An Analysis of Teaching Practicum of Secondary School Teachers at Peshawar Based Selected Educational Institutions in Khyber Pakhtunkhwa

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Keywords:	Abstract
ELL, *ELT program,* *Inservice teachers* *Practicum,* *Prospective teacher.*	*The focus of numerous studies in recent years has been on the teaching practicum of English language teachers. However, most of those studies mainly looked at program graduates who became teachers. In this study, the educational merit of teaching practice in secondary schools is assessed. Three evaluation criteria for gauging the educational value of teaching practice are created for this purpose based on a literature research and interviews. They are as follows: (1) Practical teaching competence; (2) teacher preparation; and (3) character maturity. The information was gathered through reflective diaries and semi-structured questionnaires, and it underwent thematic content analysis for analysis. Results showed that three themes, including pedagogical techniques, professional identity development, and pleasant sentiments development, could be used to categories the learning outcomes of student teachers.*

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INTRODUCTION

Initial teacher education programmes have traditionally included a critical component called the teaching practicum. As teacher candidates are primarily anticipated to engage in a reciprocal engagement with the students in actual classrooms throughout the practicum phase, it also has a core mission of preparing them for the world of teaching. Although the value of theoretical knowledge in the preparation of teachers is universally acknowledged, it has never been deemed sufficient without an understanding of how to teach. Due to this, practice teaching has been incorporated into all teacher training programmes to assist pre-service teachers in applying their theoretical knowledge in the classroom and in everyday situations.

The modern era of science and technology punches us to be vigilant and to acquire the required skills to move with the changing trends in every walk of life. Thus, in the field of education teacher education is also affected by the new trends in terms of training, courses being taught and teaching practicum in educational institutions. It is well known that this is the modern age of technology and scientific discoveries; teachers must play an active and dynamic role for the society. For such an active and dynamic role, they need to be equipped with the contemporary teaching practices and skills. Teachers' competencies and their unique teaching approach can be caused for the societal change, and it's the most patent factor of change at national level, teachers must be clear about the competencies. It is acknowledged that every professional in this world whether it be a nurse, doctor, judge, politician, engineer, businessman or pilot, everyone has passed through the hands of a teacher.

Promotion of life depends a lot on the field of education. If quality education is desired, quality teachers are necessary to be educated in the field of education and in turn this will be a help for the economic growth of a successful society. For this reason, importance to the profession of teaching and teaching practicum should be given enough to fulfil the needs of the student teachers. Teacher Practicum has main role in education for Teacher's capacity building. It provides a platform to prospective teachers

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to gain skills. Teaching Practicum give a chance to teachers to get used to with the Teaching profession.

1.1 Theoretical background

According to Gebhard, (2009). A "teaching practicum" is referred to by many other names, including "practice teaching, field experience, apprenticeship, practical experience, and internship". A teaching practicum, whatever its name, attempts to give student teachers the chance to learn how to put the ideas, methodologies, and strategies they studied together with or in combination with the process of teacher education into practice. Student teachers will learn from this experience that they must teach in completely new ways than they were previously taught. Much research have shown that teaching and learning can be enhancing using different aids. The following are a list of teaching practicum merits:

1) To gain experience that helps theoretical training.

2) To improve teacher practice skills because teaching needs many skills this can be improved by the help of teaching practice.

3) To gain knowledge about education reality.

4) To gain useful knowledge about adopting pedagogical terms and experiences.

5) To be helpful for a teacher for the teacher's sense of security.

Teaching practicum is the important feature for educational institutions.

Good teaching practicum key considerations are:

1) Develop communicational skills between teachers and students.

2) Develop interest among students.

3) To gain confidence by giving a chance by participation.

4) By giving feedback and response in time.

5) Encouraging ways of learning and talents.

6) Encouraging learning by communication.

The term teaching practicum represents the range of experiences to which student teachers are exposed when they work in classrooms and schools. According to Freeman (2002), in developing countries, where the efficiency of the teaching practicum can be diminished or eroded by a range of challenges. To be able to express their teaching experiences, teachers need support from the student in

developing their reflective skills. They are expected to identify problems, evaluate the intended and unexpected effects of their teaching methodology and approach, and embrace their involvement in the students' learning process through reflection on their experiences or watching their videotaped courses.

