

Difficulties encountered Student teachers while doing their practicum (Afield study)

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Abstract

Teaching practice is an important stage in the preparation process of student teachers. The current study aimed at investigating the challenges and difficulties encounter students of the Department of English language in the Faculty of Education at the University of Tripoli while doing their practicum. It also aimed at investigating any significant statistical differences in the perceptions of student teachers. The study tried to find an answer for the question: What are the teaching difficulties encountered student teachers of the English department in the Faculty of Education while doing their practicum? to enable teacher educators and students to attain the desired outcomes from teaching practice. To achieve this purpose, a questionnaire with four domains was developed as follows: The faculty role, educational supervisor, specialized supervisor, school administrators, and cooperated teacher. A survey study (a sample of 40 student teachers (STs) who attended and passed the theoretical teaching practice. Part (TP) was chosen as the unit of analysis, and were asked to fill in an open ended questionnaire. Results of the study revealed the following: (a) The Faculty of Education at the University of Tripoli helped students in concern with the aims and the conditions of doing the TP as well as determining the place for doing the TP. (b) The study showed the importance of the role played by both educational and specialized supervisors in helping students to overcome the educational difficulties related to the educational process. (c) The study indicated that the cooperated teachers at schools didn't positively cooperate with students while doing their practicum especially that related to class management. The study suggested the following: (a) Increasing the period of the teaching practice from one semester into a year to enable students to have more practice at schools.(b) Increasing number of experienced staff members in the faculty who devoted themselves to the teaching practice to supervise and lead teaching practice process in the faculty and at places of training. Finally, the study provided a number of recommendations for the field of study

Keywords: Challenges, difficulties, Education, Teaching Practice, student teacher, education Faculty

Introduction

As an international phenomenon, Education standards in Libya as any part of the world is depreciating and this is due to many reasons: teaching process in general and teaching practice in particular may be considered to be one of them. Teaching practice henceforward as (TP) is one of the obligatory subjects in the Department of English in the Faculty of Education. It is assigned for last semester students and considered as one of the

graduation requirement from the Education Faculty at the University of Tripoli. Therefore, this study is concerned with the difficulties encountered Student teacher when doing Teaching Practice (TP). According to Hornsby (2000) teaching is the work of a teacher, or ideas of a particular person or group, especially about politics, religion or society that are taught to other people. Whereas, teaching practice according to Davidson (2005) is a system where teachers in training are exposed to a systematic exposure to the actual classroom experience. The objectives of teaching practice (TP) according to Ikkbar (2002) cited in Gujjar, et.al., (2010: 340), are as follow: (a) " To provide the prospective teacher with an opportunity of establishing appropriate teacher-pupil relationship.(b) To provide an opportunity for evaluating the student potential as a teacher and suitability for the teaching profession. (c) to develop personal relationship with others, administrators, teachers, parents and students or pupils.(d) To provide student teachers with an opportunity to put theories into practice and develop a deeper understanding of educational principles and their implications for develop a deeper understanding of educational principles and their implications for learning.(e) to enable the student teachers effectively, to plan and prepare lessons.(f) to develop skill in the fundamental procedures, techniques and methods of teaching.(g) To provide an opportunity to student teachers to have their teaching evaluated and to gain from the benefits of criticism.(h) to provide an opportunity to liaison with school environment, its functioning and with community and its resources.(i) the training institutions, and to provide training in all activities which student teachers are going to perform in future during their job as professional teachers."

Teaching practice is a vital aspect of the teacher preparatory programs in the Faculties of Education at Libyan universities. It serves as an opportunity for student-teachers to be exposed to the realities of teaching and professional activities in the field of education. The main task of the Faculties of Education in Libya is to expose student teachers to the realities of teaching and professional activities in the field of education and produce a teacher who is able to meet future work challenges and can perform accordingly

Statement of the problem

Teaching practice is an important stage in the preparation process of student teachers. In this particular stage student teachers apply and integrate all the teaching skills that they theoretically studied in their classrooms with the practical use of these technical skills in teaching. Teaching practice also provides student teachers with a range of teaching skills such as lesson planning, classroom management, employing teaching strategies and using of teaching aids. to keep in touch with what goes on in schools and what takes place in the classroom. Hence, this study is investigating such difficulties that student teachers encounter while doing their (TP)

Aims of the study

:This study aims to find out the following

1. To investigate the difficulties encountered student teachers of the English Department in the Faculty of Education while doing their practicum.
2. To investigate if there's any significant statistical differences in the perceptions of .student teachers.

