

A Study of the Student-Teacher Internship Program at The Demonstration School of Ramkhamhaeng University, Thailand

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ABSTRACT This study used a descriptive mixed method study also called quantitative and qualitative research to study the current student-internship program at the Demonstration School of Ramkhamhaeng University, Thailand. The objectives were to examine the current status of the Student-Teacher internship program, the problems and best practices of the Student-Teacher Internship Program, and to propose guidelines to strengthen the effectiveness of the student-teacher Internship Program at DSRU. Two different groups of participants were involved in the data collection. The total population was 100 student-teachers posted for their internship at DSRU and the school's administrators the sample sizes were further divided into 60 student-teachers and 10 stakeholders who were part of the school's administrations at different levels. The study took over 6 months from May 2024 to September 2024. As for the data collection, the researcher used two methods; questionnaires with approval by expert Judgment (IOC/ Content Validity) using the Likert Scale 5-point scale; 5 for very high and 1 for very low. For the quantitative data and focused group discussion for the qualitative data collection based on the three research objectives. The findings from the study were as follows:

- 1) The current status of the Student-Teacher Internship Program at The Demonstration School of Ramkhamhaeng University, showed that the input aspect overall was high level.
- 2) The problem aspect of the Student-Teacher Internship Program at The Demonstration School of Ramkhamhaeng University, the input aspect overall was low-level.
- 3) The purpose guidelines for the school should clearly define and communicate their expectations, including specific performance objectives, project goals, and assessment criteria.

Keywords: Current practices, Best practices, Internship program, student-teachers

1. INTRODUCTION

Educators in general, are the pillars or the building blocks of any nation. Therefore, their priority is to ensure that they educate and equip the next generation of leaders. That means that the continuous training of teachers or student-teachers is a vital element for the success of learners at large because it can influence the productivity and effectiveness of their teaching practices. Continuous training would enable the student teachers to discover their unique skills and develop potential strategies for effectual learning outcomes (Essien, et al. 2016). Thus, it is safe to say that the purpose of teaching is to produce capable and fruitful learning outcomes for the students they teach.

Several studies pointed out that teachers' training creates directions and platforms for professional growth and experience building for the educators involved. "Some studies find that

Formal education is important and these have been interpreted as support for strengthening existing teacher preparation programs in universities and increased expenditures on post-college training" (Harris & Sass, 2008, p. 2). Some articles have come up with reasons for these. Some say there is an argument about the benefits of formal education for student teachers and the expenses involved in developing colleges of education that would ensure adequate training. Thus, creating a gap in the educational sector given the fact that the future of learning depends on them. Hence the purpose of this study is to assess how formal professional training of the student teacher continuously is necessary for becoming a good teacher because it caters to the development of their educational personality traits and also sharpens their communication skills for thorough commitment to the code of conduct of teaching.

From an administrative point of view, there is a management system in place that collects data on the student-teachers and their responses and participation in the internship programs. These are achieved through a comprehensive assessment of their personality, ability to teach, flexibility, attitude, maturity, and attention to detail that pertains to the students they educate. School administrators are "to provide interns with authentic learning opportunities, mutually beneficial intern/supervisor pairings, and to collaborate with school districts to design internship experiences, providing interns with the knowledge, skills, and abilities needed to step into a leadership role" (Jamison, 2016, p.516) using that management system that caters for the welfare of the student-teacher. That means that student-teachers cannot randomly choose a class for themselves. The school administration is responsible for allocating classes to the student-teachers, planning a schedule that fits in with the school curriculum and calendar year, and then determining what areas in the school they need the interns to fill in.

Furthermore, school administrators with their management system can provide learning assessments to the student-teachers during their internship programs. They apportion each student teacher with a preceptor who would train, assist, and monitor their progress as they practice and gather their learning experiences. "The placement, overall supervision, and monitoring of student teaching interns are administered by the Director of Internships and Field Experiences. The Director works collaboratively with college supervisors, cooperating teachers, and school administrators in resolving issues that may arise regarding placement or performance" (The Citadel, n.d., p.7). A researcher pointed out that school administrators can serve as a manual for the student-teachers coming to their school for internship programs because their job would include orienting the interns to the faculty members, promoting a culture of safety for them, providing rules and regulations binding their internship program, "assisting the student teaching intern wherever possible to become a successful future teacher [and] communicating expectations for the cooperating teacher and provide adequate support and supervision" (The Citadel, n.d., p.25).

