

Teacher Education: Analysis The Views Of Preservice Teachers Towards The Role Of B.Ed. Practicum On Their Professional Development

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Abstract

The present study aims to determine “Teacher Education: Analysis the views of preservice teachers towards the role of B.Ed. practicum on their professional development”. Total 609 B.Ed. preservice teachers who attended B.Ed. practicum and enrolled in seven educational institutions of Multan were population. Sample size was 311 B.Ed. preservice teachers who attended B.Ed. practicum were randomly selected from total population. Questionnaire was the tool used in the study to collect data. Software (SPSS) was used for data analysis Frequency, Mean, SD, Ranking, t-Test, ANOVA, Pearson Correlation and Principal Component Analysis were analyzed. Result showed that B.Ed. practicum played very effective role on preservice teachers professional development. It improved their academic skills, teaching skills and personal skills. Result also showed that preservice teachers faced different personal problems, classroom problems and school related problems during B.Ed. practicum. Results of study suggested that create a website where all information regarding the B.Ed. practicum can be found. Training school should be made according to the choice of preservice teachers and provide them transportation facilities.

Keywords: *Teacher Education, B.Ed. Practicum, Professional Development, Preservice Teachers.*

Introduction

Education is very important for all the individuals to survive. The most crucial component of every educational institution is the teacher. Development of a nation and stability depends heavily on having qualified teachers. Teachers training program is very important for teachers because the caliber of the teachers is the most important aspect for the caliber of any educational institutions. In order to deliver high quality education and handles everyday problems in education, teachers urgently need of professional development to advance their professional as well as personal abilities (Javaid et al., 2020). Khan et al. (2021) said that professional development is very essential for preservice teachers if they want to choose teaching as a profession. Professional development creates changes in preservice teachers attitude that how to see, think and behave as a professional in the teaching profession.

According to Yalvac et al. (2023) in program of teacher education preservice teachers taught professional necessary skills related to their teaching throughout this period in order to become a competent teacher. Teacher education programs make preservice

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teachers ready for teaching in real classroom setting. Bhatt (2021) argued that practicum is the element of teacher education program. Khan et al. (2021) stated teacher education programs changing the attitude of preservice teachers to adopt teaching as a profession and acquire necessary teaching skills. B.Ed. programs are examples of teacher education programs for professional development, that can be suitable in inspiring preservice teachers whether they choose to teaching voluntarily or not. All teacher education B.Ed. programs ends with B.Ed. practicum phase in which preservice teachers learnt to put their theoretical knowledge into practice.

The advantages of B.Ed. practicum on preservice teachers professional development are numerous. Bhatt (2021) argued that practicum provides preservice teachers knowledge and abilities to effectively used different teaching content, technologies and methodologies under the guidance of highly skillful experienced teachers in the real learning environment. Practicum improves the preservice teachers teaching abilities with accordance to curriculum revision. According to Bellur (2023) preservice teachers get first-hand experience from the training school where they convert theoretical knowledge into practical form which directly affects their professional development and abilities. They learnt about different students evaluation techniques, various teaching strategies and lesson plan. The fact that lesson plan and different teaching strategies improves the future teaching of preservice teachers.

According to Karim et al. (2020) during B.Ed. practicum preservice teachers get various school related practical experiences to become professionals. It gives preservice teacher a context in which to put their newly acquired ideas into practice. Preservice teachers confidence is boosted as a result of teaching practicum which also advance their professional development. Din et al. (2021) stated that practicum is a part of teacher education program it broadens the knowledge of each preservice teachers before they enter the area of their teaching profession and allowing them to learn how to apply theory into practice.

B.Ed. practicum has improved the preservice teachers ability to deliver lessons more effectively in their regular teaching activities under the guidance of highly experienced teachers. Before the start of teaching as a professional, preservice teachers can gain first-hand practical teaching experience through B.Ed. practicum and apply their theories into practical form in the classroom (Shah et al., 2020). Putting the theoretical knowledge into practice is the main theme of the practicum. During the practicum period, preservice teachers allowed to practice their teaching methods, learnt to establish classroom routines and act out teacher's role in actual classroom settings. In order to achieve their goals to become a professional teacher, preservice teachers use all of their talents, including academic knowledge, motivating techniques and management techniques in the classroom environments. It allows preservice teachers to develop their personality traits through practical experiences (Parveen et al., 2020).