Study question

What are the difficulties encountered student teachers of the English Department in the Faculty of Education while doing their in practicum?

Significance of the Study

This study is important in enhancing the awareness for many responsible parts involved in the educational process, First, the officials in the Faculty of Education at the University of Tripoli as well as heads of the departments of the Faculty of Education in general and the head of the English Department in particular of understanding of the challenges or difficulties facing teaching practice offered to student teachers. Second, the benefit offered to future student teachers through the results of the study. Third, teaching practice supervisors, both specialized and educational supervisors can benefit from the results of the study by presenting more effective supervision programs and make student teachers understand that they are doing teaching practice to develop their teaching skills more than passing a teaching practice test. Finally, help school administrators and in-service teachers in cooperating schools in offering better assistance concerned with training programs for student teachers that can help them overcome the challenges student teachers during doing .teaching practice

Scopes and Limitations of the Study

The Academic Scope

The study investigates investigate the difficulties encountered student teacher of the English department in the Faculty of Education while doing their practicum.

The Human Scope

This study is limited to forth year undergraduate students (last semester students) in the department of English of the Faculty of Education at the University of Tripoli.

The Time Scope

The study was conducted during the last semester (Autumn 20018) of the academic year (20018 / 20019).

literature Review

Studies on the difficulties encountered forth year students while doing their teaching practice are various and very rich. Among the studies conducted on difficulties encountered student teachers of the English department in the Faculty of Education while doing their practicum is for instance, the (MA) thesis conducted by Fathi Madi in (2006) in Libya which was titled; " The role of teaching practice in the improvement of teachers' performance" from the elementary school teachers prospective. The study sample included 155 elementary school teachers in the area of Qaser Bin Ghisheer south of Tripoli. The study aimed at (1) the recognition to the role of teaching practice in the improvement of teachers performance in lesson preparation. (2) the recognition to the role of teaching practice in the improvement of teachers performance in presenting the lesson.(3) the recognition to the role of teaching practice in the improvement of teachers performance in using teaching aids.(4)) the recognition to the role of teaching practice in the improvement of teachers performance in the classroom management. (5) the recognition to the role of teaching practice in the improvement of teachers performance in the evaluation of the

learning process. The study used the questionnaire as an instrument for conducting the study. The study revealed the following results (1) the role of teaching practice in the improvement of teachers performance in lesson preparation is very important with a rate of %67.2 (2) the role of teaching practice in the improvement of teachers performance in presenting the lesson is very important with a rate of %72.(3) the role of teaching practice in the improvement of teachers performance in using teaching aids is very important with a rate of 60(4) the role of teaching practice in the improvement of teachers performance in the classroom management is very important with a rate of %68.8(5) the role of teaching practice in the improvement of teachers performance in the evaluation of the learning process is very important with a rate of %66.9

A similar (MA) thesis conducted by the faculty of Education in Khartoum university the capital city of Sudan in (2010) titled; "Problems of teaching practice from the prospective of forth year student of the English department of the faculty of Education of the university of Khartoum by Batool Al Sir Mahgube. The study aims at the recognition to problems of teaching practice from the prospective of forth year student of the English department of the faculty of Education of the university of Khartoum, in other words the problems that face student teacher during the teaching period, also the problems that encounter teaching practice officials who are supervising and guiding students. To realize study objectives, the study used the questionnaire as a mean for data collection. The study included 100 male and female students in the English department of the faculty of Education of the university of Khartoum. The study revealed the following results: (1) Teaching practice time is not enough. (2) The supervision period is not sufficient. (3) Lack of recent teaching practice periodicals. (4) Lack of necessary of materialistic potentials for teaching practice

