



การศึกษาเกี่ยวกับความพร้อมด้านการเข้าสู่สังคมของนักศึกษา ฝึกสอนครูในมุมมองของความสามารถในการปรับตัวทางสังคม

Research On Teacher Socialization Preparation of Education Internship Students from the Perspective of Social Adaptability

Hui-dong Yang¹, Hui-wen Tang² and Min-ling Hung³

Received: 23 December 2024 Revised: 20 January 2025 Accepted: 15 February 2025

บทคัดย่อ

การขัดเกลาทางสังคมของครูเป็นวิธีเดียวในการเติบโตในอาชีพของนักเรียนครูและเป็นสิ่งสำคัญในการปรับปรุงและการปฏิบัติในการปรับตัวทางสังคมการวิจัยเกี่ยวกับความพร้อมในการขัดเกลาทางสังคมของครูสามารถช่วยให้เราเข้าใจอย่างลึกซึ้งว่านักศึกษาครูปรับตัวให้เข้ากับสภาพแวดล้อมของโรงเรียนสร้างเอกลักษณ์ทางอาชีพและตอบสนองต่อความท้าทายในการสอนอย่างมีประสิทธิภาพได้อย่างไรในระหว่างการฝึกงานการเพิ่มความพร้อมในการขัดเกลาทางสังคมในขั้นตอนของการฝึกงานด้านการศึกษาคือช่วยให้นักศึกษาฝึกงานสามารถรวมเข้ากับบทบาทของครูได้เร็วขึ้นปรับปรุงคุณภาพการสอนและวางรากฐานที่มั่นคงสำหรับการพัฒนาอาชีพในอนาคตการวิจัยนี้มุ่งเน้นศึกษาความพร้อมด้านการเข้าสู่สังคมของนักศึกษาฝึกสอนครูจากมุมมองของความสามารถในการปรับตัวทางสังคม โดยวิเคราะห์ในเชิงลึกผ่านสี่มิติ ได้แก่ ความสามารถในการออกแบบและปฏิบัติการสอน ความสามารถในการพัฒนาวิชาชีพครู ความสามารถในการบริหารจัดการชั้นเรียน และความสามารถในการจัดการอารมณ์ทางสังคมการวิจัยนี้มีเป้าหมายเพื่อเปิดเผยสถานการณ์ปัจจุบันของความพร้อมด้านการเข้าสู่สังคมของนักศึกษาฝึกสอนครูและปัจจัยที่ส่งผลต่อความพร้อมดังกล่าว เพื่อให้บรรลุเป้าหมายของการวิจัยนี้ได้ใช้วิธีการสัมภาษณ์และแบบสอบถามในการเก็บข้อมูล อย่างเป็นระบบ ผลการวิจัยแสดงให้เห็นว่านักศึกษาที่มีความสามารถทางวิชาชีพครูที่เข้มแข็งจะมีความพร้อมด้านการเข้าสู่สังคมในฐานะครูที่สูงขึ้น นอกจากนี้ยังพบว่าปัจจัยต่าง ๆ เช่น ประสบการณ์ฝึกสอน ประสบการณ์การสอนพิเศษหรือการกวดวิชาและประเภทของโรงเรียนฝึกสอนมีผลกระทบอย่างมีนัยสำคัญต่อความพร้อมด้านการเข้าสู่สังคมของนักศึกษาฝึกสอนครูจากการวิจัยนี้ ผู้วิจัยเสนอข้อเสนอแนะหลายประการ เช่น การเพิ่มการฝึกอบรมวิชาชีพก่อนการฝึกสอน การพัฒนาความสามารถทางวิชาชีพในหลายมิติ และการสร้างระบบการฝึกปฏิบัติที่ครอบคลุม หวังว่ามาตรการเหล่านี้จะช่วยส่งเสริมกระบวนการเข้าสู่สังคมในฐานะครูของนักศึกษาฝึกสอน และวางรากฐานที่มั่นคงให้พวกเขากลายเป็นครูที่มีคุณภาพในอนาคต

¹ Ph.D. Candidate, Thai-Chinese International School Of Management, University of the Thai Chamber of Commerce (Corresponding Author)

² Professor, Thai-Chinese International School Of Management, University of the Thai Chamber of Commerce

³ Associate Professor, Teacher Education Center, Ming Chuan University



คำสำคัญ: การฝึกสอนครู, ความสามารถในการปรับตัวทางสังคม, การเข้าสู่สังคมของครู, ความพร้อม

Abstract

Teacher socialization is a necessary path for the professional growth of teacher trainees, and is a key link in the enhancement of social adaptability and practice. The study of teachers' social readiness can help us understand how normal students adapt to the school environment, establish professional identity, and effectively respond to teaching challenges during internship. By improving the degree of social preparation in the stage of educational practice, interns can be accelerated to integrate into the role of teachers, improve the quality of teaching, and lay a solid foundation for future career development. This study examines the teacher socialization preparation of educational internship students from the perspective of social adaptability. Through an in-depth analysis of four dimensions, namely, instructional design and practice, teacher professional development, classroom management, and social-emotional management, the study aims to shed light on the current status of educational internship students' preparation for teacher socialization and the influencing factors behind it. To achieve the research objectives, this study used questionnaire survey to systematically explore the true status of teacher socialization preparation among educational internship students. The research results show that students with strong educational professional abilities have higher teacher socialization preparation. In addition, the study also found that factors such as educational internship experience, tutoring and extracurricular tutoring experience, and the type of internship school have a significant impact on the teacher socialization preparation of educational internship students. Therefore, this study puts forward a series of recommendations, including strengthening professional training before internship, cultivating professional competence in education in a multi-dimensional way, and establishing a comprehensive teaching system for educational practice. It is hoped that these measures will effectively promote the teacher socialization process of education internship students and lay a solid foundation for them to become qualified teachers later.

