

RESEARCH ON THE SATISFACTION OF EDUCATIONAL PRACTICE IN NORMAL COLLEGES A SURVEY OF STUDENT LEADER TEACHERS AND INTERNSHIP SCHOOLS

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ABSTRACT – Educational practice is an effective form of cooperation between universities and primary and secondary schools. Teaching practice can promote the improvement of teaching quality in primary and secondary schools, and also promote the integration of college students' theoretical knowledge and practical experience, and promote their professional development. From the perspective of practice leader teachers and practice schools rarely involved at present, this study analyzes and understands the satisfaction survey of practice leader teachers and practice schools on the subject of educational practice (students, teachers and schools) through questionnaire design and data collection. The survey results show that the satisfaction of the intern and the intern leader teachers is between very satisfied and satisfied. The student leader teachers' satisfaction with the school and students ranged between very satisfaction and satisfaction, and more tended to be satisfied. The satisfaction with the school (C school) Educational practice management was between very satisfaction and satisfaction, and some contents were between satisfaction and basic satisfaction. It shows that the practice leader teachers and practice schools are basically satisfied with the subject of Educational practice and Educational practice.

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INTRODUCTION

In 2016, the Ministry of Education also issued the Opinions on Strengthening the Educational practice of Normal University Students, which clearly pointed out that we should actively carry out internship teaching and job-changing training, encourage and guide normal university students to go to weak schools and rural primary and secondary schools and build a number of demonstration Educational practice bases. Establish a long-term win-win cooperation mechanism for normal university students' Educational practice, teacher training, education and teaching research, and base school development.

Educational practice is a key index to test and evaluate whether the vocational skill training of normal university students meets the requirements of primary and secondary education and teaching. Educational practice is a form of practice in which senior students of normal schools and higher normal colleges go to primary or secondary schools for professional training in education and teaching. It is an indispensable teaching link to carry out the principle of combining theory with practice in normal education and realise the training objectives. It is also an important part of the teaching plan.

Educational practice is an important curriculum link for training future teachers in normal colleges. Rich and positive internship experience helps "prospective teachers" to realize the change in professional roles and lay a foundation for future professional development. However, problems such as formalization and process are more likely to occur in the internship time, place or guidance arrangement in local colleges, which not only reduces the quality of teacher Educational practice courses, To some extent it, also affects the choice of teaching after graduation of normal university students (Xiajing, Zhou Mingyou, 2022). From the perspective of practice leader teachers and practice schools, through questionnaire survey, this paper understands the satisfaction of students, practice units and practice leader teachers, analyzes the satisfaction of C University undergraduates in graduation practice, discusses the reasons, and puts forward relevant suggestions to improve the quality of practice.

PROBLEM STATEMENT

Educational practice is not only a stage to show the vocational skills of normal university students, but also a key stage to improve the vocational skills of normal university students. At the same time, it can comprehensively and objectively evaluate the degree of learning and mastering the vocational skills of normal university students. Therefore, it is important to understand and master the evaluation and views of student leader teachers and internship schools on the subject of educational practice and reform the management mode of educational practice to improve the efficiency of educational practice management. It is of great significance to help students improve their skills in the process of educational practice.

Through literature review, it is not difficult to find that there are a lot of studies on students practicing in the process of educational practice, many of which are from the perspective of students practising. There is little research on student leader teachers and internship schools. At present, few or even no researchers systematically studied the evaluation and satisfaction of participants in educational practice from the perspective of student leader teachers and internship schools. That is to say, this study started from a rare research perspective. Investigate the satisfaction of student leader teachers and internship schools to the participants of educational practice, and understand their views and opinions on the participants of educational practice, so as to put forward targeted suggestions for educational practice from different perspectives, so as to improve the effectiveness of educational practice.

RESEARCH OBJECTIVE AND QUESTIONS

Research Objective

The purpose of this study was to understand the satisfaction of student leader teachers and internship schools to the participants in the internship, to understand their satisfaction of the internship schools, internship leader teachers and internship students and their suggestions from their perspective, and to master the satisfaction of Educational practice. To understand the problems of the participants in the process of educational practice and put forward suggestions systematically, so as to improve the effectiveness of educational practice.

