

Exploring Challenges to the Prospective Teachers During the Process of Practicum at University of Loralai



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Abstract: *The study aims to explore challenges to the prospective teachers during the process of practicum at University of Loralai. The objectives of the study were to explore the challenges of planning and implementation in the process of practicum of BS students in University of Loralai and to explore the practices and strategies (applied/ will be applied) by BS students in the process of planning and implementation of practicum in University of Loralai. The population of the study were (152 students) from the department of education, out of which 128 were selected as sample. Based on findings it was concluded that majority of the respondents were of the opinion that lack of expertise in developing a lesson plan is a challenge for students. Most of the students have time constraints. Maximum number of participants faces lack of cooperating school, lack of cooperating school principal and cooperating teacher, unavailability of educational supervisor and program preparation procedures, lack of academic preparation, problem associated with personality, challenges concerned with social relationship, weakness in use of external sources of information, weakness in use of effective educational aids, mistreatment of the school management, sense of isolation and lack of belonging to the school, limited understanding of the subject matter, lack of cultural awareness to understanding it. It was*

Key Words: Teaching Practicum, Lesson Plan, Cooperating Teacher, Educational Aids

Introduction

A practicum is an experience that requires the practical application of theory or conceptual knowledge (Johnson, 1996). Most types of professional education like nursing, law, social work employ some form of practicum or internship to help students to learn how to apply knowledge in real situation and problems. During the practicum students make progress in developing self-awareness and come to know about their particular strengths and weaknesses as well as use their personal values, attitudes, and life experiences in their practices (Johnson, 1996). Metaphorically speaking, STs are expected to “pilot their boats” in order not to “sink”, “fall” or “lose direction” –that is to say, they have to successfully apply the theoretical knowledge gained during their course of studies to school-based practical experiences (Starkey & Rawlins, 2011). However, as Allen (2011) explains, “One of the major and long standing challenges of pre-service teacher education programs has been to strike a balance between the theory and practice of the profession”. Azeem (2011) defines

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it as the time of prospective teachers, which they spend under the supervision of a mentor teacher, for seeking teaching skills in a real classroom situation.

The basic pedagogical practicum plays a key role in teacher learning. Practical experience allows the future teacher to practice teaching in a real classroom and learn from their experiences. Zeichner's (1996) work on pedagogical practice provides lenses for study. According to him, practicum refers to "...all kinds of observational and teaching experiences in an undergraduate teacher education program, field experiences that precede professional education course work, early field experiences that are associated with specific courses, and student teaching and internship experiences.". Zeichner (1996) used the term 'Educative Practicum' which he says engages future teachers in the search for answers related to teaching, classrooms, pupils, their role as teachers and future experiences. He further identifies three concepts of practitioner including apprentice practitioner, applied scientific practitioner and research-oriented practitioner. Of the three concepts, the most preferred and idealized is the inquiry-based practicum, which aims to develop reflective practices and tends to make teachers into researchers. Engaging in reflective practice during practice plays an important role in enhancing teacher learning (Berg & Smith, 2018; Goh & Matthews 2011).

One of the main purposes of teaching practice supervision is to provide data on STs' performance, "a form of feedback which can take them forward, feed forward" (Hattie & Timperley, 2007). The Merriam-Webster online dictionary defines feedback as "helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc." In this regard, Copland (2010) states that a central component of the teaching practice is the feedback offered to the ST by an experienced teacher, who is expected to assess the ST's teaching and provide support, suggestions and advice with regard to improving practice.

For many students, the practicum is a very positive and meaningful experience, but for some of the students the practicum falls short of their expectations. The quality of every practicum experience can be enhanced if students are provided with guidance in identifying and making use of learning opportunities (Korthagen et al., 2006). The feedback and information provided to students during practices of practicum will improve their knowledge and develop the students professionally (Smith, 2010). The main aim of practicum supervision is to provide feedback on student's achievement to motivate and take them forward (Hattie & Tiperley, 2017).