LITERATURE REVIEW

It is feasible to find many studies carried out with various partners, for example, coordinating instructors, teachers and understudy educators and about various parts of instructing practicum both in Pakistan and abroad. There is many studies that implies that implication of good teaching is correlated to adequacy of instructing practicum.

The following paragraphs, which focus on teacher candidates' reflections, briefly mention some of those studies. A subjective report was led by Mckay (2020) on the jobs and obligations saw by participating educators at a college in the US. The researchers said that difficulties communicating with supervisors and ambiguous definitions of mentors' roles and responsibilities harmed the practicum process. Aydin (2022) conducted a second study with 358 cooperating distance ELT program teachers. The findings demonstrated that mentors required significant preparation for their mentoring roles to adequately assist teacher candidates. Mutlu (2014) likewise led a subjective exploration with three participating educators and the outcomes were in accordance with Aydin's (2022) study showing that collaborating instructors experienced issues in giving productive and constructivist criticism to understudy instructors and consequently they need direction in this regard.

Raynold (2022) likewise announced that understudy educators were not happy with the help given by participating instructors as far as "showing systems, critical thinking abilities, new showing thoughts, and public English educational program". The researcher reported, in line with the findings of the studies, that student teachers were primarily concerned about the mentor's failure to provide adequate guidance and feedback. Raynold (2022) also stated that cooperating teachers viewed guidance as a burden, despite their belief that cooperating teachers were eager to guide and assist teacher candidates.

An uncontrolled quasi-experimental design was employed with a quantitative research approach, involving 120 pre-school teachers at Pemba Island, Zanzibar who received first aid training based on the prescribed guidelines and standards of materials adapted from the American Academy of Pediatrics. The intervention was preceded by a baseline assessment using structured questionnaires adopted from previous studies, which served as the primary data collection tool Pediatric first aid training has been shown to improve the ability of pre-school teachers in Zanzibar to manage pediatric injuries. Therefore,

it is recommended that ongoing public health services opportunities be made available to support continuous learning among teachers in pediatric injury management in Zanzibar-Tanzania. To examine the degree to which 21st century skills are utilized by secondary school teachers in Saudi Arabia. To achieve this goal, the researcher employed both quantitative and qualitative research methods through triangulation. The quantitative approach involved the distribution of a questionnaire comprising of four categories with a total of 31 statements to 181 secondary school supervisors in Saudi Arabia. On the other hand, the qualitative approach involved conducting interviews with seven secondary school teachers and analyzing the lesson plans of eight teachers. To ensure the reliability and validity of the results, the researcher conducted external validity, internal consistency, referential competence, and consensual validation. Based on the questionnaire results, it was found that secondary school teachers in Saudi Arabia exhibit moderate practice of 21st century skills across all fields of study, with cognitive pedagogy being ranked the highest, followed by communicative-participatory skills, technical skills, and thinking skills ranked last. The results emphasize the significance of utilizing 21st century skills in classrooms, despite their low implementation by teachers. Thus, the study recommends the incorporation of 21st century skills in teacher certification and preparation programs, as well as training teachers to focus on these skills within the classroom.

To improve the situation, policy makers of education are recommended implementing a reward system for school mentors and providing transportation facilities for hosting-department supervisors to enable timely and effective communication with student-teachers regarding their expectations. The practicum is a critical component of teacher training programs and a fundamental aspect of the process of learning to teach. Multiple documents, guides, and protocols have outlined the objectives of this training phase and the roles of those involved, including supervisors, tutors, and students. To identify the tasks performed by teachers during the practicum, a quantitative study was conducted by Harefa 2019 using a questionnaire completed by 248 students in their final year of teacher training. The findings revealed that student teachers had limited opportunities to engage in a broad range of teaching tasks, which hindered their understanding of teaching and reduced their potential for learning. It is therefore crucial to establish clear expectations for the institutions that participate in the practicum, define the roles of all involved parties, and ensure that this experience promotes effective learning. This study showed that teaching practice that were effective based on their levels of teaching experience. The outcomes revealed that the teachers who participated in the study demonstrated a greater proficiency in

effective teaching attributes, followed by teaching planning, classroom management, teaching strategy, and finally, professional responsibility.

