

Challenges of Practice-Teaching Faced by Prospective Teachers: A Review of Empirical Studies

Suvendu Ray¹, Dr. Santosh Mukherjee², Dr. Deb Prasad Sikdar³

¹Research Scholar, Department of Education, University of Kalyani, West Bengal, India

²Principal, Krishnanagar B.Ed. College, Nadia, West Bengal, India

³Professor, Department of Education, University of Kalyani, West Bengal, India

ABSTRACT

Practice-teaching is a practical training for the prospective teachers to gather real setting experiences about the uses of teaching-method, teaching-strategies, teaching-techniques, teaching-principles and teaching-aids. A trainee undergoes different experiences and practices during the practice teaching course. In the present situation, the prospective teachers are facing few challenges during the teaching-practice. So, this paper has been aimed to find out the challenges of practice-teaching. In this study, the researcher conducted a review technique related to practice-teaching to explore the challenges of teaching-practice among the prospective teachers. This study found that most of the prospective teachers indicated that practice-teaching was ineffective in improving their teaching skill and few prospective teachers indicated that they were not benefitted much from the practice-teaching. There is needed for the responsible authorities to review the procedures for carrying out practice teaching course in order to improve the quality of teachers. The study was enlightened that there are many issues of practice-teaching related to the preparation of the lesson planning, classroom management, proper teaching skills, negative attitude of administration, school facilities and community barriers. To conclude the study, the researcher recommended to upgrading the strategies to overcome the issues of practice-teaching. Upgraded strategies should be used for making teaching-learning process more effective during practice-teaching. This paper highlights the significant role of practice-teaching course among the prospective teacher to improving the teaching skill.

How to cite this paper: Suvendu Ray | Dr. Santosh Mukherjee | Dr. Deb Prasad Sikdar "Challenges of Practice-Teaching Faced by Prospective Teachers: A Review of Empirical Studies" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-7 | Issue-1, February 2023, pp.368-374, URL: www.ijtsrd.com/papers/ijtsrd52689.pdf



Copyright © 2023 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



KEYWORDS: *Empirical study; Practice- Teaching; Prospective teacher*

INTRODUCTION

Teaching is an integral part of education. Its main function is the practical application and development of knowledge and practice of skills. Teaching in a classroom is appropriate and effective if the teacher can properly apply all the teaching skills in an integral manner. Teacher education plays the pivotal role in developing what skills and in order to produce qualified teacher. The future of the nation, the quality of coming generation depends largely on qualities of teachers; good education demands good teachers [1]. For making a quality education need to develop qualities of teachers. Pre-service teachers are students who are undergoing teaching training in educational training institutions, on whom the academic success of a nation's next generation depends [2]. It is

essential to pre-service teacher training to making an efficient teacher. Teaching practice is the focus of all education systems worldwide due to its influence on the development of skills and behaviors of pre-service teacher [3]. The trainees of pre-service teacher training are also called as prospective teacher [4]. They develop their teaching skills by the teaching practices.

Practice teaching is like as an internship program where prospective teachers get an opportunity to initiation into the real life world of a school as a regular teacher for a particular period. To prepare an efficient teacher, practice teaching is an essential part of the teacher-education curriculum. Teacher education curriculum consists of practice-teaching

which plays a pivotal role for preparation of an efficient teacher [5]. The term practice-teaching has three main appellations-

1. The practicing of teaching skills and acquisition of the role of a teacher
2. The whole range of experiences that students go through in schools
3. The practical aspects of the course as distinct from theoretical studies [1].

This study aimed to review the literature systematically and summarized all empirical studies related to teaching practice. The paper has been examined the challenges' of practice teaching in current situation. After detected the challenges, the researcher also recommended some suggestion to overcome the challenges in teaching practices.

REVIEW OF RELATED STUDIES:

The researcher has reviewed many literature related to practice teaching. The following studies on practice teaching are given in table format. Here, the title, author and findings of the reviewed studies have been presented.