For the management system or procedures for allocating interns to the Demonstration School of Ramkhamhaeng University, the school administrators use the same guidelines set by The Faculty of Education in Ramkhamhaeng University to set procedures and provide professional experience training for the student-teacher internship program as set by the Ministry of Education in Thailand. They do so by forming a professional training committee that would decide which school to allocate the student-teachers. Then, the Department of Curriculum and Instruction will design the curriculum and organize the internship project. "Teaching practice in educational institutions for students is focused on allowing students to learn how to perform their duties as teachers, teaching in the classroom according to the student's major field of study" (Department of Curriculum and Instruction

Faculty of Education, Ramkhamhaeng University, 2022, p.3). Thus, with the right committees and personnel, internship programs can thrive.

According to the guidelines from the Ministry of Education of Thailand, Students enrolled in the Faculty of Education of Ramkhamhaeng University should be able to practice and experience teaching as a profession by "meeting ... and complying with the teaching professional code of ethics and operating standards of the teaching

profession, such as preparing for teaching practice, supervising the classroom, developing teaching materials, creating academic projects, conducting research in the classroom [and also] performing other duties as personnel's in an educational institution" (Faculty of Education Ramkhamhaeng University, 2022, p. 2).

From the curriculum planning, students from their first year get exposed to knowledge and teaching on how to become a teacher. Students are expected to enroll in courses that introduce them to research in education as well as innovation and technology teachers need to teach their learners. These courses and more become the foundation of their teaching profession because they learn to "create media or innovation, [perform] classroom research, organize activities to develop [themselves] as students and participate in various projects/activities within the educational institution. At the same time, [they] can study student behavior, class control and case studies by undergoing several research works, [selecting] sample population for [their] classroom research" (Faculty of Education Ramkhamhaeng University, 2022, p. 3). Then, they would use their findings to develop and organize model classroom activities and teaching that mimic the role of a teacher in "learning management, measurement and evaluation" (Faculty of Education Ramkhamhaeng University, 2022, p. 3).

Next, in their second year of the education program at Ramkhamhaeng University, the student-teachers start learning more about curriculum development, and education in Thailand and then they start specializing in different majors under the education curriculum. Sophomore student-teachers are introduced to even vast aspects of education such as, they begin to "learn about student development activities and [they start working] as assistants for activities" (Faculty of Education Ramkhamhaeng University, 2022, p. 3) related to their learning. Part of the things students learn during their second year is how learning management is at the base of curriculum development.

When they get to their third year, student-teachers start learning about the administrative role of teachers. However, depending on their major they may start a pre-student teaching workshop to teach four integrated skills. In this workshop, students will be posted to The Demonstration School of Ramkhamhaeng University for observation. During the workshop, they will watch, observe, and monitor a professional teacher carrying out their classroom and learning processes. They will then have a first-hand experience of what classroom rooms, arrangements, and teaching styles are. Then afterwards, they will report their observations to their supervisors and advisors. Furthermore, the student-teachers will also learn that for the learning process to be effective, they need to learn to communicate with the parents and guidance of their learners.

When the student teachers get to their fourth year, they will be allowed to practice the whole year at The Demonstration School of Ramkhamhaeng University. Under the curriculum of the Faculty of Education of Ramkhamhaeng University, the student-teachers become preservice teachers and then start their teaching practicum. During their practicum or internship program, they start working with the curriculum and guidelines provided by DSRU, learn to create curriculum, prepare their teaching and lesson plans and classroom management, and report to their preceptors.

