A Comparative Study of Prospective Teachers' Attitude before and after Teaching Practice

[1]Sumaira Munawar, [2]Rukhsana Bashir, [3]Ghulam Fatima

[1]Assistant Professor, Department of Education, Lahore Leads University, Lahore-Pakistan,
sumairamunawar16@gmail.com
[2]Assistant Professor, Department of Special Education, University of the Punjab, Lahore-Pakistan,
rukhsana.dse@pu.edu.pk
[3]Associate Professor, Institute of Education and Research, University of the Punjab, Lahore-Pakistan,
fatima.ier@pu.edu.pk

ARTICLE DETAILS	ABSTRACT
History *Revised format: May 2020* *Available Online: June 2020* **Keywords** *Teaching practice, prospective teachers, higher education, attitude* **JEL Classification** *M1, M2*	The purpose of this study was to compare the prospective teachers' attitude before and after teaching practice at master level. Research was quantitative in nature. Population comprised prospective teachers enrolled at Institute of Education and Research, University of the Punjab, Lahore, Pakistan (Session: 2016-2018). Only those students, who had completed their teaching practice, were included in the study. The sample of this study was 200 prospective teachers of Institute of Education and Research, University of the Punjab, Lahore selected through simple random sampling. It is concluded by the findings that prospective teachers emphasized more on classroom management before and after teaching practice in terms of qualification and age. It was also found that no significance mean difference existed between male and female prospective teachers' perceptions regarding attitudes towards teaching practice before and after teaching practice. Therefore it was recommended that duration of teaching practice should be extended to at least two terms for developing teaching skills in prospective teachers.

Corresponding author's email address: sumairamunawar16@gmail.com

1. Introduction

Education system is focusing on teaching practice in all over the world because it develops behaviour and skill in pre-service teachers. Many previous studies Smith and Levari (2005) focus on filling gap between theory and practice by providing a framework of pre-service teachers' procurement and developing their personal and educational competencies. Yan and He (2010) stated that teaching profession is based on the development of knowledge, such as self-knowledge, self-control and knowledge about people. Tuli and File (2009) the attitude towards teaching profession, career working with colleagues, independent problem solving and life skills are also practiced by teachers in this way. Certain common challenges encountered b teachers during teaching practice are highlighted by teachers

(Hamaidi, Arouri & Abu-Awwad). In order to cope with complexities during teaching continuing professional development find the way to overcome in classroom settings. Mutlu (2014) stated that due to teachers' lack of experience they are unable to deal with behavioural problems of students in classroom.

Farrell (2008) argued that high level of pressure during teaching practice was faced by teachers that is why they cannot positively engaged in teaching process. Teaching practice issues in the form of internship stress, workload and supervision are faced by prospective teachers during teaching practice. Many challenges related to students' personal and educational are faced by students in a study conducted in Malaysia were focused. Three common issues regarding "teaching practice" were discussed by Abbas et al. (2013) were time period is very short time for "teaching practice", transfer of students and teachers in the field inappropriate time and backward method of teaching practices at ten Chines universities.

Position of these authors indicated that the help and support provided by schools and universities have significant effect on productivity of "teaching practice". The emotional facets of teachers and students' relationship are a technical aspect in this regard. For rewarding and productive results the positive interpersonal relationships between supervisor and student are important to develop. Alarcao and Tavares (2003) characterized the student and supervisor relationship by collaboration, honesty, solidarity, encouraging gestures, and authenticity.

Students' achievement scores may increase by assigning authentic tasks, as standardized tests are inevitable. In order to participate in activities the incentives and abilities are clue described in attribution theory (Eccles & Wigfield, 2002).

