

# EDUCATIONAL SCIENCE STUDENTS' ATTITUDES TOWARD INTERNSHIP IN SHAHID MAGHSOUDI UNIVERSITY OF HAMEDAN, IRAN

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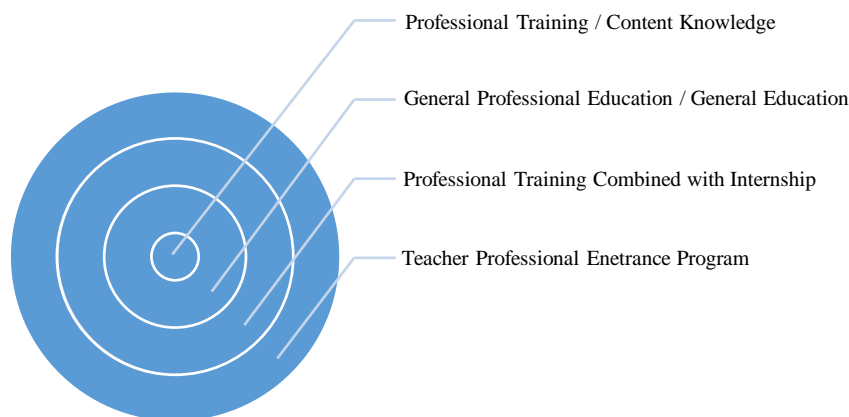
## ABSTRACT

*This article aimed to investigate the attitudes of educational science students on internship. It also aimed to study the effect of internship on professional growth and academic qualifications of future teachers from the perspective of intake of students and teachers in Shahid Maghsoudi Pardis of Hamedan University in 2013. This is a descriptive survey. The statistical population consisted of 108 students of undergraduate program using krejcie-Morgan table. Random sampling was employed. A 24-item researcher-designed questionnaire was employed. The items were scored on a Likert scale. Face and Content validity was verified by the comments of five psychology and psychometrics professors. Cronbach's alpha was used for verifying the reliability. It was reported 0.90. Inferential data analysis was used. Appropriate parametric test (one-sample t-test) was used after the verification of data normality through the Kolmogorov-Smirnov test. Findings showed that passing internship was effective in the acquisition of professional skills, scientific competence, job satisfaction, familiarity with work environment, use of professional teachers' experience, and students' interest on teaching from the perspective of teachers and students. In-service internship was ineffective in this regard.*

**Keywords:** Attitude, Students, Internship, Educational Science.

**INTRODUCTION:**

Farhangian University<sup>1</sup> plays a key role in education system. The success or failure of educational evolution depends on teachers' professional capabilities. Teachers are, in fact, the main executors of educational programs. Japanese educational experts believe that the suitability of any educational system is as great as the competence of the teachers trained in that system (Samee Zafarghandi, 2011). Danesh Pajouh (2006) believes that the success of educational system depends, to some extent, on teacher's professional skills and knowledge. Therefore, teachers are claimed to be the most important component of education system in learning-teaching process. They are also the main architect of education system. Bagheri (2001) (quoted from Nemati, 2011) believed that teachers are the last link in the process of the implementation of educational theories through the education system and students. Teachers are the ones assigned to guide and direct students' educational experiences. According to Zabihi, teachers are, in fact, the product of education system in an official system. Derakhshan (1993) emphasized the role of teachers on knowledge and organized professional skills in the relationship between teaching and qualification. He reminded that if the teachers are limited to knowledge transfer, they have been underestimated. Therefore, the main role of teachers is their educational role. Being knowledgeable does not necessarily mean good teachers. Knowledge transfer requires certain skills acquired over time. Learning professional skills is of great importance. Danesh Pajouh (2006) believed that teachers who have not experienced teaching skills are considered disqualified teachers. Shoa'ari Nejad (2002) believed that a successful teacher not only is a trainer but provides learning opportunities. Teaching is believed to be an art; however, the superior art is "Teacher Training". If training teaching skills is based on the involvement of young teachers in universities and teacher training centers, they would realize their own competencies and find the top practices using their creativities. To achieve such preparation, it is essential to practically involve teachers by internships after acquiring theoretical principles. Consequently, teacher-student training program focuses on internship (Ra'ouf, 1992: 31). The following diagram simplifies the elements of teacher training curricula. Its implementation requires the task division based on Iranian higher education missions.



