



Exploring the Problems of B.Ed. Practicum Faced by Preservice Teachers

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ABSTRACT

The current research attempts to determine the problems of B.Ed. practicum faced by preservice teachers". Objectives of this study was to investigate the problems of B.Ed. practicum that preservice teachers faced. To determine the difference between male and female preservice teachers views about problems faced during B.Ed. practicum. Simple random sampling technique was applied. Sample was consisting of 311 B.Ed. preservice teachers. Structured questionnaire was used as an instrument for data collection. Data was gathered using a structured questionnaire as the tool. To analyze the data SPSS was utilized. Analysis was done using the, frequency, mean, SD and independent sample t-test. Results showed that preservice teachers faced different personal, classroom and school related problems during B.Ed. practicum. According to gender variables male and female B.Ed. preservice teachers showed significant difference regarding factors classroom problems and showed insignificant difference regarding factor personal and school related problems. The findings of the study recommended that the program's duration needs to be extended. Seminars and conferences should be organized to address the difficulties and obstacles preservice teachers had faced in their B.Ed. practicum duration.

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Introduction

Everyone's ability to live depends heavily on their education. An educational institution's teachers are its most important element. Having knowledgeable teachers is crucial for effective country's development and stability. Programs for teacher preparation are crucial because the quality of educational institutions is largely dependent on the quality of its teachers. Teachers require immediate professional development to build their professional and personal skills in order to provide excellent education and address common issues in the classroom (Javaid et al., 2020).

For all intents and purposes, education is a national development program; the more money we allocate to education in the correct direction, the faster the nation will advance ideologically. If we focus more on the caliber of instructors than the quantity, this will not be achievable. Passion and dedication are required. A teacher in eastern civilization is a preacher who may teach moral lessons alongside other secular courses. Preservice teachers who select this noble career path of teaching have the chance to study on the job. The practicum is the component of the B.Ed. curriculum consists of related to school practical tasks that are intended to assist preservice teachers in their pre-service training for becoming professional teachers (Karim et al., 2020).

Masood et al. (2022) said that the key component of teacher education programs for preservice teachers is teaching practice, which is often referred to as teaching practicum. It gives preservice teachers the opportunity to practice teaching in real time. When implemented correctly, it has many positive effects on the preservice teachers and is reported to have had a big influence on their future professions. Preservice teachers get the chance to assist experienced educators in actual classroom settings with a cooperating teacher and supervisor during their teaching practice. Foncha et al. (2015) argued that a key to becoming a teacher is getting experience in the classroom or in instructing. As a result of its exposure to the real teaching and learning environment, preservice teachers' experiences are the reason for this. Prior to entering the real teaching environment, preservice teacher has the chance to experience teaching during teaching practice. The significance of teaching practice is also recognized by preservice teachers.

Teacher educators found it difficult to give preservice teachers insightful criticism because of the excessive workload, high student enrollment and preservice teachers' lack of interest in their own education. Inadequate evaluation and assistance were among the many difficulties that preservice teachers encountered throughout the implementation of practicum. Problems and restricted opportunities pertaining to the preservice teachers job description at work were also present (Dayo et al., 2022). In the real school setting, preservice teachers encounter a variety of challenges in the practical component of teacher education. Uncertainty about positions in the classroom, worry, stress, the attitudes of teaching and non-teaching personnel, concerns with student conduct and classroom management, workload and inexperience are few of these challenges. The following are some of the areas where practicum presents challenges: the supervisor's infrequent visits to schools, the inadequate supervision and evaluation of preservice teachers, the lack of triad meetings, the improper involvement of preservice teachers in administrative tasks, the lack of seminars addressing student issues (Shah et al., 2020).

Literature Review

In the teacher education programme generally, the practical portion of teacher training, often known as teaching practicum, is an essential component of the curriculum. Teaching practice and practicum are influenced by a variety of circumstances, both favorably and adversely. The length of the practicum is among the most significant elements that adversely impact it (Karim et al., 2020). Teaching practice is often regarded as the most complicated and challenging part of the course because of its length, speed, preparation, assessment, coursework and mentorship for mentors and preservice teachers. In addition to developing their interest through teaching experience, preservice teachers encounter a number of difficulties in their practice, such as their inability to gauge their own effectiveness in the eyes of their students, fear of teaching for the first time, classroom management, parental involvement, principal expectations, social bias, workload and other problems (Irum & Wasim., 2024). Jarrah (2020) argued that preservice teachers highlighted a number of

difficulties during practicum had, including upholding classroom rules, inadequate support from mentor teachers and supervisors, lack of resources for instruction and difficulty translating theoretical information into practical application. Achmad et al. (2023) said that writing formal lesson plans and implementing them in the classroom is a very challenging task for preservice teachers. Preservice teachers may experience anxiety because students in the classroom may possess knowledge that differs from their planned lessons.

