# CHAPTER - 4

# DATA ANALYSIS AND INTERPRETATION

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## 4.1 INTRODUCTION

In this chapter, the data that was gathered is thoroughly analysed and interpreted with the aim of exploring how pre-internship training can be used to improve the skills of pre-service teachers in regards to instructional planning. This study was conducted to determine the usefulness of pre-internship experiences in relation to lesson planning capacity, classroom management, and use of instructional strategies according to the preservice trainees.

The instrument used in gathering the data was a structured questionnaire that contained 36 closed-ended questions grouped into 3 main core themes according to the objectives of the study:

- **Instructional Planning & Content Mastery**
- **Classroom Management & Professional Development**
- **Instructional Strategies and Application of Theoretical Knowledge**

Each theme reflects a key dimension of teacher preparedness and instructional competence. Descriptive statistics including frequency, percentage, and mean scores were used to analyse the responses received in the questionnaires in order to provide a numerical measure of the degree of awareness, skill acquisition, and application because of pre-internship exposure.

The thematic analysis and tables are aspects that the chapter incorporates to objectively interpret findings. The visual interpretation of data trends is supported by the use of graphical accounts such as bar graphs and pie charts. Based on the responses given, the interpretation is on how the pre-service teachers value the pre-internship training in gaining professional teaching competencies. Overall, this chapter provides empirical insight into the strengths and gaps in pre-internship training programs, thereby aligning practical exposure with instructional development in teacher education.

## 4.2 INTERPRETATION OF DATA

### 4.2.1 Table of Questions Categorized by Themes

*Table 4.1 The following table categorizes the questions from the provided data according to the specified themes:*

| S. No. | Themes | Question Numbers |
|---|---|---|
| 1 | **Instructional Planning & Content Mastery** | 19, 20, 21, 22, 23, 24, 25, 26 |
| 2 | **Classroom Management & Professional Development** | 27, 28, 29, 30, 31, 32, 33, 34, 35, 36 |
| 3 | **Instructional Strategies** | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 |

### 4.2.2 Theme 1: Instructional Planning & Content Mastery

*Table 4.2 Evaluate trainees' ability to design structured lessons aligned with learning objectives*

| Q. No. | QUESTIONS | OPTIONS | % |
|---|---|---|---|
| 19 | What is the primary goal of creating a detailed lesson plan before teaching? | To reduce teaching time | 2 |
| | | To organize content, methods, and assessment in a logical flow | 89 |
| | | To impress observers | 5 |
| | | To fill out paperwork | 4 |
| 20 | A well-prepared lesson plan helps a teacher | Skip student questions | 2 |
| | | Manage time effectively and stay focused on learning objectives | 93 |
| | | Teach without any interaction | 1 |
| | | Avoid using teaching aids | 4 |
| 21 | | Avoid repetition | 5 |
| | | Memorize definitions | 3 |

| | | | |
|---|---|---|---|
| | Before teaching a topic, analysing the content helps the teacher to | Break down the topic into manageable parts for better understanding | **88** |
| | | Reduce teaching effort | **4** |
| **22** | What does content analysis ensure in instructional planning? | Students finish homework faster | **1** |
| | | Every student reads aloud | **2** |
| | | The teacher identifies key concepts and supporting ideas | **94** |
| | | The board work is minimized | **3** |
| **23** | Why should learning objectives be clearly stated before the lesson begins? | To match textbook headings | **3** |
| | | To help both teacher and students stay focused on expected outcomes | **88** |
| | | To grade students early | **6** |
| | | To skip discussion | **3** |
| **24** | A good learning objective should: | Be vague to allow flexibility | **2** |
| | | Only focus on recall | **5** |
| | | Be specific, measurable & aligned with the lesson content | **91** |
| | | Be difficult to understand | **2** |
| **25** | What is the main reason to use additional instructional materials in teaching? | To impress the principal | **4** |
| | | To support diverse learners & improve concept clarity | **90** |
| | | To replace textbooks | **3** |
| | | To save effort in explanation | **3** |
| **26** | Instructional materials should be selected based on | Their appearance | **2** |
| | | Brand popularity | **2** |
| | | Relevance to lesson goals & learner needs | **94** |
| | | The length of the lesson | **2** |

The data presented in Table 4.2 assesses pre-service teachers' perceptions regarding their ability to design structured lessons aligned with learning objectives, focusing on instructional planning and content mastery. The data is based on responses to various questions related to effective lesson planning, content analysis, and the use of instructional materials.

