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Perception of B. Ed trainees towards internship: A study on construction and validation of the tool

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Abstract--To determine the level of perception of B.Ed. trainees toward the internship, which is a required component of their educational experiences at a teacher training institution, the current research set out to determine the level of perception of B.Ed trainees toward the internship. In order to achieve the goal, a quantitative descriptive research was conducted. There were 94 B.Ed Trainees from a teacher education institution in the Tamilnadu district of Tiruchirappalli who took part in the study. The descriptive research made use of a tool that had been created by the investigator. The instrument was originally comprised of 50 statements in the pilot phase, which were then verified using a "t" test to determine their validity. The tool's dependability and validity have been proven, and it is now in use. During the final tool's development, 24 items were rejected and 26 items were retained. According to the findings, B.Ed students have generally an average perception regarding internships in general.

Keywords--B.Ed. trainees, teacher training institution, construction and validation.

Introduction

Internship training gives an opportunity for accounting students to obtain hands-on experience in the real world while also bridging the gap between theory and practise. The B.Ed. two-year curriculum is divided into three parts: theory, practicum, and an internship component. The importance of seasonal work and internship programmes in teacher education cannot be overstated since they

guarantee that potential teachers are properly prepared for their careers. It is via such experiences that they may get a thorough grasp of the teaching profession as well as information on the profession's long-term future possibilities. The ability to confront the class with confidence is primarily possessed by a qualified teacher. He or she is capable of dealing with a wide range of unusual events and does not shy away from difficult situations. Internship is a programme that lowers complexity among instructors and prepares them to confront the class in a more effective manner than a teacher who has not received sufficient training. It fosters a positive attitude toward lifelong learning while keeping interns up to speed on the most recent information and methods available. Actually, it assists the teacher in building upon their current talents in order to become an independent, thoughtful, and collaborative manager of learning who is prepared to join the teaching profession following graduation (Gupta,2019).

Experience and behavioural objectives are intended to be gained via internship programmes as a primary output of the university programme, which is intended to aid in the acquisition of professional values and the enhancement of personal development (Kumar,2017). It is possible that examining students' recollections of internship experiences may provide insight into their views of these experiences and the actual influence of these experiences on their career choices (Papadimitriou,2014). If the internship component is to be included in the curriculum's framework, faculty members should think about the kind of abilities that the internship will promote and how students might construct a bridge between those skills and their classroom learning (Afrin and Sayeda,2020). There is a misalignment between what students anticipate from the training and what they actually get as a result of it.

Students who are academically challenged or who do not do well in internships are also encouraged to apply. In the absence of any data, it is reasonable to conclude that students with relatively weak academic performance are less likely than those with great academic success to profit from internships to the same amount as students with exceptional academic performance (Gupta, Burns and Schiferl,2010). In this context, the study's goal is to determine the degree of perception held by teacher trainees. The study also aims at developing and validating an instrument to assess the perceptions of B.Ed students about internships.

Literature Review

Students participating in internship programmes are a commonly employed strategy by many academic institutions and professional organisations in order to combine students' theoretical knowledge with real-world working experiences (Karunaratne, Kingsley, and Perera, Niroshani,2019). Student instructors saw the internship programme as a genuine chance to polish and enhance their teaching abilities in a real-world school environment (Gupta,2019). Satisfaction gained via an internship programme fosters a variety of attitudes that may lead to loyalty, work dedication, and further prolonged efforts, among other things (Kumar,2017). Institutions of higher learning that provide students the opportunity to get real-world experience via internships are doing an excellent job in generating knowledge-based human resources (Afrin and Sayeda,2020). It is possible for

students to get insight into the advantages of internship participation by learning about companies' perspectives on internship programmes (Metzger n.d). Despite the fact that students have faced unanticipated dissatisfaction during their internship, they have gained vital future insights as a result of their participation (Yang,n.d). In order to succeed in the internship programme, students are required to develop their personalities, self-confidence and independence, in addition to learning how to make choices on their own with little or no guidance (Yaakob,Mat,and Farazila ,2018).

Student satisfaction with internships was shown to be correlated with the nature of the internship experience and the perks obtained by the interns (Gupta, Burns and Schiferl,2010).There is a strong statistical association between the perceived value of the internship and the demographic profile of the students, the structure of the internship, and the relationship between the internship and the students' career ambitions (Hergert,2009). Internships help them to build their personalities. Students expressed great satisfaction with their internship experience, stating that it contributed significantly to the development of their personal qualities (Joshi and Tyagi,2019).

The education system in developing nations is still in the process of being developed further. Despite the fact that instructors are supported, they are not instructed to supplement their students' practical knowledge with conceptual knowledge over the length of the course programme (Anjum,2020). Although internships have many advantages, there are also disadvantages, particularly for students who are not completely aware of the workload, job expectations, and criteria in advance, and who are not prepared to work in real-world scenarios (An Hou, 2018). Obtaining student input and developing a body of data that can be used to assist those responsible for principal internship material in order to offer acceptable learning experiences for interns in principle preparation programmes are both critical tasks (Nicks, Thibodeaux and Martin,2018). There is a growing need to develop a value conceptual model that elaborates on the theoretical linkages that exist between students' views and their desire to pursue a certain professional path (Mohammed and Rashid,2016).

Objectives of the Study

- To assess the level of perception of B.Ed trainees towards internship.
- To construct and validate a tool to measure the perception of B.Ed trainees towards internship.

