

## **A Study of the Problems Faced by the B.Ed. Trainees during Online School Internship Program**

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### **Abstract**

*In teacher education institutions, well trained teachers are prepared. It was realized that during imparting the school internship training to them in online mode of teaching, B.Ed. trainees faced some kind of academic problems such as in the explanation of concept, developing teaching skills, etc. and some technical problems due to lack of ICT devices, connectivity issues, etc. Therefore, the present study was focused to know about the academic problems, technical problems, and interpersonal relationship problems faced by B.Ed. trainees during online school internship program.*

*For this, responses were gathered by preparing a self-made questionnaire using Likert scale developed by Likert (1932). Responses were received from 85 B.Ed. trainees of two teacher education institutions of Vadodara. Data was analyzed by calculating the frequency and percentage of the responses received. B.Ed. trainees agreed on the scale that they faced problems like clarity of thought, organizing co-curriculum activity and felt technical problems as well. B.Ed. trainees faced the difficulty in developing interpersonal relationships amongst the school students and teachers in online mode of teaching.*

**Keywords:** Online School Internship Program, B.Ed. Trainees, Academic problems, technical problems, ICT devices, etc.

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### **Introduction**

The National Education Policy, 2020 proposes an education system rooted in Indian ethos that, by providing high-quality education to everyone, helps to transform Bharat, sustainably into a knowledge-based society that is equitable and vibrant, making India a worldwide knowledge superpower. The policy states that the teaching methods and curriculum of our institutions must develop among the student an intense appreciation for the fundamental obligations and values of the Constitution, a sense of commitment to one's country as well as an awareness of one's responsibilities and responsibilities in a rapidly evolving global environment.

RTE 2009 recommended obligatory and complimentary education to any or student of India within the age group of 6 to 14 years. Therefore, the requirement for highly qualified and professionally trained teachers will increase within the coming years. So, plenty of efforts should be made to enhance the quality of Teacher Education. The Innovative Instructional Strategy must train the teachers with quality in 21<sup>st</sup> Century. For that, the most crucial component of teacher education is the school internship. It provides hands-on experience with the entirety of school practice, including instruction, assessment, administration, clerical tasks, community involvement, and handling of student issues, student's supports, and services, etc. for B.Ed. trainees.

Different learning problems required different solutions. Each learner requires unique learning and a unique style. It is very challenging to satisfy an individual's need in online learning, but it will be possible in two ways: initially it will be arranged during adverse circumstances that make it impossible to arrange a school internship in actual mode. We were in the situation of COVID 19 where mostly schools remained closed but in numerous schools, teaching-learning practices was conducted online, then it occurred to me that once teaching and learning could be done online, why not the B.Ed. internship? Secondly, as per this trend, B.Ed. The trainees should have the techno-pedagogical expertise for educating people in a technology-based an atmosphere similar to online teaching. The internship program to the education system adapting from other sectors and information and communication technology (ICT) integration among trainee teachers is a goal in itself that trainee realizes real class situation with necessary digital skills. The online internship is intended to create a professional learning community for student teachers and to make technology available for professional growth.

The pandemic's emergence presented some difficulties for the education sector. Our lives came to a situation where teaching and learning seemed to be difficult in face-to-face mode. Transaction of skill was possible only when an online mode of teaching was taken up looking into the situation. In the Department of Education of Vadodara city, new teachers were growing and getting the training to become skilled teachers. Internship was in its full swing only with the help of online mode of teaching. Online mode of teaching had a big influence on education. Only students were not affected but it has affected the B.Ed. trainees also. There was less communication between the students and parents. In the online teaching-learning process it becomes very difficult to communicate properly with the students.

However, the online school internship was initially not the choice but due to the pandemic situation whole education system shifted to an online mode from face-to-face mode of teaching. B.Ed. trainees sometimes enter internships with unrealistic expectations additionally, the teacher education institutions acknowledge that it is challenging to create and uphold high standards for off-campus internship experiences and that effective internship programmes need immediate direction and feedback from both the academic and professional supervisors. B.Ed. trainees face some issues and challenges during online internship many times technical and network issues become a barrier in an online internship from both sides sometimes on side of students and sometimes on side of B.Ed. trainees. Many times, student's get more freedom in an online internship at that time it becomes more challenging for B.Ed. trainees to tackle the situation to maintain discipline among students. In online mode B.Ed. trainees cannot acquire some microteaching skills like blackboard writing skills, probing questions skill verbal and nonverbal stimulus variation skills, etc., and cannot exhibit these skills in the online internship because the online class is very far from a real physical class. Due to physical distance in online internship B.Ed. trainees cannot organize physical group activities so that it is difficult to develop interpersonal relationships among students and B.Ed. trainees.

