

## A STUDY OF THE PERSPECTIVE OF STUDENT TEACHERSON THE TEACHING PRACTICE

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### Abstract

The aim of the research is to study the perspective of student teachers on teaching practice. It was intended to study the perspective of student teachers on teaching practice in Sagaing University of Education. In this research, questionnaire survey method which is one of the descriptive methods was used. The participants in this study were (340) fourth year (second semester) student teachers from Sagaing University of Education. Descriptive statistics was used for the analysis of obtained data. The mean score for the perspective of student teachers on teaching practice in planning was 93.1, the mean score for the perspective of student teachers on teaching practice in instruction was 43.02, the mean score for the perspective of student teachers on teaching practice in assessment was 41.66 and the mean score for the perspective of student teacher on teaching practice in classroom environment was 41.40. The result showed that the mean score for the perspective of student teachers on teaching practice in planning was the highest and the mean score for the perspective of student teachers on teaching practice in classroom environment was the lowest. According to the result, the majority of student teachers possessed moderate level of perspective in their teaching practice. And then, descriptive statistics (percentage) was used to examine the perspective level of the student teachers who had the perspective high, moderate and low. The number of student teachers who possessed high, moderate and low level of perspective were (55), (234) and (51), respectively, in planning. The numbers of students who possessed high, moderate and low level of perspective were (71), (228) and (41), respectively, in instruction. The numbers of student teachers who possessed high, moderate and low level of perspective were (61), (228) and (51), respectively in assessment. The number of student teachers who possessed high, moderate and low level of perspective were (62), (236) and (42), respectively, in classroom environment.

**Keywords:** perspective, student teacher, teaching practice

### Introduction

Khin Zaw (2001) proposed that no educational system can be better than its teachers. Achievement of educational aims and objectives cannot be met unless teacher have necessary training where they are adequately equipped with teaching skills and competences Rao (2007, cited in Ajileye, 2013). The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage (Kilpatric, 2009). Teaching practice provides: an opportunity to gain confidence; chance to put theories into practice; an opportunity to learn the skills and attitudes of a competent and effective teacher; the chance to learn about children in real life; an opportunity to improve the knowledge of subject matter; the chance to gain from the benefits of constructive criticism; an opportunity for self-evaluation and to discover strengths and weaknesses; an opportunity for the teaching institutions to evaluate it (Brown & Brown, 1990, cited in Bashir, Malik & Fatima, 2014).

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### **Objectives of the Study**

1. To study the perspective of student teachers on the teaching practice
2. To investigate the perspective of student teachers on the teaching practice in planning, instruction, assessment and classroom environment
3. To give suggestions for the improvement of teaching practice based on the result of the study

### **Research Questions**

1. What are the perspective of student teachers on the teaching practice?
2. What are the perspective of student teachers on the teaching practice in planning?
3. What are the perspective of student teachers on the teaching practice in instruction?
4. What are the perspective of student teachers on the teaching practice in assessment?
5. What are the perspective of student teachers on the teaching practice in classroom environment?

## **Review of Related Literature**

### **Philosophical Perspectives in Education**

Philosophy means "love of wisdom". Philosophy help teachers to reflect on key issues and concepts in education, usually through such questions as: What is being educated? What is the good life? What is knowledge? What is the nature of learning? And what is teaching? As teacher, educational philosophy is his beliefs about why, what and how the teachers, whom he teaches, and about the nature of learning. It is a set of principles that guides professional action through the events and issues teachers face daily, sources for his educational philosophy are his life experienced, his values, the environment in which he lives, interactions with others and awareness of philosophical approaches (Carson, 2005).

### **Pragmatism**

Pragmatism, is the only one that originated in the United States. Pragmatism, sometimes called experimentalism or instrumentalism, was developed in opposition to the principles of idealism. Ideas alone are not sufficient for reality, said the original pragmatists; action on these ideas is necessary to determine their value. For the pragmatists, the only test of truth is what works best and what ideas can be used to solve problems satisfactorily. The pragmatists were oriented more toward the present than toward the past, which is prominent in idealism and realism. They grounded their thinking in present actualities and used the scientific method to solve present problems. If the idea "works" and the problem is solved, then the truth has been revealed. Truth then, is relative to present conditions and circumstances, not an absolute as the idealists and realists believed. For pragmatists, "experience" was the medium in which thought ideas and action mix. They formulated the principles of interaction and continuity of experience. Americans are a very pragmatic people who like to learn by doing, engage in practical tasks, and determine the truth in each problem situation as it comes along. The pragmatists believed that change is the only thing that is permanent and that truth, reality, and values are all relevant to circumstances. Further-more, the pragmatists did not believe in absolutes and tended to doubt that rules can be generalized over many specific situations. For the pragmatists, society and the social aspects of culture were also very important.

