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The Degree of TESOL Interns' Satisfaction with the Internship Program at Qatar University

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Abstract

This study specified TESOL interns' level of satisfaction experienced after completing internship at College of Education, Qatar University. A questionnaire includes 4 factors and 30 items was conducted on to investigate fourteen fourth year interns' overall satisfaction with internship. Determinates of the satisfaction are divided into four factors: F1: overall internship experience, F2: work environment, F3: improved jobs prospects, and F4: learning new skills. Findings displayed that factor 4 achieved the first satisfaction level of participants (71.43%), while factor 1 obtained the second satisfaction level (58.17%). Factor 3 remained at the same level (47.83%), whereas factor 2 gained the lowest level (44.90%).

Keywords: Internship, Satisfaction, Interns, TESOL.

Introduction

Improving students' performances in learning and offering a quality educational experience has long since been the most crucial outcome expected of academic educational process (learners, universities, schools, and state institutions). Thus, the importance of quality of teacher education in social and economic development has been a source of concern that has resulted many governments' reviews and investigations throughout the world including Qatar. Qatari education system aims for learners to exceed by international standards. Schooling system in Qatar seeks all young learners to become successful, self-confident, creative, active, and productive individuals. To achieve this goal, the system works toward engaging all learners and advancing their participation through implementing high-quality teachers' performance with world-class structured programs (Wratten, 2018). A numerous number of educational organisations agreed that internship programs are an excellent source that supports graduates enhancing their quality of education, personal and professional skills and competencies (Anjum, 2020; Mala et al, 2020).

Over the past decades, internship program was increasingly embraced into higher education curricula as a form of experimental education to ameliorate students' high-level skills for better career endeavors. The program became part of the schoolteachers' preparation around the world since the beginning of 1900s (Ledger & Vidovich, 2018). Internship is an academically work-based learning that place pre-service interns under the supervision of a mentor teacher for a short term (usually one semester) within the final year of a teacher education program. The program provides board opportunities to students to enter the job market, and develops their personal skills and teaching professional growth (Anjum, 2020). According to the stakeholders' perceptions, the labor market is directly associated with the skills levels of students and the value of practical class assignments and internships.

Internship is a curricular complement that gives interns a credit toward their academic degree and

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enables them to practise the theories they mastered in the real-life educational occupations. In internship setting, learners will inculcate in accentuating the technical knowledge acquired during the study course and enhancing the soft/hard skills, which in turn shape the interns' personal abilities (Jawabr, 2017). Internship presents pragmatic realisms and processes to interns while transferring the knowledge and skills learned in the traditional classroom to practices (Ruslan, 2021). The program offers the opportunities for interns to link the classroom theoretical learning with the practical application and development skills acquired from the host organisation.

Various litterateurs throughout the time have conceptually presented the identification of internship. According to Konsky's conceptualisation (1982), internship program is a structured practical work-related learning experience under the guidance of a qualified supervisor and educational institutions personnel in anticipation of the graduation. Bukaliya (2012, p. 120) defined internship as "Any carefully monitored piece of work or service experience in which an individual has intentional learning goals and reflects actively on what she or he is learning throughout the experience or duration of attachment". The program assessed as an effective integrated mechanism for learners to improving their profession goals and applying the theoretical knowledge and skills acquired from their classwork into professional and experiential setting. Thus, internship, as a practice, is a recognised successful method for educational institutions whereby they can provide an all-inclusive curriculum supported with real-life practical expertise.

Furthermore, including an internship as a part of an academic curriculum raises the enterprise visibility of the educational institution's programs, which in turn can feasibly help ameliorate the overall educational organisation ranking and promote more students job vacancies. Establishing these mechanisms, eventually, leads institutes to develop close ties with intern employers, which may result in other favorable effects for the institute in the future (Maertz et al., 2014). Consequently, an increase demand made by the students for an effective internship programs to gain professional competence, practical experience, and deeper knowledge of organizational needs. Thus, Interns' satisfaction with Internship experience is viewed as one of the valuable essences to gauge the effectiveness and successfulness of this program (Ruslan, 2021).

Literature Review

Many authors in the professional field have reported the significant effectiveness of internship program on the interns' education and training. The benefits include self- development, productiveness, professionalism, teamwork, effective communication and social skills. Literature has shown that internship programs positively benefit interns, enable them to receive more job offers, earn higher salaries, experience higher levels of job satisfaction; and much more. For example, a research conducted by Khalil (2015) provided solid evident to the significance of the internship program on the interns at Kuwait University in gaining better job prospects and knowledge and fostering some communication and social skills which they are incapable to ameliorate these skills with the classroom setting. Another work by Ruslan et al (2016) conducted to assess the interns' contentment with the hospitality internship experiences. The researchers asserted that there are five factors significantly contributed to the internship experience satisfaction, which are as follows: individual factors, university support, job characteristics, organizational environment and contextual factors.

Several reviews have also explored the significant value of the internship program as a successful strategy to enhance the intern employability. For instance, in higher education organisation, graduate employability skills improve with valuable internship program (Silva et al., 2016). Internships can help interns find a permanent job position as they gain valuable connections and informal networking opportunities with employers. Internship allows students to develop a better comprehension of

conceptual knowledge and its real implementations, and learn more about their community and the real-life job, which in turn drives interns to build professional networking and foster strong partnerships (Doran & Cimbor, 2016).

