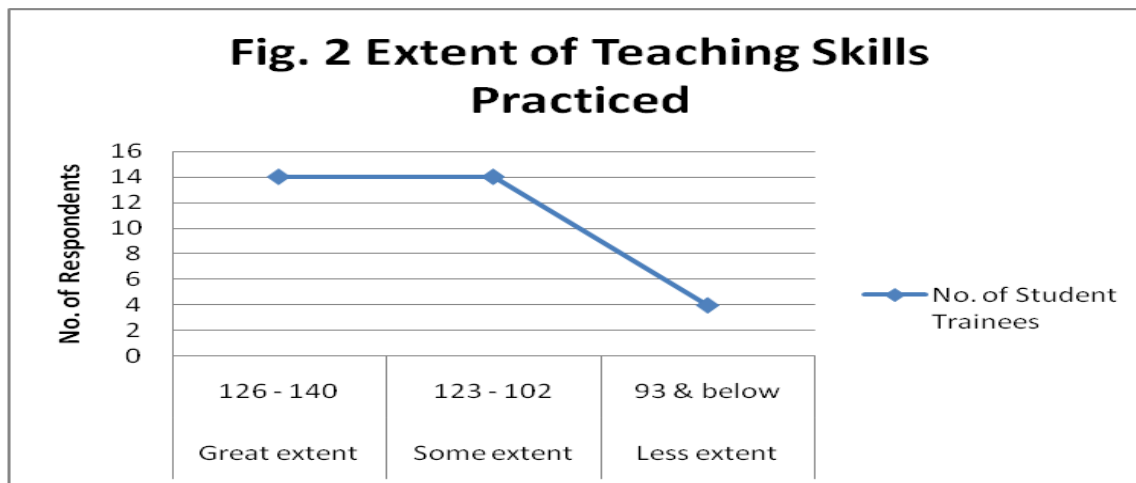
Fig. 1 Teaching Methods used by Interns

Teaching skills practiced by the student trainees during internship.

The responses received reveals that around 44% of the student trainees practiced teaching skills to a great extent; another 44% of them practices to some extent and 12% of them practices to less extent presented in table 2 and fig. 2.

Table 2 Extent of Teaching skills practiced

Level	Range Scores	of Range of z-scores	No. of Student Trainees	%
Great extent	126 - 140	0.187 to 1.565	14	43.75
Some extent	123 - 102	-1.192 to 0.186	14	43.75
Less extent	93 & below	-1.193 to -2.571	4	12.5

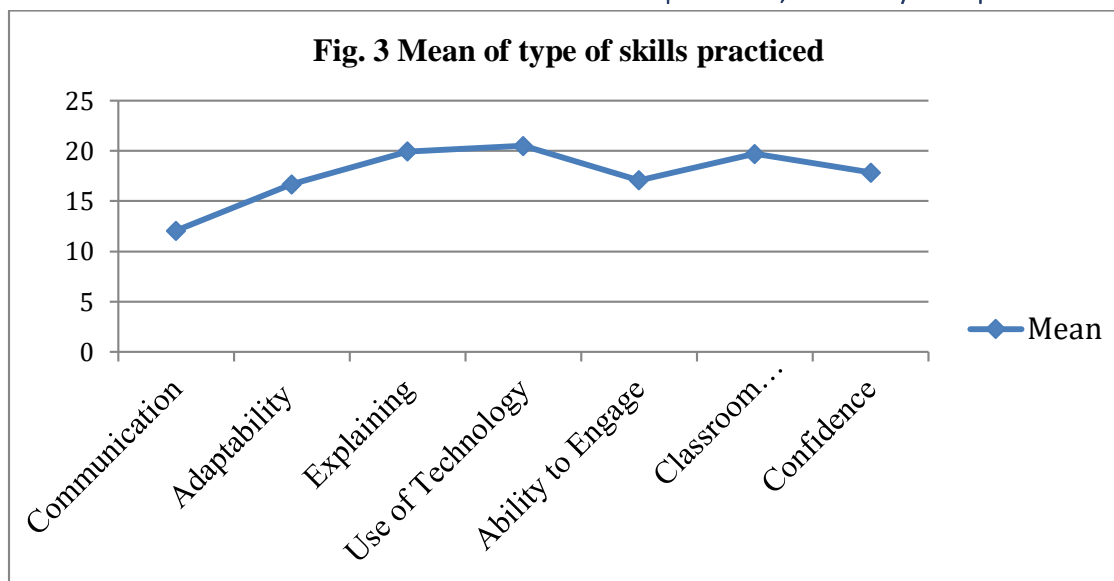


Further the type of skills practiced is shown in table 3. The mean score of respondents is found to be in the order of highest to lowest for the type of skills. The mean for Use of Technology is highest and the lowest is for Communication.