Sl. No.	Author and Year	Study	Findings
1	Ngidi and Sibaya (2003)	A research was worked on Student teacher anxieties related to practice teaching	Dimension of neurotic personality is significantly correlated with professional preparation and unsuccessful lesson was established. It was evident from the result that three way interaction effects of student-teachers' biographical variable viz. gender, age and grade placement on practice-teaching associated factors i.e. evaluation and an unsuccessful lesson were significant [7].
2	Lam and Ching (2007)	A study was conducted on an exploratory study of an internship program: the case of Hong Kong students	The results show that three internship factors of supervisor, team spirit and involvement, autonomy and help from supervisor led to student overall satisfaction [8].
3	Gunarathne et. al. (2010)	Problems of Internship: Opinions of the Management Undergraduates of the University of Sri Jayewardenepura	The main finding of the study was that there are many issues of internship relating to the organizational issues, internship oriented issues and individual issues [9].
4	Bukaliya (2012)	A thorough investigation was done on the Potential Benefits and Challenges of Internship Programmes in an ODL Institution: A Case for the Zimbabwe Open University	Majority of the students preferred the attachment programme was established because it exposed them to the real expectations of the world of work. But, effectiveness of the programmes was militated by a number of challenges. Various challenges viz. some fulltime employees being unwilling to disclose important information to pupils [10].
5	Okobia et. al. (2013)	A student was conducted on an analysis of the Perceived Challenges Faced by Student Teachers during Teaching Practice Exercise	It was concluded that fifteen items among twenty one items were perceived by most of the trainee teachers as major challenges faced during practice-teaching phase school location had no impact on challenges faced by trainee-teachers was also found [11].

OBJECTIVES OF THE STUDY:

The major objective of the study is –

- To review the related literature systematically and examines the past empirical researches.

The minor objective of the present study as follow-

- To examine the key challenges faced by the trainees during practice-teaching.

METHOD:

In this study, the researcher conducted a systematic review analysis method of empirical studies. The review was based on articles that provide empirically based information on teaching practices [6]. The researcher has reviewed twenty empirical studies related to practice teaching which were conducted in India and Abroad since the year of 2003 to 2022.

6	Komba and Kira (2013)	Research done on the Effectiveness of Teaching Practice in Improving Student Teachers' Teaching Skills in Tanzania	It was evident from the student that the duration spent for the practice-teaching was inadequate for student teachers to acquire the skills required for effective teaching. Regarding the effectiveness of the Teaching Practice, 76% of the respondents indicated that Teaching Practice was ineffective in improving their teaching skills. Since the majority of respondents indicated that they did not benefit much from the Teaching Practice [12].
7	Danner (2014)	A research conducted on student teachers' perceptions of Sources of Teaching Practice-Related Anxieties	Student teachers did not differ in their perceptions of the sources of teaching practice related anxieties was established by the findings. It was also evident from the results that there were no significant gender, and year in programme (academic level) differences in student teachers' perceptions of teaching practice related anxieties. These findings indicate that irrespective of gender and year in programme anxiety is a reality student teachers face during teaching practice (13).
8	Van Wyk, Micheal. (2015).	Teaching Practice	Teaching practice, Perspectives and Frameworks is an essential guide for both the student and experienced teachers, providing them with perspectives and theories underlying teaching practice in the context of all South African schools [14].
9	Kenedy (2016)	Parsing the Practice of Teaching	The study evaluated alternative courses of action for how well they address difficult challenge of teachers [15].
10	Kumar (2016)	Attitude of Pupil Teachers towards Internship as a Part of B.Ed. Curriculum in Relation to Gender, Stream and Academic Qualification	The main findings of the study were, there exist significant difference in the attitude of male and female pupil teachers towards internship. There existed significant triple interactional difference of gender, stream and academic qualification in the attitude of pupil teacher towards internship. There found no significant difference of stream, qualification, gender and stream, gender and qualification and stream and qualification in the attitude of pupil teacher towards internship as a part of B.Ed. curriculum [1].
11	Zhao and Zhang (2017)	An investigation was conducted on the influence of field teaching-practice on pre-service teachers' professional identity: A mixed methods study	Following are the results: i) The results of quantitative data showed that compared with before the field teaching practice, pre-service teachers' professional identity increased after the field teaching practice—specifically, intrinsic value identity increased, and extrinsic value identity did not significantly change; ii) The results of qualitative data validated and elaborated the results of quantitative data in more detail with regard to changes in professional identity. Specifically, compared with before the field teaching practice, intrinsic value identity including work content, work pattern, etc., increased and extrinsic value identity including work