1.1 Teaching Practice: A Teacher-Training Requirement
Marais and Meier (2004); Perry (2004) reported that teaching practice is a form of work-integrated learning activity which is received by students in relevant industry or institution. The standards requiring for a qualified status teacher may achieve through practicing teaching minimum in two different institutions. Depending on the institution teaching practice may conduct in a number of forms (Perry, 2004). Some of the teachers are sent to teaching practice once a month, some send then once a week and some of the institutions send their teachers once a week for "teaching practice". Teaching experience suggested by Quick and Sieborgers (2005) is 11 or 12 weeks in traditional PGCE and in two or three possible institutions training should be imparted. Putting in a professional world of work is the basic purpose of "teaching practice". According to Perry (2004) excited but challenging responsibilities through "teaching practice" is expected from teachers and students. In order to planning and organizing classroom tasks, and to be part of real classroom setting should experience by the teachers.

1.2 Classroom Experiences: Teaching Practice
Beck and Kosnik (2000) a blended form of students' learning through instructional activities and their influence are conducted in a research. As compared to the "high-inference" of study in practice teaching studies focused on "low-inference" measure of teaching practices. The example of "high-inference" measures is student centered and being friendly may evaluate. From the ideas of other students a student may learn, evaluate and listen is the "low inference" measurement. It is effective to follow low-inference to communicate at a large scale as compared to the high-inferences. Therefore low-inference is suggested to follow in many studies. In Murray's point of view the dominating approach is high-inference approach in literature.

1.3 Prospective Teachers' Classroom Management Problems
Seidman (2005) which action and interactions should pay attention in the classroom setting will be selected by teachers at one moment. As compared to the common assumed difficulties this spontaneous decision-making would more difficult for teachers. Seidman (2005) classroom environment commonly open to deal complicated matters so that a teacher should solve those matters immediate and on right time.

Classroom as a community to participate, to think and to actualize should follow by students. Classroom is a place of sharing ideas, flexible learning environment and adopting new moments of choice for students. Almost at every level managing classroom remain challenging for everyone in schools. By the difficulties faced in managing classrooms

teachers are becoming frustrated (Schneider, 2003).

1.4 Objective of the Study
Objective of the study was to compare prospective teachers' attitude before and after teaching practice.

1.5 Research Questions of the Study
1. What are the perceptions of prospective teachers before teaching practice?
2. What is the perception of prospective teachers after teaching practice?
3. Is there any significant difference between male and female teacher's perceptions before and after teaching practice in terms of their qualification?
4. Is there any significant difference between male and female teacher's perceptions before and after teaching practice in terms of their age?

2. Methodology
Study was descriptive in nature. Population of the study comprised of all prospective teachers of Institute of Education and Research, University of the Punjab, Lahore, session (2016-2018). Only those students, who have completed their teaching practice, were included in the population of the study. The sample of this study was of 200 prospective teachers of Institute of Education and Research, University of the Punjab, Lahore, and they were selected by technique of random sampling. After reviewing the literature, studying multiple articles, prepared a questionnaire with the help of supervisor on the prospective teachers attitude before and after the teaching practice. The researcher visited the department of IER (institute of education and research) and personally distributed the questionnaire among prospective teachers for data collection. Before data collection, researcher gave them brief introduction of the study. Prospective teachers were told the purpose and importance of gathering their opinion. Necessary instructions were provided about instrument. Data were analyze through descriptive and inferential statistics.

3. Results
Table 1
Descriptive statistics to find out the levels of secondary school teachers' perception regarding prospective teacher attitude before teaching practice in terms of their qualification

Variables	Practice Teaching	Learning Objectives	Lesson Plan	Classroom Management	Classroom Strategies
Graduation	10.00	8.52	11.32	12.72	10.64
Mean	3.76	3.50	3.62	4.26	3.5
SD	25	25	25	25	25
N					
Master	9.97	7.92	9.77	12.2	9.92
Mean	3.76	3.03	3.70	4.39	4.44
SD	75	75	75	75	75
N					

This table 1 shows the descriptive scores of secondary school teachers' perception regarding prospective teachers' attitude before "teaching practice" in terms of their qualification on the basis of five sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies). It is indicated that the mean scores of classroom management of prospective teachers having qualification graduation (M= 12.72, SD=4.26) and master (M= 12.72, SD=4.26) before "practice teaching" was higher as compared to the other sub-scales. Therefore, prospective teachers having qualification (Graduation and Master) emphasis more on classroom management as compared to the other sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies).