Although B.Ed. practicum is very important for preservice teachers professional development, but they create few difficulties. According to Dayo et al. (2022) problems experienced by preservice teachers during the B.Ed. practicum it includes extra work load from school, students showed lack of interest in learning, large numbers of students in class, had faced troubled in adjusting with the school environment, lack of cooperation by supervisors, preservice teachers experienced unhappiness throughout their practicum period. Jarrah (2020) stated that practicum revealed several challenges experienced by preservice teachers, maintaining classroom disciplines, poor cooperation by supervisors and mentor teachers, shortage of teaching resources, find difficult to apply theoretical knowledge into practical form.

Achmad et al. (2023) thought that preservice teachers find it extremely difficult to write lesson plan in formal style and then conduct lesson in that manner in classrooms. Students in classroom may know differently than what the preservice teachers have planned, this is sufficient to make preservice teachers anxious. Masood et al. (2022) argued that during practicum preservice teachers faced problems in effective management of disobedient pupils, keeping discipline in classrooms and dealing politely with students who

disrupt. Children's naughty behavior causes disruption in classroom and affects effective teaching. Preservice teachers said that behavior issues frequently caused them to feel extremely anxious.

Research Objectives

1. To determine effectiveness of B.Ed. practicum on preservice teachers professional development.
2. To investigate problems that preservice teachers faced during B.Ed. practicum.

Research Methodology

There are several study designs that may be utilized for various research goals, each having their own particular requirements and characteristics. This research study was descriptive and quantitative in nature. The goal of quantitative research is to compute the research problem through the production of mathematical data that than be converted into the useful statistics. Population were consisting of B.Ed. 1.5 years and B.Ed. Hons. preservice teachers who had attended B.Ed. practicum and enrolled in seven educational institutions of Multan. Named of these, The Women University Multan, University of Education Lahore, Multan Campus, Bahauddin Zakariya University Multan, National University of Modern Languages Islamabad, Multan Campus, Multan Post Graduate College, Multan and two teacher training institutions of Quaid-e-Azam Academy for Educational Development, Multan Campus. Approximately, total population from both B.Ed. programs were contained 609 B.Ed. preservice teachers those were enrolled in these seven educational institutions of Multan and attended B.Ed. practicum. Simple random sampling technique was used for the process of collection of data from B.Ed. preservice teachers. Sample size was contained 311 B.Ed. preservice teachers those were randomly selected from B.Ed. 1.5 years third semester and B.Ed. Hons. third, fifth and seventh semester who had attended B.Ed. practicum and enrolled in these seven educational institutions of Multan. Primary data came from the survey. Questionnaire was the tool used in the study for collection of data. The opinion of the respondents in the study area were recorded by using five-point Likert-type scale.

Data Analysis

Software (SPSS) was used for analysis of data. Frequency, mean, SD, ranking, independent sample t-test, one way ANOVA, Pearson correlation and principal component analysis were analyzed.

Table 1

Demographic Analysis

Variables	Categories	Frequency	Percentage
Program	B.Ed.1.5 Years	160	51.4
	B.Ed. Hons.	151	48.6
Attend B.Ed. Practicum	1 Time	208	66.9
	2 Times	53	17.0
	3 Times	50	16.1
	Total	311	100

Table 1 indicated that total 311 respondents participated in the study in which from program variables 160 (51.4 %) were from the B.Ed. 1.5 years program and 151 (48.6 %) were from the B.Ed. Hons. program. And from attend B.Ed. practicum variables 208 (66.9%) were attended one time B.Ed. practicum, 53 (17.0%) were attended 2 times B.Ed. practicum and 50 (16.1 %) were 3 times attended the B.Ed. practicum.

