

## A Practical Research on the Internship Mode of Normal Students under the “Trinity” Collaborative Education Mechanism

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### ABSTRACT:

On-the-job practice is one of the forms of educational internship programs for normal students. Thanks to the advantages of the on-the-job practice that enable normal students to participate in the education and teaching practice of the whole semester, it has played a certain positive role in promoting the improvement of teaching skills and teaching management capabilities of normal students. With a questionnaire survey on 720 normal students who are in on-the-job internships, and interviews with 35 local government officials who are responsible for on-the-job internships and school instructors at the internship bases, it is found in the research that the internship mode of normal students under the “trinity” collaborative education mechanism not only plays a positive role in promoting rural basic education in China, but also advances the improvement of the quality of talents in normal colleges and universities. Thus, it is an effective way and an important strategy for sustainable development of normal professional education practice.

KEY WORDS: normal students; on-the-job practice; Trinity; education

### 1. Research Background and Nature

On-the-job internship is a form of education practice for junior or senior college students majoring in normal education who are sent to poor rural areas with relatively backward education. Such form of practice can, on the one hand, promote the balanced development of rural education and teaching by changing the unreasonable

curriculum settings and shifting the current situation of some relatively outdated education and teaching concepts. On the other hand, it is an educational practice to promote the integrated development of urban and rural education (Li Jianjun & Yang Guohua, 2010). In March 2016, the Ministry of Education in China issued the "Opinions on Strengthening the Education Practice of Normal Students", emphasizing that the education practice of normal students, as an important part of normal education curriculum and a necessary part for teacher training, should be integrated with the whole process of teacher cultivation (Ministry of Education, China, 2016).

Jointly guided by teachers of the colleges and universities that hold the programs and teachers of primary and secondary schools, the practice referred in the opinions clearly requires that normal colleges and universities should take the guidance from teachers to the education practice of normal students as an important part of the teaching performance assessment, and clarifies specific requirements in terms of targets and positioning, content systems and forms of practice, etc. for the education practice of normal students. Due to the current influence of the dual structure of urban and rural areas, China faces a shortage of high-quality talents in rural areas. Against the backdrop, colleges and universities, as the centers of talent training, scientific research and development, and knowledge pooling, are in the advantageous position of channeling higher education resources to rural areas, leveraging their talent advantages to solve rural development difficulties, and using advanced information and technology to promote rural economic development. As an important part of higher education, local normal colleges and universities have formed an interdependent relationship with local economic development during the close interaction. They make use of their advantages in terms of geographical positions, talents, management expertise and professional features to serve rural society and contribute to rural revitalization, which is regarded as the most effective step for sustainable development of education. It is pointed out in the research of Liang

Weixiong and Kong Dihua (1997) that through the practice of normal students in local primary and secondary schools, the close connection between higher normal education and local education has been strengthened in promoting the sharing and innovation of education concepts among college teachers, local primary and secondary school teachers and normal students, and providing guarantees for the development of professional conducts of normal students. Based on the interview questionnaires for normal students who have participated in internships and interviews with local government staff, local education bureau staff, local primary and secondary school principals, as well as local teachers who have been instructors of internship bases for normal students involved in internship-related work since 2021, the research explores the implementation effect and existing problems of the internships under the "Trinity" education model, and proposes corresponding countermeasures.

## 2. Literature Review

### 2.1 Serving the Society is the Basic Function of Higher Education

With the regard to the practice of higher education serving the society, Kirk wood Community College has taken a series of actions to provide a regional information transmission system with full-range service for the locality, and established the "Kirkwood Economic Development and Service" agency, which aims to provide local firms with business information to increase their productivity and competitiveness. However, there are few foreign studies on the connections between higher education and rural development. In order to change the serious poverty in rural areas, the Indian government has launched a nationwide comprehensive rural development movement since the 1980s (Charles Cornea, 1985). In the work "Out of the Ivory Tower - The Social Responsibility of Modern Universities" by Derek Bock of the United States, three aspects are highlighted: the basic academic value of university, the way the university responds to social problems, and the social role of university

from a non-academic perspective. It has become a classic guide for expressing the functions of university teaching and research and then fulfilling the function of social service (Derek Bok, 2001).

