



CHAPTER TWO
REVIEW OF
RELATED LITERATURE

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2.0 Introduction

The review of related literature gives clear insight to researcher about his/her work that has been carried out for his/her investigation. For present study the review of researches were collected from Education Resources Information Centre (ERIC), Elsevier Science, J – Gate Custom Content Consortium (JCCC), JSTOR Education, Sage Reference Online Collection (SRO), Springer Link, Taylor and Francis, A Survey of Research in Education (1974), Second Survey of Research in Education (1972-78), Fourth Survey of Research in Education (1983-88), and Doctoral Thesis from Centre of Advanced Study in Education (CASE) library, The Maharaja Sayajirao University of Baroda, Vadodara.

The present chapter deals with the researches on Pre-service Practice Teaching in Teacher Education. A novel of research studies were collected by the researcher around the Globe. In India, A Survey of Research in Education, Centre of Advanced Study in Education (CASE, 1974) observed few studies, i.e. Intensive Study of Colleges Education (Marr, Sing, Arora, & Gupta, 1969, p.457), and Evaluation of Practice Teaching in Teacher Training Institutes (Srivastava, 1970, p.468). In, Second Survey of Research in Education, Society for Educational Research and Development (SERD, 1979) observed that studies were more focused on Evaluation aspects of Practice Teaching Programmes (Sharma, 1973, p.447; Sukhia, 1973, pp.450-451).

Bhatnagar (as cited in NCERT, 1991, pp.925-926) analysed 39 studies and worthwhile documents in the area of teacher education during 1952 to 1978. It was observed that 1. The studies had not concentrated on the practical work of B.Ed. programmes. 2. These studies emphasized the need for a comprehensive network of school activities to be included in student-teaching programmes. 3. This study was

also highlighted the negligence in organization of teacher-training institutions and their rigid structures. 4. A few studies revealed that student-teaching was the weakest link in the teacher-education programmes at primary as well as secondary level. 5. A handful of studies were conducted on supervision of student-teaching programmes conducted by school principals and teacher educators.

Raj (as cited in NCERT, 1991, pp.977-978) study was to provide an adequate description of the present status of student teaching programmes in teacher training colleges in the northern region of India. It was found that the nature of the organization and administration of student teaching programmes should considerable diversity in terms of practices and the recommendations of several expert committees, seminars, conferences, study groups, and commissions regarding the qualitative improvement of student teaching programmes had not been implemented in the teacher training institutions so far.

Shah (as cited in NCERT, 1991, p.984) surveyed the management of student teaching programmes in thirteen (13) States of India. It was found that the overall picture was not impressive in regard to criticism lessons.

A few studies observed in between 1991 to 2013 were focused on Improve Lesson Planning (Gafoor & Farooque, 2010), Evolving Model for Practice Teaching Programme (Khirwadkar, Godara, Helaiya, Shelat, & Mogera, 2012), Feedback System (Kothari, Shelat, & Mistry, 2012), Supervisory Practices in during Practice Teaching Programme (Sing, Ahmad, Pandey, & Sing, 2012), A Study of the Problems which faced by the Colleges of Teacher Education (Patil & Kamble, 2013), and A Study of Practice Teaching Programme (Dekhtawala, Kothari, Patankar, & Pradhan, 1991; Ranjan, 2013).

The review of related literature revealed at most very large number of studies in Abroad from 2001 to 2014, but few studies observed in India. These research activities are much focused on various components of practice teaching.

For present Study the review of related literature was broadly classified in two ways.

- i. The review of related literature and research studies conducted Abroad.
- ii. The review of related literature and research studies conducted in India.

The collected reviews of studies were arranged in chronological order from oldest to recent is presented below.

2.1 Research Studies Conducted Abroad

Akbar (2001) conducted a study entitled “A Study of Practice Teaching of Prospective Secondary School Teachers and Development of a Practice Teaching Model”. The major objectives of the study are: 1. To investigate the practices of organisation, administration and supervision of practice teaching, and 2. To identify the problems faced by administrators, teachers of various teacher training institutions and practicing schools, and pupil teachers during practice teaching. Descriptive Survey design was adopted with Convenient Sample. Data collected with help of Questionnaire and Observation Sheet. Some of the major findings of the study were 1. Uniform format of lesson plan was not given to the student teachers. Student teachers generally follow the lesson plan format of student teachers of previous year. 2. Model lessons/demonstrations were not given to the student teachers by methods course teachers/experts to student teachers in the teacher training institutions. 3. Supervisors did not stay at the school for whole day. 4. Cooperating teachers did not go to the student teacher classes. They did not check the lesson plans of student teachers and did not provide guidance to them. 5. It was observed during the study that practice teaching was not taken as a serious activity, and 6. It was evident from the practices of practice teaching that quality of practice teaching was poor and not helpful in achieving the objectives of practice teaching.

Smith and Lev-Ari (2005) conducted a study entitled “The Place of the Practicum in Pre-service Teacher Education: The Voice of the Students”. The focus of this study is the importance student teachers attribute to the practical experience of their teacher education program, the practicum. Four hundred and eighty student teachers from the largest teacher education institution in Israel responded to a questionnaire with 68 closed items asking for their evaluation of various components of the teacher education program in relation to preparing them for teaching, and about sources for support during the practicum. The main findings show that the practicum is evaluated highly by a large majority of students; however, students find importance in the more theoretical aspects of their education as well. Institutional-based supervisors of the

practicum were perceived by student teachers to provide the strongest support, alongside peers and school-based mentors. School principals were perceived not to be supportive of student teachers during the practicum. The findings align with previous research in terms of importance of the practical aspects in preparation for teaching, however not as a replacement for theoretical courses. Moreover, findings suggest that school principals do not include school-based teacher education as part of their professional responsibility.

White (2007) conducted a study entitled “Investigating Effective Feedback Practices for Pre-service Teacher Education Students on Practicum”. This investigation asked a small group of student teachers participating in their first pre-service teaching practice in New Zealand to state what they understood by the term feedback, how they expected to be given feedback, what they hoped to gain from the feedback they received, and what they found useful, particularly in relation to influencing their professional teaching practice. The students completed the same questionnaire on four different occasions during their first block of professional teaching practice: after the observing lecturer visit; at a mid-placement meeting with their lecturer; at a one-to-one debriefing session with their lecturer; and after the marking of an assignment related to their professional teaching practice. The findings suggest that specific, spoken feedback was the most consistently given and useful mode of feedback. The students received a wider variety and range of feedback than they had expected and indicated that it had more than met their expectations and given them clear focus and direction for their future professional teaching practice.

Mtika (2008) conducted a study entitled “Teaching Practice as a Component of Teacher Education in Malawi: An Activity Theory Perspective”. The purpose of this study is to explore experiences of student teachers during practice teaching. This study adopted qualitative research design. Purposive non-random sample and Convenient Sample was selected in this study. The instruments of the study are Semi-structured Interviews, Pre-observation, Post-observation and Observation Protocol and Field Notes. The major findings of the study were: 1. Student teachers had prior views about the secondary school where they wanted to conduct teaching practice. 2. Not all student teachers went to their favourable secondary schools to carry out teaching practice. 3. Student teachers had mixed experience about the appropriation and use of learned – centred pedagogy at both schools. 4. The college and schools

lacked any form of collaborative partnership for the promotion of teaching practice, and 5. The final aspects of the findings in the study were to do with proposals for innovations to the activity of teaching practice. Student teachers and supervisors proposed a number of innovations to improve teaching practice.

Kiggundu and Nayimuli (2009) conducted a study entitled “Teaching Practice: A make or break Phase for Student Teachers”. This study explores the experiences of student teachers in the Vaal University of Technology Postgraduate Certificate in Education (PGCE) during their 10 weeks’ teaching practice in the Vaal area. A qualitative research approach was used in the study. All PGCE student teachers at the Vaal University of Technology (VUT) for the year 2006 were included in the sample ($n = 24$). Semi-structured Interviews with all student teachers were used to collect the data while Content Analysis was used to identify themes and analyze the data. This study results showed that: 1. It was found that teaching practice is very interesting because they were able to apply what they had studied and they enjoyed teaching because they were conversant with the subject content. 2. It was also found that it was not easy to teach because the learners were not co-operative; they did not do assignments, were noisy and were not actively involved in classroom activities. 3. All respondents pointed out that teaching practice started too late in the year when most teachers had almost completed their syllabus and were busy doing revision in preparation for the end-of-year examinations. 4. The findings from the study revealed that student teachers became motivated to take up the teaching profession after teaching practice because of the “*constant guidance*” they received from their mentors, and 5. The results obtained from the respondents with regard to resources revealed that the schools did not have resources to facilitate the teaching and learning process.

Saricoban (2009) conducted a study entitled “Pre-service ELT Teachers’ concerns about Student Teaching through Classroom Observations”. This study focuses on the concerns of pre-service ELT teachers about the practicum studies of the student-teachers in the ELT departments at tertiary level. 19 student-teachers receiving their pre-service education were observed by their classroom teachers and their University supervisor (the researcher) during their two-class hour teaching in their practicum schools. The observers (the practicum supervisor and the EFL classroom teacher) were asked to respond to a Questionnaire ($r=.94$) which consists of four main

sections: (a) knowledge of the field and field education (b) teaching/learning process, (c) evaluation and keeping records, and (d) other professional skills. The main findings indicate that the student-teachers seem to be well-educated in their field of study although they lack in some of the teaching qualities such as (a) making effective use of the technology and providing their students with a safety learning environment, (b) being able to make good transitions from the previously studied point to the new one, motivating their students, taking precautions against possible interruptions and impediments likely to occur in the classroom, having an effective tone of voice, and being able to use both verbal and body language effectively, (c) being able to keep records daily and inform the administration on time, and (d) being aware of the code of laws and regulations.

Sivan and Chan (2009) conducted a study entitled “The roles of Supervised Teaching Practice and Peer Observation in Teacher Education in Hong Kong: Implications for Partnership”. This study examined the views of student teachers in Hong Kong on two mechanisms: Supervised Teaching Practice and Onsite Peer Observation (OPO) which involve School University partnership. Data were collected by using self-administered Questionnaires (n= 59) and Semi-structured Interviews (n=40). Results of the study indicated that student teachers regarded the two mechanisms as contributing to their learning and professional development. However, they highlighted a lack of school support for conducting OPO. Findings are discussed with reference to existing models of Schools-University partnership pointing to the possible existence of some aspects of a University-led model in which the University takes a dominant role in teacher education. Recommendations are made to formalize the operation of OPO in schools and to initiate a dialogue and co-operation between the participating parties involved in OPO, so as to better facilitate student teacher’s learning within a supportive School-University partnership.

Akcan and Tatar (2010) conducted a study entitled “An Investigation of the Nature of Feedback given to Pre-service English Teachers during their Practice Teaching Experience”. This study seeks to understand how University supervisors and cooperating teachers approach giving feedback during the practice teaching experience to pre-service English language teachers and the nature of feedback they give through post-lesson conferences and written evaluations. This study is an exploratory study. The data for the study come from Field Notes of Classroom

Observations, Post-lesson Conferences between student teachers and University supervisors and student teachers and cooperating teachers written evaluation sheets and documents. The participants of this study were 52 pre-service English teachers (student teachers) and four supervisors from the English Language Teaching (ELT) department of a well-known state research University and 30 cooperating teachers from 10 primary and secondary schools located in Istanbul. The student teachers with an age range of 20 to 22 undertook their practice teaching as fourth-year students during the time of the study. The findings indicated that the University supervisors encouraged reflection during their post-lesson conferences and helped the student teachers to evaluate their lessons more critically. The cooperating teacher's feedback was found to be more situations specific by focussing on certain instances about the classroom. This study also discussed different modes giving feedback (oral feedback through post-lesson conferences and written feedback through evaluation sheets) to teacher candidates during practice teaching. Finally, this study makes suggestions for the supervisors about providing constructive feedback for the student teachers during practice teaching.

