

## PROBLEMS OF STUDENT TEACHER DURING INTERNSHIP PROGRAMME: ISSUES AND CONCERNS

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### ABSTRACT

Internship programme for pre service teacher education system is one of the lively practical approach to make student teacher practice required skills and competencies to become an efficient teacher. Each teacher education institute implement 1 to 2 months of practice teaching sessions in schools. However during the internship programme student teacher faces several problems related to social, psychological, pedagogical and other miscellaneous dimensions which can obstruct the achieving of goal and objectives teacher education programme. Quality in teacher education system cannot be achieved without solving the problems. The current paper conducted a cross sectional study for three year to find out problems of student teachers during three academic session. It is found that novice teachers mainly face problems related to managing students and maintaining discipline in classroom. However other problems such as using teaching aids, communication related problems also explored during the investigation. Further it is suggested that teacher educators must counsel students to solve such problems arising during internship programme.

**KEYWORDS:** Problems, Student Teacher, Internship

### INTRODUCTION

Teachers play pivotal role in achieving aims and goals of country in terms of preparing potential citizens. Hence teacher must be knowledgeable enough to hold the responsibilities. In this regard Pre service and in service teacher education act as the strategies to make teachers competent enough to carry out their responsibilities. However before entering in to the profession the teachers need to appear pre service teacher education. Apart from theoretical classes pre service teacher education takes several attempts to provide practical and field experiences to the student teacher which is not possible without internship programme held in school. Internship programme provides opportunities to student teacher to practice teaching. It is the lively part of pre service teacher education that refines the students' mistakes through continuous supervision of experts and teacher educators for one to two months. An internship is a unique educational program that aims to integrate study with planned and performance related experience. It is usually designed for the benefits of young unemployed graduates and post graduates all over the world who have completed fourteen to sixteen years of education.

The major purpose of the Internship program is to develop and strengthen student's skills and to prepare them for the profession. It provides an opportunity to the fresh candidates to experience working conditions and requirement of today's professional business environment (Parveen 2012). Internship programme establishes relation between theory and practice of teaching profession. Professional preparation of teachers ins incomplete without school based practice teaching during internship programme. Internship programme in teacher education has greater significance in making student teacher potential top carry out the profession. The school internship programme provides the platform for the interns to give expression to their learning while planning and reflecting on their own practice.

A sustained contact through internship would help teachers to choose, design, organize and conduct meaningful classroom activities, critically reflect upon their own practices through observations, record keeping and analysis and develop strategies for evaluating students' learning for feedback into curriculum and pedagogic practice. (NCFTE 2009). Hence internship programme has great value for inculcating necessary pedagogical competency and understanding the teaching profession in the practical field. According to Mirza (2012) therefore, the internship program is of great significance because it ensures the professional preparation of students in various ways such as understanding of the target profession and future prospects of working conditions in that profession. A carefully planned internship program may serve the following functions.

- Understanding of the target profession and future prospects of working conditions.
- Can provide valuable exposure on the job
- Develop professional skills and attitudes
- Establish useful contacts with people working in the same profession.

However in spite of all steps and arrangement student teachers face difficulties while going through the internship programme. It is necessary on the part of teacher education system to identify those limitations, problems and lacuna so that student teacher can get smooth environment to practice the lessons.

### **Objectives of the Study**

The objectives of the study are

- To explore several problems of student teachers with respect to internship programme
- To compare the Problems of student teachers with respect to internship programme year wise.
- To compare the Problems of student teachers with respect to internship programme method wise.

### **Research Question**

What are the problems of student teachers during internship programme of pre service teacher education programme?

### **METHODOLOGY**

A cross sectional descriptive research methodology is implemented to carry out the research. 120 respondents were involved in the study from Nabakrushna Choudhury College of Teacher Education, Angul, Odisha, using purposive sampling for three sessions i.e. 2011 to 2014. Mainly the student teachers exhibiting low performance were included in the study. The purpose of the study is explained to the respondents and their views were collected using three point rating scale, unstructured interview and open ended questionnaire tools. The data are analyzed using simple percentage as well as qualitatively.

