# Theoretical Preview of instructional Methods used by the prior experienced and non-experienced Prospective Teachers During Practice Teaching

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## ABSTRACT

*This study is an endeavor to compare Theoretical Preview of instructional Methods used by the prior experienced and non-experienced Prospective Teachers During Practice Teaching. A quantitative study was used to achieve this goal. The sampling strategy for this study was convenient sampling. Prospective Teachers from Institute of Education & Research (IER) University of the Punjab Lahore, Pakistan (N=260) agreed to participate in this study. A web-based using Google form five-point Likert scale questionnaire was developed by researcher to examine their perceptions. It was consisted of 25 items which were divided into 5 factors such as; project method, demonstration method, lecture method, discussion method and role play method. The data indicated that there was no significant difference for the theoretical preview of methods used by experienced and non-experienced prospective teachers. It was found that prior experienced and non-experienced prospective teachers are insignificantly different because they are involved in innovative and advance teaching practice and learning.*

**Keywords:** Prior Experienced and Non-Experienced Prospective Teachers' Instructional Methods, Theory and Teaching Practice

## INTRODUCTION

Since independence, Pakistan as a developing country, have been working on the improvement of the quality of education, notably teacher education and training. Pre-service and in-service (continuous professional development) programmers are used to educate and train teachers. Pre-service teacher education is required for prospective teachers who wish to pursue teaching as a career at the school level. It includes both academic (coursework) and practical components (teaching practice/ practicum or internship) (Hussain et al., 2013). It is also called teaching practice, and considered as the first step for novice teachers to observe their teaching skills and capability to successfully involve in their future career (Myles, Cheng, and Wang, 2006; Rozelle and Wilson, 2012). Teaching is the practice of passing on information from one generation to the next. Practice teaching is an important part of a prospective teacher's education. It equips potential teachers with real-world "teaching and learning" experience (Koross, 2016). A potential teacher has the opportunity to gain teaching abilities via practice teaching before gaining genuine teaching experience. It's a chance for aspiring

educators to "cross the gap between theory and practice" (Mokoena, 2017; Morrison & Werf, 2010).

The teaching practice is intended to make the shift from teacher to student as seamless as possible. Simultaneously, the teaching practice task allows teacher training providers to assess students' teaching abilities. It's one of the most crucial aspects of the teacher training program. It provides an opportunity for prospective teachers to apply what they have learned in class. There are some discrepancies among what prospective teachers studied in college or university and how things are in the classroom or in real world situation. The prior teaching experience of prospective teachers may be conceptually unsound and underdeveloped when they begin their teaching careers, yet it nonetheless serves as a lens for interpreting new information about teaching learned throughout teacher training (Anderson, 1984; Buchmann & Schwille, 1983; Crow, 1987; Hollingsworth, 1989; Shulman, 1987). It was found that prior experienced and non-experienced prospective teachers are insignificantly different because they are involved in innovative and advance teaching practice and learning. Their experiences are way older than this new teaching practice that fade away or equalize their experiences.

Teaching practice allows prospective teachers to apply their theoretical knowledge in a practical setting. In the 21st century, the teaching profession has transformed with a greater emphasis on learning and the needs of students. As a result, the relationship between academic theory and instructional practice has shifted to instilling skills rather than remembering concepts. Taking that into consideration, Pollard and Collins (2005) appropriately said that teaching is transitioning from a theory-based profession to a practice-based profession. There is a gap between theory and practice. According to studies, prospective teachers have difficulty applying what they learnt in university courses in traditional or conservative educational environments (Loughran, Mitchell, Neale & Toussaint, 2001).

**Research Hypothesis**

There is no significance difference between prior experienced and non-experienced Prospective Teachers during Practice Teaching about Theoretical Preview of instructional Methods.