			environment, income, and social status, etc., did not significantly change after experiencing teaching practice; iii) The results of qualitative data also showed that mentor support at field school promoted the development of pre-service teachers' professional identity [16].
12	Ebrahim et. al. (2017)	A study was conducted on challenges in teaching-practice at the college of education based on the perceptions of pre-service teachers: The case for Kuwait University	It was shown by this study that challenges related to school and management were high primarily in the following two areas: large number of students in the classroom followed by school principals not interested in accepting pre-service trainee-teachers in their schools [3].
13	Amankwah et. al. (2017)	Work done on perception of pre-service teachers' towards the teaching-practice programme in College of Technology Education, University of Education, Winneba	The findings among others revealed that on-campus teaching practice equip entrants with requisite teaching knowledge, skills, experience, efficacy, professional development and support their learning. Lack of teaching aids, inadequate time, poor planning, lack of administrative support, and lack of proper orientation on the role of on-campus teaching practice were some of challenges identified [2].
14	Rahimi and Weisi (2018)	The impact of research practice on professional teaching practice: Exploring EFL teachers' perception	The participants' responses to the questionnaire indicated that they were engaged both with and in research to some extent [17].
15	Mahmood and Iqbal (2018)	An investigation was done on challenges faced by prospective-teachers during teaching-practice: Connecting theory to practice	The major challenges dealing with scare underused academic resources, poor physical infrastructure, non-professional attitude of school administration, trying out innovation without challenging the existing school norms and inflexibility in classroom arrangement. Teaching-practice has helped trainee teachers to strike on balance their expectations and reality of schools and classrooms [18].
16	Patel (2018)	Perceptions and Experiences of B.Ed. Students about Internship and Sessional Work	The results showed that student teachers viewed the internship program as a real opportunity to refine and improve their teaching skills in an actual school setting. The results of the interviews showed that hands-on experiences and longer duration of field experience helped the students in understanding the classroom teaching process in a better manner [19].
17	Das and Chowdhury (2019)	A study was conducted on analytical study on practice-teaching of B.Ed. students in B.Ed. Department, Gobardanga Hindu College, under WBSU in India	There are three sections in this article, i) The first section presents the overview role of trainee teacher in practice teaching. ii) Second section presents the challenge of teacher educators iii) The third section criticize the B.Ed. curriculum related to the Internship Programmes in B.Ed. [5].
18	Jarrah (2020)	The Challenges Faced by Pre-Service Mathematics Teachers during their Teaching Practice in the UAE: Implications for	Notable findings included participants' difficulties transferring theoretical knowledge into practice, lack of availability of manipulative, challenges with student discipline and classroom

		Teacher Education Programs	management, difficulty experimenting with innovative pedagogical practices, and concerns regarding the structure and the timing of the student teaching program [20].
19	Bulawat (2021)	Practice Teaching Amidst the Pandemic: Challenges and Opportunities	In the light of the findings obtained, the identified challenges were an amalgamation of teaching-related and personal-related challenges [21].
20	Anees (2022)	Practice Teaching Of B.Ed. Trainees In Schools: An Analytical Study	This full length paper highlights the impotent of teacher education and teaching practice is one of the ways to make our teacher education more effective [22].

FINDINGS OF THE STUDY:

According to the above objectives the findings of the study has been showed as follows-

Major Finding:

After the systematic review, the researcher found that teaching practice is crucial for the personal and professional development and growth of prospective teachers [23]. The researcher found that most of the empirical studies found many issues in practice teaching program. Regarding the effectiveness of the practice teaching, 76% of the respondents indicated that practice teaching was ineffective in improving their teaching skills [12]. According to Kumar, 2016, there found no significant difference of stream, qualification, gender and stream, gender and qualification and stream and qualification in the attitude of prospective teacher towards practice teaching program.