Internship is a measure taken to ensure the readiness of the person during the transfer from the tehory to action (Moshfegh Arani, 1997, quoted from Zolghadr Nasab and Astaneh, 2016). Internship is an opportunity for individual and professional development of students through the engagement with occupational activities. Internship is a common term in the field of empirical education or experiential learning that may occur in different seasons of the year and includes a variety of collaborative, independent, college-supported, paid and non-paid education (Bocalia, 2012). Academic internship is also a kind of empirical learning that integrates knowledge and academic theory with application and skill in the workplace. According to Koolin and Rohling, it is a bridge between the academic environment and the workplace (Rohanen et al., 2013, quoted by Talkhaee and Faghiri, 2014). Schewan (1987) sees internship as an environment in which learning takes place and students learn something through doing. Indeed, internship is the pattern of thinking in action that the thoughtful interns are trained (Salerni, 2013, quoted by Zolghadr Nasab and Astaneh, 2016). Farhangian University, as the main reference for the realization of the goals and objectives of the education system development plan among student-teachers, which has the very important mission of educating future teachers has a very special look at internship as one of the most important criteria for educating student-teachers. Now, the main question outlined here is as follows:

What is the attitude of educational science students in Shahid Maghsoudi Pardis toward the internship?

<sup>1</sup> arhangian University is a university of teacher education and human resources development for Iranian Ministry of Education

**GOAL:**

This article aimed to study the effect of internships on professional growth and scientific competence of future teachers from the perspective of intake of teachers and students in 2013 in Shahid Maghsoudi Pardis.

**RESEARCH NECESSITY AND IMPORTANCE:**

Internship is a first-hand experience which allows one to draw the best conclusions about teaching. There is no substitute for practical experience. Internship is a tool for transforming theory into action, as well as an attempt to create links between practical environments and educational centers. While interrupting, interns may learn skills that they don't have such as communication, work commitment, punctuality, self-management, planning, and familiarity with technology which is very essential for jobs today. A great deal of research has been done to compare traditional with creative teaching programs. They all have pointed the importance and necessity of changing traditional programs. Most of this research referred to the teacher's role in creating creative atmosphere in the classroom and emphasized the need to prepare teachers for teacher training through teacher training centers. The importance of internship is outlined for the purposes for which it is determined. In classrooms, students usually expect the subject of each lesson to be presented with reasoning rather than listening and convincing; otherwise, they consider it as a report. If teachers don't have enough practice are not able to teach the subject with regular reasoning, the class is disrupted and the discipline of the students gets mixed up. Internships provide this useful experience to teacher volunteers to know that for many of the subjects they are taught must be presented by reasoning. In any case, the teacher should be aware of effective methods and strategies for teaching and effectively take advantage of these techniques depending on the situation. The use of teaching strategies should be flexible. In general, the use of active teaching methods can lead to deeper and more sustainable learning. Obviously, successful teachers have professional skills. The importance and necessity of implementing an internship program for acquiring professional skills and qualifications in future teachers is such important that a certificate of competency and the administration of classrooms and teaching lessons must depend on passing internship. This is mainly because complete learning depends on the development of learning in the cognitive, emotional and psycho-motor fields. Certainly, the results of this study can firstly help educational planners to formulate an effective and targeted training program. Second, professors and practitioners will be trained in the preparation and coordination of theoretical and practical courses in the field. Finally, they provide scientific educational facilities and coordinate deliberative sessions for familiarizing teachers with the objectives of internship to improve the efficiency.

**LITERATURE REVIEW:**

**INTERNATIONAL STUDIES:**

The history of internship is tied to experimental and participatory learning history and dates back to the early 1900's, which began in the United States and includes work-based education such as school-to-work, job-seeking, career academy and other in-service learning programs. In Europe, volunteering for young people began in the early nineteenth century, and became one of the main elements of education systems in Europe (Merit, 2008). Hall (2009) also states in his study that internship becomes a clear goal to enter a certain industry or profession. The important point is that the time of internship is very important; it should not be too early or too late. According to the University of Western California (2014), internship entrants should be active throughout the course and should develop and maintain appropriate professional relationships with students, parents, faculty members, managers, alternate teachers, and support staff and observe respectful treatment with everyone.