The primary challenges found were inadequate resources and issues in incorporating technology into instruction. The program's design does not incorporate the project method, inquiry-based learning or constructive feedback, despite its suggested use. In addition, current teaching techniques fall short of international norms for teacher preparation. Many educational institutions lack of the resources necessary to cover the costs of quality control (Lalani, 2023). According to Dayo et al. (2022) included an excessive amount of work from school, students who seemed uninterested in learning, large number of pupils in the classroom, difficulties adjusting with school atmosphere, lack of support from supervisors and they feel overall unhappiness. Mahmood and Iqbal (2018) revealed that although it might be difficult for preservice teachers, new research shows that this part of teacher preparation is receiving more attention. The reality of classroom differs from what preservice teachers expect. Pupils don't act in a way that preservice teachers would like them to. Resources needed for creative methods are few and rigidly organized study schedule prevents freedom looked for by preservice teachers to test out idealized pedagogies.

Controlling disruptive behaviors is especially difficult for preservice teachers. Their inability to comprehend student conduct and being unfamiliar with classroom setting frequently get them in trouble. Furthermore, because they appear so young, sometimes they struggle to preserve their reputation as traditional educators. Their cooperating professors, who typically view them as a danger to their own professional careers, also frequently engage in unethical behavior, discredit them in front of the students and prevent them from taking part in class activities. Therefore, the issue of disruptive behaviors gets worse, especially in the classrooms with too many students. The tragedy is that the principals of schools typically treat the preservice teachers as outsiders and pay little attention to their issues, which destroys teacher and student trust (Masood et al., 2022). Many teachers found it is difficult to keep their classrooms calm and make sure their students followed their instructions, especially those who worked at struggling schools. Teachers at public schools mostly concentrated on using course materials and applying a variety of modern instructional methods in the classroom. On the other hand, teachers at high achieving private educational institutions, reported difficulties in developing their pupils' ability to think critically and participate in meaningful conversation (Fitriati et al., 2024). Teachers who participate in professional development programs encounter several obstacles. They have difficulties with interpersonal communication and motivation. Maybe they have to deal with a lack of interest in professional training and education (Tshering, 2023).

Hasan (2023) argued that when talking about difficulties, preservice teachers were frank and straightforward. They started by talking about the difficulties students had getting to school and pressure the school put on them to finish their written assignments and syllabus on time. Class assignment was one of the first issues that all preservice teachers had to deal with, but the supervisor's help eventually resolved the issue. The two main opinions were that there were too many classes and that professors were reluctant to teach even one class. Shah et al. (2021) said that difficulties faced by preservice teachers during their practicum, including its brief duration, lack of opportunities to teach all topics, carelessness in lesson planning, uneven time distribution between theory and practice and lack of responsibility. To get

enough experience and expertise, preservice teachers should be given the chance to demonstrate a class in a variety of subjects to students of varying skill levels.

The preservice teacher may encounter several issues during this time, such as classroom management, supervisors' attitudes toward the preservice teachers, curriculum implementation, and environmental issues that impact teaching practice exercises. The difficulties faced by preservice teachers during their teaching practicum are the reason for the study's necessity and consequently its issue. The physical classroom facilities, the teacher-student dynamic and the classroom atmosphere are all components of the learning environment. The physical environment includes all of the furnishings, supplies, equipment and learning areas that go into creating a learning environment. The goal of teaching practice will be accomplished when the preservice teachers have access to all of these resources, which will inspire them to complete the tasks given to them (Umakalu et al., 2023).

Although teaching practice offers valuable experiences, preservice teachers sometimes face obstacles that may limit their capacity to get the most out of the activity. Comprehending the experiences of preservice teachers can help teacher training faculties become more aware of the difficulties that students face in school, which may cause them to have a negative attitude toward the profession. To help these new teachers reach their intended goals, teacher-training programs must re-evaluate and re-examine strategies for overcoming these obstacles (Foncha et al., 2015). In particular, addressing these issues will relieve preservice teachers of a significant portion of their workload. Additionally, classroom teachers will eventually become of higher caliber. Numerous studies have been carried out to assess the difficulties faced by preservice teachers during their practicum (Masood et al., 2022). They deal with a variety of issues, such as inadequate training, distant location, a lack of resources and discipline, a lack of teaching experience and an unclear function in the school. To improve the quality of the teaching practicum and the professional skills of preservice teachers, these obstacles must be addressed (Irum & Wasim, 2024).