**Review of Literature**

**Prior Experiences on Pedagogical Constructs**

Prospective teachers arrive in teaching practice programs with strong convictions about teaching and their own conceptions of classroom instruction. So many also come with a pre-conceived notion of what a teacher should be based on years of observation and interaction with classroom teachers (Lortie, 1975; Ost, 1989; Weinstein, 1989). Whereas prospective teachers' prior experience of teaching may be underdeveloped and conceptually misinformed when they commence their teaching practice, it still functions as a lens for understanding new information about teaching that is obtained during teacher preparation (Anderson, 1984; Buchmann & Schwille, 1983; Crow, 1987; Hollingsworth, 1989; Shulman, 1987).

In research comparing experienced and novice teachers in relation to school failure inferences (Georgiou, Stavrinides, & Panaoura, 2002), the former believed that low aptitude caused low academic performance, but the latter concluded that external variables such as teacher qualities and the educational system in particular are responsible for pupil loss at school. Quoting the study of Kolb (1984) and Fenwick (2001), They make the point that experiences alone don't seem to be sufficient for

learning to take place. After an experience, there should be time for reflection and an internal process that connects it to prior knowledge and modifies the learner's prior understanding in some way. As a result, learning occurs within a cycle that includes action, reflection, and application. Many experiential learning strategies that incorporate real-world experiences share these cycles. For instance, Kember (2000) describes a learning cycle that includes planning, acting, observing, and reflecting in his book Action Learning and Action Research.

**Prospective teachers, teaching practice & instructional Methods**

Prospective teachers find teaching practice difficult (Grossman, Hammerness, & McDonald, 2009), however new literature shows that this part of teacher preparation is receiving more attention (Reid, 2011). Melnick & Meister, 2008; Yldz, Geçikli, & Yeşilyurt, 2016) found a disparity between prospective teachers' expectations and classroom realities. Prospective teachers' expectations of the profession are considerably too simplistic. Prospective teachers' expectations of freedom in the classroom do not match the level of school administration displayed (Eptien, 1993; Normore, 2003). Students do not perform in the manner in which prospective teachers expect them to perform (Saarnivaara & Sarja, 2007). The required study material compulsory for interactive methods is scarce, and the strictly structured study schedule does not provide prospective teachers the flexibility they want to experiment out idealistic instructional pedagogies (Kilgore, Ross, & Zbikowski, 1990). The principal purpose of teaching at each standard of education is to significantly transform the learner (Tebabal & Kahssay, 2011). Ayeni (2011) defines teaching as a continual interaction that involves bringing about positive changes in students via the application of effective strategies and instructional techniques. Adunola (2011) asserts that in order to affect good change in students, teachers' methods must be appropriate for the topic and subject. Every student responds to questions differently, the most effective teaching methods are those that are adapted to the needs of the students. As a result, teaching strategies that are in line with students' requirements and preferred learning styles help pupils succeed in the classroom (Zeeb, 2004).

Trent's (2012) observation about classroom teaching is incongruent since many schools are conventional. Teachers are mostly concerned with teaching students how to do well in tests, hence a lot of time is spent on former (examination) papers and teaching how to score good marks. As a result, interactive instructional strategies are rarely implemented. There may be issues in this scenario; some students and other teachers may object if he or she falls behind on the teaching schedule or does not devote enough time to exam preparation (Deal & Peterson, 1990; Leithwood, 1994). We have little capacity to modify what schools believe and want, and prospective teachers face a significant difficulty in thinking beyond the fixed design of teaching and student learning levels.

**Theory & Practice**

According to Cabaroglu (2014) university-based learning is often associated with "theory," while school-based learning is associated with "practice." Learning about teaching at a university is accomplished through a variety of theoretical and practical courses in education, language, language learning and teaching, and (micro) teaching sessions. School-based learning, on the other hand, refers to gaining experience in the classroom through field experiences in working environment at schools. A strongly shared concern, according to Levine (Hartocollis, 2005), is that "one of the major dangers we face is producing teachers who know theory but not practice." Others argue

that splitting theory and practice creates a false distinction, and that teaching is a profession in which theory is inextricably linked to practice (Schon, 2003).