In addition, Copland (2010) says that feedback is the main component of teaching practice which is managed by an experienced teacher, who provides feedback, ideas and recommendation to students' teacher as they are expected to improve their training (Tang & Chow, 2007). Furthermore, they added that the aims of supervisor can be specific in a programed way and the affiliations among the contributors define how such purpose is enacted through giving or receiving feedback from one. Moreover, they emphasized that unbalanced associations are essential in the aims of supervision to analyze participant's work and make structures of supervision in conferences, and also on the role of views and expectation of members. (Tang & Chow, 2007).

In the context of Pakistan, given that four-year undergraduate teacher education programs have been introduced during the last one decade, it would appear that all the stakeholders have not gotten used to the process and practice of the course and practicum components of these programs. It is in this spirit that the current study sought to explore teaching practicum related experiences, challenges and problems or

prospective teachers. The knowledge thus gained would not only help in understanding prospective teachers' teaching related problems, they will also provide insights into how to go about and tackle the challenges and problems encountered within teaching practicum related experience of the student teachers in the school or classroom contexts (Shah & Wilayat, 2021).

In the Education Department University of Loralai students are required to complete practicums in their BS program. Therefore, for teaching practice they visit different schools to implement different lesson plans for different classes. Feedback plays an important role in the guidance of the prospective teachers. Feedback, and the way in which STs react during feedback sessions, can be affected by the power and functions of university supervisors and the perceptions that STs may have of them (Ramírez, 2012). Furthermore, the communication between STs and supervisors through feedback can influence "STs' performance and openness to experiment with different methods or activities". Also, current study aims at highlighting and exploring the challenges of students during the practicum process in Department of Education University of Loralai.

Statement of the Problem

Practicum is usually a complex process for new teachers having certain challenges. Some of the challenges include: Poor lesson planning, lack of professional experience of BS students, Gaps in the implementation process and Poor learning abilities of school students. While, students also face challenges in incorporating feedback from their supervisors in a productive way to improve their practicums and respond positively to different gaps and challenges in the process. Students also face challenges in planning and implementing lesson plans effectively as they usually have less information about the real situation of classes, such as, classroom management, time constraints and overcrowded classes. On the other hand, most of the students have either no or minimum experience of teaching, therefore, they face certain challenges in managing the overall teaching learning process. While, it is also important to address the challenges of student learning outcomes and their learning capabilities. The current study aims to explore challenges to the prospective teachers during the process of practicum.

Significance of the Study

- This study may help students as well as teachers to address challenges in feedback process during practicums.
- Since lesson planning and its implementation is an important process in teaching practices at schools. Therefore, findings of this research may be fruitful to improve teaching learning process.
- This work may be helpful for supervisors to point out shortcomings in the lesson plans of student teachers.
- This research study may be beneficial for future teachers and supervisors to improve the overall planning and implementation process of practicums.

Research Objectives

The purpose of the study is to:

1. To explore the challenges of planning and implementation in the process of practicum of BS students in University of Loralai.

2. To explore the practices and strategies (applied/ will be applied) by BS students in the process of planning and implementation of practicum in University of Loralai.

Research Question

What are the challenges of planning and implementation in the process of practicum of BS students in university of Loralai?

Subsidiary Research Questions

1. What are the practices of BS students in the process of planning and implementation of practicum in university of Loralai?
2. What are the strategies of BS students in the process of planning and implementation of practicum in university of Loralai?

Literature Review

This chapter intends to link the theoretical aspects and the practical components of the investigation undertaken as well as establish a conceptual framework from which the methodological assumptions and tools will be drawn. It also includes a description of key concepts related to the main theme of this research study. This chapter will also explore the literature that is relevant to understanding the development of and interpreting the results of this piece of research.

What is Practicum?