What are the educational principles of current pragmatists? Pragmatists see education as the reconstruction and reorganization of human experience. Educators should provide conditions that allow students to grow. They see the student as an organism capable of solving problems. The teacher, for the pragmatist, is also a continuous learner who aids and guides others in the learning process without pretending to be the only source of knowledge. Teachers do not abdicate their responsibilities, they arrange conditions for learning related to students' needs and interests (Hessong, 1991).

According to professional ethics for education, Education, or pedagogy, or teaching or whatever one chooses is a profession for many obvious reasons. For many teachers the realization that their work is in a profession comes too late, if at all. This is a very unfortunate state of affairs. The realization must develop early, in the preteaching or preparatory years. Teaching is an important calling must come right at the start of teacher education or one's preparation for it (Khin Zaw, 2017).

### **Importance of Teaching Practice**

Teaching practice is important as it provides a suitable condition under which prospective teachers can learn to analyse, evaluate and modify their behaviours in order to accomplish pre-determined educational objectives (Adeniran, 1996, cited in Jekayinfa, 2001). Teaching practice allows student teachers to have ample chance and the real life situations to apply theories and principles of education they have been taught in their institutions. It helps student teachers to identify objectives of teaching and see the relationship of a day's lesson to the long-range load for a week or term (Olaitan & Agusiobo, 1981, cited in Jekayinfa, 2001). Teaching practice is to be very important in teacher education programmes at university into an ability to actually teach in real classrooms (Barasa, 2005, cited in Tuimur, Role, & Makewa, 2012).

Adelaide (1996, cited in Jekayinfa, 2001) and Adekunle (1996, cited in Jekayinfa, 2001) also gave the significance of teaching practice by saying that it enables student teachers to organize syllabus contents around major concepts and generalizations in the development of sequential learning in a unit or course of study. It enables student teachers to become more familiar with variety of instructional materials and resources, evaluate, and select those appropriate for the objectives in a teaching unit or lesson. While teaching practice provided the trainee an opportunity to acquire practical skills through direct experience, it also provides the trainer the opportunity of both assessing and guiding the trainee for both formative and summative evaluation purpose (Afolabi, 1996, cited in Jekayinfa, 2001). Teaching practice enables the teacher educators to develop a degree of experience in understanding the student teachers, their techniques and procedure of teaching, which they put into practice under professional guidance and supervision of the teacher educator (Jekayinfa, 2001).

Teaching practice is important to prospective teachers for many reasons. First, it is a vital avenue for developing the skills, attitudes and understanding of the teaching profession (Adeniran, 1996, cited in Jekayinfa, 2001). Teaching practice offers an opportunity to test the theoretical ideas which the student teachers have learnt and to determine what procedures are appropriate for what categories of students and under what classroom conditions. Hence, teaching practice is conceived by some teacher educators as a necessary laboratory experience (Grim & Michealis, 1953, cited in Jekayinfa, 2001), an apprenticeship or internship (Martins & Westcott, 1963, cited in Jekayinfa, 2001), which gives the student teacher an opportunity to gain insight into teaching. This helps him/her to increase his/her professional competence and to test

the applicability of his/her theoretical experience in classroom situation. Shaplin (1962, cited in Jekayinfa, 2001) gave a number of reasons to justify the inclusion of teaching practice in the teacher education programme. These reasons include: teaching and learning being complete processes, student teachers need some basic skills and understanding to analyze and appreciate the difficulties of teaching (Jekayinfa, 2001).