Hussain and Mahmood (2010) conducted a study entitled "Practice Teaching or Internship: Professional Development of Prospective Teachers through their Pre-service Training Programmes". The purpose of this study was evaluating the role of school based internship in professional development of prospective teachers and to find out the gaps between the practice teaching & internship. The study was undertaken on the potential in terms (N = 102) and their supervisors (N = 15). This study was descriptive Survey method. Two Questionnaires and one Interview Schedule were used as research tools, data were collected after a session of briefing the difference between practice teaching, and internship the data were collected and analysed through mean scores, which were compared to draw the results and conclusion. The study revealed that extended school-based training-internship plays a central role in professional development of prospective teachers. It equips them with professional skills and competencies, through group dynamics and hands-on experiences. They learn how to manage class and solve school-based professional problems.

Tok (2010) conducted a study entitled "The Problems of Teacher Candidates about Teaching Skills during Teaching Practice". The purpose of the study is to determine

teacher candidates' problems who attend teaching practice course about teaching skills. A qualitative design was selected for this research study. The participants of this study were 40 pre-service primary education teachers pursuing their studies in the academic years of 2005-2006 and 2006-2007. The Participants were selected through Convenient Sampling strategy. The participants were asked to keep reflective journals about the teaching skills problems during their practice teaching. After the teaching practice, the participants submitted their reflective journals. The collected data were analysed through the technique of Content Analysis. The findings revealed that the problems of the student teachers in both the academic years experienced in the process of practice teaching are "Planning, subject matter knowledge, using instructional materials, motivation, communication, and time management skills".

Yan and He (2010) conducted a study entitled "Transforming the Existing Model of Teaching Practicum: A Study of Chinese EFL Student Teacher's Perceptions". This study was aimed to explore of Chinese pre-service teacher's perceived problems in their teaching practicum. Reflective paper writing was employed to investigate the views of 210 student teachers English as a Foreign Language (EFL) teacher education programme in central china. The data were analyzed consistently in a series of procedures: Reviewing the manuscripts, identifying important themes and features, categorizing extracts and identifying the links between the emerging themes for coherent writing-up. The findings highlight six major problems: Tension between vision and reality; unreasonable time and length of teaching practicum; practicum school's distrust; little supervision by the supervisor and cooperating teacher; students' lack of effort in preparing lessons; and the lack of a sound assessment system. Some of the major findings are: 1. It was found that the student teachers felt a gap between vision and reality. 2. It was also found that the time of the practicum clashed with students' job hunting and preparation for various exams, which were the student teachers' overriding concerns during that time period. 3. It was found that student teachers and cooperating teachers had different views about the aims of teaching practicum, which was found to have undermined the effect of teaching practicum. 4. Lack of supervision was commonly felt among the student teachers, which was perceived to have undermined the student teachers' enthusiasm and motivation for the practicum. Supervisors' inadequacy in the field of English language teaching methodology and cooperating teachers' heavy workload, lack of

mentoring experience and reluctance to mentor the student teachers were found to have worsened the effect of the teaching practicum. 5. Lack of effort was found among some students, which was considered to have been caused by students' lack of motivation and experience in teaching and lack of supervision. 6. This study reveals that the teaching practicum seemed to have been organized in a haphazard fashion. 7. Another important finding that emerged from the study is the lack of support from practice schools, and 8. The supervisors were not involved in the evaluating process. As some student teachers described, it was a mere formality. The study highlights the role of University faculty because the experience can be beneficial to both student teachers and themselves. This study also highlights the need for support from schools. The study indicates the importance of University–School partnership in enhancing the practice of practicum.

Yunus, Hashim, Ishak, and Mahamod (2010) conducted a study entitled “Understanding TESL Pre-service Teachers’ Teaching Experiences and Challenges via Post-practicum Reflection Forms”. This study was designed to examine pre-service teachers’ teaching experiences and challenges with the school administrators, mentor, supervisor, as well as teaching and learning process. A total of 38 students (which onwards cited as trainee teachers) of TESL (Executive) programme at the Faculty of Education, National University of Malaysia who had completed their two months teaching practicum in various schools in Malaysia responded to a set of open-ended questions. The results showed that as a whole, the trainee teachers indicated positive comments on their relationship with school administrator regarding the administrators’ attitude towards the trainee teachers and the cooperation given by the administrators in managing the trainee teachers. They also felt that their mentor had guided and helped them a lot in terms of teaching and learning process as well as in managing the class. Apart from that, the findings also indicated that the trainee teachers found that their supervisors were very helpful and supportive and they did not have problems with the school environment. However, challenges can be seen in terms of the students’ attitude towards the trainee teachers and the learning of the language, students’ motivation, students’ discipline, and support system.

Alkhwaldah (2011) conducted a study entitled “Pre-service Training of English Language Teachers in Jordan: Difficulties and Solutions”. This study probed the difficulties faced by pre-service English language teachers, as they and their

university supervisors disclosed, at Princess Alia University College of Education during the 2009 practicum semester revealing. The researcher used an open Questionnaire responded to by forty pre-service teachers and conducted Interviews with eight supervisors who supervised them. The results of this study revealed that among the major difficulties pre-service teachers faced was the challenge of being exploited by school teachers, difficulty of classroom management, relationship and interaction with school students, the split between theory and practice, the feeling among school students and teachers that the pre-service teacher does not hold the responsibility for actual teaching at school and assessment as crippled by school regulations, the length of the training course, the pre-service teacher's little contribution to teaching classroom students and the lack of knowledge of some cooperating teachers about their responsibilities towards pre-service teacher of English.

Azeem (2011) conducted a study entitled "Problems of Prospective Teachers during Teaching Practice". The purpose of the study was to get information about the problems faced by the prospective teachers during teaching practice. The study was of descriptive nature. Survey method was used for getting data. Hundred B.Ed. students were selected by Convenience Sampling. The study was delimited to teacher training institutions of Lahore city. A Questionnaire comprising 29 items was prepared and administered to one hundred B.Ed. students of University of Education, Lahore. The Questionnaire had only closed questions. The data was collected, arranged and analyzed. Simple Percentages were used as the Standard Measure of Statistics. Major findings are: 1) Majority of the schools do not prepared the timetable for the pupil teachers. 2) Pupil teachers are not imparted practical training of different methods of teaching before they are sent for teaching practice. 3) Majority of the students are not informed about the rules and regulations of the practicing schools. 4. Majority of the students were offered the classes of their choice, and 5. The season selected for teaching practice was suitable.

Heeralal and Bayaga (2011) conducted a study entitled "Pre-service Teachers' Experiences of Teaching Practice: Case of South African University". The current study examined Faculty of Education students' experiences of the quality of teaching practice. The intent was to determine how to equip prospective teachers to effectively cope with feelings and common problems they faced during teaching practice. A

qualitative research design was adopted using a case study. Semi-structured Interview Schedule was administered, while Content Analysis was used for analyzing the data. The sample included forty three pre-service teachers in a South African University. The data revealed that education pre-service teachers need to pay attention to: 1. flexibility in time of course participation. 2. Flexibility in content in the course. 3. Flexibility in instructional approaches and learning materials, and lastly 4. Flexibility in course delivery and logistics. This study results also revealed that, students gave suggestions for improving several areas. These areas are students' teaching opportunities, teaching and learning conditions, cooperation between students and the teacher trainer, cooperation between school and University and organization of teaching practice.

Mtika (2011) conducted a study entitled "Trainee Teachers' Experiences of Teaching Practicum: Issues, Challenges, and New Possibilities". This study focuses on a qualitative Case Study concerned with teaching practicum as a pivotal component of teacher education in Malawi. It addresses some of the issues and concerns associated with workload, ill-defined mentoring support, and implementation of certain pedagogical orientations during teaching practicum placement. Purposive Sampling was used to select participants. Data were collected through Semi-structured Interviews. The findings indicate that trainee teachers undergo varied and often challenging experiences during teaching practicum. To counter some of the concerns, suggestions are made to improve certain aspects of teaching practicum. There is a need for authentic school – college partnerships, improved structures of school-based professional support, and a deeper awareness of the complexity of learner-centered pedagogy. It is imperative that teacher educators engage with these findings to further improve the design of teaching practicum and the overall quality of teacher education and teaching in Malawi.

Rubio and Schwarzer (2011) conducted a study entitled "Teaching Practice in order to promote Verbal Interaction: Pre-Service Teacher's Reflections: A Preliminary Survey Study". This study aimed to gain insights into their teaching practice in the classroom, in order to promote verbal interaction with in an interesting Sociolinguistic context. As a part of their 45 day student teaching experience, 63 student teachers from the Andalusia region (southern Spain) filled an Observation tool designed as Questionnaire about their co-operating teacher's classroom practices in teaching

speaking in their English as a foreign language class. The explanation for these results can probably be found in part in general lack of knowledge on the part of the teachers, about how to implement speaking activities and to control classroom behaviour. It is also possible explanation that some teachers do not possess the language proficiency needed to conduct the class in the target language. As a result, the verbal skills were not promoted, undermining the development of communicative language ability.

Shahid and Hussain (2011) conducted a study entitled “Expectations and Experiences of Pupil Teachers during Teaching Practice: Theoretical and Practical Implications”. The purpose of the study was to explore expectations and experiences of pupil teachers during their teaching practice session. This study examines how the theoretical course works of pupil teachers support them and hamper them during their teaching practice. What are the practical considerations that they need to keep in mind and what issues they face. For this purpose a sample of 35 pupil-teachers of M.A. Early Childhood Education Program was randomly selected. An Observation Schedule was prepared to observe them during their teaching practice. An Interview Protocol was also designed to get their views on theoretical and practical aspects of their teaching experienced. Collected data were analysed qualitatively with Content Analysis technique to get deeper understanding of the problem. Results showed that there was a mismatch between theoretical coursework and practical teaching work. The pupil-teacher’s expectations were very high and they had passion to work but they experienced non-professional attitude of co-operating teachers. Data also showed that the pupil teacher’s training during course-work was professionally weak, particularly in the areas of interactive teaching methods, classroom management, evaluation techniques and education psychological. The study results also revealed that: 1. Student teachers were taking much interest in preparing their lesson plans. Field observations showed that student teachers were very much keen in knowing various models of lesson planning. However it was noted that there was a lack of knowledge and understanding regarding lesson planning activity among student teachers. It showed that their pedagogical courses were weak. 2. During observations, their note-books showed very inventive and versatile paragraphs that they wrote during one another’s observation sessions. Interview data showed that they even learnt from each other’s experience of observations. 3. The cooperating teachers gave very short time to student teachers to practice their teaching in the classroom that

created a little resentment among student teachers. They disliked this attitude of the cooperating teachers. On the other hand, University supervisors were more concerned with supervision rather than guidance and cooperation. 4. Curriculum issues were faced by student teachers during teaching practice. As cooperating teachers were also not professional trained, they could not properly guide the student teacher regarding division of curriculum for the assigned class for their teaching practice session, and 5. Data showed that student teachers could not perform well in the use of black board, seating arrangement and dealing with behavioral problems of the students. It suggests more focus on practical side of training rather than theoretical. It was also suggested that there might be more practical and activity oriented material and training sessions during their coursework along with proper supervision and guidance.

Tokmak and Karakus (2011) conducted a study entitled “ICT Pre-service Teachers’ Opinions about the Contributions of Initial Teacher Training to Teaching Practice”. The purpose of this qualitative study is to investigate how well initial teacher training in ICT prepare pre-service teachers to teaching profession. Eight pre-service teachers attending to the “School Experience” course from the Computer Education and Instructional Technology Department at the Middle East Technical University took part in this Case Study. Observation and Interview methods were employed to gather data. Moreover, pre-service teachers’ lesson plans prepared for teaching activity were analyzed. The results showed that initial teacher training courses provided several affective teaching skills such as developing awareness about the importance of being well-prepared for each class, being calm for unexpected situations, and understanding the reasons of students’ misbehaviors in the class. However, according to ICT pre-service teachers, practical aspect of these courses was not enough. Most of them stated that they could not apply different strategies in different contexts. In addition, due to the lack of experience on classroom management they had difficulty in completing subjects although they left extra time for each activity in their lesson plans.

