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Achieving Pedagogical Abilities through Teaching Practice: A Smooth Track to be a Professional before Professional

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Abstract

Saphier, Haley-Speca., & Gower (2008) stated that teaching practice is to create a dynamic schoolroom environment that fosters fantastic, powerful communication amongst school students, teachers, parents and other members of the school community. This descriptive research is focused on the significance of teaching practice for the prospective teachers and was conducted by administering a questionnaire having fifteen question items on one hundred B.Ed (Hons) students of a public sector university after their final round of practicum. The results of the study through light on the importance of teaching practice component and its modalities and further reflects that teaching practice is highly significant, fruitful, and a must for any students interested in taking up teaching as a future profession both in teacher education and other programs with the remark that the concerned universities may extend to at least four months instead of restricting it to 12-16 credits or so.

Key Words: Teacher Education, Teaching Practice, Professional, Teaching Approaches, Teaching Abilities

Introduction

Instructors' preparation has consistently been a central region in any schooling arrangement of the world, and uncommon endeavors are made to prepare the undergrads to become educators with a guarantee with regard to knowing and demonstrating pedagogical skills. Keeping in see this significant factor, resources of schooling at different universities get ready projects for viewpoint instructors to empower them to have sound educational abilities prior to going into reasonable existence of an educator by giving them freedoms to approach appear academic abilities at their working environments. For instance, in the moving of expert instruction away from work environments and into colleges, however, hypothetically, this pattern presently is well headed to being switched. Some of the time, as opposed to large scale level changes, re-

organizing happens at the miniature level. A model here is the organizing of seminars based on an examination, for example, the noteworthy investigation by [Fuller \(1969\)](#). Fuller's examination proposes that the significance of college coursework is connected to the phases of worry that amateurs experience (see [Blunden and De La Mourn, 1990](#)).

This causes us to comprehend that graduates are guided in a manner like clinical management to rehearse conferred instructive abilities during their standard course of studies at grounds. Before a guide was depicted as somebody senior in age, insight and aptitude to the prototype, yet current perspectives on coaching have expanded to incorporate parallel relational connections, for example, those that are collegial and community-oriented in nature, remembering friends and people for various

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associations ([Eby, 1997](#); [Ensher, Thomas and Murphy, 2001](#); [Kram, 1985](#); [Kram and Isabella, 1985](#)). In this manner, in educator schooling, a coach could be any individual who has adequate foundation and aptitude in a practicum teacher's confirmation region and is promptly accessible to respond to questions, conceptualize showing exercises, plan intercessions, give criticism and give different types of direction ([Ensher et al., 2003](#)).

Keeping this in view, the study is intended to explore the role practicum/teaching practice plays in supporting and preparing university undergrads to learn and demonstrate pedagogical skills before joining teaching as a profession as it is essential for new entrants of the teaching profession to know and materialize the knowledge and skills learnt during academic life at the university.

Statement of the Problem

The study is designed to evaluate that how do teaching practice/practicum enable the perspectives of teachers, undergrads of B.Ed (Hons) at a public sector university, to realize the imparted pedagogical skills in the field who work under the supervision of cooperating teachers and supervisor at the practising schools. It further aims to find out the need for teaching practice for those who wish to join teaching as a profession.

Objectives of the Study

The main objectives of the study are to:

1. Find out the academic importance of teaching practice for the undergrad students (B.Ed (Hons) of the University of Education Lahore.
2. Know the role played by teaching practice for the undergrads during their regular course of studies.
3. Determine the benefits undergrads achieve from teaching practice.

Research Questions

The study aims to answer the following research questions:

1. Is teaching practice necessary for the undergrads, B.Ed (Hons)?

2. Does teaching practice play any role in realizing imparted pedagogical skills during the regular course of studies?
3. Do the undergrads get academic benefits in practical life from teaching practice if they are in teaching profession?