- Another study conducted by Heeralal and Anass Bayaga in the university of South Africa in (2011), titled as " Pre-Service Teachers' Experiences of Teaching Practice: Case of South African University". The study sample included forty- three student teachers in a South African university. The study The intent was to determine how to equip prospective teachers to effectively cope with feelings and common problems they faced during teaching. The study used the interview as an instrument for conducting the study. The study revealed that education pre-service teachers need to pay attention to (1) flexibility in content in the course(2) flexibility in time of course participation(3) flexibility in instructional approaches and learning materials(4) and lastly flexibility in course delivery and logistics

Furthermore, the study conducted by Rosemary Christine Ngara from Zimbabwe - (2015), titled " Challenges to the Centrality of Teaching Practice in the Student Teachers' Professional Growth and Competent Classroom Management in the Midlands Province of Zimbabwe". The study aimed to propose ways by which problems in Teaching Practice

could be overcome to enable teacher educators and students to attain the desired outcomes from teaching practice in a comprehensive and effective manner. The study also endeavored to investigate the nature of student teacher experiences and challenges they faced when doing Teaching Practice (TP). One hundred and sixteen student teachers, 62 mentors and 20 lecturers filled in open ended questionnaires and 45 student teachers (STs) took part in focus group discussions. The study revealed that a variety of strategies were used by teacher education colleges in preparing student teachers for TP. Nonetheless, TP preparatory strategies were used inefficiently. Time constraints and large group sizes of student teachers were hindrances to the expected total efficiency of the preparatory strategies that were used. Students felt positive about some aspects of being mentored, using Information Communication Technology (ICT) gadgets, some aspects of college and school-based supervision and assessment and supportive school administration

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The last study that can be introduced in this context, is the study conducted by Ali Ebrahim, Waleed Eyadat, Fahad Alshammari from Kuwait in (2017), titled " Challenges in Teaching Practice at the College of Education based on the Perceptions of Pre-Service Teachers: The Case for Kuwait University" The main objective of the study was to investigate challenges in teaching practice from pre-service teachers' perspectives. To achieve this purpose, a valid and reliable questionnaire with two domains was developed as follows: school and management; and design and implementation of lessons. The study sample included 128 senior students to take part in the study. The study results revealed 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 teachers in their schools. With regard to the design and implementation of lessons, challenges were high in the following three areas: teaching competence requirements were not clear during teaching practice followed by the fact that pre-service teachers do not know laws or regulations related to teaching practice and finally inadequacy of the training period related to design and implementation of lessons. Significant differences were not detected based on gender and specialization

Methodology

In order to achieve research objectives the researcher used the descriptive method to find out the difficulties that students teachers encounter while doing their practicum as this method suits such kind of studies. The descriptive method according to Melham (2007:307) is that organized style that used to describe a phenomenon or a determined problem and can be quantitatively photocopied through the data as well as information collection about the a phenomenon or the problem and classify and analyze it and make it subjected to study

Research design

A questionnaire with four domains was used and a sample of 40 student teachers who passed the theoretical part of the teaching practice (TP) subject was chosen as the unit of analysis, and were asked to fill in an open ended questionnaire

Research Instrument

Since there is no ideal specific method for the collection of data, with social scientists using a wide varieties of techniques to do so. Some of these research methods include observation of a behavior, interviews, and administered questionnaire. Due to the fact that this study uses the descriptive method, and according to Sapsford (2007:47) a questionnaire is " a list of questions which informants answer themselves – a self-completion instrument", the researcher decide to use an administered questionnaire for data collection. It consisted of 75 questions. The reliable administered questionnaire includes four domains developed as follows: The faculty role, educational supervisor, specialized supervisor role, as well as school administrator, and cooperated teacher role

Participants

A sample of 40 student teachers who attended and passed the theoretical teaching practice (TP) part was chosen as the unit of analysis, and were asked to fill in an open ended questionnaire. The students were distributed among twenty elementary schools from the area of Suque Al Jumhaa in the city of Tripoli

Data Collection

The study used an administered questionnaire as the main tool for data collection. Hence, data was collected from the main sample of the study of (40) student- teachers towards the end of the last semester (autumn 2018) The researcher held a meeting with all the student teachers participating in teaching practice, explained the nature and aim of the study, provided instructions as to how to fill in the questionnaire, and confirmed confidentiality of the study

Data Analysis

Analysis of data is an important step in any research. Mason (2002) notes that the analysis of a documentary source is a key method in social research, and that many researchers regard it as significant and appropriate for the context of their research strategies. Accordingly, a detailed analysis of each questionnaire domains has been conducted. This

Consequently lead to the identification of the difficulties that e student teachers encountered while performing their (TP). A set of recommendations for dealing with these difficulties were provided.

