

# A Study on the Issues and Problems faced by the B.Ed. Student Teachers during Internship

Kekonino Zhunyu<sup>1</sup> and Dr. Khotole Khieya<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Education, Nagaland University, Nagaland

<sup>2</sup>Assistant Professor, Department of Education, Nagaland University, Nagaland

## Abstract

Internship is one of the most important components of teacher education. The student teacher during this period is engaged with the school and in students teaching and learning. It is during this time they put to practice the theory they have been learning. The present B.Ed. curriculum which emphasized on constructivist approach has witness a paradigm shift in terms of internship or field engagement. The student teachers are not only teaching in the classroom but they are to experience the whole working system of an educational institution. With the introduction of the new internship, there are issues and problems faced by the student teachers during internship. This paper will highlight the issues and problems the student teachers faced during the internship.

**Keywords:** *Internship, supervisors, constructivist, student teachers.*

## Introduction

Education brings about growth and development of an individual. In this, the teachers play the most important role in educating the individual. As pointed out by Kapur, Radhika (2018), the key personnel within the educational institutions, who play an important part in implementation of this task and in bringing about transformation within the lives of the individuals are the teachers. The teacher is regarded as the most important element within the educational program.

National Curriculum framework for Teacher Education, 2009 also pointed out that the quality and extent of learner achievement is determined primarily by teacher competence, sensitivity and teacher motivation. The academic and professional standards of the teachers, therefore is a very important component of essential learning conditions for

achieving the educational goals. With the role played by the teachers in education, it is important to invest in the preparation of teachers in an appropriate manner. The teachers are required to be effectively trained.

Teacher education thus, refers to the policies and procedures designed to equip teachers with knowledge attitudes and skills they require to perform their task effectively in the school and classroom. It includes all the formal and non formal activities and experiences that help in improving the aptitude and prepare the individual to assume the responsibilities and duties more appropriately as a teacher. It also includes academic preparation, pedagogical skills, sensitivity to contemporary issues and problems.

## School Internship

Like any other professional courses, school internship or field engagement is an important component of B.Ed course. The sustained engagement with the school over a period of time is known as 'school internship' which equips the prospective teacher to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching. In fact, it is this component of the teacher education curriculum which facilitates transformation of a student-teacher from being a learner in the art and science of teaching to adequately-equipped teachers to perform the responsibilities of a teacher in actual school settings. School Internship: Framework and Guidelines 2016 by NCTE.

The school internship provides an opportunity for the student teachers to link the educational theory and pedagogical concepts with their practices.

### **Need and significance of the study**

The present B.Ed curriculum is emphasizing on constructivist approach. With the change of the approach, the past few years, Teacher Education has witness a paradigm shift in terms of internship or field engagement. NCTE has made an attempt to broaden the scope of practice teaching by giving importance of providing experiences of all activities and programmes of the schools to the student teachers. For this the NCTE has prescribe a longer duration of 20 weeks for internship which is further split into 2 parts consisting 4 weeks and 16 weeks. The first 4 weeks of internship to be organized in 2 semester and 16 weeks to be in the 4 semester. The 16 weeks duration is further spilt into 14 weeks of school internship and 2 weeks for engagement of field other than the school i.e. community engagement.

With all these changes in the course and internship there are many issues and problems which are faced by the student teachers during internship. This study

is carried out to study the issues and problems of internship. Thus it is entitled “A Study on the issues and problems faced by the B.Ed student teachers during internship”.