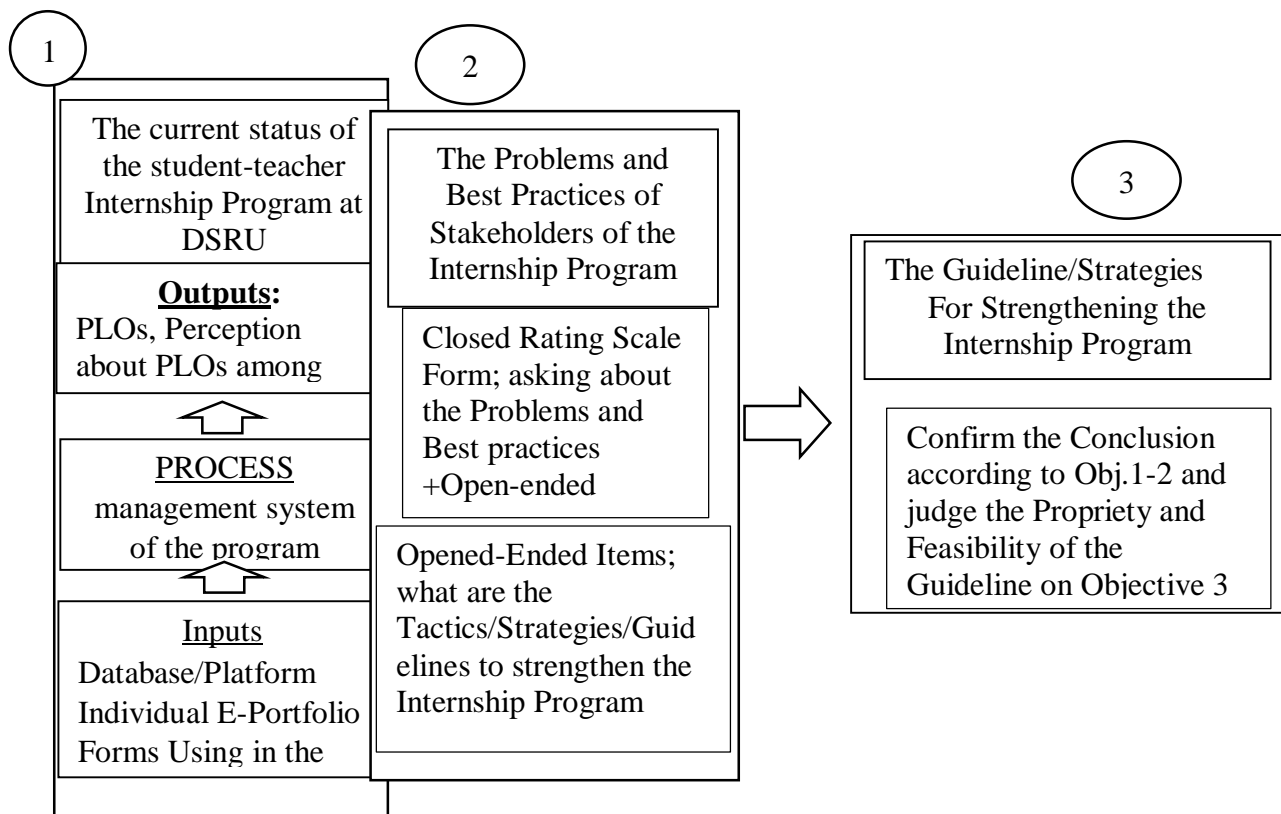
When comparing internship programs at The Demonstration School of Ramkhamhaeng University under the Faculty of Education of Ramkhamhaeng University with other schools in Thailand, it is notable that the years of their internship programs differ. For other schools, they start their observation and internship program foundation in their first year. In contrast, at Ramkhamhaeng University, students must undergo other coursework first before they start their practicum or internship programs.

In an article written by Harris & Sass (2008), it is evident that "one of the primary goals of the No Child Left Behind law is to have a highly qualified teacher in every classroom" (p.2). That implies that for teachers to become professionals, they need to undergo the fundamental educational process and also continuous training during their classroom days, pre-service years, and beyond. Unfortunately, most continuous training targets already make teachers and leave out the student teachers who are the future of education. That is evident by the limited amount of research that focuses on student teachers, their productivity, and their performance.

2. Research Objectives

1. To study the current status of the Student-Teacher Internship Program at The Demonstration School of Ramkhamhaeng University.
2. To study the Problems and best practices of the Student-Teacher Internship Program at DSRU.
3. To Propose the Guidelines to strengthen the effectiveness of the student-teacher Internship Program at The Demonstration School of Ramkhamhaeng University.