Keywords: Preparation Educational internship, social adaptability, Teacher Socialization, Preparation

1. Introduction

The professional competence, educational philosophy, and educational spirit of teachers play a crucial role in the development process of national education (Liu, 2024). Teaching experience is very important for teachers to continuously improve their teaching effectiveness (Zhang, 2024).

Extensive teaching experience not only helps novice teachers survive the survival period and improve their classroom management and instructional design skills, but also boosts their professional confidence (Gou, 2021). Research has shown that experienced teachers are able to delve into the root causes of



classroom problems and flexibly apply professional knowledge, while novice teachers tend to focus more on surface phenomena and lack systematic solutions (Zhao, 2018). Therefore, the accumulation of teaching experience is an important driving force for the improvement of teachers' professionalism and an important factor in promoting the continuous improvement of education quality.

Teachers' professionalism includes professional knowledge, professional attitude and professional competence (Zhou, 2024). The educational professional competence of teachers is a core element in the teacher competence system (Huang, 2016). As an important part of the pre service teacher training system, educational internships have a profound impact on their socialization process and teaching readiness. Numerous studies have confirmed the outstanding contribution of educational practice courses, especially educational internships, in enhancing the professional adaptability of novice teachers. Liu Yiming investigated the teaching adaptation of new teachers in primary and secondary schools in Shanghai and found that there are many shortcomings in their teaching philosophy, including a lack of deep understanding of the essence of learning, neglect of non-knowledge-based evaluation, and insufficient attention to students' subject status (Liu, 2021). Bai Shujia's study shows that compared with experienced core teachers, new teachers still have obvious gaps in grasping the important and difficult points of the teaching content, the use of modern teaching methods, the coordination of teaching objectives and content, and the enlightenment of evaluation results (Bai, 2019). In addition, scholars such as Hao Mingjun (2009) and Tan Min (2013) have pointed out that new teachers generally have problems such as excessive reliance on lesson plans, lack of interaction with students, and long preparation time in the teaching process, which may affect their professional adaptability and teaching quality.

In this context, how to enhance the teaching practice ability of novice teachers so that they can adapt to the educational environment more quickly has become an important issue in current and future research on teacher socialization (Chen, 2020). Numerous studies have confirmed that educational practice courses, especially educational internships, have a positive effect on pre service teachers' preparation for teaching, with the contribution of educational internships being particularly prominent (Wu & Rao, 2018). Liu Yuting pointed out that teaching ability is a key factor in the ability of new teachers to adapt to teaching, and teaching practice ability is particularly important, which can be effectively improved through systematic educational internship and practical Training (Liu, 2023).

In addition, it is found that practicing teachers will face challenges in classroom management, teaching strategy adjustment, teacher-student interaction, etc., and how to deal with these problems will directly affect their future career development. The more prepared intern students are for teacher socialization during their educational internships, the better their employment performance will be in their teaching positions (Wang, 2024). Therefore, strengthening the research on the socialization preparation of education internship students and teachers not only helps to enhance the professional adaptability of teacher trainees, but also promotes the continuous optimization of



the teacher education system, laying a solid foundation for the improvement of future education quality. Therefore, strengthening the research on teacher socialization readiness of education internship students not only helps to deepen the understanding of their professional adaptation process, but also provides theoretical basis and practical guidance for optimizing the teacher training mode and improving the quality of internship. By enhancing the social adaptability of teacher trainees, it can promote their smooth integration into the educational environment, improve the teaching quality and professional stability of new teachers, and thus promote the continuous optimization of the teacher education system, laying a solid foundation for the improvement of future education quality.

2. Research Purpose

This study aims to explore the teacher socialization preparation of education internship students and its influencing factors from the perspective of social adaptability in order to deepen the understanding of the socialization process of the teaching profession. Specifically, this study will focus on the following aspects:

1. From the perspective of social adaptability analyze the current status of teacher socialization readiness among educational internship students;
2. Identifying Key Factors Influencing Teacher Socialization Readiness of Educational Internship Students;
3. Based on research findings, explore effective strategies to enhance the educational professional abilities of students in educational internships and the socialization readiness of teachers.

3. Literature Review

Teacher socialization refers to the process of individuals gradually transforming from "ordinary people" to "educators", with the core being the acquisition, adaptation, and development of the role of teachers (Liu, 2021). Waller (1932) first puts forward the concept of teacher socialization and pointed out that this process includes a number of aspects such as receiving teacher education, gaining teaching experience and adapting to school culture. Research has shown that teacher socialization not only affects their professional growth, but also has a bearing on the improvement of education quality (Chen, 2021). There is a close and complex relationship between the process of teacher socialization and their living environment. For pre service teachers, educational internships are the most direct and crucial field for them to move towards socialization (Chen, 2021). In his series of studies, Chen Lin (2021) emphasized that the socialization process of trainee teachers shows a dynamic evolution in stages, covering the stage of anticipatory socialization in the pre-training period as well as the stage of vocational socialization during the teacher training period, which highlights the key pivotal position of educational internships in the whole trainee teachers' socialization process. Socialization of trainee teachers is an important stage in the expected socialization of teachers. (Ou, 2012). During this stage, trainee teachers are influenced by socio-cultural factors (e.g., educational policies), the school environment (university and trainee school), role-behavioral patterns (active



socialization behaviors), and interpersonal interactions, and they demonstrate professional teacher behaviors through the acquisition of pedagogical skills, the internalization of norms for teachers, and the development of role concepts. Chou (2011) examined the difficulties and obstacles encountered by intern teachers in the process of interacting with the organization from the perspective of organizational adaptation. He viewed teacher socialization as a dynamic process of intern teachers constantly exploring adaptive strategies, further highlighting the core value and significance of intern teachers in understanding and adapting to the organizational environment of the school.

