



INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

(Peer-reviewed, Refereed, Indexed & Open Access Journal)

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 8.031 (SJIF 2025)

Perception of Pupil Teachers on The Internship Program in B.Ed.

Vipin Singh

Research Scholar,

Department of Education,

HNB Garhwal University (A Central University), Srinagar (Uttarakhand, India)

Seema Dhawan

Professor,

Department of Education,

HNB Garhwal University (A Central University), Srinagar (Uttarakhand, India)

DOI No. **03.2021-11278686** DOI Link :: <https://doi-ds.org/doi/10.2582/04.2025-91747538/IRJHIS2504003>

ABSTRACT:

The internship program is a crucial teacher training component, providing pre-service teachers with practical classroom experiences. However, pupil-teachers encounter numerous challenges during this period, affecting their professional growth and teaching efficacy. This study explores the challenges & opportunities faced by pupil-teachers during their internship program. The researcher used a mixed-method approach questionnaire as the primary data collection tool. The questionnaire comprised open-ended and closed-ended questions to capture quantitative and qualitative insights. The study sampled 30 Bachelor of Education (B.Ed.) students undertaking teaching internships. Findings indicate that pupil-teachers struggle with classroom management, confidence in classroom management, specific skills improved during an internship, student engagement, adapting to school culture, and support. The finding of the study will be helpful for pupil teachers, Teacher educators, B.Ed. institutions, policy maker of B.Ed. Curriculum. The study concludes with recommendations for improved mentorship programs, enhanced pre-internship training, and policy measures to support pupil-teachers in their transition to professional teaching.

Keywords: *internship program, pupil teacher, challenges, opportunities B.Ed.*

INTRODUCTION:

As we know, B.Ed. [Bachelor of Education] is a pre-service course for the teaching profession. All learners who are doing this course are known as Pupil Teachers. It's a two-year course running all over India, this course provides training to pupil teachers by theory and practical, the Practical field provides ground-level experience and prepares pupil teachers for field duty. According to present syllabus of two two-year B.Ed. course, The course provides an opportunity to all Pupil teachers for a 15-day pre-internship program and 16 weeks of practice in the field. The internship develops Field level of experience for pupil teachers and it develops their skills in this duration as developing confidence level, knowledge of how to deal with students at the ground level, developing teaching-learning strategy, and classroom management. Internship programs are essential

to teacher education, providing pre-service teachers with hands-on classroom experience and an opportunity to apply theoretical knowledge in real-world teaching environments. However, transitioning from theoretical learning to practical teaching presents numerous challenges for pupil-teachers. These challenges may stem from classroom management, lesson planning, student engagement, mentorship, and adapting to school environments. Pupil teachers often struggle with balancing academic responsibilities and practical teaching demands, facing pressure from both their mentor teachers and students. Additionally, issues such as lack of confidence, inadequate pedagogical skills, and difficulties in handling diverse learners further complicate the internship experience. These challenges can significantly impact their professional growth and readiness for a teaching career. This research aims to explore the key challenges pupil-teachers face during their internship programs, identify the factors contributing to these difficulties, and propose effective strategies to support them. Understanding these challenges is crucial for improving teacher education programs and ensuring that pupil-teachers are well-prepared to navigate the complexities of the teaching profession.

Research objective:

- To Identify the challenges faced by Pupil teachers during the internship programs
- To compare confidence about managing classroom behaviours before and after the internship
- **To identify the specific skills that pupil teachers improved most during their internship**
- **To analyse the types of support that could enhance the effectiveness of the internship for pupil teachers.**

Hypothesis:

- There is no significant difference in the confidence level of pupil teachers before the internship and after the internship

Research Questions:

- 1- What was the biggest challenge you faced during the internship?
- 2 -what specific skill did you improve most during the internship?
- 3-What support would have made your internship more effective?

Methodology:

This study adopts a **Descriptive survey research design** to examine pupil-teachers' challenges during their internship program. This design is appropriate as it allows for the systematic collection and analysis of data to understand the experiences, difficulties, and improvements of pupil-teachers during their internship.

Population and sample:

The target population comprised **pupil-teachers enrolled in teacher education programs** at universities. A sample of **30** pupil-teachers is selected using a **purposive sampling** method to ensure

that only those who have completed their internship are included.

Data Collection Tool:

A self-structured questionnaire is used as the primary data collection tool. The questionnaire contains both **closed-ended (Likert scale) and open-ended questions** for detailed qualitative insights. The questionnaire will be designed to gather information on the following aspects:

Data Collection Procedure:

The questionnaire is administered online (via Google Forms).

Data Analysis:

The collected data was analysed using both quantitative and qualitative techniques:

- **Quantitative Data Analysis-** Descriptive statistics such as frequencies, percentages, mean scores, and standard deviation are used to Analyse responses to closed-ended questions.
- **Qualitative Data Analysis:** Responses to open-ended questions are Analysed thematically to identify recurring patterns and key challenges pupil-teachers face.