It is therefore very necessary that a conducive educational environment be established for student teachers to enable them gain confidence in themselves and to work effectively with fellow students and the school personnel. In such an environment, student teachers will have the opportunity to engage in profitable experiences in observing, sharing and in teaching with the guidance and supervision of the students' supervisors or tutors. Teaching practice is a co-operative venture involving the student teachers and their supervisors on one hand, and the staff and pupils on the other hand. The programme includes teaching, demonstration, participation in co-curricular activities and evaluation which is the final assessment of the student teachers. Being as important as it is in the curriculum of the teacher training institutions, there are certain things, which the student teachers should take cognizance of when preparing for teaching practice (Jekayinfa, 2001).

Teaching practice is a situation where a student teacher is given the opportunity to try the act of teaching before actually getting into the real world of the teaching profession (Njidi & Sikaya, 2003, cited in Godwin & Issac, 2015). The new trends in teacher education programs focus on the investigation of the problems associated with the training of student-teachers (Vick, 2006, cited in Hamaidi, Al-Shara, Arouri & Awwad, 2014). So, the study programs of teacher education in the university level should include interesting activities that provide students with a realistic experience for future teaching (Jusoh, 2011, cited in Hamaidi et al., 2014).

It is an important course undergone by students who are about entering the teaching profession where they are expected to exhibit the theoretical skills obtained during the course in the institution into practical situation in real life (Godwin & Issac, 2015). McNamara (1992, cited in Hamaidi et al., 2014) noted that 80% of the teaching practice experience took place in the school environment. This gives students the chance to act and make the right decision at the right time. Consequently, teaching practice has a positive effect on student-teachers' attitudes towards teaching profession (Hamaidi et al., 2014).

According to Dreeben (1970, cited in Andabai, 2013), this phase of training contributes not only to the development of occupational norms but also to reducing anxiety about teaching and to learning classroom techniques. It also seems to contribute most of discover workable conduct, where "workable" becomes characteristically defined as classroom management, following fixed schedules of instructions, simplifying lesson plans, getting through the material and cutting back on the breadth and richness of the material presented.

Ajoku (2003, cite din Andabai, 2013) asserted that, performance during practice teaching provide some basis for predicting the future success of the teacher outgoing popularity and centrality of practice teaching is an important contributing factor towards the quality of teacher education programmed. Edem (2003, cited in Andabai, 2013) confirmed that, during practice teaching, working with students in schools provide a high degree of emotional involvement of a mostly positive nature. Students teachers feel themselves grow through experience and they being to link to a culture of teaching. It is an essential aspect of teacher education because it prepares teachers for their future teaching roles and assignment. The main agents who implement

educational policies have to be properly organized and teaching practice also help in this function (Hyon, 1999, cite din Andabai, 2013).

The opportunities provided by teaching practice are as follow:

1. An opportunity to gain confidence.
2. Chance to put theories into practice.
3. An opportunity to learn the skills and attitudes of a competent and affective teacher.
4. The chance to learn about children in real life.
5. An opportunity to improve the knowledge of subject matter.
6. The chance to gain from the benefits of constructive criticism.
7. An opportunity for self-evaluation and to discover strengths and weaknesses.
8. An opportunity for the teaching institutions to evaluate itself (Brown & Brown, 1990, cited in Azeem, 2011).

## **Research Method**

### **(i) Design**

In this research, questionnaire survey method which is one of the descriptive methods was used.

### **(ii) Subject**

This research is intended to study the perspective of student teachers on the teaching practice. Due to the limitations of time and resources, the research was conducted from Sagaing University of Education. The subjects were 340 fourth year (second semester) student teachers from the Sagaing University of Education within (2017-2018) academic year. This research is comprised of four dimensions, namely planning, instruction, assessment and classroom environment.

### **(iii) Instruments**

As for the instrument, a questionnaire for the perspective of student teachers on the teaching practice that would be attractive, brief and easy to respond as possible was constructed on the basic of student teachers' perspective questionnaire of Koross (2016) and Danielson (2013). The questionnaire was divided into two parts. The first part of the questionnaire included demographic data which sought to ascertain among student teachers such as gender and specialization. The second part of the questionnaire included five points Likert-type items for four dimensions: Planning, Instruction, Assessment and Classroom environment.

There were forty Likert-type items in this instrument including items 1 to 10 for first dimension, 11 to 20 for second dimension, 21 to 30 for third dimension and 31 to 40 for the last dimension. The questionnaire was prepared having five alternate options for each statement. Student teachers' perceptions were rated from strongly disagree to strongly agree. The score closer to 1 indicated strongly disagree and strongly agree was indicated by the score closer to 5 for positive questions.

