



An Analysis of Challenges and Practices in B. Ed. (Honors) at Government Elementary College of Education, Sindh, Pakistan

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Abstract: Teaching is an international and noble profession. Every field of life is going through remarkable achievements with international standards and competencies. The same situation is necessary for the teaching profession, with international recognition of quality education. In the local context, National Professional Standards for Teachers in Pakistan is also a remarkable milestone in this field to promote the level of teachers up to the mark, which plays a vital role for underdeveloped countries like Pakistan. The purpose of this research was to analyze challenges and practices in B.Ed. (Honors). Data sources for this study were College Supervisors, Cooperating Teachers and Student Teachers enrolled in the Second year. Structured interviews with 02 College Supervisors, 02 Cooperating Teachers, and Focus Group Discussions with 10 Student Teachers were used as the tools to accomplish the required data, analyzed qualitatively and converted into Themes and Constructs. Close-ended questionnaires were also administered among 40 STs (of the 3rd and 4th semesters). Study findings showed that Student Teachers (STs) have an awareness of the importance of practicum for improving their pedagogical skills and subject content knowledge, whereas, in contrast, Cooperating Teachers and College Supervisors failed to skillfully equip assisting Student Teachers.

Introduction

Quality professional teachers are quality education everywhere. The Government (National level and Provincial level) of the country is committed to improving the same. Teacher education has been playing a very important role in improving the same. Numeral studies show that the professional preparation of teachers in the country is not up to the mark, resultantly pointed out key issues and problems.

Din, Angaiz, & Jehan (2021) observed that teacher educators (TEs) felt it challenging to provide quality feedback to student teachers (STs) due to the heavy workload, a large number of students, and interest-gap of student teachers in their own learning. Mir et. al (2021) found that prospective teachers (PTs) faced multiple

challenges during the implementation practicum, including inadequate evaluation and guidance. Additionally, challenges d limited opportunities related to the job description of the PTs at the workplace.

Anam et. al (2020) analyzed role players must enhance STs practice delivery and reflection and provide chances for observing cooperative teachers (CTs) preparation. Abida Nasreen & Tariq Hussain (2018) reflected that the majority of institutional stakeholders supposed that working in the contextual situation found the PTs handled hitches numerously.

Parveen et. al (2020) suggested that practicum is essentially and only the training

program for PTs which enhances their multi-dimensional skills. Supervisors and CTs play the focal character of mentors and guides and can improve their future, which reflects a positive role on the targeted audiences for their future better to develop socio-economic conditions.

Since the creation of Pakistan, two-year teachers' training courses of JV for PSTs and SV for JSTs introduced in 1964–65. JV was replaced with the same tenure as PTC in the mid-70s and SV by CT in the mid-80s. In the year 2012, PTC and CT were replaced with ADE, whereas in the year 2018, ADE upgraded with a B. Ed (Honors) 4-year program for intermediate pass students and a B. Ed (Honors) 2-year program for ADE Pass students as per NEP of the country. (National Education Policy, 2009).

National Education Policy (NEP 1998–2010) emphasized teacher education programs separately. In the year 2002, the Provincial Government of Punjab established the 'University of Education', which offered four years of B. Ed (Honors) programs, including affiliated Government Elementary Colleges, to offer the same program.

Practicum (Teaching Practice) is an essential component for the B. Ed (Honors), whereas PTs face a lot of difficulties. This study aims to highlight factors either hinder or facilitate practicum for the aforesaid program.

Literature Review

Concept of Practicum and its Importance

Practicum means a course which is specially designed for teachers and doctors and involves supervised practical applications. Practicum proposed to support STs to apply concepts and skills attained through academic training in the institutions. It is considered the most crucial and influential stage (Fajardo, 2013) and allows pre-service teachers to become exposed to the real world of teaching to learners; enriching PTs to grow up towards their profession (Fajardo & Miranda, 2015). The significant role of the role players in the system requires mentoring teachers

to be equipped with knowledge and skills (Sahan, 2017).

Practicum could also become one of most tremendous and ongoing experience (Farrell, 2001; Ferrier-Kerr, 2009, & Trent, 2013). Lucero (2016) argues it is an event that brings life to prepare the experiences for both mentors and PTs.

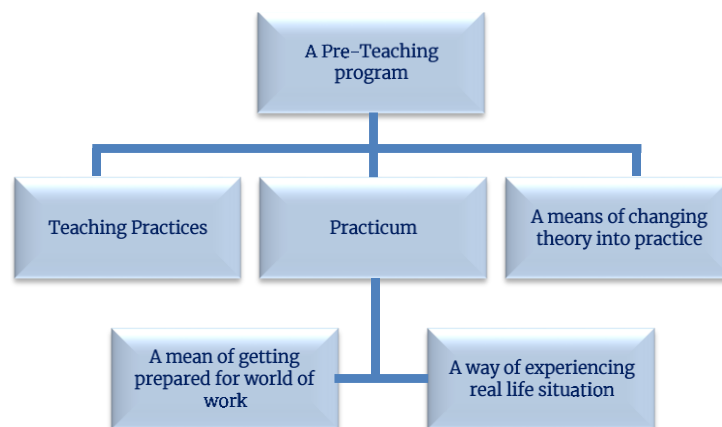


Figure 1: As framed by Fekede (2009)

Teacher as a Change Agent

Fekede (2009) explored that Teachers no doubt are change agents in society. Russel (2006) advocated the practicum is beneficial for PTs from their observation and interaction at the workplace.