In the field of foreign research, scholars such as Hall, Johnson & Bowman (1955) have focused their research on the subjective cognition of individual intern teachers towards the internship process. They believe that through the gradual accumulation of teaching internship experience, normal students can gradually build unique personal insights into key issues such as teaching metaphors, teaching motivations, and various relationships in teaching, and actively practice these concepts in teaching practice, gradually growing into qualified teachers. This continuous development process is essentially a process of gradually improving teachers' social preparation. Some scholars (Brodbeck & Wall, 1985) emphasize the role of role models in socialization, believing that intern teachers gradually establish the attitudes, values, and behavioral expressions required for their teaching roles through observation and imitation of role models, ultimately completing the shaping of their teaching identity. These studies provide diverse perspectives and theoretical foundations for understanding the socialization of intern teachers.

In summary, although existing research has explored the role of educational internships in teacher socialization from multiple perspectives, there are still limitations in the analysis of the specific factors that influence the readiness of intern teachers to teach. Although domestic research emphasizes the phased role of educational internships, there is relatively little in-depth examination of how intern teachers develop their teaching readiness in four aspects: teaching ability, professional development, class management, and emotions. Existing research tends to view educational internship as a holistic process and fails to refine the key influencing factors within it, resulting in a lack of precise analysis of the social adaptation of trainee teachers in different competency areas. Although foreign research focuses on individuals' subjective experiences in educational internships (Janice & Bowman), organizational adaptation (Chou, 2011), and role model learning (Brodbeck & Robert), there are also certain shortcomings. Janice & Bowman's study emphasized the importance of individual experience building, but the lack of specific measures of teaching ability and classroom management skills made it difficult to quantify how these factors affect readiness to teach. While CHOU's organizational adaptation perspective reveals how trainee teachers adjust themselves to the school environment, its focus is primarily on adaptation strategies without an in-depth analysis of the role of professional development in the socialization process of teachers. Brodbeck & Robert emphasize the role of role model imitation in socialization, but this perspective overlooks the emotional factors of intern teachers and fails to explain how emotional adaptation affects



teaching confidence and professional identity in different contexts. Therefore, combining the perspective of social adaptation, in-depth discussion of how the four aspects of teaching ability, professional development, classroom management and emotion specifically affect the readiness of trainee teachers to teach in the process of educational internship is the main topic that we should study at present. By integrating factors such as individual adaptation, organizational interaction, and social context, a more comprehensive theoretical framework for teacher socialization can be established, and targeted strategies can be provided for optimizing educational internships.

4. Research Design and Implementation

4.1 Research Object

This study takes CXXY College as a case study. In this study, 242 students were randomly selected from the class of 2021 of CXXY College in the direction of Chinese Language and Literature by random sampling. 204 questionnaires were distributed, with 204 valid questionnaires and a response rate of 84.29%. Among them, there were 204 valid questionnaires with a 100% effective response rate. Specific information on the samples is given below:

- 1) Gender: 188 women (92.16%), 16 men (7.84%);
- 2) Higher Education Volunteer Category: 164 Literature and Arts (80.39%), 40 Science and Engineering (19.61%)
- 3) Mode of enrollment: 112 students from the college entrance examination (54.90%), 49 students from the college entrance examination (49.10%)

4) Acquisition of teaching certificates: 101 students obtained teaching certificates (49.51%), 103 students did not obtain teaching certificates (50.49%). The gender distribution of the questionnaire sample may seem uneven, but this is due to the nature of the profession. Chinese language and literature, as well as primary education majors, are more favored by girls, with a much higher proportion of girls applying than boys. This phenomenon is consistent with the actual situation. From the overall sample distribution, the survey subjects not only cover different disciplinary backgrounds and admission methods, but also fully consider the differences in obtaining teacher qualification certificates. Therefore, the sample has a certain representativeness, which helps to enhance the generalizability and applicability of research conclusions.

4.2 Research Method

4.2.1 Questionnaire Development

The survey questionnaire includes three parts: explanation of relevant concepts, personal basic information, and investigation of the socialization preparation of educational internship students and teachers. The "Social Preparation Scale for Education Internship Students and Teachers" was developed based on the "Professional Standards for Primary School Teachers (Trial)" issued by the Chinese Ministry of Education on February 10, 2012, combined with the opinions of education internship students, education internship guidance teachers, and education internship management personnel on teaching preparation during the interview process, and drawing on relevant literature. The



questionnaire consisted of 30 questions. The status of teacher socialization preparation of education internship students was examined in terms of professional competency development in education. The scale questions were assigned to the degree of response to each question using a 5-point positive Richter scale, 1=not at all prepared; 2=not prepared; 3=basically prepared; 4=comparatively prepared; and 5=completely prepared. The higher the score on the Educational Intern Teacher Socialization Preparation Questionnaire, the higher the student's socialization preparation. The structure of the questionnaire is shown in the table1:

Table 1 Scale for measuring the socialization preparation of education internship students and teachers

Meters	Level1 Dimension	Secondary Dimension	Number of questions
Development status of socialization preparation of educational internship students and teachers	Professional competence in education	Instructional Design and Practice Skills	5
		Teacher Professional Development Capacity	5
		Classroom Management Skills	5
		Social Emotional Management	5

4.2.2 Questionnaire survey, Testing and Analysis

(1) Reliability Analysis

In this study, the reliability of the questionnaire was mainly analyzed using Cronbach's alpha coefficient. When the Alpha coefficient is greater than 0.9, the reliability of the scale is very good, and between 0.7 and 0.9, the scale is high reliability, which can be regarded as high internal consistency of the questionnaire and meets the research criteria. As shown in Table 2, in this study, the overall reliability coefficient of the questionnaire on teachers' socialization preparation in the perspective of educational professional competence is 0.980, which is greater than 0.9, thus indicating that the quality of the reliability of the research data is high. Regarding the "alpha coefficient of item deleted", the reliability coefficient does not increase significantly when any question item is deleted, thus indicating that the question item should not be deleted from the questionnaire. Regarding the "CITC value", the CITC values of the analyzed items are all greater than 0.4, which indicates that there is a good correlation between the analyzed items, and at the same time, it also indicates that the reliability level is good. In summary, the research data reliability coefficient value is higher than 0.9, which comprehensively indicates that the data reliability is of high quality and can be used for further analysis.