Delimitations of the Study

Due to time and financial constraints the study is delimited to the one hundred undergrads (Male and Female) of the University of Education Lahore completed mandatory teaching practice.

Methodology and Procedure

The study is evaluative (quantitative as well as qualitative) research conducted on one hundred students (male & female) of B.Ed (Hons) of the University of Education Lahore and was executed by administering a questionnaire as a tool to get quantitative data for qualitative analysis. The questionnaire, containing twenty question items related to teaching practice, has been designed for the subjects to know about the importance of teaching practice in materializing the imparted pedagogical skills learnt during their course of studies.

Literature Review

[Saphier, Haley-Speca., & Gower \(2008\)](#), summed up teaching practice such as:

- Plan and deliver preparation that meets the getting to know needs of all students irrespective of their individual getting to know patterns, developmental and cognitive stages.
- Organize and control the lecture room surroundings for maximum academic performance.
- Control study room interactions and scholar's behavior to create secure, conducive gaining knowledge of ecosystem for pupil instructional achievement.
- Paintings cooperatively and collaboratively with students, dad and mom, and other individuals of faculty community for the benefit of college students learning.

- Exercising selection making in identifying and the use of age, content material and grade degree appropriate academic strategies in lesson shipping.
- Using suitable assessment gear and techniques to decide scholar gaining knowledge of
- Use reflective exercise to evaluate the effectiveness of assembly meant educational goals.
- Create a dynamic schoolroom environment that fosters fantastic, powerful communication amongst college students, teachers, parents and other members of the school community.
- Demonstrate self-self-assurance and knowledge of your content and the importance of your curriculum to college students' normal life.
- Apprehend the position and operation of the faculty

As we see that all the more, as of late, accentuation has been given to the ideas of mentorship and instructing ([Matters, 1994](#)). In the present worldwide town, this idea has further the difficulties in instructor schooling by putting the weight on hefty scholarly requests as Olson and Templin (2003) recommend that cultural pressing factors of the 21st century will bring about incredible requests being put on the educating calling. They propose that as cultural assumptions with respect to understudy accomplishment ascend, there will be an equivalent interest for the increasing of expectations in the exhibition of educators. Nonetheless, this normal expansion sought after likewise comes when there is a conviction that the norm of training in government-funded schools is in a condition of decay and that the decrease can be credited, to some degree, to helpless educating ([Collier and Hebert, 2004](#)).

This has been advanced by ([Mau, 1997](#)) who says that in preservice instructor training, the connection between the guidance that preservice educators get at the institutional level and the encounters they acquire during field-based practicum is a vital program highlight. The association of hypothesis with training is of focal significance to the improvement of the educating

calling. As ([Mau, 1997](#)) says that the association of hypothesis with training is of focal significance to the advancement of the educating calling. This arrangement has driven, as of late, to a change in the way that preservice instructors all through the world are taught. The presence of school change has brought about better approaches for preparing and instructing preservice instructors altogether for the obtaining of the expertise important to be compelling teachers in the field ([Cole, 2000a; 2000b](#)).

Essentially all educator instruction programs accommodate field encounters on the grounds that these starting encouraging encounters are accepted to be vital in the turn of events and socialization of preservice instructors ([Metzler and Tjeerdsma, 2000; McCullick, 2001](#)). Field-based encounters are profoundly esteemed by both preservice and collaborating instructors since they give a prologue to this present reality setting of the calling and offer significant openness and communication with kids ([Knowles and Cole, 1996](#)). Hence, [McCullick \(2001\)](#) contends that preservice instructors ought to invest more energy in field-based encounters to expand their insight and comprehension of understudies of different ages and grade levels. Notwithstanding, despite the fact that McCullick's musings have merit, recollect that the time span of field-based experience isn't really a pointer of the nature of involvement.