**IRANIAN STUDIES:**

In ancient Persia, the integration of science and practice in the stage of specialized training that was carried out after the stages of family and general education was more important. Mohammad Javad Shakour stated that: "Education would take a more complex and serious form of action as they combined science with action. Ten years old adolescents were admitted to full-fledged men's classes after internship." (Shakour, 1968, p 361).

In Iran, There were no signs of formal education before the establishment of Dar ul-Funun<sup>2</sup>. Education did not exist in the modern ways that are common in the 20<sup>th</sup> century (Moshfegh Arani, 2015, quoted by Zolghadr Nasab and Astaneh, 2016).

The comparative study by Mollae Nejad and Zekavati (2016) on teacher training program in England, France, Japan and Iran showed that all these countries take internship into account for students and teachers. They all

<sup>2</sup> Dar ul-Funun, established in 1851, was the first modern university and modern institution of higher learning in Iran (Persia)

consider these programs very necessary and designed the curricula accordingly. They also aim to increase these courses. They plan to establish close links for more effective implementation of these courses with universities. The results of the study by Mahdavi (1995) showed that what makes teaching theoretically more productive and responsive to the needs of society is its integration with practical work. Basically, the combination of science and practice is believed to be the main part of human capital.

The studies by Khoda Shenab Abdul Abadi (2016) showed that highlighting the role of schools in Farhangian University, the contribution of this university to the Iranian schools for determining and formulating the basic standards of teacher training, and the emphasis on educational qualifications (teaching ability, class management, etc.), the choice of teacher advisors from the experienced teachers, who are aware of the theoretical overlapping of theoretical and practical lessons, are of utmost importance.

The findings of the study by Nemati (2011) showed that the teacher training centers have not been able to help teachers in acquiring the necessary academic qualifications; on the contrary, they have been working well in teaching professional skills and have been able to create an appropriate attitude towards teachers and help them achieve self-help and gain the interest in teaching.

The study by Astaneh and Zolghadr Nasab (2016) showed that intimate and rational relationship between teacher supervisor and newly-employed teachers can result in increase in self-confidence and self-efficacy and decrease in anxiety, which is one of the most important elements of the professional growth. The results of their study proved that internship had a significant relationship with professional identity growth of teachers.

The study by Abedini Beltarek and Mohammadi Zad (2013) showed that practical experience cannot be replaced. Internship is a tool for transforming the theory into action, as well as an attempt to create links between the practical environment and the training center. Internship is more appropriate than other options for job interviewing. It is obvious that it is never possible to obtain enough information needed to find out the job but through studying or dialogue with informed individuals. Internship is a first-hand experience that allows a one to make the best possible conclusions about his probable relationship and a career field during a semester or the summer. It is a relatively quick and safe method to get information on a job. This method allows interns to evaluate their interest before being committed for a long time.

### **RESEARCH QUESTIONS:**

1. Is student internship effective in acquiring professional skills?
2. Are theoretical lesson in Farhangian University effective in the scientific competence of teachers?
3. Is internship effective in job satisfaction?
4. Are predetermined objectives of internship effective in the attitudes of teachers toward internship?
5. Is internship effective in the familiarity of working environment?
6. Is internship effective in the use of advisor's experience?
7. Is internship effective in interest of interns for being teachers?
8. Are in-service internship classes effective in acquiring professional skills?

### **METHODOLOGY:**

This is a descriptive survey. Surveys aim to investigate the features of population and population parameters are investigated. It aimed to study the effect of internship on professional growth and academic qualifications of future teachers from the perspective of intake of students and teachers in Shahid Maghsoudi Pardis of Hamedan University in 2013.

### **STATISTICAL POPULATION AND SAMPLE SIZE:**

The statistical population consisted of 108 students in Shahid Maghsoudi Pardis of Hamedan University in 2013. A sample of 150 was randomly selected using krejcie-Morgan table.