In addition, work-based learning supports the students with autonomous and multifaceted learning environment. Internship program also allow students to boost their social skills they need to be successful on the career path. The program is considered as a successful platform to develop students' skills such as problem-solving, critical thinking, communication skills, self-esteem, working autonomously; and conflicts management that many employers seek from fresh graduates (Karunaratne, 2019).

According to Jawabri (2017), United Arab Emirates business interns perceived the important role of the internship satisfaction in better career development and prospects. Jawabri affirmed that supervisory support, positive working setting, level of tasks, and developing new skills were clearly had a beneficial effect on the interns' contentment with the internship experience. As elaborated by Moreno-Delgado et al (2020), many international university rankings include indicators of employability rates. These rankings lead to enhance the competition between universities to provide better internships in leading companies. Thus, universities would wisely invest in internship programs besides the academic teaching and training as these programs have a direct impact on career indicators.

On the contrary, teaching experience is a high stressful occupation that can potentially affect psychological health problems. Excessive amount of work/assignment, long hours, large classroom occupancy, shortage of resources, and unsatisfactory working conditions are all stressors that negatively affect the pre-service teachers' psychological wellbeing (Gray et. al, 2017). A research of Da Silva Correia et al (2012) on elementary teachers explored that overwork was identified as a predictor of some psychological health problems including depression, anxiety, and concentration difficulties that lead to poor personal and work performances.

A recent literature of Ratanasiripong et al. (2022) expounded that work environment impacts on the pre-service teachers' psychological wellbeing as well as on their capability to perform job duties sufficiently. The researchers concluded that experiencing workload, problematic students' behavior, and overall occupational stress is strongly associated with pre-service teachers' high levels of distress.

Many universities have made internship mandatory and a precondition requirement for graduation, and strong needs for industrial market (Sule et al., 2020; Adeosun et al, 2021). In response, Qatar University became more immersed in developing internship programs, incorporating the programs into the coursework and structuring the curriculum to be tailored to the practical skills needed in the workplace toward the Qatar National Curriculum Framework. The drive of this proposed research is to expand knowledge of internships in ESL programs by exploring the factors pertaining to higher satisfaction of interns with the internship experience. Cognizance of the factors will support ESL educators more efficaciously promote internship experiences to their students. Qatar University has attached particular importance on internship programs as they empower and prepare trainee teachers to acquire experience and confront challenges encountering Qatar and to become future pioneers in their domains.

For Qadhi et al (2020), internship is necessary for developing student teacher novice, new professional skills and open up new career opportunities. Student teaching internship plays a critical role in Qatar's education system; and student teacher graduates from Qatar University's internship program are foreseen to be significantly prepared to perform their teaching duties in schools. However, not many Qatari educational institutions are embracing this program. Additionally, according to the Supreme Education Council report (2013), at independent schools, one-third of the teachers lacked formal qualifications.

Despite the fact that many university programmes now provide a variety of internship experiences, few

studies been conducted on exploring the satisfaction of TESOL undergraduates internship and its quality (Silva et al, 2016). To the best of the researcher's knowledge, little work has been undertaken in Qatar triggered TESOL undergraduate interns' satisfaction with the internship program. Furthermore, in response to the gaps identified in the previous studies, this research is formulated to address the three questions as follows:

- 1) What is the degree of TESOL interns' satisfaction with internship program offered at Qatar University?
- 2) What are the significant differences between the factors influencing their overall satisfaction with internship program?
- 3) What are other factor item(s) influences TESOL interns' satisfaction with internship program?

Methodology

Research context

This research was carried out at the College of Education- Qatar University, Doha- Qatar. The college was established in 1973 as the first high-ranked education institute in Qatar (Wikipedia, 2022). Its strategic vision is to prepare qualified graduates to contribute to the development and growth of the State of Qatar. It hosts the following four undergraduate programs: English Early Childhood, Primary and Secondary Bachelor and Diploma in various majors including English, Arabic, Social, Mathematics, and Science Studies. The duration of the programs is four-year period of study, and in the fourth year, graduates are obligated to successfully complete a lengthy internship program of almost ten weeks in schools. As the only internship program in the country, the program points to deliver a cohort teacher gradutors who are responsible of adhering to the national professional ethics and standards that are set forth by the Qatari Ministry of Education and Higher Education (Chaaban et al, 2019).

This study has particularly focused on the fourth year of Teacher Education for English Primary and Secondary Education in internship program of the College of Education. During this internship program, student teachers teach classes and perform the same tasks as relatively autonomous teachers at the Qatari governmental schools.

Research Participants

The participators of this research comprised of fourteen female student teachers who registered in the internship program during the academic year 2022/2023. Participants were interviewed during the last week of their internship program. Participators were informed of the objectives of this study and the significance of their contribution. Prior to the student teachers' participation, all participators were assured of being autonomy contributors in this research. The participants had diverse backgrounds, including Palestinian, Iranian, Yemeni, Somali, and Qatari nationalities; and their ages ranged from 21 to 39 years old.