Akarsu and Kaya (2012) conducted a study entitled “Redesigning Effective Methods Courses: Teaching Pre-service Teachers how to teach”. Survey was conducted with the purpose of determining the expected roles of mentor teachers, practice schools, and associated faculty members via students’ opinions regarding practicum courses such as field experience and teaching practices. For this purpose, a total of 164 Pre-

service teachers, 81 Science, and 83 Mathematics Education students, were enrolled in their last semesters in teacher preparation programs, and their mentor teachers and associated faculty members were selected to explore the research questions. A mixed methodology was purposefully utilized to gather the necessary data via Questionnaires, Interviews and School Records. The results of data analysis revealed that according to students' field experiences some revisions in the professional development program are necessary to prepare pre-service teachers for the actual educational system and school settings.

Courey, Tappe, Siker, and LePage (2012) conducted a study entitled "Improved Lesson Planning with Universal Design for Learning (UDL)". Efficient lesson planning with UDL enables teachers to more effectively meet students' individual needs. In this study, a comparison of lesson plans by teacher candidates in a teacher preparation program before and after UDL training is presented. Convenience sampling was used in this study. After training, teachers ($n = 45$) incorporated more differentiated options and varied teacher strategies based on UDL principles into their lesson plans, so that the content was more accessible to all students. A two-factor Analysis of Variance (ANOVA) and t-test was used for data analysis. The results indicate that candidates' mean scores on incorporation of UDL principles in their lesson plans significantly improved in the maintenance condition from both the pre-test (first lesson plan) and the posttest conditions (second lesson plan). A variety of changes and options was examined, and examples of commonly occurring choices selected by the teacher candidates were provided. The improved multiplicity of options in lesson planning demonstrates a better understanding of UDL principles; however, teachers need more experience in actually implementing the UDL principles in their classrooms.

Jekayinfa et al. (2012) conducted a study entitled "Lecturers' Assessment of Teaching Practice Exercise in Nigerian Universities". This study examines the quality of teaching practice in Nigerian Universities from the perspective of education lecturers. The study employed descriptive research of the Survey type. Quality of Teaching Practice Questionnaire (QTPQ) was employed in obtaining data from 691 randomly selected education lecturers from the Universities across the Six Geopolitical zones in Nigeria. The data obtained were analysed using descriptive and inferential statistics. The study revealed that the respondents rated the quality of

teaching practice exercise in Nigerian Universities as fairly above average. It was also found that experience and job status had significant influence on the respondents' assessment, while gender had no influence. Among others, it was recommended that more time should be allotted to teaching practice and re-training programmes should be organized for lecturers on the best practice in the internship aspect of teacher education.

Kirbulut, Boz, and Kutucu (2012) conducted a study entitled "Pre-service Chemistry Teachers' Expectations and Experiences in the School Experience Course". The purpose of this study is to investigate prospective chemistry teachers' expectations and experiences of teaching practice. Six (four females and two males), Pre-service Chemistry teachers taking a school experience II course participated in the study. A Case study design was employed purposeful Random Sampling was used. The data were collected from multiple sources including Observations, Lesson Plans, and Semi-structured Interviews before and after the school experience course. Pre-service teachers' expectations and experiences were categorized regarding the faculty, placement school, and teaching practice. The interview data were initially analyzed based on Creswell's (1994) six generic steps. The investigators independently coded the data and discussed the conflicts between the categories, and the categories were finally verified. This study revealed that: 1. The school experience course is crucial for pre-service teachers' decisions as to whether to become teachers in the future. 2. Pre-service teachers were pleased with the feedback that they received from their tutors for their teaching practice; pre-service teachers were not satisfied with the feedback that they received from their mentors. 3. In terms of teaching concerns, most of the pre-service teachers were anxious about classroom management, using teaching methods, and not being seen as a teacher. 4. This study also showed that school facilities have an influence on pre-service teachers' choice of teaching method. A lack of laboratory and technological facilities at placement schools affected half of the pre-service teachers' preferences of teaching method. It was also found that school experience courses are crucial for pre-service teachers in deciding whether to continue in the teaching profession. It is also concluded that the harmony between pre-service teachers' expectations of and experiences in the school experience course had an influence on their opinions related to the teaching profession.

Mafumo, Chitsiko, and Chireshe (2012) conducted a study entitled “Teaching Practice Generated Stressors and Coping Mechanisms among Student Teachers in Zimbabwe”. A Mixed Methods Design was employed to enable triangulation. The quantitative approach was employed because it had strength in dealing with the large numbers that participated in this study. The Convenient sample was made up of 77 participants (38 females, 39 males). Thirty-two participants were from the University and 45 were from the teachers’ college. A Questionnaire and an Interview Schedule were used to collect data. Frequencies and Percentages were used in quantitative data analysis while qualitative data were thematically analyzed. This study results revealed that: 1. The main sources of stress for student teachers on Teaching Practice were discipline issues, finances, workload and shortage of resources. On the other hand, the least number of student teachers were stressed by recognition as staff members in the host school and by language barriers. 2. Teaching Practice was considered stressful, in general, by the majority of the student teachers was consistent with the findings of several researchers in the area of stress among student teachers. 3. Student teachers on Teaching Practice also mentioned the shortage of teaching and learning aids and textbooks as a source of stress during Teaching Practice.

Major and Tiro (2012) conducted a study entitled “Theory vs. Practice: The Case of Primary Teacher Education in Botswana”. This study was a qualitative Case Study that was implemented in one of the primary teacher education colleges in Botswana. Data was collected through open-ended Semi-structured in-depth Interviews and Classroom Observations. In addition, there was an analysis of documents from the Ministry of Education and Skills Development that outlined how the training of pre-service teachers should be run. Participants indicated that they spend too much time learning/exploring theory and less-time of hands on experience. Research has shown that teacher educators overemphasize theory and focus less on practice in the preparation of pre-service teachers. The study results indicated that student teachers are taught too much theory and did less of teaching practice. This study suggest that pre-service teachers should be given more time to do teaching practice and less time on content, as they need the application skills more than they need the content. Based on the findings in this study, it was recommended that the Tertiary Education Council in Botswana should revise the teacher education training program and to reconsider increasing the amount of time for teaching practice for the pre-service teachers.

Qazi, Rawat, and Thomas (2012) conducted a study entitled “The Role of Practicum in Enhancing Student Teachers’ Teaching Skills”. The focus of the current research was to determine the role of Notre Dame Institute of Education (NDIE) Practicum in enhancing student teachers’ teaching skills. A small scale panel Survey was conducted to analyze 46 NDIE student teachers’ teaching skills, (i.e. Professional growth) throughout the year 2007-2008. The Criterion Sampling technique was used to select samples for the study. Questionnaires were used to obtain the required data from the three categories of stakeholders of the NDIE Practicum, 46 B.Ed./IGCE Student Teachers (STs’), five NDIE mentors and 46 Cooperating Teachers (CTs’). Two types of Questionnaires were used to gather data. The focus of the first Questionnaire was to determine student teachers’ own views about their professional growth during the preparation phase. This Questionnaire was administered at the end of the Classroom Teaching and Management (CTM) course. The focus of the second Questionnaire was to determine student teachers’ professional growth during the first and the second rounds of school experience phase. This Questionnaire was administered twice in a year: after the first round of school experience; and again after the second round of school experience. Student teachers’ views about their own teaching skills were cross checked with those of 45 CTs’ and five NDIE mentors. The data was analyzed descriptively. The analysis of data suggested that the NDIE Practicum played a significant role in the year 2007-2008 in enhancing student teachers’ practical classroom skills. The data also highlighted that a number of practicum sessions or activities during the Preparation Phase of NDIE Practicum were highly effective. The STs’ data indicated that all the practicum sessions or activities during the School Experience Phase of the Practicum were highly effective. From the data analysis, it can also be inferred that even though most of the CTs’ provided genuine supervision style, incidences of negative supervision reduced STs’ performance.

Ramaligela (2012) conducted a study entitled “Can Lesson Plan Affect Lesson Presentation? A Case of Mathematics Student Teachers’ Teaching Practice in Schools”. The research question of this study aimed to answer was how pre-service students prepare and present their lesson. Participant for this study comprises of two Mathematics students which was conveniently selected from the cohort of students who the researcher was assigned to evaluate. This study is a qualitative research.

Classroom Observation and Document Analyses were used to collect data with the pre-service students. Classroom Observation Sheet were developed and analyzed using their assessment form to investigate how pre-service students present their lesson. Observation Schedule were used to have field notes and lesson plan were analyzed as a document using their assessment form to investigate how they prepare their lesson. The analyses of lesson plan and class observation were guided by the conceptual framework of Teacher Practical Knowledge (TPK). The findings revealed that student' teachers cannot prepare a lesson that can help them in the classroom to present lesson. Data also indicated that student teachers were unable to understand the meaning of the aspects reflected on the template lesson plan provided by the University. In addition they failed to idealize the lesson that they are planning. In terms of the lesson observation, the data showed that student' teachers lack action orientated knowledge that can help them to implement their lesson plan into real-life classroom. Therefore, this study indicated that the way student teachers prepare their lessons can affect classroom presentation.

Ali and Al-Adawi (2013) conducted a study entitled "Providing Effective Feedback to EFL Student Teachers". Feedback on school practicum is of utmost importance for student teachers to help them to develop their pedagogical and teaching skills. This study attempts to collect data from both student teachers and their mentors in an ELT teacher training programme in Oman to answer the questions which are raised by this study: 1) What kind of feedback do student teachers receive in their practicum? 2) What are the student teachers' and mentors' views of feedback on the practicum? 3) What type of practicum feedback is more effective, oral or written? This study also aims to offer practical ideas that would empower both student teachers and supervisors in improving the practice of giving and receiving feedback in practicum. This study is an Exploratory Descriptive Study. A Questionnaire and Focus Group Interview were used to collect data from both students and their mentors to answer the study questions at the end of the practicum. The data was analyzed quantitatively and qualitatively. The statistical approach that is adopted in the Questionnaire depends on frequency and percentage. The item of high Frequency and Percentage reflects the most significant, required answers for the three study questions. The findings indicated that student teachers and their mentors perceived their feedback practices on practicum positively; however the student teachers believed that both types of

feedback are important to them but they are in favor of written feedback more than oral one. The study offered some pedagogical implications and recommendations with regard to feedback on practicum.

Al-Mekhlafi and Naji (2013) conducted a study entitled “Supervisors' Practices in improving Student Teachers' Grammar Teaching Strategies during Practicum: A Comparison of Student Teachers' and Supervisors' Views”. This study examines the perceptions and views of student teachers and their supervisors about the roles of the practicum supervisors in preparing the student teachers to teach grammar during practicum at schools. Ninety-two fourth year student teachers at the Department of English Education at the University of Sohar in the Sultanate of Oman and forty-seven practicum supervisors at the cooperating schools of Al-Batinah region participated in this study during the academic year 2010/2011. The data for this study were collected by means of a closed ended Questionnaire. The researcher adapted the Survey Questionnaire depending on the relative research studies and relevant literature. The student teachers Questionnaire was a similar version of the supervisors' Questionnaire. The items of the two Questionnaires were matched. The data was analyzed by Frequencies, Percentages, and t-test. The results of the study indicated that the supervisors often performed their supervision responsibilities. The scores of the student teachers and the supervisors for almost all supervisor roles were in line. Student teachers and supervisors differed from each other at a statistically significant level in terms of “Modeling” and “Pedagogical Knowledge”. Student teachers indicated that their supervisors most frequently provided them with what they need of modeling and pedagogical knowledge in the teaching of grammar during practicum.