### **RESULT AND DISCUSSIONS**

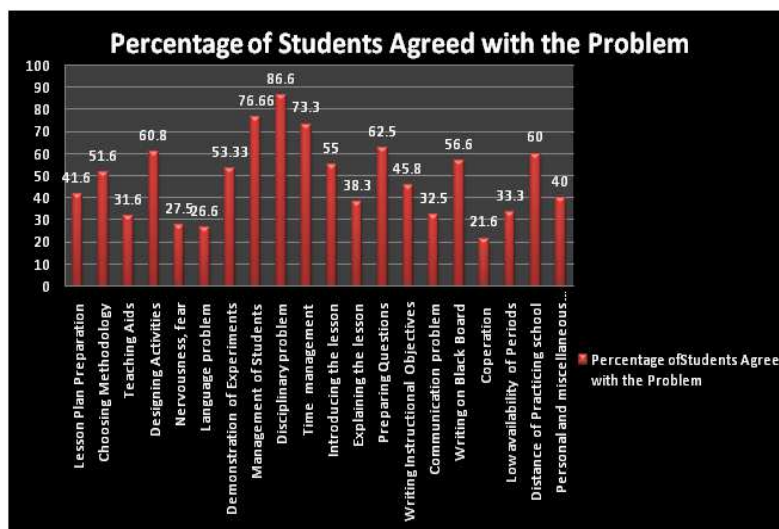
The students have exposed various reasons behind their low performance as well as many problems during the internship programme.

**Table 1: Problems of Student Teachers during Internship Programme**

SI No	Problems	Agree with Problem	Undecided with Problem	Disagree with Problem	Total
1	Lesson Plan Preparation	50(41.6)	10(8.33)	60(50)	120
2	Choosing Methodology	62(51.66)	9 (7.5)	49((40.83)	120
3	Selecting and Using Teaching aids	38(31.66)	12(10)	70(58.33)	120
4	Designing Activities	73((60.83)	8(6.66)	39(32.5)	120
5	Nervousness, fear	33(27.5)	20(16.6)	87(72.5)	120
6	Language problem	32(26.66)	10(8.33)	78(65)	120
7	Demonstration of Experiments	64(53.33)	6(5)	50(41.66)	120
8	Management of Students	92(76.66)	8(6.66)	20(16.66)	120
9	Disciplinary problem	104(86.66)	6(5)	10(8.33)	120
10	Time management	88(73.33)	10(8.33)	22(18.33)	120
11	Introducing the lesson	66(55)	5(4.16)	49(40.83)	120
12	Explaining the lesson	46(38.33)	14(11.66)	60(50)	120
13	Preparing Questions	75(62.5)	20(16.66)	25(20.83)	120
14	Writing Instructional Objectives	55(45.83)	5(4.16)	60(50)	120
15	Communication problem	39(32.5)	13(10.83)	68(56.66)	120
16	Writing on Black board	68(56.66)	12(10)	50(41.66)	120
17	Lack of cooperation from school authority, teachers, supervisors	26(21.66)	15(12.5)	79((65.83)	120
18	Low availability of Periods	40(33.33)	21(17.5)	59(49.16)	120
19	Distance of Practicing school	72(60)	5(4.16)	77(64.16)	120
20	Personal and miscellaneous problems such as health, food, conflict	48(40)	18(15)	54(45)	120

\*Numbers in brackets represent percentage of students from total sample

Maximum students have cited disciplinary (86.66%) followed by management of students(76.66), time management (73.33%) related problems. However among all students maximum percentage of students considered constructing questions as difficult task (62.5%) during internship programme About 60% student teachers considered distance of practising school and designing curricular and co curricular activities as obstacles during internship programme. Further 51.66 % students exposed selecting relevant methodology of teaching as problem. In addition to this 41.6% students considered preparing lesson plan as a challenging task. Also it is found that minimum percentage of students (21.6%) confirmed about problems related to cooperation from supervisor, practising school and teachers.



**Figure 1: Chart Showing Percentage of Students Agreed with the Problems Occurring during Internship Programme**

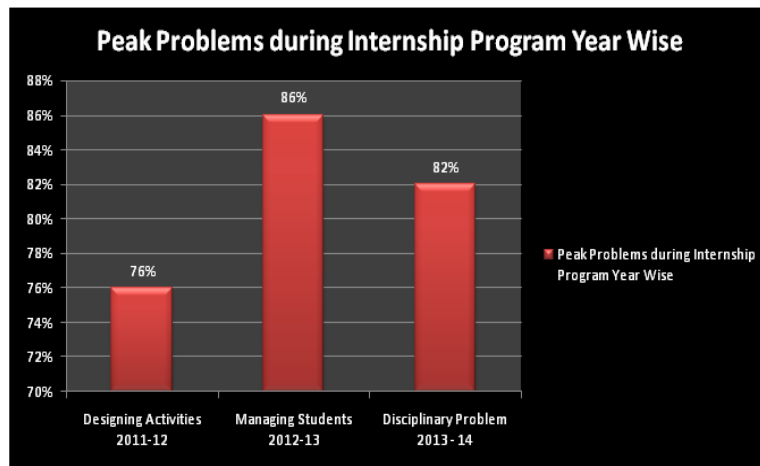
The above chart represents the percentage of students agreed with different problems occurring during internship programme of pre service teacher education programme.