Essentially the job of participating educators and administrators in the field for point of view instructors is vital in light of the fact that they are individuals who steer the boat to the correct bearing if the viewpoint instructors to understand the granted academic abilities acquire during course work. Coordinating educators who work with preservice instructors in practicum settings assume an essential part in the improvement of the information, abilities, and characteristics for successful instructing for starting educators ([Clarke, 2001; Glickman and Bey, 1990; Guyton, 1989](#)). [Clarke \(2001\)](#) recommended that most of the exploration directed to reveal insight into the job and duties of collaborating educators has focused on the issue of preparing programs for coordinating instructors.

Then again, teachers or instructors at universities have their assessment on showing practice by thinking about their own encounters.

Some college instructor teachers contend that a poor practicum experience is of practically no worth to a preservice educator, it is by and large concurred that practicum encounters are beneficial and that it ought to be of the greatest quality ([Beck and Kosnick, 2002](#)). Analysts and instructors have discussed the idea of whether preservice educators ought to be presented to course work that underscores branch of knowledge information, academic information, class the executives rehearses, or different segments. For instance, lately, the issue of creating information and comprehension of being an intelligent professional has been distinguished to be one more significant segment of educator training programs ([Carson, 1997](#)).

Whatever the assessments of analysts about preservice educator training are, the connection between the guidance that preservice instructors get at the institutional level and the encounters they acquire during field-based practicum is a basic program include as ([Mau 1997](#)) says the association of hypothesis with training is of focal significance to the improvement of the instructing calling. It is on the grounds that we see the two instructors and participating educators work in a close joint effort to prepare the point of view of educators in the

recorded. [Sharpe, Lounsbery, Brilliant, and Deibler \(1999\)](#) found that preservice educators saw a community model be valuable to their field insight and saw that preservice instructors engaged with a collective model would in general show more prominent enhancements in their showing rehearses than preservice instructors not associated with a synergistic model. For instance, preservice instructors working inside a community-oriented system dedicated expanding time measures of time to guidance, while the non-included gathering showed no huge change around here ([Sharpe et al., 1999](#)). They presumed that participating instructors could likewise profit by nearer cooperation endeavors. Specifically, advantages may incorporate expanded acknowledgement of college projects and expert revival.

At long last, it is vital to make reference to here that various specialists have recommended that the practicum experience should be associated with and coordinated with the courses and projects conveyed to preservice instructors at their foundations. Such a program assists with making a summed up perspective on educator training ([Bullough and Gitlin, 1995](#); [Fosnot, 1996](#); [Goodlad, 1990](#); [Samaras and Gismondi, 1998](#)).

Table 1. Findings in %

S. No	Question Item	1	2	3	4	5
1	There is a big difference in theory and practical knowledge with regard to teaching	63	17	6	4	10
2	I always enjoy learning during the classes of such instructors who teach by using different teaching techniques.	13	10	57	8	12
3	Teaching practice is the reflection of the teaching techniques of active and lively teachers/instructors.	15	17	53	10	5
4	Teaching practice plays a vital and concrete role in making future students teachers.	68	8	10	2	12
5	During teaching practice, I realize the true meanings of teaching and learning.	83	5	6	4	2
6	My students at the practising schools become friendly because of my lively and cooperative teaching.	4	4	77	2	13
7	Teaching practice enabled me to be a lively and active would-be teacher.	75	5	5	5	10

8	B.Ed (Hons) could be done without teaching practice.	11	3	3	4	79
9	Teaching could be arranged at the university instead of practising schools.	2	3	4	4	87
10	The main objective of my educational degree can be achieved by attending teaching practice.	76	5	5	6	8
11	Teaching practice is hectic and sometimes appears a waste of time.	66	5	10	5	14
12	Teaching practice is the best way to understand students' academic problems as a prospective teacher.	67	10	5	8	10
13	There is a big difference in my approach as an undergrad before and after completing teaching practice.	79	5	2	5	9
14	During teaching practise, we have the opportunity to implement the best teaching strategies taught by our instructors.	75	6	4	3	12
15	Each university that has a B. Ed (Hons) should have its own practising school and extend its duration to a semester.	77	3	6	3	11

Discussion

The study was designed to get descriptive answers of the question such as: is teaching practice necessary for the undergrads, B.Ed (Hons)?; does teaching practice play any role in realizing imparted pedagogical skills during the regular course of studies?; and do the undergrads get academic benefits in practical life from teaching practice if they are in the teaching profession?

