



# International Journal of Research in Academic World



Received: 21/February/2023

IJRAW: 2023; 2(3):120-123

Accepted: 28/March/2023

## Problems of Pupil Teachers during Internship Program of D.EL.ED. Course

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### Abstract

An internship program for pre-service teacher education system is one of the lively practical approaches to make pupil teachers practice required skills and competencies to become efficient teachers. Each teacher education college implements 45 days of practice teaching sessions in primary and upper schools. During this internship program pupil teachers face several problems related to social, psychological, pedagogical and other miscellaneous dimensions which can obstruct the achieving of goal and objectives teacher education program. Quality and skills in the teacher education system cannot be achieved without solving the problems. The current paper conducted a *cross sectional study* for three years to find out problems of 120 pupil teachers during three academic sessions. It is found that pupil teachers mainly face problems related to managing pupils of school and maintaining discipline in the classroom. However other problems such as using teaching aids, communication related problems also explored during the study. Further it is suggested that teacher educators must counsel pupil teachers to solve such problems arising during internship program.

**Keywords:** Problems, pupil teacher, internship program

### Introduction

Teachers play a vital role in achieving the aims and goals of the country in terms of preparing potential citizens. Hence teachers must be knowledgeable enough to hold the responsibilities. In this regard pre-service and in-service teacher education act as the strategies to make pupil teachers competent enough to carry out their responsibilities effectively. However before entering into 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 pupil teacher which is impossible without internship program held in primary and upper primary school. This provides opportunities to pupil teachers to practice teaching. It is the lively part of pre-service teacher education that refines the mistakes of pupil teachers through continuous supervision of teacher educators for 45 days. An internship program is a unique educational course that aims to integrate study with planned and performance related experience. It is usually designed for the benefits of young unemployed H.S, graduates and post graduates all over the world who have completed twelve to seventeen years of education.

The major purpose of the Internship program is to develop and strengthen skills of pupil teachers and to prepare for the teaching profession. It provides an opportunity to the fresh candidates to experience working conditions. Internship program establishes relation between theory and practice of

teaching profession. Professional preparation of pupil teachers is incomplete without school based practice teaching during school internship program. Teacher education's internship program has greater significance in making pupil teachers potential to carry out the profession. This provides the platform for the pupil teachers to give expression to their learning while preparing and reflecting on their own practice.

A sustained contact through internship program would help pupil 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 pupil teachers' learning for feedback into curriculum and meaningful pedagogic practice. Hence internship program has great value for inculcating necessary pedagogical competence and understanding the teaching profession in the practical field. This program has great significance because it ensures the professional preparation of pupil teachers in various ways such as understanding of the target profession and future prospects of working conditions in that profession.

However in spite of all steps and arrangement pupil teachers face difficulties while going through this program. It is necessary on the part of the teacher education system to identify those limitations and problems. So that pupil teachers can get a smooth environment to practice the learning designs.

### Definition of Important Terms/Variables

1. **Problem:** Situation or matter regarded as harmful or unwelcome and needing to be overcome or dealt with.
2. **Internship Program:** It means pupil teachers undergo some responsibilities and learn firsthand experiences in primary schools. Pupil teachers also participate in all the activities of the school and college.
3. **Pupil Teachers:** Pupil teachers refer those who take teacher education from teachers Education College for teaching jobs.

### The Problem

The problem of the present study is "Problems of pupil teachers during internship program of D.El.Ed. Course"

### Objectives

#### The Objectives of the Study are Follows

- To identify various problems of pupil teachers during the internship program.
- To compare the Problems of pupil teachers during the internship program session wise.
- To compare the Problems of pupil teachers during the internship program subject wise.

### Methodology

- **Research Design:** A *cross sectional descriptive research design* is implemented to carry out the research.
- **Variable:** Problems of pupil teachers in internship program.
- **Population:** All pupil teachers of D.El.Ed course in West Bengal.
- **Sample Area:** The study area comprises Rabindra Bhawan Teacher Training Institute, Dakshin Dinajpur, West Bengal.
- **Sample Size:** No. 120 pupil-teachers of three sessions i.e. 2019 to 2023.