Qazi et al. (2012) suggested that it has to develop PTs' pedagogical skills develop by practising in context to make PTs competent enough. Szabo et al. (2002) advocate that educating PTs through making the connection between theory and practices is crucial. Lenski & Nierstheimer (2006) concludes to prepare a qualified new teacher requires a blend of theory and practice using practicum.

PTs can learn significant skills from their concerned CTs and supervisors during practicum using the expertise of the senior stakeholders (Ong'ondo & Jwan, 2009). Freeman (2009) explores that for healthier and more effective execution of practicum, linkage and connectivity are necessary of the key participation ensured, in the context.

Outcomes / Objectives of 3rd & 4th Semester Practicum (*)

Sr. #	3 rd Semester	4 th Semester
1	Consider and learn theory and practice connectivity.	Know, reflect, and learn about practicum.
2	Participate in pair work and collaboration with stakeholders to develop professional relationships.	Participate with stakeholders and peers, and create professionalism.
3	Use, accept, and invite formative and constructive feedback from all role players.	Accept, ask, and use feedback from stakeholders, including pairs, in a conducive manner.
4	Get empiricism working with children and improving the reading skills of learners with the guidance of cooperating teachers.	Develop and implement session plans that indicate the proper pedagogies and strategies.
5	Create a conducive environment in the context.	Use proper tools or methods and techniques for assessment according to the learning needs of the learners.
6	Developing session plans reflects proper pedagogies and strategies to meet the needs of all trainees within the setting.	Encourage and recognize the needs of children's cognitive and affective domain, create a conducive learning environment and implement proper activities.
7	Use accurate tools and techniques which is related to formal and informal assessment of children learning as per the needs of children.	
8	Implement cognition and affective needs of kids and create conducive environments for learners.	

(*) Taken from HEC Catalogue (2016)

Components of Practicum (**)

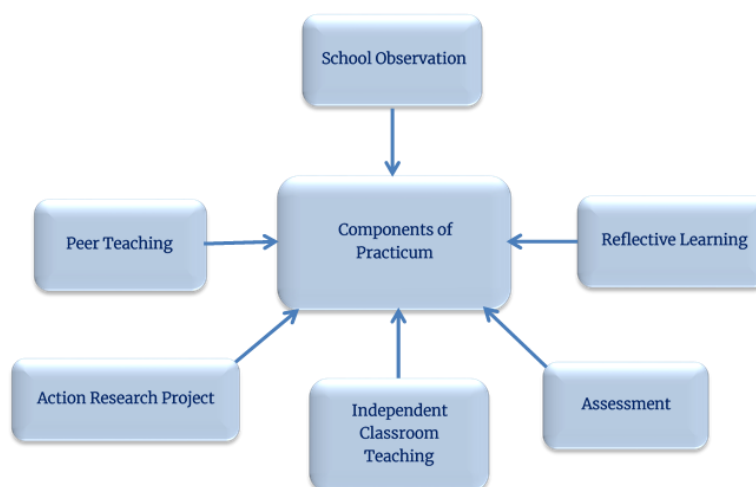


Figure 2: Practicum Components
(**) Taken from HEC Catalogue (2012)

Roles & Responsibilities of Practicum Stakeholders (***)

Role of Student Teacher

1. Will begin the experience with observations.
2. Is responsible for planning and teaching through activities.
3. Is responsible for involving in instructional programs in the classroom.
4. Is responsible for developing different activities in the classroom, school as well as in community.
5. Is responsible for continuous development on professional growth.
6. Is responsible for preparation of developmental portfolio in 3rd semester.
7. Is responsible for continue the reflection and preparing the 4th Semester Professional portfolio.
8. Is responsible for developing session plans (15 in the 3rd and 25 in the 4th semester).

Role of Cooperating Teacher

1. Is responsible for monitoring the student teacher regularly.
2. Is responsible for helping the Student Teacher to build relations with the children, school, and classroom.
3. Should give information about school, classroom, policies, procedures and semester schedule to Student Teacher.

4. Should provide class list, textbooks, and guides to Student Teacher.
5. Should work as a member of trade meetings.
6. Is involved in developing plans, activities, and tasks for the student teacher.
7. Should give verbal feedback about active or passive participation and progress to the student teacher.

