

## **Factors Affecting Teaching Practices by Prospective Teacher of B. Ed (Hons.) Elementary**

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### **Abstract**

This paper will discuss the variables that influenced the teaching practices of the potential teachers in B.Ed (Hons) Elementary course in the Institute of Education and Research, University of the Punjab, Lahore. The study will identify the nature of the teaching practice adopted by the future teachers, assessment of learning process through the teaching practice and the way the future teachers view the factors that affect the teaching in the classroom. Its survey design was descriptive, quantitative where a sample population of 150 men and women in the future was used as the sample population, and the data were collected in a questionnaire of 31 items designed based on the five-point Likert scale. The obtained results show that the majority of the respondents are already engaged in attendance checking (64%), classroom organization (58%), discussion (57) and demonstration (64) and critical thinking (56) promotion and student engagement (53) stimulation. Besides, another point that was also reported by future teachers is that they also had a positive attitude toward administrative support, cooperation with supervisors, and access to multimedia facilities, but much less support was observed concerning such aspects as leave policies and classroom environment. The statistical tests T-tests and ANOVA demonstrate that statistically significant differences in the perceptions of internal and external factors influencing the teaching practices were found with regard to gender and experience in teaching and no significant changes were found with regard to age. The paper has highlighted the importance of positive learning environments, classroom management, and different approaches towards instruction as far as enhancing educational outcomes are concerned. The development of decent classroom

interactions, frequency of observing attendance, adherence to schedules, and tutorials of assignments are the propositions that can be made to improve the teaching performance. This research will serve as a guideline to the future teachers to reflect and to make their teaching experiences better and this will help in enhancing the learning process and career development in the institutions of higher learning.

**Keywords:** Teaching Practices, Prospective Teachers, B.Ed (Hons) Elementary, Classroom Management, Student Engagement

### **Introduction**

The actual or use of a particular idea or a given method is termed as practice as opposed to theories about the same. It is not just a matter of a personal issue of the person. Attitudes Classroom teaching practice and attitudes are important to the perception and improvement of the educational procedures among students. They are significantly linked with those strategies that teachers employ in overcoming problems in their routine professional life, and to their well-being and identify the learning climate of students and their influence on student motivation and student achievement. Teaching practices are the specific measures and words that take place during a lesson and that significantly place the strategy and approach on the ground. In their turn, the instructional methods involve teacher verbal talk (inclusion, instruction, questioning, explaining, elaboration and management talk); visualization (with the help of a chalk board, drawing, A.V aids) with the interpretation and construction of the new knowledge being enacted or pointed out to the learners (Argyle, 1983).

One of the factors of ensuring the educational outcomes is the students and their teaching practices. Generally, teaching is a complex practice that is characterized by all times and dynamic interplay between the teacher, the students and the subject matter.

Practice is a collection of structures, concepts, instruments, knowledge, styles and documents that are shared by the members of the community. Classroom practice is domain specific and goal specific because it is conditioned by the cultural background and professional tradition. Undergraduate educational practices are good practices that are, (1) Facilitating contacts between students and faculty, (2) Building on reciprocity and cooperation among students, (3) applies active learning strategies, (4) provides feedback, (5) focuses time on task, (6) talks with students, (7) honors diversity of talents and approaches to learning (Wenger,2000).

It is also necessary to remember that the behavior of the student is in fact more important in the determination of what is learned than the behavior of the teacher is. This statement appeals to a constructivist perception and simultaneously acts to remind of us that higher learning should entail and play critical role in their learning. This is important as the learners get to arrange information and can take it. The teacher is not able to do all that as learning will be the product, on the same note, the teacher will need to ensure that course design, selection of teaching and learning opportunities, and assessment will help the learner learn. Teaching may be regarded as propositions of the learners to study. It is a two-way process, as well as a proposed activity. However, students are not always learning what we are willing to teach them and, unfortunately sometimes, they are also learning, in addition, things that we do not want them to learn (Padro, Fernando, 2010).