Bektas (2013) conducted a study entitled “Teaching Practice of Life Study Lesson of Classroom Teacher Candidate's Analysis of the Results of Peer Assessment”. The purpose of this study is to examine peer assessments that the classroom candidates applied at teaching practice on life study lesson. The Cross Sectional Survey Method which is one of the Survey methods has been used in the research. In this study the sampling criteria, one of the Purposive Sampling methods, is used. Thus, in the fall semester of 2012-2013 academic year 50 classroom teacher candidates, who were willing to apply peer assessment scale in life study lesson that are taught within the scope of teaching practice and who are studying at Sakarya University, Faculty of Education, Department of Elementary Education, Classroom Teaching Main Branch,

have participated in this research. The data collection tool “Teaching Practice Lesson Teacher Candidate Peer Assessment Scale”, that is used was developed by Bektas et al. (2010). One of the teacher candidates is excluded from the scope of research while the candidate did not fill in the scale fully. The research operations were applied on sets of data that belong to a total of 49 teacher candidates. Due to the number of male students in the study group were nine, non-parametric tests were used in the analysis. It is observed that the classroom teacher candidates who are teaching “Course Preparation and Course Association” in two class sub-dimension is better than the teacher candidates who are teaching in the One class.

Hussain, Javed, Eng, and Mohammed (2013) conducted a study entitled “Reflection of Prospective Teachers on the Nature of Teaching Practice”. This study was conducted in order to analyze prospective teachers’ views on various components of teaching Practice. The research focused on prospective teachers’ reflections on their experiences. The objectives of the study are: 1. Assessing the views of prospective teachers about duration of the teaching practice, 2. Reviewing the opinions of prospective teachers on the role of supervisors, and 3. Appraising the attitude of prospective teachers about objectives of teaching practice. The population of the study consisted of all prospective teachers (N=330) enrolled in B.Ed. and M.A. Education (Morning) programmes of the academic session 2010-11 and 2009-11 respectively (who had completed their second and 4th/semesters respectively) at The Islamia University of Bahawalpur including both of the sub-campuses, i.e. Bahawalnagar and Rahym Yar Khan. The researchers used Convenient Sampling technique and collected data from 330 prospective teachers. The researchers developed a Questionnaire with Descriptive Graphic Rating Scale. The respondents participated in the Survey on voluntarily basis. Some of the findings of the study are: 1. The data affirmed that majority of the respondents (83 percent) were of the view that supervisors should check their performance on a daily basis. However, 65 percent of the prospective teachers suggested that the comments of school teachers (who performed as internal supervisors) should be taken into account and valued while marking the final lesson for summative evaluation and grading. 2. In overall it is obvious from the data that prospective teachers wished the duration of internal teaching practice to be two to four weeks appropriate. Similarly, their views on external teaching practice were also varied and ranged from four weeks (61.21

percent) to eight weeks (28.78 percent) with a little voice (only 10 percent) for six weeks. Apparently, the respondents recommended the entire duration of external teaching practice neither less than four weeks nor more than eight week. 3. According to the data 14.24 percent and 20.60 percent of the prospective teachers desired the help of their supervisors in preparing their lesson plans and observe the same critically in classroom to provide guidance for improvement respectively; and nonetheless 41.21 percent and 23.93 percent of them were of the view that their supervisors should assess their actual performance in classroom & school environment and provide feedback for encouragement respectively.

Jumani (2013) conducted a study entitled “Connections between Theory and Practice in Teacher Education”. The purpose of the study was to determine the gaps and reason of less connection between theory and practice in teacher education programmes. The aim of this study was to explore the relationship between theory and practice in M.A. Education Programmes offered by International Islamic University and to contribute with knowledge about how to bridge the gap between theory and practice in teacher education programme. Data were obtained through Focus Group Interview with 40 M.A. Education female students who completed their four months teaching practice in December 2011. Data reveal that student teachers are quite satisfied with their pedagogical preparation and find difference in theory and practice in teacher education institutions and practice schools in Pakistan. Data indicate that student teachers were not allowed by schools to implement their learnt teaching strategies.

Kagoda and Itaaga (2013) conducted a study entitled “A Survey of Teacher Trainees’ Expectations, Experiences and Assessment in Uganda”. The main purpose of the study was to identify and explain the teacher trainee’s expectations, experiences and areas they feel need to be adjusted to make teacher training more effective and lifelong learners. The objectives of the study are: 1. To assess the teacher trainees expectations when they joined the school of education. 2. To assess the teacher trainees’ experiences at the school of education as they undergo the program, and 3. To solicit the views of the teacher trainees on how to improve the teacher education program at School of Education, Makerere University. A qualitative approach was used to collect data using open ended Questionnaires and Focus Group Discussions. A Survey design was used because of the need to obtain basic data that could be used for

further research. Research took place within the premises of the School of Education, College of Education and External Studies, Makerere University, in 2012. The major findings of the study are: 1. Findings reveal that the majority of the students had/have high expectations out of the teacher education programme, 17 percent indicated that they expected to find computers for every student; 16 percent expected simple content while 14 percent expected content to be for secondary schools for which they were being prepared. 2. As regards teaching methods the students' expectations of teaching methods at University, findings reveal that the majority of the respondents (28 percent) expected complex work not easy work as far as teaching methods are concerned. This was followed by those who expected lectures (21 percent); and those who expected participatory methods not lectures alone (18 percent). On the other hand, very few students (1 percent) expected the use of notes, research methods and practical methods in the teacher education programme, and 3. Findings revealed that the majority of the respondents expected to find football as one of the extracurricular activities at the School of Education during their teacher training program.

Kaleptwa and Igomu (2013) conducted a study entitled "Assessment of Attitude of Education Students towards Teaching Practice in Nasarawa State University Keffi, Nigeria". The study is a descriptive Survey which sought to assess the attitude of student-teachers towards teaching practice. This study was conducted in the Faculty of Education, Nasarawa State University Keffi. The sample comprised of 150 students who were on teaching practice in 20010/2011 Session, 20 principals and 40 teachers of practicing schools were drawn by Simple Balloting. Two Instruments for data collection was developed by the researchers. 1. The Teaching Practice Questionnaire for Students (TPQS) and 2. The Teaching Practice Assessment Questionnaire for Principals and Teachers of Practicing Schools (TPAQPT). Data was analyzed using means and Z-test statistics. The findings revealed that (i) Students show a positive attitude towards teaching practice, and (ii) Female students showed more positive attitude to teaching practice than male students. Also, problems militating against effective teaching practice were determined. It was concluded that if all the strategies for improving students attitude towards teaching practice would be adopted the students' attitude towards teaching practice, no doubt, will be affected positively.

Komba and Kira (2013) conducted a study entitled "The Effectiveness of Teaching Practice in Improving Student Teachers' Teaching Skills in Tanzania". The study was

designed to find how teaching practice was organized by the teacher training universities and whether the Teaching Practice was effective in improving student teachers' teaching skills. The qualitative research approach was adopted and the study was conducted in Iringa, Morogoro, Dar es Salaam, and Kilimanjaro regions of Tanzania Mainland. These regions were purposively chosen because they have many secondary schools in which student teachers from different Universities are attached for their teaching practice. A total of 191 student teachers were involved in the study. The study was conducted from July to September 2011. The findings of this study revealed that: 1. The organization of the teaching practice is faced with a number of challenges. Firstly, it has been found that the duration spent for the teaching practice was not enough. It has been a tradition for quite a long time now that student teachers from the Universities in Tanzania have to attend an eight week teaching practice block at the end of each academic year. The assumption behind this arrangement was that the eight weeks were adequate for student teachers to practice the profession in the field. On the basis of the views from student teachers, it seems that there is a need to review the duration of teaching practice in order to make it produce the desired outcome. 2. Regarding the supervision during the teaching practice, the respondents expressed concerns which indicated that the current supervision was ineffective. For example, it is ideally expected that the supervisors of the teaching practice has the role of guiding, advising and helping the student teachers in the acquisition of the intended teaching skills. However, this study found that the supervisors were not flexible enough to guide, advice, and discuss with student teachers on the strengths and weaknesses revealed during the teaching, and 3. It is also worth noting that the timing of the Teaching Practice at the end of the year by all teacher training Universities was inappropriate.

Menlah (2013) conducted a study entitled "Towards a Winning Approach in Developing Meaningful Pre-service Teaching Practice". This study seeks to ignite a debate on the central place of teaching practice in the education and development of teachers. It further argues that, it is only when all aspects of teacher education are appropriately positioned that a country can produce well qualified teachers. Teaching practice provides opportunities to put to test what is expected in the real world of teaching. Qualitative research was conducted among the teaching practice students of the University of South Africa (UNISA) who were placed for teaching practice. Six

school principals from the province of KwaZulu Natal (KZN) were selected through Purposive Sampling. The principals were Heads of Schools that have been used by UNISA for more than once to placing students for Teaching Practice. Six students on Teaching Practice were used as a Focus Group so that they can gain support from one another in that it provides a natural conversational environment. The research comprised of one to one Interviews and one Focus Group. With the improvement plan UNISA was granted full accreditation of the PGCE teaching programme and the B.Ed. programme still required refinement. Even the fully accredited programme are not completely free of shortcomings hence the need for more consolidated efforts to improve teaching practice. One of the major findings was that Teaching Practice students do not get enough support and lack examples on which to model their practice. Based on the findings recommendations were made to provide more contact and best practices for students to model their practices. This study also found that School Principals feel that the Universities do not recognize them as important participants who have a potential to contribute to the success of the programme.

Mukeredzi and Mandrona (2013) conducted a study entitled “The Journey to becoming Professionals: Student Teachers’ Experiences of Teaching Practice in a Rural South African Context”. This study reports on the experiences of 14 Bachelor of Education (B.Ed.) students who took part in a four-week teaching practice in a rural South African School. Drawing on a Socio-constructivist learning theory, data were collected from the student teachers’ Reflective Journals and Audio Taped Collaborative Reflection Sessions. Findings indicate that while student teachers had positive experiences related to Collaborative Reflection Sessions and Classroom Practice, these tended to be outweighed by the negative experiences with school-based mentors and the school context. This study argue that notwithstanding their positive experiences during teaching practice, the challenges which student teachers experience may considerably shape their ability to derive maximum benefit from the practicum and indeed, from their pre-service training.

Ngwaru (2013) conducted a study entitled “Pre-Service Student Teacher Practices in the Teaching of English as a Second Language: Experiences, Opportunities and Challenges”. The qualitative research design was employed in this study utilizing Document Analysis and Focus Group Discussions. Twenty four pre-service student teachers who had just finished their Teaching Practice (TP) stint were the main

participants of the study while a review of tutor critiques of student teacher pedagogical practices formed the document analysis component of the methodology of the study. Data from tutors' analysis of student teacher practices came from their Critique Scripts based on their TP classroom management practices. Results of the study showed that many of the English lessons taught were heavily flawed with weaknesses in a variety of areas of the pedagogical practice. Data collected from Focus Group Discussions sought to find out the accounts of pre-service teachers about their classroom practices and challenges in teaching ESL during TP. Results of the study showed that many challenges were met and seminal among these was the limited proficiency of many learners and some teachers which eventually culminated in a wide range of other challenges. Results also showed that although student teachers faced several challenges, they had a great opportunity to interact with experienced teachers, to exchange ideas and even to observe them teach. The study further purported that; reflections and articulations from pre-service teachers' experiences and critiques from their supervisors, provided enough feedback to reveal student-teacher strengths or weaknesses and to provide solutions for programme improvement.

Ntsaluba and Chireshe (2013) conducted a study entitled "The State of Teaching Practice Planning at a Rural University in South Africa". This study sought to establish the status of teaching practice planning at Walter Sisulu University. The sample consisted of 50 participants (30 B.Ed. Third year student teachers, 10 host teachers, 10 University lecturers). The mixed-methods approach consisting of quantitative and qualitative approaches was employed. Questionnaires and Focus Group Discussions were used to collect the data. Descriptive statistics were used to analyze quantitative data. Content Analysis was used to analyze qualitative data. The study revealed that there was a serious lack of communication between the University and the schools used for teaching practice in the planning of the exercise. The role players in teaching practice were not fully involved in its planning. The majority of the host teachers were never involved in the planning for teaching practice. This study was also found that the student teachers also indicated that they were confused by the fact that teachers got readymade lesson plans from the district office which were different from the ones that the University required from them. What was clear was that the planning of teaching practice is undertaken by the University alone without

involving the host teachers. The study recommends collaborative planning of teaching practice by the University and the Schools.