Education is a national development program for all purposes, the more we spend on Education in right direction the quicker we can develop the country on our ideological basis. In the oriental society a teacher is a preacher who can combine moral teaching with other secular subjects. To choose this sublime profession of teaching the prospective teachers get to opportunity to learn practically. In B.Ed.(Hons) four-year programme the school based practical experiences with the aim to assist the prospective teachers to become professional teachers which is named as "PRACTICUM". According to Brown and Brown (1990) the practicum is the essential component in the teacher training programme through this prospective teacher learn how to bring theory in practice because it increases the experiences of the individual before they go in the field of profession. In the study of Smith (2005) practicum is one of the important elements for prospective teachers to understand the environment, teaching learning process and individual differences. It creates efficacy and they come to realize how to bring theoretical studies in practical way. According to Calder (1993) the experiences of prospective teachers were different as some of them had grateful feelings about their experiences and others had not. Thus, Practicum enables the prospective teachers to implement their knowledge and develop the skills in classroom. Furthermore, it is the platform to polish out their hidden abilities and equip them with modern teaching techniques. Hence, throughout the practicum the prospective teachers learn and practice while in this course durations they also face different challenges.

Purpose of Practicum

The educating of prospective instructors in distinct faculties is given one of a kind names in the subject of education. Some call it is teaching practice, some others name it practicum, some acknowledged it via the

name of college students educating and research in the field. (Haig & Tuck, 1999). The practicum is explained by special authors in a unique way. It is a program of learning or a path designed by experts, scheduled to ship students of branch of schooling or the prospective instructors in unique other colleges to impart lectures on special topics concerning their course (Mohan & Ghosh, 2011). According to Schecter et al., (1993) educating practice is a practice or a training where the prospective teachers or student instructors strive to teach in schools under the supervision of skilled teachers. The primary purpose of teaching practice or practicum is to convert the theory of education/teaching in practice. Its purpose is to impart knowledge/teaching with different age, environment and stage of students. This coaching now not solely contribute to the professional boom of students but also helps to enlarge the self-belief of college students (Malik, 2014).

It is a ground or as a possibility provided to scholar teachers to apply the idea which they had studied during their route work to practice or activity. (Barry & King, 2002). Without appropriate education for education the professional training of instructors can't be legalized for energetic duties in today schools during practice. Teaching and mastering are believed social activities in the classroom that entail connections between now not solely the instructors and their students, however as properly as amongst these events and objects, equipment, lecture room environment, curriculum as well. (Wright, 1988). The practical section of trainer guidance regularly referred to as instructing exercise is a vital issue of trainer preparatory program in trainer coaching institutions in accepted such as faculty of training in faculties of education and colleges of training (Okorie, 1997). There are unique factors that affect teaching practice or practicum positively and negatively. One of the most essential elements that negatively affect the practicum is the duration of practicum (Lingam, 2005).

The Practicum Process

The teaching practicum is considered as one of the most influential aspects of pre service teacher training (Ferrier-Kerr, 2009). It is critical for the improvement of student teachers, because, it is their first hands-on journey with their chosen profession and it creates possibilities for future teachers to enhance their pedagogical abilities since, at some stage in the practicum, STs can put into practice their beliefs based totally on language mastering theories they acquired in the route of their studies. According to Hascher et al., (2004), the teaching practicum serves as a 'protected area for experimentation' and 'socialization inside the profession', it unites the stage for success or failure in pupil instructing and it determines a ST's future in education.

Not solely these who are in cost of pre-service teacher training, however also future teachers reflect on consideration on the practicum experience as the most extensive aspect in their trainer schooling program. The motive resides in that STs Benefit extra from spending time in the area observing how others teach, than from attending sessions at college or schools (Zeichner, 1990). Moreover, the practicum contributes with STs' development by means of supplying a vary of goals. Gebhard (2009) lists the following: gaining sensible school room experience, applying concept and teaching ideas, discovering from staring at experienced teachers, increasing focus of how to set goals, and questioning, articulating, and reflecting on their own teaching and mastering philosophies (as cited in Trent, 2010). Ong'ondo and Borg (2011) argue that important amongst these is supplying possibilities to STs to enhance pedagogical reasoning capabilities because, as Johnson (1999) factors out, instructing is a complex method in which teachers ought to reflect on consideration on and continuously mirror on "unpredictable and dynamic interrelationships" among the teacher, learners, the

context, and the curriculum. Rorrison (2008) claims that the practicum is generally a time of “tension, frustration, misinformation, confrontation, acquiescence and negative communication”, and she emphasizes that many mastering possibilities are wasted in the course of the teaching practice.

