



## Analysis of Difficulties Faced by B.Ed. Students during School Internship

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### Abstract

This study investigates the primary challenges faced by B.Ed. student-teachers during their mandatory school internships. Using a descriptive survey of 100 interns, the research identifies heavy administrative workload (lesson planning) and supervision anxiety as the most significant stressors, with mean scores exceeding 4.3/5.0.

Key findings reveal that classroom management remains a major pedagogical hurdle, while rural interns face significantly higher logistical difficulties. The study concludes that the internship is currently viewed more as an endurance test than a learning phase. Recommendations include digitizing lesson records, implementing zonal school allotments, and shifting toward a more supportive, growth-oriented supervision model.

**Keywords:** B.Ed. Internship, Teacher Education, Pedagogical Challenges, Classroom Management, Student-Teachers.

### 1. Introduction

B.Ed. students face significant challenges during mandatory school internships primarily including classroom management difficulties, heavy lesson planning workloads, and lack of cooperation from school staff.

Other major hurdles include navigating the theory-practice gap, limited pedagogical resources, long-distance commuting, and inadequate mentoring, which often lead to high stress and anxiety.

Internship is the most critical phase of teacher preparation. It is the period where theoretical knowledge meets classroom reality. However, many student-teachers find this transition overwhelming due to various systemic and personal challenges.

Difficulties encountered by B.Ed. trainees include:

#### i). Challenges Faced by Interns:

- **Unclear Tasks & Expectations:** Vague job roles make it difficult to know what is expected, leading to confusion.
- **Technical Knowledge Gap:** Students often find a disparity between what they learned in school and the practical tools required at work.
- **Communication Hurdles:** Difficulty in communicating with supervisors, team members, or understanding industry jargon.
- **Overwhelming Workloads & Time Management:** Balancing high-pressure tasks with other commitments.
- **Lack of Structure/Feedback:** Inadequate mentorship, guidance, or feedback on performance, leading to insecurity about progress.

- **Adapting to Company Culture:** Difficulty fitting into a new professional environment and understanding office dynamics.
- **Low/No Compensation:** Financial stress due to unpaid or underpaid positions

#### ii). Statement of the Problem

Analysis of difficulties faced by B.Ed. students during school Internship

#### iii). Objectives of the Study

- To identify the primary pedagogical hurdles faced by interns.
- To evaluate the impact of administrative workload on teaching quality.
- To analyse the role of school mentorship in student success.

#### iv). Significance of the Study

This study provides feedback to teacher-training colleges to help them refine their curriculum and placement policies.

### 2. Review of Literature

- i). **The Theory-Practice Gap:** Scholars like Darling-Hammond (2017) argue that teacher education often fails to prepare students for the "messiness" of real classrooms.
- ii). **Mentorship and Support:** Research by Zeichner (2010) highlights that the relationship between the intern and the

mentor teacher is the single biggest predictor of a successful internship.

- iii). **Technological Barriers:** Recent studies indicate that while interns are taught to use ICT, the lack of infrastructure in placement schools creates significant frustration.

**3. Methodology**

- i). **Research Design:** A descriptive survey research design was adopted for this study.
- ii). **Population and Sample:** The population consists of B.Ed. students in their final year. A sample of 100 students was selected using stratified random sampling.
- iii). **Instrumentation:** A self-constructed Likert-scale questionnaire was used, covering five domains: Pedagogical, Administrative, Logistical, Institutional, and Psychological.
- iv). **Data Analysis:** Data was analyzed using Mean, Standard Deviation, and t-tests via Microsoft Excel

**4. Data Analysis and Interpretation**

**i). Quantitative Results**

The data revealed that Heavy Workload (Mean: 4.75) and Supervision Anxiety (Mean: 4.35) were the highest-rated difficulties.

**ii). Thematic Analysis**

- **Workload:** 90% of students feel that writing 40+ manual lesson plans is "drudgery."
- **Discipline:** 80% struggle with classroom control, citing a lack of "teacher status" in the eyes of students.
- **Logistics:** Rural interns face 2x more travel-related stress than urban interns.

**5. Discussion**

The findings suggest that the B.Ed. internship is currently an "Endurance Test." The high anxiety scores during supervision show that the current evaluation system is fear-based rather than growth-based.

**B.Ed. Internship Questionnaire**

**Instructions:** Please tick the option that best reflects your experience during your school placement. Your responses are anonymous.

