



# Perceptions of B.Ed. Trainees Regarding the School Internship Program: A Study

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## Abstract

The present study focuses on the perception of B.Ed. trainees towards the school internship program with special reference to the development of teaching skills and confidence. The school internship program forms a crucial part of teacher education because it exposes trainees and enables them to bridge their theoretical learning with actual schooling experience. The study primarily aimed to analyze the extent of teaching skills gained and confidence level gained among B.Ed. trainees during the internship program. A survey method was applied for the study using descriptive approach. The sample was made of 100 B.Ed. Trainees. The questionnaire on the Likert scale was utilized for data collection. The results of the study showed that most of trainees generally viewed internship program as good. With regard to teaching skills development, 84.4% of the trainees agreed that internship program enhanced their teaching skills. In like manner, with respect to certainty building, 88.5% of trainees answer that the program added to increment in their trust in themselves. Fewer than 15% of nurse executives had neutral or negative responses. The findings suggest that the school internship program contributes to the core teaching competencies and skills needed by future teachers along with preparation in classroom experience and dialogue supporting self-efficacy. It exposes you to practical learning, getting a feel of how to manage classrooms and interact with students which are vital for professional growth. It can be concluded from the study that the school internship program in teacher education is an effective one. Therefore, it should be reinforced further by offering adequate support, supervision and proper guidance for its better impact on the B.Ed. trainees.

**Keywords:** Pupil teacher, school internship program, skill development, policy, teacher training, teacher education

## Introduction

Teacher education forms the cornerstone of an efficient and effective education system. It is the core of developing and training future teachers, who have a vital role in the holistic, academic, emotional and social development of pupils. School internship is one of the most crucial and practical elements of teacher education. Through internship, teacher trainees are provided an opportunity to implement the theoretical knowledge and skills acquired during the teacher training program in a school environment. School internship enables teacher trainees to engage in a variety of professional teaching tasks including the planning, classroom management, student assessment, usage of aids, attending co-curricular activities and also provides them an insight into the functioning of the school and an opportunity to interact with the school faculty. The National Council for Teacher Education regulations 2014 also highlight the need for structured and guided internship programs. Numerous studies have emphasized on the improvement of skills and increased confidence of intern teachers following internship programs. Student trainees acquired critical experiences through designing lessons, class management and blending theoretical knowledge with practice. It help trainees build professional behavior and communication skills. But many issues have been observed in the case of school internships too. Some pupils' teacher trainees encountered problems like no proper supervision, inadequate feedback, lack of infrastructure, too many non-teaching works, less resources and in teaching students with behavior problems, class management with untrained teacher trainees.

Further, it has been stated that, very few studies focus on future teacher-trainers, those trainees who are prepared to become teachers and teacher educators. While research work has been done on B.Ed., student-trainees' school internship experience, nothing much have been explored on the internship experience of M.Ed., trainees or future teacher-trainer's school internship. It is being argued that components like action research, peer observation, reflective thinking, orientation session and post-internship conference have either been overlooked or improperly implemented. Added to this is the fact that many of the internships were offered only to government schools and the trainee's unawareness of the private schools and its expectations. Considering this vacuum in literature, it was deemed essential to undertake a thorough study on pupils' teacher trainees' school internship experience who is actually the future teacher-trainer and whose training need to be better, more meaningful and more research-based.

Hence, the current study is carried out with the title "Perception of B.Ed. Trainees Towards School Internship Program" to evaluate the present status, associated issues, readiness, supervision, and institutional support and the study aimed to examine how pupil teachers experienced school internship program and what recommendations can be given for the better internship program in order to serve the purpose of training teacher-trainers efficiently for a developing system of education. This study will benefit teacher training institutes, policy makers, curriculum developers, and teacher educators in terms of creating the school internship programs much more effective and fruitful and also the betterment of all in the system of education and eventually the student teacher is getting trained and prepared to be a teacher-trainer to be more skillful and confident. Need of the study

Internship is the most important part of teacher education; it helps trainee teachers to convert theoretical knowledge into real situations in the classroom. On the basis of various studies, it can be said that internship play a very important role in shaping future teachers properly. School internship program helps in improving professional behavior, lesson plan preparation and classroom teaching. The experience gained through internship contributes to future teachers in class management, increasing confidence and improving communication skills. Researchers Parveen and Mirza (2012) and et al. (2024) have stated in their research on the basis of several studies that trainees do not get proper supervision, evaluation guidance during the school internship program. Peer observation, self-reflection, action research, guidance and supervision, which are essential for the development of teacher trainees, are often lacking in internships. The major drawback of internships is that they are conducted only in government schools, due to which trainees are not able to get acquainted with the functioning and environment of private schools and they do not gain experience. In most of the studies conducted so far, B.Ed. students have been the focus of research, who are being trained to become teachers. But there is still a lack of research on internship experiences. Potential teacher trainers have a dual role. They have to become a capable teacher

themselves and also have to learn to train others. Therefore, internship should be conducted in a more organized and professional manner. Opportunities for self-reflection, diverse school.