## 2.2 Serving Rural Education is an Important Manifestation of Higher Education's Responsibility

Combining the two dimensions of rural development needs and the development of colleges and universities, the analysis of the necessity of higher education serving the rural society is mainly from the perspectives of education equity, college students employment needs, agriculture, and rural development, etc. Scholar He Xuming (2002) expounds that higher education should be oriented to the countryside from five aspects of needs: the need for equity in higher education, the need for employment of college graduates, the need for agricultural development, the need for rural urbanization, and the need to solve rural career problems. From the perspective of the actual needs of the countryside and the employment-related issue of college students, Tang Dehai and Lan Jie (2006) explain that the process of delivering services by colleges for rural development can not only consolidate the achievements of higher education but also broaden the path of higher education serving the rural areas, as a choice consistent with the reality for the development of higher education. In addition, there are studies on the relationship between rural development and colleges and universities development. Starting from the relationship between local universities and rural development, Lai Minggu and Xu Caiqiu (2013) clarify the difficulties of local universities in the process of running schools and the needs of new rural development for local colleges and universities, and conclude that local universities should be duty-bound in contributing to the development of new rural areas.

Lu Shi (2019), with the analysis of the links between higher education and targeted poverty alleviation, points out that there is an intersection between the two in terms of objects, goals, content, and practice, indicating that higher education can help solve

the problem of unbalanced supply and demand of resources, fair distribution of dividends, and poverty alleviation through self-dependence. At the same time, it is clarified that the development laws of higher education must be combined with the direction of poverty alleviation through education to achieve targeted poverty alleviation.

### 2.3 On-the-job Internships for Normal Students are an Important Measure for Professional Practice

Education must be based on practice, for it is difficult for students to internalize theoretical knowledge into their own knowledge system without practice and only through practice can "meaningful learning" be achieved (Maslow, 1978). Brown & McIntyre (1992) also pay attention to the growth of teachers' practical knowledge in the "theory-application" educational practice model, and to the transformation of theoretical knowledge to practical knowledge, for it is the practical knowledge of teachers that guides their actions in specific or given situations. Pajares (1992) points out that in educational practice, different trainee teachers may be endowed with their own personal characteristics in teaching based on their personal feelings and experiences. Hale ERDEN (2014) starts from the research on the factors hindering the professional development of trainee teachers, pointing out that the practical model of educational internships should be recognized, and emphasizing that instructors should give supervision to trainee teachers, communicate and cooperate with them. Shantz (2000) and other scholars point out that factors including the actual ability of instructors, the characteristics of trainee teachers, the methods and content of feedback, and the frequency of instructors' instruction all have an impact on the improvement of the trainee teachers' education and teaching capacity.

Paul Watkins (2005) proposes that normal students in internships, as novice teachers, should improve themselves from three aspects: the management by intern teachers in class, the formulation of teaching content and how novice teachers determine

students' learning strategies. Debra Viadero (2002), with the observation of the teaching classrooms of intern teachers, finds that a qualified intern teacher is very clear in the use of teaching methods and the design of teaching content in the teaching process. Ross, D.L. (2002) starts with the personal reflection of trainee teachers, and proposes that the curriculum of reflection training should be designed for trainee teachers, with the analysis of who the main body of the reflective course training is, what the goal of the course is and what the implementation path is.

Chinese scholar Wu Saijuan (2015) believes that normal students can engage in educating and teaching management for a whole semester, as the duration of on-the-job internships for normal majors generally lasts from half a year to one year, and thus can gain an in-depth understanding of the actual situations of front-line teaching, including the syllabus of professional subjects, the current situation of teaching, thinking about how to effectively facilitate the output of theoretical knowledge they have learned, internalize practical experience into professional skills in combination with reality, and improve the level of professional skills and vocational literacy to achieve sufficient practical training. For rural schools, it is an ideal education practice and talent training model by absorbing normal students as fresh human resources to innovate teaching concepts and teaching models, and to replace the posts of rural teachers who can return to colleges for further study. Liu Yanjin and Zhu Hong (2013) also point out that on-the-job internship is a mutually beneficial and win-win model, which provides a complete and stable platform for the training of normal students' educational and teaching skills. For some primary and secondary schools, it can help them respond to emergencies on the shortage of teachers in some subjects. For colleges and universities, it is an innovative step for the talent-training system by transforming the simulated practice into an on-site self-practice, thus laying a foundation for normal students to embark on their teaching career in the future.