Use of Technology > Explaining > Classroom Management > Confidence > Ability to Engage > Adaptability > Communication

Table 3 Mean and SD for the type of skills practiced by student trainees

Dimensions	N	Mean	Std. Deviation	Rank order
Communication	32	12.06	1.190	VII
Adaptability		16.69	1.424	VI
Explaining		19.94	2.850	II
Use of Technology		20.50	2.155	I
Ability to Engage		17.09	1.692	V
Classroom Management		19.72	2.345	III
Confidence		17.84	1.370	IV



The responses received for communication skill reveals that around 68% of the student trainees practiced to a great extent; another 16% of them practiced to some extent and 16% of them practiced to less extent depicted in table 4. The responses received for explaining skill reveals that around 66% of the student trainees practiced to a great extent; another 19% of them practiced to some extent and 15% of them practiced to less extent.

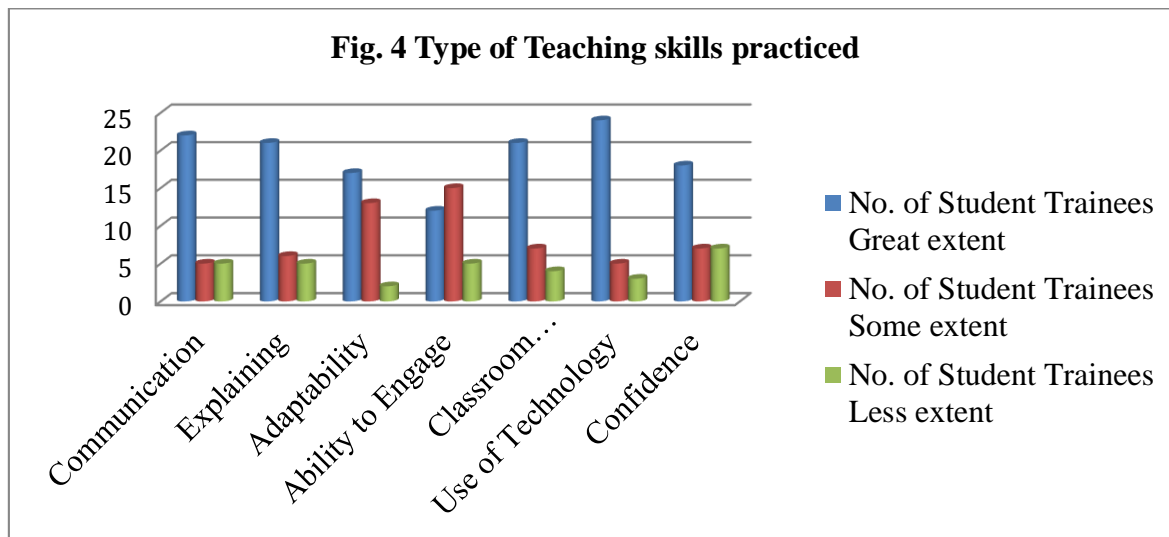
The responses received for adaptability skill reveals that around 53% of the student trainees practiced to a great extent; another 41% of them practiced to some extent and 6% of them practiced to less extent. The responses received for ability to engage skill reveals that around 38% of the student trainees practiced to a great extent; another 47% of them practiced to some extent and 15% of them practiced to less extent. The responses received for classroom management skill reveals that around 66% of the student trainees practiced to a great extent; another 22% of them practiced to some extent and 12% of them practiced to less extent.

The responses received for use of technology skill reveals that around 75% of the student trainees practiced to a great extent; another 16% of them practiced to some extent and 9% of them practiced to less extent. The responses received for confidence skill reveals that around 56% of the student trainees practiced to a great extent; another 22% of them practiced to some extent and 22% of them practiced to less extent.

Table 4 Type of Teaching skills practiced

Type	No. of Student Trainees		
	Great extent	Some extent	Less extent
Communication	22(68.76)	5(15.62)	5(15.62)
Explaining	21(65.63)	6(18.75)	5(15.62)
Adaptability	17(53.12)	13(40.63)	2(6.25)
Ability to Engage	12(37.5)	15(46.88)	5(15.62)

Classroom Management	21(65.63)	7(21.87)	4(12.5)
Use of Technology	24(75.0)	5(15.62)	3(9.38)
Confidence	18(56.24)	7(21.88)	7(21.88)