Facts, procedures, skills and ideas and values can form a part of learning content. The various instructional strategies could be performed on a scale. On the one side, there is the lecture in which the control of the students and their involvement are usually low. At the other end is the private study where the lecturers have little involvement and control. It is observed that there is control and involvement of lecturer and students even at both ends of the continuum (George and Madeleine, 1988).

### *Statement of the Problem*

Its Statement of the problem is to find out Factors Affecting Teaching Practices by Prospective Teachers of B. Ed (Hons) Elementary.

### *Objectives of the Study*

- To check the practices that Prospective Teachers are following in their classroom.
- To observe Learning of future Teachers as a teaching practice.
- To determine how Prospective Teachers view the variables that affect the classroom teaching practices.

### *Research Question*

- Do the Factors Influence the Prospective Teachers Teaching practices in B. Ed (hons) Elementary at the Institute of Education and Research?
- What are the influences on the teaching practices?
- How much difference is significant between the male and female Prospective Teachers in regards to Effect of Factors in Teaching practice.
- B. Ed (hons) Elementary?

### **Significance of the Study**

This research will come in handy to students about teaching practices that would also help in classroom. It gives them a value system which they may later apply in the work place. Hopefully, this current research will, therefore, serve as a guide to the best performance. This research will assist students to take a look at their methods of teaching. In this research, students will be discovered on what teaching practices they are engaging in their classrooms.

### **Delimitation of the Study**

The study was delimited to:

- University of the Punjab, Lahore.
- Institute of Education and Research.

### **Literature Review**

This chapter will discuss the literature that is pertinent to the comprehension of the classroom teaching practices. To comprehend what classroom teaching practices are, it would be appropriate to define such terms.

### *Definition of Practice*

Practice is defined as to use an idea or essentially put it into place. It also refers to the proceed of constantly doing something in regulate to get better at it '.

Practice is the genuine application or use of an idea, belief, or method, as opposed to theories relating to it '.

### *Teaching*

Teaching, is a knowledge, skills imparting process; it is one of the inherent facets of a teaching profession.

Teaching can be considered to offer the learning to the students. It is also an interrelating process and is a conscious progression. It consists of teaching your students in teaching which can be attained by learning and acquiring a skill of the profundity of problem solving or modifications in the view point and attitudes and values and conduct.

The act of teaching has been described as flow of decisions. Teacher has to decide on how to make teaching effective (Macgregor, 2007).

The teaching efficacy has demonstrated that favorable teacher practices result in positive student achievements.

### *Teacher*

A teacher is a professional who can deliver knowledge that will assist the learners to establish, recognize as well as to possess the skills that will be applied to cope with the problems in life. It is also the teacher who gives to the knowledge of the learner, skills and values which add to the development (Senge, 2000).

The only individual who can provide knowledge and mould the youths to the broader knowledge is a teacher. The teachers can live and shape the youths in a way that they are supreme in their powers since they dictate the future of the society (Nyerere, 1968).

### *How to Teach*

Teaching is defined as those which lead to improved student achievement using outcomes that matter to their future success. There are few points for students should know before teaching:

- Teacher should plan the lesson first that he/she wants to teach. Teacher should be clear about why you 're teaching this topic and teacher should have command on content.
- Clear the learning objective and expectation to the students.
- Collect data related to student 's previous knowledge and skills which help the teacher to motivate the students toward learning.
- Teacher should use variety of teaching methods for developing the interest of students.
- Use active learning strategies
- Ask question from students and repeat the important points.
- Teacher should manage the classroom and environment should be clam while teaching.
- Teacher should pay attention to the individual by solving their problems. And avoid using same approach for all students.
- Teacher should conduct research and presenting new ideas within the university and your field at large.
- Evaluate the students and give them feedback (Tileston, 2007).

### *Organizational Practice*

It is the way to sequence lecture into a learning structure (e. g, simple to complex, abstract to concrete, general to detail). Establishing a sequence in to lecture is one of the most troublesome planning decisions because lesson sequence and origination of it is a large responsibility of teacher. If the lecture is organized and plan according to students prior

knowledge so it's make them easy to learn. Teacher inspects the class, has the seats organized and asks the students to sit on the further most seats. Before the lecture begins teacher also organize the learning material which he/she going to use according to content (Fry, Ketteridge, & Marshall, 2003).