Findings and Discussion:

- **Research Objective1-**

To Identify the challenges faced by Pupil teacher during the internship programs

The outcome of the respondents' few important challenges faced by the pupil teachers –

- **Respondents said faced Lack of confidence,** they struggle with self-doubt and anxiety when they step into an actual class for the first time. They feared making mistakes, being unable to control the class, or failing to answer student's questions effectively. This lack of confidence can hinder their ability to engage students and deliver lessons smoothly. Over time, with experience and support from mentors, their confidence improved, but initially, it remains a significant challenge.
- **Respondents said they had difficulty connecting with students and** struggled to connect with their students. Some students were unresponsive, uninterested, or even disruptive, making it hard to engage them. Respondents said they felt like outsiders, struggling to earn their students' Respect and attention, making the classroom environment stressful.
- **Respondents said** Handling disruptive behaviors and maintaining discipline in a classroom is one of the biggest struggles. Students may talk during lessons, refuse to follow instructions, or challenge Respondent said they felt powerless and frustrated. Some respondents said, "I feel exhausted trying to keep the class focused."
- **Respondentssaid** they have completed their schooling in private institutions, but they are doing internships in government schools where the medium of instruction is different, especially when required to teach in Hindi. The language barrier was creating several other challenges:

- 1- difficulty in Explaining Concepts Clearly
- 2- Lack of Fluency and Hesitation in Speaking Hindi
- 3- difficulties in Handling Student Queries and Classroom Interactions,
- 4- Classroom Discipline and Student Rapport

Language barriers can be a significant issue, especially for pupilteachers placed in schools where the primary language of instruction differs from their native language. This challenge affects their ability to communicate instructions clearly, explain concepts effectively, and interact confidently with students, colleagues, and parents.

- **Respondent said** they are often required to complete extensive documentation, including lesson plans, reflections, student assessments, and administrative reports. Additionally, they assigned extra classes, making it challenging to balance planning, teaching, and personal time. This workload effect was felt by respondent to stress, burnout, and a lack of motivation.
- **Respondent said**, "One of the biggest challenges I faced during my internship was adapting lesson plans to meet the diverse needs of students with different learning abilities. Respondent said, "I planned for this to be good for others, but others struggled to keep up. "I wanted to use visualaids, but some students needed hands-on activities instead." some students finished their work quickly.

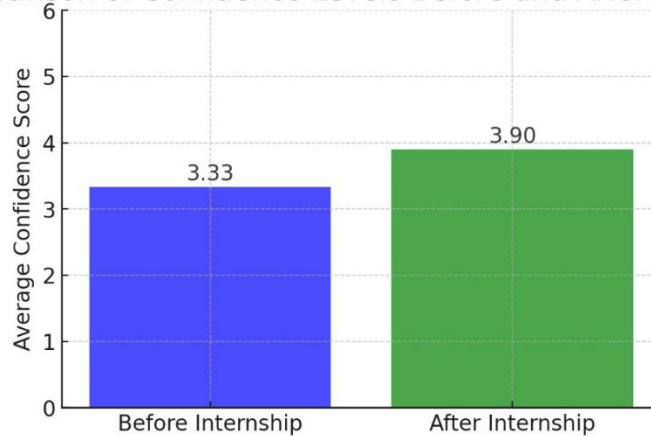
Research Objective 2-

To compare confidence about managing classroom behaviours before and after the internship

H₀: There is no significant difference in the confidence level of pupil teachers before and after the internship.

Findings- The present study aimed to examine the impact of an internship experience on the confidence levels of B.Ed. students. A Wilcoxon Signed-Rank Test was conducted to analyze the differences in confidence levels before and after the internship. The results indicated a statistically significant change in the student's confidence following the internship. The test statistic (W) was found to be 41, compared against the critical value of 137 for a sample size of 30 students. Since the test statistic (W = 41) was less than the critical value (137), the null hypothesis was rejected at the 0.05 significance level ($p < 0.05$). This confirms that students' confidence levels significantly improved due to the internship experience.

Comparison of Confidence Levels Before and After Internship



The increase in confidence after the internship is visually evident, supporting the statistical findings from the Wilcoxon Signed Rank Test

Discussion: These findings suggest that practical exposure through internships plays a crucial role in enhancing the self-confidence of B.Ed students. The structured internship program provided students with hands-on teaching experience, classroom management skills, and direct engagement with learners, which increased their confidence. Future research may explore other factors influencing confidence development during teacher training programs.

Research Objective 3-

To identify the specific skills that pupilteachers improved most during their internship.

RESEARCH QUESTIONS-

What specific skill did you improve most during the Internship

Respondents responded to these specific skills they improved during their internship-

- Confidence
- Specific teaching skill [blackboard skill, Reinforcement skill, Introductory skill, explaining skill]
- Classroom management
- Communication skill
- interaction with class

Research objective 4-

To Analyse the types of support that could enhance the effectiveness of the internship for pupil-teachers.