**Table 2** Reliability test coefficient of teacher socialization preparedness survey questionnaire from the perspective of educational professional competence

Title	Correction Item Total Correlation (CITC)	Deleted α Coefficient	Cronbach α Coefficient
1 Instructional Design and Practice Skills	0.823	0.979	0.98
2 Teacher Professional Development Capacity	0.826	0.979	
3 Classroom Management Skills	0.852	0.978	
4 Social Emotional Management	0.824	0.979	

Remarks: Tokyo Cronbach α System = 0.980

(2) Validity

Validity research is used to analyze whether a research item is reasonable and meaningful. The KMO value is used to determine the suitability of information extraction, the commonality value is used to exclude unreasonable research items, the variance explanatory power value is used to indicate the level of information extraction, and the factor loading coefficient is used to measure the correspondence between factors (dimensions) and items. As shown in Table 3, the commonality values corresponding to all research items are higher than 0.4, indicating that the information of the research items can be effectively extracted. In addition, the KMO value is 0.966, which is greater than 0.6, indicating that the data can be effectively extracted for information. In addition, the variance explanatory rates of one factor are 72.191%, and the cumulative variance explanatory rate after rotation is 72.191% > 50%. This means that the information content of the research item can be effectively extracted.

Table 3 KMO and bartlett's test for teacher socialization preparation questionnaire in the perspective of educational professional competence

KMO value	66	
Bartlett	approximate chi-square (math.)	4677.153
Sphericity Check	df	190
	P -value	0



5.Result and Analysis

5.1 The impact of educational internships on teachers' readiness for socialization

Currently, educational internships in higher education institutions are mainly divided into two categories: centralized internships and decentralized internships. The centralized internship mode is organized by the school to send students to schools with cooperative relationships; And dispersed internships are conducted by students contacting primary schools on their own. Frequency statistics analysis of the data samples showed that 88.24% of the students preferred decentralized internships, while the percentage of students who chose centralized internships was only 11.76%. In terms of preference for internship schools, 66.67% of students prefer to intern at public primary schools, while only 33.33% of students choose to intern at private primary schools. This reflects to some extent the widespread trust and recognition of society towards public schools. In addition, as many as 97.06% of the students believed that the educational internships significantly increased their teacher socialization readiness, which is strong evidence that the educational internships play an active and positive role in students' teacher socialization readiness. As shown in Table 4, Students who have a positive self-evaluation of their teaching readiness demonstrate outstanding performance in all four aspects of their educational professional abilities.

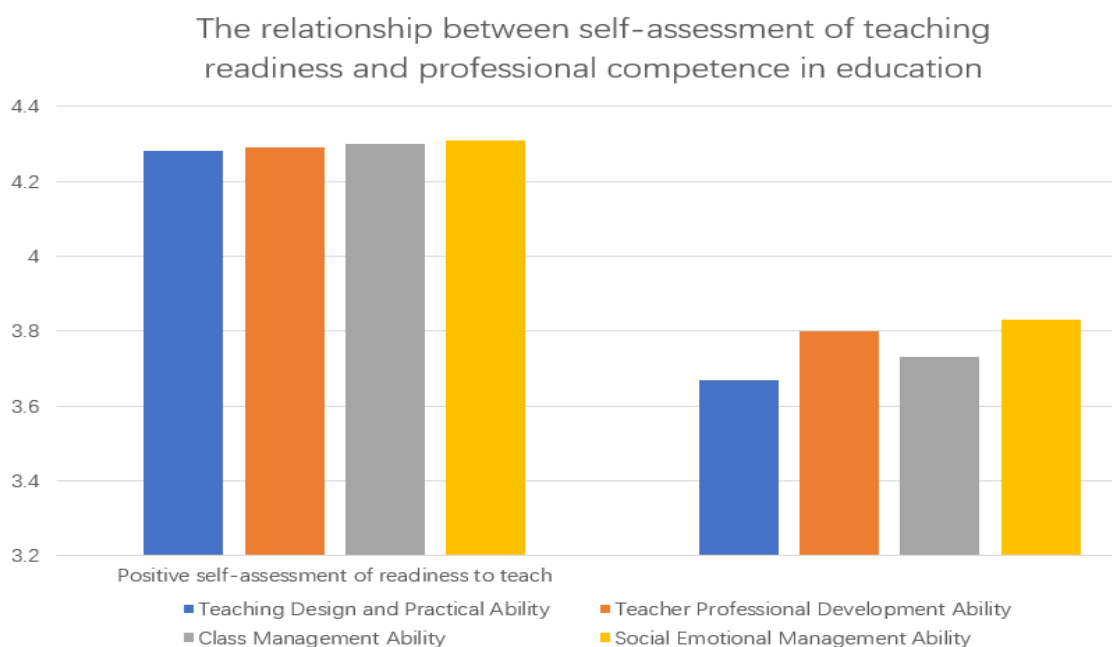


Figure 1 The relationship between self-assessment of teaching readiness and professional competence in education



5.2 The Impact of Educational Professional Competency Development on Preparation to Teach

As shown in Table 5, using the test of variance, the P-values for teaching design and practice, teacher professional development, class management ability, and social emotional literacy in the cultivation of professional educational abilities were all 0.000, which is less than 0.05, indicating significant data. It indicates that the effects of the four first-level dimensions of educational professional competence development, namely, instructional design and practice competence, educational professional competence development, classroom management competence, and social-emotional management power, on teachers' socialization preparation are all highly significant. They not only shape teachers' solid professional foundation and flexible teaching skills, but also promote teachers' profound understanding and effective response to students' needs, as well as their ability to maintain a positive attitude and efficient communication in complex educational environments. Therefore, the cultivation of these abilities is crucial for teachers to successfully integrate into the educational community, establish good teacher-student relationships, and achieve personal and collective growth.