**Key Findings from Table 4.2:**

- **Goal of Creating a Detailed Lesson Plan (Q. 19)**

  **89%** of pre-service teachers believe that the primary goal of creating a detailed lesson plan is to organize content, methods, and assessment in a logical flow. This indicates a strong understanding of the importance of structured planning for effective teaching. **5%** of respondents viewed the goal as impressing observers, while **4%** considered it a task for filling out paperwork. This shows a minimal emphasis on extraneous factors, further supporting the notion that the majority prioritize organization and content alignment.

- **Benefit of a Well-Prepared Lesson Plan (Q. 20)**

  **93%** of respondents indicated that a well-prepared lesson plan helps teachers manage time effectively and stay focused on learning objectives. This highlights that pre-service teachers recognize the value of staying on track and ensuring that lessons meet the intended goals.

  A very small proportion (2%) thought it was to skip student questions or avoid interaction, which contradicts best practices that encourage teacher-student engagement.

- **Content Analysis Before Teaching (Q. 21)**

  **88%** of pre-service teachers believe that analysing content before teaching helps break down the topic into manageable parts for better understanding. This reflects a strong understanding of the need for content segmentation to facilitate student comprehension. The smaller responses (5% and 3%) focusing on avoiding repetition and memorizing definitions show a less significant focus on these aspects of content analysis.

- **Role of Content Analysis in Instructional Planning (Q. 22)**

  **94%** of respondents recognized that content analysis ensures the teacher identifies key concepts and supporting ideas, which is crucial for effective lesson planning and student learning.

Only **3%** felt that content analysis minimized board work, which is a secondary concern compared to identifying important content.

- **Importance of Clear Learning Objectives (Q. 23)**

  **88%** of teachers agree that learning objectives should be clearly stated to help both the teacher and students stay focused on expected outcomes. This suggests a strong consensus on the importance of clear, achievable goals in lessons.

  A small percentage of responses were focused on grading or skipping discussion, which are not the primary reasons for stating learning objectives clearly.

- **Characteristics of a Good Learning Objective (Q. 24)**

  **91%** of teachers believe that a good learning objective should be specific, measurable, and aligned with lesson content. This shows that pre-service teachers recognize the importance of clarity and precision in defining lesson goals.

  Very few (2%) thought that objectives should be vague, which is not in line with best practices for lesson planning.

- **Use of Instructional Materials (Q. 25)**

  **90%** of respondents saw the main reason to use additional instructional materials as supporting diverse learners and improving concept clarity. This demonstrates an understanding of the value of diverse resources in addressing different learning styles. The relatively low responses (4%) focusing on impressing the principal indicate that pre-service teachers are largely motivated by instructional efficacy rather than external validation.

- **Selection of Instructional Materials (Q. 26)**

  **94%** of pre-service teachers believe that instructional materials should be selected based on their relevance to lesson goals and learner needs, which aligns with best practices in teaching. This shows that most teachers prioritize the pedagogical value of materials over superficial factors like appearance or brand popularity.

The data suggests that pre-service teachers have a strong perception of the value of pre-internship training in developing their instructional planning skills. A significant majority of respondents recognize the importance of creating detailed lesson plans to organize content, methods, and assessments in a logical flow (89%), and they understand the need for clear, measurable learning objectives (91%). Pre-service teachers also emphasize the importance of content analysis before teaching, with 88% agreeing that it helps break down topics for better student understanding. Furthermore, 94% of teachers acknowledge the role

of content analysis in identifying key concepts, and 90% see instructional materials as essential for supporting diverse learners and enhancing concept clarity. These responses highlight that pre-service teachers are well aware of the critical components of effective instructional planning and content mastery, reflecting the positive influence of pre-internship training in shaping their pedagogical approach. However, a small percentage still indicated peripheral concerns, such as impressing observers or filling out paperwork, suggesting that there might be some room for further alignment between practical training and best instructional practices.