In order to get validation, the copies of questionnaire were distributed to five experts from Yangon University of Education in the field of Education. List of these experts was presented.

And then, these experts' opinions were obtained. After that, items were modified again in accordance with the advice of five experts.

#### (iv) Data Analysis

To analyze the quantitative data, the Statistical Package for the Social Sciences (SPSS) version 21 was used. The data were analyzed by using descriptive statistics. The responded rate of perspective of student teachers were analyzed by descriptive statistics (percentage) for each question.

### Findings

#### I. Descriptive Statistics for the Perspective of Student Teachers in Teaching Practice on each Dimension

In order to determine the mean scores and standard deviation of the perspective of student teachers in teaching practice on each dimension, descriptive statistics was calculated. The results are described in Table 1.

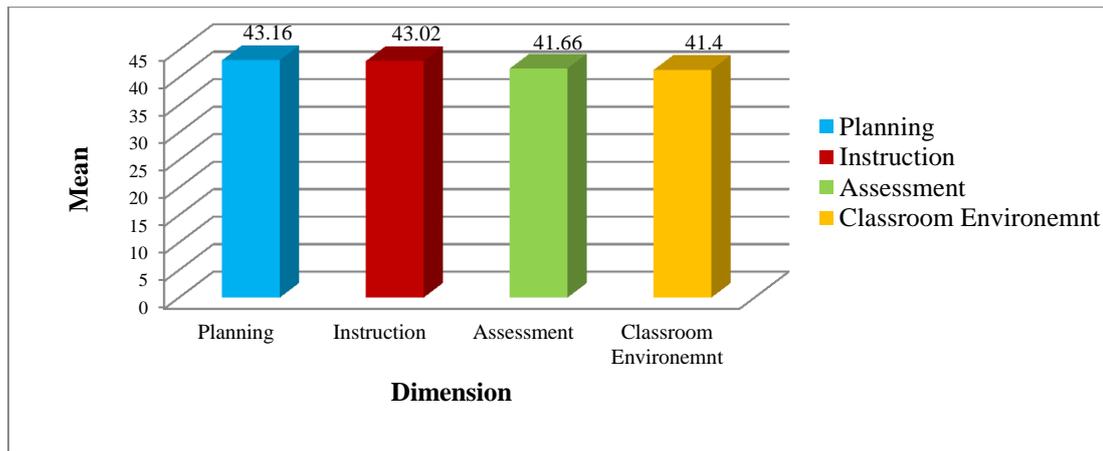
**Table 1** Mean Scores of the Perspectives of Student Teachers on each Dimension

Dimension	No. of Participants	Mean	Std. Deviation	Minimum	Maximum
Planning	340	43.16	3.790	27	50
Instruction	340	43.02	3.359	32	50
Assessment	340	41.66	3.798	31	50
Classroom Environment	340	41.40	3.858	29	50

Table 1 shows that the mean scores of the perspective of student teachers on teaching practice. There are 10 items for each dimension. The mean score for perspective of student teachers on planning is 43.16, the mean score for perspective of student teachers on instruction is 43.02, the mean score for perspective of student teachers on assessment is 41.66 and the mean score for perspective of student teachers on classroom environment is 41.40. Among them, it can be observed that the mean scores for perspective of student teachers in planning is the highest and that of student teachers on classroom environment is the lowest.

As the mean scores for each dimension are greater than the median score 30, it shows that student teachers have positive view in teaching practice on each dimension. Medium score can be obtained by the multiplication of the number of items and neutral score 3. Therefore, it can be concluded that the student teachers from Sagaing University of Education have positive view in teaching practice.

The comparison of mean scores on each dimension is shown in Figure 1.