Role of the Supervisor

1. Is responsible for suspensive because he is an official representative.
2. It is helpful in developing positive relationships between two institutions
3. Give formative and summative feedback to the Student Teacher.
4. Is responsible for giving and enhancing professional guidance to the student teacher.
5. Is responsible for solving the problems by discussing professional practices of Student Teachers.
6. Is to conduct and guide the seminar experiences to student teacher.
7. Is responsible in enhancing teaching and learning of student teacher.

(***) Taken from HEC Catalogue (2016)

Expectations from Stakeholders for 3rd & 4th Semester Practicum (*)

Student Teacher	Attending the Placement To develop Lesson Plan (15 in 3 rd Semester and 25 in the 4 th semester). Delivery of Teaching. Development of Portfolio (Developmental and Professional) by using the Rubric of NPSTP.
Cooperating Teacher	Placement of student teacher. Observing & helping in Lesson Planning. Support in Teaching. Evaluation of Portfolio.
Supervisor	Placement of student teacher. Observing & helping in Lesson Planning. Support in Teaching (Seminar). Evaluation of Portfolio.

(*) Taken from HEC Catalogue (2016)

Challenges in Practicum Program

Reflecting and sharing contextual experiences is a very challenging job, whereas the teacher education domain faces multiple issues. As found out by Means and Lin (2006) that the supervision of learners, difficulty in relationships between student teachers and teacher educators, student teachers and supervisors, rapport building between all stakeholders, and accessibility models, charts, and Audio Visual Aids. Toren and Iliyan (2008) indicated that PTs faced challenges of adjustment to the schools' culture. Likewise, Nonis and Jernice (2011) pointed out that STs feels unhappy during practicum schedule with high

stresses because of the novice, lack of observation of their supervisors, and deprived rapport with placement schools and the stakeholders. As mentioned by Tadesse and Meaza (2007), less attention from the administration, lack of infrastructure and technological advancements, and the attitude of STs towards their profession are the challenges that influence practicum.

Conceptual Framework

Conceptual Framework designed to analyze challenges and practices in B. Ed. (Honors) practicum.