### **Objectives of the study**

The objectives of the study are

1. To study the issues and problems of internship faced by the student teachers
2. To suggest possible measures for improvement of internship

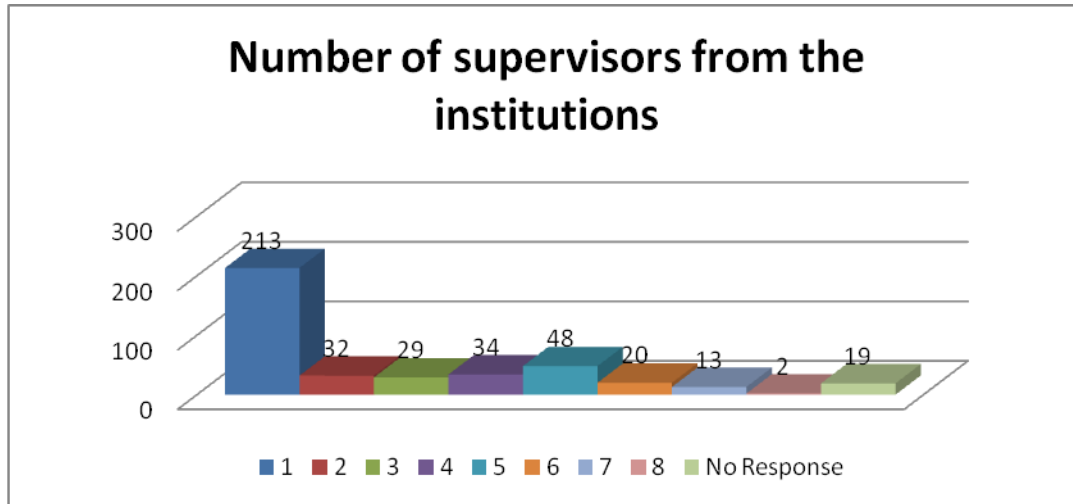
### **Method of the study**

The study is a descriptive survey as it is an attempt to study the issues and problems of internship faced by the student teachers during internship.

The sample of the study is drawn from all the nine teacher education colleges of Nagaland consisting of 410 student teachers out of which 286 are female and 124 male. The sample includes 96 student teachers from science pedagogy, 37 from math, 196 from social science and 81 from English pedagogy. For the present study questionnaire was used.

## Findings and discussion

Figure 1 Showing the number of supervisors provided from the institution during internship



The number of supervisors provided for the student teachers differs from institute to institute. The figure shows that 213 student teachers are provided with 1 supervisor, 32 are provided with 2 supervisors, 29 with 3 supervisors, 34 with 4 supervisors, 48 with 5 supervisor, 20 with 6 supervisors, 13 with 7 supervisors, 2 with 8 supervisors, and 19 student teachers with no response.

The above figure indicate that most of the student teachers (213) are provide with one supervisor from the institution and 2 student teachers with maximum number of supervisors i.e. 8 from the teacher education institution.