There is no denying the fact that the most important attribute of the teacher is the teaching techniques which a teacher applies for the transfer of required knowledge and skills to the school students without which it will be a great mistake by any education system to hope a better future and professional of the coming generation. The study was designed to receive the input of the undergrads, engaged in receiving teacher education degree, appears to be desirous of taking up teaching as a profession. The results of the study enable us to understand that the subjects are very much conscious about the importance of teaching practice and nothing is vague before them about the rationale of such an important component of their degree. It's because of the opinion of the majority of respondents who feel that after completing their teaching practice, their approach towards teaching and teacher

education is changed utterly as, during the classroom at their university, the concepts are transferred, but they can be understood well their practice which is possible during practicum, and they further concretize their responses by emphasizing that without having practical skills, which they receive during teaching practice, they can connect the value of education degree with their aim. We see that the subjects reacted positively, as the results manifest, as practitioners when asked about understanding students' academic problems as prospective teacher. The responses of majority subjects appear to be the reactions of practising teachers, and it happens soon after teaching practice for which some credits hours are reserved during a few semesters, and this could be the reason that the respondents are of the opinion that the duration the teaching practice could be extended so that nothing is left unanswered.

The respondents have been found applying the best teaching strategies during their teaching practice which they learn during their classrooms which offer a variety of teaching technique practised by their mentors/instructors at the university. Psychologically speaking, the respondents get maximum opportunities to implement the teaching/learning styles of their instructors while having their teaching practice, hence, provide them with many chances to be teachers before becoming a

professional teacher, and it's because of the practicum component they have in their course of studies as we had noticed that when asked: during teaching practice, we have the opportunity to implement the best teaching strategies taught by our instructors. A majority of respondent reacted as the representative of their concerned instructors, which enables us to understand that teaching practice at the practising school is the best available lab where the practised teaching interventions of a university can be assessed and evaluated. In other words, the researchers are in the position to say that teaching practice is catching two birds with one stone; the perspective teachers and prepared for future and university instructors' pedagogical approaches could be evaluated practically. It's been debated hat which is a better teacher, and the main point of all discussions have been that teachers who are lively, charged, full of energy having various techniques to transfer knowledge and skills to the students are the most liked facilitator. The results of the study also highlighted this point when the subjects asked: teaching practice enabled me to be lively and active would be a teacher; the majority of respondents replied enthusiastically that the most significant quality they achieved is that this experience made me lively and cheerful. It further, our contention that during college/university hours, in our tertiary education set up, things are controlled and time fixed where the students some chances to expose their hidden qualities but during teaching practice their hidden painter, singer, listener, creators, writer, calligrapher and what not is supporting him/her to be professional and get the job done; transfer knowledge

and skills to the students under the guidance of their instructors and coordinating faculty.

Conclusion

In the light of the results and discussion, the researchers can conclude by stating that teaching practice in teacher education programs and panacea for pedagogical ills faced by the thousands of teachers if' didn't get chance to have rigorous teaching practice as a component of their degree because of its multidimensional benefits for those who wish to take up teaching, both in the public or private sector, as a profession.

Recommendations

In the light of the above, the study suggests that:

1. Teacher education programs should be offered at all universities.
2. Students who earned degrees in teacher education with rigorous teaching practice, as a core component, should be given preference both in public and private sectors school education systems.
3. The duration of teaching practice should be extended by following international standards.
4. There should be regular teacher training programs at the universities for the teachers engaged in teaching teacher education programs so that the instructors could also receive know-how of latest interventions of teacher education.

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