Rehmati (2021) suggests that we are living in a technological advanced and computerized world. It affects the teaching and learning process as well. Teachers trace the desired topic on net and prepare lesson plan as per the available designs on it. Besides these plans there are four famous lessons plans which were used in Teachers educational institutions since long and which seems to be very effective for the achievement of designed teaching objectives; they are:

i.   **Herbartian Type of Lesson Plan**

Under this approach the following five steps are employed.

- Preparation
- Presentation
- Comparison and association
- Generalization
- Application

ii.   **Evaluative Type of Objective Based Lesson Plan**

This type of lesson plan follows steps asunder:

- Specific objectives
- Teacher activity
- Pupil activity – learning experience to represented.
- Evaluation of student activity

iii.   **Innovative Lesson Plan**

This type of lesson plan is prepared by following steps:

- Content objectives and process objectives
- Teacher's activity
- Student activity
- Materials and teaching aids
- Student evaluation
- Assignment
- References for further study

iv.   **Working-out Classroom Presentation-Shami's Model**

- Planning

- Organization

- Presentation / Delivery

- Introduction

- Setting stage

- Learning activities

- Culminating activity

- Feedback

- Extension, consolidation and strengthening.

Strengths of Teaching Practicum:

Cain (2020) pointed out three kinds of experiences by Teacher Training Practicum that effects the belief about teaching, one is personal experience, the other is schooling and instructional experience and the last one is formal knowledge.

Shutaleva (2020) described Teacher Training Institutions are really doing productive work by providing Teaching Practice and producing teachers, who in turn give output by delivering quality education, build a strong nation and make a path for the nation towards success.

According to Ahmed (2019), for Teachers Training programs Teaching Practicum is one of the most necessary parts. It shall be given a central position in Teachers Training programs. Teaching Practicum is a privilege for the trainee Teachers to improve their professional practices. The Teacher Training Institutions provide Teaching Practicum to prepare Teachers practicing teaching skills in schools. Teaching Practicum is a kind of reflection from the studies whose important point is the belief and a force for practice and decision making in the classroom

Weakness of Teacher Training Practicum:

Afridi, Khattak, (2009) pointed out that lesson plans are not regularly prepared by the pupil teachers, which shows no serious attitude towards teaching practicum and also observed that the theory and practices in teacher training institutions taught are not much linked. The result of which is that the teachers who are new in the profession of teaching are more interested to gain from the experiences of their senior colleagues.

Cohen and Manion (2021) have an opinion that the training given at Teacher Training Institutions is not enough. Teacher Training Practicum shall be planned to fulfil the needs and overcome the

problems, which are faced by teachers during teaching in classrooms.

Objectives of the Study:

- To assess existing practices of Teaching Practicum at Teachers Educational Institutions of Khyber Pakhtunkhwa Pakistan.

- To investigate strengths and weaknesses of Teaching Practicum of Khyber Pakhtunkhwa.

- To give implementable suggestions for the improvement of teaching practicum at Educational Institutions of Khyber Pakhtunkhwa.

Conceptual Model:

The model shows that Teachers Performance (dependent variable) is dependent on: Existing Duration, Practical involvement, Teacher Practicum and AV aids (Independent variables) (Basak & Govender, 2015). (24)
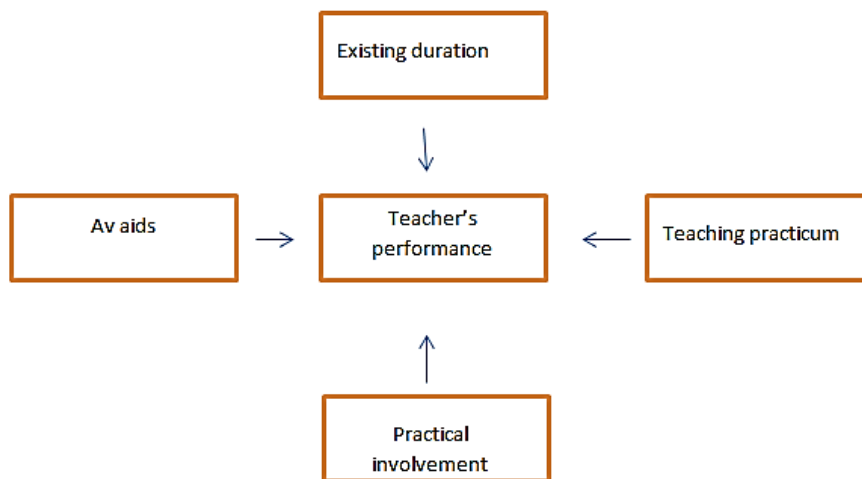
Hypothesis:

- In the light of conceptual model, the hypothesis are framed
- H_o The existing duration of teaching practicum does not affect the teaching practice.
- H_A The existing duration of teaching practicum affect the teaching practice.
- H_o The AV aids used does not affect teaching practice.
- H_A The AV aids used affect the teaching practice.
- H_o The practical involvement is not up to the mark.
- H_A The practical involvement is up to the mark.

- H_o The teaching practicum does not affect the performance of the teachers.
- H_A The teaching practicum affect the performance of the teachers.

Significance of Study:

Training plays a vital role in the development of individuals. It strengthens those skills that each employee needs to improve. A robust training ensures that individuals have consistent experience and background knowledge. Teaching practicum is also the process of enhancing the skills, capacities, and knowledge of prospective teachers to be effective teachers.

This research study is significant in the sense that it will provide a logical base for the recruitment and selection of teachers in the province. Especially at present, that the government of Khyber Pakhtunkhwa has withdrawn the professional degree as criteria for the recruitment of teachers. However, this study will hopefully prove that prospective teachers are being passed through a tough Teaching Practice in educational institutions (Daily Dawn, 2016). This study will also highlight the importance of Teaching Practicum required for future teachers. The study will also, be helpful for educational planners, managers and other stake holders and researchers attached with the field of education.

METHODOLOGY

It is a survey cross sectional type of study. Ethical approval was obtained by IER institute. The researcher adopted quantitative method and intended to analyse the teaching practicum at educational institutions in district Peshawar of Khyber Pakhtunkhwa.

Tools of Research

Two types of different questionnaires were adopted one for in-service teachers while the other for prospective teachers and will be distributed among the respondents for data collection.

Population of Study

All the institutions offering teachers educational programs in district Peshawar and Secondary school female teachers of district Peshawar will be the population of the study.

Sampling and Sample Size

A sample of one hundred and three (103) female secondary school teachers and one hundred and thirty-six (136) perspective teachers were randomly selected through simple random sample technique from

the defined population of the study (Krejcie, & Morgan, 1970).

Tentative Tables of Female teachers

S.No	Total Number of Female English In-Service Teachers	Sample Size
1.	140	103

S.No	Name of the Teachers Training Institution	Total number of female Prospective Teachers	Sample Size
	Bakhtawar College of Education, Peshawar	20	19
	Barki Institute of Education & Training Peshawar Science College Near Arbab Niaz Cricket Stadium EidGha Road Peshawar	35	32
	Central Science Degree College, Inqilab Road, Near Scheme Chowk Peshawar	6	6
	IER University of Peshawar	16	14
	Horizon Institute of Higher Studies, Dalazak Road, Near Yousaf Arbab Bridge, Peshawar	30	28
	Islamia College Peshawar	21	19
	Khyber Institute of Education, Behind Usmania Restaurant, University Road Peshawar	46	40
	NCS-University System 25-D, Park Road, University Town, Peshawar	1	1
	Oriental Degree College,58 C, University Road, University Town, Peshawar	3	3
	Peshawar College of Education, Faqirabad, Zaryab Colony opp: Arbab Niaz Cricket Stadium Peshawar	4	4

Cantt		
Qurtaba University Peshawar	16	14
Sarhad University Peshawar	15	14
Total	213	136

ANALYSIS AND DISCUSSION

Collected data was analysed through simple percentage method and mean score was shown in tabular form. To test the conceptual model regression analysis was conducted with SPSS version 20.

Pilot Study

In fifteen school's urban regions, the instruments of research were tested pilot testing. These topics and schools have not been included in the actual study. Based on the comments from the individuals, the instruments have been somewhat adjusted.