Table 4 ANOVA test of the effect of professional competence development in education on the socialization preparation of teachers

Title	Dimension	Percent	Standard Deviation	F	P
Teacher Socialization Preparation	Teaching Design and Practical Ability	4.260	0.747	22.185	0.000**
	Teacher Professional Development Ability	4.281	0.737	23.933	0.000**
	Class Management Ability				
	Social Emotional	4.275	0.747	22.956	0.000**
	Management Ability	4.298	0.768	21.888	0.000**

5.3 Analysis of the influencing factors of teachers' socialization preparation

(1) The effect of professional competence development in education on teachers' socialization preparation

As shown in Table 6, using the test of variance, we found that the P-values of "I can use appropriate teaching forms to guide students to explore learning and self-directed learning", "I can adjust teaching strategies according to the actual situation in the classroom", "I can actively participate in professional training and improve professional skills", "I can do a good job in student ideological work", "I can effectively manage daily class affairs, including attendance, discipline, etc.", "I can handle teacher-student relationships well" and "I can effectively communicate with parents" are less than 0.05, showing a significant impact. "I can do a good job in the Communist Youth League or Young Pioneers" is 0.008, which is particularly significant, while the rest are not significant.

**Table 5** Independent samples T-Test on educational internship experience variables

Title	Have you had any educational internship experience before undergraduate education internship (Mean \pm standard deviation)		<i>t</i>	<i>p</i>
	1.0(<i>n</i> =117)	2.0(<i>n</i> =87)		
1.1 I can design different learning objectives and tasks according to the characteristics of different students	4.24 \pm 0.75	4.16 \pm 0.85	0.698	0.486
1.2 I can adopt appropriate teaching methods to guide students in exploring learning and self-directed learning	4.37 \pm 0.66	4.11 \pm 0.84	2.396	0.018*
1.3 I can effectively organize students for cooperative group learning	4.35 \pm 0.67	4.22 \pm 0.80	1.279	0.203
1.4 I can use appropriate teaching methods and modern educational technology to organize teaching	4.35 \pm 0.66	4.18 \pm 0.79	1.642	0.102
1.5 I can adjust teaching strategies according to the actual situation in the classroom	4.36 \pm 0.66	4.13 \pm 0.82	2.241	0.026*
2.1 I can continue to improve my theoretical knowledge and teaching ability in my professional growth as a teacher.	4.36 \pm 0.62	4.21 \pm 0.81	1.518	0.131
2.2 I have good writing, oral expression, and communication skills as a teacher	4.34 \pm 0.67	4.18 \pm 0.79	1.545	0.124
2.3 I have a clear career development plan	4.26 \pm 0.69	4.09 \pm 0.91	1.486	0.139
2.4 I can actively participate in professional training to improve professional skills	4.43 \pm 0.65	4.22 \pm 0.81	2.043	0.042*
2.5 I have good reflective and critical skills	4.38 \pm 0.64	4.21 \pm 0.82	1.733	0.085
3.1 I can carry out class culture construction and class spirit construction, creating a good class cultural atmosphere	4.38 \pm 0.65	4.21 \pm 0.81	1.733	0.085
3.2 I can organize class meeting activities, thematic educational activities or recreational activities	4.36 \pm 0.66	4.17 \pm 0.80	1.825	0.069
3.3 I can do a good job in student ideological work	4.39 \pm 0.66	4.16 \pm 0.86	2.187	0.030*
3.4 I can effectively manage the day-to-day affairs of the	4.40 \pm 0.70	4.17 \pm 0.80	2.19	0.030*



Title	Have you had any educational internship experience before undergraduate education internship (Mean \pm standard deviation)		<i>t</i>	<i>p</i>
	1.0(<i>n</i> =117)	2.0(<i>n</i> =87)		
classroom, including student attendance and discipline.				
3.5 I can do a good job in the work of the Communist Youth League or Young Pioneers	4.36 \pm 0.69	4.07 \pm 0.86	2.675	0.008**
4.1 I can handle the teacher-student relationship well	4.43 \pm 0.69	4.21 \pm 0.79	2.121	0.035*
4.2 I can effectively regulate my emotional state before important teaching or public events	4.38 \pm 0.70	4.17 \pm 0.88	1.837	0.068
4.3 I can handle colleague relationships well	4.37 \pm 0.69	4.31 \pm 0.81	0.543	0.588
4.4 I can communicate effectively with leaders	4.29 \pm 0.78	4.11 \pm 0.83	1.553	0.122
4.5 I can communicate effectively with parents	4.43 \pm 0.70	4.15 \pm 0.83	2.594	0.010*

* $p < 0.05$ ** $p < 0.01$

(2) The Influence of Tutoring and Extracurricular Tutoring Experience on the Cultivation of Educational Professional Abilities

As shown in Table 6, using independent samples t-test, "I can design different learning objectives and tasks according to the characteristics of different students", "I can effectively organize students for group cooperative learning" and "I can actively participate in professional training and improve professional ability" which are less than 0.05, showing a significant effect. "I can use appropriate teaching methods and modern educational technology to organize teaching" and "I can adjust teaching strategies according to the actual classroom situation" are 0.009 and 0.006, respectively, showing a particularly significant impact. In the dimension of classroom management ability, the P-values of the five dimensions are less than 0.05, and all of them show significant effects, among which the P-values of "I can do a good job in students' ideological work" and "I can do a good job in the work of the Communist Youth League or the Young Pioneers" are 0.006, respectively, 0.000, especially significant. The p-values of "I can handle teacher-student relationships" and "I can communicate effectively with leaders" are 0.031 and 0.020, respectively, showing a significant effect, and "I can communicate effectively with parents" is particularly significant. "I can communicate effectively with parents" is particularly significant. The rest are not significant.