Minor Findings:

The key challenges faced by trainees during practice-teaching are as follows-

- **Unprepared for lesson plan:** Most of the prospective teachers faced the challenges during the preparation of the lesson plan because some time school students didn't help basic knowledge of the content then sometimes they confused which example they have to choose and which innovative method they have to apply for the teaching. Also they confused about the making specific objectives and questions for assessment of students changing behavior.
- **Classroom management problem:** Most of the prospective teacher faced the classroom management problems. Because students didn't response well and there are the lack of discipline among the school students who already study in home tuition and just came for the attendance in the school. The prospective teachers try to build a frank relationship with students but cannot manage the required teacher-students distance for efficient teaching-learning in class.

- **Lack of teaching skill:** Prospective teacher cannot apply all the skills in the integrated way and they can't understand how to use these skills. Mostly the students faced the challenges in introduction skill, questioning skill and probing skill.
- **Negative attitude of administration:** Most of the school behaves strictly with the prospective teacher. Authoritative attitude of the institute considered prospective teachers like servants. They didn't give the prospective teachers proper guidance. Sometimes the school pressures to the prospective teacher to complete the syllabus. Teacher were not supported to the student teachers and not provided classes for the lecture.
- **Lack of facilities:** Sometimes school didn't have facilities, lack of technology and drinking water facilities, washroom facilities. Dilapidated school building, lack of library, de-motivating staff room also the challenges for practice teaching.
- **Community barriers:** most of the prospective teachers face the problems during the community related activities. Sometime people behave rudely to the student teachers and some members are not convinced this type of activities. And sometime student teachers also confused about which activity they should be organized.

DISCUSSION:

It is found that the majority of the prospective teacher faced the challenges related to the preparation of the lesson planning, classroom management, proper teaching skills, negative attitude of administration, school facilities and community barriers. Most of the teacher education institute has no serious instruction for practice-teaching program. For lack of positive attitude towards practice-teaching, most of the trainees avoid to doing practice-teaching. So, the teacher education institute should motivate the prospective teachers to doing the practice teaching properly and also develop the positive attitude towards practice teaching among the prospective teachers.

RECOMMENDATION:

To overcome the above challenges faced in practice-teaching the researcher recommended some suggestion as follows:

- The training institute should provide a sample of the lesson plan and unit plan of each method.
- The practice teaching duration should be increased.
- The practice teaching should be in the last semester of the B.Ed. program.
- The teacher education institute should assign a school that is near to the residency of student teachers.
- Supervisor should visit school weekly.
- Schools should be more communicate and transparent to the prospective teachers.
- Provide all facilities to the prospective teachers to organize all activities during the internship program.
- School should delegate duties as well as authority to the prospective teachers.

CONCLUSION:

Practice teaching is an integral part of teacher education program [21] and it's providing hands on experience to the prospective teacher. The prospective teacher can also involve in different activity such as teaching, administrative work and also the assessment. Practice teaching provide the opportunity to the student teacher they can walk in a real situation. After that NCFTE (National Curriculum Framework for Teacher Education), Justice Verma Committee and Poonam Barta Committee also recommended about it that teacher education program should be redesign and the duration of the school education program should be increased. So, NCTE has changed the curriculum of the teacher education program and increased the duration of the practice teaching. At the present time practice teaching duration is twenty weeks internship program. This total internship engagement twenty weeks divided into two sections consisting four weeks organized in second semester and the rest sixteen weeks to be organized in third semester of B.Ed. Course [5].

REFERENCES:

[1] Kumar, A. (2016). Attitude of Pupil Teachers towards Internship as a Part of B.Ed. Curriculum in Relation to Gender, Stream and Academic Qualification. *International Journal of Engineering Science and Computing*, Volume 6, Issue No.7, p.p. 2017-2023.

[2] Amankwah, F., Oti-Agyem, P. and Sam, F. K. (2017). Perception of Pre-Service Teachers' Towards the Teaching Practice Programme in College of Technology Education, University of Education, Winneba. *Journal of Education and Practice*, Vol.8, No.4, pp. 13-20.

[3] Ebrahim, A., Eyadat, W. and Alshammari, F. (2017). Challenges in Teaching Practice at the College of Education based on the Perceptions of Pre-Service Teachers: The Case for Kuwait University. *The New Educational Review*, pp. 250-260

[4] Bhat, R. L. (2017). A Study of teaching Effectiveness of Prospective Teachers in Relation to Stream and Gender. *Amity International Journal of Education*, 3(1)

[5] Das, K. and Chowdhury, R. (2019). Analytical Study on Practice Teaching of B.Ed. Students in B.Ed. Department, Gobardanga Hindu College, under WBSU in India. *International Journal of Scientific Research and Reviews*, 8(2), 3882-3898.