Table 2 Descriptive Analysis of Factors about Effectiveness of B.Ed. Practicum on Preservice Teachers Professional Development

Factors	Frequency	Mean	SD	Ranking
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Academic Skills	311	19.59	3.90	1
Teaching Skills	311	16.81	2.47	2
Personal Skills	311	16.41	2.42	3

Table 2 results about effectiveness of B.Ed. practicum on preservice teachers professional development. Factor academic skills was first highest mean value (19.59) and SD (3.90) and on the 1st rank. Factor teaching skills was second highest mean value (16.81) and SD (2.47) and on the 2nd rank while factor personal skills was lowest mean value (16.41) and SD (2.42) and on the last rank which was 3rd.

Table 3 Descriptive Analysis of Factors about Problems that Preservice Teachers Faced during B.Ed. Practicum

Factors	Frequency	Mean	SD	Ranking
Personal Problems	311	16.85	2.48	1
Classroom Problems	311	16.47	2.52	2
School Related Problems	311	16.07	2.75	3

Table 3 revealed results about problems that preservice teachers faced during B.Ed. practicum. Factor personal problems was first highest mean value (16.85) and SD (2.48) and on the 1st rank. Factor classroom problems was second highest mean value (16.47) and SD (2.52) and on the 2nd rank. Factor school related problems was lowest mean value (16.07) and SD (2.75) and on the last rank which was 3rd.

Table 4 t-Test Analysis of Factors about Effectiveness of B.Ed. Practicum on Preservice Teachers Professional Development based on Program

Factors	B.Ed. 1.5 years (N=160)		B.Ed. Hons. (N=151)		t-Test	
	Mean	SD	Mean	SD	t	p
Academic Skills	19.05	4.16	20.17	3.54	-2.552	.011
Teaching Skills	16.56	2.67	17.07	2.21	-1.804	.072
Personal Skills	16.15	2.48	16.68	2.33	-1.920	.056

Table 4 results indicated preservice teachers views about both B.Ed. program variables regarding factors academic skills, teaching skills and personal skills related to effectiveness of B.Ed. practicum on preservice teachers professional development. About factor academic skills value ($t = -2.552$, $p = .011$) exposed significant difference between both B.Ed. program variables. Moreover, comparison between both B.Ed. program variables regarding factors teaching skills value ($t = -1.804$, $p = .072$) and personal skills value ($t = -1.920$, $p = .056$) revealed insignificant difference between both B.Ed. program variables. High mean values of B.Ed. Hons. showed that this program was more effective for preservice teachers as compared to B.Ed. 1.5 years program.

Table 5 t-Test Analysis of Factors about Problems that Preservice Teachers Faced during B.Ed. Practicum based on Program

Factors	B.Ed. 1.5 Years (N=160)		B.Ed. Hons. (N=151)		t-Test	
	Mean	SD	Mean	SD	t	p
Personal Problems	16.75	2.57	16.95	2.39	-.700	.485
Classroom Problems	16.22	2.62	16.74	2.38	-1.813	.071
School Related Problems	15.58	2.87	16.58	2.52	-3.253	.001

Table 5 results indicated preservice teachers views about both B.Ed. program variables regarding factors personal problems, classroom problems and school related problems that preservice teachers faced during B.Ed. practicum. The comparison between both B.Ed. program variables regarding factors personal problems value ($t = -.700, p = .485$) and classroom problems value ($t = -1.813, p = .071$) exposed insignificant difference between both B.Ed. program variables. Moreover, about factor school related problems, value ($t = -3.253, p = .001$) demonstrated significant difference between both B.Ed. program variables. High mean values of B.Ed. Hons. program showed that this program was more challenging for preservice teachers as compared to B.Ed. 1.5 years program.

Table 6 ANOVA Test Analysis of Factors about Effectiveness of B.Ed. Practicum on Preservice Teachers Professional Development based on Attend B.Ed. Practicum

Factors	Attend B.Ed. Practicum 1 Time (N=208)		Attend B.Ed. Practicum 2 Times (N=53)		Attend B.Ed. Practicum 3 Times (N=50)		ANOVA	
	Mean	SD	Mean	SD	Mean	SD	F	p
Academic Skills	19.44	3.98	19.45	3.96	20.36	3.49	1.142	.321
Teaching Skills	16.75	2.48	16.28	2.89	17.64	1.62	4.170	.016
Personal Skills	16.42	2.43	15.81	2.65	17.00	1.95	3.144	.045