Research Design and Data Collection

To collect a clear idea and conceptualisation of the many factors influencing on the interns satisfaction with internship, explanatory mixed-method research was involved for generating data (Creswell & Clark, 2017). Two phases of data were employed: a questionnaire- based survey, and individual interviews were conducted with six student teachers. The utilisation of multi data collection sources provided a detailed and in-depth prospective on the satisfaction of student teachers with the internship program (Patton, 1990).

Quantitative Data Sources – Questionnaire-Based Survey

A questionnaire-based survey method contained four factors was used to triangulate an overall idea of

the student teachers' satisfaction for the internship program. For assessing the interns' benefits and satisfaction obtained from participating in an internship program, 30 scale items were developed. The first factor contains of eleven items and is named 'overall internship experience'; and the second factor consists of seven items and is named 'work environment'. The third factor includes five items and thus is named 'improved job prospects', while the forth factor is contained of seven items and is named 'learning new skills'.

The items of the questionnaire were collected from the work of many authors, which have explored similar topic (e.g. Cook, Parker & Pettijohn, 2004; Fang, Lee, Lee & Huang ,2004; Gupta, Burns & Schiferl , 2010; Scholz, Steiner, & Hansmann, 2003). This researcher modified the questionnaire and new items were developed for this research to fully cover the domain and be aligned with the objectives of the internship program and the national professional standards for teachers in Qatar (Council, 2007). All items were computed on a five-point Likert scale from 'strongly agree' to 'strongly disagree'.

Qualitative Data Sources – Interviews

Individual interviews were organised to further investigate to what extent the student teachers are satisfied with the internship experience. Six student interns participated voluntarily in the interviews after they had participated in the questionnaire. Semi-structured interviews with eight questions are posed for respondents, interviews were recorded in English, and each interviewing period was ranged from 30-45 minutes. Interviews were carried out within two weeks after the internship program was successfully completed. During the interviews, interviewees were invited to reflect on their overall satisfaction with internship program and whether they are other factors influence on their satisfaction. They were also requested to relate their current experience at work to the internship program they attend and to distinguish any difficulties in applying what they learned to their practicum. Finally, findings of the six interviewees are reported in the following structures: 1) impact of internship on overall interns' satisfaction; 2) impact of internship on learning new skills; 3) impact of work environment on professional growth; and 4) impact of internship on improving interns' job prospects and employability opportunities.

Validity

To achieve the validation phase of the questionnaire, a number of experts in English Language Teaching (ELT) and curriculum design rated the items and the efficacy of them in reflecting the concept of the content, respectively. The expert judges were asked to identify if there are any potential difficulties regarding the consistency of these items and the writing rubric. They were also authorized to do any modification on the questionnaire to better ameliorating it, and to provide their feedback and recommendations. Therefore, the efficiency of the questionnaire items is determined by the experts' collective judgments originated from their specialized assurance. Surprisingly, the questionnaire items have gained high validation value from the judges, which indicates that all items are adequately valid for the objective of this study.

Reliability

According to Weir (2005), reliability means error-free measurement of a questionnaire, and to the extent, this questionnaire is providing stable consistent results about the learners' abilities repeatedly. The Cronbach's alpha of the questionnaire indicates the right scale of reliability of the analysis in the present study. The Cronbach's alpha coefficient clarifies in the below table (1) of the four factors of the questionnaire (overall internship experience, work environment, improved job prospects, and learning new skills) is between 0.74 and 0.88, and the overall is 0.81.

Table 1: Cronbach's Alpha Reliability Coefficient.

Factor	Reliability Coefficient
Overall internship experience	0.88
Work environment	0.74
Improved job prospects	0.78
Learning new skills	0.85
Total	0.81

Data analysis

A descriptive statistics was utilised to measure the qualitative data from fourteen questionnaires, examining the student teachers' satisfaction with the teacher training program. Frequency and percentage were employed to compute each item of the questionnaire. Furthermore, for analysing the quantitative data obtained from the six interviews, a thematic analysis based on the interview questions including the frequency of sharing opinions in the responses collected from the interviewees were utilised in this research (Braun & Clarke., 2016). The analysis also emphasised on reinforcing the meanings given by the interviewees, which afterwards were coded for analysis (Kvale & Brinkmann, 2009).

Results

Quantitative Data Results

Statistical analysis was employed on the qualitative data gathered from the questionnaire. The frequency and percentage of each item of the questionnaire were computed to identify the degree of the student teacher's satisfaction with the internship experience in TESOL program. Following data analysis of the respondents, the sequential of the factors were reordered in the scale. As table 2 below, it was observed that 71.43% of the participators strongly agreed that factor 4, learning new skills, was the strongest factor in determining their satisfaction with internship, followed by factor 1, overall internship experience with 58.17%. However, factor 3, improved job prospects with 47.83%, and factor 2, work environment with 44.90% were the less strong factors in identifying the interns' satisfaction with the internship experience.

Table 2: Reordering of Internship Factors on Interns' Satisfaction.