**Table 6** Independent sample T-test on variables of tutoring and extracurricular tutoring experience

Dimension	Have you had more than one month of tutoring or extracurricular teaching experience before your undergraduate education internship? (Mean \pm Standard Deviation)		<i>t</i>	<i>p</i>
	1.0(<i>n</i> =110)	2.0(<i>n</i> =94)		
1.1 I can design different learning objectives and tasks according to the characteristics of different students	4.32 \pm 0.69	4.07 \pm 0.88	2.212	0.028*
1.2 I can adopt appropriate teaching methods to guide students in exploring learning and self-directed learning	4.34 \pm 0.72	4.17 \pm 0.78	1.576	0.117
1.3 I can effectively organize students for cooperative group learning	4.40 \pm 0.62	4.17 \pm 0.82	2.214	0.028*
1.4 I can use appropriate teaching methods and modern educational technology to organize teaching	4.40 \pm 0.61	4.14 \pm 0.81	2.627	0.009**
1.5 I can adjust teaching strategies according to the actual situation in the classroom	4.39 \pm 0.66	4.11 \pm 0.80	2.782	0.006**
2.1 I can continue to improve my theoretical knowledge and teaching ability in my professional growth as a teacher.	4.36 \pm 0.65	4.21 \pm 0.77	1.518	0.131
2.2 I have good writing, oral expression, and communication skills as a teacher	4.35 \pm 0.67	4.18 \pm 0.78	1.714	0.088
2.3 I have a clear career development plan	4.27 \pm 0.74	4.10 \pm 0.84	1.596	0.112
2.4 I can actively participate in professional training to improve professional skills	4.45 \pm 0.64	4.21 \pm 0.80	2.299	0.023*
2.5 I have good reflective and critical skills	4.40 \pm 0.67	4.20 \pm 0.78	1.949	0.053
3.1 I can carry out class culture construction and class spirit construction, creating a good class cultural atmosphere	4.42 \pm 0.65	4.18 \pm 0.79	2.347	0.020*
3.2 I can organize class meeting activities, thematic educational activities or recreational activities	4.39 \pm 0.64	4.15 \pm 0.80	2.4	0.017*
3.3 I can do a good job in student ideological work	4.43 \pm 0.66	4.14 \pm 0.84	2.761	0.006**
3.4 I can effectively manage the day-to-day affairs of the	4.41 \pm 0.65	4.18 \pm 0.83	2.197	0.029*



Dimension	Have you had more than one month of tutoring or extracurricular teaching experience before your undergraduate education internship? (Mean ± Standard Deviation)		<i>t</i>	<i>p</i>
	1.0(<i>n</i> =110)	2.0(<i>n</i> =94)		
classroom, including student attendance and discipline.				
3.5 I can do a good job in the work of the Communist Youth League or Young Pioneers	4.42±0.65	4.02±0.85	3.75	0.000**
4.1 I can handle the teacher-student relationship well	4.44±0.68	4.21±0.79	2.169	0.031*
4.2 I can effectively regulate my emotional state before important teaching or public events	4.38±0.70	4.18±0.87	1.827	0.069
4.3 I can handle colleague relationships well	4.39±0.68	4.29±0.81	0.994	0.322
4.4 I can communicate effectively with leaders	4.34±0.69	4.07±0.89	2.351	0.020*
4.5 I can communicate effectively with parents	4.44±0.71	4.16±0.81	2.604	0.010**

* $p < 0.05$ ** $p < 0.01$

(3) The impact of the nature of educational internship schools on the cultivation of educational professional abilities

As shown in Table 8, using independent samples t-test, the p-value of "I can adjust my teaching strategies according to the actual situation in the classroom", "I can actively participate in professional training to improve my professional competence" and "I can effectively regulate my emotional state before important teaching or public activities" which are less than 0.05, showing a significant effect. The p-value of "I can continuously improve my theoretical knowledge and educational teaching ability in the growth of the teaching profession" and "I have good teacher writing ability, oral expression ability, and communication ability" which are less than 0.05, showing a particularly significant impact. while the rest are not significant.

Table 7 Independent Sample T-test On the Property Variables of Educational Internship Schools

Dimension	The nature of educational internship schools (Mean ± Standard Deviation)		<i>t</i>	<i>p</i>
	1.0(<i>n</i> =136)	2.0(<i>n</i> =68)		
1.1 I can design different learning objectives and tasks according to the characteristics of different students	4.18±0.82	4.26±0.73	-0.749	0.455
1.2 I can adopt appropriate teaching methods to guide	4.24±0.78	4.29±0.69	-0.459	0.647



Dimension	The nature of educational internship schools (Mean \pm Standard Deviation)		<i>t</i>	<i>p</i>
	1.0(<i>n</i> =136)	2.0(<i>n</i> =68)		
students in exploring learning and self-directed learning				
1.3 I can effectively organize students for cooperative group learning	4.25 \pm 0.76	4.38 \pm 0.67	-1.221	0.223
1.4 I can use appropriate teaching methods and modern educational technology to organize teaching	4.22 \pm 0.74	4.40 \pm 0.67	-1.659	0.099
1.5 I can adjust teaching strategies according to the actual situation in the classroom	4.17 \pm 0.77	4.44 \pm 0.66	-2.507	0.013*
2.1 I can continue to improve my theoretical knowledge and teaching ability in my professional growth as a teacher.	4.19 \pm 0.75	4.50 \pm 0.59	-2.985	0.003**
2.2 I have good writing, oral expression, and communication skills as a teacher	4.17 \pm 0.76	4.49 \pm 0.61	-2.994	0.003**
2.3 I have a clear career development plan	4.13 \pm 0.83	4.32 \pm 0.70	-1.694	0.092
2.4 I can actively participate in professional training to improve professional skills	4.26 \pm 0.76	4.50 \pm 0.63	-2.266	0.025*
2.5 I have good reflective and critical skills	4.24 \pm 0.76	4.44 \pm 0.66	-1.847	0.066
3.1 I can carry out class culture construction and class spirit construction, creating a good class cultural atmosphere	4.26 \pm 0.76	4.41 \pm 0.65	-1.432	0.154
3.2 I can organize class meeting activities, thematic educational activities or recreational activities	4.23 \pm 0.77	4.38 \pm 0.62	-1.435	0.153
3.3 I can do a good job in student ideological work	4.25 \pm 0.80	4.38 \pm 0.67	-1.178	0.24
3.4 I can effectively manage the day-to-day affairs of the classroom, including student attendance and discipline.	4.26 \pm 0.75	4.38 \pm 0.73	-1.061	0.29
3.5 I can do a good job in the work of the Communist Youth League or Young Pioneers	4.18 \pm 0.82	4.35 \pm 0.69	-1.533	0.127
4.1 I can handle the teacher-student relationship well	4.27 \pm 0.79	4.46 \pm 0.61	-1.679	0.095
4.2 I can effectively regulate my emotional state before	4.20 \pm 0.83	4.47 \pm 0.66	-2.351	0.020*