**Table 2: Problems of Internship during Internship Programme Year Wise**

Session	Problem of Students in Internship with Highest Percentage
20011-2012	Designing Activiitiies(76%)
2012-2013	Management of Students (86%)
2013-2014	Disciplinary problem (82%)

\*Numbers in brackets represent percentage of students.

Year wise it is found that most of the student teachers faced problems related to designing activities (76%), in 2011-12, and management (86%) related to 2012-2013. Further disciplinary and time management related was (82%) during 2013-2014 session of teacher education.



**Figure 2: Peak Problems Faced by Student Teachers during Internship Programme**

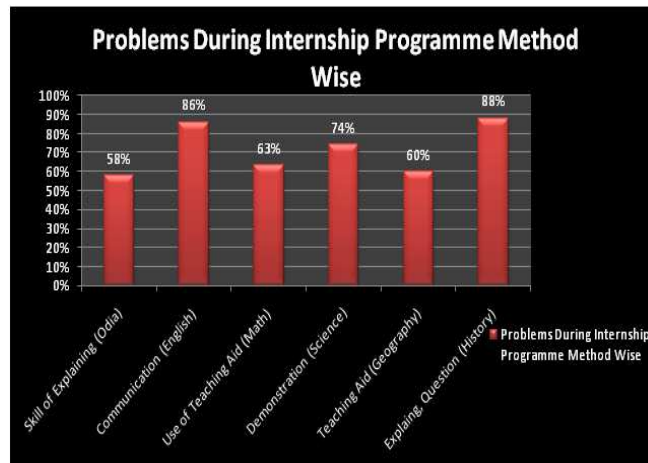
The peak problems of student teachers faced during internship programme is shown in the graph.

**Table 3: Problems of Student Teachers during Internship Programme Year Wise**

SI No	Methods	Peak Problems
1	Odia	Using skills of explaining (58%)
2	English	Communication Problem (86%)
3	Math	Use of Teaching Aids(63%)
4	Science	Demonstration of Experiments (74%)
5	Geography	Use of Teaching Aids (60%)
6	History	Explanation, Probing Questions (88%)

\*Numbers in brackets represent percentage of students

It is found from the table 3 that the peak problems related to different methodology varies in the concerned three years. The peak problem in student teachers having odia language was problems in practising skill of explaining lesson (58%). It was found that many students felt difficulty to narrate the concepts properly. However student teachers in English were confronted with problems in communicating with students (86%). As most of the students of school were not able to understand, speak, and write English they have to use odia language instead of English. In mathematics (63%) and Geography (60%) student teachers faced problems related to use teaching aids during internship programme. Further science student teachers considered demonstrating scientific experiments and activities as major problem (74%). In addition to this students having history methodology explored problems related to Explanation, Probing relevant question (88%) integrated as major barriers for effective teaching during internship programme.



**Figure 3: Chart Showing Peak Problems during Internship Programme Method Wise**

Figure 3 shows the percentage of students agreed with peak problems during internship programme method subject wise.

### **Suggestions to Solve Problems of Student Teachers during Internship Programme**

The following suggestions can be recommended to solve such problems.

- Relevant orientation regarding internship programme should be provided to student teachers.
- Implementation of simulation teaching before organizing internship to make student teachers confident and experienced.
- Selection of relevant school having shortest distance, class availability.
- Adequate planning and strategies to design successful internship programme by teacher education institution for eliminating obstacles.
- Proper communication and interaction of faculty members with student teachers to understand obstacles faced by them during internship programme
- Proper guidance and counselling by counsellor, teacher educators, and administrator for solving the problems related to internship.
- Implementation of remedial instruction to student teachers facing problems during internship.
- Cooperation and sensitivity of teacher educators and practising schools for removing problems during internship programme.
- Collecting feedbacks and conducting action researches to make internship programme successful.

### **CONCLUSIONS**

It can be concluded that necessary steps must be taken to solve concerned problems related to internship programme. Relevant strategies must be prepared and student teachers must be educated to cope up with these problems. Such problems can be solved by adopting strategies such as counselling, remedial instruction design, simulation class organization.

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