[6] Choen, E., Hoz, R. and Kaplan, H. (2013). The practicum in pre-service teacher education: a review of empirical studies. *Teaching Education*, pp. 1-34

[7] Ngidi, D. P. and Sibaya, P. T. (2003). Student teacher anxieties related to practice teaching, *South African Journal of Education*, Vol 23(1), 18 – 22.

[8] Lam, T. and Ching, L. (2007). An exploratory study of an internship program: The case of Hong Kong students. *Hospitality Management*, 26, 336–351.

[9] Gunarathne, K. U. H. K., Maduranga, S. A. K., Rathnayake, K. G. K. H., Fernando, P. U. W. E., Kaushalya, K. V. S. G. and Wijesekara, T. N. (2010). Problems of Internship: Opinions of the Management Undergraduates of the University of Sri Jayewardenepura. *Human Resource Management Journal*, Vol.01, No.01, pp. 82-90.

[10] Bukaliya, R. (2012). The Potential Benefits and Challenges of Internship Programmes in an ODL Institution: A Case for the Zimbabwe Open University. *International Journal on New Trends in Education and Their Implications*, Volume: 3 Issue: 1 Article: 13.

[11] Okobia, E. O., Augustine, O. E. and Osagie, R. O. (2013). An Analysis of the Perceived Challenges Faced by Student Teachers during

- Teaching Practice Exercise. Journal of Education and Practice, Vol.4, No.11, pp 7-11.
- [12] Komba, S. C. and Kira, E. S. (2013). The Effectiveness of Teaching Practice in Improving Student Teachers' Teaching Skills in Tanzania. Journal of Education and Practice, Vol.4, No.1, p.p. 157-163.
- [13] Danner, R. B. (2014). Student Teachers' Perceptions of Sources of Teaching Practice-Related Anxieties. Journal of Teaching and Teacher Education, vol. 2, No. 1, 47-59.
- [14] Van Wyk, Micheal. (2015). Teaching Practice, Perspectives and Frameworks.
- [15] Kenedy, M. (2016). Parsing the Practice of Teaching. Journal of Teacher Education, Vol. 67(1) 6–17.
- [16] Zhao, H. and Zhang, X. (2017). The Influence of Field Teaching Practice on Pre-service Teachers' Professional Identity: A Mixed Methods Study. Frontiers in Psychology, Vol. 8, No. 1264, pp. 1-11.
- [17] Rahimi, M. and Weisi, H. (2018). The impact of research practice on professional teaching practice: Exploring EFL teachers' perception. Cogent Education, 5:1, pp. 1-15.
- [18] Mahmood, N. and Iqbal, Z. (2018). Practice Teaching of B.Ed. Trainees In Schools: An Analytical Study: Connecting Theory to Practice. Bulletin of Education and Research, Vol. 40, No. 2 pp. 113-136.
- [19] Patel, R. R. (2018). Perceptions and Experiences of B.Ed. Students about Internship and Sessional Work. International Journal of Science and Research, Volume 8 Issue 9, pp. 1441-1443.
- [20] Jarrah, A. M. (2020). The Challenges Faced by Pre-Service Mathematics Teachers during their Teaching Practice in the UAE: Implications for Teacher Education Programs. International Journal of Learning, Teaching and Educational Research, Vol. 19, No. 7, pp. 23-34.
- [21] Bulawat, A. C. (2021). Practice Teaching Amidst the Pandemic: Challenges and Opportunities. International Journal of Scientific Research in Multidisciplinary Studies, Vol.7, Issue.5, pp.19-26.
- [22] Anees, A. (2022). Practice Teaching Of B.Ed. Trainees In Schools: An Analytical Study. Journal of Research in Humanities and Social Science, Volume 10, Issue 2, pp: 01-05.
- [23] Azhar, M., and Kayani, M. M. (2017). Study of the Impact of Training of Novice Teachers in the Context of Transformative Learning in Punjab, Pakistan. Advanced Education, 4(8), 84-91.