Table 2
Descriptive statistics to find out the levels of secondary school teachers' perception regarding prospective teacher attitude after teaching practice in terms of their qualification

Variables	Practice Teaching	Learning Objectives	Lesson Plan	Classroom Management	Classroom Strategies
Graduation	7.4	7.64	10.36	11.76	9.60

	Mean	1.35	1.89	2.15	2.83	2.43
	SD	25	25	25	25	25
	N					
Master		7.48	7.33	9.08	10.93	8.61
	Mean	1.28	2.06	1.84	2.93	2.22
	SD	75	75	75	75	75
	N					

This table 2 shows the descriptive scores of secondary school teachers' perception regarding prospective teacher attitude after "teaching practice" in terms of their qualification on the basis of five sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies). It is indicated that the mean scorer of classroom management (M= 11.76, SD=2.83) of prospective teachers having qualification graduation (M= 11.76, SD=2.83) and master (M=10.93, SD=2.93) after "teaching practice" was higher as compared to the other sub-scales. It is concluded that prospective teachers having qualification (Graduation and Master) emphasis more on classroom management as compared to the other sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies).

Table 3
Descriptive statistics to find out the levels of secondary school teachers' perception regarding prospective teacher attitude before teaching practice in terms of their Age

Variables		Practice Teaching	Learning Objectives	Lesson Plan	Classroom Management	Classroom Strategies
20-25		10.02	8.08	10.23	12.42	10.08
	Mean	3.78	3.15	3.75	4.35	4.22
	SD	97	97	97	97	97
	N					
26-30		8.66	7.66	7.66	9.33	10.66
	Mean	2.08	1.15	1.15	3.21	5.68
	SD	3	3	3	3	3
	N					

This table 3 shows the descriptive scores of secondary school teachers' perception regarding prospective teacher attitude before "teaching practice" in terms of their age on the basis of five sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies). It is indicated that the mean scorer of classroom management of prospective teachers having age 20-25 (M= 12.42, SD=4.35) and 26-30 (M=9.33, SD=3.21) before "teaching practice" was higher as compared to the other sub-scales which shows the greater emphasis on classroom management.

Table 4
Descriptive statistics to find out the levels of secondary school teachers' perception regarding prospective teacher attitude after teaching practice in terms of their Age

Variables		Practice Teaching	Learning Objectives	Lesson Plan	Classroom Management	Classroom Strategies
20-25		7.50	7.43	9.42	11.06	8.85
	Mean	1.30	2.04	1.95	2.88	2.28
	SD	97	97	97	97	97
	N					
26-30		6.33	6.66	8.66	13.66	9.00
	Mean	0.57	0.57	3.51	3.51	3.60
	SD	3	3	3	3	3
	N					

This table 3 shows the descriptive scores of secondary school teachers' perception regarding prospective teacher attitude after "teaching practice" in terms of their age on the basis of five sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies). It is indicated that the mean scorer of classroom management of prospective teachers having age 20-25 (M= 11.06, SD=2.88) and 26-30 (M=13.66, SD=3.51) after "teaching practice" was higher as compared to the other sub-scales which shows the greater emphasis on classroom management.

Table 5
Differences of secondary school teachers' perception regarding prospective teacher attitude before teaching practice in terms of their qualification (t-test by qualification)

Variables	Qualification	N	M	SD	t-value	Df	Sig
Practice Teaching	Graduation	25	10.00	3.76	0.31	98	.89
	Master	75	9.97	3.76			
Learning Objectives	Graduation	25	8.52	3.50	.823	98	.668
	Master	75	7.92	3.03			
Lesson Plan	Graduation	25	11.32	3.62	1.81	98	.462
	Master	75	9.77	3.70			
Classroom	Graduation	25	12.72	4.25	.516	98	.484
Management	Master	75	12.20	4.39			
Teaching Strategies	Graduation	25	10.64	3.58	.734	98	.172
	Master	75	9.92	4.44			

Table 5 shows the differences of secondary school teachers' perception regarding prospective teacher attitude before "teaching practice" in terms of their qualification on the basis of five sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies). Table 5 depicted that "no mean difference was exited between the perceptions of secondary school prospective teachers' attitude" before "teaching practice" in terms of their qualification at $p \leq 0.05$ level of significance on the basis of five sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies).