Research results and discussion

Explanation of the First domain (the faculty)

no	Item	yes	%	No	%	X ²	Sig
1	Have you been informed by the faculty of its aims and vision before the beginning of the teaching practice?	40	100	0	0	40	0.01
2	Did the faculty put out advanced conditions to register in the teaching practice?	38	95	2	5	32.4	0.01
3	Did the faculty prepared good place for teaching practice?	30	75	10	25	10	0.01
4	Was the faculty keen to provide all new material about the teaching practice through its website or inductions?	37	92.5	3	7.5	28.9	0.01
5	Were you sent to the training school with official letter?	38	95	2	5	32.4	0.01
6	Was the faculty keen to communicate with students in the training school?	37	92.5	3	7.5	28.9	0.01
7	Did the faculty consider your opinion in selecting the training school you wanted?	32	80	8	20	14.4	0.01
8	Did the faculty provide all the books and references concerned with teaching practice?	13	32.5	27	67.5	4.9	0.05
9	Did the faculty give enough time for teaching practice?	36	90	4	10	25.6	0.01
10	Was micro-teaching provided by the faculty at the beginning of the teaching practice programme?	31	77.5	9	22.5	12.1	0.01

Table (1) indicates that the faculty inform student teachers with the faculty aims and vision before starting teaching. All study sample which consists of (40) student teachers answered with (yes), and the x² was statistically significant at the level 0.01, and the (40). The same table indicates that a 98% of study sample rate think that the faculty put advanced register conditions in the teaching practice programme whereas, 5% student teachers .

The χ^2 of this was (32.4) which statistically significant at 0.01 level. The same table indicates that a 95% of study sample rate see that the faculty put advanced register conditions in the teaching practice programme whereas, 5% student teachers. The χ^2 of this was (32.4) which statistically significant at 0.01 level. The same table revealed that the χ^2 of items (3,4,5,6,7,9,10) were (10,28.5,32.4,28.9,14.4,25.6,12.1) which statistically significant at 0.01 level, but the χ^2 of the item (8) (4.9) which statistically significant at the level 0.05. As an answer to the item no (3) (30) student teachers of the study sample think that the faculty keen to prepared good place for teaching practice and makes a rate of (75%) of the study sample. Whereas, 92.5% of the study sample answered item no (4) which revealed that the faculty was keen to provide all new material about the teaching practice through its website or inductions with new teaching practice students. (38) teaching practice students which makes (95%) of study sample assured that were sent to places of training (schools) with official letter. This is also may applied to item no (6) in which (38) teaching practice students answer with (yes) to form a rate of a (92.5%) which statistically significant at 0.01 level and confirm that the faculty keen to communicate with student teachers in the training schools. In item no (7) and as an answer to the question: Did the faculty consider your opinion in selecting the training school you wanted? (32) student teachers answered (yes) to make 80% of the study sample and confirm that faculty consider students opinions in selecting the training school they want. This doesn't apply to item no (8) where (13) student teachers answered with (yes) with a rate of (32.5) and (27) students answered with (NO) and make a rate of 67.5. This according to the researcher because the faculty lacks specialized scientific books which provide teaching practice references for students.

In the items (9) and (10) of the same table students answers were high and make a rate of (90% and (77.5) with χ^2 of (25.6) and (12.1) which statistically significant at 0.01 level.