#### *Student's Attendance*

Each class has its own attendance sheet which shows the names of the students with their roll numbers. Some teacher take attendance by themselves and some give the attendance sheet to the class to mark their attendance, in the front of their names. Teacher recall the attendance to make sure that every student who marked their attendance is present in the class (Fry, Ketteridge, & Marshall, 2009).

#### *Managerial Practice*

Every positive behavior and decision that is made by the teachers in order that the learning process of the student is guaranteed will be referred to as classroom management. It is merely described to be the sum total of actions that are needed in the establishment and upkeep of an orderly learning milieu comprising of preparation and planning of resources, organizing, decorating the classroom, and certainly setting up and enforcing routines and rules (Tan, Parsons, Hinson, andSardo-Brown, 2003).

One of the key issues of a teacher is pupil environment. The most important would be discipline, discipline as the strategies of behavior and attitude of the classroom during the instructional time, is known as classroom discipline. All these actions of the teacher are implications to classroom management and discipline in higher level, including.

Classroom organization, it is not a secret that the arrangement of the classroom is an important factor in interaction patterns.

- Ensure that there is a good view of all the student.
- Ensure that learner is able to follow entire presentation in classes.
- Organize good learning atmosphere and uphold order in the school.
- Inspire learners in various problematic tasks.
- Manage time for the lesson.
- Deal well with duo of situations.
- Formulation of rules is the restriction of conduct among students. Explain such rules to the students and establish a friendly rapport with them.
- Maintain order in classroom and move around the classroom.
- Apply instructional technologies that are well controlled as per your lecture in the classroom (Pervaiz, 2015).

#### *Teaching Methodologies*

There are various methods of instructions which teacher can use to teach their students at higher level. Instruction can be imparted through several different media, and it is important to use the most suitable one for any particular purpose. The teaching method should give a clear and complete statement of the educational objectives which are held for the learners. There are few methods used to teach students at higher level:

### *Lecture Method*

The most prevalent mode of teaching in the world universities is lectures. Lecture is an English word derived the Latin Medieval lecture, to read aloud. Lectures comprised reading aloud a text, and a commentary. There are numerous limitations of the usefulness of a lecture which yet has a role in technical training. Lecture is a very restricted form of delivery that can be made to the fullest worth when the subject matter is of interest, topical, well prepared, and organized in logical order and presented in an appealing way making the best use of audio visual presentation as much as possible. The weakness of using this approach is that the students will be passive listeners, yet they can be active by following the points, as the teacher can consider it. On the first pages of your lecture, you must:

- Look interested and get students interested.
- Get yourself ready, and have command of the lecture room when you come in.
- Familiar with presentation equipment. (Bligh 1980).

### *Assignment Method*

A market of ideas has been associated with a classroom whereby experiences and ideas are shared. Assigning assignments to students enables them to do their own work and assigning a task by research. University teacher predominantly employs the method of assignment in universities through assigning students in group or individual basis where the students are able to exchange ideas amongst themselves (Mills, 1967).

### *Discussion Method*

The best way to teach students is by use of discussion method where the students share ideas or experience with fellow students and listening to fellow students. It renders the classroom environment to be more engaged and social. The strategy also makes the learners have confidence in sharing their thoughts and ideas with other individuals. During the classroom, teacher forms a discussion by creating groups.

In their review of peer group learning, Goldschmid (1976) revealed that peer group learning applied together with other techniques of teaching enhances involvement and makes the students responsible towards their education.

### *Project Method*

The project is among the conventional teaching techniques applied to educational institutions in the teaching of the university students. Generally, it is viewed as one of the ways through which students can (a) grow in independence and responsibility, and (b) learn to exercise social and democratic forms of behavior. In it students address real-life issues during some days or a week.

Project work emphasis on the use of knowledge or skills and enhancing the engagement and motivation of students to stimulate in depended thinking, problem solving, self- confidence and social responsibilities (Mills, 1967).

### *Demonstration Method*

Demonstration is the procedure of teaching through examples and experience it's promotes learning by doing and it is mostly useful for science subjects. Demonstration helps the students to raise their interest and reinforce toward lesson (Mills, 1967).