Research Questions

- RQ 1: What is the degree of satisfaction of the internship school to the interns and the teachers leading the internship team of School C?
- RQ2: What is the satisfaction of the leader teachers on the school, students and the school (School C) ?
- RQ3: What are the internship school' comments or suggestions?
- RQ4: What do the student leaders suggestions?

LITERATURE REVIEW

Teaching practice, as a part of professional training, is one of the effective forms of professional development for normal university students, which can combine theoretical knowledge with practical experience (Benkirane, Hamza, Sbihi, & Arabi, 2019; Nghia & Tai, 2017; Sharzadin et al., 2019). Many countries have used the teaching internship model to better prepare and enhance the value of normal students in the workforce (Amer & Ibrahim, 2017; Ledger and Vidovich, 2018). Adapting teacher preparation to build school-university partnerships can help candidates develop a teacher identity and specific skills by providing supportive experiences in challenging situations (Tracz, Beare, & Torgerson, 2018). Current students intern belong to the typical "university and primary and secondary schools" mode of cooperation, the classroom knowledge combined with theory and its application to the college students' future career-related practical experience of the real background (Pruekpramool et al., 2018).

As for the participants in the process of educational practice, there are much research on interns. Many focus on the significance of educational practice in improving students' skills (Wen Na & Zhang Shitian, 2022. Wang Haiyan, et.al, 2022. Dong Jiqing, 2022. Zhang Xuetian, 2022.). Problems and coping strategies encountered by interns in the process of internship (Deng Min,2022. Yun Peihong & Ma Jianfu, 2022. Zhang Xuemin & Wang Qin, 2022. Li Lin, et. al, Cao Yunqi, 2022), some researchers (wang guiyuan, 2010) conducted a continuous investigation on intern students. The questionnaire questions mainly point to the lack of teachers' abilities in the practice process, the degree of correlation between the courses learned and the skills needed in the practice, the courses suggested for normal colleges, and the abilities to be mainly cultivated in order to obtain the situation of students in the practice process.

A researcher (Wei Shunzhi. 2018) elaborated the situation of practice management schools, students and units in education practice. He pointed out that interns have high self-expectation in education practice, lack of practical ability and work responsibility in practice and are not satisfied with the salary level of teacher occupation. As a result, the enthusiasm of students to participate in the practice and training work declines again and again. At the same time, he pointed out the problems existing in the education practice of practice management schools and practice units. The education and teaching of practice management schools pay more attention to the imparts of theoretical knowledge, and do not pay enough attention to the cultivation of students' practical ability. As a result, students cannot train and improve their practical ability in a targeted way during the practice and training. The management of students' practice process mainly adopts the paradigm of on-campus evaluation and on-campus guidance. However, due to the limited teachers in normal colleges, it is difficult to give comprehensive and in-depth guidance to students. Most of the leaders of the internship units believe that the main responsibility for the management and supervision of the interns lies in the school. Therefore, the management and supervision of students are relatively relaxed. Most of the leaders of the internship units think that the interns in normal universities are not capable enough and the stability of working in the internship units is poor. Therefore, most of them will not put forward too high requirements for students in normal colleges. Because the internship units do not have a good understanding of the management responsibility and value of interns, the management of interns within the internship units is loose, and it is difficult to form an effective binding and incentive effect. Long Yanzhu(2013) studied the role of lead teachers in the middle school practice. Based on his own experience, he pointed out that the good effect of educational practice is not only influenced by the guidance teachers in the base but also inseparable from the good management and hierarchical communication of lead teachers. It is a win-win strategy to create a harmonious internship atmosphere and give full play to the role of lead teachers in the middle school internship. It concludes that lead teachers play an immeasurable role in creating a harmonious internship atmosphere and students completing the internship tasks. Lead teachers should do a good job in three aspects: mobilization before the internship, management during the internship and summary after the internship.

METHODOLOGY

In this satisfaction survey, both Likert Level 4 satisfaction scale and open questions were set in the questionnaires of the internship school, the student leader teacher, so that the participants could put forward their opinions and suggestions. Therefore, this paper adopts the mixed research method of qualitative and quantitative combination.

Population and Sampling

This study takes C University, a local normal university, as the research object, and takes the student leader teachers who are participating in the educational practice, and the internship school as the samples. The questionnaire is issued with full coverage to ensure that every subject who is participating in the educational practice (internship schools, student leader teachers) has the same probability to be selected. Issue and collect survey questionnaires.