Table (2) The educational supervisor

no	Item	Yes	%	No	%	X2	Sig
11	Was he/ she all the time confirm that you are the university and faculty deputy in the training school?	30	75	10	25	10	0.01
12	Did he / she provide all the regulations and legal systems at the beginning of teaching practice?	27	67.5	13	32.5	4.9	0.05
13	Did he / she show you the general aims of the educational level are training to teach?	25	62.5	15	37.5	2.5	No sig
14	Did he / she introduced you and your training group to the school administrator properly?	21	52.5	19	47.5	0.1	No sig
15	Did he / she hold a guiding meeting for your group at the beginning of your school	27	67.5	13	32.5	4.9	0.05

	day?						
16	Did he / she show respect to teachers and school administration when dealing with them in the school?	38	95	2	5	32.4	0.01
17	Did he / she pay attention to your skills of introducing lessons?	32	80	8	20	14.4	0.01
18	Did he / she follow the way of student persuasion to strengthen relation with them?	35	62.5	5	10	2.5	0.01
19	Was he/ she using destructive criticism?	12	30	28	70	6.4	0.01
20	Did he / she urge you to take care of your appearance and behaviour in the training school?	33	82.5	17	42.5	8.9	0.01
21	Did he / she try to increase your feeling of comfort and satisfaction in the training school?	34	85	6	15	19.6	0.01
22	Did he / she encourage you to accept cooperative teacher's opinion and suggestion during meeting with him / her?	34	85	6	15	19.6	0.01
23	Was he / she trying to make you feel that he / she is very close and friendly to you?	20	72.5	20	27.5	8.1	0.01
24	Did he / she show you student teacher evaluation form at beginning of training?	22	55	18	45	0.4	No sig
25	Did he / she help you to determine the appropriate classroom activities?	16	40	24	60	1.6	No sig
26	Were you allowed to make discussion with your mates after classroom visit?	22	55	18	45	0.4	No sig
27	Did he / she encourage you to create teaching aids with raw material from the Libyan environment?	20	50	20	50	0	No sig
28	Was the time of the educational supervisor's visit sufficient ?	26	65	14	35	3.6	No sig
29	Were you allowed to exchange classroom visits with training students?	28	70	12	30	6.4	No sig

In table (2) 75% of study sample answered the item (11) with (yes) which confirms that the educational supervisor was always assuring to student teachers that they are the university and faculty ambassadors, in the meantime 25% of study sample see that they are not. The x^2 value was (10) and was statistically significant at the level 0.01. This means that the faculty was very keen to do that at the beginning of the semester by holding meetings with student teachers and the faculty dean and the educational coordinator of the teaching practice in the faculty in which they were assured that they are faculty and university ambassadors.

When answering item (12) of the same table, 67% of the study sample answered that the educational supervisor provided student teachers with all the regulations and legal systems concerned with teaching practice at the beginning of teaching practice programme. The x^2 value was (4.9) and was statistically significant at the level 0.05.

In their answer of item (13) of the same time table 62.5 of the study sample answered that the educational supervisor informed student teachers of the study level which they are going to teach and the x^2 value was (2.5) and was not statistically significant at any level of significance levels. Whereas, in the item no (14), (21) students answered with (yes) and form 52.5 of the study sample and confirmed that the educational supervisor introduced their training group to the school administrator properly, hence the rate became statistically insignificant. With regard to item no (15), (27) students assured that the educational supervisor hold a meeting with them at the beginning of the teaching practice at the place of training. This is statistically significant at the level of 0.05. This is also show how keen the educational supervisor was and reflex responsibility.

With regard to item no (16) of the same table, (38) students answered (yes) and form a rate of (95%) of the study sample and assured that the educational supervisor show respect to teachers and school administrator when dealing with them in the school and was statistically significant at the level 0.01. This was also repeated again in the answer of item no (17) where (32) student teachers answered with (yes) and made a rate of (80%) of the study sample and became significant at the level 0.01 and confirm that the educational supervisor paid a attention to students skills during their presentation of lessons. With regard to item no (18), (62.5) of the study sample which was became significant at the level 0.01 and the researcher here confirm that the mentioned rate reflex the educational supervisor' experience on which he depended on in his relationship with his students. Contrary to previous items answers, only (12) students of the study sample of item no (19) said (yes) and (28) answered (No) and form (70%) of the study sample which was statistically significant at the level 0.01. It is worth mentioning in this regard that this indicates the amount of attention the educational supervisor paid to his student and his encouragement to them and his avoidance of using destructive criticism with them. With regard to item no (20), a rate of (82.5) of the study sample answered (yes) and was statistically significant at the level 0.01, and confirmed that the educational supervisor was all the time urging student teachers to take care of their appearance and behavior during teaching practice classes.

