

## **Educational Nurturing in Underdeveloped Contexts Unraveling the Dynamics of Student Teachers' Holistic Development**

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### **Abstract**

**Introduction:** The paper underscores the crucial necessity of providing effective guidance to student teachers, referred to as "Pre-Service," to effectively address and navigate classroom challenges and overcome issues related to teaching practicum. Study explores the experiences of 08 student teachers focusing on their mentoring experiences during teaching practicum in rural areas of Sindh.

**Methodology:** The study was conducted in schools situated in rural Sindh, involving participants who were new teachers in their fourth year of the Bachelor of Education program. The qualitative approach utilized structured open interviews to gather insights into the challenges faced by pre-service teachers during their teaching practicum, specifically exploring the guidance provided by mentors in underprivileged schools.

**Findings:** The findings disclose a common experience among interviewed student

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*teachers who lacked awareness of the challenges confronted by in-service teachers in underprivileged schools, particularly in rural areas with limited resources such as electricity, computers, whiteboards, and data projectors. The study highlights the concerns expressed by pre-service teachers regarding insufficient guidance from trained mentors and a lack of mentor motivation when assigned to schools in challenging environments.*

### ***Implication/Future Direction***

*Drawing on the "Situativity theory" as a framework, the implications suggest the need for enhanced mentorship programs and support mechanisms to better prepare pre-service teachers for the challenges in diverse educational settings. Future directions include developing comprehensive mentor training programs and refining existing mentorship structures to ensure the successful integration of pre-service teachers into underprivileged school environments.*

*Key words: Classroom Practices, Life Experiences, Mentoring, Rural schools,*

### **Introduction**

Teacher education institutions worldwide highly prioritize teaching practicum necessary for induction of student teachers, allowing them to experience a realistic learning environment to apply their pedagogical knowledge (Zuilkowski, et al., 2023). Omit "Suppose" teacher education institutes worldwide consider teaching practice a crucial element in preparing new teachers for the actual core teaching profession. In that case, they must prioritize providing effective mentorship (Ahmad, Rashid, & Ali, 2023). Effective mentorship necessitates a cooperative relationship between teacher training college/universities and the schools where new teachers are assigned. This collaboration ensures that all parties comprehend teaching intricacies (Hussain, et al., 2023). While new teachers need to possess pedagogical topic knowledge in their intended subject, it is highly beneficial to promote mentorship from fully trained teachers with broad classroom experience (Hafeez, Iqbal, & Imran, 2021). This essay emphasizes the need to provide adequate guidance to new teachers to tackle classroom concerns and situational challenges related to teaching practice.

Teaching in mother tongue necessitates achieving a harmonious equilibrium between comprehending the content stipulated by the "National Curriculum and Assessment" and using the appropriate pedagogical methods within a proper setting and for the omit students (Noor,

Nawaz, & Hassan, 2023). The socio- cultural perspective in which learners are situated frequently, significantly impacts the intricate dynamics of the classroom. Student teachers may find it problematic to comprehend practical aspects without guidance from trained master trainer (Zuilkowski, et al., 2023). This article examines the firsthand experiences of new teachers studying Sindhi as their Home Language. Specifically, it focuses on the guidance they got from student teachers and their experiences leading up to, during, and after their teaching practice. The study presents and analyzes the participants' life experiences by addressing the following major questions:

a) What sort of mentoring is provided to student teachers during their teaching practice at schools in rural Sindh?

b) What factors impact the comprehensive development of student teachers in the schools where they practice?