Data Collection

In this study, simple random sampling was adopted to collect sample data. So far, 452 from internship school and 105 from student leader teachers. The questionnaire was released on the network platform (Juanxing). All the data obtained were validated by the platform system and could be used for later data analysis. SPSS software test also shows that all data is valid and can be used for later data analysis. In this questionnaire survey, all parts involved in the satisfaction survey adopted 4-level Likert scale.

Measurement and Trustworthiness

The preparation of the questionnaire is based on the survey questionnaires of educational practice evaluation in many colleges and universities in China, such as, Southwest University, Shaanxi Normal University, and it is modified according to the actual situation of C School. The revised questionnaire was evaluated by members of the Teaching Steering Committee and the Teaching Steering Committee, and it was found to be meaningful and effective.

In data analysis, survey questions involving satisfaction surveys are expected to use the mean value to analyze satisfaction. T test is expected to be used for comparative analysis between different topic questions. For other open-ended questions, the frequency of use will be counted to find out the high-frequency words so as to sort out the answers provided by relevant subjects to relevant questions.

The Klonbach coefficient is.988 for the reliability analysis of the questionnaire of the internship school. According to the results of exploratory factor analysis, the coefficient result of KMO test is.974, and the significance of this test is infinitely close to 0.The questionnaire has good validity.To sum up, the questionnaires issued to practice schools have good reliability and validity.

Table 1: KMO and Bartlett's Test of the Internship School

Kaiser- Meyer- Olkin Measure of Sampling Adequacy.	.974
Approx. Chi-Square	23144.354
Bartlett's Test of Sphericity	df
	351
	Sig.
	.000

Table 2: Item-Total Statistics of the Internship School Questionnaire

	Cronbach's Alpha if Item Deleted
13 、 Overall satisfaction with interns' ethics and style	.988
13 、 Satisfaction with the teaching concept of intern education	.988
13 、 Satisfaction with the subject expertise of the intern	.988
13 、 Satisfaction with class management ability of interns	.988
13 、 Satisfaction with interns' ability to prepare lessons and write lesson plans	.988
13 、 Satisfaction with interns' ability to organize classroom teaching	.988
13 、 Satisfaction with interns' ability to use modern educational technology	.988

13 、 Satisfaction with interns' ability to counsel and answer questions	.988
13 、 Satisfaction with the reflective ability of interns in teaching	.988
13 、 Satisfaction with the reflective ability of interns in teaching	.988
13 、 Satisfaction with the intern's open class	.988
13 、 Satisfaction with interns' professionalism	.988
13 、 Satisfaction with intern team spirit	.988
13 、 Satisfaction with interns' innovative spirit	.988
13 、 Satisfaction with internship attitude of interns	.988
13 、 Satisfaction with interns' language expression ability	.988
13 、 Satisfaction with intern's interpersonal communication skills	.988
13 、 Satisfaction with the execution of interns	.988
13 、 Satisfaction with the adaptability of interns	.988
13 、 Overall satisfaction with internship work of interns	.988
14 、 Satisfaction with the professional dedication of leading teachers	.988
14 、 The satisfaction of leading teachers in understanding the relevant system and requirements of internship	.988
14 、 The satisfaction of the teachers who lead the team according to the regulation management	.988
14 、 Satisfaction with the guiding ability of leading teachers	.988
14 、 Satisfaction with the guidance content of leading teachers	.988
14 、 Satisfaction with the guidance effect of leading teachers	.988
14 、 Overall satisfaction of leading teachers	.988

According to the reliability analysis of the questionnaire of the student leader teachers, the Klonbach coefficient is.972. According to the results of exploratory factor analysis, it can be seen that the coefficient result of KMO test is.920, and the significance of this test is infinitely close to 0. The questionnaire has good validity. To sum up, the questionnaire issued for practice leader teachers has good reliability and validity.