- **Sampling Technique:** *Purposive sampling*.
- **Tools:** Teaching Competency Scale is developed by the researcher and standardized after consultation with experts of different esteemed universities. After taking permission from the administration level of D.El.Ed. Teacher Education colleges, the data are collected through the use of the tools and interview schedule of Pupil teachers. The developed questionnaires are tried out on 120 D.El.Ed. Pupil Teachers. Mainly the Pupil 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.
- **Validity:** The validity of the questionnaire was estimated by the six experts and cross sectional validity has been maintained properly in the study.
- **Reliability:** *Test-retest reliability method* was applied and the *coefficient of correlation* was found to be 0.90.
- **Statistical Techniques:** The data collected through questionnaire was analyzed by using *descriptive statistical procedure*. The interview is analyzed qualitatively. Drawing on a qualitative ethnographic method, the researcher analyzed descriptive information and used categorical aggregation to find emerging themes and develop interpretations.

**Method of Analysis of Collected Data:** The data are analyzed using simple percentages as well as qualitatively.

### Result and Discussions

The pupil teachers have exposed various reasons behind their low performance as well as many problems during the internship program.

**Table 1:** Problems of Pupil Teachers during Internship Program

S. No	Problems	Agree	Undecided	Disagree	Total
1.	Learning design 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 pupils of school	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 learning design	66(55)	5(4.16)	49(40.83)	120
12.	Explaining the learning design	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, teacher educators	26(21.66)	15(12.5)	9((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(64.26)	120
20.	Personal and miscellaneous problems such as health, food, conflict	48(40)	18(15)	54(45)	120

\*Numbers in brackets represent percentage of pupil teachers from total sample

Maximum pupil teachers have cited disciplinary (86.66%) followed by management of pupils (76.66%), time management (73.33%) related problems. However, among all pupils' teachers, the maximum percentage of pupil teachers considered constructing questions as a difficult task (62.5%) during internship program about 60% pupil teachers considered distance of practicing school and designing curricular and co-curricular activities as obstacles during internship program. Further 51.66% pupil teachers exposed selecting relevant methodology of teaching as a problem. In addition to this 41.6% pupil teachers considered preparing learning design as a challenging task. Also it is found that the minimum percentage of (21.6%) confirmed problems related to cooperation from teacher educators, practicing school and teachers.

**Table 2:** Problems of Internship during Internship Program Session Wise

Session	Problem of pupil teachers in Internship with Highest Percentage
2019-2021	Designing learning materials (76%)
2020-2022	Management of pupils of school (86%)
2021-2023	Disciplinary problem (82%)

\*Numbers in brackets represent the percentage of pupil teachers.

Session wise it is found that most of the pupil teachers faced problems related to designing learning materials (76%), in 2019-21, and pupils of school management (86%) related to 2020-2022. Further disciplinary and time management related was (82%) during 2021-2023 session of teacher education.

**Post-internship stage**



**Fig 1:** Pupil teachers of 2020-22 session are given opinion after the internship program.



**Fig 2:** pupil teachers of 2021-23 session are given views about the internship program.

**Table 3:** Problems of Pupil Teachers during Internship Program Subject Wise

S. No	Methods	Peak Problems
1.	Bengali	Using skills of explaining (58%)
2.	English	Communication Problem (86%)
3.	Math's	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 pupil teachers

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

**Suggestions to Solve Problems of Pupil Teachers during Internship Program**

The following suggestions can be recommended to solve such problems.

- Relevant orientation regarding internship program should be provided to pupil teachers. Implementation of simulation teaching before organizing internship program to make pupil teachers confident and experienced.
- Selection of relevant schools having shortest distance, class availability.
- Adequate planning and strategies to design successful internship program by teacher education institutions for eliminating obstacles.
- Proper communication and interaction of faculty members with pupil teachers to understand obstacles faced by them during internship program.
- Proper guidance and counseling by counselors, teacher educators, and administrators for solving the problems related to the internship program.
- Implementation of remedial instruction to pupil teachers facing problems during internship.
- Cooperation and sensitivity of teacher educators and practicing schools for removing problems during internship program.
- Collecting feedback and conducting action research to make the internship program successful.

**Conclusion**

It can be concluded that necessary steps must be taken to solve concerned problems related to the internship program. Relevant strategies must be prepared and pupil teachers must be educated to cope up with these problems. Such problems



can be solved by adopting strategies such as counseling, remedial instruction design, weekly simulation class organization.

### Acknowledgements

The Authors expressed thanks to the authority of the Seacom Skills University and Rabindra Bhavan Teacher Training Institute, West Bengal for providing encouragement and academic support for such research work.

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