In the context of Pakistan there is need of researches as many as possible to explore the challenges of practicum. A study referred to exploring the perception of pre services teacher that by Trent (2010) it is by emphasizing on cognizance and questioning that the educating practicum can be regarded as a fundamental stage of instructor identification construction, the place grasp refers to the way instructors are and the way they suppose different people are. This view is consistent with Britzman’s (2003) states that mastering to educate “is constantly the process of becoming: a time of formation and transformation”. While, Khan (2011) states that in Pakistan, teacher education has always remained a grey area in connection with research. Therefore, there is a need to conduct research on different challenges in the process practicum which is an important part of teacher education. Thus this study aims at exploring the challenges in the prospective teachers in University of Loralai. The process entails prospective teachers’ practicum real-life experience in the schools through planned lessons and execution of these lessons in the real classroom scenarios and to developed teaching portfolios which has the following components. Introduction of the school based practicum process; Lessons plans; Reflective diaries; and Final report on the practicum process.

Role of Practicum and Supervisor

Student teacher in teaching practicum have the opportunity to do something new. Reinforcing what Zeichner mentioned, Schuls (2005) also expresses that an educative focus practicum “provides teacher candidates with opportunities for inquiry, for trying and testing new ideas within collaborative relationships, and for talking about teaching and learning in new ways”. The practicum experience also helps the students to know the classroom realities, students’ individual care, understanding classroom management and experiencing the transition from prospective teachers to real classroom teachers (Goh & Matthews, 2011; Mtika, 2011). In the discourses about teaching practicum, the school and university partnership is seen as an integral part of the process (Charisma & Nurmalasari, 2020; Cochran-Smith, 1991). Collaboration of the two, provides the prospective teachers with conducive and encouraging learning opportunity in the field. The university based senior teachers play key role in the prospective teachers’ learning and development through providing them with relevant resources, constructive feedback and helping them reflect on their teaching practices. These senior teachers are called mentors (Hargreaves & Fullan, 2000; Lawson et al., 2015) or Cooperating Teachers (Joseph & John, 2014). Joseph and John (2014) found that such cooperating teachers play a key role in supporting the learning of the prospective teachers during the practicum. Their study found that the cooperative teachers acted role models, mentors, coaches, and evaluators. The school-based mentors help the prospective teachers in the transition and navigation from the university classroom to the actual teaching settings in the schools (Joseph & Thomas, 2020; Lawson et al., 2015). Ulvik and Smith (2011) in their study found that a good practicum primarily depended on the relation of the prospective teacher with the school-based mentors.

The cooperation between school and university is crucial because it can impact the process of practicum. Lawson et al. (2015) express that teacher educators prepare the prospective teachers for teaching through teaching them theories about teaching, learning, curriculum, assessment and strengthening their skills to teach in the classrooms; whereas, the school base mentors help the prospective teachers to practice

their learning as teachers in the classrooms. They observed that the role of teacher educators was more ambiguous and needed more detailed deliberations. Similarly, the coordination between the university and schools needed more attention and the use of various tools for assessment of the prospective teachers such their reflective journals needed much more attention. Mckim and Velez (2017) stated that the nature of practicum is probable to affect the shallowness of the potential teachers. Dobbins (1996) determined that their shallowness fluctuated at some point of the practicum, depending on the nature of individuals' strengths and electricity degree in managing and balancing the professional demands and help they received. In addition, the potential teachers' self-esteem affected their educating and ability to work with the youngsters and collaborating with other instructors in the school's probable to affect the shallowness of the potential teachers. Dobbins (1996) determined that their shallowness fluctuated at some point of the practicum, depending on the nature of individuals' strengths and electricity degree in managing and balancing the professional demands and help they received. In addition, the potential teachers' self-esteem affected their educating and ability to work with the youngsters and collaborating with other instructors in the schools.

