

ORIGINAL ARTICLE

The effectiveness of the primary intern teacher assistant training plan on the cognitive performance of female students and teachers of the internship unit of the field of educational sciences

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ABSTRACT

The purpose of this research is to investigate the effectiveness of the elementary teacher assistant training plan on the cognitive performance of female students and intern professors of the field of educational sciences at Payame Noor University, Isfahan province. A semi-experimental research method was implemented with a pre-test, post-test design with a control group. The statistical population was all students (including 250 people) and internship guidance professors in the field of educational sciences (35 people) at Payame Noor University in Isfahan province in the academic year 2021-2022. The sample size was 30 people in two experimental and control groups of intern students and 20 of the internship guidance professors were selected based on the inclusion criteria and random assignment. The data collection tool was a questionnaire made by a researcher with 40 questions of cognitive performance in 4 scales of necessity, interest and skill in teaching learning disorders, preparing the lesson plan. And the education of the first grade and the fifth grade of elementary school with Cronbach's alpha coefficient was 89%. Elementary teacher assistant training was taught in 10 sessions for three weeks. Research data analysis was done using one-way and multi-way covariance analysis using spss23 software. The findings showed that the primary teacher assistant training had an effect on students' cognitive performance with $F(15.921, sig=0.001)$ and the effect size was 67%. Also, the primary teacher assistant training for internship guidance professors with $(694/694 sig=0.001) 218F$ and the effect size was 63%. As a result, according to the effectiveness of this training course, it is recommended to use this plan in order to target the internship unit of educational science students at undergraduate level before entering elementary schools as a teacher's assistant by increasing the number of sessions.

KEYWORDS

Assistant training, Elementary intern, Cognitive performance, Internship guidance professors, Teacher assistant students.



Introduction

In the education of any science, technology, art and profession, two main aspects are visible: theoretical and practical. What makes theoretical education more productive and responsive to the needs of society is its integration with practical work. Jorjan et al. (2012) state that the integration of practice and theory can be realized with intermediary tools such as scientific internships (Babadi Akasheh et al., 2019). Guadalupe et al. (2021) point out the gap between theory and practice and the creation of a negative feeling and attitude resulting from university classes and emphasize that students' experiences of different classes are often negative due to transitional educational models and explanations of content that are not adapted to their time (Resch and Schritzer, 2021). Therefore, the extent to which interns have the ability to recognize the information presented and respond correctly and timely in the real environment is also a question worth pondering, which is examined as cognitive performance. Cognitive performance refers to a set of knowledge and capacities that enable an individual to recognize, process, and respond to incoming information (Ghavami-Faroo Hassanpour, 1400). Therefore, this research, with a systematic educational program appropriate to educational expectations and changes and developments and establishing a link between the Faculty of Educational Sciences and Education, aims to examine the level of knowledge, interest, and skills of interns before entering school in order to find the gap in the effectiveness of the internship materials provided. This research also intends to report the results of the idea approved by the Ministry of Education in 2010, which was implemented by Payam Noor University and the General Directorate of Education of Isfahan Province in 2011 and 2012, in line with how to target the internship of students in the field of educational sciences by preparing and updating the information of interns before entering the internship environment at this university. Therefore, the Elementary Teacher Assistant Training Plan, which is called Homa for short, seeks to examine this research hypothesis that the Elementary Teacher Assistant Training Plan is effective on cognitive performance and its dimensions on intern students and internship guidance professors in the field of educational sciences at Payam Noor University of Isfahan Province before attending the internship environment.

Method

A semi-experimental research method including pre-test, post-test was implemented with an experimental and control group of female intern students and internship supervisors. The statistical population of this study included all internship supervisors and undergraduate students in the field of educational sciences at Payame Noor University of Isfahan Province who were selected for the internship unit in the academic year 1400-1401. The cognitive performance of intern students and internship supervisors was implemented and examined before the elementary teacher assistant training course was held in both experimental and control groups. The data collection tool was a researcher-made cognitive performance questionnaire with 40 questions in 4 scales of learning disorders, lesson plan development, and first and fifth grade of elementary school. The teacher assistant training session's program was conducted for one month and during 22 hours of training and ten sessions in order to train teacher assistants and prepare them for entering the first and fifth grade of elementary school in elementary schools with the help of teachers approved by the Education and Training Department of Isfahan Province.

Findings

According to the results obtained from the intervention of the primary teacher assistant, it had an effect on the cognitive performance of the female intern students and the internship guidance teachers in the study. Considering the eta square, it can be concluded that after the teacher assistant project, 67 percent of the changes related to the cognitive performance of the students and 63 percent of the changes related to the cognitive performance of the internship guidance teachers were as a result of the primary teacher assistant training. Therefore, it can be concluded that after the training course, the primary teacher assistant training has been able to have a different

effect on the cognitive performance of intern students and internship guidance teachers compared to before the course and the control group. Also, the dimensions of cognitive performance and the amount of cognitive changes created indicate that the four dimensions of cognitive performance of intern students and internship guidance teachers in the experimental group have led to changes of more than 50% after the primary teacher assistant training course. This shows that the necessity, interest, and skill of first grade education for intern students is 80% and internship guidance teachers is 73%, the necessity, interest, and skill in developing lesson plans for intern students is 65% and internship guidance teachers is 78%, the necessity, interest, and skill in teaching learning disorders is 63% for intern students and 62% for guidance teachers, and the necessity, interest, and skill in teaching fifth grade elementary school for intern students is 76% and 65% for internship guidance teachers.

Discussion and Conclusion

The results of this study showed that the training of elementary teacher assistants had an effect on the cognitive performance of female intern students and internship supervisors, and indicated that the level of changes was above average and desirable in the cognitive performance of intern students and internship supervisors as a result of the elementary teacher assistant training course. In addition, it was found that the cognitive performance of intern students was very poor and below average before the training course of the intern teacher assistant, but after the training course, the cognitive performance of the students improved. Therefore, the idea of changing the role and responsibility of interns as assistants of elementary teacher assistants and training and preparing them and changing their cognitive performance through the elementary teacher assistant training course by implementing a systematic training course for one month before entering the school and internship environment by intern students at Payame Noor University has been able to increase the intern students' understanding of the knowledge, attitudes, and skills they have in their field and are going to use in the internship environment, and indicate their cognitive performance in identifying and correcting learning disorders, developing lesson plans, how to attend classes, and how to use them in the classroom. The first and fifth grades are elementary, and in the first step, the attitude that education in the elementary school is easy and that students can handle it through student and academic experiences should be corrected and changed. Then, the gap and incoherence between theoretical and practical academic topics should be improved with the changes in the educational systems by providing a systematic training course by selected teachers of education and training. By changing the attitude that education in the elementary school and internship in schools is a very dangerous and sensitive task, and by organizing the initial educational information, interns can experience a better understanding and insight into internships in addition to the accuracy and sensitivity of the activity while attending schools. In addition, they can have more conscious cooperation and learning as a teacher assistant alongside weaker teachers and students in the field of academic topics. Explain the main role and importance of the internship unit for students in internship environments. Also, the presence of professors in the teacher assistant training course played a significant role in updating the information of the internship guidance professors regarding educational changes in schools and awareness of the educational expectations of interns in schools by the selected teachers of education in the teacher assistant course. It was able to create a more realistic view of how to apply academic learning in the field of practice and the educational environment, and how the internship unit and interns present in the school can, in addition to learning and increasing their knowledge and skills, help weak students and be teachers' assistants in different situations.

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