3. Conceptual Framework



4. LITERATURE REVIEW

4:1 Program Learning Outcome (PLOs) of the Student-Teacher Internship Program at Faculty of Education RU.

Few researchers described the program learning outcomes of student-teacher internship programs at the faculty of education Ramkhamhaeng University. One of the articles written on this topic was the guidelines and brochure of the faculty stating the expected outcomes from the university to their students. They divided the program learning outcomes into four aspects: knowledge, skills, ethics, and character or personality. They posited that students are expected to know basic and essential theories and principles guiding their learning, practice, and study content. In addition, student-teachers are expected to develop problem-solving skills and understand how to use several skills to solve those problems. They also should “be disciplined, be responsible to themselves and society, and respect the rules, laws, and regulations of the university, organization, and society” (Faculty of Education, Ramkhamhaeng University, 2024, p.139).

That also includes leadership skills and flexibility in character that would enable them to understand teamwork and be patient by being self-sacrificing. Another researcher also agreed with the need for student-teachers to develop knowledge as part of their program learning outcomes of student internship programs but this finding is not specific to the Faculty of Education, Ramkhamhaeng University.

4:2 Best practices of the student-teacher internship program at The Demonstration School of Ramkhamhaeng University.

Some researchers posit that the best practices of internship programs for student-teachers lie in their ability to hone and connect real-life practices to their theoretical coursework. One of those researchers explicitly pointed out in his article that internship programs “play a critical role in preparing future educators for the challenges of the profession” (Harish & Patil, 2014, p.g247). In other words, student-teachers are better equipped to face issues that may arise from the teaching profession when they undergo the internship program. To further explain how internship programs are considered best practices for student teachers, the researcher explained that “internship programs also help student teachers to bridge the gap between theory and practice.

5. RESEARCH METHODOLOGY

5:1 Research Design

This study was a descriptive mixed method study also called the quantitative and qualitative research study that sought to study the current student-internship program best practices, and problems and proposed the guidelines to strengthen the effectiveness of the student-teacher internship program At the Demonstration School of Ramkhamhaeng University, Thailand. The researcher chose these research methods because the methods the researcher used to collect the data used for the experiment required numerical figures whereas, the other methods helped the respondents express their feelings towards the internship programs and how they might have thought the program impacted their effectiveness, best practices and the problems they faced evidenced by their program

learning outcomes (PLOs). It also explored the relationship between internship programs and the productivity of the student-teachers by understanding how they think, understanding their best practices and the problems they faced during the program, and also deduced guidelines appropriate for effective program learning outcomes.

5:2 Population/ Sample Size/Sampling Technique

5:3 Population

The population size of the study consisted of 100 student-teachers doing their teaching practice at the Demonstration School of Ramkhamhaeng University and 50 School administrators of DSRU bringing it to a total of 150 population of participants. The student-teachers must be fourth-year students of Ramkhamhaeng University and 100 out of the participants would be the sample size. The research method used in this study includes in-depth interviews, observations, and questionnaires to assess and answer the research questions and statement of objectives.

5:4 Sample

The sample size for this study included 70 participants: 60 student-teachers and 10 stakeholders consisting of teachers and administrators from a total population of 70 undergraduate pre-service teachers and stakeholders. The sampling techniques for this study included the purposive sampling method for the qualitative part of the research and the Krejcie and Morgan table technique was used for the quantitative section of the study to choose the respondents and the sample size based on their willingness to participate and also on the location of the school.

5:5 Research Instruments

The research to be used in getting the data would include focused group discussion for qualitative analysis and questionnaires with approval by expert Judgment (IOC/ Content Validity) to quantitatively measure the fitness of the questions in regards to the research problem. They contain all the questions that will be asked of the study respondents.

5:6 Questionnaires with approval by expert judgment (IOC/ Content Validity): The first and the major form of research instrument for this study was the use of questionnaires with expert judgment approval and content validity using the Likert scale. The investigator sought to use these questionnaires to answer three of the research questions. Thus, the questionnaire will be divided into three parts to address the three research

questions of this study.