#### 2.4 The Current Research Situation and Existing Problems of on-the-job Internship for Normal Majors

The authentic experiences, arguably is that the most powerful influence in teacher education institutions (Bullough et al., 2012). Scocco (2006) believes that the current pre-service teacher trainings in some countries pay more attention to the learning of education and teaching knowledge, and lack the ability to teach and the cultivation of teaching attitude. Chances to feature the centrality of connection among theory and practice can be uncovered during the practice teaching, where pre-service teachers can encounter reasonable exercises, get proficient capabilities, and create inspirational demeanour towards teaching (Ramirez, 2021). Zhang Weikun, Shen Wenhui, Lin Tianlun (2012) believe that on-the-job internship is an effective form for colleges and universities in serving basic education, promoting the development of primary and secondary school education and teaching, and improving the overall quality of teaching staff, but further adjustment need to be made in the formulation of training programs, the specific internship period, as well as mutual communication and collaboration. Lv Jing (2010) also points out some problems exist in local education departments, normal colleges, and primary and secondary schools of internship during the development of on-the-job internships. Gao Yuechun, Liu Ming(2007) find through research that there are problems in the quality of interns and school management in the on-the-job internship process, which are reflected in the poor practical ability of trainees, the lack of institutionalization of pre-job training, unsatisfied effects, incomplete organization and management, the lack of institutional guarantees, the lack of communication between normal colleges and practice bases, etc. Wang Zhigang, Huang Shengnan, Qian Chengji (2013) give high praise to the trainee teachers' performance in the survey about the students' satisfaction with the work of interns in assisted primary and secondary schools, but point out they are insufficient in their capacities to grasp the key points and difficulties in teaching

course and to make explanations for exercises. Li Qiaoling (2013) has rich theoretical research about on-the-job practice but with scant empirical research. Li Zhiying (2015) believes that the development of on-the-job internship is the need to implement the balanced development of rural compulsory education and the need for the professional development of teachers. However, the current research lacks the exploration of some substantive issues.

### 3. Research Methods

#### 3.1 Interview Method

The research is based on the “Professional Competence Standards for Teachers of Normal Students Majoring in Primary Education (Trial)” and “Professional Competence Standards for Teachers of Normal Students Majoring in Secondary Education (Trial) (Ministry of Education, 2021)” (hereinafter referred to as “Professional Competence Standards”) published by the Ministry of Education of China in 2021, which provide a reference target for teachers' pre-service training. According to the content of the "Professional Competence Standards", a questionnaire is set up from four dimensions: teachers' moral practice capacity, teaching practice capacity, comprehensive education capacity, and self-development capacity. The interviewees include 5 people in charge of the competent departments of the local government of X city. In order to gain an extensive understanding of the differences and common characteristics among different counties (districts), the research has selected the heads and staff members of the education departments in the government of five counties, to understand the role of on-the-job internships on local education from the perspective of the government, and interviewed 16 local primary and secondary school principals and 14 local intern instructors from 24 schools as practice bases in 7 counties to discuss the impact of normal students' on-the-job internships on local schools as well as attitudes of local schools towards their internships. The range

of time and space choices regarding interns has been expanded as far as possible to involve those college students in X Normal College who have participated the internship process over the years. 720 questionnaires are distributed, of which 702 are recovered and valid, with an effective rate of 97.5%.

### 3.2 Interview Outline

The interview outline is formulated (Table 1) based on the three basic elements in the on-the-job internship, namely, the attitude and influence of local governments, the attitude and influence of the practice base, and the feelings, attitudes and influence of the intern students.

Table 1: Interview Outline

Interview Subject	Interview Outline
Officials in charge of competent departments of local government	A1 What are the aspects of the government’s support for on-the-job internships?
	A2 Is there any basis for establishing local primary and secondary schools as practice bases for normal students?
	A3 Has the internship improved the teaching resources of rural basic education?
	A4 What is the actual effect of the implementation of on-the-job internships?
	A5 What about the social recognition of the performance of intern students?
Principals and instructors of primary and secondary schools as practice bases	B1 What about the implementation of management measures for intern students?
	B2 Are there professional teachers to be assigned for the guidance of interns?
	B3 Is there any positive impact that interns have on the practice base school?
	B4 Have the professional capabilities of intern students been recognized?
	B5 What about the overall views of on-the-job internship model?
On-the-job intern students	C1 What is your specific work of on-the-job internship?
	C2 In what aspects have you been improved through on-the-job internship?

- C3 What about the professional guidance capabilities of instructors in the internship process?
  - C4 What are the biggest troubles in the internship?
  - C5 Are you determined to choose a career as a teacher after the internship? Are you willing to be employed in rural education?
  - C6 Do you think there are any procedures that should be added to the pre-job training after experiencing the internship?
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### 3.3 Research Model and Architecture

The "Trinity" collaborative education mechanism is an effective exploration and practice of on-the-job internships for normal majors.

The "Opinions on Strengthening the Education Practice of Normal Students" clearly state that the educational practice of the normal education should be led by colleges and universities, with the support of local governments and participation of primary and secondary schools (Ministry of Education of China, 2016).