### **Related Literature**

The present study provides a specific context for mentorship, focusing on its impact on new student teachers and how it influences their actual involvements while teaching. Core mentorship is a dynamic affiliation between an experienced trained teacher (mentor) and a new student teacher (mentee) that fosters their personal and teaching professional growth, provision, and well-being in readiness for a career in teaching within a school setting (Imran, et al., 2023). Practical mentorship is only achievable when experienced trained teachers and new student teachers collaborate to investigate new teaching practice concepts (Walters, et al., 2020). The personal experiences of individuals training to become teachers are frequently influenced by their self-identity and the trained professional goals of experienced teachers who share their narratives with aspiring teachers, illustrating the dynamic nature of the teaching profession. Student teachers' personal identity and professional growth are not limited to their interactions with staff and students (Ahmad, Rashid, & Ali, 2023). It is closely connected to the educational values of the school and the national education priorities as well. Student teachers should be able to transition from self-identity to personal growth within the broader educational setting while engaging in their teaching practice (Zhu, & Chen, 2022). To accomplish this task, they need to get guidance and support from seasoned educators with extensive

expertise in teaching, both in and out of the classroom. Mentorship is essential to teaching practice as it offers advantages to new teachers (Imran, et al, 2023). These benefits include enhancing the development of specific teaching competencies, fostering self-reflection, facilitating the exchange of experiences with mentors, supervisors, and peers, promoting problem-solving abilities and teamwork skills in student teachers, and cultivating an understanding of the broader school environment beyond individual classrooms (Jabeen, Ali, & Ahmad, 2023). Additionally, mentorship encourages the formation of learning communities, supports collaborative work, allows student teachers to establish themselves as creative and innovative professionals through active involvement in school and communal deeds, and provides opportunities to interact with real students and encounter real-life situations, thereby enabling the development of a diverse set of skills to address various learning scenarios. (McGarr, 2021; Oad, Khan, & Khoso, 2020).

Mentorship is crucial as it directly impacts the evaluation of new teachers throughout their teaching practicum. In order to ensure the success of these aspiring teachers, instructors and mentor teachers must work together to provide comprehensive assistance during their teaching practice (Ahmad, Bibi, & Imran, 2023). "To ensure effective mentorship in schools, mentor teachers should focus on establishing strong relationships of trust and goodwill with new teachers and higher education institutions. It includes assessment and coordination of efforts" (Kuswandono & Ginting, 2021). There appears to be a deficiency in mentorship for new teachers, as they perceive a lack of effective guidance that addresses both their subject matter knowledge and the specific challenges they face in the schools they are assigned to (Jeong, Lim, & Ryu, 2021). This study aimed to investigate the impact of effective mentorship on new teachers' ability to handle the challenges and stress associated with the teaching practice program during their induction into the teaching profession.

The lack of necessary operative mentoring from trained teachers impedes the overall development of new teachers, hindering their effectiveness (Wilson & Huynh, 2020). In this article, holistic development refers to the process of mentorship that fosters expertise in both the subject matter and personal abilities, enabling individuals to adapt effectively in any given scenario (Bukhari et al., 2024). Many teachers and mentors lack the expertise to effectively provide pedagogical content knowledge and holistic personal support to their mentees, which

is necessary to cope with challenging situations (Mc Guire, & Meadan, 2023). When new student teachers experience despair, confusion, and self-doubt, certain mentors fail to provide the necessary support and guidance to instill hope, optimism, and valuable lifelong lessons (Wilson & Huynh, 2020).

Kang (2021) argued that mentor trained teachers play a crucial role in mentees' personal and professional development, extending beyond their pedagogical and topic expertise to encompass emotional and psychological benefits (Naeem, Ali, & Ahmed, 2022). The mentor trained teachers' guidance and advice on pedagogic topics, such as planning, instructional skills, understanding and organization of content and resources, and skills for classroom management, ensure that new teachers experience emotional and psychological growth (Corcoran & Flaherty, 2022). Consequently, mentors must serve as role models and demonstrate empathy for their counsel to be effective (Zaidi et al., 2020).

Mentors must comprehend the extent of their impact in assisting their mentees. The research conducted by Kang (2021) identifies three distinct aspects of mentoring: person-oriented skills, practice-oriented skills, and technique-oriented skills (Ahmad, et al., 2023).