In the first part, the researcher used the questionnaire to collect data and study the current status of the Student-Teacher Internship Program at the DSRU. Questions under the first part were divided into three sub-parts: inputs, process, and outputs. Input questions were 10 items that addressed the current status of B.Ed. the curriculum at DSRU, the process includes 10 aspects of the program learning outcomes and lastly the output addressed 10 items under evaluation and management system of administration at DSRU

The second part of the research instrument was the focus group discussion that addressed the third research question: propose the guidelines to strengthen the effectiveness of the student-teacher Internship Program at the DSRU. The questions helped the researcher collect suggestions for proposing guidelines for the internship program.

Table 3.2 Scores for study the current status, and the problems, best practices of the Student-Teacher Internship Program at The Demonstration School ‘Using —Likert scale”

NUMERIC SCALE	Level of perception
1.00-1.50	Very Low
1.51-2.50	Low
2.51-3.00	Moderate
3.51-4.50	High
4.51-5.00	Very High

Perspective	Very High	High	Moderate	Low	Very Low
Scores	5	4	3	2	1

5:7 Focus Group Discussion - the second research instrument in this study was the focus group discussion. This was a qualitative research method of data collection that would enable the participants to explore their feelings and perceptions about the student-teacher internship programs and decipher how to use the deductive method to propose guidelines to strengthen the effectiveness of the student-teacher Internship Program. The focus group would include the researcher as the moderator and a total of 10 participants consisting of 8 stakeholders from The Demonstration School of Ramkhamhaeng University; 2 head departments, 2 mentor teachers and 2 alumni, and then 2 lecturers from St Theresa International University. The researcher used semi-structured discussion questions as a part of the research design because it enabled the respondents to speak and explore their unfiltered feelings and experiences of the internship program and helped propose the guidelines to strengthen the effectiveness of the student-teacher Internship Program at The Demonstration School of Ramkhamhaeng University.

5.7 Validity and Reliability of the Research Instrument

Questionnaires using the Likert Scale 5-point scale were given to the participants to fill in anonymously before the focus group discussion sessions. The questionnaire in this study is a quantitative data collection method that allowed the researcher to study the student-teacher internship program at The Demonstration School of Ramkhamhaeng University, Thailand. There were three parts to the questionnaire. Part 1: Current Status of the Student-Teacher Internship Program at DSRU, with 10 items; Part 2: The Problems and Best Practices of the Student-Teacher Internship Program at DSRU with a total of 20 items and Part 3: Guidelines to strengthen the effectiveness of the student-teacher Internship Program at DSRU tapered down with 3 aspects based on the results from the questionnaire and there were a total of 15 discussed questions. Thus, there were a total of 30 items in the questionnaire.

Before the implementation of the questionnaires, the researcher sought out 5 expert judgments for IOC and

content validity then with their professional constructive input, used it and modified the questionnaire to meet the target goal of the study. The primary data collection for this study is the questionnaire forms from the respondents.

5.8 Data Gathering Procedure

The researcher gathered the data needed for this research using two types of research instrumentations including a questionnaire with IOC expert approval and content validity for the quantitative research part and a focus group discussion panel for the qualitative research part. First, the investigator sent a letter for permission to conduct the research to the head of the department at The Demonstration School of Ramkhamhaeng University, and on getting the approval, she distributed the Informed consent form to the student-teachers at DSRU with a full explanation of the aim of the research.

5.9 Letter of Permission to Conduct the Study

To start with, the investigator collaborated with St Teresa International University as part of her thesis requirement for her master's degree program. The university therefore drafted a letter of permission to the dean of the Faculty of Education of Ramkhamhaeng University and the Head of the Department of the DSRU to permit the institution and the investigator to carry out their research on the study of the student-teacher internship program at The Demonstration School of Ramkhamhaeng University, Thailand on their fourth-year student teachers.

5:10 Consent Form

The researcher presented each participant with a consent form to go through and assess at their will before they signed it. The consent form included the purpose, goal, and research objectives of the study. The form explained the research processes what the research sought to achieve and the duration of the study. The study being voluntary, participants had the right to accept or reject at any time during the study.