After the pre-job training organized by local colleges and universities, intern students as well as college instructors are dispatched to practice bases. Local government and education departments, serving as a bridge connecting colleges and local primary and secondary schools, should not only verify the shortage of teaching resources, but also provide financial subsidies for interns of normal colleges and universities. Thanks to support from on-the-job interns, local primary and secondary schools have thus gained opportunities to replace some local teachers for further study in colleges and universities, which is conducive to promoting the optimization of basic teaching resources in rural areas. Meanwhile, local primary and secondary schools, as the practice bases of normal colleges and universities, should assign local teachers as special off-campus instructors for interns to provide them with professional guidance. In this way, a sound "trinity" collaborative education mechanism of on-the-job teaching internship model has been formed (as shown in Figure 1). Based on the professional competence standards of primary and secondary school teachers for

education in China, the mechanism combines theoretical knowledge learning with practical application. In the process of internship, the goal of serving the rural society with the help of local normal colleges and universities can be realized, and new vitality has been provided for rural education by injecting teaching resources of college students into poor rural areas, alleviating the problem of unbalanced teacher-structures in rural areas, and providing a good platform for the professional education development of intern students.

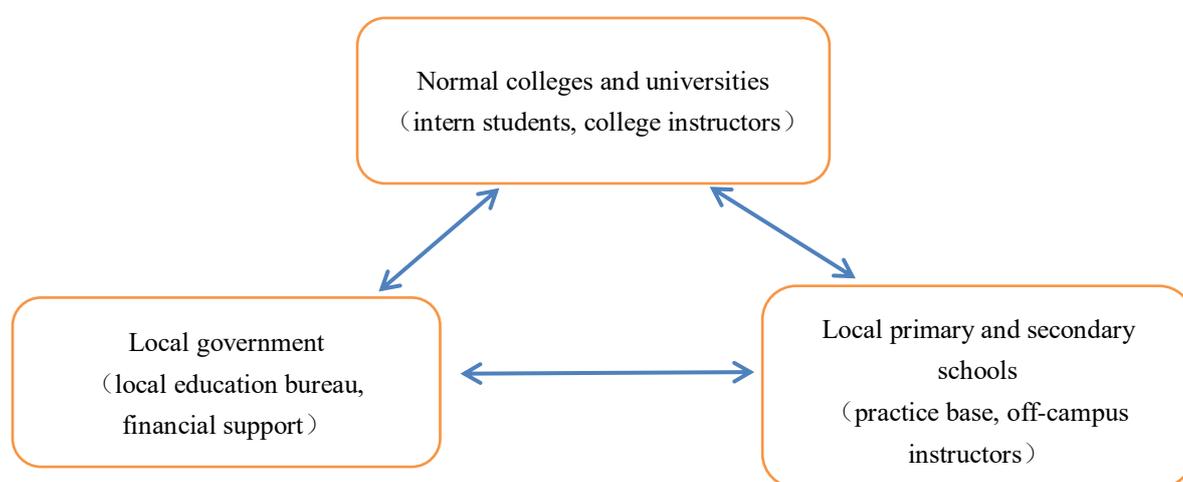


Figure 1 : “Trinity” collaborative education mechanism

#### 4. Analysis of Results

With the analysis of questionnaire data and interviews of local government officials, principals of practice bases, and on-the-job internship students, the study summarizes the following results from three aspects.

##### 4.1 On-the-job internships have played a positive role in promoting local basic education

From interviews with the officials of education departments of five county-level local governments, it is learned that the county-level government provides interns with a monthly subsidy of 400 yuan for their daily expenses. The thresholds required by colleges and local governments for local primary and secondary schools as practice

bases are low. As long as these schools have needs for interns, they can be granted with help. Moreover, on-the-job internship model is recognized, for it has contributed to basic education in poor areas on the one hand. On the other hand, the model has alleviated the teaching resources shortage of some special majors and optimized the discipline settings. At the same time, the participation of normal students has created opportunities for local teachers to go to colleges and universities for further study and training, so that they can embrace advanced educational ideas and concepts as well as advanced teaching methods and technical means, update their knowledge structure, broaden their horizons, and strengthen the development of rural teaching personnel. However, the current situation of post replacement is not optimistic. Firstly, it is the epidemic control of the campus that prevents outsiders from entering the school, which has caused the stagnation of post replacement. Secondly, rural teachers are reluctant to further their studies in colleges and universities due to subjective and objective reasons in terms of personal work and life.

Table 2: The Main Points of the Interviews with the Officials in charge of the Competent Departments of Local Governments

Interview Outline	Extraction of interview main points of five officials in charge
A1	It is mainly for financial support, and each intern can receive a monthly allowance of 400 yuan from the county-level government.
A2	There are no specific and strict requirements for local schools to apply for interns. As long as the basic living conditions and safety of interns are guaranteed, the requirements of local primary and secondary schools applying for interns could be met by coordination between competent departments of the local government and normal colleges according to the required major and number of intern students.
A3	On-the-job internship has brought new education ideas and teaching methods, injecting new impetus to rural basic education and teaching and reducing some teaching burden on local primary and secondary school teachers. However, due to the epidemic disease as well as some subjective or objective reasons of local teachers, the situation of post replacement is not optimistic.