Oppong (2013) conducted a study entitled “Supervisors’ Remarks in Teaching Practice: The Perspectives of History Student-Teachers”. Given the relevance of supervisors' remarks, the researcher sought to examine the perspectives of History student-teachers on the remarks given by supervisors during teaching practice. A qualitative research method was followed. Twenty-four History student-teachers who did teaching practice exercise during the 2012/2013 in Senior High Schools in different parts of the Country [Ghana] were chosen by Simple Random Sampling. Focus Group Discussions were used to collect the data for the study. Data were presented qualitatively using thick descriptions. Regardless of differences in the reaction of participants on supervisors' remarks on their lessons, majority of them accepted the remarks given by their supervisors. By and large, participants regarded supervisors' remarks as indispensable element in their development as knowledgeable teachers. Nevertheless, conflicting remarks from supervisors on a lesson taught were viewed as affecting the effectiveness of the supervision exercise. Among other things, the study recommends that supervisors must have a sound knowledge of the subject matter they are supervising, and knowledge about subject-specific methodology which will enable them to provide useful remarks.

Percara (2013) conducted a study entitled “Communication of Feedback in an Argentine ELT Practicum: Pre-service Teachers’ Perspectives”. The purpose of this research study was to investigate pre-service teachers’ perspectives of the ways in which supervisory feedback is communicated during the teaching practicum at the Argentine ELT teacher education programme from the Autonomous University of Entre Ríos. The present research has the following objectives: 1. To investigate student-teachers’ perspectives as regards the ways in which supervisory feedback is communicated in the ELT practicum at the Autonomous University of Entre Ríos in Argentina. 2. To characterize supervisory feedback, after considering the pre-service teachers’ perspectives, in order to deepen the existing knowledge about the teaching practicum, and 3. To gather data and provide relevant information in order to understand, interpret and anticipate student teachers’ and University supervisors’ behaviors when receiving or giving feedback in the ELT practicum. The sample consisted of 12 pre-service teachers randomly selected from the ELT Practicum at the

Autonomous University of Entre Ríos, Argentina. The instrument used to collect data on pre-service teachers' perspectives as regards the ways in which supervisory feedback is communicated in the ELT practicum at the Autonomous University of Entre Ríos in Argentina was a Semi-structured Face-to-face interview. This study results showed that: 1. Feedback should always include suggestions as well as advice on strategies to be used in the classroom. Feedback should include comments related to students' behavior in the classroom, the student teacher's presence in front of his/her students, the use of the language and classroom management techniques employed during the lesson observed. 2. Pre-service teachers agreed on the fact that supervisory feedback should be delivered immediately after each lesson is observed since it is important for them to know what the supervisors' comments and suggestions are as soon as the lesson is over. Moreover, pre-service teachers claimed that they need to be able to respond to their supervisors' feedback as well as to explain the reasons for behaving in the way they did during the lesson, and 3. All the pre-service teachers interviewed preferred verbal feedback over written feedback. They noted that, when feedback is verbal, the assessment role is minimized and the suggestions made by the supervisors result clearer. Furthermore, written feedback may cause misunderstanding and confusion and provides concise information on the student teacher's performance.

Rafaqat, Mumtaz, Abid, and Abiodullah (2013) conducted a study entitled "Beliefs and Practices of Teacher Educators Teaching B.Ed. (Hons) and ADE in Universities and Affiliated Colleges in Punjab". The purpose of the study was to examine the gaps between teaching beliefs and teaching practices of teacher educators teaching new curriculum of B.Ed. (Hons) and ADE in universities and affiliated colleges in Punjab. The study draws its motivation by the needs to reduce the gaps between the expected and actual teaching practices of teacher educators in Pakistan. Eight institutions; two universities and six affiliated colleges offering B.Ed. (Hons) and ADE programs were selected for collection of data. Data were collected from 48 teacher educators teaching to prospective teachers enrolled in B.Ed. (Hons) and ADE in the selected institutions. Mixed method approach was used to examine the beliefs and teaching practices of teacher educators in the B.Ed. (Hons) and ADE programs in different universities and affiliated colleges. The data was collected through the survey, observation and interviews. Study revealed that majority of teacher educators strongly believed that

preparation of lesson plan; writing objectives of the lesson and sharing these with students; orientating the students with lesson; student centered approach for teaching are important for a teacher. While their classrooms practices on these beliefs are poor.

Rosemary, Richard, and Ngara (2013) conducted a study entitled “Teaching Practice Supervision and Assessment as a Quality Assurance Tool in Teacher Training: Perceptions of Prospective Teachers at Masvingo Teacher Training Colleges”. A survey was conducted in Masvingo urban schools to determine views of prospective teachers and student teacher supervisors on the effectiveness of Teaching Practice (T.P) supervision as a tool in quality assurance. The qualitative design was employed to conduct the study. Twenty student teachers training at three primary teacher training colleges in Masvingo Province who were doing Teaching Practice at schools in Masvingo urban were chosen by Convenience Sampling. The researchers used Questionnaires which were self-administered to student teachers. The Questionnaire had a section with statements on quality aspects of student supervision and participants were requested to indicate YES or NO to the stated statements. The students also responded to open-ended questions on what they viewed as strengths and weaknesses of the way they were supervised by the college and host schools’ staff. Data were presented qualitatively using thick descriptions. The major findings of the study are: 1. All the twenty student teachers expressed the view point that Teaching Practice was of use to them and none indicated otherwise. 2. 44 percent of the student teachers viewed T.P. supervision as useful in giving them guidance on critical aspects of teaching, 22 percent were of the mind that supervision motivates the prospective students, 18 percent were of the view that T.P. supervision boosts the confidence of the student teacher, 11 percent were of the opinion that T.P. supervision accorded student teachers to watch apt lesson demonstrations given by mentors and four percent opined that was useful in affording close monitoring of student teachers, and 3. All the twenty student teachers were of the view that their supervision and assessment by their mentors was frequent, that feedback by host school was constructive and that useful discussions were held between them and their T.P. supervisors. The study recommended the running of workshops on T.P supervision by training colleges for Teaching Practice supervisors at all levels.

Trent (2013) conducted a study entitled “From Learner to Teacher: Practice, Language, and Identity in a Teaching Practicum”. This study reports on a qualitative

study that investigated the lived experiences of a group of pre-service English language teachers during a teaching practicum in Hong Kong. Purposive Sampling was used. The primary participants were eight ethnic Chinese student teachers – four male and four female – who, at the time of the study, were aged between 22 and 24 and were enrolled in the third year of a Four-year Bachelor of Education (B.Ed.) programme, majoring in teaching English as a second language, at a higher education institution in Hong Kong. Multiple, in-depth interviews with student teachers were conducted during a Six-week practicum to understand the students' experiences of becoming teachers. A contribution of this study is to use the analytic lens of teacher identity to understand the challenges, one group of pre-service teachers confronted as they positioned themselves, and were positioned by others, as particular types of teachers during their practicum. The results of this study suggest that a critical perspective, grounded in an identity-theoretic understanding of pre-service teachers' practicum experiences, is needed to reveal and then overcome antagonistic relations that might threaten the identity work of trainee teachers. Endorsing calls to rethink the practicum, the types of support that might be offered to pre-service teachers are critically examined and suggestions for the ways in which stakeholders, such as teacher educators and school-based supporting teachers, can best facilitate the identity work of pre-service teachers undertaking a teaching practicum are offered.

Ekundayo, Alonge, Kolawole, and Ekundayo (2014) conducted a study entitled "Teaching Practice Exercise for Education Students in Nigerian Universities: Challenges and the Way Forward". The purpose of this study was to examine the various problems student teachers face during the teaching practice exercise. A descriptive Survey research design was used in the study. Population of the study consisted of all the academic staff and full time students in the Faculty of Education in Ekiti State University, Ado Ekiti, Adekunle Ajasin University Akungba Akoko and University of Benin, Benin City. The sample was made up of 69 lecturers and 244 students who were selected from the three Universities using Stratified and Simple Random sampling techniques. A self-designed instrument tagged 'Teaching Practice for Education Students in Universities Questionnaire (TPESIUQ)' was used for the study. TPESIUQ has two sections: *Section A* sought the background information of the respondents; *section B* which was further divided into three sub-section sought information on the various problems facing the students on teaching practice. The

instrument was validated by research experts in Educational Planning, Tests and Measurement in Ekiti State University, Ado Ekiti. Cronbach Alpha method of reliability was used to determine the reliability Co-efficient which stood at 0.79. The data for the study were analysed using both descriptive and inferential statistics. The descriptive statistics used include Frequency Counts and Percentage Scores while the inferential statistics employed was the t-test statistics. Some of findings of the study are: 1. The study revealed that one major problem that is student-related which face student-teachers is that they feel nervous and unstable when they are being supervised by their lecturers. 2. The study further showed that student-teachers face accommodation problem when they are posted outside the University town. 3. The results further revealed that student-teachers do not have the opportunity to interact with partnership school before the real exercise begins. 4. The study revealed that student-teachers are often being rejected in schools where they are posted. This seems to dampen the morale of the prospective teachers in schools where they are finally accepted. The study further showed that instructional materials are not readily available in the schools. 5. In addition, the study showed that there is no significant difference in the perception of lecturers and students as regards the problem being faced by student-teachers. Based on the findings of the study, it was recommended that: 1. There should be proper orientation for student-teachers before going on teaching practice exercise. During this orientation exercise, micro-teaching could be organised for the student-teachers. This will make them gain enough confidence during the real exercise. 2. There is the need for an increase in the duration of the teaching practice exercise.

Mahende and Mabula (2014) conducted a study entitled “Is Teaching Practice for Grading or Improvement? Examining Student Teachers’ Perception and Experience at the University of Dar es salaam, Tanzania”. Descriptive Survey design was employed to investigate student teachers perception toward three variables highlighted in the objectives of the study. Participants of the study comprised of 112 Second and Third year student teachers who conducted their 2010/2011 academic year teaching practice in 23 regions of Tanzania mainland involving 99 Secondary Schools and Five Teacher Colleges. For present study Random Sampling method was used. The study was conducted at the beginning of the semester and academic year 2012/2013 therefore, First year students were excluded as they have yet to participate in teaching practice.

The data to inform this study were collected using a Questionnaire of 45 items with both open and closed ended questions. The findings revealed that student teachers had positive perception on teaching practice exercise, teaching practice supervisor's treatment, and supervisor-student feedback provision style. It was also discovered that demographic variables such as: sex, year of study and professional background had a slight influence on student teachers perception on teaching practice exercise, supervisors treatment, and supervisor-student feedback styles. In line to that 42 (37.5 percent) student-teachers acknowledged the concept that teaching practice is for improvement and the remaining percentages were given to factors associated to opposite dimension. It was therefore concluded that, there is a need for strengthening the teaching practice supervision exercise and specifically the collaboration between University teaching practice office and the teaching practice-host institutions should be improved so as to minimize the challenges emanating from miscommunication during the teaching practice exercise.

Maila (2014) conducted a study entitled "Voices of Student Teachers in their Teaching Practice: Key to Quality Learning". The Survey design was used to generate data for this study. In 2009 there were about 220 students who were placed for teaching practice (Intermediate Phase). Deliberate/Purposive sample; 220 of the Intermediate Phase students' were included in the sample. An After Lesson Reflection Tool for the Intermediate/Senior Phase School visit Assessment Form (designed early in 2009), included in the Tool were four open-ended questions. Data collected through the open-ended student reflection questions were analyzed as follows: (1) each word or phrase response was printed on a separate card, (2) then sorted out these cards into categories to determine the various themes and major patterns in the data, (3) categories were developed and collapsed until all three were achieved, and (4) the frequencies of statements were tallied for the categories and representative examples cited in order to present the data in a clear and accessible manner. This study reports on an empirical research study conducted in 2010, using students in Intermediate/Senior Phase (B.Ed. degree) at the University of South Africa. The research investigated how student teachers learned during their teaching practice, especially, on how they presented lessons to school based learners. After the presentation of lessons, one of the requirements for these students was the completion of four reflection open ended questions which allowed them to provide self-reflective

views about their lessons' presentations. Using Socio-constructivism perspectives, underpinned by a socio critical perspective as lenses, the students' voices about their learning was explored. Some of the major findings are: 1. Student teachers were that they prepared their lessons well and therefore, were confident when presenting their lessons. 2. Although the majority of the learners allege to have enjoyed their lessons' teaching, and that they were confident in doing so, there were some who felt that they had not achieved much because their learners were not active in their learning during the lesson presentation. 3. The observation by some of the respondents that they felt that their lesson presentations did not go according to how they plan is an indication that student teachers are aware of their thorough planning of their lessons and their learning environments, and 4. It is normal that student teachers be anxious when presenting lessons, especially during their pre-service training periods.