The nature of practicum is exploring what makes a good practicum. Ulvik and Smith (2011) found that provision of a quality mentoring in terms of appropriate feedback, autonomy and responsibility given to the prospective teachers, giving a variety of experiences, prospective teachers' feeling of inclusion in the school culture, giving the opportunities to experience the detailed role of a teacher and having a structured practicum plan were the key aspects of a good practicum. Zeichner (2010) exerts that there has been a lack of connection between the universities based and field experience due to the academic hierarchy; therefore, he suggests a nonhierarchical interaction between academic, practitioner and community expertise. Studies suggest that a good practicum takes the process beyond the classrooms' walls to the whole school as a community, and to the exploration of the community (Schulz, 2005). The aim is to develop prospective teachers as creative, reflective, vibrant, and dynamic individuals who are aware of the political, socio-economic, and educational values of their learning and practice.

Likewise, assessment of teaching practicum is seen as a complex and challenging exercise. Aspden (2017) argues that assessment of practicum plays a critical role in determining the student's' readiness to teach and achievement of expected graduate standards". The assessment of an individual prospective teacher depends on the subjective analysis of the assessors. Thus, the assessors' beliefs, knowledge of the subject, experience and expectation, likes and dislikes seem to influence the assessment of the individuals. Aspden (2017) found that there was lack of transparency in the expectations of the assessors, assessment criteria, in the judgment of the learning of the prospective teachers.

Challenges in Practicum Process

Due to the duration, pace, planning, assessment, coursework and mentoring, both for prospective teachers and mentors, teaching practice is generally considered to be the most complex and difficult in some aspects of the course (Abdullah et al., 2020). In addition to gaining interest through teaching experience, future teachers face several challenges in teaching practice, including the uncertain position of future teachers in evaluating their productivity in the eyes of their students, fears of teaching for the first time, classroom supervision, parental involvement and expectations of the school principal, social bias, workload and other issues (Rupp & Becker, 2021).

The realistic part of instructor schooling possesses numerous troubles that are confronted by potential instructors in the actual school environment. Some of these challenges are student-teacher identification issues, unclear roles in school, anxiety, stress, the mind-set of college educating and nonteaching staff, pupil issues of behavior and classroom, workload, and lack of trips (Mtika, [2011](#)). While, Khan et al. ([2016](#)) discovered the areas of challenges in the overall process of practicum and these include the restricted strenuous function of mentor and cooperative teacher, lack of triad meeting, proper engagement of pupil instructors in administrative work, lack of seminars to address pupil problems, rare visits of the supervisors to faculties and inappropriate evaluation and education of potential teachers. Bichi and Musa ([2017](#)) noted that most potential instructors are not blissful with the existing educating practicum model due to its short duration. The research additionally unveils that the function of the potential instructor in the working towards school is ambiguous and unclear, due to which they can't instruct the classification confidently. High expectations and lack of ride hold them always under pressure. Hamilton-Ekeke, ([2017](#)) uncovered that for realistic training, teaching practice be bendy in time, route content, educating methods, and teaching, for which the present day model of instructing practice is not flexible enough for potential teachers. Koross ([2016](#)) argued that teaching practicum influences potential teacher's selection to pick out teaching as a profession. They face a range of challenges like insufficient training, terrestrial distance, little and weak diploma of teaching skills, non-existence of assets & discipline, their uncertain role in the school, and so on. These challenges have to be overcome in making educating practicum more high-quality and enhancing potential teachers' professional capabilities.

If the adequate facilities and proper check and balance system is provided in the teaching practice so student teacher will feel more confidence. Ali et al. ([2018](#)) argue that prospective teachers complain about a deficiency of teaching aids and laboratory facilities, which creates limitations, Lack of experience and inadequate knowledge of teaching also create troubles in educating lower classes. Despite all the exact and awful experiences, educating practicum makes them confident, learned, experienced, and professionally grown teachers. Frimpong ([2016](#)) referred to that teaching institutes assume from prospective teachers to operate all the practices according to instructor guidance; however, for the development and enchantment of the educating practicum procedure and potential teachers instructing quality, desirable involvement of all the stalk holders is required. As the supervisor's function is necessary in a instructing practicum, supervisors should be assigned a restricted variety of students to consider and guide potential teachers" classes more effectively.