5.11 Focus Group Discussion Data Collection

Then, the focus group discussion was a qualitative data collection method where the moderator in this case; the researcher sat down with a group of stakeholders at DSRU to discuss and collect suggestions on how to propose guidelines to strengthen the effectiveness of the student-teacher Internship Program at DSRU.

The process of the focused group discussion started with the researcher translating the discussion questions from English to Thai and then, they were printed out for approval. On approval, the focus group discussion questions were given to the Head of the Department of the Foreign Language Division at DSRU for written authorization and permission to conduct the discussion. Then, the HOD invited the school administrators who met the criteria needed through the Line app to attend the meeting which was scheduled for the 5th of August 2024. There were 10 stakeholders which were either teachers or administrators currently working at DSRU and in charge of selecting and assigning student-teachers to their specific classrooms for practicum. The selection of participants for the focus group discussion was from voluntary participation and availability for the discussion. The focus group discussion lasted for 3 hours.

6. Results and Findings

Table 1 The current status of the Student-Teacher Internship Program at The Demonstration School of Ramkhamhaeng University. (Input aspect) check \bar{X}

Indicators	\bar{X}	S. D.	Interpretation	Level
1. The school's platform has my school records such as my student information, course information, class information, and instructor information.	3.98	0.929	High	10

2. I have an E-portfolio where I create and store materials, coursework, internship activities, and team activities needed in my program.	4.00	0.974	High	9
3. The orientation at The Demonstration School of Ramkhamhaeng University prepared me on how to start and carry out my internship program.	4.17	0.941	High	7
4. At DSRU, the internship program encourages learning through both an onsite and an online learning system and assigned work.	4.03	1.001	High	8
5. My preceptor and mentor teacher advise, support, and guide me during my practicum, and correct my errors without judgment.	4.20	0.935	High	6
6. There are several learning methods I learnt from my coursework that I can put into practice during my internship program.	4.30	0.888	High	2
7. At DSRU, there are guides to help me learn how to practice classroom management as a student-teacher during my internship program.	4.25	0.920	High	4
8. The internship program at DSRU encourages teamwork and learning interaction among student-teachers.	4.30	0.849	High	1
9. The internship program introduced me to action learning which uses theory to enhance hands-on practice for me as a student-teacher.	4.21	0.940	High	5
10. We participate in academic seminars for teacher enhancement activities	4.25	0.856	High	3
Total	4.17	0.776	High	

Table 1 shows the current status of the Student-Teacher Internship Program at The Demonstration School of Ramkhamhaeng University, the input aspect overall was high level ($\bar{X} = 4.17$, S.D.=.776). The 3 highest levels were the internship program at DSRU encouraged teamwork and learning interaction among student-teachers ($\bar{X} = 4.30$, S.D.=.849), there were several learning methods I learned from my coursework that I could put into practice during my internship program ($\bar{X} = 4.30$, S.D.=.888), and we participate in academic seminars for teacher enhancement activities ($\bar{X} = 4.25$, S.D.=.856). The 2 lowest level where I have an E-portfolio where I create and store materials, coursework, internship activities, and team activities needed in my program ($\bar{X} = 4.00$, S.D.=.974), and the school's platform has the school records such as the student information, course information, class information, and instructor information. ($\bar{X} = 3.98$, S.D.=.929).

Table 5 The Problem Aspect of the Student-Teacher Internship Program at The Demonstration School of Ramkhamhaeng University. (Process aspect)

Indicators	\bar{X}	S. D.	Interpretation	Level
11. At DSRU, prepare a learning management plan which includes teaching projects, schedule teaching practice, and evaluation during our internship program.	1.81	1.142	Low	9
12. The coursework and syllabus guided me on how to develop high-quality teaching material.	1.91	1.211	Low	4
13. We participate in various projects/activities with extra-curricular activities inside and outside school.	1.75	1.216	Low	10