### 4.2.3 Theme 2: Classroom Management & Professional Development

*Table 4.3 Assess adaptability in managing diverse learners and real-world classroom dynamics.*

| Q. No. | QUESTIONS | OPTIONS | % |
|---|---|---|---|
| 27 | What is the main purpose of observing another teacher's class during training? | To rate their performance | 1 |
| | | To copy their exact method | 4 |
| | | Relevance to lesson goals & learner needs | 1 |
| | | To learn new strategies & understand student behaviour | 94 |
| 28 | During classroom observation, what should be the observer's focus? | Decoration of the room | 4 |
| | | Teaching strategies, learner responses, and class management | 92 |
| | | Speed of writing | 2 |
| | | Uniform of students | 2 |
| 29 | Why is maintaining student records important for a teacher? | To keep files full | 4 |
| | | To punish students | 2 |
| | | To track learning progress & identify support needs | 90 |
| | | To reduce workload | 4 |
| 30 | | Updating once a year | 6 |

| | | | |
|---|---|---|---|
| | Which of the following is a good practice in maintaining academic records? | Keeping consistent & accurate information about each student | 87 |
| | | Relying only on memory | 5 |
| | | Leaving it to students | 2 |
| 31 | Knowing your students' learning styles and emotional needs helps you to | Focus only on bright students | 9 |
| | | Avoid assessments | 4 |
| | | Plan activities that are engaging and suitable for all | 85 |
| | | Skip group work | 2 |
| 32 | Why is it important to be aware of learners' backgrounds and interests? | To give better punishments | 6 |
| | | To reduce curriculum | 7 |
| | | To avoid questions | 3 |
| | | To connect learning with their real-life context & motivation | 84 |
| 33 | What is the purpose of using a variety of assessment methods in the classroom? | To confuse students | 4 |
| | | To increase exam pressure | 6 |
| | | To finish early | 9 |
| | | To get a better understanding of how students learn and perform | 81 |
| 34 | Which of the following best supports fair and effective evaluation? | Surprise tests only | 0 |
| | | Using tools like rubrics, checklists, and continuous feedback | 82 |
| | | One-word questions | 9 |
| | | Relying only on final exams | 9 |
| 35 | A teacher reviewing their own lesson after class is practicing | Self-reflection to improve future teaching strategies | 85 |
| | | Avoiding feedback | 5 |
| | | Planning homework | 9 |
| | | Revision | 1 |

| 36 | Accepting feedback from students or mentors is valuable because | It helps finalize grades | 7 |
| --- | --- | --- | --- |
| | | It shows who's in charge | 2 |
| | | It provides insight for personal and professional growth | 90 |
| | | It reduces teaching time | 1 |

**Table 4.3** focuses on assessing pre-service teachers' adaptability in managing diverse learners and real-world classroom dynamics, which directly reflects their process skills as developed through pre-internship training.

**Key Findings from Table 4.3**

- **Purpose of Observing Another Teacher's Class (Q27):**

A vast majority (94%) understand that the main purpose is to learn new strategies and understand student behaviour, indicating a strong awareness of observational learning as a process skill essential for classroom management.

- **Focus During Classroom Observation (Q28):**

92% correctly identify that the observer should focus on teaching strategies, learner responses, and class management, showing that pre-service teachers are attuned to critical elements of classroom dynamics and are applying process skills in observation.

- **Importance of Maintaining Student Records (Q29):**

90% recognize that maintaining records is important to track learning progress and identify support needs, reflecting an understanding of using data to inform teaching decisions, a key process skill.

- **Good Practices in Maintaining Academic Records (Q30):**

87% agree on keeping consistent and accurate information about each student, demonstrating process skills related to organization and accountability.

- **Knowing Students' Learning Styles and Emotional Needs (Q31):**

85% acknowledge that this knowledge helps plan activities that are engaging and suitable for all, indicating adaptability and differentiation skills.

- **Awareness of Learners' Backgrounds and Interests (Q32):**

84% see the importance to connect learning with their real-life context and motivation, which is essential for culturally responsive teaching and engagement.