### *Motivational Practice*

Motivation is a word used to describe the energies or directs a learner attention, emotions and activity. Motivator is the things that influence learner to choose one activity over other (e.g., homework vs. baseball, fighting vs. studying). To motivate the learner at higher level you must know the positive way to motivate, teacher should know students internal motivator such as their interest, attitudes, and aspirations. Teacher also must know the external motivator in your classroom, and classroom rules. Internal motivators are the strongest in the case of adults. The motivation device that would work best to motivate your student teacher must be in a position to combine internal and external sources of motivation to help the students to be actively involved in the learning process. Motivation of learners can be stimulated in some ways:

- Applying encouragement and praise.
- Offering clarification regarding work or assignment that teacher is imparting to them.
- Providing assistance to the students, and review their work, assisting them where necessary.
- There has to be prior knowledge activated.
- Learners also need to be taken to experience what they are learning to ensure transformation and internalization takes place.
- Learners could be more driven in case they have a certain choice.
- Educator ought to focus on reward and not punishment (Tileston, 2000).

### *Instructional Practice*

This is referring to variability or flexibility of delivery during the presentation of lesson. Instructional practices are often divided into two types teacher directed and constructivist depending on whether it is teacher directed or the students constructivist that play vital a role in learning process. The student's achievement should be increase from the use of variety insurrectional material and techniques, some of the most popular instruction during lecture are to ask questions. Another aspect of variety is the use of learning material, equipment's display and space in your classroom. The physical and visual variety is also encouraging student's involvement into the lesson. The display of reading material, use of audio visual devices, demonstration material; and organization of learning material contribute into instructional variety (George & Madeleine, 1988).

### *Generating and Maintaining Interest*

The motivation of the students to learn is likely to increase with their interest in the lecture. Introduction of the lecture is very essential and needs to gain interests of the students to an extent that they feel the need to proceed further and hear the lecture throughout the entire hour. The interest and enthusiasm of the lecturer at the start of the lesson, as well as at some point during the lesson, are very important and this aspect should not be underestimated when it comes to determining the overall effectiveness of the lecture. It should be remembered as well that the performance aspect of the exists.

craft of lecturing. One of the researches that were conducted by Hodgson (1984) revealed the vicarious experience of relevance where student interest in aspect is maximized by the excitement of the lecturer and use of examples that match the student experience in the real world. To make the students interested in the lecture, it is necessary to:

- Give applicable and up to date examples to help explain the case.

- Where feasible rely on the experience of the students.
- Ask rhetorical questions in order to motivate students to stay on course.
- Vary the requirements of the learner as the lecture goes on. Switch between taking notes, listening and involvement.
- Visual materials used should be pertinent to the subject matter of the lecture.
- Use live links to the web to illustrate the material under presentation. (Hodgson, 1984).

### *Student Engagement*

there is nothing more disheartening to the students than to sit in a lecture hall with a monotonic lecturer, a PowerPoint presentation that is in the form of a list of bullet points that are predictable where no one even feels that he is involved in that lecture. Interaction with the students makes them feel involved. The techniques of lecturers must provide them with the consciousness that they are the ones doing the lecture, and they are present to help them learn. Student engagement is of various kind and level. First of all, there is the simple identification of the students themselves. Contact with the student group should be established by means of getting in touch with some of the students personally. One of the problems with the lecture could be the attention span, particularly when performing it in a didactic, form of presentation. The overall point is that being passive learners during a lecture, the students can only listen approximately 20 minutes and any break in the flow or a change in the activity would help them overcome this problem. The most significant and likely the third element of the student engagement is the fact that they were actively involved in the lecture. Engagement of students in learning is achieved by use of meaningful praise and opportunity to give feedback in non-evaluative environment. (Stuart and Rutherford, 1978).

### *Presenting Information*

The most widely expressed aim of lecturing coverage is topic coverage. The abilities of opening and closing of lesson, working with audio-visual aids, comparing and contrasting, and explaining are applicable. Nevertheless, the structure of lesson is the key component of information presentation. The teacher is expected to introduce new information in a manner that connects it with prior knowledge of students (Stuart and Rutherford, 1978).