### **DATA COLLECTION:**

A 32-item researcher-designed questionnaire was selected to collect the data. The items were scored on a Likert scale. Face and Content validity was verified by the comments of five psychology and psychometrics professors. Cronbach's alpha was used for verifying the reliability. It was reported 0.90.

**DATA ANALYSIS:**

Data analysis is the process during which the problem statement to result is directed. Since educational science articles cover a wide scope, the researchers need to verify or reject a hypothesis using different methods (Delavar, 2003). Inferential data analysis was used. Appropriate parametric test (one-sample t-test) was used after the verification of data normality through the Kolmogorov-Smirnov test. Although the number of participants was over 100, one-sample t-test was used.

**DATA NORMALITY:**

Kolmogorov – Smirnov test was employed to verify the data normality. Table 1-1 shows the results of analysis.

**Table 1-1: Kolmogorov-Smirnov Test for Data Normality**

Subscale	Statistical Value	Value
Professional Skill Acquisition	K-S Value	0.84
	Sig. Value	0.48
Scientific Competence	K-S Value	0.97
	Sig. Value	0.31
Job Satisfaction	K-S Value	0.91
	Sig. Value	0.39
Attitude toward Advice	K-S Value	1.19
	Sig. Value	0.082
Familiarity with Work Environment	K-S Value	1.2
	Sig. Value	0.074
Teachers' Experience	K-S Value	1.13
	Sig. Value	0.08
Interest in Teaching	K-S Value	1.21
	Sig. Value	0.081
In-service	K-S Value	1.1
	Sig. Value	0.07

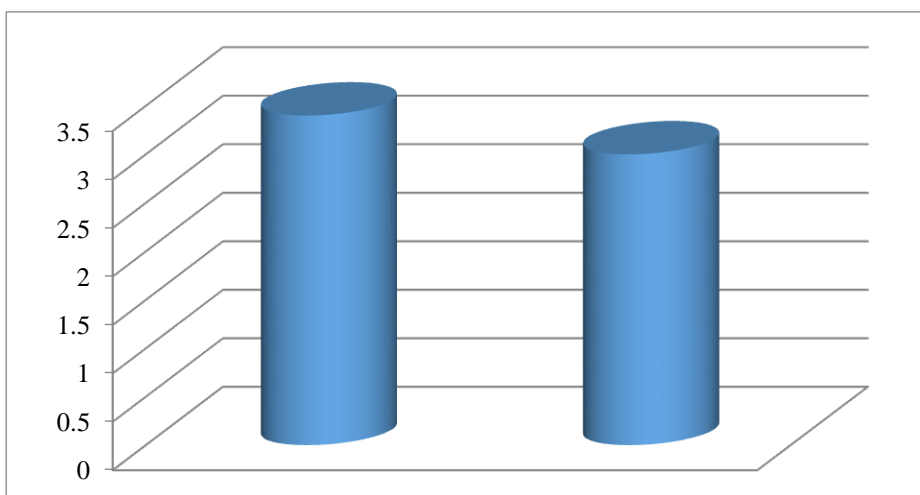
According to K-S values and Sig. values, data distribution is normal.

**FINDINGS:**

**1. Is student internship effective in acquiring professional skills?**

**Table 1-2: Teachers' Professional Skills**

Variable	Number	Response Mean	Expected Mean	t	Df	Sig.
Professional Skills	108	3.4	3	7.23	107	0.0001



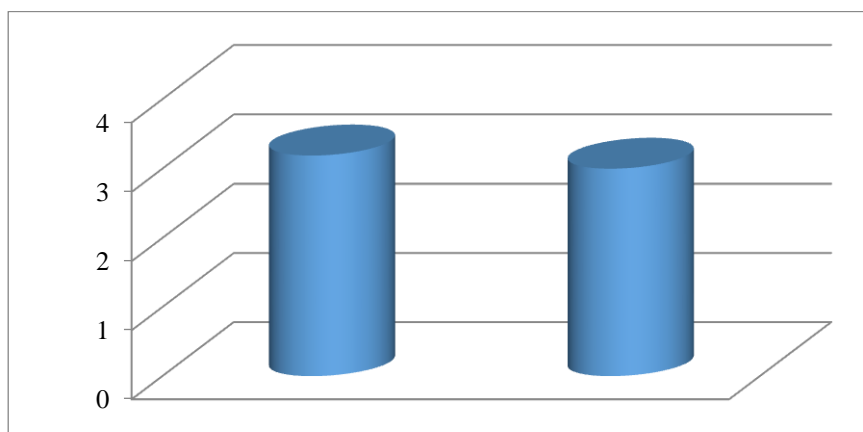
**Fig. 1-2: Teachers' Professional Skills**