Table (3) The specialized supervisor

no	Item	Yes	%	No	%	X2	Sig
30	Have you been informed of the aims and vision of the English Department before the beginning of the teaching practice	34	85	6	15	19.6	0.01
31	Was the time of the Specialized supervisor's visit sufficient?	36	90	4	10	25.6	0.01
32	Was he / she using praise and encouragement manner with you when dealing with you?	38	95	2	5	32.4	0.01
33	Did he / she encourage you to renew and creativity in the classroom teaching process?	38	95	2	5	32.4	0.01
34	Were you given the opportunity to express your opinion during discussion?	40	100	0	0	40	0.01
35	Were you given the opportunity to attend enough classes for watching?	37	92.5	3	7.5	28.9	0.01
36	Did he / she pay attention to the kind of teaching aid your brought with you to the lesson?	37	92.5	3	7.5	28.9	0.01
37	Was he / she explaining the importance of the accompanying activities?	37	92.5	3	7.5	28.9	0.01
38	Was he / she following with great attention daily plans of lessons?	37	92.5	3	7.5	28.9	0.01
39	Did he / she guide you to most efficient t teaching methods?	36	90	4	10	25.6	0.01
40	Did he / she encourage you to external reading about the subject and external sources?	26	65	14	35	3.6	No sig
41	Did he / she guide you to the books that benefit you in the field of teaching practice?	10	25	30	75	10	0.01
42	Did he / she guide you to the books that benefit you in the field of Specialization?	18	45	22	55	0.4	No sig
43	Did he / she provide previously prepared lessons to benefit from?	9	22.5	31	77.5	12.1	0.01
44	Did he / she interfere while explaining lessons?	18	45	22	55	0.4	No sig
45	Was he / she regularly having a look into lesson preparing note book?	40	100	0	0	40	0.01
46	Was he / she using constructive criticism style?	37	92.5	3	7.5	28.9	0.01
47	Was he / she evaluating you after the class?	36	90	4	10	25.6	0.01

With regard to table 3 item no (30), (34) student teachers said (yes) to form a rate of (85%) of the study sample and assure that the specialized supervisor informed) student teachers of the aims and vision of the English Department before the beginning of the teaching practice. This is makes the rate statistically significant at the level 0.01. As for the item no(31) of the same table, (36) student teachers of the study sample answered this item with (yes) to form a rate of (90%) and hence confirmed that the supervisor's visit time was sufficient. This is also applied to the items no (32-39) as students teachers answers were very high and makes the rate statistically significant at the level 0.01. Contrary to items no (40,42,44,) of the same table that makes the rate statistically insignificant, and confirm that the specialized supervisor was very close and helpful to his students encouraging them to do more external reading about the subject and from external various sources, guiding them to read books that benefit to them in the field of their specialization, and didn't interfere while the student teacher is explaining lessons, giving them more freedom in the classroom, items no (41,43,45,46,47) answers rate on the other hand, were very close to make the rate statistically significant at the level 0.01.

Table (4) the school administrator

no	Item	Yes	%	No	%	X2	\Sig
48	Did he / she show you school organizational regulations before starting teaching practice?	10	30	25	75	10	0.01
49	Did he / she show you school regulations and instructions?	8	32	20	80	14.4	0.01
50	Were you given the chance to have a look at aims drawn by the school and trying to realize?	17	42.5	23	57,5	0.9	No sig
51	Did he / she provide all the books of the level you teach at the beginning of the teaching practice?	36	90	4	10	25.6	0.01
52	Did he / she allow you sufficient teaching practice classes?	26	65	14	35	3.6	No sig
53	Did he / she provide you and your group with suitable place to hold meetings with both educational as well as specialized supervisors	35	87.5	5	12.5	22.5	0.01
54	Did he / she provide students teacher with a place to sit in during their training?	17	42.5	23	57.5	0,9	No sig
55	Did he / she select the most qualified teachers to cooperate with you?	33	82.5	7	17.5	16.9	0.01