environment, guidance and research-based practice are such areas on which it is necessary to focus. These areas Rationale of the Study School internship program is an important part of teacher education, which prepares teachers for various classroom challenges and integrates theoretical knowledge with the real classroom and shapes the quality of teacher education. But its effectiveness can be hampered if the program faces problems such as limited resources, mismatch with real teaching needs or lack of adequate guidance. Internship helps in developing classroom management, teaching skills and confidence. very little research has been done on future teacher trainers. Important aspects of internship such as quality of supervision, evaluation process, institutional support, preparation methods have not been comprehensively covered in most of the studies. Therefore, this study "Perception of B.Ed. Trainees Towards School Internship Program" is being done to fill this gap. It is important to study this program to determine if the internship program meets the teacher educators' classroom needs such as inclusive pedagogy, technology integration, and student engagement have not been given adequate attention till date and the trainee should get the experience of all these, so this study is necessary. Under this study, we will try to know how prepared the pupil teachers are and what challenges they faced during internship and what kind of supervision and feedback they received. This study will be helpful for teacher trainees to introspect on professional development. Supervision will provide opportunities to teacher educators and trainers to improve strategies and teaching methods.

This study will be helpful for policy makers and teacher education institutions in developing internship models as per the guidelines of National Council for Teacher Education (NCTE, 2014) and for curriculum designers in identifying gaps in the current internship structure. This will shape a robust and effective internship model that will benefit potential teacher trainers in order to raise the level of quality of teacher training in the country. Skillfully trained teacher trainers will be able to train quality school teachers, which will have a positive impact on student learning.

## Review of related literature

**Sanjukta Sahu (2024)** in her research paper "Perception of teacher trainees towards internship programs" worked to explain how pre-service teacher trainee attitudes are towards internship programs. The researcher has used a descriptive survey method and quantitative research design in the research. Trainees from 10 prima Medinipur teacher training colleges of, West Bengal were included in the population. 50 trainees were selected as a sample using random sampling. Data was collected through a structured questionnaire. Data was analyzed using frequency and percentage analysis. The findings revealed that 100% of the trainees used lesson plans and 5E models in their internship. But only 10% completed action research. 66% participated in curricular and co-curricular. Class management during internship and lack of conferences afterwards were the problems. The study talked about emphasizing on incorporating peer observation, orientation sessions and better supervision. **Irwin Gay, Fauzia Umasugi and Mariti Rasheed (2020)** in their research paper "Students' Perceptions on Internship Program: Effectiveness and Problems" have tried to explain the perceptions of students about the impact and challenges of internship programs. In the research, the researcher has used a mixed method. 40 students of Primary School Education Department and English Education were included in the population. The sample was selected through stratified sampling. Five-point Likert scale questionnaires and in-depth interview were used as instruments. Quantitative data was analyzed through inductive statistics and qualitative data through thematic coding. The study reported that while some students faced problems like inadequate lesson preparation, most students got help in skills like curriculum development, classroom management and linking theory with practice through internship. The study suggested creating a feedback mechanism. Which includes supervisors, school instructors and college supervisors. **Ayush Sharma and Dinesh Chahal (2022)** in their research paper, "A Study of Internship Programme in Teacher Education" have attempted to bring out the challenges faced by students in the B.Ed. internship Programme and the perceptions of students and the status of internship The research used exploratory research design and qualitative research. B.Ed. students were the population. A sample of 35 trainees was selected through purposive sampling from both the institutions, Central University of Haryana and Irving Christian College,