- **Purpose of Using a Variety of Assessment Methods (Q33):**

81% understand it is to get a better understanding of how students learn and perform, showing a grasp of formative assessment and varied evaluation techniques.

- **Supporting Fair and Effective Evaluation (Q34):**

82% select using tools like rubrics, checklists, and continuous feedback, reflecting knowledge of transparent and comprehensive assessment strategies.

- **Self-Reflection After Class (Q35):**

85% identify this as self-reflection to improve future teaching strategies, highlighting the development of reflective practice, a critical process skill.

- **Accepting Feedback (Q36):**

90% value feedback as providing insight for personal and professional growth, underscoring openness to improvement and professional development.

The data from Table 4.3 strongly supports the objective that pre-internship training significantly contributes to developing essential process skills among pre-service teachers for managing diverse learners and real-world classroom dynamics. The high level of correct responses indicates that pre-service teachers are well-prepared to handle classroom scenarios effectively, demonstrating the effectiveness of the pre-internship training program in fostering these skills.

## 4.2.4 Theme 3: Instructional Strategies

*Table 4.4 Examine the extent of application of theoretical knowledge to practical teaching for better student engagement.*

| Q. No. | QUESTIONS | OPTIONS | % |
|---|---|---|---|
| 1 | Why might a teacher begin a lesson with a short story or real-life example? | To entertain students | 1 |
| | | To connect the topic with students' experiences & spark interest | 95 |
| | | To fill extra time | 3 |
| | | To avoid direct instruction | 1 |
| 2 | What is the main purpose of the | To summarize previous lessons | 4 |
| | | To give homework early | 0 |

| | | | |
|---|---|---|---|
| | introduction phase in a lesson? | To prepare learners for new content by activating prior knowledge | **93** |
| | | To start the class on time | **3** |
| **3** | What is the most important benefit of using questions during a lesson? | To maintain discipline | **5** |
| | | To engage students & guide their thinking | **90** |
| | | To follow a set pattern | **4** |
| | | To test memory only | **1** |
| **4** | Why might a teacher begin a lesson with a short story or real-life example? | One-word answers | **2** |
| | | True or False questions | **3** |
| | | Open-ended questions that allow multiple responses | **91** |
| | | Rhetorical statements classroom discussion? | **4** |
| **5** | What makes an explanation effective for student understanding? | Including only technical terms | **5** |
| | | Talking continuously without breaks | **3** |
| | | Focusing only on definitions | **3** |
| | | Using simple language and examples that relate to students' context | **89** |
| **6** | Why should a teacher connect new content to what students already know? | To shorten the lesson | **2** |
| | | To avoid repeating instructions | **2** |
| | | To help students understand new ideas more easily | **91** |
| | | To meet formal requirements | **5** |
| **7** | A student gives a thoughtful answer after struggling. What is the most effective teacher response? | "You're slow, but okay." | **1** |
| | | "Good effort! You're getting there." | **84** |
| | | Move on without comment | **7** |
| | | Tell the student the correct answer | **8** |
| **8** | | To end the lesson quickly | **4** |
| | | To avoid corrections | **3** |

| | | | |
|---|---|---|---|
| | What is the main benefit of reinforcing student responses? | To reduce interaction | **3** |
| | | To strengthen learning and motivate participation | **90** |
| **9** | A teacher notices the class is losing focus. What would be the most effective response? | Continue the same activity | **2** |
| | | Tell students to be quiet | **6** |
| | | Change the tone, ask a question, or move around | **86** |
| | | Stop teaching for a while | **6** |
| **10** | Why should teachers vary their methods and delivery styles during a lesson? | To show creativity | **0** |
| | | To finish content faster | **2** |
| | | To keep students alert and interested | **97** |
| | | To follow rules | **1** |
| **11** | What is a good blackboard practice while teaching? | Writing everything the teacher says | **7** |
| | | Using capital letters only | **0** |
| | | Writing in decorative fonts | **3** |
| | | Highlighting key ideas in an organized and clear way | **90** |
| **12** | Why should teachers ensure what's written on the board is clearly visible to all students? | To make the classroom look nice | **5** |
| | | To support student understanding and note-taking | **92** |
| | | To impress observers | **0** |
| | | To avoid questions | **3** |
| **13** | What makes an example meaningful in a classroom setting? | Being complex and impressive | **2** |
| | | Taken directly from the textbook | **2** |
| | | Relating to everyday situations students understand | **95** |
| | | Involving technical jargon | **1** |
| **14** | | To save time | **4** |