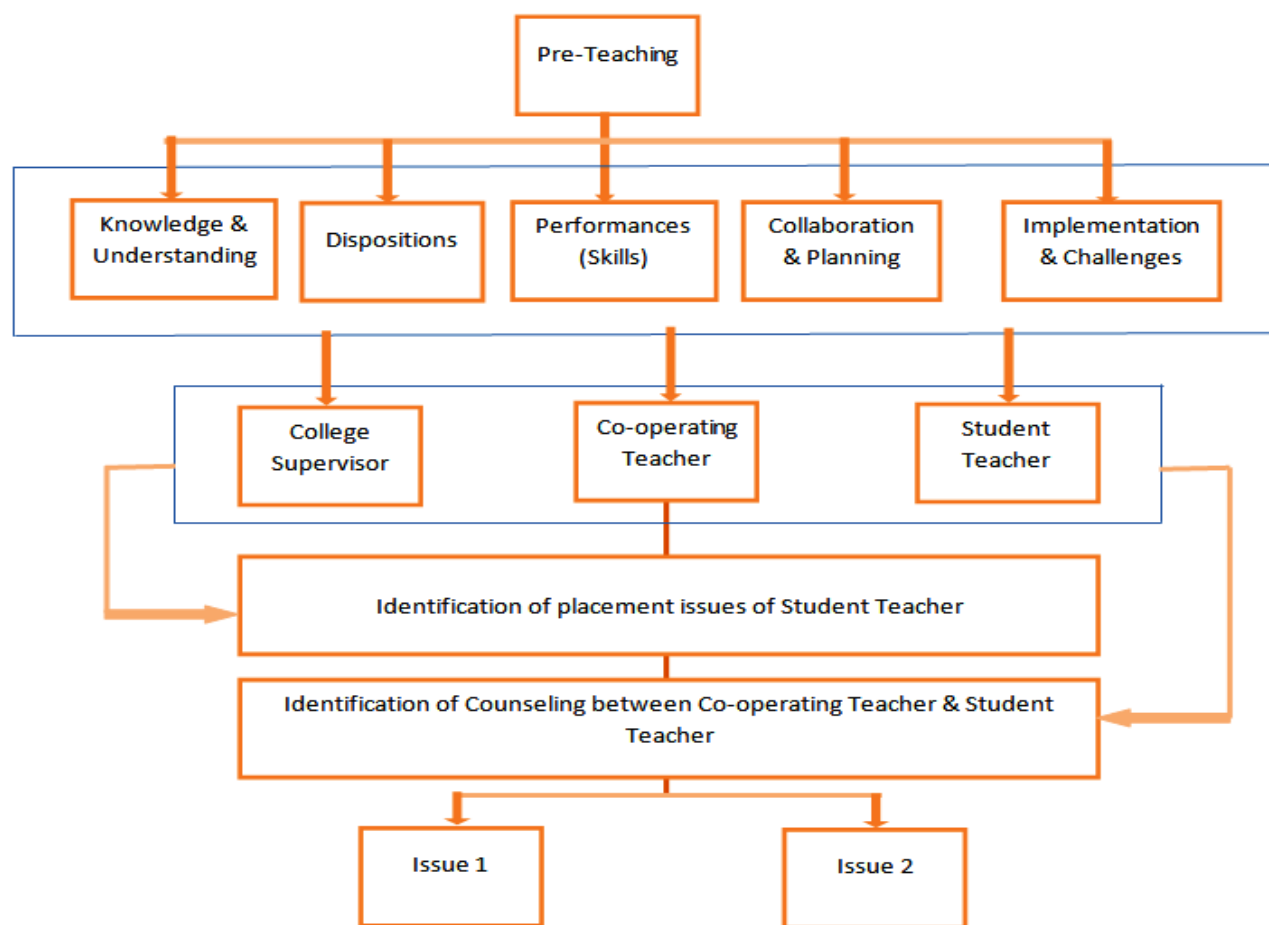


Figure 3: Conceptual Framework

Research Objectives

1. To analyze the major issues and potential challenges faced by Prospective Teachers (PTs) in B. Ed. (Honors) Practicum at Government Elementary College of Education, Sindh.

2. To specify the effective practices in successful practicum for B. Ed (Honors) at Government Elementary College of Education, Sindh

Research Questions

- a) What are the major issues and potential challenges faced by Student Teachers in B. Ed. (Honors) Practicum at Government Elementary College of Education, Sindh?
- b) What are the effective practices in successful practicum for B. Ed. (Honors) at Government Elementary College of Education, Sindh?

Research Methodology & Research Design

The research used for this study was mix method (qualitative and quantitative) approach. Three stakeholders related with the practicum were the focus of research: STs of session 2020 – 21 of B. Ed. (Honors), CTs, and College Supervisors (CSs) of the Education Training Institute. Three instruments were developed: Close-ended survey questionnaire (from 40 STs of 3rd and 4th semester), Structured Interview (from two CTs and two CSs) and Focus Group Discussion (FGD from 10 STs) were recorded for data collection. Triangulation with personal observation at the placement school, discussion with the management of the placement schools to find out the issues with stakeholders was also observed. Data were collected from 24 participants (60%) enrolled in 3rd semester, whereas 16 (40%) participants from the 4th semester participated in the activity of data collection through questionnaire distribution. A random sampling of all stakeholders (Student teachers, Cooperating teachers and College supervisors) for data collection was selected randomly from the institutes that exist in Sindh province as a whole population, whereas Government Elementary College of Education (Men), Sukkur was selected randomly from the population of Sindh province. But here, only the qualitative research approach is discussed, with its results collected and compiled through semi-structured interviews and FGD.

Data Analysis

The qualitative instrument of the structured interview and FGD was analyzed and compiled using Themes and Codes, using Thematic Analysis, to get the results and to find out the challenges and practices in the particular program.

Structure Interview (Supervisors and Cooperating Teachers)

As structured Interviews were conducted with Supervisors and CTs concerned with the Teachers Training Institute regarding the practicum. The responses were eliminated to reach the problems and their solutions related to the stakeholders at workplace. The identification of the Supervisors and Cooperating Teachers (CTs) anonymously identified with S1, S2 (instead of Supervisors' names) and C1 and C2 (instead of CTs) and P1 through P10 (instead of ten PTs). As the data was compiled into Themes and Codes for better understanding, as given below:

The gap in Actual implementation

How do you evaluate the actual implementation of the practicum program?

In response to the question related to evaluating the actual implementation of the program, there is a need for counselling of CTs because, at the gross root level, they dealt with the PTs. Another Supervisor S2 argues regarding his colleagues for taking of interest. Supporting the same arguments concern with the query, Cooperating teacher C1 share his ideas that Supervisors and Cooperating teachers will be treated like mentors for their trainee(s) during practicum. While an idea shared by another Cooperating teacher (C2) for the lack of confidence to be improved. Reflection related to the Supervisors and Cooperating teachers shows that there is an acute need for the cooperation and coordination of Supervisors and CTs for the mentoring Prospective teachers to play better and improve form for their delivery of the knowledge, Skills and Attitude among their learners at the placement schools.

Multiple Parameters related to the Monitoring and Access

How do you Monitor and Access the Implementation of Practicum Program?

The question related to access and to monitor the practicum program activities, the responses of Supervisors and Cooperating teachers including S1, S2 & C1 and C2. The discussion shows that the basic responsibility related to the Cooperating teachers and Supervisor, followed through the delivery of knowledge with the parameters in

traditional way concern with the Prospective teachers.

