CHAPTER - 5 SUMMARY, FINDINGS AND CONCLUSION

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5.1 INTRODUCTION

This chapter presents the synthesized account of the study for concerning the topic "Role of Pre-Internship in Enhancing Students' Instructional Planning Skills". It provides in a systematic manner, a summary of the objective, the procedure and the findings of the study. Subsequently, important insights are explained in detail based on the reflection of how the pre-internship interactions relate to the professional growth of student-teachers in terms of skills. The chapter goes further to explain educational implications based on the study findings, give practical implications of the study findings to the teacher preparation program. In conclusion, future research directions and a concise summary in the form of a conclusion round off the chapter, reinstating the importance of pre-internship experiences in teacher education systems.

This chapter will keep the educators; policy makers and institutions of higher learning informed on how best to structure their pre-internship in an attempt to develop effective teaching competencies in trainee teachers by drawing the necessary conclusions that are of paramount importance in this investigation.

5.2 SUMMARY OF THE STUDY

The study was designed to explore the extent and examining the pre-internship programs in improving the instructional planning abilities of students enrolled in teacher education courses. Recognizing instructional planning as a foundational teaching competency, the research sought to understand how early practical exposure shapes the preparedness of future educators. Employing a mixed-methods research design, quantitative data was obtained through a structured questionnaire administered to a representative sample of student-teachers across diverse courses. Qualitative insights were gathered from openended question which help to contextualize and deepen understanding of quantitative trends.

Key investigative areas centred on assessing the students' familiarity with pre-internship objectives and available resources, their level of engagement with pre-internship activities, and the impact of these experiences on skill acquisition, specifically those related to planning instructional sessions, selecting appropriate teaching materials, and managing

classroom dynamics. The research also examined institutional support mechanisms, and any challenges encountered during pre-internship phases.

The study's scope allowed for a nuanced understanding of both the benefits and constraints of current pre-internship configurations, illuminating pathways for enhancing teacher education curricula.

5.3 FINDINGS OF THE STUDY

The analysis of the study revealed significant insights across three core themes related to instructional planning skills and associated process capabilities. In the area of Instructional Planning and Content Mastery, a substantial 89% of pre-service teachers recognized that the primary objective of detailed lesson planning is to logically organize content and assessments for effective delivery. Furthermore, 94% acknowledged the importance of content analysis in identifying and prioritizing key lesson concepts, demonstrating a strong pedagogical awareness. Additionally, 91% agreed that learning objectives should be specific, measurable, and aligned with lesson content, while 90% emphasized the necessity of using relevant instructional materials to cater to diverse learner needs and enhance concept clarity. However, only 66% of participants reported gaining hands-on experience in lesson plan preparation and alignment during their pre-internship, and 50% identified reflective practice in lesson planning as an area where they felt moderately confident, indicating opportunities for further skill development.

In the realm of Classroom Management and Professional Development, 94% of the participants viewed classroom observation as a vital tool for learning effective teaching strategies and understanding student behaviour. Moreover, 90% recognized the importance of maintaining accurate student records for tracking progress and identifying support needs. Acknowledging the significance of individual learning styles and emotional needs, 85% of pre-service teachers agreed that this knowledge aids in planning inclusive and engaging activities. Additionally, 90% valued feedback from mentors and peers as essential for their personal and professional growth. However, 57% reported only moderate confidence in effectively managing classroom time and discipline, highlighting areas that require further development.

Lastly, the findings in the area of Instructional Strategies indicated that 95% of participants believed that connecting lesson content with students' real-life experiences enhances engagement and understanding. An impressive 97% strongly favoured varying teaching methods and delivery styles as crucial for maintaining student interest. Furthermore, 92%

appreciated the importance of summarizing key lesson points and conducting reflective questioning to effectively conclude lessons. While 59% gained confidence in the meaningful use of teaching aids and classroom technology, only 53% reported moderate familiarity with assessment planning and implementation, suggesting a need for increased exposure to evaluation techniques. Additionally, 49% indicated a lack of familiarity with school routines and institutional responsibilities, pointing to potential gaps in the development of a holistic instructional strategy.

- Awareness and Understanding: The majority of student-teachers demonstrated a clear awareness of the goals and structure of the pre-internship programs. This awareness positively correlated with their proactive involvement in pre-internship activities, such as lesson plan drafting, classroom simulations, and feedback sessions.
- Substantial Skill Enhancement: Participants showed marked improvements in core instructional planning skills, including the ability to develop coherent lesson objectives, time management in lesson delivery, integration of instructional resources, and adaptability to diverse student needs. Many attributed these gains directly to hands-on pre-internship exposure rather than theoretical coursework alone.
- Confidence and Self-Efficacy: Pre-internship participation significantly boosted students' confidence levels in managing instructional responsibilities, handling unforeseen classroom situations, and collaborating with mentors and peers. This psychological empowerment was often cited as enabling smoother transitions into formal internship and future teaching roles.
- Mentorship's Role: The guidance and constructive feedback from mentors and faculty
 coordinators were identified as pivotal factors that enhanced the learning effectiveness
 during pre-internship. Personalized mentorship helped students to reflect critically on
 their planning processes and instructional choices.
- Limitations and Challenges: Despite positive outcomes, challenges surfaced including limited duration allocated to pre-internship activities in some institutions, insufficient access to teaching aids and technology, and occasional mismatch between theoretical expectations and practical realities. These factors sometimes impeded the full realization of pre-internship benefits.