- A4 Frequent communications among local government, local schools and normal colleges are needed during the whole process of on-the-job internships. Currently, the implementation effect is sound and those interns are qualified for education and teaching tasks for they possess professional knowledge reserves and a strong sense of responsibility.
- A5 The performance of interns who are local normal majors has been recognized by the public, thanks to continuous inputs of interns by the X Normal College for more than a decade, which has made great contributions to basic education in impoverished areas.
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#### 4.2 On-the-job internships have improved the settings of special professional disciplines in local primary and secondary schools

Compared with the problems in the past including the small number of teachers, poor quality of teaching resources, and incomplete hardware facilities of classrooms, current difficulties faced by rural primary and secondary schools are, more often, unbalanced structures of teacher personnel, and a lack of teachers in special courses, for example, courses required by the state, especially music, sports, art, calligraphy and other professional courses that enrich the development of campus culture and students' hobbies. The participation of internships has improved the situation to a large extent.

The main function of on-the-job practice is firstly to shore up the weak links of the rural teaching structural teams (such as a serious lack of English, musical, physical and aesthetic teachers), secondly to make up for the explicit or implicit loss of teaching talents by filling gaps caused by some substitute teachers and temporary teachers, reducing the burden of teaching tasks for some formal teachers, and providing the possibility for their further studies. From the analysis of the data of the interview questionnaire (Table 3), it can be seen that local primary and secondary schools have fully affirmed the internship model and the professional knowledge and ability of normal students. Due to the responsibilities and obligations of cultivating normal students, it is reasonable for local schools to think that they should serve as the

practice base of local normal colleges and universities. However, some people believe that as those interns are still students, the requirements for them are lower than the standard of formal teachers. Some instructors also think that as normal students are not long-term colleagues for they serve only for one semester, it is enough to get along well with them (pointed out by staff in 11 schools including School 7, School 8, and School 11), and provide help when requested, while seldom give advice and guidance in education and teaching to them who are already adults with initiative, which is why there are 18 local primary and secondary schools that have not directly assigned teachers as the intern instructors for some subjects. Meanwhile, others also believe that the arrival of interns has indeed supplemented the teachers in special majors, mainly in the disciplines of music, sports, and aesthetics, but the positive impact on the development of local schools has not been significant.

Table 3: Interviews with principals and instructors of local primary and secondary schools

B1 How to manage on-the-job intern students?		
Stricter than the requirements of formal teachers	Equivalent to that of formal teachers	Lower than that of formal teachers
2	15	13
6.67%	50.00%	43.33%

B2 Are there professional teachers to be assigned for the guidance of interns?	
Yes	No
12	18
40.00%	60.00%

	Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
B3 Is there a positive impact of interns on the	10.00%	23.33%	66.67%		

school?

B4 Has the professional competence of interns been recognized?	60.00%	33.33%	6.67%
B5 What about the overall views of on-the-job internship model?	70.00%	30.00%	

### 4.3 On-the-job Internships Have Promoted Individual Growth of Normal Students

With normal students as the main body in "Trinity" internships, X Normal College usually conducts internships in the fifth and sixth semesters. In the whole process, interns not only improve their educational and teaching abilities, but also deepen their professional cognition and educational feelings. Moreover, the practice in poverty-stricken areas has tempered the will and quality of normal students, and inspired the dedication sense of them. According to the collected questionnaires about the on-the-job intern students for poverty alleviation of pre-and post-internship and the interview results of the relevant intern students, it can be concluded that students' sense of professional identity as a teacher, their education and teaching abilities, their dedication to rural education and personal independent living abilities as well as professional capacities are all raised to a certain degree. It can be seen from the data that the work contents of interns in the practice base are diverse, and some intern students have multiple jobs (shown in Table 4). Consequently, their professional skills and self-development capacities have been greatly improved, with a recognition rate of 90.02% and 90.31% respectively, and the guidance of instructors has also been recognized by interns.

Table 4

C1 What is the specific work of your internship? (multiple choice)	Number of people	Proportion
Class teachers	572	81.48%
Headmaster	56	7.98%
Students life management	232	33.05%
School administration work	132	18.80%

Assistant of formal teachers 168 23.93%

Table 5

C2 In what ways has on-the-job internship improved you?	Strongly Approve	Approve	Moderately Approve	Disapprove	Strongly Disapprove
Professional skills (teaching skills, professional knowledge accumulation, class management)	54.27%	35.75%	8.97%	0.28%	0.71%
Self-development (interpersonal communication, self-reflection, self-realization capacities)	54.84%	35.47%	8.83%	0.57%	0.28%
C3 Instructors have professional guidance capabilities during the internship.	50.85%	34.90%	11.68%	1.71%	0.85%

First, troubles faced by interns during the internship are as follows.