Multi – dimensional Gaps related to Commitments

How do you see the Commitments of School CTs in providing necessary support for STs?

In the response related to the commitments of school CTs, supervisor (S1) reflects that the role of cooperating teacher is very effective, and there is the need of the improvement and support in the assessment because it is a very important tool to improve and evaluate them. In continuation of the same, Supervisor (S2) also focuses on the effective role of CT. In contrast, CTs (C1) and (C2) reflect the same through the following statements, individually.

Linkage to increase Conduciveness in Environment in Classroom

How do you Evaluate Linkages Increasing a Conducive Environment for ST Actual Classroom?

There is a contradiction in between the statements of Supervisors (S1) and (S2), S1 reflects his experience that there is a big difference in between Theory and Practical (during Learning Institute and Teaching Institute). As compare to the statements related to Cooperating teachers (C1) and (C2), shows that they fully try to provide the conducive environment for the prospective teachers to make the safe workplace in between the learners of the school and trainers (prospective teachers), through the motivating their students for readiness of the students and prospective teachers.

Proper Prioritization with Identification How do you evaluate effectiveness of College Practicum placement school partnership in performing activity of practicum program?

Effectiveness of the practicum is concern with the splitting of the practicum into two portions; observation and conclusion, to promote the creativity of conducive environment for prospective teachers, selection of supportive cooperating teachers, encouragement of leaners and prospective teachers etc as desired and viewed by the Supervisors (S1) an (S2) subsequently. Whereas in the view of the cooperating teachers (C1) an (C2), close

coordination in between three stakeholders might improve the better and impressive role during practicum.

Reviewing of the parameters to overcome challenges

What are the Challenges that Encounters during the Implementation of Practicum Program, according to Your Opinion?

Discussing about the challenges, that encounters in implementing practicum, the following suggestions were made by the interviewees; ie. Supervisors. They suggested that scaffolding, post program evaluation the objective may reviewed and reset, complete awareness about program, placement of prospective teachers at nearest places of their homes, identification of supportive placement centres are the key parameters, that would play important role of the effectiveness in the practicum program. As the opinions of Supervisors (S1) and (S2). Whereas in point of view of the Cooperating teachers (C1) and (C2), language barrier, hesitation, lack of confidence, no / less availability and use of supporting material, AV Aids and non – availability of ICT tools in the institute are challenging issues, which may improve the quality of practicum. The following is reflection of CTs (C1) and (C2).

Proper Focus to be Needed

Suggestions related to the efficiency and effectiveness of the practicum program, slightly changing in assessment and viva – voce / evaluation process, and coordination and working relationship in between all the stakeholders are necessity of the era to promote and getting maximum benefits from the practicum program, as discussed by the Supervisors (S1) and (S2), whereas according to the opinion of Cooperating teachers, extension in practicum duration and Thesis report submission by the prospective teachers, after the completion of the practicum has been suggested , conduct of little bit refresher program for cooperative teachers and university supervisors, as a basic need, examiner of the practicum must be incharge of the subject teacher, because (s)he evaluates better, development of “rubric” for evaluation and assessment”.

Development of coordination in between school and college and provide the opportunity to develop the cooperation and coordination in between the cooperative teachers and prospective teachers, because prospective teacher is our more focused parameter and then cooperative teacher, because they both spent lot of time together. Because if they have the working relationship, you can achieve the skills in prospective teachers, because these two components are much more. The both get together in school full time to cover three facilities: Cognitive, Pedagogical and Physical facilities through the role of supervisor, cooperating teacher and prospective teacher, because these three components are actual pillars of the practicum. Extension of the duration of practicum training, due to the shortage of time period, the prospective teacher may not be able to cover all the angles related to the delivery. Like the university assignments, after delivery of the theoretical knowledge they get thesis report writing, here the same must be done after the completion of the practicum program that the prospective teacher also write down such type of report which would give the better impact and better implementation for future about the program.

Focus Group Discussion (FGD) of Student Teachers (STs)

Ten PTs, related to the field, and were enrolled in the 3rd and 4th semester of B. Ed. (Honors) at the College. The points, related are given as under:

What are objectives of B. Ed (Honors) of Practicum?

- As ten participants viewed regarding the response of the above query individually, related and rationalized to each other statements, as given below:
- Defined by ST1 “... subjects’ lessons related to the students in the allocated school under the supervisor through the supportive teacher of that school...”,
- ST2 extends as “... mandatory, important and compulsory part of the degree ...”,
- ST3 supports “... plan with receiving of a feedback throughout stakeholders ...”,
- ST4 argues “Session planning, time management, activities concern and findings

of the delivery of the lessons through practice, with reflection of the observer ...”,

- ST5 explains as “... difficulties (might occurs at workplace) there with the trainer ...”,
- ST6 viewed as “To motivate the individuals in the classroom for delivery of the knowledge, skills and composition, during lesson plan”,
- ST7 approaches “... to complete the same well in time ...”,
- ST8 discusses “... about our preparation, delivery, to manage the time, get feedback during our delivery of the session to the kids ...”,
- ST9 describes “Preparation of the topic related with subject and class, its readiness, delivery of the same, feedback from the students and also from supervisor ...”,
- whereas ST10 opinioned “Preparation of lesson plan, support from supervisor, delivery of lesson plan through time management, activities setting for children after delivery, which is almost from 40 to 60 minutes of time”.