Dimension	The nature of educational internship schools (Mean \pm Standard Deviation)		<i>t</i>	<i>p</i>
	1.0(<i>n</i> =136)	2.0(<i>n</i> =68)		
important teaching or public events				
4.3 I can handle colleague relationships well	4.29 \pm 0.78	4.44 \pm 0.66	-1.336	0.183
4.4 I can communicate effectively with leaders	4.16 \pm 0.84	4.32 \pm 0.72	-1.361	0.175
4.5 I can communicate effectively with parents	4.27 \pm 0.81	4.38 \pm 0.67	-0.968	0.334

* $p < 0.05$ ** $p < 0.01$

6. Conclusion

1) The teacher socialization preparation of educational internship students is good. After the educational internship, students generally believe that their level of teacher socialization has significantly improved, which fully demonstrates the positive role of educational internship in preparing teachers for socialization. Research has found that teacher trainees who have more confidence in their teaching abilities before their educational internships do show higher levels of preparation for teaching after the internship. This indicates that early self-efficacy is crucial for the career adaptation of teacher trainees, and enhancing their professional confidence may help improve their teaching practice performance. At the end of the internship, teacher educators who perceived that they had gained more from the internship process scored higher in the areas of instructional design and practice skills, teacher professional development skills, and classroom management skills. This suggests that the process of reflection and summarization of the internship may further strengthen the readiness to teach, and that the value of the internship experience depends not only on its length or form, but also on the subjective experience and the degree of learning engagement of the teacher educators.

2) In terms of professional capacity development in education, the three factors of having an educational internship experience, having tutoring or extracurricular tutoring experience for more than one month, and the nature of the educational internship school influenced the socialization preparation of teachers. Normal students with educational internship experience perform better in class management ability. This may be because internships provide real classroom management scenarios, allowing teacher trainees to continuously adjust and optimize management strategies in practice, enhancing classroom organization and adaptability. Teacher educators who have tutored or tutored outside the classroom are more prepared to teach in a number of areas. This indicates that extracurricular teaching experience can not only enhance the practical teaching skills of teacher trainees, but also strengthen their professional identity and social adaptability, laying a more solid foundation for future teaching work. Teacher educators who interned in private schools performed better on teacher professional development competencies compared to public schools. This may be related to the high requirements of private schools for teachers' teaching



skills and career development, or it may reflect that private schools provide more teaching training and practical opportunities, allowing teacher trainees to gain richer growth experiences during internships.

3) Merely relying on internship methods or obtaining qualifications does not determine the readiness of teacher trainees for teaching. It may require a combination of more practical experience and professional growth opportunities. The five aspects of flexible use of various teaching forms to guide students' active learning, timely adjustment of teaching strategies according to classroom dynamics, teachers' proactive participation in professional training to improve their professional competence, doing a good job in students' ideological work, and effective management of daily affairs in the classroom are of great significance to teachers' social preparation, and we should pay attention to and strengthen the training and guidance of these aspects during the process of cultivation of professional competence in education.

7. Recommendations

In order to enhance the teacher socialization readiness of educational internship students and promote the overall quality improvement of future teachers, the following measures are recommended:

1) To cultivate the educational professional abilities of pre service teachers in a comprehensive and multi-dimensional manner (Wang, Fang, & Yang, 2024). Emphasize extracurricular teaching experiences to broaden practice. Policy makers and teacher training institutions should encourage teacher trainees to actively participate in various types of teaching practices before entering formal teaching positions. Colleges and universities can cooperate with extracurricular tutoring organizations, primary and secondary schools to set up extracurricular teaching practice bases, so that teacher trainees can accumulate more teaching experience before formal practice. In areas with relatively scarce educational resources, teacher trainees can accumulate practical experience through teaching support or educational assistance projects, while enhancing their sense of professional identity and social responsibility.

2) Strengthen practice-oriented teacher education and improve the quality of internships. Strengthening the mechanism of collaborative training within and outside schools, encouraging cooperation between universities and primary and secondary schools, and providing more real teaching situations so that teacher trainees can hone their teaching skills in real classrooms. Introduce reflective internship mode, encourage interns to record teaching logs, conduct case analysis and reflective discussions, and improve their self-learning and adjustment abilities. Experienced teachers are hired to serve as internship mentors and provide regular instructional feedback to help interns better acclimate to the teaching environment.

3) Establishing a comprehensive educational practice teaching system, Optimizing psychological preparation for teaching. In the process of cultivating normal students, universities should take various measures to enhance their professional confidence. For example, teacher trainees are familiarized with



the teaching process in advance through micrograms, teaching competitions and case studies; Add courses or lectures on the professional value of teachers to deepen students' understanding of their social roles and career development paths; Setting up a special psychological support and career counseling program to help teacher trainees adjust their mindset and enhance their confidence in their future teaching career.

4) Focus on post-internship growth mechanisms and improve the career development support system. Encourage interns to continue participating in teaching seminars, experience sharing, and peer exchanges after the internship to avoid the "short-term effects" of internship experience. Universities and education administrations can jointly organize teacher training programs to continuously improve the teaching skills, management abilities and professionalism of new teachers. By establishing alumni associations, mentorship programs, and other means, new teachers can receive continuous career guidance and support from experienced teachers.