Table 3: KMO and Bartlett's Test of the Student Leader Teachers

Kaiser- Meyer- Olkin Measure of Sampling Adequacy.		.920
Approx. Chi-Square		3923.664
Bartlett's Test of Sphericity	df	666
	Sig.	.000

Table 4: Item-Total Statistics of the Student Leader Teachers

	Cronbach's Alpha if Item Deleted
6 、 The satisfaction that the school attaches importance to the student's educational practice	.971
6 、 The satisfaction of the space distance between the internship school and the school	.972
6 、 Satisfaction with student's personal and property security	.971

6 、 Satisfaction with medical security in internship schools	.971
6 、 Satisfaction with the accommodation conditions of internship students	.973
6 、 The satisfaction of discipline guidance teachers' ethics and style in the practice school	.971
6 、 Satisfaction with the professional competence of the subject advisor in the practice school	.971
6 、 The satisfaction with the internship school class management advisor's ethics and style	.971
6 、 Satisfaction with the the internship school class management advisor's professional competence	.971
6 、 Overall satisfaction with the practice management of the school	.971
7 、 Satisfaction with the teaching concept of intern education	.971
7 、 Satisfaction with the intern's expertise	.971
7 、 Satisfaction with class management ability of interns	.971
7 、 Satisfaction with interns' ability to prepare lessons and write lesson plans	.971
7 、 Satisfaction with interns' ability to organize classroom teaching	.971
7 、 Satisfaction with interns' ability to use modern educational technology	.971
7 、 Satisfaction with interns' ability to answer questions	.971
7 、 Satisfaction with the reflective ability of interns in teaching	.971
7 、 Satisfaction with interns' participation in collective teaching and research	.971
7 、 Satisfaction with the intern's open class	.971
7 、 Satisfaction with interns' professionalism	.971
7 、 Satisfaction with intern team spirit	.971
7 、 Satisfaction with interns' innovative spirit	.971
7 、 Satisfaction with internship attitude of interns	.971
7 、 Satisfaction with interns' language expression ability	.971
7 、 Satisfaction with intern's interpersonal communication skills	.971
7 、 Satisfaction with the execution of interns	.970

7 、 Satisfaction with the adaptability of interns	.971
7 、 Overall satisfaction with internship work of interns	.971
8 、 Satisfaction with the educational practice arrangement of the Academic Affairs Office	.971
8 、 Satisfaction with the teacher internship subsidy standard	.972
8 、 Satisfaction with length of internship	.971
8 、 Satisfaction with the placement of internship	.971
8 、 Satisfaction with the semester arrangement of internship	.971
8 、 Satisfaction with intern information management	.971
8 、 Satisfaction with safety education	.970
8 、 Satisfaction with the evaluation of excellent internship leader teachers	.971

RESULTS

Descriptive Analysis of Statistical Questionnaires

The descriptive analysis of the internship school filling in the questionnaire is as follows:

Table 5. Nature of School

		Frequency	Percent
Valid	Primary school	63	13.9
	junior high school	87	19.2
	senior high school	94	20.8
	Nine-year school system	21	4.6
	Nine-year school system	128	28.3
	Others	59	13.1
	sum	452	

Table 6. Number of Years for Establishing the Internship School and C School

			Frequency	Percent
Valid	Below 1 year	46	46	10.2
	1-5 years	141	141	31.2
	6- 10 years	82	82	18.1
	Above 10 years	183	183	40.5
	Sum	452	452	

Table 7. Number of Interns Accepted by Internship School Each Year

		Frequency	Percent
Valid	0 - 10 people	56	12.4
	11- 20 people	191	42.3
	Above 20 people	205	45.4
	Sum	452	

Table 8. Whether to Solve the Intern Diet and Accommodation

		Yes	No
10 、 Whether to cater for interns	Frequency	260	192
	Percent	57.5	42.5
11 、 Whether to settle intern accommodation	Frequency	174	278
	Percent	38.5	61.5

Table 9: Descriptive Analysis of the Questionnaire Filled by the Student Leader Teachers is As Follows

College	Frequency	Percent
college of arts	13	12.38
college of education	7	6.67
College of Pre-school and Primary Education	11	10.48
College of Politics and Administration	3	2.86
College of history and culture	7	6.67
college of foreign languages	12	11.43
College of music	2	1.9
College of physical education	7	6.67
College of Mathematics and Information	8	7.62
College of Life Science	8	7.62
College of Physical and Space Sciences	5	4.76
College of Electronic Information Engineering	4	3.81
College of Chemistry and Chemical Engineering	6	5.71
College of Geographical Sciences	4	3.81
College of Computer Science	3	2.86
college of fine arts	2	1.9
College of public mathematics	3	2.86
sum	105	