Though the online school internship is gaining velocity across the globe, the focus of most research is on online learning in educational Institutions. Many kinds of research done on online education. However, there isn't any research that takes into account the difficulties B.Ed. students encounter while completing an online B.Ed. internship. It is important to highlight here that the teacher should be successful in his/her classroom. For this, the teacher should know the subject matter, preparation and planning for teaching, interpersonal relations, good evaluation, and feedback quality.

There are a few unusual issues faced by B.Ed. trainees during the school online internship which are listed below:

**Academic problems:** Engaging students in classroom and learning activities, time commitment of student's assignment and class, communication with students and school management, feedback of lessons, student's discipline, lack of exhibition of teaching skills, organizing a co-curricular activity, skill of probing in students, understanding of the problems and explanation of the concepts.

**Technical problems:** Technical issues, device unavailability, connectivity issues, focus more on the ICT skills of students and create more learning environments for online teaching platforms.

Students get more freedom and maintaining discipline among students becomes difficult in online platforms. Acquisition of micro-teaching skills like blackboard writing, probing questions skill, verbal, and nonverbal stimulus variation skills, etc., and cannot properly exhibit these skills in the online internship. Keeping in view, the different problems faced by B.Ed. trainees during the online internship, this study is an effort to identify the issues faced by B.Ed. trainee during the online internship.

## **REVIEW OF RELATED LITERATURE**

Burns (2011) identified three obstacles to the implementation of web-based online education in teacher education: a lack of fast internet and reliable technology, a lack of skills among trainer and students, and a lack of support services. Ruggiero and Boehm (2016) found that for a virtual internship, design principles that applied to face-to-face learning were especially crucial. Kumar (2017) conducted a study on the Problems and prospectus of online education in India a comparative study of some selected service providers at the Department of Economics, Administration, and Financial Management of the University of Rajasthan. Gopani & Gupta (2020) studied the impact of covid pandemic on the education system in India and facing problems in traditional teaching, on the other hand, recent years have seen an explosion in digital technology, especially during the lockdown, which can ease the situation and may bring about a new era for online teaching and learning mechanisms. In another word, we can see how an educational institution in India is adjusting with the new situation and continuing its academic activity in digital mode (Mishra et al., 2020). Doley (2020) conducted survey research on B.Ed. trainee's attitude towards e-learning. Where it aims to study the attitude of B.Ed. trainees towards e-learning in general and to study the attitude of male and female, urban and rural, married, and unmarried trainees. Rasmitadila et al. (2020) explores the perceptions of primary school teachers of online learning in a program developed in Indonesia. Mailizar et al. (2020) conduct survey research the barriers were approached by teachers in the Covid-19 pandemic at four components: student, curriculum, school, and teacher. Ozudoguru (2021) demonstrated the difficulties faced by the B.Ed. Trainee in "implementation" and their incapacity to establish communication with friends about "student".

## RESEARCH QUESTIONS

a) What is the contribution that online school internship program can make in improving teaching skills and practices of B.Ed. trainees? b) What are the different problems and challenges faced by B.Ed. trainees during online school internship program?

## OBJECTIVES OF THE STUDY

The present study was carried out with the following objectives:

To find out the academic problems and technical problems faced by B.Ed. trainees during the online school internship, to find out the problems faced in developing interpersonal relationship by B.Ed. trainees during online school internship.

### Methodology:

The survey method was used in the present study. The population of the study comprised all the B.Ed. students studying in Vadodara city. The two institutions offering B.Ed. programs in the Vadodara city were taken conveniently for the sample of the study. 85 second year students who were doing online internship program in the academic year 2022-23 comprised as the final sample of the present study.

The data has been collected through a self-prepared structured, closed-ended questionnaire keeping in view the purpose of the study. The researcher received the questionnaire filled in from 85 B.Ed. trainees through Google forms. Face-to-face interviews were also taken to collect the required information.

## EXPLANATION OF THE TERMS

**Problems:** A thing that is difficult to deal with or to understand. In the present study, problems mean some barriers because of that B.Ed. trainee exhibit their skills and cannot perform regular activities of internship properly in online school internship.

**B.Ed. Trainees:** Those who are pursuing a Bachelor of Education will be known as B.Ed. Trainees. In the present study second year B.Ed. Students will be selected from B.Ed. Institute.

**Online mode:** Online mode is one of the ways of doing something at a distance level through controlled by a computer or other device with the internet. In the present study, online mode

means doing teaching-learning and all activities (school and out-of-school activities which are related to academic) at distance level through an electronic device known as online mode.