56	Were you obliged to attend the whole study day?	21	52.5	19	47.5	0.1	No sig
57	Were there an agreement between the school administrator and the supervisors concerned your evaluation?	25	62.5	15	5.37	2.5	No sig
58	Were you given the chance to use suitable teaching aids that goes with your specialization?	11	27.5	29	72.5	8.1	0.01
59	Did he / she urge you to take part in the non-classroom activities?	20	50	20	50	0	No sig
60	Did he / she offer you any help to overcome difficulties and problems encountered you during teaching practice?	22	55	23	57.5	0.65	No sig
61	Were you given the chance to use school educational potentials in your specialization?	10	25	30	75	10	0.01
62	Were you given the chance to have a look at your evaluation form of the school administrator to recognize to its items?	22	55	23	57.5	0.65	No sig
63	Did he / she communicate with your faculty in concern with trainees?	12	30	28	70	6.4	No sig
64	Were given the chance to attend school staff members circular meetings to benefit from it?	14	35	26	65	3.6	No sig
65	Were you given the chance to attend parents meetings with school administrator to benefit from it?	24	60	16	40	1.6	No sig

With regard to table which 4 concerned with the school administrator, only (10) student teachers of study sample answered with (yes) to item no (48) to make a rate of (25%) of the study sample whereas, (75%) said (No). This is confirm that the school administrator didn't show student teachers the school organizational regulations which supposed to done before starting teaching practice. This happened according to the researcher because the school administrator was not aware that this is one of the tasks that should be done or maybe he or she thinks that it isn't important for student teachers. This is also can be applied to items no (49,58,61) and maybe for the same reason when the rate were very close and was statistically significant at the level 0.01. With regard to items no

(50,52,54,56,57,59,62,63,64,65), which they form very close rate that makes it statistically insignificant.

Table (5) The cooperative teacher

no	Item	Yes	%	No	%	X2	Sig
66	Did he / she introduced you to classroom students properly?	32	80	8	20	14.4	0.01
67	Did he / she allow you to enter some classes to benefit from his experience?	25	62.5	15.	37.5	2.5	No sig
68	Did he / she you provide you with appropriate guidance concerned daily lesson planning?	11	27.5	29	72.5	8.1	0.01
69	Did he / she instruct you in the selection of supportive educational activities?	10	25	30	75	10	0.01
70	Did he / she use various teaching methods in your presence	20	50	20	50	0	No sig
71	Did he / she assist you in the recognition to school potentials concerned with your discipline?	11	27.5	29	72.5	8.1	0.01
72	Did he / she give you sufficient chance to contribute in the school activities?	17	42.5	23	57.5	0.9	No sig
73	Did he / she interfere in your teaching in the right time and with the right style?	15	37.5	25	62.5	2.5	No sig
74	Did he / she help you to solve students learning as well as behaving problems?	21	52.5	19	47.5	0.1	No sig
75	Did he / she give you sufficient chance to make exams to students to support your attitude and to make more training practice?	9	22.5	31	77.5	12.1	0.01

In table (5) that concerned with the cooperative teacher, (32) student of the item no (66) said (yes) to form a rate of (80%) of study sample to be statistically significant at the level 0.01, and assure that the cooperative teacher at the training school introduced student teachers to classroom students properly . consequently made the rate statistically insignificant. This is due to the fact that the rates of yes and No answers of the item were close. This also applied to items (70, 72, 73,74) as rates were very close and student teachers did not agree to choose between (yes) or (No) answers. This according to the

researcher due to nature of questions and the competitive relation between the student teacher and the cooperative teacher. Whereas, student teachers in item no (71) and (75) were more brave to say (No) and form a very close rate of (72. %) and (77.5) and as a result of the rate was statistically significant at the level 0.01. The researcher here think that this may be because cooperative teacher looks at student teachers as temporarily visitor who should not recognize to school potentials, and think that he or she is the only person who is concerned with exams and student teachers should not interfere in anything related to student assessment of any kind because he she thinks it's his or her responsibility

Conclusion

In conclusion, Teaching practice has some positive and negative aspects which impose number of challenges on student-teachers, supervisors, school administrators, and cooperative teachers. No doubt, that the success of teaching practices programmes depends on many factors that may jeopardize the training of high quality student teachers, Enebe and Enem (2006), for instance, argue that teaching practice exercise should take place in an environment where the student teachers are comfortable by ways of accommodation and teaching resources. Availability of curricular materials as well as adequate, financial aid and support also are among the factors that need to be paid great attention when planning and conducting teaching practice either inside the faculty of education or in the place of training.