Figure 2 showing numbers of supervisors provided from the co-operating schools

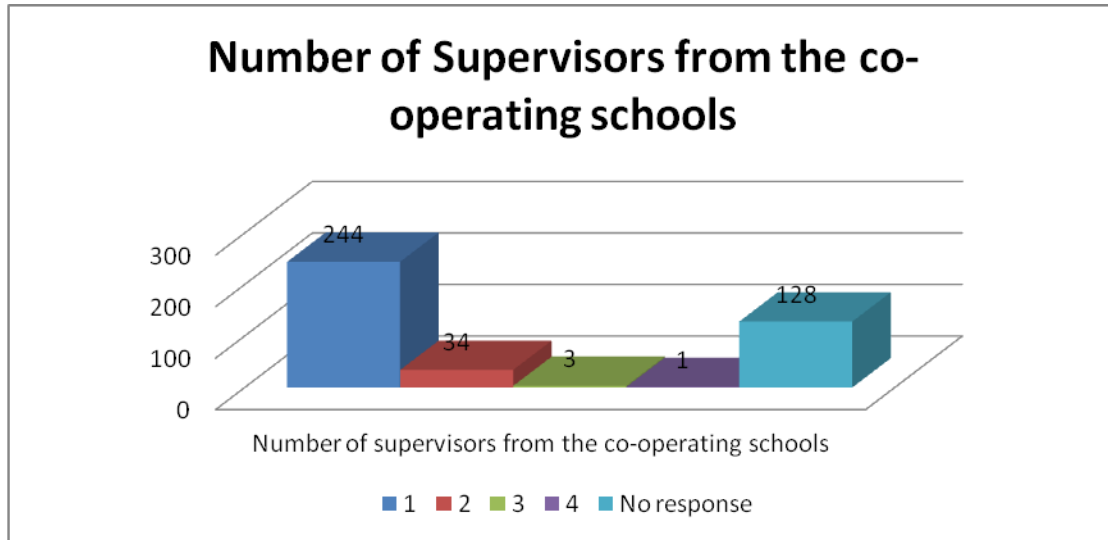


Figure 2 shows the number of supervisors provided for the student teachers from the co-operating school. 244 student teachers are provided with 1 supervisor from the co-operating school while 34 were provided

with 2 supervisors, 3 student teachers were given three supervisors and 1 was provided with 4 supervisors. While 128 student teachers have not responded to how many supervisors were provided.

Figure 3 showing how often the supervisors supervise the class of the student teachers.

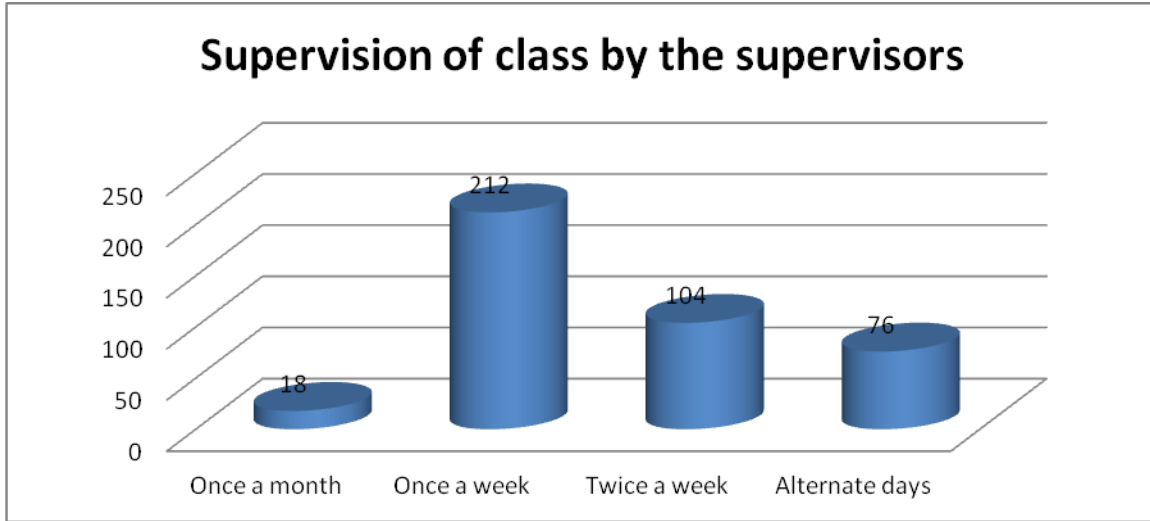


Figure 3 showing how often the supervisors attend the class of the student teachers to supervise. According to 18 student teachers, the supervisors come to supervise their class just once in a month while 212 says the supervisor come once in a week. 104 say the supervisors come to supervise their classes twice a week and 76 says they come alternate days to supervise.

The figure indicates that some student teachers are provided with 1 supervisor while some were provided 8 supervisors and some were supervised just once in a month and some on alternate days. Student teachers should be equally distributed among the supervisors according to their pedagogy paper, and their specialization so that supervisions can be done properly, regularly and more effectively.

Table 1. showing the duration for pre internship in the first semester

No. of days for pre internship 1 semester	1 day	2 days	3 days	5 days	7 days	10 days	14 days	15 days	20 days	30 days	No response
No. of respondents	3	12	81	217	1	71	3	1	1	2	18

The table shows the number of days spent in the schools by the student teachers as pre internship. Most of the student teachers i.e. 217 spent 5 days in the schools as pre internship while 3 of them spent 1

day as pre internship and 2 of them says they have spent 30 days in the schools as pre internship. There was no response from 18 student teachers.