Table 6 results showed preservice teachers views about attend B.Ed. practicum variables (attend B.Ed. practicum 1 time, 2 times and 3 times) regarding factors academic skills, teaching skills and personal skills related to effectiveness of B.Ed. practicum on preservice teachers professional development. About factor academic skills, value ($F = 1.142, p = .321$) revealed insignificant difference between attend B.Ed. practicum variables. However, comparison between attend B.Ed. practicum variables regarding factors teaching skills value ($F = 4.170, p = .016$) and personal skills value ($F = 3.144, p = .045$) exposed significant difference between attend B.Ed. practicum variables. Moreover, the 3 times attend B.Ed. practicum revealed high mean scores this indicated that the 3 times attended B.Ed. practicum was more favorable for preservice teachers than attended 1 time and 2 times practicum.

Table 7 ANOVA Test Analysis of Factors about Problems that Preservice Teachers Faced during B.Ed. Practicum based on Attend B.Ed. Practicum

Factors	Attend B.Ed. Practicum 1 Time (N=208)		Attend B.Ed. Practicum 2 Times (N=53)		Attend B.Ed. Practicum 3 Times (N=50)		ANOVA	
	Mean	SD	Mean	SD	Mean	SD	F	p
Personal Problems	16.97	2.39	16.05	3.04	17.20	2.02	3.502	.031
Classroom Problems	16.47	2.49	15.88	2.92	17.10	2.00	3.016	.050
School Related Problems	16.06	2.76	15.26	3.05	16.98	2.08	5.123	.006

Table 7 results revealed preservice teachers views about attend B.Ed. practicum variables (attend B.Ed. practicum 1 time, 2 times and 3 times) regarding factors personal problems, classroom problems and school related problems that preservice teachers faced during B.Ed. practicum. The comparison between attend B.Ed. practicum variables regarding factors personal problems value ($F = 3.502, p = .031$), classroom problems value ($F = 3.016, p = .050$) and school related problems value ($F = 5.123, p = .006$) exposed significant difference between attend B.Ed. practicum variables. Moreover, 3 times attend B.Ed.

practicum showed high mean values this suggested that 3 times attended B.Ed. practicum was more challenging for preservice teachers than attended 1 time and 2 times practicum.

Table 8 Pearson Correlation Coefficient Analysis between Factors

		1	2	3	4	5	6
1	Academic Skills	1					
2	Teaching Skills	.733**	1				
3	Personal Skills	.556**	.676**	1			
4	Personal Problems	.472**	.479**	.372**	1		
5	Classroom Problems	.640**	.776**	.901**	.427**	1	
6	School Related Problems	.643**	.627**	.598**	.533**	.643**	1

**Correlation value is significant at the 0.01 level (2-tailed)

Table 8 results indicated correlation analysis between factors. The correlation coefficient value of academic skills showed high positive correlation with teaching skills .733**, showed moderate positive correlations with personal skills .556**, classroom problems .640**, and school related problems .643** and low positive correlation with personal problems .472**. The Correlation coefficient value of teaching skills showed high positive correlation with classroom problems .776**, showed moderate positive correlations with personal skills .676**, school related problems .627**, and low positive correlation with personal problems .479**. The correlation coefficient value of personal skills showed very high positive correlation with classroom problems .901**, moderate positive correlation with school related problem .598** and low positive correlation with personal problems .372**. The correlation coefficient value of personal problems showed moderate positive correlation with school related problems .533** and low positive correlation with classroom problems .427**. The correlation coefficient value of classroom problems showed moderate positive correlation with school related problems .643**. All factors demonstrated significant relationship with each other and with p value was < 0.01 between them.

Table 9
Principal Component Analysis about Total Variance Explained

Components	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	of Cumulative %	Total	% of Variance	of Cumulative %
Academic Skills	4.063	67.720	67.720	4.063	67.720	67.720
Teaching Skills	.760	12.671	80.391			
Personal Skills	.480	8.007	88.398			
Personal Problems	.381	6.349	94.747			
Classroom Problems	.232	3.860	98.608			
School Related Problems	.084	1.392	100.000			

Extraction Method

Table 9 results indicated that total variance explained from several components that obtained from the study. The Initial Eigenvalues denote fundamental variance that each component possesses before grouping, where the first component academic skills particularly described 67.720% of the total variance, representing its significance. Cumulative variance explained increased, when the components are added and reached 100% with all six components. This suggested that component under study can be accurately indicated by these components, helping in simplifying the data for analysis and possibly providing the clear understanding about the relationships between the components.