Prayagraj. For data collection, semantic-structured interviews and focus group techniques were used as tools. The findings revealed that challenges such as lack of contact, weak action research practice and or place of residence and the internship was found more effective by female, science stream and postgraduate student- publicity were faced in private schools and internship was considered by student-teachers as the most important part of the curriculum which helps in developing communication skills, confidence, and professional behavior. **Alfred Otrara (2014)** in his paper “Students’ Perceptions on Education Internship Programme in Rwanda: Effectiveness and Challenges” attempted to describe the quality of supervision, benefits of internship Programme and teacher educators’ experiences in Rwandan universities. The researcher used descriptive survey design and quantitative methodology in the research. The population comprised final year education students of 2012-2013 academic session. A sample of 422 was selected using random sampling. Likert scale questionnaire was used as the instrument for accurate data collection. Data was analyzed using descriptive statistics. The findings revealed that internship improved teaching skills and increased confidence and effectively integrated theoretical learning with practice. **Saleha Praveen and Nida Mirza (2012)** in their research “Internship Program in Education: Effectiveness, Problems and Prospects” studied the problems faced during internship program and evaluated the internship program. The research used descriptive survey design which was both quantitative and qualitative. The population included B.Ed. students and principals of partner schools, from which 80 student-teachers and 5 principals were selected as samples. Data collection was done through three-point Likert scale and interviews. Data was analyzed using descriptive statistics and thematic qualitative analysis. The study found that lack of model lessons, and coordination between departments and schools is inadequate feedback and discussion is not proper and based on the findings, it was stated that internship is important in improving lesson planning, class management and teaching profession, hence emphasis should be given on improving structure, environment and cooperation in internship programs. **Kanwalpreet Kaur (2020)** in their research paper "Effectiveness of School Internship. Student Teachers' Perceptions" have tried to explain the perception of BA B.Ed. student teachers towards school internship program. In the research, 77 student teachers were selected for the sample using a descriptive survey method from among the student teachers of Punjab University. Self-developed Likert scale (based on IEPTP) and group discussion were used as research tools. Data was collected from students who completed 20 weeks of internship. Data was analyzed using average scores to evaluate five internship dimensions. Based on the findings, it was told that students considered internship important for the development of their confidence, teaching skills and professional competencies. **Anjulika Bisht, Shankar Singh, Rama Bhaikuri and Manit Kaur (2024)** in their research paper "A study on the effectiveness of school internship program for student teachers" The main objective of this research was to examine how effective school internship is based on gender, education level, stream medium and residence. In this research, the researcher used descriptive and inferential research methods and survey research design. The student-teacher population of B.Ed. of H.N.B. Garhwal University was included and a sample of 89 of them was selected through random sampling. A self-made questionnaire on a zero-rating scale was used as the instrument. The supervisors collected the data and analyzed it through SPSS software. The research concluded that there is no significant difference based on the medium of education teachers. **Vipin Singh and Seema Dhawan (2025)** in their research paper, “Perception of Student-Teachers on Internship Programme in B.Ed.” tried to find out the opportunities and challenges perceived by student teachers during internship. This paper used a mixed method and descriptive survey. 30 student teachers from the field of B.Ed. were selected as sample through purposive sampling. A questionnaire of open and closed questions was used for data collection which was distributed through a self-structured questionnaire form (Google Form). The qualitative data was analyzed quantitatively, descriptively and thematically. Results indicated that among the trainee teachers had more problems in classroom management, language barrier, self-confidence and co-ordination with teachers. Based on the results it could be concluded that internship program will benefit the trainee teacher with good mentor, teaching aids, consistent feedback and pre internship training. Through the internship their confidence and teaching skills have developed. **Shivali Khajuria (2024)**, in her research paper, “Perception of M.Ed. Students-Teachers towards Internship as a Part of Teacher Training Program”, Tried to explain what is the attitude of M.Ed. students towards internship. The research used a descriptive survey method. 100 teachers were selected as a sample from three colleges at random and included in the M.Ed. population of Jammu district. Self-made questionnaire

was used as the main tool for data collection and the technique used was face-to-face. The data obtained was analyzed by percentage analysis. The research revealed that some people were of the opinion that internship was long and lacked proper facilities. The findings show that the role of internship is important. Most of the students felt that internship helps in building confidence, improving teaching styles and connecting theory with practice.

**Seema Dhawan (2025)** in their research paper, "Perception of Student-Teachers on Internship Programme in B.Ed." tried to find out the opportunities and challenges perceived by student teachers during internship. This paper used a mixed method and descriptive survey. 30 student teachers from the field of B.Ed. were selected as sample through purposive sampling. A questionnaire of open and closed questions was used for data collection which was distributed through a self-structured questionnaire form (Google Form). The qualitative data was analyzed quantitatively, descriptively and thematically. The study showed that trainee teachers encountered lots of difficulties in classroom management, language barriers, confidence and coordination with teachers. The results indicated that good supervision, aids, consistent feedback, pre-internship training are crucial for an internship. Through the internship their confidence and teaching skills have developed. **Shivali Khajuria (2024)**, in her research paper, "Perception of M.Ed. Students-Teachers towards Internship as a Part of Teacher Training Program", Tried to explain what is the attitude of M.Ed. students towards internship. The research used a descriptive survey method. 100 teachers were selected as a sample from three colleges at random and included in the M.Ed. population of Jammu district. Self-made questionnaire was used as the main tool for data collection and the technique used was face-to-face. The data obtained was analyzed by percentage analysis. The research revealed that some people were of the opinion that internship was long and lacked proper facilities. The findings show that the role of internship is important. Most of the students felt that internship helps in building confidence, improving teaching styles and connecting theory with practice.