**School internship program:** In the present study internship means trainees undergo certain responsibilities and learn first-hand on experiences in schools. They also participate in all the activities of the school during working hours. In short, they act as real teachers in schools.

## **DATA ANALYSIS**

The questionnaire was given to the B.Ed. students after describing the study's objectives via google form. In the presence of the researcher, they had to fill in their responses. The filled-in questionnaires were collected, and frequency (F) and percentage (%) analysis were done.

### **Data analysis of Academics problems faced by B.Ed. Trainees with its dimensions.**

The academic problems of the B.Ed. trainees were measured by giving the self-made questionnaire by the researcher to them. The academic problems include understanding level of students, discipline among students, explanation, clarity of thought, taking attendance, organization of co-curricular activity, and guidance from mentor teacher, attending behaviors among students, probing skill, online evaluation of students, and submission of homework. Data analysis of academic problems faced by B.Ed. trainees is completed with the aid of calculating the frequency (F) and percentage (%) of the received responses.

**Figure****1**

Table 1. Academics problems faced by B.Ed. Trainees with its dimensions with Likert Scale via questionnaire, frequency and percentage												
S/N	Statement	SA (1)		A (2)		UD (3)		D (4)		SD (5)		Total
		F	%	F	%	F	%	F	%	F	%	
1	Difficulty faced by student in understanding problems	19	22.4	44	51.8	5	5.9	15	17.6	2	2.4	85
2	Discipline can't be maintain in student	4	4.7	42	49.4	13	15.3	23	27.1	3	3.5	85
3	Explanation of concept is more difficult in online teaching rather offline teaching.	25	29.4	42	49.4	3	3.5	14	16.5	1	1.2	85
4	Student faced difficulty in knowing about clarity of thoughts	18	21.2	52	61.2	7	8.2	8	9.4	0	0.0	85
5	Co-curricular activities weren't easily organized	13	15.3	50	58.8	7	8.2	12	14.1	3	3.5	85
6	Trainee got any help/guidance from the mentor teacher	7	8.2	41	48.2	10	11.8	23	27.1	4	4.7	85
7	Trainee believe that they faced difficulty in recognize attending behavior of student.	19	22.4	47	55.3	11	12.9	7	8.2	1	1.2	85
8	Skill of probing can be developed	4	4.7	28	32.9	24	28.2	25	29.4	4	4.7	85
9	The online evaluation of student achievement isn't reliable	7	8.2	36	42.4	28	32.9	12	14.1	2	2.4	85
10	Homework submission is not received timely during online B.Ed. internship.	23	27.1	47	55.3	7	8.2	8	9.4	0	0.0	85
11	Proper communication with school authorities wasn't possible	5	5.9	30	35.3	9	10.6	39	45.9	2	2.4	85

### Data analysis of technical problems among B.Ed. Trainee with its dimension

Technical problems of the B.Ed. trainees were measured by concerns related to attendance, internet connectivity issue, insufficient ICT device, use of Smart board /jam board. Data analysis of technical problems faced by B.Ed. trainees is completed with the aid of frequency and percentage analysis of the responses received.

**Figure 2**

Table 2. Technical problems faced by B.Ed. Trainees with its dimensions with Likert Scale via Questionnaire, frequency and percentage												
S/N	Statement	SA (1)		A (2)		UD (3)		D (4)		SD (5)		Total
		F	%	F	%	F	%	F	%	F	%	
12	Difficulty faced in connecting with student due to internet connectivity	32	37.6	44	51.8	4	4.7	5	5.9	0	0.0	85
13	Faced difficulty due to lack of ICT device	28	32.9	44	51.8	2	2.4	11	12.9	0	0.0	85
14	Use of smart board /jam board is not easy compare to blackboard	14	16.5	47	55.3	7	8.2	13	15.3	4	4.7	85

### Data analysis of interpersonal relationships among B.Ed. Trainee and its dimensions.

The interpersonal relationship problems of the B.Ed. trainees are measured by giving a questionnaire. Data analysis of problems faced by B.Ed. trainees is done with the help of frequency and percentage analysis of the received responses.

**Figure 3**

Table 3. Interpersonal relationship problems faced by B.Ed. Trainees with its dimensions with Likert Scale via Questionnaire, frequency and percentage												
S/N	Statement	SA (1)		A (2)		UD (3)		D (4)		SD (5)		Total
		F	%	F	%	F	%	F	%	F	%	
15	Experienced any problem while taking student attendance	31	36.5	47	55.3	3	3.5	4	4.7	0	0.0	85
16	Interpersonal relationship with school student can't developed	23	27.1	42	49.4	9	10.6	11	12.9	0	0.0	85
17	Interpersonal relationship with School teacher can't developed	13	15.3	50	58.8	10	11.8	10	11.8	2	2.4	85

## RESULTS AND MAJOR FINDINGS

The following findings were drawn from the analysis and interpretation of data.