Mentor instructors often overlook the human aspect and instead prioritize practice-oriented and techno-oriented methods to develop teaching abilities, interpersonal relationships, and professional competitiveness (Concoran, & Flaherty, 2022). As a result, this situation exposes the new teachers to emotional and psychological vulnerability. Hence, mentors should contempt in their study, Stoege et al. (2021) found that mentoring is only effective when the responsibilities of mentors are explicitly established. According to Mullen (2021), schools have higher expectations for mentor professors to have a more significant role in overseeing and guiding new teachers.

Universities and teacher training institutes require schools and master trained teachers to serve as exclusive mentors, responsible for providing new teachers with effective reliable mentoring that ensures the comprehensive core development of their student teachers (Mullen 2021). Many colleges and teacher training institutions provide mentorship programs to educate mentor lecturers on establishing partnerships with schools or master trained teachers to mentor new teachers (Hobson, & Maxwell, 2020). These programs are designed to eliminate the

misunderstandings that mentor lecturers are solely responsible for evaluating whether students can demonstrate their understanding of the subject matter as it was taught or learned in the lecture hall (Hoidn & Reusser, 2020). These mentorship programs dispel the misconceptions that subject content, disciplinary knowledge, and socio-cultural knowledge are the primary aspects of the mainstream teaching profession that are more important than all stakeholders' collaboration and the mentees' comprehensive development (Denton, & Smith, 2020). Study highlights that mentorship encompasses not only the comprehension of pedagogy and subject knowledge but also the personal-oriented components of new teachers' development (Hoidn & Reusser, 2020).

Sandvik et al. (2020) believe mentorship should be a shared obligation between schools, universities, and teacher training institutes. We concur that mentoring is a collective obligation. The socio-economic milieu and circumstances of the school typically establish the framework within which learning occurs. Studies on educational settings and situations in rural Sindh reveal that schools in rural areas that were previously disadvantaged are falling behind in terms of school amenities, such as computers' availability, projectors for display, books libraries for exploration, and electricity when compared to their urban counterparts (Carmi, & Tamir, 2023). The absence of adequate school infrastructure significantly impacts the personal experiences of new teachers, leading to feelings of frustration, isolation, and powerlessness as they strive to perform to the best of their abilities in extremely unfavorable conditions (Orland & Wang, 2021). Mentorship strategies that prioritize the comprehensive growth of their mentees (Oad, & Niazi, 2021).

The point that not all schools are characterized by a lack of necessary resources and facilities is something that has to be emphasized (Anthony & Langford, 2020). However, most of these schools do not have access to these resources because of the socioeconomic status of the communities that provide food for the students. In preparing new student teachers for excellence teaching practicum, universities and other institutions that provide teacher education frequently fail to inform students about the socioeconomic circumstances of the schools to which they will be assigned (Asare, 2021). Rural schools are characterized by difficulties, including community ills such as sickness, separation, negligence, poverty, low literacy levels, low learner achievement, inadequate facilities and services, unfavorable



policies, and low self-esteem of teachers. As a consequence, rural schools are typically associated with inadequate education and dysfunctionality, making it difficult for new teachers to adapt while they are in the process of teaching (Amoako, et al., 2023).

### **Theoretical Framework**

Dispute provided in this study is based on the ideas of the theory of situativity. Goodyear and Carvalho (2014) argued that the physical environment, sociocultural context, and available resources all impact face-to-face learning activities. Vygotsky's socio-constructivist theory became the basis for the Situativity theory, which emphasizes the importance of culture and society in shaping the development of the human mind (Goodyear, Carvalho, & Yeoman, 2021). The idea of situative acknowledges the influence of both the individual and the communal in empathetic engaging in learning discourse and practices. Consequently, experienced instructors can enhance teachers' personal and professional growth in training, thereby improving their teaching methods.

Asare (2021) argued that the Situativity theory requires the collaboration of in-service teachers, new teachers, and teacher education institutions to explore and improve teaching practice programs by offering mutual support. Situativity theory facilitates active engagement, effective communication, encouraging discussions, constructive feedback, and a harmonious equilibrium between personal learning abilities and the collective knowledge of a community of practice (Amoako, et al., 2023). Putnam and Borko were the developers of this notion. Recognizing the inseparable connection between new teachers' knowledge, cognition, and education and the specific school environments where they gain practical teaching experience. The Situations hypothesis, as described by Asare (2021), encompasses several components such as situated cognition, situated learning, ecological psychology, and distributed cognition. A succinct overview of these stages is presented condensed in the analysis of the research findings.