Establishments of Report with Participants

The report is about the familiarity of respondents with the subjects easily developed, since the researcher serves as principal in the Department of Education for years and most people are familiar to the researcher. In addition, the opinions were distributed individually, and the object was discussed on the scene.

Reliability and Validity

The reliability of the metrics routinely employed involves creating consistency. Consistency refers to another researcher's chance of gathering similar data and drawing the same results through the current study technique and the use of the same measurement instruments. In this study, the reliability of the measures utilized was improved in many ways. The first is that the investigator made a consistent measure of the investigated concept to complete the identical data collecting questions by each respondent. This has been done to guarantee that interviewees have similar experiences with survey

item completion. Secondly, surveys were based on literature study information that made it easier for the researchers to create items to ask possible respondents. Thirdly, there was a clear and consistent direction to obtain answers from each survey. Finally, survey categories were easily understood and completed.

Results

The following is the result of data analysed after collection in form of tables and descriptions.

Table 1. Perception of teachers about Teacher Performance

#	Statement	SA	A	UD	SDA	DA
1	Teaching practicum is helpful to polish prospective teachers' 30.26%problem solving skills.	30.26% 23	15.76% 12	19.74% 15	15.76% 12	18.42% 14
2	It is helpful to improve time management skills.	30.26% 23	15.76% 12	19.74% 15	15.76% 14	22.37% 17
3	Teaching practicums develop communicational skills of prospective teachers.	28.95% 22	23.68% 18	22.37% 17	10.53% 8	14.47% 11
4	Teaching practice has an impact in terms of delivering quality education on teachers	23.68% 18	28.95% 22	18.42% 15	9.21% 7	18.42% 14
5	Teaching Practicum give chance to the Teachers to get used to the teaching Profession	30.26% 23	28.95% 22	14.47% 11	11.84% 9	14.47% 11
6	Teaching practicum was helpful to remove the feeling of pressure from you before going into the classroom	26.32% 20	32.89% 25	18.42% 15	10.53% 8	10.53% 8

The statistical computation in table 4.1 regarding the "perspective teachers' performance" has revealed

that 46%.-59.21% strongly agreed and Agreed; 7.89%-22.37% remained neutral or undecided; whereas, 11% to 34% strongly disagreed and disagreed. Hence, altogether the p-value remained positive and significant i.e. lesser than 0.05 (P<0.05), and all the items favoured that teaching practicum enhances the performance of perspective teachers. The finding revealed that teaching practicum is helpful to polish prospective teachers' problem solving-skills, to improve time management skills, develop communicational skills of prospective teachers, has impacts in terms of delivering quality education on teachers, gives chance to the Teachers to get used to the teaching Profession, teaching practicum was helpful to remove the feeling of pressure before going into the classroom.

Table 4.2

#	Teaching practicum	SA	A	UD	SDA	DA
1	Teaching practicum shall be given a central position during training of prospective teachers,	16 21.5%	26 34.21%	16 21.5%	4 5.26%	14 18.42%
2	Teaching Practicum has faster impact on Teachers Training	9 11.8%	18 23.84%	18 23.84%	22 28.95%	9 11.8%
3	Teacher training is an ongoing process	8 10.5%	17 22.3%	16 21%	28 36.84%	7 9.2%
4	Teaching Practicum is the most important part of Teachers Training	16 21.6%	26 34.2%	16 21.05%	4 5.46%	14 18.42%
5	Teaching Practicum will give you chance to get used to the teaching profession.	18 23.8%	22 28.95%	18 23.84%	9 11.84%	9 11.84%
6	The teaching practicum at the end was fun for you.	21 27.63%	24 31.58%	14 18.42%	8 10.52%	9 11.84%

The statistical computation in table 4.2 regarding the "perspective teachers teaching practicum has revealed that 55%.-60% strongly agreed and Agreed, 18% to 24% remained neutral or undecided; whereas, 22% to 40% strongly disagreed and disagreed. Hence, altogether the p-value remained positive and significant i.e. lesser than 0.05 (P<0.05), and all the items favored that teaching practicum enhances the performance of perspective teachers. In nutshell, the finding revealed that teaching practicum should

be given central position, it has positive impacts on teacher performance, it is ongoing process, it essential for learning and training of teachers, it gives practical experience to teachers for their profession, and at the end it will provide ease and fun. They agreed upon that teaching practicum is the most important part of the teachers training program and it will provide professional expertise.