### *Cooperative Learning*

In cooperative learning teacher organized activities in to social and academic learning. Teacher arranging the small groups of students and ask them to share ideas with each other. By creating a social environment and interaction between student 's, help them to think critically, knowing reasoning and solve problems. Cooperative learning is also can make communication and team work skills into students. (Tileston, 2000).

### *Communicative Practice*

The listening, explaining, questioning, and responding skills are also significant besides being key to the enhancement of intellectual skills. The skills that are developed during discussion also are central to most professions: the skills of communicating with other people. Stereotypical loud and clear voice are what enable students to hear what teacher is saying. In case teacher establishes communicative atmosphere in classroom such that, the students will ask questions. Friendly and positive atmosphere assists the students to interact with others and exchange their personal experience during classes. (Borich, 1988).

### *Problem Solving*

Problem-Solving Process is a simple strategy of addressing challenges and problems that confront students. It is a basic, methodological approach to a problem and having very clear steps in order to accomplish that by an individual or team. This assists the students to have the logic and the thinking required behind the step by step process. It gives an example of a classroom issue that was solved by the use of the method of choosing the most suitable solution. It gives the opportunity to use the process of experimenting with the process as it allows the selection of a common issue or problem by the class.

- Problems and making decisions.
- Predict or recognize issues.
- Refer to various sources to reach a more accurate comprehension of the issue and the causes of it.
- Find alternative solutions.
- Assess the merits and shortcomings of options, the risks and advantages that are likely to be encountered and immediate and long-term effects.
- Alternative that is most appropriate to goal, context, and available resources is selected.
- Provide parameters of measuring the effectiveness of solution or decision. (Leman, 2008).

### *Questioning*

Good questions are those that the students are actively involved in writing a response and hence they are involved in the learning process. Voice tone, word emphasize, word choice and the content one question is brought up are also important factors in determining whether questions are effective or not. Questions are the instrument of bridging the gap between your presentation of content, and the student understanding of it. Question can provoke the interest and curiosity of students and assist them to pay attention to lesson. Good teacher are also the ones who question questions at the end of the lecture and specify the point which required. Question may be both narrow and broad where one will seek a specific, limited response or a general and expansive response. A question that narrows down the answer to one or a few answers is termed as convergent, direct or closed question. Another type of question stimulate to general or open question. This is indirect or divergent question. It lacks one correct response yet it can have incorrect response. This is the aspect of the divergent question which is the most misunderstood (Borich, 1988).

### **Methodology**

The chapter deals with the problem of methodology adopted by the researcher to conduct the study.

Their purposes include the following:

- Design of Study.
- Population.
- Sample.
- Sampling Technique.
- Data Collection:
- This is a data collection instrument.
- Data Analyses Procedure

*Design of Study*

The research is descriptive with survey it employed in gathering the data of Institutions of Education and Research. The research was a quantitative one.

*Population*

The students of the institute of education and Research, University of the Punjab, Lahore were the population in the study.

*Sample*

The sample of the study was 150 male and female Prospective Teachers of B. Ed (Hons) Elementary are selected from the Institute of Education and Research, University of the Punjab, Lahore.

*Instrument for Data Collection*

The research instrument (a questionnaire on a five-point Likert Scale) was applied in order to gather the necessary data to study it. The Likert scale was between 1 strongly agree and 5 strongly disagree. The questionnaire used had 31 items.

*Data Collection*

The source of data was taken as the students of Institute of Education and Research, University of the Punjab, Lahore. Questionnaire was given personally by the researcher. The description of the nature and the reason of the study preceded the availing of the Questionnaires to the students. They were also assured that their answer will be confidential.

*Data Analysis*

The analysis was done with the help of SPSS (Statistical Package of Social Sciences) software when the data was collected in the formulation of questionnaire. The descriptive statistics and inferential statistics on frequencies were utilised. The first test involved taking the scores and the data was tabulated in the frequency table wherein percentages and mean values were to be presented.

*Data Analysis*

The chapter is focused on the data analysis and interpretation. Influencing Factors Prospective Teacher of B.Ed (Hons.)Elementary. The instrument of data collection was a Questionnaire SPSS 16 (Statistical Package of social science).