Recommendations

Drawing on the research findings from the participants answers of research questionnaire, the following recommendations need to be considered to improve students' performance in teaching practice

1. In addition to a reasonable degree of mastery of both Arabic and English , there should be a certain requirement for joining the English Department, such as high grades, English language entry tests, interviews etc.
2. Teaching practice programmes need to be financially supported by the Ministry of Education.
3. Faculties of Education need to be provided with fully equipped places as well as teaching facilities for practicing in teaching practice.
4. Faculties of Education libraries need to be equipped with curriculum materials, books, journals concerned with teaching practice
5. Educational and specialized supervisors need to improve their supervision services by incorporating pre-and-post lesson meetings with their trainees.
6. School administrators hosting student teachers should contribute more effectively when dealing with student teachers.
7. Cooperative teachers should give student teachers more time to adequately cover essential skills and help them to marry theory with practice and provide useful feedback to students and effectively develop them into the professional role of teaching.
8. Faculties of education need to run frequent workshops for all the parts of teaching

practice from supervisors, teaching practice coordinators, school administrators, cooperative teachers.

الصعوبات التي تواجه الطالب المعلم أثناء أدائه للتربية العملية (دراسة ميدانية)

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المستخلص

تعد التربية العملية مرحلة مهمة في عملية إعداد الطالب المعلم ، وتهدف هذه الورقة الي دراسة التحديات والصعوبات التي تواجه طلبة قسم اللغة الانجليزية بكلية التربية بجامعة طرابلس عند قيامهم بالتدريب العملي . وتحاول الدراسة الإجابة علي التساؤل التالي: ما هي الصعوبات التي تواجه الطالب المعلم بقسم اللغة الانجليزية بكلية التربية بجامعة طرابلس أثناء قيامه بالتربية العملية والتي يمكن تجاوزها للوصول للأهداف المرجوة من التربية العملية بطريقة شاملة وفاعلة. وللوصول للهدف من الدراسة استخدم الباحث الاستبيان كأداة لجمع البيانات والذي اشتمل علي خمسة محاور أساسية وزعت كما يلي: دور الكلية في التربية العملية ، دور المشرف التربوي ، دور المشرف التخصصي ، دور مدير المدرسة مكان إجراء التربية العملية ، ودور المعلم المتعاون. وقد أجريت الدراسة علي عينة من الطلبة تضمنت أربعون طالباً من طلاب الفصل النهائي (الخريف لسنة 2018) بقسم اللغة الانجليزية بكلية التربية بجامعة طرابلس ممن نجحوا في الجزء النظري للمادة. ومن بين النتائج التي توصلت إليها الدراسة الآتي : (1) قامت الكلية بمساعدة الطلاب فيما يتعلق بأهداف وشروط القيام بالتربية العملية وتحديد مكان القيام بالتربية العملية. (2) أوضحت الدراسة الدور المهم لكل من المشرف التربوي والمشرف التخصصي. (3) بينت الدراسة عدم تعاون المعلم المتعاون بالمدرسة مكان التدريب مع الطلاب عند قيامهم بالتربية العملية خصوصا فيما يتعلق بإدارة الصف. وتقدم الدراسة المقترحات التالية: (1) زيادة مدة التربية العملية من فصل دراسي الي سنة دراسية حتي يتمكن الطلاب من الحصول علي تدريب أكثر بالمدارس المخصصة للتدريب العملي. (2) زيادة عدد أعضاء هيئة التدريس من ذوي الخبرة ممن كرسوا أنفسهم للتربية العملية للإشراف وقيادة عملية التربية العملية بالكلية وأماكن التدريب. وأخيرا تقدم الدراسة عدد من التوصيات تتعلق بمجال البحث.

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