**Figure 1** Comparison of mean scores of student teachers' perspective for each dimension

**II. Percentage of Student Teachers' Perspective on each and Overall Dimension**

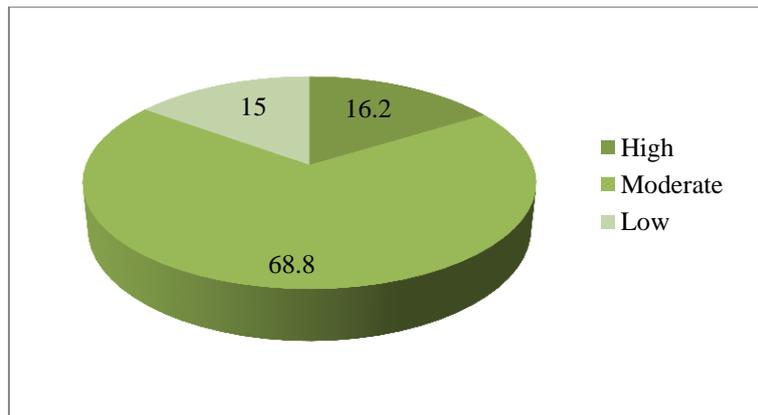
The student teachers' perspective level on teaching practice based on the mean scores of their perspective is presented in Table 2. It is divided into three groups, namely, high, moderate and low. The full score of student teachers' perspective on teaching practice is 200. The average mean score and standard deviation is 169.24 and 12.059, respectively. If the average mean score of student teachers is higher than 181.299, it would be defined as high perspective group. If the average mean score is between 157.181 and 181.299, it would be defined as moderate perspective group. If the mean score is below 157.181, it would be defined as low perspective group.

The perceptible level of the student teachers based on the mean scores of teaching practice was presented in Table 2. Therefore, descriptive statistics (percentage) was used to examine the percentage of student teachers who had the perspective high, moderate and low. The numbers of students who possessed high, moderate and low level of perspective were 55, 234 and 51, respectively (see Table 2).

**Table 2 Percentage of Student Teachers' Perspective on Teaching Practice**

Perspective Level	No. of Participant	Percentage (%)
High	55	16.2
Moderate	234	68.8
Low	51	15.0
Total	340	100.0

The result shows that the percentages of perspective level of student teachers on teaching practice are 16.2 %, 68.8 % and 15.0%, respectively. The following pie chart shows the percentage of student teachers' perspective on teaching practice for each dimension.



**Figure 2** Percentage of student teachers' perspective on teaching practice for each dimension

### Finding of the Total Individual Response within each Dimension on Perspective of Student Teacher on Teaching Practice

Descriptive statistics analyses were calculated to determine the percentages of total individual responses.

SD=Strongly Disagree; D=Disagree; UD=Undecided; A=Agree; SA=Strongly Agree

The first dimension deals with the perspective of student teacher on planning. It consists of ten items. The responses of student teacher for each item are as follows:

**Table 3**The Responses of Student Teachers' Perspective on Teaching Practice in Planning

Item No.	Item	Percentage (%)				
		SD	D	UD	A	SA
1.	Through practice teaching, it came to know that it is an effective preparation for our real-time teaching.	.3	.9	1.2	45.6	52.1
2.	It helps us understand how to plan our lessons as students' different learning styles are encountered during practice teaching.	.3	2.4	3.5	69.1	24.7
3.	Using teaching aids make our teaching process easier to understand.	0	.3	1.8	55.9	42.1
4.	I realized which teaching methods should be used depending on the class size, number of students, etc... (e.g. group discussion,..)	0	1.2	6.5	62.1	30.3
5.	Practice teaching introduces us to students' different learning styles.	.3	1.8	2.9	64.1	30.9
6.	The teaching process will be effective if lesson plans are made before the actual teaching.	0	2.1	6.2	55.6	36.2
7.	Lesson plans that would be accordance with each student's learning abilities should be prepared	0	1.8	5.3	61.2	31.8
8.	The questions that would cover learning objectives should be prepared in the lesson planning.	0	.3	2.1	55.0	42.6
9.	Time management should be taken care in the teaching steps.	0	.6	3.5	56.2	39.7
10.	The teaching aids and materials should be cheap and easy to be used during the teaching- learning processes.	.3	.6	2.6	47.9	48.5

The second dimension deals with the perspective of student teacher on instruction. It consists of ten items. The responses of student teacher for each item are as follows:

**Table 4 The Responses of Student Teachers' Perspective on Teaching Practice in Instruction**

Item No.	Item	SD	Percentage (%)			
			D	UD	A	SA
11.	It is assumed that a good relationship between teachers and students make an effective teaching learning process.	0	0	.3	39.4	60.3
12.	It is known that a teacher should guide his/her students, to have the sense to apply the subject matters being taught in their daily lives.	0	.6	1.2	45.0	53.2
13.	It is assumed that group discussion is the best method of teaching students as it gives students a chance to share their knowledge during the discussion time.	.3	1.8	11.2	66.8	20.0
14.	It is realized that asking students some questions help to get their attention to the subject.	0	1.8	3.8	60.0	34.4
15.	It is thought that different teaching method should be used in order to achieve the learning objective.	0	1.5	2.9	51.5	44.1
16.	It is assumed that encouraging the students to become involved in the lesson being taught makes them to remember the lesson longer.	0	.3	.6	46.8	52.4
17.	Teaching aids should not be used all the time expect when necessary.	0	5.6	8.8	51.2	34.4
18.	Some important points should be noted down on the whiteboard before starting to teach.	.6	6.8	7.1	52.1	33.5
19.	A teacher should give focus to no student and must treat all students in the same way.	.3	2.1	.9	45.9	50.9
20.	A teacher must follow the lesson plan in order to complete each teaching-learning process.	.9	5.3	9.4	62.4	22.1

The third dimension deals with the perspective of student teacher on assessment. It consists of ten items. The responses of student teacher for each item are as follows:

**Table 5 The Responses of Student Teachers' Perspective on Teaching Practice in Assessment**

Item No.	Item	SD	Percentage (%)			
			D	UD	A	SA
21.	An assessment must be done every after teaching learning process in order to test the achievement of the learning objectives.	0	1.2	2.1	65.3	31.5
22.	Assessing the students' prior knowledge or background knowledge about the topic is an effective way of teaching.	0	.3	2.4	54.7	42.6
23.	Some questions concerning the important points of the subject matter must be asked orally during the process of teaching learning process.	.3	.3	3.2	59.4	36.8
24.	When asking for the questions, selecting certain students by calling their names make the other students less interested in the questions are noticed.	2.1	14.4	15.3	45.0	23.2
25.	Setting all students listen to the questions first and then selecting the certain students is the best.	0	3.5	5.9	37.9	52.6
26.	Giving enough time for the answer to the questions is better than asking for the respond immediately.	0	4.4	8.2	49.1	38.2
27.	Correcting the students' exercises and giving feedback without fail is also essential.	.3	.3	2.6	52.1	44.7
28.	Both kinds of subjective and objective questions must be asked at the end of the class.	0	1.8	7.6	60.0	30.6
29.	Peer correction helps to reduce the amount of class time that is needed to spend on correcting the written test (or) question.	2.1	17.4	18.2	47.6	14.7
30.	The questions being asked must be appear in accordance with the objectives in order to get a good result.	0	2.6	3.5	67.6	26.2

The fourth dimension deals with the perspective of student teacher on classroom environment. It consists of ten items. The responses of student teacher for each item are as follows:

**Table 6 The Responses of Student Teachers' Perspective on Teaching Practice in Classroom Environment**

Item No.	Item	Percentage (%)				
		SD	D	UD	A	SA
31.	A good relationship is built between our students and us through teaching practice.	0	1.2	4.7	59.4	34.7
32.	Other duties like registration should be done with our teaching in the classroom.	.6	3.8	7.1	63.8	24.7
33.	If the students understand lesson well, then it can go on to the new lesson.	0	0	3.8	47.6	48.5
34.	Clear and rigid explanation is needed in correcting students' bad habits and behaviours (eg., not doing homework)	0	.9	.9	54.4	43.8
35.	Classroom environment should be the place where students can learn peacefully and safely. (eg., not near the market)	.3	.3	2.4	46.2	50.9
36.	A teacher should train students to do the classwork individually or in group or by cooperating with others.	0	0	.6	53.5	45.9
37.	The school that I practice teaching practice has a good classroom environment.	4.1	15.3	3.5	49.7	27.4
38.	The school that I practice teaching practice provides all kinds of teaching aids necessary for teaching learning process.	9.1	48.2	5.6	27.6	9.4
39.	The school that I practice teaching practice supports all kinds of facilities needed for the classroom (eg., table, desks, charis,...)	.3	6.8	2.9	62.4	27.6
40.	It is necessary to praise the students who work hard.	0	.6	.6	42.4	56.5

## Conclusion

This chapter consists of three parts. The first part is concerned with discussion in the second part, suggestions are presented. At last conclusion is presented in the third part.