Table 4.1

*The sample that was used in the study about the Basis of gender can be described.*

	Frequency	Percent
male	72	48.0
female	78	52.0
Total	150	100.0

In table one, it can be seen that 48 percent of the number of respondents were male and 52 percent were female. Thus, it is ruled that most of the respondents were females.

Table 4.2

*Sample Characterization of the study on the foundation of age.*

	Frequency	Percent
22 year old	99	66.0
23 year old	46	30.7
24 year old	5	3.3
Total	150	100.0

As indicated in table above, 66% respondents were 22-year-old, 30% respondents were 23-year-old, 3 percent respondents were 24 year old. Accordingly, it is determined that most of the respondents were 22-year-old.

Table 4.3

*Sample Characterization of the research on the Foundation of semester.*

	Frequency	Percent
1-4 semester	56	37.3
5-8 semester	94	62.7
Total	150	100.0

As indicated above table, 37% of the respondents were 1-4 semester and 62 percent of the respondents were 5-8semester. So it is determined that majority of the respondents were 5-8 semester.

Table 4.4

*Sample Characterization of the Research on the Foundation of shift.*

	Frequency	Percent
Morning	53	35.3
Evening	97	64.7
Total	150	100.0

As evidenced in table above, three out of five respondents were in the morning shift and four out of five respondents were in the evening shift. Hence the decision that majority of the respondents had evening shift.

Table 4.5

*Description of the sample taken in the study on the Basis of teaching practice.*

	Frequency	Percent
Yes	83	55.3
No	67	44.7
Total	150	100.0

As illustrated in table above, 55% of respondents yes and 44% respondents no regarding their teaching practice and teaching experience respectively. Thus, is determined that the yes response of the majority of respondents were in the teaching practice.

Table 4.6

*I learned to check attendance sheet*

	Frequency	Percent	Means	S.D
Strongly Disagree	5	3.3	3.76	1.103
Disagree	17	11.3		
Neutral	32	21.3		
Agree	51	34.0		
Strongly Agree	45	30.0		
Total	150	100.0		

As indicated above table, the percentage of those who agreed that they were taught to check attendance sheet was 64 percent, disagreed had percentage of 14 percent and remained unable had 21 percent. Most of the respondents concur with this statement.

Table 4.7

*Teacher allows me to organize the classroom, before the lecture begins*

	Frequency	Percent	Means	S.D
Strongly Disagree	4	2.7	3.63	1.019
Disagree	17	11.3		
Neutral	40	26.7		
Agree	58	38.7		
Strongly Agree	31	20.7		
Total	150	100.0		

As explained in above table, 58% respondents were agreed that Teacher is permitting them to organize the classroom, prior to lecture, 13 percent respondents were not agreed and 26 percent respondents were not in a position to answer. According to majority of respondents, they agree to this statement.

Table 4.8

*Teacher let you organize the time and help students to communicate with others*

	Frequency	Percent	Means	S.D
Strongly Disagree	5	3.3	3.90	1.079
Disagree	11	7.3		
Neutral	32	21.3		
Agree	48	32.0		
Strongly Agree	54	36.0		
Total	150	100.0		

As clarified in the above table, 68 percent of respondents were agreed that their Teacher allowed them organize the time and assist students in communicating with others, 10 percent of respondents were disagreed and 21 percent of respondents were remained unable to reply. Most of the respondents concur with this statement.

Table 4.9

*I apply assignment method to teach students*

	Frequency	Percent	Means	S.D
Disagree	16	10.7	3.69	.926
Neutral	46	30.7		
Agree	56	37.3		
Strongly Agree	32	21.3		
Total	150	100.0		

As can be explained in table above, 58 percent of the respondents were in agreement that they use assignment method to teach students, 10 percent respondents were in disagreement and 30 percent respondents were remained unable to answer. Most of the respondents do not agree with this statement.