**Methodology**

This study took place on Institute of Education & Research (IER) University of the Punjab, Lahore, Pakistan. The study is quantitative in nature and survey questionnaire method was used to collect the data. Research design is comparative as it sought to establish a comparison between the variables of study which were the theoretical preview of instructional methods used by the prior experienced and non-experienced Prospective Teachers. The sampling strategy for this study were convenient sampling. Convenience sampling is a sort of nonprobability sampling in which persons are randomly selected because they are "convenient" data sources for researchers. The participants of this study were from 6 different programs. Data was collected from 260 prior experienced and non-experienced Prospective teachers those were working in 8 institutes of Lahore. A web-based five-point Likert scale questionnaire was developed by researcher to examine their perceptions. It was consisted of 25 items which were divided into 5 factors. The descriptive statistics of SPSS v.21 were used to assess the quantitative data obtained from the Google form. Following the data collection, a reliability test was conducted, with a Cronbach's Alpha of 0.87 (87%) indicating reliable internal consistency (Cohen et al., 2007). The data was then analyzed by computing the compare mean (independent sample t-test) Group statistic means (M), and standard deviations (SD) for each questionnaire item.

**Results**

Table 1: *Independent sample t-test to compare the theoretical preview of project-based method used by experienced and non-experienced prospective teachers*

|  |  | M | Sig. | SD | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|
| Project Method | Experienced | 3.86 | .558 | .454 | 258 | .272 |
|  | Non-Experienced | 3.80 |  | .488 |  |  |

Table 1 an independent-samples t-test was conducted to compare the Theoretical Preview of Project Method for having prior teaching experience and non-experienced respondents. There were insignificant differences *(t (df) =258 p =.272)* in scores for experienced (*M*=3.86 *SD*=.454) and non-experienced (*M*= 3.80, *SD*= .488). Hence, HI was not supported. Consequently, we fail to reject the null hypothesis that there is no difference between the sample means. The hypothesis "There was no significant difference for the preview of project method used by experienced and non-experienced prospective teachers" is not rejected.

Table 2: *Independent sample t-test to compare the theoretical preview of Demonstration method used by experienced and non-experienced prospective teachers*

|  |  | M | Sig. | SD | df | Sig. (2-tailed) |
| --- | --- | --- | --- | --- | --- | --- |
| Demonstration Method | Experienced | 3.79 | .354 | .473 | 258 | .118 |
|  | Non-Experienced | 3.70 |  | .495 |  |  |

Table 2 an independent-samples t-test was conducted to compare the Theoretical Preview of Demonstration Method for having prior teaching experience and non-experienced respondents. There were insignificant differences *(t (df) =258 p =.118)* in scores for experienced (*M*=3.79 *SD*=.473) and non-experienced (*M*= 3.70, *SD*= .495). Hence, HI was not supported. Consequently, we fail to reject the null hypothesis that there is no difference between the sample means. The hypothesis "There was no significant difference for the theoretical preview of demonstration method used by experienced and non-experienced prospective teachers " is not rejected.

Table 3: *Independent sample t-test to compare the theoretical preview of Lecture method used by experienced and non-experienced prospective teachers*

|  |  | M | Sig. | SD | Df | Sig. (2-tailed) |
| --- | --- | --- | --- | --- | --- | --- |
| Lecture Method | Experienced | 3.68 | .058 | .681 | 258 | .895 |
|  | Non-Experienced | 3.67 |  | .602 |  |  |

Table 3 an independent-samples t-test was conducted to compare the Theoretical Preview of Lecture Method for having prior teaching experience and non-experienced respondents. There were insignificant differences *(t (df) =258 p = .895)* in scores for experienced (*M*= 3.68 *SD*= .681) and non-experienced (*M*= 3.67, *SD*= .602). Hence, HI was not supported. Consequently, we fail to reject the null hypothesis that there is no difference between the sample means. The hypothesis "There was no significant difference for the theoretical preview of Lecture method used by experienced and non-experienced prospective teachers " is not rejected.