Table 2 showing the duration for pre internship in the second semester

No. of days for pre internship 2 Semester	1 day	2 days	3 days	4 days	5 days	7 days	10 days	15 days	30 days	40 days	45 days	No response
No. of respondents	5	12	8	1	227	1	91	3	3	5	2	52

Table 2 shows the number of days spent as pre-internship in the schools during second semester by the student teachers. Most of the student teachers i.e. 227 spent 5 days as pre internship in the schools

while 5 student teachers spent only 1 day and 2 of them says their pre internship went on for 45 days. 52 students have no response.

Table 3 showing the duration of internship

Duration for internship	1 day	5 days	10 days	20 days	1 month	1 1/2 month	2 months	No response
No. of respondents	1	1	13	15	60	100	193	27

Table 3 showing the months spent in the schools for internship. 193 student teachers spent 2 complete months in the schools while 100 student teachers spent one and half months in the schools and 60 spent 1 month as internships. 1 student spent just one day for school internship. 27 student teachers did not response.

Table 4 showing the duration for post internship.

Duration for post internship	1 day	2 days	3 days	4 days	5 days	10 days	20 days	30 days	40 days	45 days	60 days	2 months	no response

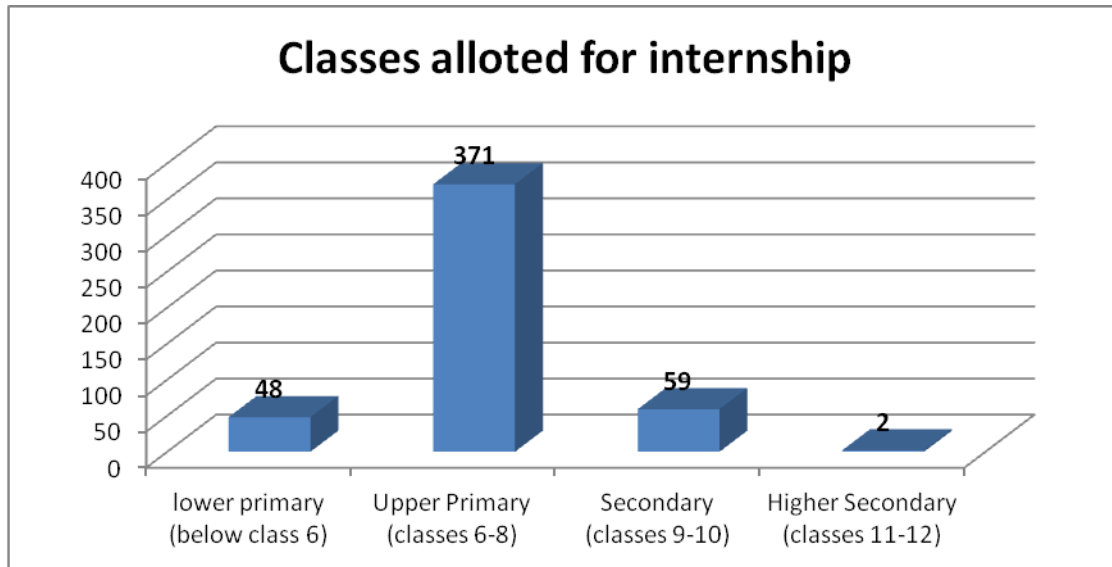
No. of respondents	88	15	53	5	109	20	6	5	22	1	2	8	76
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Table 4 shows the duration of post internship which they have after the internship at schools. 109 of the student teachers had 5 days of post internship while 88 said they have only one day of internship. while there is no response from 76 of the student teachers.