A teaching practicum has an impact on preservice teachers decisions to pursue teaching as a career. They deal with a number of issues, such as insufficient training, distance from the school, a lack of resources and discipline, unclear roles in the school and a low level of teaching proficiency. To increase the benefits of the teaching practicum and enhance the professional skills of preservice teachers, these obstacles should be addressed. Insufficient instructional materials and laboratory equipment are cited by preservice teachers as a source of challenges in topic instruction. Insufficient teaching expertise and understanding may lead to problems while instructing smaller courses. Despite all of the positive and negative situations, teaching practicum helps people become more self-assured, knowledgeable, experienced and professionally developed teachers (Shah et al., 2020).

Contextual experience exchange and reflection are extremely difficult tasks, while the teacher education field deals with a number of problems. According to research, preservice teachers had trouble adjusting to the school culture because of the supervision of students, the relationship problems between student teachers and supervisors and teacher educators, the difficulty in establishing rapport between all stakeholders and the accessibility of charts, models and audiovisual aids highlighted that supervisors' lack of supervision and lack of connection with placement schools and stakeholders are the main reasons why preservice teachers experience high levels of stress throughout their practicum program. The concerns that effect of practicum include administrative neglect, a lack of facilities and technology and preservice teachers attitudes toward their line of work (Dayo et al., 2022). It might be challenging to locate cooperating schools in some situations and they may be reluctant to hire preservice teachers. Some educational institutions send their working teachers back to school

without providing them with any teaching experience. In addition to presenting the course, the instructors responsible for the teaching practice course also serve as internal and external supervisors. Therefore, their firsthand knowledge of both on-campus and off-campus programs will be useful in examining the problems and difficulties in these programs. Classroom teachers, supervisors, cooperating schools, legislators and other stakeholders will find this study helpful (Adhikari, 2022).

The practicum's duration and time constraints may also provide difficulties for the students. New preservice teachers complain the absence of lab equipment and teaching aids, which makes it difficult to teach subjects; inexperience also makes it difficult to teach lower levels. Teaching practicum helps teachers become more self-assured, knowledgeable, experienced and professionally developed despite all the positive and negative events raised concerns about the duration and schedule of the teaching practicum. Inadequate teaching practicum schedule should be changed to accommodate the preservice teachers and the brief practicum period affected preservice teachers' necessary preparation (Irum & Wasim, 2024). Discipline and managing classroom are problems and it seems that no effective disciplinary measures that are taken against delinquency and violations. In these kinds of schools, preservice teachers struggle to manage and control the class and, in some cases, students understand that preservice teachers are only there to practice teaching and cannot hold them accountable (Foncha et al., 2015). During teaching practicum, preservice teachers encounter a variety of difficulties in managing, disciplining and exercising control in an actual classroom setting. When parents visit the school to inquire about the progress of their children's or discuss any other matter with teachers, it can be confusing for preservice teachers to deal with parents, something they are not prepared to do (Irum & Wasim, 2024).

Objectives

1. To investigate the problems of B.Ed. practicum that preservice teachers faced.
2. To determine the difference between male and female preservice teachers views about problems faced during B.Ed. practicum.

Research Methodology

For different research objectives, variety of research study designs can be used, each with unique criteria and features. Both descriptive and quantitative methods were used in the current study. Quantitative research aims to calculate the research problem by generating mathematical data that may then be transformed into meaningful statistics. The population was made up of preservice teachers enrolled in seven educational institutions in Multan who had completed their practicum in B.Ed. 1.5 years and B.Ed. Hons programs. The Women University of Multan, The University of Education Lahore, Multan Campus, The Bahauddin Zakariya University Multan, The National University of Modern Languages Islamabad, Multan Campus, The Multan Post Graduate College Multan and two teacher training institutions of Quaid-e-Azam Academy for Educational Development were among them. Total population contained 609 B.Ed. preservice teachers those were attended the B.Ed. practicum. The sample was contained of 311 B.Ed. 1.5 years and B.Ed. Hons preservice teachers both males and females selected through simple random sampling technique. Data for the study was gathered using a questionnaire. Five-point Likert scales were used to collect the respondents' opinions in the research area.

Data Analysis

The Software called the Statistical Package for Social Sciences (SPSS) was utilized by the researcher to analyze the data. The researcher employed both descriptive and inferential statistics for a broad description of analyze the study data. This included analysis of the frequency, mean, SD, and t-test.