Lack of Seminars and Meetings for Training

The studies explored that to arrange meetings and seminars for guidance of student teacher is very important. Khan et al., ([2016](#)) identified a number of problematic areas in teaching practicum that need to be addressed by the organization and mentor. This includes lack of triad meeting between prospective teachers, mentors, and school teachers, meetings at various intervals during the teaching practicum period to review the ongoing process, a lack of workshops to discuss student issues, supervisory visits to schools that are infrequent, and improper assessment and instruction of prospective teachers. Kabilan et al. ([2020](#)) found that teaching practicum influences prospective teacher's decision to choose teaching as a profession. They face various challenges like inadequate training, terrestrial distance, little and weak degree of teaching skills, non-existence of resources and discipline, their unclear role in the school. These challenges should be overcome

for making teaching practicum more advantageous and improving prospective teachers' professional capabilities.

Lack of facilities

The students may also face challenges of time and duration in practicum process. Jin et al. (2020) found that prospective teachers complain about the shortage of teaching aids and laboratory equipment, which create hurdles in subject teaching; lack of experience also creates issues for teaching to lower classes. Despite all the good and bad experiences, teaching practicum to make them confident, learned, experienced and professionally grown teachers. Adam et al. (2018) highlighted the issues of teaching practicum length and timings. The short duration of teaching practicum influenced prospective teachers' proper training, while inappropriate teaching practicum timing should be revised to facilitate student teachers.

Lack of knowledge and training

Student teachers complain that they are not given the opportunity for teaching all subjects. Inarsih et al. (2021) found that selection of practicing school, non-readiness of student teacher for teaching, lack of knowledge and training, mentor favoritism in assessment marking, and unawareness of mentorship skills are some challenges that may lead the teaching practicum program towards failure to achieve its goals. Similarly, Shah et al. (2020) reveal the challenges that prospective teachers experience during their practical teaching phase, such as short duration, limited opportunity for teaching all subjects, negligence of choice, while, assigning lessons, unequal time allocation for theory and practice, and unaccountability. Prospective teachers should be provided the opportunity to demonstrate a lesson in various subjects to different students' levels to get sufficient experience and knowledge (Van et al., 2020).

Lack of supervision

Student teachers may feel anxiety before going to class. They think it is difficult to control the class. Rupp and Becker (2021) indicated that prospective teachers, regardless of their sex and program, experience anxiety during their teaching practice. Due to the exciting and challenging nature of teaching practicum, there is a need to address various concerns that student teachers face during their teaching practicum phase. These include anxieties about evaluation, class control, inadequate professional preparation, relation with host school staff, first-time teaching, the expectation of host school, remarks of the supervisor. Therefore, it is important to train prospective teachers for any unfavorable and uncertain condition that may happen during their teaching practice. Furthermore, Kamila (2021) reveals the strength teaching practicum including students dealing, classroom management, applying theories into practice, bonding a relation and support with their peer, critical thinking skills, etc. while poor management, supervision, assessment and evaluation, the improper linkage between university and school, lack of interest, etc. are some of the weaknesses of teaching practicum program. Therefore, she suggests for developing the teaching practicum program with all stakeholders' collaboration to make it more beneficial for students.

As we know lesson plans are important as well as to overcoming the challenges in this process of implementing them. Amor et al. (2020) indicated the importance of lesson plans and its related challenges. Teaching method, time management, delivering of the lesson, and specifying the education objectives are some issues that need to be solved. Deocampo (2020) suggests that prospective teachers can overcome the

challenges of lesson planning and teaching practice by acquiring knowledge in seminars, providing first-hand experiences of the classroom, relaxation in teaching without lesson plans, and making some judgments among lessons with and without lesson plans.