| | | | |
|---|---|---|---|
| | Why should teachers use examples when explaining new concepts? | To make abstract ideas easier to relate to and remember | **92** |
| | | To entertain the class | **2** |
| | | To avoid writing on the board | **2** |
| **15** | When using a teaching aid, what should a teacher keep in mind? | Use as many aids as possible | **5** |
| | | Ensure the aid is clear, relevant, and supports the topic | **91** |
| | | Choose the most expensive aid | **3** |
| | | Avoid student interaction | **1** |
| **16** | Why is it important to use visual or audio tools in a lesson? | To fill time | **1** |
| | | To reduce talking | **1** |
| | | To improve student engagement and concept clarity | **93** |
| | | To finish faster | **5** |
| **17** | What is the most effective way to end a lesson? | Assigning homework | **2** |
| | | Quickly wrapping up | **2** |
| | | Summarizing key points and asking reflective questions | **92** |
| | | Announcing tomorrow's topic | **4** |
| **18** | What is the main value of a good closing activity in a lesson? | To end on time | **2** |
| | | To introduce new content | **1** |
| | | To help students consolidate what they've learned | **94** |
| | | To get feedback from parents | **3** |

**Key Findings from Table 4.4**

**1. High Awareness and Application of Effective Teaching Practices:**

• A vast majority of pre-service teachers recognize that beginning a lesson with a short story or real-life example is primarily to connect the topic with students' experiences and spark interest (95%) rather than for entertainment or filling time.

• Most understand the introduction phase aims to prepare learners for new content by activating prior knowledge (93%).

• The main benefit of using questions during lessons is to engage students and guide their thinking (90%).

• Open-ended questions that allow multiple responses are favored (91%) over one-word or true/false questions.

• Effective explanations are characterized by using simple language and examples relatable to students' contexts (89%).

**2. Connecting New Knowledge to Prior Knowledge:**

• A significant majority (91%) agree that connecting new content to what students already know helps them understand new ideas more easily.

**3. Positive Teacher Responses and Reinforcement:**

• The most effective teacher response to a struggling student giving a thoughtful answer is encouragement ("Good effort! You're getting there.") at 84%.

• Reinforcing student responses is valued mainly to strengthen learning and motivate participation (90%).

**4. Classroom Management and Engagement Techniques:**

• When students lose focus, 86% believe changing tone, asking questions, or moving around is the most effective response.

• Varying teaching methods and delivery styles during lessons is seen as essential to keep students alert and interested (97%).

**5. Use of Teaching Aids and Visual/Audio Tools:**

• Pre-service teachers emphasize using clear, relevant aids that support the topic (91%) and recognize visual/audio tools improve engagement and concept clarity (93%).

**6. Effective Lesson Closure:**

• Summarizing key points and asking reflective questions is considered the best way to end a lesson (92%).

• A good closing activity helps students consolidate what they've learned (94%).

7. Blackboard Practices and Visibility:

• Highlighting key ideas in an organized and clear way on the blackboard is preferred (90%), and ensuring visibility supports understanding and note-taking (92%).

**8. Meaningful Examples and Inclusive Teaching:**

• Examples relating to everyday situations students understand are preferred (95%).

• Using examples makes abstract ideas easier to relate to and remember (92%).