Factor No.	Internship Experience Factor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
F4	F1: Learning new skills	71.43%	18.37%	9.18%	0	1.02%
F1	F2: Overall internship experience	58.17%	24.84%	8.50%	7.19%	1.30%
F3	F3: Improved job prospects	47.83%	30.43%	13.04%	7.25%	1.45%
F2	F4: Work environment	44.90%	31.63%	13.27%	10.20%	0
	Total	55.58%	26.31%	11%	6.16%	0.94%

In table 3 below, the list of skills is utilised to measure the student teachers' positive feelings of satisfaction with teacher preparation program revealed higher rating, as this is showed by the total percentage of 71.43%. The findings referred that majority of the sample respondents have strongly agreed with F1: Learning new skills, declaring that undertaking the program allow them acquiring new social and professional skills. In particular, improving critical problem- solving, critical thinking; and written communication skills have received the same level of strong agreement with 78.57%, followed by ameliorating personal career goal setting and networking contacts, leadership/team; and oral communication skills with 71.43%. However, improving the interns' general knowledge through observing and evaluating technical skills of others have received slightly lower rating (57.14%) from the rest of the skills.

Table 3: Learning New Skills Results.

Factor	No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Learning new skills	1	My internship improved my personal career goal setting	71.43%	28.57%	0	0	0
	2	My internship improved my personal career networking contacts	71.43%	14.29%	14.29%	0	0
	3	My internship experience improved my critical thinking and problem-solving skills	78.57%	14.29%	7.14%	0	0
	4	My internship improved my general knowledge through observing and evaluating technical skills of others	57.14%	21.43%	14.29%	0	7.14%
	5	My internship experience improved my oral communication skills	71.43%	28.57%	0	0	0
	6	My internship experience improved my written communication skills	78.57%	7.14%	14.29%	0	0
	7	My internship experience improved my leadership/teamwork skills	71.43%	14.29%	14.29%	0	0
Total			71.43%	18.37%	9.18%	0	1.02%

As far as from the interns' responses, it is revealed, in table 4 below, that 58.17% have showed their overall contentment with the internship program. Majority of the respondents (78.57%) shows their strong agreement with item no. 8 'My internship supervisor was easy to approach and always willing to answer questions', receiving active supervision from the university while experiencing the pre-service teacher training program. However, 7.14% of the responses reveals that interns strongly agreed with item no. 2 'I was satisfied with the workload assignments I had during the internship', while 71.43% of the respondents exposed their disagreement with this item.

Table 4: Overall Internship Experience Results.

Factor	No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall internship experience	1	I really did something worthwhile in my internship	71.43%	28.57%	0	0	0
	2	I was satisfied with the workload assignments I had during the internship	7.14%	7.14%	0	71.43%	14.29%
	3	I felt comfortable talking to supervisor regarding problems encountered	64.29%	35.71%	0	0	0
	4	I found the field supervisor advice valuable in guiding my development	71.43%	28.75%	0	0	0
	5	My internship was very interesting	50%	35.71%	14.29%	0	0
	6	My internship helped me to gain practical work experience in my field of interest	64.29%	35.71%	0	0	0
	7	The work I did was challenging and stimulating	69.23%	15.38%	15.38%	0	0
	8	My internship supervisor was easy to approach and always willing to answer questions.	78.57%	14.29%	7.14%	0	0
	9	My internship provides me with valuable real-life experience	64.29%	28.57%	7.14%	0	0
	10	My internship improved my future career marketability	57.14%	21.43%	21.43%	0	0
	11	Overall, I would rate my internship experience excellent	42.86%	21.43%	28.57%	7.14%	0
Total			58.17%	24.84%	8.50%	7.19%	1.30%

The below table 5 presents the descriptive analysis involving the percentage of the third factor 'improved job prospects'. Overall, 47.83% of the participants revealed their strong perception and satisfaction with the internship program in relation to improving their job prospects. 64.29% of the respondents strongly agreed that while undertaking the internship, the experience help them in improving/clarifying their personal and professional values. However, 35.71% of the responses show that the interns' satisfaction

gain from a teacher preparation program appears to be less strongly related to being an effective method in gaining future employment opportunities.

Table 5: Improved Job Prospects Results.

Factor	No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Improved job prospects	1	The length of internship experience is adequate to gain practical work experience	53.85%	15.38%	30.77%	0	0
	2	I feel internships are an effective strategy for gaining employment	35.71%	35.71%	21.43%	7.14%	0
	3	I feel I am more likely to get higher starting salary after I have done internships	42.86%	14.29%	7.14%	28.57%	7.14%
	4	I feel my personal interests and career ambitions are more defined	42.86%	57.14%	0	0	0
	5	My internship helped me to clarify my personal and professional values	64.29%	28.57%	7.14%	0	0
Total			47.83%	30.43%	13.04%	7.25%	1.45%

In addition to the above analyses, table 6 represents the the interns' contentment with the pre-service teacher education program in relation to the work environment. Only 44.90% of the participators have indicated their satisfaction with internship program in providing challenging and interesting work environment. Thus, work environment is less strongly related to interns' satisfaction with internship experience than other factors. In this factor, item no. 6 'I feel that my internship experience gave me a realistic preview of my field' has received the highest value of 64.29% of the interns' responses, which showed strong correlation with satisfaction with preparation program. Meanwhile, item no. 2 'the institution is well-equipped with the necessary resources for my professional internship' and item no. 3 'I was treated on the same professional level as the other employees' are rated equally by participants with 21.43%.