Table 6
Differences of secondary school teachers' perception regarding prospective teacher attitude after teaching practice in terms of their qualification (t-test by qualification)

Variables	Qualification	N	M	SD	t-value	Df	Sig
Practice Teaching	Graduation	25	7.44	1.35	.133	98	.821
	Master	75	7.48	1.28			
Learning Objectives	Graduation	25	7.64	1.89	.655	98	.669
	Master	75	7.33	2.06			
Lesson Plan	Graduation	25	10.36	2.15	2.87	98	.271
	Master	75	9.08	1.84			
Classroom	Graduation	25	11.76	2.83	1.23	98	.466
Management	Master	75	10.93	2.93			
Teaching Strategies	Graduation	25	9.60	2.43	1.87	98	.771
	Master	75	8.61	2.22			

Table 6 shows the differences of secondary school teachers' perception regarding prospective teacher attitude after "teaching practice" in terms of their qualification on the basis of five sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies). Table 6 depicted that "no mean difference was exited between the perceptions of secondary school prospective teachers' attitude" before teaching practice in terms of their qualification at $p \leq 0.05$ level of significance on the basis of five sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies).

Table 7
Differences of secondary school teachers' perception regarding prospective teacher attitude before teaching practice in terms of their Age (t-test by Age)

Variables	Age	N	M	SD	t-value	Df	Sig
Practice Teaching	20-25	97	10.02	3.78	.614	98	.543
	26-30	3	8.66	2.08			
Learning Objectives	20-25	97	8.08	3.15	.224	98	.622
	26-30	3	7.66	3.78			
Lesson Plan	20-25	97	10.23	3.75	1.17	98	.193
	26-30	3	7.66	1.15			
Classroom	20-25	97	12.42	4.35	1.21	98	.630
Management	26-30	3	9.33	3.21			
Teaching Strategies	20-25	97	10.08	4.22	.234	98	.516

26-30	3	10.88	5.68	

Table 7 shows the differences of secondary school teachers' perception regarding prospective teacher attitude before teaching practice in terms of their age on the basis of five sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies). Table 7 depicted that "no mean difference was exited between the perceptions of secondary school prospective teachers' attitude" before teaching practice in terms of their age at p≤0.05 level of significance on the basis of five sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies).

Table 8
Differences of secondary school teachers' perception regarding prospective teacher attitude after teaching practice in terms of their Age (t-test by Age)

Variables	Age	N	M	SD	t-value	df	Sig
Practice	20-25	97	7.50	1.30	1.55	98	.148
Teaching	26-30	3	6.33	.577			
Learning	20-25	97	7.43	2.04	.645	98	.075
Objectives	26-30	3	6.66	.577			
Lesson Plan	20-25	97	9.42	1.95	.645	98	.207
	26-30	3	8.66	3.51			
Classroom	20-25	97	11.06	2.88	1.53	98	.960
Management	26-30	3	13.66	3.51			
Teaching	20-25	97	8.85	2.28	.106	98	.301
Strategies	26-30	3	9.00	3.60			

Table 8 shows the differences of secondary school teachers' perception regarding prospective teacher attitude after "teaching practice" in terms of their age on the basis of five sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies). Table 8 depicted that "no mean difference was exited between the perceptions of secondary school prospective teachers' attitude" after teaching practice in terms of their age at p≤0.05 level of significance on the basis of five sub-scales (teaching practice, learning objectives, lesson plan and teaching strategies).