These findings align with the literature and background of the dissertation, which highlight that pre-internship training bridges the gap between theory and practice by providing hands-on experiences, mentorship, reflection, and feedback. The pre-internship phase equips pre-service teachers with essential process skills such as instructional planning, communication, classroom management, and adaptability, which are crucial for applying theoretical knowledge effectively in classrooms

This interpretation confirms that the pre-internship phase plays a critical role in enabling pre-service teachers to bridge theory and practice, enhancing their readiness for real classroom teaching and ultimately benefiting student learning outcomes

## 4.2.5 Data Analysis of Open-Ended Question

*Table 4.5: Responses of Multiple Option Open-Ended Questions*

| S. No. | STATEMENTS | RESPONSES ( % ) |
|--------|-----------|-----------------|
| 1 | It allows me to observe experienced teachers and understand classroom dynamics in a real setting | 66 |
| 2 | I gain hands-on experience in preparing lesson plans and aligning them with learning objectives | 66 |
| 3 | It helps me understand students' learning needs and adapt my teaching methods accordingly. | 63 |
| 4 | I learn how to manage time effectively during different stages of a lesson. | 52 |
| 5 | The experience builds my confidence to speak, instruct, and interact in front of a class. | 59 |
| 6 | I receive feedback from mentors that helps me identify strengths and areas for improvement. | 54 |
| 7 | It provides opportunities to practice the use of teaching aids and classroom technology meaningfully. | 62 |
| 8 | I get familiar with school routines, record-keeping practices, and institutional responsibilities. | 49 |
| 9 | Observe how assessments are planned and implemented to evaluate student learning accurately. | 53 |
| 10 | It helps me reflect on my own teaching practices and plan better for the future. | 50 |

| 11 | It helps me practice maintaining discipline through real classroom management strategies. | 57 |
|----|-------------------------------------------------------------------------------------------|----|
| 12 | I learn to modify content delivery based on students' responses and attention levels. | 58 |
| 13 | It encourages collaboration with peer trainees and school staff to co-plan lessons and activities. | 58 |
| 14 | I develop professional communication skills while interacting with students, teachers, and parents. | 59 |
| 15 | It helps me experience the challenges and rewards of teaching in a supportive environment. | 77 |

*Table 4.6 The following table categorizes the statements from the provided data according to the specified themes:*

| Themes | Statement Serials | Avg. Percentage |
|--------|-------------------|-----------------|
| **Instructional Planning & Content Mastery** | **2, 10, 13** | **58%** |
| **Classroom Management & Professional Development** | **3, 4, 11, 12, 14** | **57.8%** |
| **Instructional Strategies** | **1, 5, 6, 7, 8, 9, 15** | **60%** |

**Data Interpretation Based on Objectives Using Table 4.5**

The data from Table 4.5 (Multiple Option Question) provides valuable insights into trainees' perceptions and experiences related to their teaching practicum, aligned with the three key themes and objectives of the dissertation.

**Theme 1: Instructional Planning & Content Mastery**

**Objective:** Evaluate trainees' ability to design structured lessons aligned with learning objectives.

- **Statement 2 (66%)** indicates a strong agreement that trainees gain hands-on experience in preparing lesson plans aligned with learning objectives, showing effective instructional planning skills development.

- **Statement 10 (50%)** reflects moderate confidence in reflecting on teaching practices and planning for improvement, suggesting room for growth in self-evaluation and lesson refinement.
- **Statement 13 (58%)** shows that collaboration with peers and school staff for co-planning is fairly well experienced, which supports structured lesson design through teamwork.

**Interpretation:**

Trainees generally demonstrate a good ability to design structured lessons aligned with objectives, supported by practical experience and collaboration. However, there is potential to strengthen reflective practices for continuous improvement in instructional planning.

**Theme 2: Classroom Management & Professional Development**

**Objective:** Assess adaptability in managing diverse learners and real-world classroom dynamics.

- **Statement 3 (63%)** suggests trainees are fairly confident in understanding student learning needs and adapting teaching methods accordingly, a key aspect of classroom adaptability.
- **Statements 4 (52%) and 11 (57%)** show moderate experience in managing time effectively and maintaining discipline, indicating some challenges in real-time classroom management.
- **Statement 12 (58%)** reflects a reasonable ability to modify content delivery based on student responses, highlighting adaptability.
- **Statement 14 (59%)** points to developing professional communication skills, essential for managing diverse classroom interactions and stakeholder relationships.

**Interpretation:**

Trainees show a fair level of adaptability in classroom management and professional development, with strengths in understanding learner needs and communication. However, managing time and discipline effectively remains an area for further development.