## Discussion

The purpose of this study is to explore the student teachers' perspective on teaching practice. This research was descriptive in nature. A questionnaire for the perspective of student teachers in teaching practice was constructed on the basis of Koross (2016) and Danielson (2013). The questionnaire included 40 Likert-type items for four dimensions: planning, instruction, assessment and classroom environment. The sample of this study was 340 fourth year (second semester) student teachers from Sagaing University of Education (2017-2018) academic year. Descriptive statistics (percentage) was applied to analyze each dimension.

When statistical analysis of the data has been conducted, it shows that the mean scores of perspective of student teachers in each dimension are 43.1, 43.02, 41.66 and 41.40, respectively. Among them, it was found that the mean score for perspective of student teachers in planning is the highest and that of student teachers in classroom environment is the lowest. As the mean scores for each dimension are greater than the median score 30, it shows that student teachers have positive view in teaching practice on each dimension. Medium score can be obtained by the

multiplication of the number of items and neutral score 3. Therefore, it can be concluded that the student teachers from Sagaing University of Education have positive view in teaching practice.

On the basis of these research findings, the following conclusions were drawn.

1. According to mean comparison, the mean score of the perspective of student teachers in planning was the highest and that of student teachers in classroom environment was the lowest among four dimensions.
2. It was found that the perspective of 71 student teachers was at the high level on planning, 228 student teachers had the moderate level on planning and 41 student teachers had the low level on planning. The percentages of high, moderate and low level of student teachers' perspective on planning were 20.9%, 67.1% and 12.1%, respectively.
3. It was found that the perspective of 61 student teachers was at the high level on instruction, 228 student teachers had the moderate level on planning and 51 student teachers had the low level on instruction. The percentages of high, moderate and low level of student teachers' perspective on instruction were 17.9%, 67.1% and 15.0 %, respectively.
4. It was found that the perspective of 62 student teachers was at the high level on assessment, 236 student teachers had the moderate level on assessment and 42 student teachers had the low level on assessment. The percentages of high, moderate and low level of student teachers' perspective on assessment were 18.2%, 69.4% and 12.4%, respectively.
5. It was found that the perspective of 54 student teachers was at the high level on classroom environment, 237 student teachers had the moderate level on planning and 49 student teachers had the low level on classroom environment. The percentages of high, moderate and low level of student teachers' perspective on classroom environment were 15.9%, 69.7% and 14.4%, respectively.

The result of open-ended questions pointed the student teachers state that the practice duration is very short. They suggest that –the duration of teaching practice time should be taken at least one month or more. Some of the teachers who they come teaching practice are like them and some of the teachers are not. Some of the student teachers express that they have more confidence for their profession. Some of the student teachers show that they know advantages and disadvantages of their teaching skills from teaching practice. Some of the student teachers state that they had good relationship between them.

According to the first dimension, planning, most student teachers agree that they came to know practice teaching is an effective preparation for their real-time teaching. More than half of student teachers agree that they understand how to plan their lessons as students' different learning styles are encountered during practice teaching. A few student teachers cannot decide which teaching methods should be used depending on the class size, number of students, etc...(e.g group discussion).

According to the second dimension, instruction, most student teachers agree that a good relationship between teachers and students make an effective teaching learning process. More than half of teachers agree that group discussion is suitable method of teaching students as it gives students a chance to share their knowledge during the discussion time. A few teachers

disagree that some important points should be noted down on the blackboard (or) whiteboard before starting to teach.

According to the third dimension, assessment, most of the student teachers agree that setting all students listen to the questions first and then selecting the certain students is the best. More than half of student teachers agree that the questions being asked must be appear in avoidance with the instructional objective in order to get a good result. A few teachers cannot decide that peer correction helps to reduce the amount of class time that is needed to spend on correcting the exercise in the classroom.

According to the last dimension, classroom environment, most student teachers agree that it is necessary to praise (or) reward those students who are trying. More than half of student teachers agree that other duties like registration should be done with our teaching in the classroom. Less than half of student teachers disagree that the school they practice teaching provides all kinds of teaching aids necessary for teaching learning process.