Table 4.1

Descriptive Analysis of Factor Personal Problems of B.Ed. Practicum that Preservice Teachers Faced

S.No.	Statements	N	Mean	S.D.
1	Poor cooperation by supervisor and mentor teachers	311	4.27	.977
2	Long distance of school from home	311	4.25	.891
3	There is lack of self-confidence and teaching knowledge along with financial problems	311	4.23	.886
4	Face fear of less grade, busy scheduled and excessive academic work load	311	4.10	1.002

Table 4.1 showed that statement poor cooperation by supervisor and mentor teachers was mean value (4.27) and SD (.977). Statement long distance of school from home was mean value (4.25) and SD (.891). Statement there is lack of self-confidence and teaching knowledge along with financial problems was mean value (4.23) SD (.886). Statement face fear of less grade, busy scheduled and excessive academic work load was mean value (4.10) and SD (1.002).

Table 4.2

Descriptive Analysis of Factor Classroom Problems of B.Ed. Practicum that Preservice Teachers Faced

S.No.	Statements	N	Mean	S.D.
5	Tackles with individual differences and disruptive behavior of students	311	4.27	.947
6	Classroom disciplines and management issues	311	4.20	.905
7	Control of overcrowded classroom	311	4.03	.795
8	Design and prepare low-cost teaching aids and materials	311	3.98	1.030

Table 4.2 indicated that the statement tackles with individual differences and disruptive behavior of students was mean value (4.27) and SD (.947). Statement classroom disciplines and management issues was mean value (4.20) and SD (.905). Statement control of overcrowded classroom was mean value (4.03) and SD (.795). Statement design and prepare low-cost teaching aids and materials was mean value (3.98) and SD (1.030).

Table 4.3

Descriptive Analysis of Factor School Related Problems of B.Ed. Practicum that Preservice Teachers Faced

S.No	Statements	N	Mean	S.D.
09	Teaching subject that is unrelated to the subject matter	311	4.12	1.044
10	Deals with effects of various requirements from school	311	4.05	0.979
11	Deals with effects of shortage of trained teachers	311	3.96	1.029
12	Taking continuous regular classes in whole day without any break	311	3.95	1.103

Table 4.3 defined that the statement teaching subject that is unrelated to the subject matter was mean value (4.12) and SD (1.044). Statement deals with effects of various requirements from school was mean value (4.05) and SD (0.979). Statement deals with effects of shortage of trained teachers was mean value (3.96) and SD (1.029). Statement taking continuous regular classes in whole day without any break was mean value (3.95) and SD (1.103).

Table 4.4

t-Test Analysis about Problems of B.Ed. Practicum that Preservice Teachers Faced based on Gender

Factor	Male N=55		Female N=256		t	P
	Mean	SD	Mean	SD		
Personal Problems	16.72	3.05	16.87	2.34	-.410	.682
Classroom Problems	15.85	2.81	16.60	2.44	-2.024	.044
School Related Problems	15.87	2.74	16.11	2.76	-.596	.552

Table 4.4 results based on gender variables about B.Ed. preservice teachers views about role of B.Ed. practicum regarding factors personal, classroom and school related problems. The values ($t = -.410$, $p = .682$) defined insignificant difference between gender variables regarding personal problems Similarly, the values ($t = -.596$, $p = .552$) also defined insignificant difference regarding school related problems. Moreover, values ($t = -2.024$, $p = .044$) defined significant difference with respect to classroom problems.

Discussion

The present study results such as poor cooperation by mentor teachers, financial issues, teaching knowledge that preservice teachers faced in their practicum period matched with previous research results (Shah et al., 2020) on assistance that was obtained by preservice teachers. The present study results shown that teaching practicum tackles with individual differences, disruptive behavior of students, teaching subject that is unrelated with subject matter, deals with effects of various requirements from school relate with earlier research results (Masood et al., 2022).

Conclusion

The theme of this study was related to B.Ed. practicum problems. It was concluded that preservice teachers encountered different types of personal, classroom and school related problems in their B.Ed. practicum period. According to gender variables results t-test results defined insignificant difference with respect to personal and school related problems while the t-test results defined significant difference regarding classroom problems.

Suggestions

- ❖ The school's non-teaching personnel must to receive training on how to help preservice teachers.
- ❖ The program's duration needs to be extended.
- ❖ In order to preserve classroom discipline and handle situations resulting from students' behavioral issues, they ought to get instruction and guidance.
- ❖ During the coursework phase, preservice teachers should receive adequate training in lesson design and instructional techniques.
- ❖ Practicum should be prolonged and students should get guidance in managing their feelings of anxiety.
- ❖ Before starts of teaching practicum, proper preparation may be done for elements like students approval, transportation facilities and school policies.
- ❖ Seminars and conferences should be organized to address the difficulties and obstacles preservice teachers had faced in their B.Ed. practicum duration.

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