**Sushma N. Jogan (2019)** in her research paper titled "Evaluation of the Effectiveness of School Internship" aimed to evaluate the mindset of B.Ed. trainee teachers during internship and the overall impact of internship. This research used a descriptive survey method and a purposive sampling. The population was the instructors of B.Ed. 4th semester of Central University of Karnataka. All were taken as the sample. Data collection was done through a self-designed questionnaire distributed through Google form. The analysis was done using percentage analysis. The findings revealed that trainees gained teaching skills through internship. The curriculum planning skills and confidence developed. Most students found that the internship combined theoretical learning with practical experiences.

## Research Gap

Based on the review of literature related to internship programs, it is found that internship programs provide real-life teaching experience, build skills and integrate theory with practice. Internship programs increase confidence in students, also improve lesson planning and classroom. Several studies have also pointed out challenges including lack of proper supervision and classroom management problems of online internships during COVID-19 and problems of internship setting in private schools. Internships are helpful in developing teaching ability but some drawbacks such as inadequate preparation, limited feedback and poor infrastructure affect the quality of the experience. During internship, most teacher trainees did not use teaching aids and lesson plans. completed it but they were absent in action research, peer observation and reflective practice. The internship program was organized only in government schools, due to which the prospective teachers were deprived of the experience of the work and conditions of private schools and problems such as transportation related problems affecting the internship, security related to female trainees, mid-day meal management and non-teaching duties came to the fore.

Most of the studies have emphasized the overall effectiveness of the internship or on the problems faced by pupil teachers during the internship period. Some studies have comprehensively presented the current state of modern teacher education, quality of supervision, institutional support, preparation methods and participation. The work of a prospective teacher is dual, along with teaching school students, future teachers are also prepared to be trained in which school internship program plays a very important role. On this basis, a new study is needed to evaluate the problems faced by prospective teachers in the lesson plan, use of teaching aids, supervision and the overall experience gained from the school internship

program. Hence research titled “**Perception of B.Ed. Trainees Regarding School Internship Programme**” has been conducted to provide suggestions to make internships more meaningful and practically useful and the aim of this research is to focus on the experiences of pupil teachers and to identify the strengths and weaknesses of internship program and to bridge the gap by providing detailed and practical understanding.

## Research Questions

1. What is the level of teaching skills development among B.Ed. trainees during the internship program?
2. What is the level of confidence developed among B.Ed. trainees during the school internship program?

## Research Objectives:

1. To Study the level of teaching skills development among B.Ed. trainees during the internship program.
2. To study the level of confidence developed among B.Ed. trainees during the school internship program

## Research Methodology

Descriptive survey method is used for this research. The population of the study comprises all B.Ed. trainees of a central university and a state university of Lucknow. Random sampling technique is used for this study. The sample consists of a total of 100 respondents from a central university and a state university. For this study, a self-made questionnaire is used to know the perception of B.Ed. trainees towards the school internship program.

## Analyze and Interpretation

### Objective 1:

To study the level of teaching skills development among B.Ed. trainees during the internship program.

### Interpretation

From the above table, it is observed that 38 B.Ed. Trainees (37.6%) 'Strongly Agree' while 47 B.Ed. Trainees (46.8%) 'Agree' that they are teaching skills are developing after internship program. While 2 students (2.2%) 'Neutral', 13 students (13%) 'Disagree' and none students 'Strongly Disagree'.

It can be concluded that maximum B.Ed. Trainees (84.4%) have positive opinion towards development of teaching skills after the internship program. The internship program enables them to get real experience, lesson planning, classroom management, develop teaching ability etc. However, few B.Ed. Trainees disagreement may be due to inadequate guidance and low opportunity for teaching.’

**Table no. 1****The internship program improved my teaching skills**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
<b>Number of students</b>	38	47	2	13	0	100
<b>Percentage</b>	37.6	46.8	2.2	13	0	100

**Result**

The internship program is **effective in developing teaching skills** among B.Ed. trainees.

**Objective 2:**

To study the level of confidence developed among B.Ed. trainees during the school internship program.