Table 6: Work Environment Results.

Factor	No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Work environment	1	I was well received by my co-workers at the beginning/while of the internship	42.86%	28.57%	14.29%	14.29%	0
	2	The institution is well-equipped with the necessary resources for my professional internship	21.43%	28.57%	42.86%	7.14%	0
	3	I was treated on the same professional level as the other employees	21.43%	35.71%	7.14%	35.71%	0
	4	I now feel more comfortable working with different types of people	57.14%	28.57%	7.14%	7.14%	0
	5	My mentor teacher spent enough time training me.	50%	35.71%	7.14%	7.14%	0
	6	I feel that my internship experience gave me a realistic preview of my field	64.29%	35.71%	0	0	0
	7	Application process and interview improved my level of comfort with the employees	57.14%	28.57%	14.29%	0	0
Total			44.90%	31.63%	13.27%	10.20%	0

Qualitative Analysis Data

The six interviewees were asked a series of open-ended questions gauging their satisfaction with the internship experience after completing the program. More personalized sentiments were remarked regarding various factors of interns' satisfaction. Below, the interview findings of the six interviewees are reported.

Impact of Internship on Overall Interns' Satisfaction

The outcomes received from the interns refer to their satisfaction with the internship experience. Thus, student teachers' positive feelings of satisfaction towards the internship experience considers as a

primary importance. Interestingly, all six interviewed interns (100%) expressed their attitudes and overall satisfaction with this experience while undertaking the program. As they said:

(I1): The internship experience is an experience that I will not forget at all because I have learned how to apply everything, I have learned during 4 years in these 10 weeks! I would like to be in a similar experience but as a full-time teacher in the soon future.

(I2): It was a more than wonderful experience, through which I gained experience in education and was able to adapt to the situation of the new stage of my life, which is the stage of work.

(I3): Overall, the internship journey was interesting. I had a lot of experience in comparison to the whole four years that I stayed and studied in the university. I have learned a varied range of new professional and personal skills for classroom management that help me in teaching journey.

(I4): It was an important and useful experience, which contributed to introducing me to the reality of the teacher's working life and the nature of the work environment and made me more willing and receptive to bear the pressure.

(I5): It was a fun and useful experience with all the tasks we performed during this training. We benefited from the university supervisor and her comments during the visits, and we benefited from the notes of the assistant teacher. The experience of teaching in front of students is enjoyable and has a big role in defining my personality as a teacher.

(I6): Internship program was wonderful. I get new practical knowledge and learned many new skills how to apply everything. The experience of teaching students was fun and have changes a lot of thing in my professional and personal skills.

Furthermore, being assigned appropriate assignments overwhelmingly turned the interns to become stressed. All participants (100%), including intern 6, pointed that the main day-to-day roles and responsibilities plus the required assignments/tasks undertaken, as part of the pre-service teacher preparation program, increase their anxiety and stress, which in turn affect negatively on their well-being, work performance and hamper their productivity. As the interns' biggest challenge, they struggled with unmanageable workloads and time pressures. While interns need to deal with disruptive behaviors of students, they should write weekly, mid- and final reflective journals, action research; conduct classroom observations; and then plan effective lessons and complete/submit multiple practicum assignments on time. As they expressed:

(I1): Too many assignments are not an indication of my understanding of how to teach rather than putting the student under much pressure between completing assignments, research, preparing lessons, and our private life, which makes the student does not offer what the best of what she has.

(I2): For me there are many lesson plans that we had to do and planning these lessons takes a long time. Regarding the overload tasks, I believe that a large percentage of the tasks presented do not benefit us as trainees from the university ... It drains our energy, which from the reality of my life; some of us (trainees) did not focus on teaching, but rather on completing tasks.

(I3): The teaching internship overall was good experience but the assignments that we had to do during this time needed more time, and effort as we felt more pressure during the time.

(I4): Some of the challenges we face while undertaking the internship is the overload of paperwork – this overwork of papers is with no use or value.

(I5): The difficulties we faced in internship is the more day-to-day work and responsibilities besides the

overload of assignments given to us. This made me tired and exhausted, and sometimes incompetent to accomplish so many tasks.

(I6): Although it had many positives, it gave me a lot of stress due to the amount of work. I could not do my best in planning and teaching because I was worried about other workloads I had.

Impact of Internship Program on Learning New Skills

All the interviewed interns discussed how the internship experience contributed to learn new professional, work-related and communication skills and with what benefits they have received from the program. All participators (100%) strongly agreed that internship experience supported them with novel opportunities to acquire new social and occupation-specific skills. The most cited benefits of this experience included learning new personal and professional skills such as time management, and applying the theoretical knowledge learned in the university into practice. As they said:

(I1): The most noteworthy skill that I have gained from this internship program is preparing teaching materials, applying some teaching strategies into practicum, how to manage my time during the lesson, and creating interesting and motivational environment in order to attract students.

(I2): the most noteworthy skill I learned in internship program for me is how to deal with the staff, teachers and students. In addition, undertaking the program helped me in being able to plan better lessons.