Table 4.3

Existing Duration

#	Statement	SA	A	UD	SDA	DA
1	The existing duration of teaching practicum is enough.	5 6.58%	17 22.36%	24 31.58%	12 15.79%	18 23.68%
2	The duration of teaching practicum is enough for learning listening skills.	6 7.89%	17 22.36%	20 26.31%	24 31.58%	9 11.84%
3	The period of teaching practicum was sufficient for your teaching training.	23 30.26%	25 32.89%	4 5.26%	9 11.84%	15 19.73%
4	The duration of teaching practicum is enough for learning speaking skills	17 22.36%	26 34.21%	14 18.42%	10 13.15%	9 11.84%
5	The duration teaching practicum is enough for learning reading skills	23 30.26%	13 17.11%	15 19.73%	12 15.79%	13 17.11%
6	The duration of teaching practicum is enough for learning writing skills.	23 30.26%	13 17.11%	15 19.73%	12 15.79%	13 17.11%

The statistical computation in table 4.3 regarding the "existing duration for training in English language for perspective teachers" has revealed that an average of 22% respondents strongly agreed and Agreed with item#1 and item-2, 31% of the respondents remained neutral; whereas, 39% of the respondents opposed the statement. Hence, it indicates that the existing duration is not enough for

perspective teachers training in learning English listening skills. However, 47% to 57% of the respondents positively responded to item 3, 4, 5, and 6 regarding the reading, teaching, writing and speaking skills. In nutshell, P-value remained positive significant i.e. P.value was found lesser than 0.05 (P<0.05) for the existing duration of perspective teachers training. Ibrahim et al., (2019), El-Kerdany (2013), Gujjar et al., (2010), and Boz and Boz (2006) correspond with the findings of the present study that prospective teachers want to spend more.

Table 4.4

Learning style:

#	Statement	SA	A	UD	DA	SDA
1	Practical involvement is an important tool for the improvement of Knowledge Acquisition.	22 28.94%	30 39.47%	11 14.47%	3 3.9%	10 13.15%
2	Practical involvement provided you methodological support.	5 001%	14 0.04%	16 27.63%	29 57.9%	11 14.5%
3	Practical involvement is important for encouraging the students.	17 22.36%	23 30.26%	15 19.73%	9 11.84%	12 15.8%
4	Practical involvement ensures better practical learning.	21 27.6%	28 36.8%	14 18.42%	4 5%	9 11.8%
5	Practical involvement is helpful in active learning.	23 30%	21 27.6%	15 19.7%	6 7.8%	11 14.47%

To obtain an in-depth understanding of the accomplishments and difficulties faced by student teachers throughout the entire practicum process. The study's findings reinforced once more the value of a teaching practicum in terms of fostering pedagogical techniques, teacher identity, and positive teaching attitudes. This is consistent with earlier studies. According to Li Q (2023) student teachers brought their habits, values, emotions, and teaching attitudes with them to their practice schools. Expecting their thoughts would be awkward.

Learning occurs through interactions with the surrounding nature, things, and people, both through actions and language, according to social interaction theory. According to student teacher

reports, they learned pedagogical strategies for managing the instructional processes by observing classrooms, interacting with students in the classroom, and participating in pre- and post-discussion sessions with the cooperative teacher. Inviting understudies' mistakes and utilizing them as any open doors to merge the recently educated information and work on, applying unique learning styles, tracking down ways of upgrading inspiration, giving a support of some sort or another, uplifting students to take part in the exercises, arranging viable examples, diagnosing understudies' advantage, and understanding their shortcomings were among the educational techniques acquired by understudy instructors through this cycle. This finding upholds the current writing on the commitment of educating practicum on the expert improvement cycle of understudy instructor, a field-based study on the teaching practicum process suggested that the integration of theory and practice enabled preservice teachers to develop new knowledge and skills. In a similar vein, the study conducted by Gan (2020) demonstrated that practice teaching provided student teachers with significant opportunities to acquire knowledge and skills in actual classroom settings and to choose what to teach and how to teach it.