Modiba and Maruma (2014) conducted a study entitled "Investigating the Management of Practice Teaching Visits for 3rd Year Level Student Teachers by Limpopo University Supervisors: A Perspective of Student Teachers". The study aims at investigating the perspective of student teachers on how Limpopo University supervisors manage practice teaching visits for 3rd year student teachers. The objectives of the study are: 1. To assess the spread of the 3rd year level student teachers' dissatisfaction on the management of their practice teaching visits. 2. To investigate the cause of this 3rd level year student teachers' lamentation of the management of their practice teaching visits, and 3. To share suggestions to enhance the management of practice teaching visits for the 3rd year level student teachers by the University supervisors. The research methods employed to emerge with data germane to the study were Document Analysis and an Interviewing technique. Out of the population of 586 3rdyear student teachers, 41 were Conveniently Sampled. Content analysis was selected to analyze the constructed raw data. Three of the extraordinary findings which the research inquiry unearthed are that 3rd level year student teachers are immensely scared of practice teaching since it forces them to deliver lessons in the presence of supervisors. They also harbor an idea that practice teaching should be cancelled for the 3rd years until they do a final year. University supervisors lament an inadequate time allotted for practice teaching with huge numbers to supervise twice. As part of the conclusion, the researcher regards it to be advisable

that further studies around this issue of practice teaching for the 3rd level year student teachers be undertaken.

Mudzielwana and Maphosa (2014) conducted a study entitled “Trainee Teachers’ Experiences of being Observed Teaching while on Teaching Practice: A Case of a Rural-based University in South Africa”. The present study sought to gather student teachers’ experiences regarding how they felt when being observed while teaching, i.e. when they were on teaching practice, and implications of the findings on the enhancement of teacher preparation programmes. The study adopted a qualitative Case Study design in which a Purposeful Sample of twenty-five final-year Bachelor of Education students participated in the study. Data was collected through an open-ended Questionnaire. Data were analyzed for content thematically after coding. The study found that, under observation, trainee teachers felt nervous, fearful, unable to control learners, and feared being reprimed by the observer. In some instances, they felt excited to teach and improved on practice over time. It is concluded from the findings of this study that teaching under observation has positive and negative experiences. There are numerous challenges, and these have serious implications on the way teacher preparation is done at university, relationships between student teachers and mentors as well as between student teachers and supervisors.

Mushoriwa and Mavuso (2014) conducted a study entitled “Student Teachers’ Views of the impact of School Experience Programme on their Perceptions of the Teaching Profession”. This study analyzed the impact of the School Experience (SE) programme on rural student teachers’ perceptions of the teaching profession. This was done through investigating the views of Post Graduate Certificate in Education (PGCE) and Bachelor of Education (B.Ed.) fourth year students which were randomly selected. A qualitative and quantitative Survey through Semi-structured Questionnaire with closed and open-ended items and Structured Interviews was conducted. The majority of student teachers (86 percent) felt that school experience positively socialized them into the teaching profession by providing them with the needed work-based experience. Most of the student teachers in the study felt that a student teacher’s experiences during SE mediate their beliefs, opinions, views and convictions about the teaching profession, making them like or dislike the profession. Ten percent were ambivalent and still an insignificant number (four percent) decided against the teaching profession. One of the major recommendations of the study is that since the

SE programme is critical in the formation of one's perceptions about and commitment to the teaching profession, teacher training institutions should design appropriate SE programmes and closely monitor them to ensure they continue achieving the intended goals.

Oksuz and Cevik (2014) conducted a study entitled "Evaluation of Prospective Teachers and Practice Classroom Teachers Opinions of problems encountered in Practice Schools (Bayburt University Sample)". In this study, prospective teachers' and practice classroom teachers' opinions on the problems encountered during the school teaching practice class in the practice schools have been examined. The study has been conducted with 125 senior prospective teachers. The present study is Case Study, one of the qualitative researches. The data about the opinions of the prospective teachers and the practice classroom teachers were collected through the 'Interview form' developed by the researchers, and 'Practice Teacher Proficiency Scale' that was developed by Kiraz (2003) in order to find out the prospective teachers' views regarding the practice classroom teachers. Besides, 18 students who were willing have been interviewed. The data obtained out of the interview forms were analyzed with the help of descriptive statistics; the data obtained out of the interviews were analyzed with the help of qualitative data analysis techniques; and the data gathered out of the scale were analyzed with the help of SPSS 18.0 statistics packet. Some of the study results are: 1. The prospective teachers had referred to occur on communication with mostly primarily students, thus it was made difficult to classroom management, and 2. Similarly in prospective teachers', supervisor teachers had referred to be difficult managing of the classroom. They also had complained from planning of teacher practice program.

Owusu and Brown (2014) conducted a study entitled "Teaching Practice Supervision as Quality Assurance Tool in Teacher Preparation: Views of Trainee Teachers about Supervisors in University of Cape Coast". This study examined Teaching Practice (TP) in the context of preparing quality teachers for actual field service. The simple descriptive design was employed in a case study fashion to conduct the study. The focus of this research design was to describe the nature or the current status of things as far as TP supervision and assessment are concerned. The design involved collecting data through Questionnaire administration. It was chosen over the other designs because it was deemed more suitable since it afforded the researchers the

opportunity to collect data and examine the issue on TP supervision and assessment as quality assurance tools in its current state in the university of Cape Coast. The accessible population comprised about 360 level 400 students offering Bachelor of Education courses in the Department of Arts and Social Sciences Education (DASSE), University of Cape Coast. It consisted of Bachelor of Education (B.Ed.) level for the 2012/2013 academic year. Multiple sampling procedures were used to select 125 subjects for inclusion in the study. Through Purposive Sampling procedure, DASSE was chosen since that department remains the biggest in the university of Cape Coast with over eight (8) courses being run. The Simple Random Sampling technique, a probability procedure was finally used to pick the final elements within the three programme areas for the study. Data were presented and analyzed both qualitatively and quantitatively. Descriptive statistical tools such as Frequencies, Percentages were used to analyze the research questions. The study found that TP was beneficial to pre-service teachers in diverse ways even though trainees had some concerns which tended to water down quality of the exercise. As a result, novel recommendations were made to teacher training institutions to possibly look at innovative ways of streamlining activities to improve TP supervision and assessment in Ghana.

Saeed and Perveen (2014) conducted a study entitled “Exploring Problems and Feedback on Teaching Practice of Prospective Teachers in Institutions of Education and Research”. The research study aims at identifying the level of problems experienced by prospective teachers of Institute of Education and Research (IER) during their teaching practice in different schools. The sample for this study was contained 125 female prospective teachers. A Questionnaire and Informal Discussion with schools heads and teachers were used as data collection tools. The Questionnaire contained 25 close ended and five open ended questions. Data was collected from all the personnel concerned with this activity. The results of research showed that the time period allocated for teaching practice was insufficient. Prospective teachers were not completely guided before teaching practice. The allocated supervisors were not adequate to evaluate the performance of prospective teachers effectively.

2.2 Research Studies Conducted India

Marr et al. (as cited in CASE, 1974, p.457) conducted a study entitled “An Intensive Study of Three Colleges of Education in Punjab”. The purpose of this study was to make an intensive investigation into three colleges of education of the Panjab University, which were following the same programme; to study the actual functioning of their programmes; and as far as possible, to determine their strengths and weaknesses. Data were collected through Interviews, Observations and Study of Records. The population of the study consisted of the staff members and students of three colleges of education of the Panjab University. The major findings of the study were: 1. Need was felt for more demonstration lessons by faculty members; each student was required to give two discussion lessons and to observe about thirty lessons given by other students; most respondents expressed that although it was useful to observe lessons however, it could be reduced to save the activity from its becoming un interesting. 2. Respondents, by and large, expressed their concern regarding the supervision of teaching practice as the supervisors could not devote adequate time to each student, and partly because it was often done by supervisors who did not know the subject, and 3. Some respondents expressed that examiners of practice teaching, mostly senior persons, were out of touch with new developments in teaching methodology.

Srivastava (as cited in CASE, 1974, p.468) conducted a study entitled “Evaluation of Practice Teaching in Teacher Training Institutions”. The main purpose, here, was to study the aims of practice teaching, its contents and the methods used to evaluate it. The study involved the content analysis of the prospectus, syllabi, University ordinances regarding examinations, observation and evaluation schedules and an exploratory interview with a few Heads of teacher training institutions and student-teachers. Two questionnaires, one for the Heads and the other for the student-teachers were also developed and used. Questionnaires were filled in by Eighty Two Heads of Institutions and 200 student-teachers from ten institutions. The major findings were: 1. The information gathered in this study revealed that practice teaching formed an essential and compulsory item in all teacher preparation programmes irrespective of the fact that the requirement of study and activities for obtaining degree in education were not the same in all institutions. 2. Majority of the teacher educators were not satisfied with the system of practice teaching evaluation in their own institutions, and

3. The supervisors who observed the practice teaching of students maintained the grades obtained by students in the practice sessions.

Damodar (1976) conducted a study entitled “A Critical Investigation into the Practice of Student Teaching and Evaluation Programme in the Colleges of Andhra Pradesh”. The major objectives of the study were: 1. To find out the priority of perception of the personnel involved of objectives of student teaching. 2. To study the organization and method of evaluation of student teaching. 3. To identify the difficulties and problems faced by the teacher education personnel, and 4. To analyse the problems and make suitable recommendations to face the same, take into consideration the various suggestions made by the personnel directing the student teaching. Principals and members of the staff of all the colleges of education in Andhra Pradesh, a minimum of twenty student teachers selected randomly from each of the college, Headmasters and some senior teachers of the practising or cooperating schools formed the sample. Questionnaire, Interview, and Observation Techniques were used to collect the data. Also, the syllabi of the three Universities of Andhra Pradesh, Lesson Plans in different subjects, Proformas for assessment, Observation and Criticism, and reports of training teachers and Head teachers of cooperating schools were studied to get the required data. The data were interpreted on the basis of the Frequency of Responses and Percentages. The major findings of the study were: 1. Practice in lesson planning, preparation of aids, school visits were found common in all the colleges. 2. All the colleges were following objective based lesson planning. 3. Student teachers were provided an opportunity for observation and criticism of the lessons given by college method master and other trainees with a proforma for their guidance. 4. Supervision was found to be a joint venture of college method master, staff, tutor of the college, and school subject teacher, and 5. With regard to the cooperation, the major difficulty is that the colleges of education do not have their own practice teaching schools and so have depended upon schools in their neighbourhood. These schools offer their cooperation unwillingly as they think that the trainees disrupt their normal working and make no positive evaluation.

Dholakia (1979) conducted a study entitled “Effects of Observers and Feedback upon changing the Classroom Performance of Pupil-teachers”. The present study has highlighted the factors that are influencing the observation and pupil-teacher’s performance in the practice teaching. The major objectives of the study are: 1. To

analyse the positive and negative comments given by the observers with respect to the Cicirelli Category System. 2. To study the effect of academic qualifications, teaching methods and status of observers upon the feedback (in the form of comments) and achievement marks of pupil-teachers, and 3. To study the effect of feedback (in the form of comments) upon changing the classroom performance of pupil-teachers. The random sample technique was employed. The tools of the present study were Cicirelli Category System and two different Proforma were used. The collected data was analysed by simple percentage, t-test, Analysis of Variance (2x3) and Product-Movement Correlation. The major findings of the study were: 1. The observers give comparatively more number of negative comments than the positive comments. 2. The graduate observers gave significantly higher number of positive as well as negative comments to the pupil-teachers than the postgraduate observers. 3. It is also observed from the findings that the observers differ in evaluating and giving marks to the pupil-teachers. The observer's academic qualifications, subject methods and status influence their nature of evaluation, and 4. It was also found that the experienced pupil-teachers demonstrate better performance than the inexperienced pupil-teachers in the practice teaching.