In terms of professional skill acquisition, the response mean was 3.4. It was compared with the questionnaire mean. According to the data of Table and Fig. 1-2, t-test, degree of freedom, and significance level were 7.23, 107, and 0.0001, respectively, showing that a significant difference was found between the mean of responses and that of the questionnaire. The response mean was greater than that of questionnaire. Therefore, the participants believed that internship was effective in increasing the professional skills.

**2. Are theoretical lesson in Farhangian University effective in the scientific competence of teachers?.**

**Table 1-3: Scientific Competence**

Variable	Number	Response Mean	Expected Mean	t	Df	Sig.
Scientific Competence	108	3.19	3	2.92	107	0.004



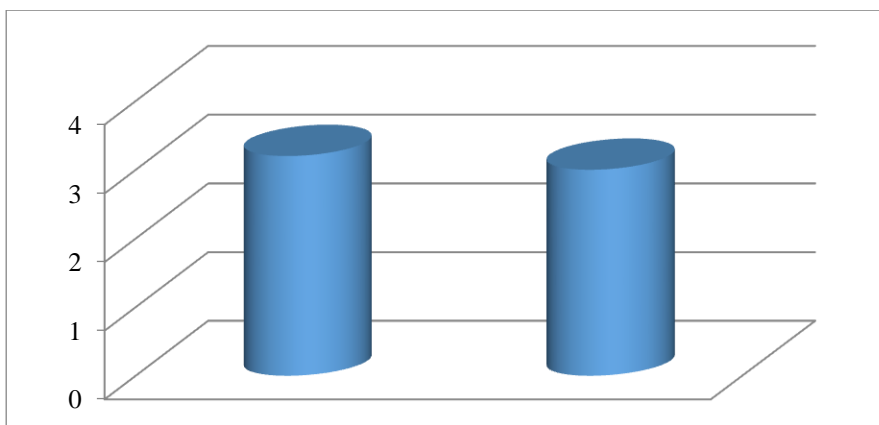
**Fig. 1-3: Scientific Competence**

In terms of Scientific Competence, the response mean was 3.19. It was compared with the questionnaire mean. According to the data of Table and Fig. 1-3, t-test, degree of freedom, and significance level were 2.29, 107, and 0.004, respectively, showing that a significant difference was found between the mean of responses and that of the questionnaire. The response mean was greater than that of questionnaire. Therefore, the participants believed that internship was effective in Scientific Competence.

**3. Is internship effective in job satisfaction?**

**Table 1-4: Job Satisfaction**

Variable	Number	Response Mean	Expected Mean	t	Df	Sig.
Job Satisfaction	108	3.2	3	4.4	107	0.0001



**Fig. 1-4: Teaching Job Satisfaction**

In terms of Job Satisfaction, the response mean was 3.2. It was compared with the questionnaire mean. According to the data of Table and Fig. 1-4, t-test, degree of freedom, and significance level were 4.4, 107, and 0.0001, respectively, showing that a significant difference was found between the mean of responses and that of the questionnaire. The response mean was greater than that of questionnaire. Therefore, the participants believed that internship was effective in increasing the job satisfaction.