**Interpretation**

Table 2 shows that the number of respondents who agreed strongly and agreed is 32 (32.17 %) and 56 (56.33%) respectively in statement that internship program helped in building confidence. Five students are neutral (5 %), and five respondents expressed they are disagree (4.83%) and 2 respondents showed they are disagree strongly (1.67%).

Clearly, we find that 88.5% B.Ed. Trainees thought that internship has built up confidence in them because when the student teachers handle the real classroom teaching, meet various students, involvement in various school activities their confidence build up. But still a few % students have been noted who showed a negative opinion in this, it may be due to feeling shyness, fearing, being help-less during internship.

**Table no.2****The Internship program build my confidence**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
<b>Number of students</b>	32	56	5	5	2	100
<b>Percentage</b>	32.17	56.33	5.00	4.83	1.67	100

**Result**

The internship program is **highly effective in enhancing confidence** among B.Ed. trainee

## Discussion

The purpose of this study was to find out the perceptions of the B.Ed. Trainees regarding the School Internship Programme in respect to teaching skills and confidence building. All data from 100 trainees are present below in the forms of percentage for clear interpretation in terms of numbers of students.

Teaching skills. The teaching skills are having very positive response by the trainees. 37.6 % of students strongly agreed and 46.8 % students agreed for the perception to develop their teaching skills through internship program where as 2.2% students showed that it was not agreed, it was a neutral one. Remaining 13 % students responded it negatively i.e. Disagreed. There were 0% of students who strongly disagreed.

### Number of students in teaching skills:

Strongly Agreed: 38, Agreed: 47, Neutral: 2, Disagreed: 13.

This is clear that most of the students found it to be useful to develop their teaching skills. Teaching skills such as related to lesson planning, lesson delivery, management of the class, teaching aptitude and skills to explain, summarize, question and testing are the skills which they felt to develop.

Confidence Building. Similar to the results in the teaching skills, the results showed the strong positive response for the confidence building also. 32.17% students strongly agreed to it whereas 56.33% of students showed their agreed response on this statement thus in all 88.5% which is approximately 89 % of the students expressed their feelings regarding confidence building. 5 % of students selected 'Neither Agreed nor Disagreed'. The negative response of the students is of 4.83 % of students said 'disagreed' whereas 1.67 % students responded as 'strongly disagreed'.

### Number of students in confidence building:

Strongly Agreed: 32, Agreed: 56, Neutral: 5, Disagreed: 5, Strongly Disagreed: 2.

The internship program has helped the trainees to gain their confidence at maximum level for handling the class, facing the students and speaking on any topic in the class room and even interacting with the school staff. It could be clearly said from the obtained data that trainees have gained self-confidence at maximum level from this program.

In both the sections it has been noted that the B.Ed. Internship program had really helped a lot to the trainees. Most of the students found it very useful in order to have knowledge about the world of teaching, as it is not possible to develop each and every teaching skill in the class room and in theory class. The internship is one way to find the weakness and the strong areas.

Though a little no. Of respondents responded to a certain extent in negative form, their response need to be taken care. The negative experiences might have developed due to certain factors such as due to lack of teaching practice/ teaching skills which students might have found very insufficient. There might not have been proper mentoring to guide them, no proper support was given and some problems might be in school itself with regard to the teaching of the students etc. They might not have given the opportunity to teach the full lesson, with their own planned lesson in order to see that how effectively they taught the lesson to the class room students.

The B.Ed. Internship program must be strengthened further by all. Rigorous mentoring is required and appropriate guidance needed for all trainees throughout internship period with sufficient number of teaching practice. So that a better teaching skill can be imparted to the future teachers. A strong mentorship system can really motivate the trainee teachers.

Therefore, it is proved that school internship program has indeed played a very constructive role in enriching the B.Ed. Trainees' teaching skills and also in building their confidence. Only some minute changes are to be done in the existing internship programmed.

## Conclusion

As it is observed in the present study, "Perception of B.Ed. Trainees regarding the School Internship Program", it is well understood that the internship program has a very significant role to play in the professional training of the prospective teachers. From the response of 100 trainees, we can assume that most of the trainees perceive the internship program in a positive way. The data reveal that the trainees mostly perceive great improvement in their teaching skills and also in the acquisition of skills such as lesson planning, classroom management, effective teaching. In addition to this, the internship also help in the development of self-confidence. As per their responses, a large number of trainees perceived that they become more confident to deal with the students in class rooms and in a real situation. High agreement level on both the dimension states that there is success in bridging the gap between theoretical knowledge and practical experience. It give trainees with real-life exposure that helps them to become effective teachers. However, few trainees show displeasure and remained indifferent, indicates that equal opportunity to all trainees, guidance and supervision require to be improved in internship program.

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