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 (Major & Tiro, 2012). To become efficient and effective teaching practice in Universities of Education, the above discussion should be taken into account by teacher educators.

To sum up, the result of this study state that the perspective of student teachers from Sagaing University of Education is mostly positive. This result is consistent with the findings of Koross (2016) who investigated the student teachers' experiences during teaching practice and its impact on their perception of the teaching profession.

### **Suggestions**

To raise the quality of education with efficient and effective teaching practice, teacher educators should try to promote the teaching practice programme by implementing the above discussions. This research studied the student teachers' perspective on teaching practice from Sagaing University of Education. It can be seen that the majority of student teachers in this study had positive view on teaching practice that it can benefit them in planning, instruction, assessment and managing classroom environment when they create a teaching-learning process. This is probably one of the reasons why teaching practice should be continued to regard as an essential part of a teacher education programme. Interestingly, it should be noted that most school could not provide all kinds of teaching aids for teaching-learning process. Nevertheless, regardless of the supporting of the Ministry of Education and the school itself, a teacher (a student teacher in this case) is responsible for effective teaching-learning process by using creative teaching aids which are not costly.

Furthermore, as the saying goes "Experience is the best teacher", student teachers should be employed in their teaching practice at least one month or more.

Moreover, the Department of Methodology, which takes all the responsibilities of teaching practice for student teachers, should emphasize more on the teaching practice for the benefits of student teachers as well as the education system. It is also suggested that the limitations of the process should be noted and refined them for better outcomes.

However, research is not an ending process and every research work provides bases for further research studies. With this view, some recommendations were provided for further research.

- The research should also be conducted to study the student teachers' perspective in teaching practice from Yangon University of Education.
- A comparative study of student teachers' perspective in teaching practice from all the Education Colleges should be carried out.
- A comparative study of student teachers' perspective in teaching practice from Sagaing University of Education and Yangon University of Education should be conducted.

### **Conclusion**

In this research, the researcher investigated the perspective of student teachers on teaching practice from Sagaing University of Education. A five-point Likert scale was used to respond the perspective questionnaires. The sample of this study was 340 fourth year (second semester) student teachers from Sagaing University of Education (2017-2018) academic year. Descriptive statistics (percentage) was applied to analyze each dimension.

The purpose of this study is to explore the student teachers' perspective on teaching practice. This research was descriptive in nature. A questionnaire for the perspective of student teachers in teaching practice was constructed on the basis of Koross (2016) and Danielson (2013). The questionnaire included 40 Likert-type items for four dimensions: planning, instruction, assessment and classroom environment. The sample of this study was 340 fourth year (second semester) student teachers from Sagaing University of Education (2017-2018) academic year. Descriptive statistics (percentage) was applied to analyze each dimension.

And then, the collected data were analyzed in order to get the accurate results. The perspective of student teachers in planning is the highest and that of student teachers in classroom environment is the lowest. As the mean scores for each dimension are greater than the median score 30, it shows that student teachers have positive view in teaching practice on each dimension. Medium score can be obtained by the multiplication of the number of items and neutral score 3. Therefore, it can be concluded that the student teachers from Sagaing University of Education have positive view in teaching practice. The results showed that most of the student teachers chose neutral score 3 in expressing their perspective of teaching practice. Therefore, it may be assumed that the obtained results were deviated from the real teaching perspective of student teachers in the classroom. In order to get more accurate information for the research, the researcher should use four-point Likert scale instead of five-point Likert scale and should also employ qualitative research.

Kasanda, (1995) indicates that during teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession. Osuala, (2004) established that, teaching practice exposes the trainee teacher to the realities of effective teaching and helps them to try out methods of teaching and gain practical classroom experience under experts. According to Tuli File (2009) teaching practice allows student teachers to discover their abilities and creativities that help them in their future teaching processes. Marais and Meier (2004) argue that teaching practice is a challenging but important part of teacher training, especially in developing countries. As it is commonly said that "theory

without practice is empty; practice without theory is blind" (Morrison & Werf, 2012, p.1). Teaching practice enables student teachers to understand the real world of teaching and let them know about problems and difficulties of teaching that may face them in the future.

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