Table 4: *Independent sample t-test to compare the theoretical preview of discussion method used by experienced and non-experienced prospective teachers*

|  |  | M | Sig. | SD | df | Sig. (2-tailed) |
| --- | --- | --- | --- | --- | --- | --- |
| Discussion Method | Experienced | 4.07 | .322 | .612 | 258 | .580 |
|  | Non-Experienced | 4.03 |  | .558 |  |  |

Table 4 an independent-samples t-test was conducted to compare the Theoretical Preview of Discussion Method for having prior teaching experience and non-experienced respondents. There were insignificant differences *(t (df) =258 p =.580)* in

scores for experienced (*M*= 4.07 *SD*=.612) and non-experienced (*M*= 4.03, *SD*= .558). Hence, HI was not supported. Consequently, we fail to reject the null hypothesis that there is no difference between the sample means. The hypothesis "There was no significant difference for the theoretical preview of discussion method used by experienced and non-experienced prospective teachers " is not rejected.

Table 5: *Independent sample t-test to compare the theoretical preview of Role Play*

| | | *M* | *Sig.* | *SD* | *df* | *Sig. (2-tailed)* |
|---|---|---|---|---|---|---|
| Role Play Method | Experienced | 3.91 | .322 | .558 | 258 | .292 |
| | Non-Experienced | 3.83 | | .573 | | |

*method used by experienced and non-experienced prospective teachers*

Table 5 an independent-samples t-test was conducted to compare the Theoretical Preview of Role Play Method for having prior teaching experience and non-experienced respondents. There were insignificant differences *(t (df)* =258 *p* =.292) in scores for experienced (*M*= 3.91 *SD*=.558) and non-experienced (*M*= 3.83, *SD*= .573). Hence, HI was not supported. Consequently, we fail to reject the null hypothesis that there is no difference between the sample means. The hypothesis "There was no significant difference for the theoretical preview of discussion method used by experienced and non-experienced prospective teachers " is not rejected.
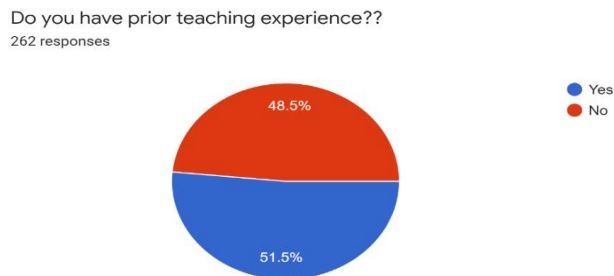


Figure 1. Prior Experienced and non-Experienced

Figure 1 shows that there were 51.5 % of the prospective teachers have prior experience and 48.5% were non-experienced.
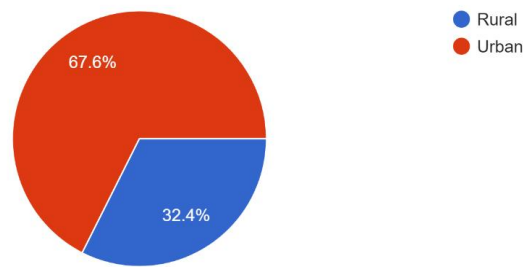
Figure 2. Demographic information

The prospective teachers were also asked about their area from where they belong to. There were (67.6%) of teachers who belong to urban area, (32%) chose the rural. It can be seen from the figure 2 that majority of prospective teacher belong to urban area and they are doing in teaching practice in urban school where there is more validity of equipment and resources as compare to rural areas.