Moreover, understudy instructors experienced blended sentiments after perceiving a few difficulties however still detailed they delighted in educating. Understudy instructors' joy and fulfilment with instructing recall the conceivable and wanted progress of those future educators. As a result, student teachers emphasize the significance of receiving positive feedback from peers. During this process, student teachers supported one another by empathizing with one another and providing constructive feedback.

Notwithstanding these focuses, one more striking and satisfying finding of the exploration was about the productive ways of behaving of both the participating educators and instructors at the school. In their reflections, student teachers frequently mentioned the extensive support and guidance of cooperating teachers in coping with negative feelings and anxiety, even though this was beyond the scope of this study. Therefore, it is important to note that cooperative teacher attitudes and behaviours play a crucial role in the success of the practicum process Marav (2020) also stated that the key to a productive and motivating practicum was developing positive relationships with the school staff.

Wang, Y., Chen, N. S., & Levy, M. (2010). explained in his research the teaching practicum provided student teachers with several experiences and challenges in addition to the accomplishments they achieved. The management of the classroom was the primary obstacle. They said it was hard for them to keep the classroom quiet and focused. The student teachers also mentioned having to deal with reluctant students and their disruptive behaviour. The student teachers also expressed a lot of concern

about managing their time and finishing the lesson on time. In all their reports and reflections, they expressed dissatisfaction with classroom management and time management. Other unforeseen issues uncovering the understudy educators that in the genuine study halls everything didn't go as easily as pre-arranged, were the difficulties of managing blended capacity students and utilizing innovation appropriately. Even though once they were the pieces of those homerooms, understudy instructors found the understudies in fluctuating degrees of capability and energy in a similar homeroom and at a similar work area very astonishing. One understudy educator detailed that she created procedure, for example, seeing as fascinating points for students to beat those issues while another communicated that she disregarded the understudies creating some issues and held the example just with the dynamic members. However, because the other students did not mention it and simply appeared to accept the challenges, it is unclear what they did to overcome them.

Every one of these failure and disappointment reflected by understudy instructors were plainly the consequence of "reality shock" and they felt it when they addressed in the true study hall air. Realizing the distinction between theory and practice could be viewed as a form of adaptation to the new position of teaching and professional development. The findings of a study by Defauz, (2022). with graduates of non-ELT departments were comparable to those of the current study, which suggested that graduates of non-ELT departments required more opportunities for practicum. As a result, as they gain practice experience over time, it is expected of them to behave differently and devise strategies for overcoming obstacles.

CONCLUSION AND IMPLICATIONS

Training qualified teachers is one of the main priorities of educators and policy makers worldwide in this era. The researchers used this study to tend to look at how teacher candidates see and feel about the successes and difficulties they encountered during this process. The ability to express their feelings in depth and become aware of their teaching process, including all of its strengths and shortcomings, was provided by the student teachers' reflective notebooks and questionnaires.

The practicum process helped student teachers become more conscious of their strengths and flaws. They improved their teaching abilities through in-class observations and post-lecture discussion sessions with the collaborating instructor. In addition, through interacting with the students and staff at schools, student teachers could create a professional identity during this process. They underwent a

change in how they perceived themselves, going from being students to teachers. Additionally, throughout the teaching practicum, student instructors experienced happy emotions and learnt to manage their tension and anxiety with the help of supportive friends and teachers.

Second, trainee teachers realized their shortcomings after facing the realities of the workplace, specifically the classroom. It is strongly advised to provide those teacher candidates with a more thorough and rigorous teacher education programme in place of the current disjointed programme. It was determined that even while the student teachers did not feel under qualified in their subject areas, they nonetheless experienced high levels of worry since they lacked teacher preparation and reported having low self-confidence. Along with their training at the faculty, several teacher training courses might also be made available to ELL department students as elective courses. Replicating the experiments with programme graduates in teacher preparation and conducting comparisons between the two groups are also advised. The results have repercussions for the teaching practicum procedures, particularly for the development programs. They also give suggestions for colleges and policymakers regarding the necessity of improving the professional knowledge and proficiency of graduates of teachers continued learning departments, as these students may also be qualified as instructors. Because of the research approach chosen, it is obvious that the findings of the study may not be generalizable.

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