**Part 1: Basic Information**

- **Gender:**  Male  Female  Other
- **Method Subject:**  Science/Math  Arts/Languages  Commerce
- **School Location:**  Urban  Rural
- **School Type:**  Government  Private

**Part 2: Challenges Assessment**

Please rate each statement: 1 = Strongly Disagree (SD), 5 = Strongly Agree (SA)

**Table 1:**

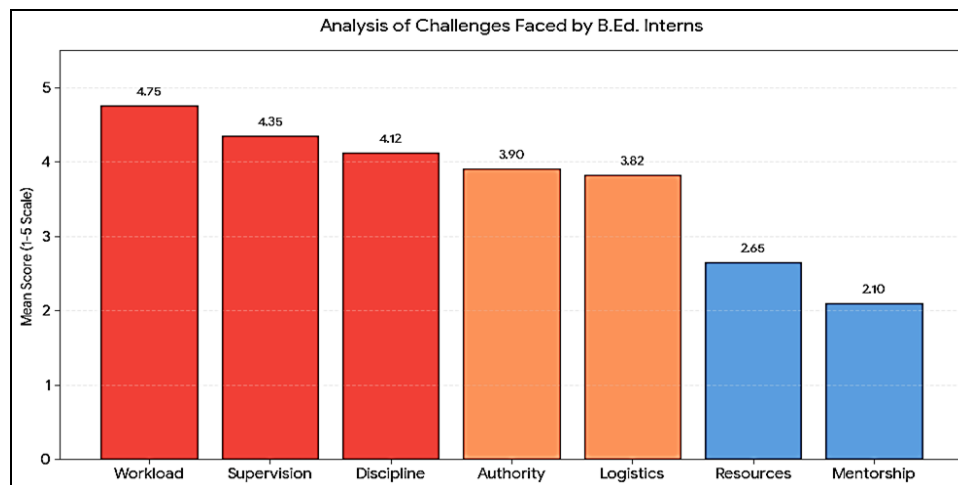
No.	Statement	1	2	3	4	5
<b>A</b>	<b>Pedagogical (Teaching) Challenges</b>					
1	I struggle to maintain discipline in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I find it hard to finish the syllabus on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Students do not treat me as a "real" teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B</b>	<b>Administrative &amp; Logistical Challenges</b>					
4	Writing manual lesson plans is a heavy burden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The distance to the school is physically exhausting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The school lacks basic resources (ICT, Labs, Chalk).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C</b>	<b>Institutional &amp; Psychological Challenges</b>					
7	I feel nervous/anxious when a supervisor observes me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The mentor teacher does not provide enough help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I am asked to do clerical work (non-teaching tasks).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data presentation layout that combines a Statistical Summary Table with a corresponding Bar Graph

**Table 2:** Statistical Analysis of Internship Challenges (N=100)

Rank	Category of Difficulty	Mean Score (1-5)	Interpretation
1	Workload (Lesson Plans/Records)	4.75	Very High
2	Supervision Stress (Observation)	4.35	Very High
3	Classroom Management (Discipline)	4.12	High
4	Authority Issues (Student Attitude)	3.90	High
5	Logistics (Travel/Distance)	3.82	High
6	Resource Scarcity (ICT/Labs)	2.65	Moderate
7	Mentor Support (Guidance)	2.10	Low

## Visual Representation



### 6. Analysis Summary

- **The Critical Peak:** The red bars (Workload and Supervision) highlight the areas where B.Ed. students feel the most pressure.
- **The Gap:** There is a significant drop between Logistics (3.82) and Resources (2.65), showing that the physical and mental stress of the job is much higher than the technical difficulty of finding materials.
- **Mentorship Success:** The low score for Mentorship (2.10) suggests that, on average, students feel supported by their senior teachers, making the other stressors purely systemic.

### 7. Suggestions

- **Digitalize Documentation:** Replace heavy, handwritten lesson plan binders with e-portfolios. This reduces physical drudgery and allows for easier sharing with supervisors.
- **Micro-Teaching Refreshers:** Conduct intensive Classroom Management workshops right before the internship to equip students with practical discipline strategies.
- **Supportive Supervision:** Shift from "Surprise Inspections" to Clinical Supervision, where the supervisor acts as a coach rather than a judge to reduce student anxiety.
- **Zonal School Allotment:** Use a software-based geographic mapping system to ensure students are placed in schools within a reasonable distance from their residence.

### For Placement Schools & Mentors

- **Formal Staff Induction:** Schools should formally introduce interns in the morning assembly to establish their authority and status as "teachers" in the eyes of the students.
- **Mentor Training:** Provide school mentors with a Guidance Handbook so they know exactly how to provide constructive, professional feedback.
- **Inclusion in Staff Culture:** Interns should be given dedicated workspace in the staff room to foster a sense of professional belonging and reduce isolation.
- **Resource Access:** Schools should grant interns full access to ICT labs and libraries to encourage the use of modern teaching aids.

### For Educational Policymakers

- **Stipend Provision:** Introduce a nominal travel stipend to ease the financial burden of commuting and purchasing materials for teaching aids.
- **Flexible Duration:** Consider a staggered internship model (e.g., 3 days school, 2 days college) to allow students time for reflection and academic coursework.
- **Incentivized Mentorship:** Offer Professional Development points or certificates to school teachers who successfully mentor B.Ed.

### For Student-Teachers (Self-Care)

- **Peer Support Groups:** Form WhatsApp or weekly meet-up groups with fellow interns to share challenges and emotional support.
- **Time Management:** Use lesson plan templates to streamline repetitive tasks and focus energy on actual classroom delivery.
- **Proactive Feedback:** Don't wait for the supervisor; ask your mentor teacher for weekly "check-ins" to identify areas of improvement.

### References

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