Why practicum has been designed for B. Ed. (Hons.) students?

As the same participants opinion reflects according to the above statement individually, as given below:

- ST1 responded “As we need breathe to live, like the same there is the necessity of designing of practicum for the students, without the same B. Ed. (Hons.) is incomplete ...”
- ST2 defines that “...theory is useless without Practical in any or every field of study, the same scenario is here in B. Ed. (Hons.) ...”
- ST3 discussed that “... we learnt that how to design and implement lesson plan, what strategies will be used and how, use of Audio – visual aids, time schedule, to generate reports, to maintain daily logs ...”
- ST4 explained that “... just like skeleton of the human body structure which joints overall the structure from the brain to the feet ...”
- ST5 thought “... important because there is a chance of learning of teaching the future teachers and to improve inner potential ...”,
- ST6 described it as “To minimize hesitation of the trainee, practicum has been designed and also to improve the skills ...”

- ST7 lauded that “... without the practicum, the teacher student unable to achieve the goal throughout his/her life ...”.
- ST8 discussed it as “... be able to do the performance in well manners ...”
- ST9 shared ideas as “... design the material according before the delivery ...”
- and ST10 summarized it as “... course throughout is related with the teaching domain ..., we are teachers of the future and we already know the theories, strategies and other points related to the teaching learning, which is need of era, for third world countries, and specially for Pakistan”.
- How do you evaluate the implementation of practicum program?

Response of the same ten participants about the statement as mentioned above, defined individually, given as under:

- ST1 explores as “... joint venture with three stakeholders: cooperating teacher – the teacher in school which performs daily life duties and responsibilities over there, ...”
- ST2 discusses as “It is very important for these three to modify or update if there is any type of gap during the delivery of the teacher educator knowledge and improve the skills in the class”.
- ST3 explains it “If there is the difficulty occurs in the context, then it is the responsibility of supervisor with the help of cooperating teacher to maintain the same earliest. The same persons will be helpful for support of delivery, and at the end we get feedback in constructive manners from both”.
- ST4 defines “... To deliver the knowledge individually through lecture delivery, assigning group work to them as an exercise and in last to summarize and conclude the same, which is meaningful to get the feedback for betterment”.
- ST5 pointed out it as “The prime responsibility of supervisor is to maintain the lesson plan thoroughly and give the valuable inputs to student teacher for beneficial and important delivery to the learners.” ... “also gives the expert opinions for its improvement if necessary ...”

- ST6 describes “... gives suggestions with polite manners to improve the same ...”
- ST7 argues that “... there are weak points because it is the time to learn, so to remove our weak points through the tool of evaluation with the help of our teachers: supervisor and cooperating teacher in formative way, which benefits us ultimately”.
- ST8 explains as “Lesson plan is actual our focus thing, ... same will be removed with the help of cooperating teacher, because at gross root level the operating teacher presents”.
- ST9 shows that “In training delivery time, both supervisor and cooperating teacher help the teacher educator if there would be any type of hindrance and difficulty, so the triangulation of teachers is beneficial for the kids, society, community and nation as well”.
- ST10 declares that “... we did not know the trick and tracks of better and best delivery, so there is the need of experience and expert opinion about the same through supervisor with the guidance for better delivery”.

How do you see the commitments of school Cooperating Teachers (CTs) and supervisors in providing necessary support to you as Student Teachers (STs)?

Common Answer from all ten respondents “If there would be any type of difficulty to we people at any stage, they both (supervisors and cooperating teachers) rarely support to us, although they can play the vital and important role as seniors to us, guidance us, because they treated as a mentor and coach. They already know their role and in future our role as a change agent, but they are less committed and less responsible Persons”.

What are the challenges that you encounter during the implementation of the practicum?

Below is the responses of the participants regarding the above statement.

- ST1 replied “Lack of conducting seminars and meetings regularly with supervisors & cooperating teachers, lack of interest / involvement of the majority of students / learners in class at the placement school”.
- ST2 explains, “Setting of the desks in the classroom, because different shapes will be required for different subjects and topics for

delivery of lesson plan, the need of the random visits of the head of the institute for monitoring the same”.