### **Methodology**

This research examines new student teachers' experiences obtaining teaching experience at rural schools of Sindh province. An interpretive paradigm was used to thoroughly examine and analyze the circumstances in which the new student teachers conducted their teaching practicum and the guidance they received from both the schools and the university. Eight new

teachers, who were in their fourth year of the Bachelor of Education program, were deliberately selected due to being in their final year of study. These pupils were thought to have developed more pronounced innate survival skills than students in their final years of study. The selected students were considered appropriate for this study, which attempts to demonstrate the extent of the challenges that new teachers face in the socio-cultural context of their assigned schools. Ten prospective teachers were allocated to schools in rural regions, and one of the authors of this article was designated as their mentor professor. Since the participants delivered the mentor trained teacher with all of their cell phone numbers, it became easier to contact the participants.

During the interview, the participants were provided open-ended questions to answer via WhatsApp group chats. The rural schools in Khairpur, Sindh, were intentionally chosen due to their specific geographical position. Another factor contributing to Sindh's status as a historical hub is its extensive and distinguished past, intertwined with notable individuals from other parts of the globe. Moreover, due to the schools' location in a socioeconomically poor area, the new student teachers were guaranteed to encounter the challenges that educators encounter in such schools. Given its relevance in elucidating the impact of environmental conditions on acquiring knowledge, this context is well-suited for the concept of situativity. The new student teachers and WhatsApp group participants were given reflective open-ended interview questions to discuss their teaching practice experiences. The new teachers found sharing reflective anecdotes about their work easier through the WhatsApp group discussion. Reflective open-ended questions and subsequent inquiry guided the conversations. The group members had the opportunity to watch and either learn from or relate to the experiences of their peers.

Conversations occurred consistently throughout and following the teaching practice. The WhatsApp group chat consisted solely of mentor professors and new teachers, so the mentor instructors were excluded from these talks. To facilitate open and unrestricted discussions about teaching practice experiences, the mentor teachers were intentionally excluded from the conversations between the new teachers and the mentor lecturer. The mentor professor, responsible for assessing the participants' teaching practice, will receive a screenshot of the chats and an email including the linked screenshot. To evaluate the lived experiences of



new teachers during their teaching practice, the authors of this article printed out the screenshots they received via email and conducted a thematic analysis (Oad, & Alwi, 2021).

The comments provided by the new instructors were directly quoted and subsequently analyzed qualitatively utilizing the Situativity theoretical framework. This measure was implemented to guarantee the reliability and credibility of the remarks. The authentic appellations of the participants were never employed in any manner whatsoever to protect their identity. Conversely, the participants were identified by their respective names, such as Participant 1, Participant 2, and so on. The data's authenticity and confirmability were ensured due to the rigorous member selection process. Participant confirmation was necessary to ascertain if the agreed-upon method evaluated and presented the data.

Furthermore, this content was distributed using the same WhatsApp group conversation. Merriam's research in 2009 suggested that if another researcher were given the same data, it is probable that they would reach the same conclusions. Our research aimed to promote efficient mentoring and partnership between the teacher education institution and the selected schools. The aim was to provide new teachers with the chance to undergo comprehensive development while acquiring teaching experience. The primary goal was to demonstrate the importance of the environment and circumstances on these new teachers' personal and professional development, both from a professional and personal perspective.

## Findings

The following findings are derived from the responses of 8 rural new teachers to four primary questions. The inquiries and replies were exhibited. The questions and responses of the participants were interpreted into second language English to enhance reading and facilitate understanding for a broader audience. This part is categorized into three themes: "the challenges encountered by new teachers in real-life situations," "the mentorship program offered to new teachers," and "the alignment of university curriculum with the school syllabus."