**Conclusions and Discussion**

This study is conducted to compare theoretical preview of instructional methods used by the experienced and non-experienced prospective teachers of Institute of Education & Research (IER). According to the findings, prior experienced and non-experience prospective teachers both were able to reflect on a variety of themes connected to effective teaching, connect their theoretical knowledge to their practice, and consider issues such as pupil learning and obstacles. In addition, the study revealed the more innovative training need for both prior experienced and non-experienced prospective teachers to impart theoretical knowledge into practical or real-world situation. The findings of this study highlight the importance of careful professional development programs for teacher trainers working in the field of education and research (IER). Furthermore, teachers must work collaboratively with prospective teachers to identify their needs and develop an effective teaching plan. Teachers' trainer must go beyond textbooks to tear down obstacles in the training program. These are creative practices for productive teacher training, but the success of these new reform initiatives depends on attention to detail in a few areas. New curriculum, for instance, necessitates the use of innovative teaching and learning materials. Moreover, poor Internet access, a lack of other tools, and the internet are major issues. Their experiences are way older than this new teaching practice that fade away or equalize their experiences.

The results from the survey of 260 prospective teachers at Institute of Education & Research (IER) University of the Punjab, the study supported the expected hypothesis. The findings showed no significant difference for the theoretical preview of instructional method used by prior experienced and non-experienced prospective teachers. It was found that prior experienced and non-experienced prospective teachers are insignificantly different because they are involved in innovative and advance teaching practice and learning. Their experiences are way older than this new teaching practice that fade away or equalize their experiences. In the face of uncertainty, the frequent practice of introducing prospective teachers to novel pedagogical methods in the relative safety of teaching and learning may not be enough to overcome the attractiveness of the known and experienced. Prospective teachers have both negative

and positive experiences at the same time, but after the gain innovative knowledge from teaching practice program these negative experiences not only helped the prospective teachers decide on their future career but also gave them the opportunity to redefine their perception of what a good teacher is.

The results from this study seem consistent with previous testing done on the language learning and teaching subjects. In a study done by Stergiopoulou (2012) findings suggest that the workplace context is important not only in creating beliefs but also in facilitating transformation. In addition, as time passes, experienced teachers appear to place a greater emphasis on the learner as a person rather than on language challenges. There are minor differences in the views held by experienced and inexperienced instructors, and there has been no noticeable change in the opinions of inexperienced teachers following training.

Experienced teachers, on the other hand, priorities their own experiences. Teachers believe they learn a lot every day from what happens in their classes or from their mistakes (Mok, 1994), and they believe they learn a lot every day. The findings of the study are inconsistent with the views of one of the landmark studies Pre-service teachers' reflective thinking has been the subject of a considerable deal of research (Van Manen, 1977; Lee, 2005; Hua, 2007; Jansen & Spitzer, 2009; Goh, 2011; Gurol, 2011). The variations in reflective thinking between experienced and inexperienced teachers, on the other hand, are poorly understood. It is well established that these two kinds of teachers benefit from experience-based reflection in distinct ways. Those who reflect are distinct from their perspectives and innovative in their problem-solving and practice.

**Recommendations**

The following recommendations are made based on the data analysis and conclusions:

Prospective teachers are in their teaching practice sessions, so being prior experienced or not does not make any difference. During practice, to improve their prior knowledge, institutions must provide innovative and advanced training so that they can cope with societal change.

Prospective teachers who have been trained in innovative pedagogies are finding it difficult to exhibit their skills in a less supportive school setting. To enable prospective teachers to use flexible teaching strategies based on their skills, it is advised that classroom facilities, instructional needs, and administrative assistance be provided.

Conventional methods can be replaced with more engaging activities with the support of school resources such as a well-equipped library, well-equipped computer labs, and the availability of stationary. Furthermore, to improve the school atmosphere with better reading and sanitary facilities, it is advised that neat and clean water and sanitation facilities be provided.

If the prior experienced prospective teachers are exposed to the reality of educational challenges, they must help non-experienced prospective teachers.

Practice teaching must not be confined to professional graduate programs. In this age of globalization, online courses should be started, and informal teacher training should be fostered. The teaching practice activity should aid in the integration of theory and practice for prospective teachers. Implications, conclusion and limitations were then discussed. In the light of the findings of the research and the results, suggestions were

made regarding theoretical Preview of instructional methods used by the prior experienced and non-experienced prospective teachers.

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