In the process of on-the-job internship, five common aspects of interns have been summarized: insufficient professional knowledge reserves, inconsistency between the majors studied and the disciplines taught, class management, interpersonal relationships, and the hardship of the practice base environment, among which class management, interpersonal relationships and the harshness of the practice base environment are the biggest problems for interns (Table 6).

Table 6

C4 What are the biggest troubles in the internship?	Strongly Approve	Approve	Moderately Approve	Disapprove	Strongly Disapprove
insufficient professional knowledge reserves	15.10%	18.66%	38.03%	16.81%	11.39%
inconsistency between the majors studied and the disciplines taught	19.23%	14.81%	22.36%	9.40%	34.19%
Class management	19.09%	20.51%	35.33%	16.24%	8.38%
Interpersonal relationships	21.79%	19.37%	27.49%	15.53%	15.81%
The hardship of the practice base environment	21.79%	18.38%	27.64%	15.24%	16.95%

Second, the professional identity of teachers recognized by normal college students

after the on-the-job internship is shown in Table 7. Many interns reflect that during the internship they discover that it is not easy to be a teacher, but the sense of achievement and joy after overcoming difficulties is self-evident. Their inner feelings are quite contradictory as they are inspired when encouraged to make a contribution to rural basic education while some interns feel intimidated when facing relatively poor living conditions of some practice bases. Thus, in the future life and development, some may be unwilling to stay in rural schools to engage in educational work all year round. However, many interns regard as it is not easy to be employed as a teacher at present, they would like to pass the special employment examinations to stay in rural schools first, and consider other opportunities later.

Table 7

C5	Strongly Approve	Approve	Moderately Approve	Disapprove	Strongly Disapprove
Are you determined to choose a career as a teacher after the internship?	58.83%	12.68%	14.67%	13.53%	0.28%
Are you willing to work as a teacher for rural basic education after the internship?	30.77%	10.83%	35.33%	11.82%	11.25%

Third, some current issues are required to be dealt with. A total of 30 people's opinions have been sorted out for the question C6 "What suggestions or opinions on internships". Among them, 16 items point out that the college should consider the issue of major matching when assigning, and try to allocate positions according to interns' majors. There are 3 items which suggest that students should be given the right to evaluate practice bases, and that some schools should not be included in the list of practice bases. There are two items that advise that all interns should be arranged to engage in teaching work, while less other administrative or auxiliary work.

#### 5. Measures for Sustainable Development of "Trinity" Education On-the-job Practice

##### 5.1 The Establishment of a Sound Internship Operation Mechanism by Colleges and Universities

As an important part of the whole process in promoting on-the-job internships for poverty alleviation, local normal colleges and universities should connect the goals of talent training as much as possible to build and improve the internship system and mechanism, formulate the internship evaluation standards to train qualified teachers, and make a contribution to improving the quality of rural primary and secondary education, promoting the balanced development of urban and rural compulsory education, and laying a solid foundation and guarantee for social recognition.

## 5.2 Policy and Financial Support from Local Governments

The support and attitude of local governments is very important for on-the-job internships model to achieve sustainable development. Local governments, as the link between local normal colleges and rural primary and secondary schools, are in the advantageous position for creating objective conditions and formulating tripartite agreements to constrain and regulate the responsibilities and obligations of the three parties, so as to better provide the basis and guidelines for the implementation of the internship model. Meanwhile, it is recommended for local governments to earmark special funds in order to ensure that the financial support can be guaranteed and used to the greatest extent possible in the whole process. The benefits are the following. First, it can provide rewards to students, instructors, and officials who have performed well during the internship process, and encourage relevant personnel to work enthusiastically throughout the whole process of internships for poverty alleviation, thereby stimulating the active participation of all members and a positive circulation mechanism. Second, special fund can also be used to improve the running conditions of internship schools and related subsidies for interns, such as the purchase of daily necessities and the improvement of the living environment for interns.

## 5.3 The Clarification of the Obligations and Responsibilities of Teacher Cultivation for Local Primary and Secondary Schools

While enjoying the benefits of alleviating the shortage of teachers and optimizing the curriculum settings brought by interns, local primary and secondary schools, as practice bases should be aware that, they have the obligation and responsibility to cultivate excellent teachers for the country and society. It is necessary for them to assign teaching posts to interns according to their majors as much as possible. The research of Kazaz, Alagözlü (2020) shows that interns clearly realize in teaching process the gap between the theoretical knowledge they have learned and the application they are engaged in. At this time, the guidance of college instructors and

practice bases instructors may have an important influence on the pre-employment training of interns (Cook, 2007; Smagorinsky et al., 2006). The practice base should provide interns with good instructors who possess excellent professional qualifications, respect interns, and would like to teach and share their teaching and education experience, and offer a good platform for the professional education development for the interns.