The data obtained directly influenced these topics rather than the other way around. The data supplied in this document are thoroughly analyzed in the discussion segment.

## Difficulties New Student Teachers' Faced

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The first question was about the challenges faced by new student teachers due to inadequate infrastructure and other necessary resources. The question was asked in the following manner: How can you improve your work by incorporating creativity and innovation? Please provide me with the solution to this question. (How did socio-economic difficulties, such as limited access to essential resources and insufficient infrastructure, affect your teaching approach?)

### **Respondent 1**

"In the school I was in, they lacked learning resources. It was a problem at work because there were many children, and secondly, there needed to be books. Had to write. I explained the notes on the board the next day because recycled papers do not want to be made. In another, have time to make charts for them. Let us go on well. However, want to tell you that it was difficult to teach without resources. (The school I posted in did not have adequate teaching resources. This created problems because of large classes and insufficient books. Had to spend the whole lesson writing notes on the board, which would only explain the following day since the school did not allow us to photocopy the notes for learners. Sometimes, would make charts to demonstrate to learners what had been learned during the day. However, will only lie; teaching with the necessary resources was hard.)"

### **Respondent 2**

"In the school I was in teaching practice, they needed more learning resources. This was a problem if I am working because first of all there are many children. Secondly, there needs to be books. I had to write I explained the notes on the board the next day because recycled papers do not want to be made. I have time to make charts for them, so let us go on well. However, I want to tell the truth; it was difficult to teach without resources. We are no longer achieving the purpose/objectives. Eventually, we do, and a little bit can attract students to focus study heads. (The school I was in did not have the teaching resources. Teaching some topics without the necessary resources was difficult, sometimes preventing learners from achieving the required outcomes. This also resulted in learners losing focus because the lesson needed to be more stimulating.)"

### **Respondent 3**

"I did not get enough help during teaching practice because of the mentor gave me a letter when I arrived and said teach me what I see and what I like. It was also frequent in the

classroom. It hurt me that it is too much. (I did not get adequate mentoring because my mentor teacher only gave me a textbook on my first arrival and said I should teach whatever I like. My mentor teacher only came with me to class some of the time. This hurt me.)”

#### **Respondent 4**

I needed to get more help for myself. A mentor of mine was always absent; he let me go to class alone is unavailable and sometimes disappears without ordering me to continue anything small. Then, I was helped by teacher and my classmates. (I did not get enough assistance in my learning process. My trained mentor was always unreachable, and I needed to know what to do. I am always dependent on the document and assistance from other new student teachers with whom I was teaching in the school same grade.)

#### **Respondent 5**

“My mentor only talked to me once. I was the one who would give me a job in the morning, which I needed more time to prepare. (My mentor avoided any conversation unless I insisted we discuss what I should do. Sometimes, the mentor would give me work to do in the morning, with no time to prepare.)”

#### **Respondent 6**

In terms of the lesson, they were really helpful. Before class begins, please check in with the students to see how they are doing, go over any expectations, and let us know if you plan to take it easy or not. Just report to them and the HoDs. That's all. There was a lot of topic-specific mentoring. On other occasions, however, the mentor teacher would caution that certain students may try to undermine your authority in class and that, in such cases, we should be prepared to deal with such students or report them to the HoDs.

#### **Respondent 7**

Mine was focused on the subject, but it also said about the challenges of being a teacher. He told me about their difficulties in the classroom because children understand the lesson differently lesson. (Primarily, my mentor dedicated their attention to the subject matter, while occasionally discussing the difficulties that teachers may encounter in the classroom, particularly due to the varying talents and learning styles of the students.)

#### **Respondent 8**

“It could not sharpen us enough because you find that in other modules, it is studied things that are not or cannot be learned in schools. When necessary, as a teacher, you do new research on a little girl who refreshes you or returns information from the previous one. (The

things that we learn at university do not equip us with adequate knowledge to teach at schools because most of what we learned from university modules is not in line with what is being taught at the school level. At school, we are confronted with new topics, and as a new teacher, one must research extensively around the topic before you attempt teaching it or using the previous knowledge.)”