Description and Administration of the Tool

Keeping in mind the variable perception, the researcher collected and framed 56 statements, both positive and negative, for the first proposal of the perception scale by consulting books, internet resources, journals, educationists, teachers, and other sources. The first draft of the perception scale was then given to four experts in the field for content analysis as well as editing of the statements. Following that, a number of remarks that were deemed to be irrelevant were removed, and a few statements were amended in accordance with the recommendations of the experts. Finally, a total of 50 statements were chosen for

inclusion in the final text. The final version of the perception scale, which consisted of 46 statements, was given to 94 B.Ed students in Tiruchirappalli with the aim of determining the discriminative value of each item on the scale.

For each of the 50 statements, the "t"-values for significance of differences between the mean perception scores of the upper and lower 27 percent groups of respondents, which were indicative of their discrimination values, were calculated. These "t"-values were used to determine the significance of differences between the mean perception scores of the upper and lower 27 percent groups of respondents. Following that, only items with a "t" value more than 1.96 and statistically significant at the 0.05 level of confidence were preserved for the final scale, whereas statements with a "t" value less than 1.96 were discarded.

According to Likert's recommendations, a pattern was used to score the perception scale. After each item on the perception scale, there are replies such as strongly agree, agree, uncertain, disagree, and strongly disagree, which are followed by further statements on the perception scale. The perception scale was scored by assigning a score of 5, 4, 3, 2, and 1 to positive statements and a score of 1, 2, 3, 4, and 5 to negative statements for each item on the perception scale. Given that there are a total of 50 statements on the perception scale, the highest possible score is $(50 \times 5) = 250$, and the lowest possible score is $(50 \times 1) = 50$, respectively.

The administration of the instruments would take place according to a set timetable. Visits to teacher education institutes were undertaken by the investigator, who developed a relationship with the teacher trainees. The investigator explained to them the purpose of the study and informed them that their replies would be concealed. He also urged them to be as open and honest as possible in their responses to the survey. Following the distribution of the tools and the collection of replies, the relevant instructions were provided. The information gathered was examined with the use of statistical software.

Reliability and Validity

The reliability of the tool was determined using the Split half reliability approach. It was discovered in the middle of an assortment of odd and even items. According to the results, the Product Moment Correlation Coefficient is 0.84. The result is a high reliability score for the perception scale based on this number. The content validity of the perception scale was established by seeking the opinions of experts in the field of education by the nature of content covered by the statements on teaching profession. The experts approved on the validity of the content of items. As a result, the legitimacy of the face was proven.

Findings

The level of perception of the B.Ed trainees were identified and categorized as follows

Table 1: Showing the categorisation of perception mean scores and their percentage

Scores	Percentage	Levels
Above Mean +1 SD	13.82	High
Between Mean \pm 1 SD	71.27	Average
Below Mean -1 SD	13.82	Low

From the table it can be seen that the perception level of B.Ed trainees is average. About 71.27% of the B.Ed trainees have an average perception towards internship. Both lower and upper group are same with 13.82 %. It can be stated the the perception of B.ed trainees towards internship is on an average.

Validation of the Items in the Tool

Table 2: Showing the ‘t’ values of the items in the perception scale

S.No	“t” value	Remark
1	4.09	Selected
2	0.08	Removed
3	2.82	Selected
4	1.58	Removed
5	7.87	Selected
6	6.45	Selected
7	9.84	Selected
8	2.77	Selected
9	9.62	Selected
10	0.00	Removed
11	7.20	Selected
12	2.14	Selected
13	3.32	Selected
14	0.09	Removed
15	0.02	Removed
16	0.00	Removed
17	1.35	Removed
18	8.22	Selected
19	3.64	Selected
20	4.78	Selected
21	5.35	Selected
22	3.74	Selected
23	1.18	Removed
24	2.67	Selected
25	5.99	Selected
26	0.00	Removed
27	1.73	Removed
28	2.21	Selected
29	0.01	Removed
30	1.88	Removed

31	5.77	Selected
32	0.00	Removed
33	0.34	Removed
34	1.63	Removed
35	0.00	Removed
36	0.00	Removed
37	2.92	Selected
38	0.00	Removed
39	5.37	Selected
40	1.18	Removed
41	0.00	Removed
42	2.77	Selected
43	1.98	Selected
44	0.00	Removed
45	1.56	Removed
46	4.06	Selected
47	9.84	Selected
48	0.00	Removed
49	9.62	Selected
50	2.37	Selected

From the table it can be seen that 26 items above the “t” value 1.96 are retained or selected for the final drafting of the perception scale. 24 items with less than 1.96 were discarded or removed from the perception scale. The final draft of the tool consists of 26 items relating to perception of B.Ed trainees towards internship.

Conclusion

Internships give students with hands-on experience in their field of study while also bridging the gap between theory and practise in their profession. To ensure that students' internship experiences are as positive as possible, it is necessary to screen the process of internship experiences via advancements in the area of education and technological integration. Even while change is inevitable, and the circumstances and students that teacher trainees encounter in the course of their work may vary, an internship should give exposure to a variety of teaching responsibilities as well as dealing with deviant behaviour. Teachers-in-opinion training's of internships helps them begin their path into the teaching profession in a realistic setting with actual pupils. This is something that the government and curriculum planners should bear in mind when planning internships and other practical training for teacher trainees in order to develop successful teachers who are able to adapt to the changing needs of the society.

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