Sharma (as cited in SERD, 1979, p.447) conducted a study entitled "Evaluation of Practice Teaching Programmes of Post-graduate Teacher Education". The one of the main purpose of the present study was to examine the B.Ed. or B.T. practice teaching programmes followed in different Indian Universities. The present study was an evaluative Survey. Sampling was stratified. Tools employed for data collection were Questionnaires, Schedules and on the Spot Observation. Some of the significant findings the study was: 1. Observation of lessons of school teachers before practice teaching was generally not in practice. Demonstration lessons were given in all the teacher training institutes, but in some it was only on paper and not in practice. 2. Knowledge of different methods, and techniques of teaching and of lesson planning was invariably given to students. 3. It was found that practice teaching was done very hurriedly. 4. The college had no control over the student teachers and got very little cooperation from them, and 5. Ninety eight percent trained teachers thought that practice teaching gave confidence and power to adapt teaching to varying conditions, helped to understand children and solve day to day classroom problems.

Sukhia (as cited in SERD, 1979, pp.450-451) conducted a study entitled “Evaluation of current Supervisory Practices”. The major objective of the study was to analyse the job of a supervisor. The study was delineated to the supervisors of the training colleges/departments of education in institutions affiliated to Agra University. The sample consisted of twelve principals of the secondary teachers training colleges/Heads of the B.Ed. departments of arts colleges, supervisors of twelve teacher’s training institutions which cooperated in this study, 289 principals and teachers of the practising schools connected with the twelve teacher’s training institutions taken into this sample, and sixty five experienced supervisors taken from all over the country. Data were collected through Questionnaires, a Rating Scale, an Observation Sheet, and a Lesson Plan Analysis Chart. The major findings of the study were: 1. The supervisors saw that student teachers adopted proper teaching behaviour in the classroom and managed the class with proper discipline. 2. Supervisor-student teacher ratio was found to be 1:15 for supervision of the student teachers, whereas the University had prescribed that this ratio 1:12. 3. Too much emphasis was placed on assigning classes of their own choice to student teachers. 4. Only Herbartian or evaluation approach of lesson planning was followed. 5. In supervision, too much emphasis was laid on student teachers’ correcting the incomplete or partially correcting the responses of the pupils in a very formal and time consuming manner, maintaining of discipline in the classroom rather mechanically, taking a very serious view of the mischiefs committed by the pupils and punishing them harshly. 6. Supervisors sometimes maintained unnecessarily wide distance from the student teachers which obstructed free exchange of ideas and smooth interpersonal relations between them, and 7. Supervisors devoted only about eight minutes to supervise the student teacher’s actual classroom teaching in period of forty minutes.

Bhatnagar (as cited in NCERT, 1991, pp.925-926) conducted a study entitled “Studies and Literature on Student Teaching and other Practical Work in the B.Ed. Programme in India – A Review”. The main objective of the study was to analyse the contents of studies and literature on student teaching and other practical work in the B.Ed. programme and to suggest the future perspectives of studies in these areas. The researcher analysed 39 studies and worthwhile documents in the area of teacher education during 1952 to 1978. The major findings of the study were: 1. The studies had not concentrated on the practical work of B.Ed. programmes. 2. These studies

emphasized the need for a comprehensive network of school activities to be included in student-teaching programmes. 3. This study was highlighted the negligence in organization of teacher-training institutions and their rigid structures. 4. A few studies revealed that student-teaching was the weakest link in the teacher-education programmes at primary as well as secondary level, and 5. A handful of studies were conducted on supervision of student-teaching programmes conducted by school principals and teacher educators. No significant differences were observed in the case of supervision done by the principals and supervision carried out by teacher educators.

Dekhtawala et al. (1991) conducted a study entitled “A study of the Practice Teaching Programme for the B.Ed. Students of the M. S. University of Baroda (1990-91)”. For present study Purposive Sampling technique was used. Data was collected with help of the Questionnaire, and Unstructured Interview and analysed by the data by using Frequencies and Percentages. The study was found that: 1. the common format for lesson plan is not suitable for all the subjects and adequate guidance were not given to students for lesson planning. 2. Demonstration lesson were not given, it was in method teaches and even if given, it was in simulation condition. 3. Student – teachers that many of them could not get co-operation from the principals but they had good co-operation from subject teachers. 4. It was perceived by the principals that the practice teaching programme is not conducted at their convenient time. Other problems perceived by them were non-completion of lessons by the trainees and more number of trainees in one subject allotted to their school. 5. It was also found that there were large number of students in some of teaching methods viz., commerce, economics, maths and science, and 6. The adequate facilities of teaching aids, library and laboratory are not available to the trainees in the school and the faculty as well.

Mohanty (as cited in NCERT, 1991, p.964) conducted a study entitled “A Study of Student Teaching Programmes in Colleges of Education with Special Reference to Innovation”. The major objectives were: 1. To study the provision of student teaching programmes in colleges of education in respect to objectives, pre-practice teaching preparation, practice teaching, supervision, evaluation, school/college co-operation, resources and innovation, and 2. To make case studies of innovations in student teaching programmes. The study was conducted on 19 teacher-training colleges of Odisha State and included all the principals (100 percent) and 118 lecturers (75

percent) of these teacher-training colleges were the respondents of the study. Questionnaires, Observation Schedule, Interview Schedule, and Proforma were used. Questionnaire data was analysed quantitatively (Percentages) and the data collected through other tools were by qualitative methods. Major findings were: 1. The manner in which criticism lesson were held was not proper. 2. Various methods of teaching were not used in teaching lessons. 3. The practice-teaching programme stressed delivery of lessons and no other activities expected from a student teacher. 4. The supervisors did not observe lessons completely and rarely discussed their observations in lesson plan journals with the trainees, and (5) School college cooperation was found poor in almost all institutions under the study.

Raj (as cited in NCERT, 1991, pp.977-978) conducted a study entitled “A Study of the Organization and Administration of Student Teaching Programmes in the Secondary Teacher Education Institutions”. The purpose of the study was to provide an adequate description of the present status of student teaching programmes in teacher training colleges in the northern region of India. The major objectives of the study were: 1. To determine the current organizational and administrative practices in the student teaching programmes. 2. To study the current supervisory practices in the student teaching programmes. 3. To ascertain the preparation of the student before going into actual student teaching experience. 3. To determine the current duties of the person in charge of student teaching, the college supervisor, and the cooperative teacher of the cooperating school. 4. To obtain opinions of teachers in charge of secondary student teaching for the improvement of the present programme, and 5. To make recommendations for the improvement of student teaching programmes. A representative sample of 80 out of 186 secondary teacher education institutions of the northern region of India was taken for the study. Statistical techniques such as Percentage, Frequencies, Measures of Central Tendency and Chi-square test were used. The major findings of the study were: 1. The nature of the organization and administration of student teaching programmes should considerable diversity in terms of practices. 2. The recommendations of several expert committees, seminars, conferences, study groups, and commissions regarding the qualitative improvement of student teaching programmes had not been implemented in the teacher training institutions so far. 3. In general, Pre-student-teaching experiences provided to students by the teacher training institutions were not sufficient in terms of skills and techniques

of teaching required in the classroom situation, and 5. The majority of institutions assigned 20 student-teachers to each college supervisor.

Shah (as cited in NCERT, 1991, p.984) conducted a study entitled “A Survey of Management of Student Teaching in India”. The one of the major objective of the study was to study the organization of student teaching programme. The sample of the study included 46 secondary teacher training colleges of 13 States of the Country. The investigator used a Questionnaire for data collection. The data were analysed in percentage form. The study findings revealed that: 1. Demonstration lessons were used for orientation of trainees in most of the cases. 2. The overall picture was not impressive in regard to criticism lessons. 3. Unit planning and evaluation were used for preparation of lesson plans in most of the cases. In around 46 percent of the institutions, model lesson plans were used for preparation of lesson plans.

Rai (1995) conducted a study entitled “A Survey of the Problems of Teacher’s Training Colleges with Regard to Practising Schools”. One of the major objectives of the study was to find out the problems faced by the Headmaster/Headmistress of practice teaching schools. The instruments of the study are Interview, Questionnaires, Checklist and Opinionnaire. Chi-square, Critical Ratio, Simple Percentage, Rankings, and Ranking and Weighting of Items were the statistical procedures used in the study. One of the major finding of the study was that the largest (80 percentage) of the Headmasters/Headmistress of Uttar Pradesh reported that they faced the problem of “dealing with student teachers who are more interested in practising their methods and not covering the courses” very much. Forty percent of the Gujarat Headmasters/Headmistress pointed out the problem of “establishing good relationship with training colleges”.

Gafoor and Farooque (2010) conducted a study entitled “Ways to Improve Lesson Planning: A Student Teacher Perspective”. This study intends to stimulate critical thinking about the lesson planning practices in B.Ed. programmes; via identifying the major difficulties faced by student teachers in the lesson planning; and by suggesting alternatives to remedy these difficulties. Seventy four student teachers who have finished their pre-service preparation, and successfully completed the practical examination and preparing for the theory examination constituted the sample. They belonged to six areas of school subjects namely English (16), Malayalam (17),

Mathematics (4), Biology (10), Social Studies (10), and Commerce (17). One of the major finding shows that the most frequent difficulties cited by student teachers in lesson planning are : In choosing learning experiences appropriate to the learners, deciding and allotting the time suitably for every lesson, in identifying and developing proper learning aids, and in executing the planned lesson in classroom. One third of student teachers have difficulty in psychological sequencing of the lessons, in bringing about necessary adaptations to the lessons according to the requirements of individual classrooms, and in specifying the educational objectives. One out of Five student teachers have difficulty in identifying instructional objectives matching students and curriculum, in finding and using appropriate teaching methods, in choosing life experiences and illustrations capable of creating the set and motivation in students regarding the lesson.

Fathima, Sasikumar, and Roja (2012) conducted a study entitled “Perceived Competencies of Graduate Teacher Trainees in the Intensive Teaching Practice (ITP) Session”. The main objectives of the study are: 1. To identify the teaching competencies perceived by the student-teachers for effective intensive teaching programme session, and 2. To find out whether there is significant difference in the performance of student teachers perceived competency before and after undergoing I.T.P. The investigators used pretest treatment posttest group design. The single group method is the elementary and least rigorous design. As the teacher trainees have to undergo school observation study for a period of fifteen days and teaching practice for forty days, the student’s level of competence should be assessed by investigators and peer group teacher trainees. Hence the group of students was selected to undergo the experimentation. There are 42 items in teaching competency scale; the items are derived under five dimensions. The investigator selected 100 B.Ed. (Graduate Teacher) trainees. This study is confined to the B.Ed. trainees (student teachers) studying in Thavathiru Kundrakudi Adigalar College of Education, Kundrakudi, Sivagangai District, Tamilnadu, South India. This study is restricted to 100 students whose teaching competency is low. They exposed this group to intensive teaching programme only. This study is concerned mainly on teaching competency among the student teachers during their pre-service training programme only. In order to analyze the data the investigators employed the statistical techniques such as Mean, Standard Deviation and ‘t’ test. Some of the major findings are: 1. The mean value of posttest is

greater than that of the Pretest. This showed that there is an improvement in the Teaching competency, and 2. The mean score of the post-test is greater than the pretest scores in all the five dimensions of the following induction, content, organization and assessment dimension.