## **Discussion of the Study**

The comments above (Participants 1–08) demonstrate the severity of the problem in underprivileged schools concerning the absence of books and other crucial instructional resources, such as availability of the computers, projectors for display, and printers. Writing notes on the board throughout the session without providing explanations to learners can result in many cognitive situative consequences. Initially, the class would be tedious, causing learners to lose interest, leading to their unruly behavior. Furthermore, the intended results of the lesson are postponed due to the teacher's need to explain the notes the following day. From a pedagogical standpoint, the class loses its interactivity and becomes concentrated around the teacher rather than being engaging and focused on the student. The paucity of resources in rural and township schools creates a challenging teaching environment for new teachers (Corcoran & Flaherty, 2022). When new student teachers encounter these problems while participating in their teaching practice in township and rural schools, they experience emotional and psychological frustration. They are experiencing a state of uncertainty and lack of direction. "Literature also indicates that teaching in rural and township settings necessitates the acquisition of pertinent knowledge and skills to effectively handle diverse circumstances and intricacies within those environments" (McGarr, 2021). An effective approach to address these challenges is for seasoned educators and mentor professors to collaborate in the professional development of their protégés. Comprehensively, this entails the integration of both intellectual and personal growth. Without a crucial connection in the mentorship provided, the outcomes may decline rather than advance.

While a few new teachers expressed appreciation for their mentor teachers' support, most participants believed their mentor teachers needed to offer more guidance. The mentees emphasized that they were left to their own devices in larger courses and had to undertake all the tasks their mentor teachers were supposed to handle.

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There is a pattern where mentor instructors take time off after new teachers arrive. Due to the absence of effective mentoring, many of these new student teachers had to depend on one another for guidance and advice during their teaching practicum. This is concerning because all participants were present to acquire knowledge and are directed by experienced teachers now working in collaboration with mentor professors.

The university experiences of new teachers may need to be more applicable or beneficial in the school setting. It is essential for experienced trained teachers and mentor presenters, who possess extensive knowledge and understanding of the school environment, to be present to guide the mentees. The Situativity hypothesis posits that informational knowledge, cognition, and learning are embedded in experience learning. This means they are influenced by the participants, the culture, and the physical context of an activity (Kang, 2021). Suppose the new teachers receive guidance and support from experienced individuals who have expertise and experience in addressing context-specific challenges. In that case, they may be able to adjust to the school environment and perform well in their teaching practice (Mullen, 2021). Based on the reflective interviews with new teachers, it is evident that many in-service teachers were perceived as lethargic and unhelpful. However, some of these mentors may have lacked the skills and knowledge to mentor others effectively. Research has indicated that deficiencies in mentoring can arise from a lack of comprehension and awareness regarding the concept of mentoring, a lack of familiarity with the responsibilities of mentors, and inadequate communication or a formal agreement between educational institutions and teacher training organizations (Zuilkowski, et al., 2023).

Several comments, particularly Participant, demonstrate the need for more awareness among new teachers regarding the information, abilities, and values imparted by their university education and a mismatch between the rationale behind pedagogy and the formation of knowledge. These replies indicate that new teachers anticipated that universities would provide instruction that closely aligns with primary and secondary school curricula. Based on Participant 8 response, the university anticipated that students, after being taught the technique, would be able to apply it effectively in any classroom situation. Participant 10's response depicts the teacher as the sole contributor to knowledge formation. The new teacher is the sole one who actively pursues knowledge to provide direct instruction to the learners,

depending on research and their own previously acquired knowledge - the understanding of the subject matter that their teachers taught during their elementary or high school education. Participant 10's comments indicate that the university instructors lacked sufficient pedagogical and subject matter understanding.

There needs to be a clear the discrepancy or mismatch between the desired outcomes of university education and the perceived relevance of these outcomes by new teachers. This strengthens the ongoing discussion regarding surface and deep learners' existence and whether their classification is determined by context. Studies indicate that the setting is crucial in determining whether an individual adopts a surface or deep learning approach (Zuilkowski, et al., 2023).