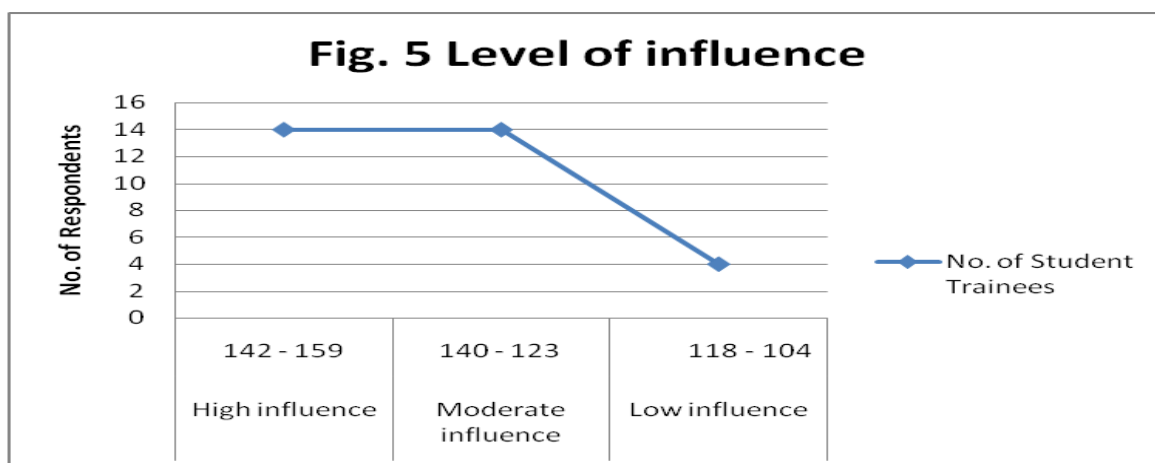


Level of influence on quality teaching among the student trainees.

Quality Teaching is influenced by certain factors. Different types of teaching methods applied by student trainees (83% - 93%), most prominent found to use of model and chart; Field Trip; Group Discussion; and Interactive Approach. Other teaching methods used by student trainees (52% - 79%) happened to be Project Method; Lecture Method; Blended Teaching; Role play; Heuristic Approach; Story Telling; Using Multimedia/ICT; Problem Solving Method; and Demonstration Method. Selection of teaching methods by the student trainees depends on the subject of teaching and the topic. Around 44% of the student trainees practiced teaching skills to a great extent; another 44% of them practiced to some extent and 12% of them practiced to less extent. It is interesting to note that among the teaching skills highest priority is offered to use of technology followed in the order of use of technology; explaining; classroom management; confidence; ability to engage; adaptability; and communication. The level of influence on teaching among the student trainees is displayed in table 5. The responses revealed that the level of influence of around 44% of the student trainees to be high; for another 44% it is found to be moderate and for 12% it is found to be low.

Table 5 Level of influence on teaching among the student trainees

Level	Range of Scores	Range of z-scores	No. of Student Trainees	%
High influence	142 - 159	0.183 to 1.566	14	43.75
Moderate influence	140 - 123	0.182 to 1.2	14	43.75
Low influence	118 - 104	-1.201 to -2.584	4	12.5



FINDINGS AND DISCUSSION

Findings

Following are the findings of the study

1. Internees with Science subjects were found to use methods frequently happen to be Lecture Method (76%); Demonstration Method (52%); Interactive Approach (83%); and using model and chart (93%).
2. 44% of the student trainees practiced teaching skills to a great extent; another 44% of them practices to some extent and 12% of them practices to less extent.
3. The mean for Use of Technology is highest and the lowest is for Communication.

Use of Technology > Explaining > Classroom Management > Confidence > Ability to Engage > Adaptability > Communication

4. Different types of teaching methods applied by student trainees, most prominent found to use of model and chart; Field Trip; Group Discussion; and Interactive Approach. Other teaching methods used by student trainees happened to be Project Method; Lecture Method; Blended Teaching; Role play; Heuristic Approach; Story Telling; Using Multimedia/ICT; Problem Solving Method; and Demonstration Method.

5. The level of influence of around 44% of the student trainees to be high; for another 44% it is found to be moderate and for 12% it is found to be low.

CONCLUSION

Internship is a mandatory experience for any profession so is in Teaching Profession. From this study it emerged that through the systematic and rigorous internship along with able mentorship the internees improved their communication skill, mastered questioning, presentation and assessment skills, could close and take feedback properly, could manage the classroom better and gained overall confidence to deliver Quality teaching. They also could use and manipulate various Teaching methods as per the requirement of the Lesson and the need of the Students. Quality teaching definitely demands the various non conventional methods of teaching like blended learning, use of multi-media along with the traditional lecture method or story telling methods.

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