Table 10. Teaching Time in School

		Frequency	Percent
Valid	Below 1 year	2	1.9
	1-5 years	34	32.4
	6- 10 years	13	12.4
	Above 10 years	56	53.3
	Sum	105	

Table 11. How Many Times Did Internship Leader Teacher Lead Students to Practice Education

		Frequency	Percent
Valid	2-3 times	23	21.9
	4-5 times	46	43.8
	Above 5 times	13	12.4
	Sum	23	21.9
	2-3 times	105	

The Satisfaction Analysis of the Internship School to the Interns and the Internship Leading Teachers of C University

The analysis of intern school's satisfaction with interns is as follows: The average degree of intern school's satisfaction with interns is about 1.5, indicating that the degree of satisfaction is between very satisfied and satisfied. Among them, the internship school has the highest degree of satisfaction to the interns' ethics and ethics, with an average value of 1.34. The average degree of satisfaction to interns was 1.40. The average satisfaction of interns' class management ability, classroom teaching organization ability and open class satisfaction is more than 1.5, which are 1.53, 1.54 and 1.53 respectively. This indicates that the intern school has low satisfaction on the class management ability, classroom teaching organization ability and open class.

Table 12. Satisfaction with Interns

	Mean
13 、 Overall satisfaction with interns' ethics and style	1.34
13 、 Satisfaction with the teaching concept of intern education	1.42
13 、 Satisfaction with the subject expertise of the intern	1.44
13 、 Satisfaction with class management ability of interns	1.53
13 、 Satisfaction with interns' ability to prepare lessons and write lesson plans	1.47
13 、 Satisfaction with interns' ability to organize classroom teaching	1.54
13 、 Satisfaction with interns' ability to use modern educational technology	1.44
13 、 Satisfaction with interns' ability to counsel and answer questions	1.48

13 、 Satisfaction with the reflective ability of interns in teaching	1.5
13 、 Satisfaction with the reflective ability of interns in teaching	1.48
13 、 Satisfaction with the intern's open class	1.53
13 、 Satisfaction with interns' professionalism	1.4
13 、 Satisfaction with intern team spirit	1.41
13 、 Satisfaction with interns' innovative spirit	1.48
13 、 Satisfaction with internship attitude of interns	1.38
13 、 Satisfaction with interns' language expression ability	1.45
13 、 Satisfaction with intern's interpersonal communication skills	1.46
13 、 Satisfaction with the execution of interns	1.42
13 、 Satisfaction with the adaptability of interns	1.42
13 、 Overall satisfaction with internship work of interns	1.4

The analysis of the satisfaction of the internship school to the internship students leader teacher of C university is as follows: The average satisfaction of the internship school to the internship students leader teacher of C university is between 1-1.5, indicating that the satisfaction is between very satisfied and satisfied. It indicates that the internship school has a high satisfaction with the internship students leader teacher of C university.

Table 13. Satisfaction with the Internship Students Leader Teacher of C University

	Mean
14 、 Satisfaction with the professional dedication of leading teachers	1.38
14 、 The satisfaction of leading teachers in understanding the relevant system and requirements of internship	1.39
14 、 The satisfaction of the teachers who lead the team according to the regulation management	1.37
14 、 Satisfaction with the guiding ability of leading teachers	1.38
14 、 Satisfaction with the guidance content of leading teachers	1.40
14 、 Satisfaction with the guidance effect of leading teachers	1.40
14 、 Overall satisfaction of leading teachers	1.40

It can be seen that the satisfaction of internship schools to interns is between very satisfied and satisfied. Among them, the internship school has the highest degree of satisfaction to the interns' ethics and ethics. However, internship schools have lower satisfaction on class management ability, classroom teaching organization ability and open class. The degree of satisfaction of the student schools to the

teachers of C school is between very satisfied and satisfied, and the degree of satisfaction of the student schools to the teachers of C school is higher.

The Satisfaction Analysis of the Internship Leader Teachers to the School, Students and the University (C University)

The analysis of student leader teachers' satisfaction with the practice school is as follows: The average satisfaction of student leader teachers with the practice school is between 1.5 and 2, indicating that they are more likely to be satisfied between very satisfied and satisfied. Among them, the mean satisfaction of internship students' accommodation conditions is 2.40, which is the lowest.