The student teachers who cannot adapt their pedagogical and subject matter knowledge to the specific school environment are typically influenced by the instructional strategy they are familiar with. Student teachers primarily exposed to behaviorist-oriented pedagogy, which emphasizes behaviors and the transmission of knowledge, are more prone to adopting a surface learning approach (Zhu & Chen, 2022).

According to Kang (2021), new instructors introduced to constructivist-oriented and interactive methods were more likely to develop a thorough understanding of the subject matter. As mentioned earlier, the comments suggest a glimmer of hope amidst the negative outlook since several mentor instructors generously collaborated with new teachers and mentor lecturers to facilitate their comprehensive development during their teaching practice. It is gratifying to observe that while most of the mentoring focused on pedagogical and topic material expertise, the mentors made deliberate attempts to cultivate the personal growth of the mentees. The Situativity theory highlights the importance of Vygotsky's Zone of Proximal Development (ZPD) (1978), which asserts that the involvement of those familiar with the context and situation is vital in influencing beginners' knowledge, learning, and experiences. The mentor teachers and lecturers who provided emotional support to the new teachers likely recognized and valued the importance of their mentees' personalities in their professional development. However, they also understood that effective pedagogical and content knowledge guidance was equally crucial and could not be disregarded (Kang, 2021).



Nevertheless, it is important to exercise caution to prevent new teachers from being overwhelmed by their mentor teachers' or professors' perspectives. Instead, they should be free to discover their identities within the school environment. However, this goal cannot be accomplished without effective mentorship, which focuses on improving all aspects and abilities of new teachers.

### **Conclusion of the Study**

The study contributors disclosed that not all new student teachers got adequate mentorship during their whole teaching practicum, which was intended to foster their comprehensive development as future teacher professionalism. Different studies also indicate that inadequate mentoring can be attributed to a need for more understanding of the nature and requirements of mentoring. Universities and teacher education institutions should implement before professional teaching practicum training programs or seminars for mentor teachers and mentor. This will ensure that all participants know the expectations placed on mentors. Nevertheless, several participants disclosed that certain mentor teachers and lecturers made extra efforts to enhance the growth of new teachers in various areas, encompassing pedagogical and topic knowledge and the personal- oriented dimension of knowledge. The mentors provided emotional support to certain new teachers, which reduced their fear and anxiety related to the many contexts of the school environment.

Nevertheless, many new student teachers in underprivileged rural schools, encountered unfavorable experiences due to various intricacies and difficulties, primarily stemming from inadequate infrastructure and essential teaching learning resources such as content books, ICT computers, and material printers. The key insight gained from these experiences is that universities occasionally fail to adequately equip new teachers to adjust to various socio-economic environments effectively. As a result, this is surprising to the new teachers while practicing their teaching. Universities and teacher education institutes should adequately prepare students for the intricacies and dynamics of rural Sindh schools and environments before sending them to these schools as new teachers. This is important because pupils enrolled in prosperous metropolitan schools do not encounter the same hardships (Balfour et al., 2011). While this study did not directly compare affluent urban schools with poor rural schools, it is important to acknowledge the significant differences between these two contexts. The

comments of new teachers also indicate that universities are remote in terms of physical space and knowledge systems, in contrast to schools and the expectations placed on instructors. University lecturers must effectively connect and clarify the relationship between the pedagogical and topic content information they impart and its relevance to specific contexts within the school environment. This can alleviate the perplexity among new teachers and foster a reciprocal comprehension between academics and their students. It could strengthen the unbreakable connection between universities and school locations, establishing a lasting alliance between these education components. A lack of harmony exists between schools and universities, and university instructors appear distant in their academic setting. University academics only visit schools on occasions when they are there to evaluate or analyze the lectures of new teachers. As a result, it presents academics as evaluators rather than instructional guides. Academics should clearly understand their responsibilities as mentors lectures for new teachers.

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