5.4 EDUCATIONAL IMPLICATIONS

The implications emerging from this study are multi-dimensional, influencing for teacher education, policy-making, and institutional practices:

1. Curricular Integration:

- There is a clear need for structured integration of experiential learning components within teacher education programs that prioritize real-world application of instructional planning skills.
- Curricula should explicitly foster alignment between theoretical learning objectives and practical teaching exercises during pre-internship.

2. Enhanced Mentorship Frameworks:

- Implementation of systematic mentorship programs within pre-internship phases can provide critical, targeted feedback and modelling of effective instructional practices.
- Encouraging collaborative lesson planning and peer discussions under mentor guidance strengthens professional support networks for pre-service teachers.

3. Focus on Reflective Practice:

- Embedding structured reflection activities post-teaching sessions can deepen metacognitive awareness and continuous professional growth.
- Training pre-service teachers in self-evaluation techniques will foster adaptive expertise and lifelong learning mindsets.

4. Balanced Skill Development:

- Pre-internship programs must balance the development of instructional content mastery with process skills like classroom management, communication, and assessment literacy.
- Emphasizing time management and discipline handling strategies prepares trainees for realistic classroom challenges.

5. Use of Technology and Innovative Methods:

- Advocating the meaningful use of ICT tools and modern teaching aids will enhance engagement and concept clarity.
- Pre-service teachers should be equipped to innovate instructional strategies aligned with contemporary learner needs and institutional resources.

6. Policy and Institutional Support:

• Educational policymakers need to acknowledge the critical preparatory function of pre-internship and allocate resources accordingly.

 Institutional administrators should ensure consistent and quality pre-internship experiences across teaching programs to bridge gaps between theory and practice effectively.

5.5 SUGGESTIONS FOR FURTHER STUDY

The findings and limitations of this study open several avenues for deeper and broader inquiry. Building on the present research, future studies could explore the following:

- 1. Longitudinal Impact Studies: Track pre-service teachers from pre-internship through full-time teaching to assess the sustained effect of early training on instructional planning efficacy and student outcomes.
- **2.** Comparative Program Evaluations: Compare instructional planning skill development among pre-service teachers exposed to different pre-internship models, including varying levels of mentorship, observation, and hands-on practice.
- **3.** Cross-Contextual Research: Expand investigations across multiple teacher education institutions and diverse geographical settings to examine how contextual factors influence pre-internship effectiveness.
- **4. Focus on Reflective Practices**: Investigate best practices for integrating reflective journaling, peer feedback, and video analysis to enhance lesson planning and delivery.
- **5. Technology Integration in Pre-Internship**: Examine how the use of digital tools and virtual classrooms during pre-internship impacts instructional planning skills, adaptability, and engagement.
- **6. Assessment Literacy Development**: Explore methods and impacts of enhancing preservice teachers' understanding and application of varied classroom assessment techniques during pre-internship.
- **7. Emotional and Cultural Competency**: Study how pre-internship experiences shape pre-service teachers' abilities to manage diverse classrooms respectfully and effectively, addressing learners' emotional and cultural needs.

5.6 CONCLUSION

A The present study, titled "Role of Pre-Internship in Enhancing Students' Instructional Planning Skills," has affirmed the critical importance of the pre-internship phase within teacher education programs, particularly in equipping pre-service teachers with essential instructional planning and process skills. Drawing from empirical evidence gathered through a mixed-methods approach—including structured questionnaires and qualitative

reflections—the findings clearly demonstrate that structured pre-internship experiences significantly contribute to the professional readiness of student-teachers.

Through detailed data analysis, it is evident that pre-internship exposure fosters substantial improvements in key areas such as lesson planning, content mastery, classroom management, reflective practices, and the application of theoretical knowledge in real teaching scenarios. A large majority of pre-service teachers reported heightened awareness, stronger pedagogical planning abilities, and increased confidence in managing diverse classroom environments—outcomes largely attributed to pre-internship activities like guided observation, collaborative planning, and mentorship.

The study also highlighted several systemic strengths, including the integration of technology, reflective journaling, and structured feedback loops. At the same time, it uncovered limitations such as uneven implementation across institutions, limited access to innovative teaching aids, and challenges in aligning theoretical understanding with practical execution.

These insights underscore that pre-internship is not merely preparatory but **transformational** in shaping instructional competencies and pedagogical mindset. The role of mentorship, guided reflection, and experiential learning—as reinforced by theories of Kolb (Experiential Learning) and Vygotsky (Social Constructivism)—proved instrumental in developing a reflective and responsive teaching approach.

In conclusion, for teacher education institutions and policymakers, this study reinforces the **pedagogical and strategic necessity of institutionalizing well-structured, well-supported pre-internship programs.** Such programs must not only bridge the gap between theory and practice but also cultivate a generation of confident, competent, and adaptable educators ready to meet the demands of 21st-century classrooms. Continued research and innovation in this domain are essential to elevate the overall quality and equity of teacher preparation across India.