Table 14. Satisfaction With the Internship School

	Mean
6 、 The satisfaction that the school attaches importance to the student's educational practice	1.63
6 、 The satisfaction of the space distance between the internship school and the school	1.86
6 、 Satisfaction with student's personal and property security	1.7
6 、 Satisfaction with medical security in internship schools	1.95
6 、 Satisfaction with the accommodation conditions of internship students	2.4
6 、 The satisfaction of discipline guidance teachers' ethics and style in the practice school	1.59
6 、 Satisfaction with the professional competence of the subject advisor in the practice school	1.64
6 、 The satisfaction with the internship school class management advisor's ethics and style	1.61
6 、 Satisfaction with the internship school class management advisor's professional competence	1.62
6 、 Overall satisfaction with the practice management of the school	1.64

The analysis of the satisfaction of student leaders is as follows: The mean part of the satisfaction of student leaders is between 1.5 and 2, indicating that the satisfaction is between very satisfied and satisfied, and more tends to be satisfied. The mean value of some contents ranges from 2 to 2.5, such as the intern's ability to prepare lessons and write lesson plans, the intern's ability to organise classroom teaching, the intern's ability to reflect on teaching, the intern's open class, the intern's innovative spirit, the intern's language expression ability, and the intern's interpersonal communication ability. The satisfaction evaluation in this aspect is similar to the evaluation of interns in the internship schools. The results of the two surveys show that the students' abilities in these aspects are slightly weak and need to be further strengthened in practice.

Table 15. Satisfaction with Interns

	Mean
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7、 Satisfaction with the teaching concept of intern education	1.95
7、 Satisfaction with the intern's expertise	1.96
7、 Satisfaction with class management ability of interns	1.98
7、 Satisfaction with interns' ability to prepare lessons and write lesson plans	2.0
7、 Satisfaction with interns' ability to organize classroom teaching	2.03
7、 Satisfaction with interns' ability to use modern educational technology	1.83
7、 Satisfaction with interns' ability to answer questions	1.96
7、 Satisfaction with the reflective ability of interns in teaching	2.09
7、 Satisfaction with interns' participation in collective teaching and research	1.95
7、 Satisfaction with the intern's open class	2.0
7、 Satisfaction with interns' professionalism	1.76
7、 Satisfaction with intern team spirit	1.84
7、 Satisfaction with interns' innovative spirit	2.23
7、 Satisfaction with internship attitude of interns	1.85
7、 Satisfaction with interns' language expression ability	2.03
7、 Satisfaction with intern's interpersonal communication skills	2.10
7、 Satisfaction with the execution of interns	1.98
7、 Satisfaction with the adaptability of interns	1.89
7、 Overall satisfaction with internship work of interns	1.95

The analysis of student leader teachers' satisfaction with university (C university) educational practice management is as follows: The mean part of student leader teachers' satisfaction with university (C university) educational practice management is between 1.5-2, indicating that the satisfaction is between very satisfied and satisfied. It indicates that the student leader teachers have a low satisfaction with the management of education practice in university (C university)

Table 16. Satisfaction with University (C University) Education Practice Management

	Mean
8、 Satisfaction with the educational practice arrangement of the Academic Affairs Office	1.79
8、 Satisfaction with the teacher internship subsidy standard	2.38

8 、 Satisfaction with length of internship	1.87
8 、 Satisfaction with the placement of internship	1.84
8 、 Satisfaction with the semester arrangement of internship	1.88
8 、 Satisfaction with intern information management	2.00
8 、 Satisfaction with safety education	1.89
8 、 Satisfaction with the evaluation of excellent internship leader teachers	2. 10

It can be seen that the satisfaction of the student leader teachers is more likely to be satisfied between very satisfied and satisfied, among which the satisfaction of the student accommodation is the lowest. The satisfaction of student leader teachers is between very satisfied and satisfied, but they tend to be satisfied, but they have low satisfaction on the ability of lesson preparation and teaching plan writing, the ability of classroom teaching organization, the ability of teaching reflection, the spirit of innovation, the ability of language expression and the ability of interpersonal communication. The satisfaction evaluation in this aspect is similar to the evaluation of interns in the internship schools. The results of the two surveys show that the students' abilities in these aspects are slightly weak and need to be further strengthened in practice. The student leader teachers' satisfaction to the school (C school) education practice management is between very satisfied and satisfied. It indicates that the student leader teachers have a low satisfaction with the management of education practice in school (C school).