Khirwadkar et al. (2012) conducted a study entitled “Evolving a Model for Practice Teaching Programme”. The present study was developmental cum experimental study. All the student teachers who enrolled in B.Ed. (2011-12) Programme of the Department of Education, The Maharaja Sayajirao University of Baroda were the sample of the study. Tools for data collection are: Opinionnaire, Reflective Log, Questionnaire and Supervisor’s Record Book and data were analysed by using the Percentage and Content Analysis. Some of the major findings were: 1. All the student teachers found that organization of practice teaching programme was very good and helped them to improve their teaching skills. 2. Student teachers gave suggestions for improvement of practice teaching programme such as method masters should be the supervisors during the practice programme, increase in number of lessons in schools, and more time should be given for preparation of unit plan and lesson plan. 3. Majority of student teachers were of the opinion that there should be objectivity in giving feedback. 4. Majority of the student teachers suggested that more number of method classes should be organized before practice teaching sessions. 5. Majority of the school principals opined that attaching the teacher with the student teachers helped their institution in organizing various curricular and co-curricular activities and also they got support in other administrative works like proxy classes, Register maintenance, taking attendance. 6. Student teachers reported that the observations of school teachers’ lessons before going to practice teaching sessions were very helpful to them. 7. School teachers welcomed the idea of attaching teachers to the student teachers, and 8. All student teachers opined that the feedback sessions conducted towards the end of the day was very useful to them for bringing positive change in their teaching.

Kothari et al. (2012) conducted a study entitled “Reactions of the B.Ed. Student-teachers towards the Feedback System adopted by the Department of Education of The M. S. University of Baroda”. The objectives of the study are: 1. To construct the scale to measure reactions towards feedback system, and 2. To measure the reactions of B.Ed. Student-teachers of the M. S. University of Baroda towards feedback system.

The present study was descriptive study where the investigators attempted to find out the reality. The size of the sample was 144 B.Ed. Student-teachers of the Department of Education (CASE), The M. S. University of Baroda. Reaction Scale, Questionnaire, and Personnel Information Schedule were used to collect the data. The collected data were analysed both quantitatively as well as qualitatively (Frequency, Percentage, Intensity Index and Content Analysis). The major findings of the study were: 1. Eighty seven (60.41 percent) student teachers agreed to the statement ‘Supervisor observes only few lessons and grades without observing other things’ whereas; Thirty eight (26.38 percent) student teachers disagreed. 2. Majority of them, i.e. 112 (77.77 Percent) student teachers agreed to the statement ‘feedback is provided every day’. 3. Eighty two (56.94 percent) student teachers agreed to the statement ‘feedback provided by my peers are very rationale. 4. Most of them, i.e. 121 (84.02 percent) student teachers agreed to the statement ‘feedback improves my practicing lessons’. 5. 112 (77.77 percent) student teachers were satisfied with the feedback provided to them by their supervisor, whereas 22.33 percent of the student teachers were not satisfied with the feedback provided to them due to negative feedback, harsh, and critical feedback and irregularity of feedback, and 6. Majority of the student teachers (Eighty four percent) opined that the feedback made them aware about their strength and their weakness which in turn helped them as to how to reduce their weakness and also motivated them to strengthen their strengths.

Sing et al. (2012) conducted a study entitled “A Comparative Study of the Comments given by Supervisors for B.Ed. Students during Practice Teaching Programme (PTP) in relation to their Personal Variables”. The objectives of the study are: 1. To find out the average number of supervised lesson plans of a pupil teacher in practice teaching programme. 2. To study the comments given by supervisors for B.Ed. Students during Practice Teaching Programme (PTP) in relation to their following Personal Variables: Gender and Teaching experience. Documentary Survey method was used for conduction of this study. It is based on randomly selected 51 students’ 102 lesson plan notebooks comprising of 979 supervised lesson plans and 3444 supervision remarks given by supervisors delegated for PTP organized by Faculty of Education, Banaras Hindu University, Varanasi (India) in the session 2004-05. The written remarks in lesson plan note-books taken as sample of this study were categorized, marked and counted on the basis of eleven skills categorized by Passi (1976). The interpretations

are mainly based on the obtained quantitative data only. The major findings of the study revealed that: (1) The very less average number of supervised lesson plans (19.196 percent) was found out of 40 lesson plans of every student and the total percentage of average supervised lesson plans was 47.99 percent in practice teaching programme. (2) Supervisors' sex does not affect their comments written for B.Ed. students during PTP but they are varying with their teaching experience, and (3) Supervisors haven't focused equal attention to each teaching skill. The skills like Blackboard writing, Questioning, Illustrating with Examples, Classroom Management, and Pupil Participation are given comparatively more attention by all supervisors while the least attention is given to skills like Introduction, Reinforcement, Silence and Nonverbal Clues and Probing.

Topkar and Naik (2012) conducted a study entitled "The Use of Audio-visual Aids by Trainee Teacher in Practice Teaching". The Objectives of the study are: 1. To study various teaching methods of trainee-teachers. 2. To study the preparation Audio-visual aids in teaching by trainee-teacher, and 3. To study the process of use of audio-visual aids in practice lesson teaching. The methodology adopted for collecting data was a Survey method. The 79 Structured Questionnaires were formulated and distributed randomly to the selected sample. Trainee-teachers suggestions were incorporate in the use of audio-visual aids in practice lesson teaching. The data is collected from S.M.T. Government College of Education, Kolhapur, and Maharashtra, India. The major findings are: 1. Average of six practice lesson teaching 75.80 percent trainee-Teachers used posters. 2. 86.07 percent trainee teachers were used charts. The charts were prepared by trainee-teachers their own drawing experiences, and 3. Radio was used 0.84 percent trainee-teachers in practice lesson teaching. 4. 2.74 percent was used mobile. 5. 100 percent trainee-teachers written and explains his teaching points on the black board.

Patil and Kamble (2013) conducted a study entitled "A Study of the Problems which faced by the Colleges of Teacher Education in the Practice Teaching Programme". The objectives of the study are: 1. To find out the problems in practice teaching by the student-teachers. 2. To find out the problems in the administration and educational planning in the school experience programme student-teachers, and 3. To find out the problems in school management in the school experience programme student-teachers. This is a descriptive Survey method research. For the present study, sample

will be select as per probability and also non-probability methods. The researcher will selected Taluka in Ratnagiri district by the purposively college have selected purposively and student teachers have selected incidentally. Questionnaire have used for data collection and Percentage used for data analysis. The conclusions (findings) of the study are: 1. Duration of the school experience programme is very short. 2. For the preparation of the school experience programme to give more time for preparation to the student teacher. 3. They can't teach by various methods. 4. To understand to the students is very difficult. 5. They can't use ICT. 6. Only planning is there but action is not according to the planning. 7. Management of the co-curricular activity is very difficult, and 8. Distribution of the work is also difficult. The study recommended that: 1. There should be good co-operation to solve the problems between the teachers training college and co-operating schools. 2. In planning the practice lessons help should be taken from the non-teaching staff of teacher training colleges and other officials, and 3. The teacher educators should realize that it is their responsibility to prepare good teachers and they should observe all lessons carefully and critically.

Ranjan (2013) conducted a study entitled “A Study of Practice Teaching Programme: A Transitional Phase for Student Teachers”. The objective of the study is: To study the student teachers experiences during practice teaching programme. A qualitative research approach was used in the study conducted at the different schools in the Vallabh Vidyanagar and Anand region, Gujarat, India. The population of the study includes all the student teachers of B.Ed. programme of the Sardar Patel University. The sample is constituted of all the student teachers of Waymade College of Education. Semi-structured Interviews and Focused Group Discussion were employed as a tool to collect data. Content analysis was used to analyze the data. Some of the findings are: 1. The respondents in this study indicated that they were prepared and able to translate theory into practice and also that they were able to apply the education theory learnt at institution into practice during the practice teaching. 2. Most respondents said that they found practice teaching very interesting because they were able to apply what they had studied and they enjoyed teaching because they were conversant with the subject content. 3. The respondents indicated that they applied the knowledge they had acquired during the specific subject and studies to plan, prepare and present the lessons. They acknowledged the importance of positive reinforcement and of creating a favorable environment for learning. 4. It should be

noted that the respondents in this study reported that, despite the thorough teacher preparation, they found that it was not easy to teach because the learners were not cooperative; they did not do assignments, were noisy and were not actively involved in classroom activities. 5. All respondents pointed out that the following problems with the general lesson planning: Time taking and mechanical, too much assumption and practically not feasible, gap between planning and implementation. 6. Respondents from three of the schools noted that there was no general initiation in place when they first arrived at the schools. They were not introduced to staff members. 7. On the other hand, a good reception from the headmasters and teachers contributed to a positive attitude towards teaching. 8. Respondents intimated that teachers who were not mentors did not make them feel welcome and they did not respect them. 9. Student-teachers experienced a deterioration of moral values in schools and a neglect of discipline, the majority of respondents in the present study also noted that discipline was almost non-existent in most schools, and 10. The results obtained from the respondents with regard to resources revealed that the schools did not have sufficient resources to facilitate the teaching and learning process. Some of the respondents remarked that school library was having shortage of supplementary reading materials.

2.3 Implications of the Review of Related Literature for the Present Study

From the review of studies under two sections (Abroad and India) in present chapter, it was observed that majority of the research studies of practice teaching in pre-service teacher education focused the various aspects to improve the organization of the programme. Practice teaching is the one of the key practical component of any pre-service teacher education training programme. It is the heart of all practical aspects in teacher training. But, it can be observed that there is a lagging in reviewed studies and results remained so far from expectations.

To study the process of practice teaching programme with respect to preparation of lesson. It can be observed that none of the reviewed studies focused the preparation of lesson in pre-service B.Ed. at secondary level. Cooperation from the school is very important component to make success the practice teaching session. It can be observed that majority of the reviewed studies not focused in this area.

To study the transactional process of prepared lesson in practice teaching programme. It was observed that, none of the scholars observe during the process of practice teaching session in pre-service B.Ed. at secondary level. One can know that actual process situation will assess by observing the transactional process with help of Observation Schedule. Hence, it is one of the important activities to understand the quality of the practice teaching programme.

In the practice teaching session feedback mechanism is also very important dimension. The reviewed studies results have shown that the positive and negative aspects of the feedback given by supervisors. But, it was observed that feedback mechanism can be observed after immediate supervisory practices by teacher educators and school subject teachers who observed the student teachers lessons. Hence, it is necessary to examine the feedback mechanism in pre-service teacher education practice teaching session.

Another key to success in the organization of practice teaching programme is the role of school Headmaster/Headmistress. There is a need of good collaboration with Headmaster/Headmistress in between University and teacher education institutions to organize the practice teaching programme. But none of the reviewed studies tried to examine the problems faced by the school Headmaster/Headmistress in the organization of practice teaching programme.

In the light of the previous studies reviewed in this chapter with regard to methodologies, it can be observed that majority of studies used Survey method. Even the sampling technique adopted by various scholars was inadequate. The majority of the scholars conducted their studies before or after practice teaching session. Very few studies were conducted during process of practice teaching session. It was claimed that many of the scholar's contribution is to raise the qualitative and quantitative aspects of practice teaching programme in teacher education. It can be observed that none of the scholars attempted to study during the process of practice teaching programme in pre-service teacher education in B.Ed. training programme at secondary level with major objectives such as preparation of lesson, cooperation from the school, transactional process, and problems faced by school Headmaster/Headmistress. Hence, it is very essential to examine the process of practice teaching during the programme.

At the end, it can be stated that majority of the reviewed studies were conducted large amount in Abroad during last ten years and very few reviewed studies were conducted in India. There is a dire need to critically conduct study focuses on very important component of practice teaching of pre-service teacher education at secondary level. From the reviewed research studies, the researcher found some research gaps. The researcher found few studies which address the aspects of practice teaching and results were remained so far from the expectations. So it can be concluded that, there is a need to more focus on practice teaching, as it is very important component of pre-service teacher education training programme at secondary level. However, many aspects like preparation of lesson, cooperation from the school, feedback mechanism in practice teaching programme and problems faced by school Headmaster/Headmistress to organize the practice teaching in pre-service teacher education have been identified by reviewing research studies. So the researcher felt a need to undertake present study.

The methodology adopted by researcher is discussed with greater detail in proceeding chapter.