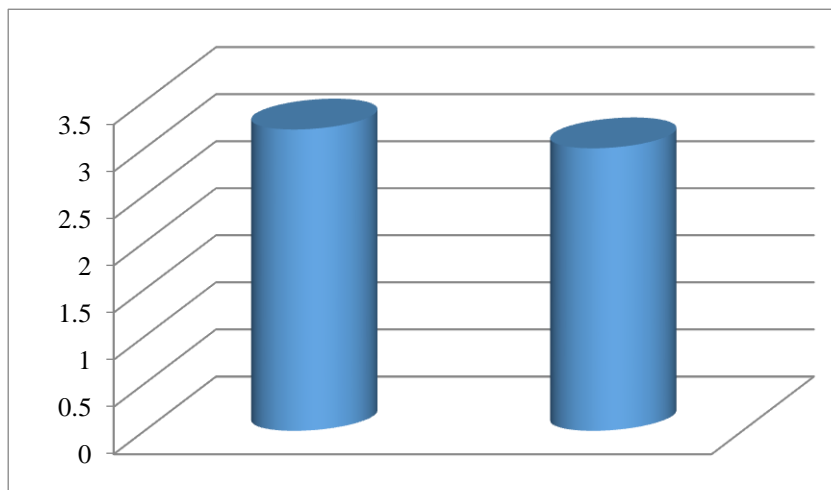


the questionnaire. The response mean was greater than that of questionnaire. Therefore, the participants believed that internship was effective in Teaching Job Satisfaction.

**4. Are predetermined objectives of internship effective in the attitudes of teachers toward internship?**

**Table 1-5: Predetermined Objectives Set by Advisor**

Variable	Number	Response Mean	Expected Mean	t	Df	Sig.
Intern's Guide	108	3.1	3	1.05	107	0.29



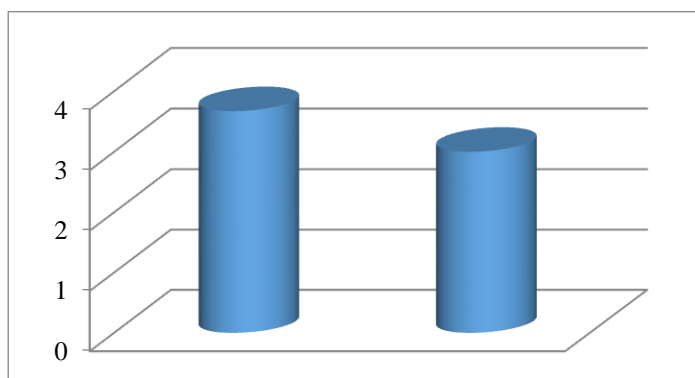
**Fig. 1-5: Predetermined Objectives Set by Advisor**

In terms of Predetermined Objectives Set by Advisor, the response mean was 3.1. It was compared with the questionnaire mean. According to the data of Table and Fig. 1-5, t-test, degree of freedom, and significance level were 1.05, 107, and 0.29, respectively, showing that no significant difference was found between the mean of responses and that of the questionnaire. Therefore, the participants believed that internship was not effective in Predetermined Objectives Set by Advisor.

**5. Is internship effective in the familiarity of working environment?**

**Table 1-6: Familiarity of Working Environment**

Variable	Number	Response Mean	Expected Mean	t	Df	Sig.
Familiarity of Working Environment	108	3.67	3	8.73	107	0.0001



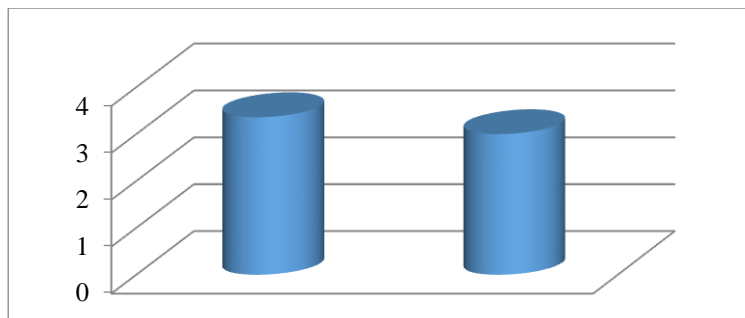
**Fig. 1-6: Familiarity of Working Environment**

In terms of Familiarity of Working Environment, the response mean was 3.67. It was compared with the questionnaire mean. According to the data of Table and Fig. 1-6, t-test, degree of freedom, and significance level were 8.73, 107, and 0.0001, respectively, showing that a significant difference was found between the mean of responses and that of the questionnaire. The response mean was greater than that of questionnaire. Therefore, the participants believed that internship was effective in Familiarity of Working Environment.