Research questions-

What support would have made your internship more effective?

Respondents' Responses –

- **Respondent said Teaching aids**, such as visual charts, digital resources, and interactive tools, can enhance the teaching-learning process by making concepts more understandable for students. Access to well-equipped classrooms, projectors, and other materials can help interns

deliver more engaging lessons. Training on how to effectively use these aids can also be beneficial.

- **Respondents said Proper feedback by students and mentors are necessary** because Constructive feedback from students helps interns understand whether their teaching methods are effective. Feedback from mentors allows interns to identify areas for improvement and refine their skills. Regular feedback sessions help build confidence and provide direction for growth, so proper feedback by students and mentors was needed there.
- **Respondents said Cooperation with students and staff of the particular school was needed there**, we feel lack of cooperation from teaching staff in the particular school. A supportive school environment ensures interns feel comfortable and motivated to perform their duties. Encouragement and collaboration with staff help interns learn practical classroom management and discipline techniques. Interaction with students builds a better teacher-student relationship, enhancing the intern's ability to engage and inspire learners.
- **Respondents** said there has been a lack of regular practise before going for internship in our educational institutions, whereas Regular practice in lesson planning, classroom delivery, and student engagement is essential for developing strong teaching skills. Opportunities for hands-on teaching experiences ensure that interns gain confidence in handling different classroom situations. Continuous exposure to practical teaching experiences prepares interns for real-world teaching challenges.
- **Respondents said** they faced a lack of teaching skills there, so they said before going on field duty, they should be working in college when micro-teaching was done, regular practice in lesson planning, classroom delivery, and student engagement is essential for developing strong teaching skills.
- **Respondents said** Regular checking by the supervisor was needed there. Frequent visits and supervisor evaluations help interns stay on track with their learning objectives. Supervisors guide classroom management, lesson structuring, and overall professional development. Continuous monitoring ensures accountability and provides opportunities for timely corrections and improvements, **Respondent said**, "Lesson planning should be made more concise, but it becomes cumbersome for the teacher to handle so much of the pressure". Respondent said, "Having regular mentorship sessions or access to more practical resources on classroom management strategies would have been beneficial."

Conclusion:

This study explored the challenges faced by pupil-teachers during their internships, the impact of internship experiences on their confidence levels, the specific skills they improved, and the types of support that could enhance the effectiveness of their training. The findings highlight several

significant difficulties encountered by pupil-teachers, including a lack of confidence, difficulty in connecting with students, classroom management issues, language barriers, excessive workload, and adapting lesson plans to diverse student needs. These challenges initially hindered their teaching effectiveness but provided valuable learning experiences contributing to their professional growth. A key research objective was to assess the change in pupil teachers' confidence in managing classroom behavior before and after the internship. The results of the Wilcoxon Signed-Rank Test confirmed a statistically significant improvement in confidence levels following the internship. This suggests that hands-on teaching experiences are crucial in developing essential skills and self-assurance among future educators. Structured internship programs providing real-world exposure, mentorship, and constructive feedback boost confidence and teaching competence.

This study emphasizes the importance of well-structured and supportive internship programs in teacher education. Addressing the identified challenges and incorporating the recommended support mechanisms can significantly enhance the learning experience of pupilteachers. Future research can further explore additional factors influencing teacher confidence and effectiveness, and strategies for optimizing internship programs to prepare aspiring educators for their professional roles.

References:

1. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
2. Bhatnagar, R. (2009). *Educational research and statistics* (1st ed.). APH Publishing Corporation.
3. Koul, L. (2009). *Methodology of educational research* (4th ed.). Vikas Publishing House.
4. Behera, B., Nayak, S. L., Panigrahi, S., & Panigrahi, C. (2024). Internship Experience Of B.Ed. Students And Their Personal Development. 12, 2320–2882. www.ijcrt.org
5. Patel, R. R. (2018). Perceptions and Experiences of B.Ed. Students about Internship and Sessional Work. International Journal of Science and Research. <https://doi.org/10.21275/ART20201459>
6. Jeevanantham, V., & Muthuchamy, I. (2022). Perception of B. Ed trainees towards internship. International Journal of Health Sciences, 2383–2390. <https://doi.org/10.53730/ijhs.v6ns5.9150>
7. Kaur, H. (2024). Evaluating Effectiveness and challenges in B.Ed. student teacher internships. Shodh Sari-An International Multidisciplinary Journal, 03(04), 67–76. <https://doi.org/10.59231/sari7747>
8. Sharma, A., & Chahal, D. (n.d.). A STUDY OF INTERNSHIP PROGRAMME IN TEACHER EDUCATION. Modern Management, Applied Science & Social Science (IJEMMASSS), 882(02), 89–92.