(I3): I gained many skills but the most experience that I was glad to have is that I overcome the fear and I was able to stand comfortably and give my lesson.

(I4): The most important skill I gained in this experience is self-confidence while teaching. Moreover, I gained classroom management techniques such as how to create a friendly rapport with my students and how to control them in the class. The last skill is time management, so, I learned how to prepare lessons for only 45 minutes.

(I5): Among the most important skills that I have acquired are the skill of dealing with colleagues and teamwork skills, in addition to working under pressure and prioritizing.

(I6): The most important skill I have acquired is classroom/time management. Through trying different strategies, I learned how to create supportive and motivational environment in order to grab students' attention. I also learned how to identify the cognition level of my students, employing different teaching strategies and methods to help them succeed.

Impact of Work Environment on Professional Growth

Ensuring a supportive and beneficial work atmosphere is very important to effectively ameliorate teachers' wellbeing; and guarantee their promotions and career development in teaching context. All participants were asked to evaluate how a positive environment at schools can significantly foster their professional performance. Given in the internship program, it is noteworthy that participants provided contrary evidence on this point. Four of the respondents (66.67%) indicated that working in effective and positive work climates is significantly associated with the level of the student teacher's professional growth in teaching context. As one intern stated:

(I6): There is a certain link between a positive work environment and professional growth of teachers. Although there are certain standards in schools that they expect the teacher to possess and apply, but the education process is a continuous process that is subject to development and change. Working in a positive atmosphere at school while undertaking an internship program help me a lot in achieving work goals, and increase my professional growth in teaching. It is very crucial to know that working in a positive environment influence the psychological wellbeing of teachers and their ability to perform job duties adequately.

Nevertheless, the two interns (33.33%) considered that the environment they worked at did not reignite their creativity, innovation and professional development in teaching. They reported that they were not given the opportunity to what is described 'academic freedom' by transferring what they learned at the university into the workplace. According to them, the mentor teacher was not open to innovation and there was some interference from her to transfer their learning into practicum. As one intern declared:

(I3): The side of the experience that I learned from the practice of work is undeniable. However, to a great extent, the environment I worked at restricts the freedom of thought and creativity. The mentor teacher I was under her supervision was with limited resources and was not provided ample opportunities to apply the theoretical knowledge and skills I learned into the workplace. In addition, I did not accord the same rights and receive the same professional treatment level as other permanent teachers.

Impact of Internship on Improving Interns' Job Prospects and Employability Opportunities

It is believed that internships have significant influence on the graduates' job attainment in both short and long term. The interviewees discussed whether internship experience significantly help them improving their career prospects, and resulted in positive satisfaction with the program. Three out of six interns (50%) agreed that internship supported them with real-life job training experience, provided them with occasions to hone their career skills, and formulated them with real expectations of their future profession. These interns also indicated that internship experience reduces the time for the first job search, skills mismatch, and increases opportunities with employers to recruit long-term employees from their own interns. As one intern stresses that:

(I4): I truly believe that pre-service field-training program boost our employability opportunities as it is the convenient way that helps us gaining some work experience. The program also considers as the first step that paves the way for entering the labor market, getting to know it and forming relationships.

Nonetheless, half of the interviewed student teachers (50%) reported that there is not strong association between their satisfaction with internship program and the immediate post-program job prospects. Interns stated that study-related work experience negatively increases their stress and anxiety than being felt positively confident about their job prospects. They also designated that the does not enhance their marketability, as it is not bound to work for many employers in Qatar after the internship program is over. As one student teacher perceived that:

(I2): Being satisfied with internship is not synonymous with respect to expectations for future job prospects and employability vacancies. Thus, I do not think that internship is a great opportunity for obtaining competitive edge in job market that leads essentially for gaining post-graduation job.

Discussion

The present research sought to measure the overall TESOL interns' contentment with the internship program at College of Education- Qatar University and allocating other influential factor items connected with their higher satisfaction with this experience.

The first question of this research was "what is the degree of TESOL interns' satisfaction with internship program offered at Qatar University?" In light of this research question, the obtained outcomes and previous studies have evidently showed TESOL interns' overall satisfaction with the designed internship program offered at College of Education- Qatar University. Thus, student teachers' positive feelings of satisfaction towards the internship experience considers as a primary importance. Interestingly, all interviewed interns expressed their attitudes and overall satisfaction with this experience while undertaking the program. This result agreed with studies conducted by Khalil, (2015); and Ruslan et al,

(2016), which shown that internship programs positively benefit interns, enable them to experience higher levels of job satisfaction.

Furthermore, being assigned appropriate assignments and workload overwhelmingly turned the interns to become stressed. All participants pointed that the main day-to-day roles and responsibilities plus the required assignments/tasks undertaken, as part of the pre-service teacher preparation program, increase their anxiety and stress, which in turn affect negatively on their well-being, work performance and hamper their productivity. As the interns' biggest challenge, they struggled with unmanageable workloads and time pressures. This outcome is in alignment with the conclusion of Ratanasiripong et al. (2022).