**6. Is internship effective in the use of advisor's experience?**

**Table 1-7: Use of Advisor's Experience**

Variable	Number	Response Mean	Expected Mean	t	Df	Sig.
Use of Advisor's Experience	108	3.36	3	3.98	107	0.0001



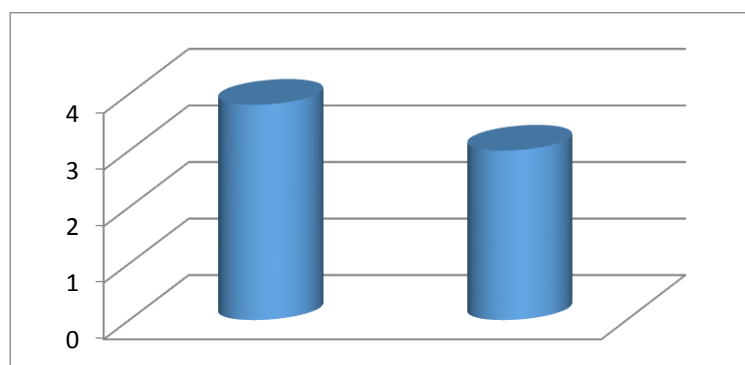
**Fig. 1-7: Use of Advisor's Experience**

In terms of Use of Advisor's Experience, the response mean was 3.36. It was compared with the questionnaire mean. According to the data of Table and Fig. 1-7, t-test, degree of freedom, and significance level were 3.98, 107, and 0.0001, respectively, showing that a significant difference was found between the mean of responses and that of the questionnaire. The response mean was greater than that of questionnaire. Therefore, the participants believed that internship was effective in the Use of Advisor's Experience.

**7. Is internship effective in interest of interns for being teachers?**

**Table 1-8: Interest in Teaching**

Variable	Number	Response Mean	Expected Mean	t	Df	Sig.
Interest in Teaching	108	3.81	3	12.4	107	0.0001



**Fig. 1-8: Use of Advisor's Experience**

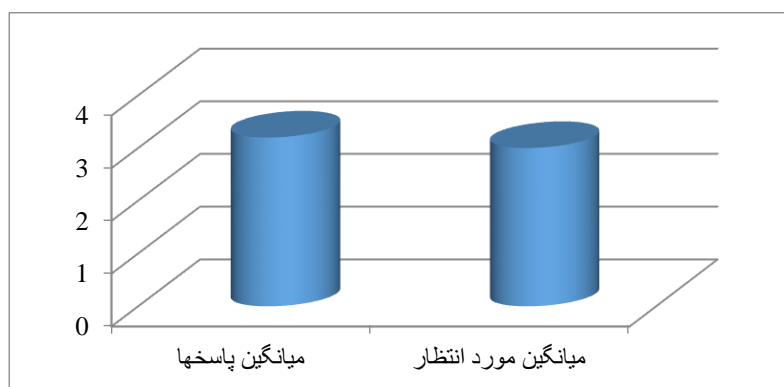
In terms of Interest in Teaching, the response mean was 3.81. It was compared with the questionnaire mean. According to the data of Table and Fig. 1-8, t-test, degree of freedom, and significance level were 12.4, 107, and 0.0001, respectively, showing that a significant difference was found between the mean of responses and that of the questionnaire. The response mean was greater than that of questionnaire. Therefore, the participants believed that internship was effective in Interest in Teaching.

**8. Are in-service internship classes effective in acquiring professional skills?**

**Table 1-8: In-Service Internship**

Variable	Number	Response Mean	Expected Mean	t	Df	Sig.
In-Service Internship	108	3.19	3	1.97	107	0.052





**Fig. 1-9: In-Service Internship**

In terms of In-Service Internship, the response mean was 3.19. It was compared with the questionnaire mean. According to the data of Table and Fig. 1-9, t-test, degree of freedom, and significance level were 1.97, 107, and 0.052, respectively, showing that no significant difference was found between the mean of responses and that of the questionnaire. Therefore, the participants believed that internship was not effective in In-Service Internship.