Maximum no. of B.Ed. trainees believed that student faced difficulty in understanding of concepts, majority of B.Ed. trainees disagreed that discipline can be maintain during online teaching. Most of B.Ed. trainee agree that explanation of concept is more difficult in online teaching rather offline class, majority of B.Ed. trainee believe that school student has difficulty in knowing about clarity of thoughts, majority of B.Ed. trainees agreed about there is problems of student low attendance rather in offline classroom. 48.24% B.Ed. trainees experienced that proper communication with school authorities were possible during online B.Ed. internship. While 41.18% trainees did not agree to statement, 74.12 % student believed that co-curriculum activities were not organized easily. Majority of student disagreed that they didn't get any help/guidance form mentor teacher during online B.Ed. internship.

Majority B.Ed. trainees believed that they faced difficulty in recognized attending behaviour of student during online teaching. 37.65 % trainees believed that skill of probing can be developed during online B.Ed. internship, while 34.12 % disagreed about the statement and 32.94 % trainees were undecided. 50.59% of B.Ed. trainees disagreed that online evaluation of student achievements was reliable, majority of B.Ed. trainee agreed that student was not submitted home assignment timely, Most of B.Ed. trainee agreed that the interpersonal relationship with B.Ed. trainee cannot develop during online Internship.

There are findings in the current study, there were the most B.Ed. trainees faced difficulties in teaching-learning during online school internships. It could be because of B.Ed. trainees may be not got convenient environment to maintain discipline among students and not be able to

explain concepts to the students properly. In addition, most of B.Ed. trainees believe that online teaching-learning is not effective because students face difficulty in understanding the concept, and B.Ed. trainees faced difficulty to knowing about clarity of thought of school students. The remaining few B.Ed. trainees did not face difficulty and believe that online internship is effective it might be due they got a conducive environment and proper ICT training.

Maximum number of B.Ed. Trainees faced problems in developing interpersonal relationship with school students, other school teachers and other B.Ed. trainees due to their lack of exposure to physical appearance and offline meeting only few B.Ed. trainees were able to develop interpersonal relation through online applications and social media. By internet, it is possible to connect with so many peoples but to develop strong interpersonal relation face to face interaction is required.

(Maximum/ majority = More than 50 %)

## **DISCUSSION**

Maximum number of B.Ed. trainees were not able to develop skill of recognize attending behaviour and skill of probing in online internship it might be because of less participation of students in class, but few trainees also were able to develop skills using innovative methods and used innovative strategies, so students might participate more in their class. In online mode development of the skills was difficult but not impossible.

B.Ed. Trainees faced technical problems due to Internet connectivity issues and insufficient ICT devices. Gurung (2021) studied that difficulties with electricity/Internet connectivity are one of the most important challenges faced by the teachers in online learning and asked the respondents. For solving this difficulty, school management should provide strong Wi-Fi connectivity and sufficient ICT device for online B.Ed. Internship.

B.Ed. Trainees faced problems in developing interpersonal relationship with school students, other school teachers and other B.Ed. trainees due to their lack of exposure to physical appearance and offline meeting. Only few B.Ed. trainees were able to develop interpersonal relation through online applications and social media. By internet, able to connect with so many peoples but to develop strong interpersonal relation face to face interaction is required.

Ozudogru (2021) obtained the data analysis illustrates the challenges that were encountered during the distance education. This theme is covered by six codes. Examining the B.Ed. Trainee revealed that they primarily discussed issues with impossibilities like a lack of internet and ICT device. While large buildings, large classrooms, seats, tables, and blackboards are not necessary for online learning, this does not mean that no infrastructure is needed. There is a substantial need for a computer, suitable software, reliable energy, and fast internet access.

## CONCLUSION

The present study was conducted to identify the problems faced by B.Ed. trainees during online B.Ed. internship program. Firstly, academic problems of B.Ed. trainees like measure the understanding of students towards topic, discipline factor, explanation of concept, knowing about difficulty of thoughts, less attendance of school students, organization of co-curricular activity, help from mentor teacher influences performance existed. Most of the B.Ed. trainees faced technical problems and interpersonal relationship problems for which they agreed. The administration of the school should guarantee proper internet connectivity and give proper ICT device to their teacher. This study revealed that the academic, technical, interpersonal relationship problems were faced by the B. Ed. trainees. If these problems can be rectified, then it can be helpful in making a group of efficient teachers and preparing them for the future online education system. Online internships can be made profitable and effective by making some modifications as well as it can also act supplementary to face to face mode of teaching.

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