The Opinions And Suggestions Of Internship Participants From Internship Students, Internship Leader Teachers And Internship Schools

Suggestions for student interns. According to the collation and summary of the data, it is found that the opinions and suggestions for interns mainly focus on the following aspects: We hope that interns can strengthen practical training, enhance the ability of classroom teaching organisation, improve the effectiveness of classroom teaching and enhance students' learning interest; Enhance the language expression ability, use rich language technology in classroom teaching; It is hoped that students can enhance their communication skills, strengthen communication with the teaching objects and other teachers, learn from each other and make up for their shortcomings.

Suggestions for improving internship work in internship schools. According to the collation and summary of the data, it is found that the opinions and suggestions on the improvement of the internship school are mainly concentrated in the following aspects: try to arrange the accommodation of the internship students; Organize more communication seminars among interns; It is hoped that the subject guidance teachers strengthen the lesson preparation guidance for students; It is hoped that practice schools will hold more open classes; Hope to strengthen the work of intern homeroom teacher guidance; It is suggested that subject advisor and class advisor should be the same person as far as possible.

Suggestions for university to improve the management of educational practice. According to the collation and summary of the data, it is found that the opinions and suggestions on improving the management of educational practice in schools are mainly concentrated in the following aspects: to clarify the specific requirements of the practice, especially the decentralized practice; Due to the special situation of the epidemic this year, the internship arrangement is not detailed, and the notification and requirements are not clear and uniform. It is hoped that the school can coordinate the time between internship and school professional courses to avoid time conflicts and great pressure on students. Do not work through the summer break; Strengthen communication with internship schools and arrange accommodation for interns.

Suggestions for internship student leader teacher to improve practice management. According to the collation and summary of the data, it is found that the opinions and suggestions for the lead teachers to improve the management of educational practice are mainly concentrated in the following aspects: It is hoped that some of the lead teachers can have a clearer sense of responsibility, be familiar with the relevant policies and regulations of the practice, and avoid the situation of not replying to messages and not giving adequate notice; It is hoped that the leader of the practice teachers can strengthen the communication with the students.

DISCUSSION AND CONCLUSION

According to the analysis of the three questionnaire results of student leader teachers and internship schools, we can find that in the process of education practice, the participants of practice activities (students, teachers and schools) are satisfied with each other. The effect of educational practice is satisfactory.

The student's satisfaction to the internship leader teacher is higher than that of the student. The students' satisfaction on class management ability, classroom teaching organization ability and intern's open class is lower. The main reason for the low satisfaction in these three aspects is that interns have been studying theory in the university in the early stage, and seldom do classroom teaching practice, so the classroom teaching ability is slightly insufficient. Practice students should strengthen their ability in these aspects.

Compared with internship students and internship schools, internship leader teachers are generally less satisfied with each participant. Between very satisfied and satisfied, more leader teachers tend to be satisfied, with the lowest degree of satisfaction on student accommodation. The satisfaction of interns is similar to the evaluation of internship schools, both of which are reflected in the low satisfaction of students' teaching practice and teaching reflection ability. The satisfaction of teacher practice subsidy standard, internship modern management, and evaluation of excellent internship leader teachers in the university internship management is low.

By comprehensive comparison of their opinions and suggestions, participants also put forward their own ideas and suggestions on aspects with low satisfaction. Internship students, internship leader teachers, internship schools and schools (C schools) can combine the opinions and suggestions from these aspects to improve their respective abilities and levels. On the one hand, they can improve the effect of education practice and improve the management ability of education practice of normal university students. On the other hand, they can enhance the normal university students' normal skills and make efforts to cultivate excellent and qualified pre-service teachers.

LIMITATION

Although the questionnaire used in this study has been evaluated by peer experts, the researcher found some deficiencies and mismatches in the process of data analysis. For example, whether the internship school has solved the problem of food and accommodation for the interns was put in the questionnaire of the internship school, which was answered by the internship school. In the process of questionnaire analysis, the researcher found that this question is more suitable to be placed in the questionnaire of intern students, because the researcher can conduct a significant analysis between these two questions and the interns' satisfaction with the internship school, and can find out whether there is a significant difference between whether to solve the problem of food and accommodation and the evaluation of the internship school. The researcher will modify this problem in the future work or in the study, so as to conduct better data analysis and obtain more useful data results.

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