- ST3 defines “Lack of Physical appearance of the learners during the lesson plan delivery, sequential sittings of the learners”,
- ST4 thought, “Lack of interest of students in mathematics because they have an improper understanding about the basics of mathematics, it would take much time and also more difficult to satisfy whole the class during the limited time frame of delivery”.
- ST5 declares, “Time management and pre-preparation for session plans and seminars we are waiting for a supervisor, so to wait is also problem ... (laughing)”.
- ST6 lauded, “Need of multimedia and equipped computer for session plans, overcrowding / extra enrollment of the learners is the challenge”.
- ST7 shared, “Lack of equipments in Science laboratory, basic terminology, inputs of students, lack of traid meeting, seminar reports, are main challenges”.
- ST8 briefed “Lack of attitude to deliver the session plans at placement school”,
- ST9 discusses “Lack of interest of the learners, lack of discipline and timing”.
- ST10 shared lack of furniture due to the extreme enrollment, absence of cooperating teacher during delivery of the student teacher session planning. Therefore, no more than 30 learners will be enrolled in a single class, because of controlling point of view”.

What are facilitating factor for implementation of the program?

Same participants responded their statement as mentioned below, about the above mentioned query:

- ST1 replied “Three basic facilitators are the basic pillars for teaching and learning process, but ...”
- ST2 informed “... practical with the delivery of the theory to the learners”.
- ST3 shared “Supervisor is most facilitation factor ...”.
- ST4 declares “Supervisor and student teacher are important factors,...

- ST5 explains “... all the stakeholders are facilitating factors, ...”
- ST6 discussed “Charts provides the main factors, ... ”
- ST7 shared “Supporting material are helpful for session planning ...”
- ST8 expedites “ ... all other stakeholders ... ”
- ST9 discuss “ ... facility at gross root level ...”
- ST10 shares that “Students, ... and ask about the audio – visual aids to deliver the same through multimedia, laptop, charts, models and other related things and items”.

What should be done for better implementation of practicum?

- “Seminars and traid meetings can be conducted according to the framework”.
- ST2 defines “Need of constructive feedback from the learners after delivery of lesson plan that either they are satisfied or not from delivery, and proper session planning at the placement”.
- ST3 discusses that “Traid meeting details needed to improve for its betterment must be focused”.
- ST4 shares that “Use of Technology through audio – visual aids, multimedia system, portfolios, replacement of black board and chalk with white board and marker, skill development through internet”.
- ST5 supports “Dedication and commitment of the supervisors and cooperating teachers”.
- ST6 thinks that “Teachers Research program should be included for the student teachers, and innovative methods of teaching and learning”.
- ST7 find outs “Updating / moderation of practicum through Administration, use of ICT, proper implementation of NPSTP introduced by Higher Education Commission, blended learning must be introduced and implemented by all the teachers, policy should be understand by student teachers”.
- ST8 explores “Facilities should be used to the government students like the same facilities has been provided in public schools. CBT (Computer Based Test) mechanism must

be used here in Government institutes, that from the beginning learners attached and aware with the computers”.

- ST9 lauded “Individual views after delivery, need of use of different activities and involvement of internet to the learners through exploratory method that they may be able to use the computer as a tool for teaching and learning, which is treated as miracle of 21st century”.
- ST10 mentioned “Personality development of the children / students specially in remote areas must be viewed, solar system must be implemented due to the electric load shading, installation of white board with multiple color markers”.

Summary, Findings, Conclusion, Recommendations

Summary

As, it was analyzed that there are multiple challenges to in practicing of the practicum attached with B. Ed (Honors), at GECE (M) Sukkur, Sindh. Main focus was related to the concerns with the practicum basic stakeholders; Supervisor, Cooperating teachers and Prospective teachers, practicing their training at the attached schools. Triangulation was used to cover 360 degree throughout. For this purpose Questionnaire, Recorded Structured Interview and Focus Group Discussion was conducted from the target population.

Findings

The research consisted of interview with four members; two Supervisors and two CTs. The conclusion related to these four persons summarized as below:

Supervisors

Prospective teachers feel some problems regarding the atmosphere of the placement school, they have lack of confidence, and are unaware about the aspects and situation, lack of the college supervisors, lake of interest to resolve the problems at gross root level. Supervisors use evaluation reports, log, reflection portfolios for feedback. Refresher courses are necessary to Cooperating teachers for the importance of practicum, cooperating teachers are not committed to solve the problems, because they are not directly under the jurisdictions of the

training institute, and feels less responsibility of the practicum. Further supervisors suggested that practicum might be split into two different parts: observation, and conclusion, like internship. Placement school might be nearly to the prospective teacher. According to their experience scaffolding is important; triangulation in between supervisors, cooperating teachers and prospective teacher plays key role and effective during practicum. Refresher program for cooperating teachers and university supervisors might be arranged; and evaluation of practicum must be conducted and examined by the local assessor or teacher of the training institute, which is policy issue. There must be need of the enough facility to student teachers at placement schools.