The whole internship is divided into various stages; *pre-internship* where the student teachers were to observe and understand the various working system of the school and *internship* where they experience the classroom teaching learning. *Post-internship* is conducted after the completion of internship where the student teachers discuss their experiences on teaching learning process, share their issues and

challenges and also their opinion on the working system of the school. *Final practice* is where the externals come to evaluate their classroom teaching. NCTE suggested the whole internship should be 20 weeks. Table 1 to table 4 shows the time duration the student teachers went for internship, where most of the student spend 5 days each on pre internship in 1<sup>st</sup> and 2<sup>nd</sup> semester and 2 months on internship and post internship for 5 days. As indicated in the table, some student teachers were on pre internship for 30 to 45 days each in 1<sup>st</sup> and 2<sup>nd</sup> semester which is not practical and 76 student teachers not responding shows that they are not clear with the concept of internships and its various stages.

Figure 4 showing the classes allotted for the internship



The figure shows that most of the student teachers i.e 371 were given upper primary (classes6-8) for the internship, while 48 were given lower primary (below class 6) for internship, 59 were given secondary (classes 9-10) and only 2 were given higher secondary (class 11-12) for practice.

The figure shows that most of the student teachers are allotted upper primary classes and secondary classes

for practice. B.Ed is a professional course for the prospective teachers of secondary level and the curriculum is frame accordingly. In the internship the student teachers are allotted even the primary level i.e. below class 6 so there can be mismatch of what is taught in theory and what is practiced in the internship.

Table 5. Views on duration and feedbacks during internship

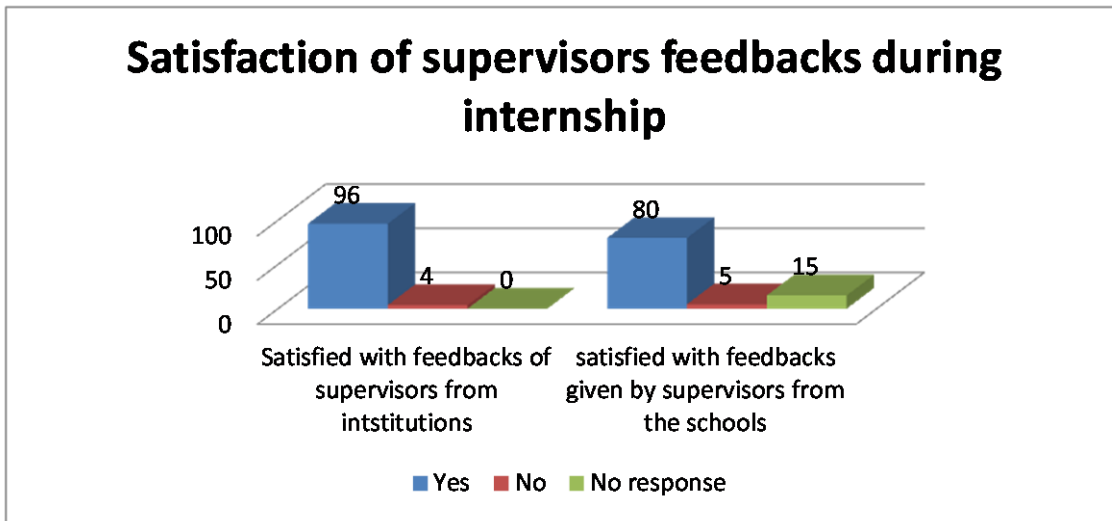
Sl.No		Yes	No
1	Satisfied with the duration of the internship	91	9
2	Inter-relationship between practicing school, training institutes and supervisor is satisfactory	86	14
3	Satisfied with guidance support by supervisor during internship	83	17
4	feedbacks given by the supervisor helps improving teaching	98	2
5	Take note of the feedbacks given by the supervisor	97	3

As shown in the table 91 % of the student teachers are satisfied with the duration of the internship and 86 % are satisfied with the inter-relationship between the co-operating schools, training institute and the supervisor. 83 % are satisfied with the guidance and support given by the teacher educators but 17 % are not satisfied with the guidance and support of teacher

educators which indicates that the guidance and support to the student teacher before and during the internship can be improved. 98 % improve their teaching with the feedbacks of the supervisors which shows the positive impact of the feedbacks of the supervisors. 97 % take notes of the feedbacks given by the supervisors.



Figure 5 showing the satisfaction of the feedbacks given by the supervisors.