14. The grading system for assessing my reports and practices during the internship program is effective and practical.	1.96	1.163	Low	2
15. We prepare name lists, and student report books and organize the classroom atmosphere as part of classroom administration at DSRU.	1.83	1.252	Low	7
16. We prepare lesson plans, and class activities and use different teaching styles as part of course administration at DSRU.	1.83	1.250	Low	8
17. We have to follow administrative rules and guidelines for curriculum development, practice, and academics.	1.95	1.254	Low	3
18. We are assigned teachers' responsibilities such as teaching, classroom arrangement, time management, and real teaching practices as guided by our mentor teachers.	2.28	1.574	Low	1
19. The school gives self-evaluation forms to the parents, public, students, and lecturers for quality assurance of the program	1.90	1.203	Low	5
20. At DSRU, the evaluation criteria are fair, interpret and describe clearly my efforts and academic performance during the internship program.	1.85	1.147	Low	6
Total	1.91	1.077	Low	

Table 5 shows that the problem aspect of the Student-Teacher Internship Program at The Demonstration School of Ramkhamhaeng University, process aspect overall was low level ($\bar{X} = 1.91$, **S.D.**= 1.077) The first 3 low levels are that We are assigned teachers' responsibilities such as teaching, classroom arrangement, time management, and real teaching practices as guided by our mentor teachers. ($\bar{X} = 2.28$, **S.D.**= 1.574) The grading system for assessing my reports and practices during the internship program is effective and practical. ($\bar{X} = 1.96$, **S.D.**=1.163) and, we have to follow administrative rules and guidelines for curriculum development, practice, and academics. ($\bar{X} = 1.95$, **S.D.**=1.254). **The two lowest levels are** at DSRU, preparing a learning management plan which includes teaching projects, scheduling teaching practice, and evaluation during our internship program. ($\bar{X} =$, **S.D.**=1.142) and, we participate in various projects/activities with extra-curricular activities inside and outside school. ($\bar{X} = 1.75$, **S.D.**= 1.216)

Table 7 The Best Practice of the Student-Teacher Internship Program at The Demonstration School of Ramkhamhaeng University. (Input aspect)

Indicators	\bar{X}	S. D.	Interpretation	Level
1. The school's platform has my school records such as my student information, course, class, and instructor information.	4.00	1.073	High	9
2. I have an E-portfolio where I create and store materials, coursework, internship activities, and team activities needed in my program.	3.93	1.132	High	10
3. The orientation at The Demonstration School of Ramkhamhaeng University prepared me on how to start and carry out my internship program.	4.28	0.884	High	4
4. At DSRU, the internship program encourages learning through both an onsite and an online learning system and assigned work.	4.10	0.896	High	8

5. My preceptor and mentor teacher advise, support, and guide me during my practicum, and correct my errors without judgment.	4.25	0.750	High	5
6. There are several learning methods I learnt from my coursework that I can put into practice during my internship program.	4.30	0.829	High	3
7. At DSRU, there are guides to help me learn how to practice classroom management as a student-teacher during my internship program.	4.25	0.750	High	6
8. The internship program at DSRU encourages teamwork and learning interaction among student-teachers.	4.30	0.829	High	2
9. The internship program introduced me to action learning which uses theory to enhance hands-on practice for me as a student-teacher.	4.31	0.791	High	1
10. We participate in academic seminars for teacher enhancement activities.	4.13	0.947	High	7
TOTAL	4.19	0.663	High	

Table 7 shows the Best practices of the Student-Teacher Internship Program at DSRU, The input aspect overall was high level (\bar{X} =4.19, S.D.=.0.663) The 3 highest levels are The internship program introduced me to action learning which uses theory to enhance hands-on practice for me as a student-teacher. (\bar{X} =**4.31**, S.D.=**.0.791**) The internship program at DSRU encourages teamwork and learning interaction among student-teachers. (\bar{X} =**4.30**, S.D.= **.0.829**) and There are several learning methods I learnt from my coursework that I can put into practice during my internship program. (\bar{X} =**4.30**, S.D.= **.0.829**) **The 2 lowest levels are** the school's platform has my school records such as my student information, course information, class information, and instructor information. at the rating of (\bar{X} =**4.00**, S.D.=**.1.073**) and I have an E-portfolio where I create and store materials, coursework, internship activities, and team activities needed in my program. at the rating of (\bar{X} =**3.93**, S.D.=**.1.132**).

6:1 Guidelines are needed to strengthen the effectiveness of the student-teacher Internship Program at The Demonstration School of Ramkhamhaeng University. These guidelines were also divided into current status, problem, and best practices aspects.