Practicum Duration Challenges

In different universities the practicum process is divided in several phases and time duration. Li (2016) indicated that teaching practice length should be long and distributed in several phases. Assessment and evaluation should be clearly criterion based to get the actual picture of prospective teacher's progress. Also, Abbas and Lu (2015) found that a majority of prospective teachers are not satisfied with the existing teaching practicum model due to its short duration. The research also reveals that the prospective teacher's role in practicing school is ambiguous and unclear because they cannot teach the class confidently. High expectations and lack of experience keep them constantly under pressure. Similarly, Karagöz and Rüzgar (2020) uncovered that for effective training, teaching practice should be flexible in time, course content, teaching methods, and teaching, for which the current model of teaching practice is not flexible enough for prospective teachers. While, Gujjar et al. (2011) show off the challenges that potential instructors journey at some point of their realistic teaching phases. These consist of brief duration, restricted opportunity for educating all subjects, negligence of desire while assigning lessons, unequal time allocation for idea and practice, and unaccountability. Prospective teachers ought to be furnished with a possibility to reveal a lesson in a variety of subjects to exceptional levels of students to get adequate journey and knowledge. Besides, Abdullah et al. (2020) reveal the challenges that prospective teachers experience during their practical teaching phase, such as short duration, limited opportunity for teaching all subjects, negligence of choice while assigning lessons, unequal time allocation for theory and practice and unaccountability. Prospective teachers should be provided an opportunity to demonstrate a lesson in various subjects to different students' levels so they can get sufficient experience and knowledge.

Discipline Challenges

Prospective teachers during their teaching practicum face various challenges of controlling, disciplining, and managing in the real classroom environment (Mudra, 2018). Prospective teachers sometimes have to handle parents, which they are not trained for, dealing with the parents of students who visit the school and investigate their children's progress or any other issue which parents want to discuss with teachers create a lot of confusion for prospective teachers (Kamila, 2021).

Summary

In literature review various researches were consulted about challenges in planning and implementation process of practicum and issues in implementing lesson plans. These studies explored different challenges during planning and implementation process of practicums, such as, lack of facilities, lack of knowledge and training, lack of meetings and seminars, lack of supervision, practicum duration challenges, discipline challenges, challenges in managing the class, lack of experience, school administration problems, students' behaviors issues, psychological barriers like shyness, hesitation and lack of confidence etc. The review of literature has shown that the problems experienced by student teachers in practicum process have been analyzed from their own contexts but University of Loralai is a newly established university and has different context and environment. So there is a need to have a better insight to the challenges by approaching the

issues faced both by student teachers and supervisors. To fulfill this need, the present study aims to investigate the challenges that student teachers may face while planning and implementing the lessons plans in the context of University of Loralai.

Methodology

The study is quantitative in nature. The aim of this study is to investigate what challenges student teacher of BS education Department University of Loralai face during the process of planning and implementation of their teaching practicum.

Population

The population of students involved in practicum is; BS 3rd semester (38 students), BS 4th semester (14 students), BS 7th semester (23 students), BS 8th (13 students), B'ed 1.5 3rd semester (15 students), B'ed 2.5 4th semester (24 students), B'ed 2.5 5th semester (25 students) which add into 152 students as overall population.

Research Instrument

Instruments allow programs to collect relevant data related to a research problem, designed for measuring their intended outcomes. Various types of instruments may include surveys, tests, questionnaires, achievement/aptitude e tests, observation forms, and tally sheets (Smith, 2020). In this study data were collected through seven Semi-structured interviews.

Sampling

A sample is the subset of the whole population that is under exploration by a researcher and whole characteristics are generalized to the population. It is part of the whole and is selected by the researcher to be included in the sample (Ngoma, 2006). In this study, purposive sampling is used. Out of the total population (152 students) for the seven semi structured interviews students will be selected as i.e. one high achiever from each class of BS(3rd,4th, 7th and 8th) as well as B'ed 1.5 (3rd semester) and 2.5(4th and 5th) will be selected.