Cooperating teachers (CTs)

The basic objective of the program did not achieved due to the lack of interest of prospective teacher, they are just killing the time here at placement school, so they may not be able to learn a lot. Association and coordination lack in between three pillars, no enough guidance to prospective teachers and less motivation. Although now – a – days, prospective teachers have a lot of talent and Competence related to the English and Mathematics, just they have need to polish themselves for better future and as a change agent their potential might be increased with support. Refresher courses are necessary for cooperating teachers to perform the practicum duties with dedication and keen support. Language barrier is also an issue for prospective teachers during their delivery at placement school, need of provision of models, charts, banners, AVAids, computer, multimedia, internet connection and other supporting material for teaching and learning process, which might play vital role for not only prospective teachers, but also for learners at the school, therefore less preparation will be needed and required to student teachers. Practicum duration will be extended and after the completion of practicum, every prospective will write down and submit thesis, which also impose the better impact overall.

FGD of Student Teachers (STs)

FGD conducted from Student Teachers (STs), from ten members of PTs to get their valuable inputs/feedback in constructive manners in polite

manners from both supervisors and cooperating teachers, expert opinions, Lesson plan must be focused to try for performing best through blend of methods, lack of conducting seminars and meetings regularly with cooperating teachers, need of the randomly visits of the head of the institute for monitoring, mental appearance of the learners during the lesson plan delivery, Less understanding of students in mathematics, Time management, Need of ICT through AV Aids, overcrowding / extra enrollment of the learners is the challenge. Lack of material in laboratory, basic terminology, inputs of students needed, lack of furniture due to the extreme enrollment, feedback from learners after delivery, Use of Technology , Research program should be included ,Updating / moderation of practicum through administration, use of ICT,NPSTP must be involved to all the teachers, policy should be understand by student teachers. CBT (Computer Based Test) mechanism must be introduced, use of internet for learners through exploratory method , use the computer as a tool in 21st century, alternative energy provided through solar system due to the electric load shading, installation of white board with multiple color marker, were the basic points discussed by the prospective teachers. According to the researchers opinion on the basis of findings that student teachers have acute need of availability of physical facilities, cognitive facilities, and pedagogical facilities for improvement and enhancement of practicum program.

Conclusion

It was analyzed during research and concluded that PTs have been faced multiple difficulties during their practicum delivery. As pointed out by Fajardo (2013) that it (practicum) is being considered as one of most crucial and influential stage for PTs. Main problem related to them (PTs) is lack of coordination and less enough support from both supervisor and CTs as a mentor, with less / no constructive feedback for the better delivery of teaching and learning as well, which cannot effected positively to grow him / her with potential, as observed by Abida Nasreen & Tariq Hussain (2018), Din, Angaiz, & Jehan (2021) and Mir et. al (2021). Explored by Sahan (2017) that important role of teachers in the system requires mentor teachers to be equipped with knowledge and skills. Justified by Farrell (2001); Ferrier-Kerr (2009); Trent (2013) & Anam et. al (2020) that

practicum could also become one of the most challenging, Puzzling, tough, and unsatisfying experience. Lack of supportive material is also unavailable in the context to support them. Over Crowd enrolment students in the class also seems the main issue for prospective teachers. Limited time at the placement school, the prospective teachers may not be able to deliver enough as they learnt from their teacher educators. Due to lack of basic facilities in the school also effects the negative impact over the prospective teacher. Fajardo & Miranda (2015) & Parveen et. al (2020) described that the programs of teacher training need to build up such strategies for preparing PTs for professional development.

Recommendations

In view of the above facts and figures through data collection, analysis and finding of the research, it has been recommended the following suggestions for overall positive impact and impression:

There is an acute need for materials like banners, models, computers, multimedia, speakers, and internet connection at placement schools for a better and more interactive environment for teaching and learning. The need of coordination among Supervisors, Cooperating teachers (CTs) and Prospective teachers (PTs) is very important. There is a need to give feedback to PTs in constructive manner for his improvement. Refresher courses must be conducted to remind and to allocate the responsibilities individually. Blended methods of learning must be introduced to teach the learners about a better future. Allocation of Student Teachers (STs) to a classroom having no more than 30 students enrolled because, as a novice person (s), he could not control overall class learners simultaneously. The schedule of practicum must be doubled for enough delivery and learning of the prospective teachers. Allocation of prospective teachers must be nearest, so they may be able to reach without any hindrance. Report writing in the shape of thesis must be mandatory after successful completion of the practicum. Competency Based Testing (CBT) system must be introduced to use and aware of the learners, to capable the use of computer and other related sources, like internet etc. Prospective teacher be equipped with multiple strategies related to teaching and learning, so (s)he can be well prepared and handle any type of situation related to the classroom.

The challenges and support to implement the efforts of program, in collaboration with school placements need to inspire and reserve Cooperating Teachers & College Supervisors to give honestly support for student Teachers as well as committed and strong cooperation and to link the stakeholders of practicum appropriating to practicum Program.

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