On the other hand, the second question of this research was "What are the significant differences between the factors influencing their overall satisfaction with internship program?" In light of this question, the obtained outcomes have evidently showed that most of the participators strongly agreed that the factor "learning new skills" was the strongest factor in determining their satisfaction with internship program, followed by the factor "overall internship experience". However, the factor "improved job prospects", and the factor "work environment" were the less strong factors in identifying the interns' satisfaction with the internship program.

However, according to "learning new skills", interns' responses have showed their overall satisfaction with the internship program. The results indicated that majority of the sample respondents have strongly agreed with Learning new skills, declaring that undertaking the program allow them acquiring new social and professional skills. Particularly, ameliorating problem- solving, creative and critical thinking; and written communication skills have received the same level of strong agreement, followed by improving personal career goal setting and networking contacts, leadership/team; and oral communication skills. However, improving the interns' general knowledge through observing and evaluating technical skills of others have received slightly lower rating from the rest of the skills.

According to "overall internship experience", interns' responses have showed their overall satisfaction with the internship program. The results indicated that majority of the respondents shows their strong agreement with item no. 8, which indicated that, "My internship supervisor was easy to approach and always willing to answer questions", receiving active supervision from the university while experiencing the pre-service teacher training program. However, a few of the responses reveals that interns strongly agreed with item no. 2, which indicated that "I was satisfied with the workload assignments I had during the internship", while majority of the respondents exposed their disagreement with this item.

For "Improved job prospects", the results overall showed that many participants revealed their strong perception and satisfaction with the internship program in relation to improving their job prospects. Majority of the respondents strongly agreed that while undertaking the internship, the experience help them in improving/clarifying their personal and professional values. However, many of the responses show that the interns' satisfaction gain from a teacher preparation program appears to be less strongly related to being an effective method in gaining future employment opportunities.

However, according to "work environment", the interns' satisfaction with the pre-service teacher education program in relation to the work setting was tested. The results showed that many of the participators have indicated their satisfaction with internship program in providing challenging and interesting work environment. Thus, work environment is less strongly related to interns' satisfaction with internship experience than other factors. In this factor, item no. 6, which indicated that, "I feel that my internship experience gave me a realistic preview of my field" has received the highest value, which showed strong correlation with satisfaction with preparation program. Meanwhile, item no. 2, which indicated that, "the institution is well-equipped with the necessary resources for my professional internship, and item no. 3, which indicated, "I was, treated on the same professional level as the other employees" are rated equally by participants.

The third question of this research was “What are other factor item(s) influences TESOL interns’ satisfaction with internship program?” In light of this question, the results showed that there are other factor item(s) influences TESOL interns’ satisfaction with internship program according to (overall interns’ satisfaction, learning new skills, professional growth, and improving interns’ job prospects and employability opportunities).

According to “overall interns’ satisfaction”, the participators indicated many other items related to “overall interns’ satisfaction”. First item was, the internship experience is an experience that they will not forget at all because they have learned how to apply everything, they have learned during 4 years in these 10 weeks. They would like to be in a similar experience but as a full-time teacher in the soon future. Second item was, it was a more than wonderful experience, through which they gained experience in education and was able to adapt to the situation of the new stage of their life, which is the stage of work. Third item indicated that, overall, the internship journey was interesting. They had a lot of experience in comparison to the whole four years that they stayed and studied in the university. They have learned a wide range of new professional and personal skills for classroom management that help them in teaching journey. Forth item indicated that, it was an important and useful experience, which contributed to introducing them to the reality of the teacher's working life and the nature of the work environment and made them more willing and receptive to bear the pressure. In addition to fifth item, which indicated that it was a fun and useful experience with all the tasks they performed during this training. They benefited from the university supervisor and her comments during the visits, and they benefited from the notes of the assistant teacher. The experience of teaching in front of students is enjoyable and has a big role in defining their personality as a teacher.

On another hand, there were other items about that being assigned appropriate assignments overwhelmingly turned the interns to become stressed. However, the first item indicated that too many assignments are not an indication of their understanding of how to teach rather than putting the student under much pressure between completing assignments, research, preparing lessons, and their private life, which makes the student does not offer what the best of what she has. Second item indicated that, for participators, there are many lesson plans that they had to do and planning these lessons takes a long time. Regarding the overload tasks, they believe that a large percentage of the tasks presented do not benefit them as trainees from the university. It drains our energy, which from the reality of their life; some of them (trainees) did not focus on teaching, but rather on completing tasks. The third item indicated that the teaching internship overall was good experience but the assignments that they had to do during this time needed more time, and effort as they felt more pressure during the time. Fourth, item indicated that some of the challenges they face while undertaking the internship is the overload of paperwork; this overwork of papers is with no use or value. In addition, fifth item showed that the difficulties they faced in internship is the day-to-day work and responsibilities besides the overload of assignments given to them. This made them tired and exhausted, and sometimes incompetent to accomplish so many tasks. Sixth item sowed that although it had many positives, it gave them a lot of stress due to the amount of work. They could not do my best in planning and teaching because they was worried about other workloads they had.

