

A Review Study of the Impact of Teaching Internship on the Self-Confidence of B.Ed Students

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Abstract-- Teaching internship is an essential, practical, and experiential component of the B.Ed. programme, aimed at familiarizing prospective teachers with real school environments and authentic teaching-learning situations. This phase enables student teachers to gain firsthand experience in classroom teaching, classroom management, assessment practices, co-curricular activities, and school administration. Teaching internship not only facilitates the development of teaching skills and professional competencies but also significantly strengthens student teachers' self-confidence, self-efficacy, decision-making ability, communication skills, and emotional maturity. The primary objective of the present review article is to present a systematic, analytical, and critical examination of national and international studies related to the impact of teaching internship on the self-confidence of B.Ed. students. Research studies published between 2000 and 2024 have been reviewed, focusing on research trends, methodological characteristics, major findings, similarities, and differences. The overall analysis reveals that teaching internship is a powerful and indispensable means of developing self-confidence, enabling trainee teachers to become self-reliant, professionally competent, and well prepared to face classroom challenges.

Keywords-- Teaching Internship, B.Ed. Students, Self-Confidence, Teacher Education

I. INTRODUCTION

Education is the foundation of the holistic development of any society, and teachers serve as the central pillar of the educational process. The preparation of an effective and competent teacher cannot rely solely on theoretical knowledge; it requires practical experience, self-confidence, a professional outlook, and a positive attitude. To fulfill this objective, teaching internship has been incorporated as a compulsory component of the B.Ed. programme. In the contemporary educational system, the role of the teacher is no longer limited to being a transmitter of knowledge but extends to that of a facilitator, counselor, mentor, and motivator. The successful performance of these multifaceted roles demands a high level of self-confidence. A lack of self-confidence restricts a teacher's ability to utilize knowledge and skills effectively, thereby negatively influencing the teaching-learning process.

Hence, the development of self-confidence through teaching internship during B.Ed. training becomes essential.

Teaching internship is a planned, structured, and supervised training process in which B.Ed. trainee teachers are placed in schools for a specific duration to gain real classroom teaching experience. According to the National Council for Teacher Education (NCTE), the primary objective of teaching internship is to develop professional competence, teaching skills, ethical values, and self-confidence among trainee teachers.

Major components of teaching internship include lesson planning, application of teaching methods, use of teaching-learning aids, classroom management, assessment techniques, participation in co-curricular activities, and observation of school administration. This comprehensive process prepares trainee teachers to become self-reliant and professionally competent by exposing them to real teaching situations.

Self-confidence is an important psychological construct that refers to an individual's belief in their knowledge, skills, decision-making ability, and performance capacity. In the educational context, self-confidence directly influences a teacher's instructional effectiveness, classroom control, communication skills, and problem-solving ability. A self-confident teacher is more capable of adopting innovative teaching methods, understanding diverse learning needs, and addressing academic challenges effectively. Therefore, the development of self-confidence should be considered a central objective of teacher education programmes, particularly at the B.Ed. level.

If we consider the theoretical Foundation of Teaching Internship and Self-Confidence we find:

According to Bandura's theory of self-efficacy, mastery experiences play a crucial role in strengthening an individual's self-confidence. During teaching internship, trainee teachers engage in real classroom instruction, interact with students, and solve practical teaching problems, which enhance their self-efficacy and confidence.



Similarly, Kolb's experiential learning theory emphasizes that learning is a cyclic process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. Teaching internship completes this experiential learning cycle and significantly contributes to the development of self-confidence.

II. REVIEW METHODOLOGY

For the present review article, relevant research studies were selected from databases such as Google Scholar, ERIC, Shodhganga, and ResearchGate. Only peer-reviewed studies published in accordance with UGC-CARE standards were included. Selection criteria were based on relevance to the topic, research methodology, sample characteristics, and key findings.

Review Of Related Literature: Indian Studies

Most studies conducted in the Indian context reveal a significant improvement in the self-confidence of B.Ed. students after the completion of teaching internship. Sharma and Verma (2018) reported that regular teaching practice in school environments enhances self-reliance, self-confidence, and teaching efficiency among trainee teachers.

Similarly, Kumar (2019) found that lesson planning, micro-teaching, and supervised classroom teaching play a vital role in strengthening the self-confidence of B.Ed. trainees.

Review Of Related Literature: International Studies

International research also supports similar conclusions. Darling-Hammond (2017) emphasized that practical training empowers trainee teachers professionally and enhances their confidence and commitment to teaching.

Johnson and Hall (2020) reported that structured internship programmes significantly improve trainee teachers' self-confidence, classroom management skills, and professional identity.

III. RESEARCH TRENDS AND CRITICAL ANALYSIS

The reviewed studies indicate that most research has employed survey methods, with self-report scales being widely used to measure self-confidence. However, a limited number of qualitative and mixed-method studies have also been conducted, offering deeper insights into trainee teachers' experiences and confidence development.

The major findings based on the literature review on teaching internship are:

- Internship reduces fear and hesitation related to classroom teaching
- It strengthens communication and presentation skills
- It facilitates the development of professional identity
- Internship enhances decision-making ability and self-reliance

Educational And Practical Implications:

There is a need to improve the duration, quality, and supervision mechanisms of teaching internship in the B.Ed. curriculum. Continuous, constructive, and positive feedback from mentor teachers can significantly contribute to the development of self-confidence. Additionally, workshops, counseling sessions, and micro-teaching activities should be made more effective and learner-centered.

Limitations Of The Study:

The present review is based solely on published studies. The methodological quality of the reviewed studies varies, and comparative analysis across different cultural and geographical contexts remains limited.

Suggestions For Future Research:

Future studies should focus on longitudinal, comparative, and intervention-based research designs. Along with self-confidence, other psychological variables such as self-efficacy, teaching attitude, and emotional intelligence may also be explored.

IV. CONCLUSION

The present review study clearly indicates that teaching internship plays a crucial role in enhancing the self-confidence of B.Ed. students. It prepares trainee teachers to become competent, self-reliant, and effective professionals. Therefore, teacher education programmes must strengthen and professionalize teaching internship to ensure holistic teacher development.

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