4. Conclusion
The purpose of this study was to compare the prospective teachers' attitudes before and after teaching practice at master level. It is concluded by the findings that prospective teachers emphasis more on classroom management before and after teaching practice in terms of qualification and age. "It was also showed that no significance mean difference was existed between male and female prospective teachers' perceptions regarding attitudes towards teaching practice before and after teaching practice." Therefore it is concluded that male and female prospective teachers have no differences of opinions regarding prospective teachers' attitudes about teaching practice before and after teaching practice.

5. Recommendations
Recommendations for the study are as following.
1. It is recommended that before sending students to teaching practice conduct workshops for students on teaching practice and duration of teaching practice would increase at least two terms in a session.
2. Funds for teaching practice and hostel facilities should provide by government and administration to interact students and teachers for effective supervisory role.
3. Students' presence should make sure, proper monitoring system may establish on preparing lesson plans, availability of A.V. aids, teaching performance, incentives and proper supervision of teachers.

References

Abbas, Z., Mezher, T., & Abu-Zahra, M. R. (2013). CO2 purification. Part II: Techno-economic evaluation of oxygen and water deep removal processes. *International Journal of Greenhouse Gas Control, 16*, 335-341.

Alarcao, I., & Tavares, J. (2003). Supervision of teaching practice. A development and learning perspective. *Journal of Teacher Education, 2*, 80-101.

Alarcon, I., & Tavare, J. (2003). *Supervised practice pedagogies Uma perspective desenvolviment - aprendizaagem* (2nd Ed.). Livraria Almedina.

Abbas, A. K., Benoist, C., Bluestone, J. A., Campbell, D. J., Ghosh, S., Hori, S., & Rudensky, A. (2013). Regulatory T cells: Recommendations to simplify the nomenclature. *Nature immunology, 14*(4), 307-308.

Beck, C., & Kosnik, C. (2000). Associate teachers in pre-service education: Clarifying and enhancing their role. *Journal of Education for Teaching, 26*(3), 207-224.

Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2003). *Classroom management for elementary teachers*. Boston: Allyn and Bacon.

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual review of psychology, 53*(1), 109-132.

Farrell, T. S. (2008). Here's the book, go teach the class' ELT practicum support. *RELC Journal, 39*(2), 226-241.

Josoh, Z. (2011). *Teaching practicum: Student teachers perspective*. University Sultan: Zain Alabidin, Malaysia.

Kaya, S., Lundeen, C., & Wolfgang, C. H. (2010). Discipline orientations of pre-service teachers before and after student teaching. *Teaching Education, 21*(2), 157-169.

Marzano, R. J. (2003). What works in schools: Translating research into action. ASCD.

Mutlu, G. (2014). Challenges in practicum: Pre-service and cooperating teachers' voices. *Journal of Education and Practice, 5*(36), 1-7.

Perry, R. (2004). *Novel Relations: The Transformation of Kinship in English Literature and Culture*, 1748–1818. Cambridge University Press.

Quick, G., & Sieborger, R. (2005). What matters in practice teaching? The perceptions of schools and students. *South African Journal of Education, 25*(1), 1-4.

Skiba, R., & Peterson, R. (2003). Teaching the social curriculum: School discipline as instruction. *Preventing School Failure: Alternative Education for Children and Youth, 47*(2), 66-73.

Smith, K., & Lev-Ari, L. (2005). The place of the practicum in pre-service teacher education: The voice of the students. *Asia-Pacific Journal of Teacher Education, 33*(3), 289-302.

Seidman, A. (2005). Minority student retention: Resources for practitioners. Retrieved from https://doi.org/10.1002/ir.136.

Tuli, & G. Fil .C (2009). Practicum experience in teacher education. *Ethiopia Journal Education and Science, 5*(1), 107-116.

Yan, C., & He, C. (2010). Transforming the existing model of teaching practicum: A study of Chinese EFL student teachers' perceptions. *Journal of Education for Teaching, 36*(1), 57-73.