**DISCUSSION AND CONCLUSION:**

This article aimed to investigate the attitude of student-teachers of Shahid Maghsoudi Pardis of Hamedan on internship to prtacticeteaching. Internship is an important factor affecting the processing starting teaching job. Internship is pristine and practical experience that allows one to make the best conclusions about the teacher, and training is a tool for transforming the theoretical principles into a practical process. The results of this research can be used in the educational programs of Farhangian University and educational executors to coordinate practical and theoretical lessons. The results of this study showed that the participants believed that internship was effective in acquiring professional skills. The results are consistent with those of Nemati (2011), Astaneh and Zolghadr Nasab (2016), Mahdavi (1995), Abedini Beltarek and Mohammadi Zad (2013), indicating that appropriate performance of teachers in terms of training professional skills, the significant relationship between internship and teachers' professional identity growth, enrichment of theoretical training with practical work, and the conversion of theory into practice by internship. Our study showed that theoretical lessons were effective in the acquisition of scientific competence, which is consistent with the results of the study by Nemati (2011), indicating that theoretical lesson in teacher training centers have not been able to be effective in the scientific competence. The results are, however, inconsistent with those of Mahdavi (1995) and Khoda Shenan Abdul Abadi (2016) who believed that the integration and overlap between science (theoretical lessons) and practice (practical lessons) is the main part of human resources capital. The results also showed that internship was effective in job satisfaction, which is consistent with the results of the studies by Nematu (2011) and Asatneh and Zolghadr Nasab (2016), showing that the internship is responsible for the increase in self-esteem, self-efficacy, and self-confidence. Another finding of this study is related to the pupils' attitudes on pre-determined goals of internship by supervisors. Such goals had no effect on their attitudes on internship. This is inconsistent with the results of the studies by Asataneh and Zolghadr Nasab (2016) and Khoda Shenan and Abdul Abadi (2016) who believed that advisors' knowledge on internship objectives was effective in internship advice and increased self-confidence.

The results also showed that internship was effective in familiarity with working environment. This is consistent with the results of the study by Abedini Beltarek and Mohammadi Zad (2013), Khoda Shenan Abdul Abadi (2016), and Western California University (2016), showing the relationship between one's communication and job background during a semester, focus on teaching competencies (Teaching ability, class management, etc.), developing and maintaining teacher-centered professional relationships, parents, faculty members, managers, alternative teachers, and support staff.

The study showed that internship was effective in the use of professional teacher's experience, which is consistent with the results of the study by Khoda Shenan and Abdul Abadi (2016), showing the selection of advisors among the experienced teachers who are aware of their tasks.

Another worth-mentioning result of our study is that internship was found to be effective in interest, which is consistent with the results of the studies by Nemati (2011) and Abedini Beltarek and Mohammadi Zad (2013), showing that creating appropriate attitude and interest in teaching allow one to evaluate his interest in teaching. Another result is that in-service internship was ineffective in acquiring professional skills. That is to say,

internship is applicable for those who have not started teaching. Therefore, internship was found to be highly effective in professional skill growth, teaching competence, increased satisfaction, interest, and familiarity with working environment.

#### RECOMMENDATIONS:

1. Since interns have different approaches in terms of acquiring professional skills, familiarity with working environment, and experience, they are advised to participate at schools in different parts of cities or even villages with various economic, social, and cultural conditions and obtain essential experience such as poor facilities, etc.
2. Weekly or monthly visits by advisors to schools and discussion with them in terms of intern's behavior and teaching methods
3. The advisor must coordinate with the university officials for interns' visits to schools with multiple grades in order to enable the students gain experience in this regard and have an appropriate teaching background in these schools, too.
4. To increase the efficacy and functionality of internship, the advisor is proposed to participate in one of the classes of Internship IV to closely observe and evaluate the teaching. Useless evaluation by the students can be replaced by such evaluation. Meanwhile, practical lessons are taught through subjects such as research activity and narrative research to enhance the scientific and specialized competence.

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