#### 5.4 Achieving the Improvement of Normal Students' Professional Capacities with Strict Self-management in the Process of Practice

The role of intern students is essential in implementing the whole process of on-the-job internship for poverty alleviation. Interns should have the ability to assume the responsibility of a full-time teacher, set a good example for students, ensure the quality of teaching, and be responsible for and considerate to students. Therefore, intern students should continuously improve their own quality in the process of internship and practice, pay attention to communication and cooperation, consolidate basic knowledge and flexible teaching skills under the effective guidance of internship base instructors, cultivate the ability to solve problems independently, and improve professional competence. After completing the internship and returning to college, they should also systematically reflect, summarize, and formulate sustainable development plans for future career and development.

#### 6. Conclusion

The On-the-job internship model adopted by normal colleges can not only improve basic education in rural areas, but also gradually help to realize the “hematopoietic” function of rural areas through “blood transfusion” to rural education. To change the status quo of basic education in rural areas, it is not enough to rely on the assistance of all parties in the society. As a Chinese saying goes, "it takes a good blacksmith to make steel", only when the rural human resources strengths are gradually developed, can rural development have a sustainable momentum. Lv Jing's (2010) research points

out that in the process of on-the-job internship development, local governments and education authorities should strengthen their own coordination and guiding functions, colleges and universities should formulate specific planning and implementation strategies, and local primary and secondary schools should clarify the responsibilities and obligations of teacher cultivation. Universities, local schools, and governments should cooperate and coordinate with each other to form a collaborative mechanism in the internship process. From the perspective of the internship itself, it is of great significance in promoting rural education, as well as in improving the professional practice ability of normal students. All three parties can participate to and focus on teacher training by making the best use of on-the-job practice to improve the quality of pre-service training, and laying the foundation for outstanding teacher cultivation.

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Appendix I:

Type of Interview	Subjects of Interview	Interview Time	Interview Method
Officials of competent departments of local governments (5 people)	Officials in charge of internships in W county	December, 2021	Interview in-person
	Officials in charge of internships in D county	December, 2021	Telephone
	Head of Education Bureau of District X	December, 2021	Telephone
	Head of Education Bureau of H county	February, 2021	Interview in-person
	Head of a township teaching district in W county	December, 2021	Interview in-person
	Head of Liujiata Joint School in H county	February, 2021	Telephone
	Head of Louziying Junior School	February, 2021	Telephone
Principals and instructors of local primary and secondary schools (30 people)	Instructors of Shapan Mingde Primary School	February, 2021	Interview in-person
	Head of Jiu county Joint School	February, 2021	Interview in-person
	Head and instructors of Xinyao United School	February, 2021	Interview in-person
	Instructor of Yangjiawan Joint School in B county	February, 2021	Telephone
	Head of Tuyata Middle School	February, 2021	Telephone
	Instructor of Zezhang Central School in XJ county	February, 2021	Telephone
	Head of Jiangcun Middle School in D county	February, 2021	Telephone
Head of Hongdao Middle School	February, 2021	Telephone	
Instructor of Anzhai School in Shenshan Town	December, 2021	Telephone	

	Instructor of Huangcun Primary School in H city (prefecture-level city)	December, 2021	Telephone
	Head of Xiaoliang Elementary School	December, 2021	Telephone
	Head of Jishe School in W county	December, 2021	Interview in-person
	Head and instructor of Doucun Central School	December, 2021	Interview in-person
	Head and instructor of Wufeng School	December, 2021	Interview in-person
	Head and instructor of Changqing School	December, 2021	Interview in-person
	Head and instructor of Yangbaiyu Primary School	December, 2021	Interview in-person
	Head and instructor of Mengxianshi Central School	December, 2021	Interview in-person
	Instructor of Gengzhen Middle School	December, 2021	Interview in-person
	Instructor of Shangyu Primary School in P county	December, 2021	Telephone
	Instructor of Vocational School in P county	December, 2021	Telephone
	Head of Anxin Primary School in A county, N province	December, 2021	Telephone
	Head of Zhaili Middle School in Anxin county	December, 2021	Telephone
Interns of the X Normal College (720 人)	Intern students of various majors in the X Normal College over the years	January, 17 <sup>th</sup> -January, 21 <sup>th</sup> , 2021	Electronic Questionnaire

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Appendix II:

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Records of Interviews with the Staff in Charge of On-the-job Education Internship in the  
W County Education Bureau

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A1 The explicit support of local government for internship has increased from a monthly subsidy of 200 yuan initially to current 400 yuan per month for interns. At first, interns who were rated as excellent ones of the X Normal College after the internship and passed the written examination of teachers' employment in Y city can be recruited directly by primary or secondary schools of Y city without interview examination. Later, this preferential policy was cancelled when the teacher recruitment system became stricter.