5) Policy-level support for teacher training programs to improve the quality of teacher training. Optimize the teacher qualification certification system and increase the assessment of actual teaching abilities in the process of teacher qualification recognition. The Government should increase its investment in teacher education and provide teacher trainees with more practical opportunities, including internship grants and funding for innovative teaching projects, so as to encourage them to join the education profession.

8.Reference

- Brodbelt S., Wall, R. E. (1985). Student-Teacher Socialization:Role Model Influences. *Eastern Educational Research*, 21 (6), 25-45.
- Chen, L. (2020). Analysis of the Research Process and Knowledge Network of Teacher Socialization in China in the Past Thirty Years. *Contemporary Teacher Education*, 13 (01), 51-57.
- Chen, L. (2021). On the Connotation, Research Paradigms, and Developmental Stages of Socialization of Trainee Teachers. *Teacher education research*, 33 (01),28-33.
- Chen, X. (2021). A narrative study on the role socialization of pre-service physical education teachers (Master's thesis, Henan University).
<https://doi.org/10.27114/d.cnki.ghnau.2021.001354>
- Chen, W.T. (2006). *Practice and Innovation of Educational Internship*. Henan University Press.
- Chou, C.M. (2011) Student Teachers Socialization Development by Teaching Blog: reflections and Socialization Strategies. *Turkish Online Journal of Educational Technology*, 10 (2), 196 – 210.
- Du, Y. N., & Deng, X. (2016). Exploration of the development and influencing factors of pedagogical content knowledge: An empirical study based on the educational internship of English normal students. *Overseas English*, (13), 20-21.



- Gou, X. L. (2021). Research on teaching experience from a rational perspective (Doctoral dissertation, Hunan Normal University).
<https://doi.org/10.27137/d.cnki.ghusu.2021.002963>
- Hall, J. L., Johnson, B., & Bowman, A. C. (1995). Teacher socialization: A spiral process. *Teacher Educator*, 30(4), 25–36.
- Housego, B.E.J. (1990). Student teachers' feelings of preparedness to teach. *Canadian Journal of Education*, 15(1), 137-56.
- Hu, Q. (2023). Research on the impact of educational internships on normal students' professional identity (Master's thesis, Shanghai Normal University).
<https://doi.org/10.27312/d.cnki.gshsu.2023.001387>
- Huang, Z.-f. (2016). The connotation, framework, and cultivation strategies of teachers' professional abilities from the perspective of national professional standards. *Contemporary teacher education*, 9 (04), 25-29.
- Liu, C. (2024). Thought Leadership and Practical Direction of High-Quality Development of Teaching Staff. *People's Forum*, 2024, (20), 23-28.
- Liu, T. T. (2021). *Research on the social construction of professional identity of rural elementary school teachers* (Master's thesis, Yunnan University).
<https://doi.org/10.27456/d.cnki.gyndu.2021.001925>
- Liu, Y. M. (2021). *A case study on the teaching adaptation of new elementary mathematics teachers in Shanghai* (Master's thesis, Shanghai Normal University).
- Liu, Y. T. (2023). *Research on the problems and countermeasures of teaching adaptation of newly recruited teachers in vocational colleges* (Master's thesis, Shandong Normal University).
<https://doi.org/10.27280/d.cnki.gsdsu.2023.000321>
- Ma, H.-w., et al. (2011). Socialization process of secondary school teachers: interaction vision. *Psychological Science*. 2011(1), 145-149.
- Ou, -L.-S. (2012) *Research on the socialization process of intern teachers*. Changchun: Northeast Normal University.
- Qiao, G., & Sun, G. C. (2011). Analysis of factors affecting the effectiveness of normal students' educational internship. *Value Engineering*, (27), 219–221.
<https://doi.org/10.14018/j.cnki.cn13-1085/n.2011.27.126>
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22.
<https://doi.org/10.17763/haer.57.1.j463w79r56455411>
- The Editorial Committee of the Chinese Encyclopedia and the Editorial Committee of Education. (1985). *Editorial Department of China Encyclopedia Press*. Chinese Encyclopedia Education. Beijing: Chinese Encyclopedia Press.
- Turney, C., Eltis, K.J. Towler, J., & Wright, R. (1985). *A new basis for teacher education-The practicum curriculum*. Sydney: Sydmac Academic Press.
- Luo, W.-X. (2002). Discussion on the Theory and Practice of Educational Internship. *Journal of Educational Science*, 1(2), 43-59.



- Wang, C. G. (2024). Can educational internships improve the labor market performance of normal students? - An empirical study based on organizational socialization theory. *Journal of Educational Science of Hunan Normal University*, (05), 113–122. <https://doi.org/10.19503/j.cnki.1671-6124.2024.05.014>
- Wang, E. N. (2023). *Educational driving mechanism of vocational students' career adaptability development* (Doctoral dissertation, Tianjin University). <https://doi.org/10.27356/d.cnki.gtjdu.2023.000035>
- Wang,Z.-F., Fang,B.-J. & Yang,Q. (2024). Construction of the Curriculum System for Landscape Architecture under the Background of Vocational Education Undergraduate Education A Case Study of Chengdu Agricultural Science and Technology Vocational College. *Modern Horticulture*, 47 (22),193-200.
- Wu,Z.-G., Rao,C.-M. (2018). A study on the contribution of educational practice courses to pre-service teachers' preparation to teach. *Teacher Education Research*, 2018(11),37-43.
- Xiang,Y.-G. (2024). On the Current Development of Teachers' Professional Socialization at Home and Abroad. *Foreign Primary and Secondary Education*,2004 (6),13-19.
- Zhang, C. X. (2024). Exploration of the construction of TPACK ability training model for university mathematics teachers. *Tianzhong Journal*, (06), 144–148. <https://doi.org/10.14058/j.cnki.tzxx.2024.06.021>
- Zhou, P. (2024). Qualitative study on the influencing factors of school cooperation for special educators from the perspective of teachers. *Modern special education*, 2024, (12),17-31.