According to “learning new skills”, the participators indicated many other items related to “learning new skills”. First item showed that the most noteworthy skill that they have gained from this internship program is preparing teaching materials, applying some teaching strategies into practicum, how to manage their time during the lesson, and creating interesting and motivational environment in order to attract students. The second item indicated that, most noteworthy skills they learned in internship program for them is how to deal with the staff, teachers and students. In addition, undertaking the program helped them in being able to plan better lessons. However, the third item was, they gained many skills but the most experience that they was glad to have is that they overcome the fear and they was able to stand comfortably and give lesson. In addition, fourth item was the most important skill they gained in this experience is self-confidence while teaching.

Moreover, the fifth item was, they gained classroom management techniques such as how to create a friendly rapport with their students and how to control them in the class. The sixth item was, among the most important skills that they have acquired are the skill of dealing with colleagues and teamwork skills, in addition to working under pressure and prioritizing. In addition, seventh item was, the most important skill they have acquired is classroom/time management. Eighth item was through trying different strategies, they learned how to create supportive and motivational environment in order to grab students' attention. Ninth item was, they also learned how to identify the cognition level of their students, employing different teaching strategies and methods to help them succeed.

In addition, according to "professional growth", the participators indicated many other items related to "professional growth". The first item showed that there is a certain link between a positive work setting and professional growth of teachers. Although there are certain standards in schools that they expect the teacher to possess and apply, but the education process is a continuous process that is subject to development and change. Working in a positive atmosphere at school while undertaking an internship program help me a lot in achieving work goals, and increase my professional growth in teaching. It is very crucial to know that working in a positive environment influence the psychological wellbeing of teachers and their ability to perform job duties adequately. Whereas, second item indicated that the side of the experience that they learned from the practice of work is undeniable. However, largely, the environment the worked at restricts the freedom of thought and creativity. The mentor teacher they was under her supervision was with limited resources and was not provided ample opportunities to apply the theoretical knowledge and skills they learned into the workplace. In addition, they did not accord the same rights and receive the same professional treatment level as other permanent teachers.

Finally, according to "improving interns' job prospects and employability opportunities", the participators indicated many other items related to "improving interns' job prospects and employability opportunities". First item showed that they truly believe that pre-service field-training program boost our employability opportunities as it is the convenient way that helps them gaining some work experience. The program also considers as the first step that paves the way for entering the labor market, getting to know it and forming relationships. Nonetheless, the second item indicated that satisfaction with internship is not synonymous with respect to expectations for future job prospects and employability vacancies. Thus, they do not think that internship is a great opportunity for gaining competitive edge in job market that leads essentially for obtaining post-graduation job.

Conclusion

The primary academic educational institutions interests are in supporting students acquiring important skills. These skills help students in increasing their employability chances in today's highly competitive labour market and smoothing their transition from school to work. To achieve this objective, internship programs consider as a useful implementation that gained great importance and popularity in students' profession preparation. The scope of this research is to review the level of satisfaction that fourteen TESOL student teachers experience from completing internships at College of Education, Qatar University.

The study concluded that the positive outcomes receive from the interns refer to their satisfaction with the internship experience. Thus, student teachers' positive feelings of satisfaction towards the internship experience considers as a primary importance. Furthermore, the study showed that being assigned appropriate assignments overwhelmingly turned the interns to become stressed. The study also came to the conclusion that all participators strongly agreed that internship experience supported them with novel opportunities to acquire new social and occupation-specific skills. The most cited benefits of this experience included learning new personal and professional skills such as time management, and applying the theoretical knowledge learned in the university into practice.

Furthermore, ensuring a supportive and positive work atmosphere is very important to effectively improve teachers' wellbeing; and guarantee their promotions and career development in teaching context. All participants were asked to evaluate how a positive environment at schools can significantly foster their professional performance. Given in the internship program, it is noteworthy that participants provided contrary evidence on this point. Majority of the respondents indicated that working in effective and positive work climates is significantly associated with the level of the student teacher's professional growth in teaching context. Nevertheless, the two interns considered that the environment they worked at did not reignite their creativity, innovation and professional development in teaching. They reported that they were not given the opportunity to what is described 'academic freedom' by transferring what they learned at the university into the workplace. According to them, the mentor teacher was not open to innovation and there was some interference from her to transfer their learning into practicum.

In addition, it is believed that internships have significant influence on the graduates' job attainment in both short and long term. The interviewees discussed whether internship experience significantly help them improving their career prospects, and resulted in positive satisfaction with the program. Nonetheless, half of the interviewed student teachers reported that there is not strong association between their satisfaction with internship program and the immediate post-program job prospects. Interns stated that study-related work experience negatively increases their stress and anxiety than being felt positively confident about their job prospects. They also designated that the does not enhance their marketability, as it is not bound to work for many employers in Qatar after the internship program is over.

Suggestions for Further Studies

In light of the results, the study came with some suggestions and recommendations, which were in the following points:

The research suggested to broaden the literature work on internship research and provide empirical insights to curricula designers in structuring a well- developed internship programs.

The research recommended that Interns should to deal with disruptive behaviors of students, by write weekly, mid- and final reflective journals, action research; conduct classroom observations; and then plan effective lessons and complete/submit multiple practicum assignments on time.

The research recommended considering the risks of redundant assignments/tasks, which are related to the larger and extra heavy work on the trainees.

Finally, the research recommended the need to conduct more studies and research related to the subject of the current research in a similar or different educational context.

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