A2 As there is no special requirement for the establishment of internship bases, internship sites settings are generally allowed according to the needs of number and majors of interns combined with actual conditions of local schools. For local education bureau, it attaches importance to the county's basic education as well as the cultivation of future teachers.

A3 Most of interns have a strong sense of responsibility, and are able to complete their educational tasks well even under poor basic conditions in some rural schools as well as help complete teaching tasks of some formal teachers who are expected to give birth, or take leave due to pregnancy or illness. In addition, due to the lack of professional teachers of music, sports and aesthetics, the arrival of interns can make the curriculum setting of some rural schools complete and reasonable.

A4 In my personal opinion, the actual effect of on-the-job internship is good, for it helps the local education bureau alleviate the shortage of teaching resources for some rural schools and it is also a good practice for intern students to engage in education and teaching work for one semester during which the goal of normal colleges to cultivate teachers through practice has been achieved.

A5 Performance of interns from normal college has been basically recognized by local education bureau. Their theoretical knowledge is more qualified and broader than those of old formal teachers in some rural schools. From their open classes, it can be learned that their teaching abilities are recognized with novel teaching methods and their classes welcomed by students. .

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Interview record of instructors of Xinyao United School

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B1 Though intern students are treated equal like ordinary teachers with some small benefits, the requirements for them are still lower from the perspective of teaching and daily management, for they are still students and have just embarked on their

new journey in the society.

B2 As our school does not provide formal instructors for interns, normal students who come here are generally managed by the Academic Affairs Office. Interns who are not assigned with teaching tasks have local instructors while those who have teaching tasks and are always busy with them may not have instructors but they also learn from formal teachers for advice with humble attitudes.

B3 There is indeed a positive impact of those interns on our school, especially teachers of music, sports and aesthetics, and they may play a significant role in the first half of the semester when recreational programs need to be prepared, such as Children's Day on 1<sup>st</sup>, June.

B4 Though their professional ability should be recognized, some interns still lack capacities in interpersonal communications, ways of expression and class management. They may encounter mischievous students in class and cannot control the order sometimes perhaps because they are young teachers.

B5 In fact, there is basically no shortage of teachers for our school in recent years. However, as a teacher, I know every normal major student like me when I was young, need to grow in the process of education practice and the current model is a necessary one.

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Interview Record of the persons in charge of Doucun Central School

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B1 As interns are still students and not mature in many aspects, requirements for them are relatively lower, but safety considerations for them, for example when they ask for a leave to go outside, need more attention.

B2 Generally, specific instructors are not designated for interns and they can participate in school activities of various types as ordinary teachers.

B3 Overall, their performance should be recognized. They are young, competitive, hardworking, and full of vitality and can set a good example to stimulate some lazy formal teachers with a lax teaching attitude.

B4 Interns usually possess a solid basis of professional theoretical knowledge, though a little weaker in practical skills. For example, they may fail to deal with some teaching methods, students' adaptability, their conflicts or emergencies, etc.

B5 Currently, the model is rare and precious. With the emphasis on basic education and the improvement of local primary and secondary school teacher teams, the pre-service training opportunities for normal students are invaluable and I hope intern students could cherish them.

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Interview Record of student Wang in W County

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- C1 I am responsible for the mathematics course of a third-grade class as well as some administrative work in a primary school
- C2 For me, professional skills and self-development capacities have been improved.
- C3 Though without local instructors, I often communicate with and learn from other formal teachers during the semester for they are generally professional and qualified.
- C4 Class management and interpersonal relationships are the biggest troubles during the internship process. It is difficult for me to control the order of students and get along with local formal teachers.
- C5 I am willing to choose the profession as a teacher, but unwilling to stay in the countryside.
- C6 Specific instructors should be assigned for intern students.
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Interview Record of Student Zhang in District X

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- C1 I am responsible for the art course for grade 1 to 3.
- C2 The post does not match with my major and my professional skills have not been practiced, while the internship process is helpful for self-development.
- C3 There is no local instructor but local teachers are indeed professional.
- C4 I am obsessed by the inconsistency between the course taught and my major learned.
- C5 I am willing to engage in the teaching profession. I can consider staying in a rural school at first if there is no better choice, and then return to a city if there is an opportunity later.
- C6 It is hoped that intern posts can be allocated in line with one's major.
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