The above figure shows that 96% of student teachers are satisfied with the feedback of the teacher educator from the teacher education institution but only 80 %are satisfied with the feedback of the supervisors from the co-operating schools. While 15% have no response regarding the feedback of the supervisors from the co-operating schools.

As indicated in the figure the cooperating schools need to be made aware of internship and the importance of constructive feedbacks during internship. 5% of the student teachers are not satisfied with the feedbacks from the schools and there is no response from 15 % of the student teachers.

Table 6 showing the opinion of student teachers regarding internship

Sl.no		Yes	No
1	Maintain report of everyday activity during internship	88	12
2	Teachers of co-operating schools co-operate	98	2

	during internship		
3	Assess the learning of the students during internship	95	5
4	Alloted proxy class during internship	85	15
5	Prepare for proxy class besides lesson plans	32	68

The figure shows that 88% of student teachers maintain report of their everyday activity in the schools. 98% of the teachers of the practice teaching schools co-operate for the internship and 95% of the student teachers agree that they assessed the student during internship. 85 % of the student teachers agreed that they are engaged in other activities and not just in their teaching but only 32 % of the student teachers prepare for proxy classes and 68% do not prepare for the proxy classes.

Most of the student teachers are maintaining their daily reports and the teachers of the co-operating school are co-operating during internship period which is good but 68% of the student teachers are not prepared for extra/proxy classes and 85% says they are assigned extra classes. This indicates that student teachers should also prepare for extra classes and for other activities in the school.

### **Some other issues and problems faced by the student teachers during internship**

Some of the issues and problems the student teacher faced during internship.

1. The student teachers are to practice teaching in constructivist approach and the lesson plans are accordingly planned. But the schools set up are not according to this approach, so it becomes difficult for transaction of the lesson.
2. Use of ICT in the classroom requires more time than the normal periods in the schools.
3. Preparation of the teaching aids is quite expensive where there is no ICT in the classroom.
4. The overcrowded classroom becomes a hindrance as the student teacher is not able to give equal attention to all the students in the class as should be done in a constructivist class.
5. Evaluation of the learning outcome of the learners is not according to the constructivist approach.
6. Student teachers are not properly oriented on different stages of internships especially in the pre-internship stage as to what and how they should observe in the school.
7. Too many supervisors with different views and feedbacks sometime confused the student teachers.
8. With the lack of infrastructures in the school there is no proper rooms/ space are not given to the student teachers where they can discuss, relax and put up their things.

### **Suggestions for improvement of internship**

Some suggestion for the improvement of school internship:

1. Every student teacher should experience internship in both rural and urban schools and also both private and government schools as suggested by NCTE. The internship which is done in phase wise can focus on this point.
2. The co-operating schools and the institution together should provide some teaching aids and learning materials as it become quite expensive for the student teachers.
3. There should be a common lesson plan for all the B.Ed institution in the state.
4. There should be uniform time duration for various stages of internship as some spent 2 months in the school while some spent just few days in the school.
5. Workshops and seminars should be organized for the co-operating schools and the teacher educators on supervising and evaluating the student teachers from time to time.
6. Internship should be well planned and criteria for assessment and evaluation should be uniform as different views of the supervisors can confused the student teachers instead of helping and improving
7. The number of student teachers should be equally distributed among the supervisors as

seen some student teachers are assessed only once a month during their internship.

8. Selection of time for internship should be structured according to academic calendar and the convenience of the co-operating schools.

## **Conclusion**

The results of the study clearly shows that the internship is having a positive impact on the professional development of the student teachers and an effective way to trained the prospective teachers about the real world of work. It provides an opportunity to the student teachers to link the theory and pedagogical concepts with their practice and also analyze their own and peers teaching styles and improve them with the constructive feedbacks from the supervisors. It also gives the opportunity to the student teachers to understand the role and responsibilities as a teacher in a real school situation even outside the classroom teaching learning. With the suggested measure, internship can be better planned and improve upon to give a wholesome experience for the student teachers.

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