Table 10 Principal Component Analysis about Component Matrix^a

	1	Component
Academic Skills	.823	
Teaching Skills	.880	
Personal Skills	.847	
Personal Problems		.636
Classroom Problems		.905
School Related Problems		.819

1 component extracted.

Table 10 results indicated extraction of single component. The values in “Component 1” column described that how powerfully each factor was connected with this specific component. Greater values nearer to 1 indicated that strong relationship between the factors and the component. For example, classroom problems, teaching skills and personal skills revealed more correlations with the component 1, indicated that strong relationship between these factors with the identified component. However, personal problems revealed smaller correlation with this component, and showed the weaker relationship between factors.

Discussion

According to the first objective the B.Ed. practicum had played very effective role on preservice teachers professional development. It had improved their academic skills, personal skills and enhanced their teaching skills to make teaching learning process more effective. In the study of Shah et al. (2020) that B.Ed. Hons. practicum provide personal support to prospective teachers this result supported the result of factor personal skills of present study. According to the study of Saifi et al. (2013) that prospective teachers learnt and improved different types of teaching skills during their B.Ed. Hons. practicum period this result supported the result of factor teaching skills of present study.

According to the second objective during the B.Ed. practicum preservice teachers faced different personal problems, classroom problems and school related problems. According to Shah et al. (2020) study results that prospective teacher experienced different types of personal challenges and various classroom challenges during their B.Ed. Hons. practicum period in the school these results supported the results of factors personal problems and classroom problems of present study. According to the study of Bashir et al. (2014) that during the B.Ed. practicum period prospective teachers faced different types of school related issues in the host school this result supported the result of factor school related problems of present study.

Conclusion

First theme of the study related to effectiveness of B.Ed. practicum on preservice teachers professional development. It was concluded that it improved academic skills, teaching skills and personal skills of preservice teachers. According to both B.Ed. program variables t-test results demonstrated significant difference regarding academic skills while t-test results revealed insignificant difference regarding teaching skills and personal skills. According to attend B.Ed. practicum variables ANOVA test results revealed insignificant difference regarding academic skills while ANOVA test results exposed significant difference regarding teaching skills and personal skills.

Second theme of the study related to problems that preservice teachers faced during B.Ed. practicum. It was concluded that preservice teachers faced personal problems, classroom problems and school related problems during B.Ed. practicum. According to both B.Ed. program variables t-test results revealed insignificant difference regarding personal problems and classroom problems while the t-test results exposed significant

difference regarding school related problems. According to attend B.Ed. practicum variables ANOVA test results exposed significant difference regarding personal problems, classroom problems and school related problems

Pearson correlation analysis showed significantly positive correlation between the factors. Principal Component Analysis results indicated that only single component academic skills extracted and accounted for largest variation. Component matrix indicated percentage of components where single component was extracted and showed the stronger relationship with classroom problems and school related problems, academic skills, teaching skills and personal skills and however, comparatively showed smaller relationship with personal problems.

Suggestions

- i. Create a website where all information regarding B.Ed. practicum can be found.
- ii. Before the B.Ed. practicum program, chairperson should meet with the principals of cooperating schools, mentor teachers, supervisors and preservice teachers to brief them about B.Ed. practicum program.
- iii. The program duration should need to be increased.
- iv. Effective and professional training should be provided to supervisors and preservice teachers to boost the practicum efficacy.
- v. Training school should be made according to the choice of preservice teachers and provide them transportation facilities.
- vi. It is important to set up workshops and conferences to deal with challenges and hurdles about B.Ed. practicum that preservice teachers faced.
- vii. For the purpose of guiding and instructions, experienced teachers should be chosen as a supervisor teacher, preservice teachers can get more advantage during practicum.

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