**Theme 3: Instructional Strategies**

**Objective:** Examine the extent of application of theoretical knowledge to practical teaching for better student engagement.

- **Statement 15 (77%)** indicates a high level of appreciation for experiencing the challenges and rewards of teaching, suggesting strong engagement with practical realities.

- **Statements 1 (66%), 5 (59%), and 7 (62%)** show trainees value observing experienced teachers, gaining confidence in instruction, and practicing the use of teaching aids and technology.

- **Statements 6 (54%) and 9 (53%)** reveal moderate feedback reception and understanding of assessment planning, indicating some room for improvement in formative evaluation skills.

- **Statement 8 (49%)** is the lowest in this theme, showing less familiarity with school routines and institutional responsibilities, which are crucial for holistic instructional strategy application.

**Interpretation:**

Trainees effectively apply theoretical knowledge to practical teaching, especially in student engagement and instructional confidence. However, familiarity with administrative aspects and assessment planning could be enhanced to strengthen instructional strategies further.

## 4.3  DISCUSSION

The outcomes of the present study speak of the utmost importance of pre-internship training that influences the instructional skills of pre-service teachers. The data also indicates that the pre-service teachers gain excellent conceptualization of the major elements of teaching practice including lesson planning, classroom management ideas, and theoretical knowledge application. These are the elements that make teaching effective and highlight that the pre-internship experiences have a good influence on educating the future teachers. The data implies that the pre-service teachers have a good command of the instructional planning. A large majority recognize that the primary goal of creating a structured lesson plan is to organize content, methods, and assessments logically. They also appreciate the content analysis because it allows analysing complicated subjects and makes them easier to grasp.

Also, pre-service teachers propose the critical nature of clear and assessable learning goals, which may indicate that pre-internship training is efficient at transmitting the basics of instructional design. It is however slightly indicated that a minority of the trainees continue to concentrate on extraneous issues like impressing the observers or even completing administrative requirements, which means that more effort has to be made to bring the theoretical issues associated with teaching into reality in the classroom.

In the case of classroom management, the pre-service teachers portray a general capacity to handle the different classroom dynamics in an appropriate manner. Most of the

respondents indicated that, watching the experienced teachers assist them to learn important issues about teaching methods, as well as understanding the behavior of the students, and this is what matters as far as classroom management is concerned. Also, the majority of pre-service teachers understand the necessity to change the teaching strategies in accordance with the reaction of students and maintain discipline, which means that they are sufficiently ready to face diversity in the classroom. Even so, the data indicates that the time management in lesson is still the matter of improvement as a moderate proportion of the trainees note that they are not able to manage time during the various stages of teaching. This shows a possibility of a further improvement of the time management methods used in order to make pre-service teachers more ready to what the classroom has to offer.

Pre-service teachers are very active in regards to the effective teaching practices in terms of the instructional strategies and the ways of applying the theoretical knowledge to practice. There is a great majority that recognizes the need to relate lesson materials to the real life experiences of the students which is very essential in gaining the interest of the students in a lesson as well as the development of a deeper meaning of the lesson content. They also understand the need to use a simple language and relate examples to help the students understand better. Besides, pre-service teachers have already heard the importance of the differentiation of teaching methods and the use of multiple assessment strategies in order to keep students interested and respond to their different learning styles. Nevertheless, some aspects that need to be paid more attention to include the knowledge of school routine and formative assessment usage. Fewer trainees stated that they were familiar with these aspects, so it is possible to say that additional exposure to school practices and assessment planning would be helpful.

Besides, in general, the results support the idea that pre-internship training is a crucial factor in preparing pre-service teachers to the skills of effective teaching. Most trainees demonstrate high levels of competency in planning instructions, managing classrooms as well as motivating students by use of various instructional methods. Nevertheless, some of the weak points which might be addressed in the future pre-internship program are time management, assessment planning, and knowledge of the institutional practices. By covering these gaps, we will make the pre-service teachers even more ready and indeed, this will make them well-prepared to face challenges of classrooms in the real world, which will result in improved student learning outcomes.