6:2 As for the current status, the school administration proposed that student--teachers should do more research regarding their school records, talk to the academic department about the issues they face, and always engage in team-building activities such as icebreakers, learning interaction - -group discussion, collaborative learning environment, assessment evaluation - observation, feedback, and self-assessments during their practicum. Subsequently, they should participate in extracurricular activities, parent meetings, and administrative tasks actively.

6:3 On the part regarding the problems faced by student teachers during their internship program, the guidelines proposed were that student teachers needed to enhance their skills in computer technology programs, describe comprehensive topics, and incorporate technology by creating a platform for understanding while undergoing professional development training, manage their time well and study the teaching materials thoroughly to be confident during their teaching.

6:4 Proposed guidelines for best practices were straightforward. They suggested that the school administrators should conduct small talks with interns regularly to understand their concerns, provide timely support, and build a trusting relationship, ensure continuous improvement, diversity, classroom management, lesson planning, and

inclusion technology support, program completion. Most importantly these internship guidelines should be communicated to interns during orientation or explicitly detailed in the internship handbook.

7. Discussion

Based on the findings from the research objectives, it can be deduced that:

7.1 The input aspect of the current status of the Student-Teacher Internship Program at The DSRU was overall at a high level. The 3 highest levels included the internship program at DSRU encouraged teamwork and learning interaction among student-teachers, we participated in academic seminars for teacher enhancement activities because the internship programs, school activities, and administrative functions in this research were related to the first research objective of this study.

7.2 The problem aspect of the Student-Teacher Internship Program at The Demonstration School of Ramkhamhaeng University showed an overall low level in the input aspect. The first 2 moderate levels were that I have an E-portfolio where I create and store materials, coursework, internship activities, and team activities needed in my program. These were because this research's school curriculum and code of practice were related to research objective 2 of this study.

7.3 The best practices of the Student-Teacher Internship Program at The Demonstration School of Ramkhamhaeng University indicated overall high levels in the input aspect. That means that the 3 highest levels were the internship program introduced me to action learning which uses theory to enhance hands-on practice for me as a student-teacher. The internship program at DSRU encourages teamwork and learning interaction among student-teachers and there are several learning methods I learnt from my coursework that I can put into practice during my internship program because this internship program research related to the second research question which assessed how several aspects of the program influenced the practices of the interns at DSRU.

7.4 Other outcomes were that the 2 lowest levels are the school's platform has my school records such as my student information, course information, and class information, at the rating of and I have an E-portfolio where I create and store materials, coursework, internship activities, and team activities needed in my program. The rating was because the findings of the research were related to the output and process of the study.

8. Conclusion

To conclude, the research study focused on the study of the internship program at DSRU. It looked into three research objectives which included current practices, problems, and best practices of the internship program at DSRU, and from that guidelines for an effective internship program were proposed. It can be inferred that the majority of the student-teachers agree that their internship program at DSRU was effective and conducive to their professional development. While this may be true, the researcher believes that most of the respondents did not want to taint the name of the school and thus leaned towards the great part of their practicum experiences. Interestingly, the research objectives were met because the current status of the program is doing great and serving the purpose of the program. In addition, there were great guidelines proposed to solve the problems facing the programs and from these several recommendations have been put in place by the researcher for further improvement and studies.

9. Recommendations for Action

9.1 The school administrators should create a portal where student-teachers can save all their work because it would help them organize their data and portfolio as they start and continue the program.

9.2 Mentor teachers should teach at least for two weeks and let their mentees observe their teaching style and process first before letting them start preparing teaching plans or model teaching. This would give them more clarity and understanding about the teaching process and their professional development.

9.3 School administrators should organize meetings with the student-teachers to identify the challenges they face with the program and while at it, observe their verbal and nonverbal communications to decode what they mean and help those students who feel more vulnerable to the system.

10. Recommendations for Further Studies

This research focused on the current status, problems, and best practices of the student-teacher internship program at DSRU, while it looked at three key factors which were input, process, and output, there is a need for further research on the aspect of the evaluation system from both DSRU, their stakeholders and the Faculty of Education at Ramkhamhaeng University because little is known about how these practices reflect on the entire course of the interns which DSRU has no part in.

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