The sample for the survey questionnaire comprises 28 students from each of the classes B.ed 1.5(3rd semester), B.ed 2.5(4th and 5th) and BS(3rd,4th,7th and 8th semesters) i.e two high achievers and two low achievers will be selected. Accordingly, for the sample of single focused group, from each semester of B.ed 1.5, B.ed 2.5, and BS one high achievers and one low achievers (total 14 students) will be selected for focused group discussion.

Data Analysis Tool

Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun & Clarke, 2006). It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. There will be a thematic analysis of data for this study.

Findings

The most serious challenges in practicum according to their importance, as seen by student teachers were as follows:

1. Lack of expertise in developing a lesson plan

2. Time constraints
3. Lack of Cooperating school
4. Lack of cooperating school principal and cooperating teacher
5. Unavailability of Educational supervisor and program preparation procedures.
6. Lack of Academic preparation
7. No training
8. Problem associated with Personality
9. Challenges concerned with social relationship.
10. Weakness in use of external sources of information
11. Weakness in use of effective educational aids
12. Mistreatment of the school management
13. Sense of isolation and lack of belonging to the school
14. Limited understanding of the subject matter
15. Lack of cultural awareness to understanding it
16. Lack of access to the latest developments and innovations in the field of specialization
17. The difficulty of curriculum
18. Inadequacy of training period
19. Weak cooperation between the student and the school
20. Weak participation in extracurricular activities
21. Fear of teaching
22. Lack of communication skills
23. The weakness of linkage between theory and practice
24. Lack of practical application in the laboratory.
25. Large numbers of students per classroom
26. Unavailability of advanced educational technologies
27. Large numbers of practicum students from the same major at the cooperating school.
28. Supervision and administrative workload
29. Rarity of following up student teacher inside the classroom
30. Distrust in student teacher by cooperating teacher
31. Exploiting individuals by assigning all school duties
32. Interfering directly in the lesson course
33. Educational supervisors is influence, in his evaluation, by opinions of those around his and his interference in the lesson course
34. Poor electronic communication skills with those who are in-charge of the program

Conclusions

Majority of the respondents were of the opinion that lack of expertise in developing a lesson plan is a challenge for students. Most of the students have time constraints. Maximum number of participants faces lack of cooperating school, lack of cooperating school principal and cooperating teacher, unavailability of

educational supervisor and program preparation procedures, lack of academic preparation, problem associated with personality, challenges concerned with social relationship, weakness in use of external sources of information, weakness in use of effective educational aids, mistreatment of the school management, sense of isolation and lack of belonging to the school, limited understanding of the subject matter, lack of cultural awareness to understanding it, lack of access to the latest developments and innovations in the field of specialization, the difficulty of curriculum, inadequacy of training period, weak cooperation between the student and the school, weak participation in extracurricular activities, fear of teaching, lack of communication skills, the weakness of linkage between theory and practice, lack of practical application in the laboratory, large numbers of students per classroom, unavailability of advanced educational technologies, large numbers of practicum students from the same major at the cooperating school, supervision and administrative workload, rarity of following up student teacher inside the classroom, distrust in student teacher by cooperating teacher, exploiting individuals by assigning all school duties, interfering directly in the lesson course, educational supervisors is influence, in his evaluation, by opinions of those around his and his interference in the lesson course, poor electronic communication skills with those who are in-charge of the program.

Recommendations

Based on the previous results, researcher advises those in charge of practicum program at University of Loralai the following:

1. The importance of continuous development of practicum program objectives according to the age developments advances and variables.
2. Holding training workshop for students teachers during field training, that enhance their abilities in good planning and practicing modern teaching method.
3. The provision of guides specific to practicum with unified visions for each of educational supervisors, student, school principal and cooperating teacher.
4. Set specific critical for application schools that make space for the accurate and effective implementation of the training process, coordination with various parties participating and involved in practicum training process such as supervisors, directorates of education, cooperating teachers and school principals at cooperating schools before starting the practicum program to have consistency between educational ideas and practical application of students, teachers.
5. Conducting similar studies with other larger and more representative sample and the study of these challenges from other people such as school principal and cooperating teachers' perspective in order to be more comprehensive.

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