Table 4.10

*I only use lecture method to teach students*

	Frequency	Percent	Means	S.D
Strongly Disagree	4	2.7	3.47	1.151
Disagree	36	24.0		
Neutral	27	18.0		
Agree	51	34.0		
Strongly Agree	32	21.3		
Total	150	100.0		

As clarified in above table, it indicates that 55 percent respondents were in agreement with statements that they teach students by use of lecture method only, 26 percent respondents were not in agreement and 18 percent respondents were not able to respond. This statement is agreeable by majority of the respondents.

Table 4.11

*I choose discussion method to teach students*

	Frequency	Percent	Means	S.D
Strongly Disagree	12	8.0	3.51	1.151
Disagree	15	10.0		
Neutral	36	24.0		
Agree	58	38.7		
Strongly Agree	29	19.3		
Total	150	100.0		

Above table explains that, 57% of the respondents were agreed that they use discussion method to teach students, 18% respondents were disagreed and 24% respondents were not able to answer. Agree with this statement is the case with majority of respondents.

Table 4.12

*The use of demonstration method was easy for me to teach students*

	Frequency	Percent	Means	S.D
Strongly Disagree	5	3.3	3.93	1.145
Disagree	14	9.3		
Neutral	31	20.7		
Agree	36	24.0		
Strongly Agree	64	42.7		
Total	150	100.0		

As seen in table above, 64 percent of the respondents agreed that demonstration method was an easy method to teach students, 12 percent of respondents were disagreed and 20 percent respondents were remained unable to answer. Agree with this statement in majority of the respondents.

Table 4.13

*I help students, in classroom to do presentation*

	Frequency	Percent	Means	S.D
Strongly Disagree	3	2.0	3.77	.972
Disagree	11	7.3		
Neutral	41	27.3		
Agree	58	38.7		
Strongly Agree	37	24.7		
Total	150	100.0		

As clarified above table, 62% respondents were agreed that they assist students, in classroom do presentation, 9% respondents were disagreed and 27% respondents were unable to answer. Most of the respondents agree to this statement.

Table 4.14

*I often give, students reading assignment for other books*

	Frequency	Percent	Means	S.D
Strongly Disagree	4	2.7	3.68	.978
Disagree	9	6.0		
Neutral	52	34.7		
Agree	51	34.0		
Strongly Agree	34	22.7		
Total	150	100.0		

As above table explains, 56% respondents were agreed that they frequently assign, students reading assignment, to other books, 8% respondents were disagreed and 34% respondents were remained unable to respond. Agree with this statement is the case with majority of respondents.

Table 4.15

*The instructors motivate me to ask questions to the learners.*

	Frequency	Percent	Means	S.D
Strongly Disagree	7	4.7	3.71	1.089
Disagree	12	8.0		
Neutral	38	25.3		
Agree	53	35.3		
Strongly Agree	40	26.7		
Total	150	100.0		

Above table brings out the fact that 61% response of the respondents were concurred that The teachers encourage their to ask questions to the students, 12% response of the respondents were disagree and 25% remained not able to answer. Most of the respondents agree with this statement.

Table 4.16

*The school has the facility of multimedia, in which I have been practice*

	Frequency	Percent	Means	S.D
Strongly Disagree	11	7.3	3.41	1.176
Disagree	25	16.7		
Neutral	33	22.0		
Agree	54	36.0		
Strongly Agree	27	18.0		
Total	150	100.0		

In table above, it is clarified that 54 percent of the respondents agreed that the school has the facility of multimedia, on which they have exercised practice, 23 percent respondents were in disagreement and 22 percent respondents were unable to respond. Most of the respondents affirm this statement.

Table 4.17

*The teacher appreciates my participation in classroom*

	Frequency	Percent	Means	S.D
Strongly Disagree	5	3.3	3.57	1.155
Disagree	24	16.0		
Neutral	43	28.7		
Agree	36	24.0		
Strongly Agree	42	28.0		
Total	150	100.0		

Above table makes clear that 52 percent of the respondents were in agreement with the statement The teacher appreciates their involvement in classroom, nineteen percent of the respondents were disagreed and 28 percent of the respondents were not able to answer. This statement is agreeable to majority of the respondents.

Table 4.18

*The teacher gives me opportunity, to maintain discipline in classroom*

	Frequency	Percent	Means	S.D
Strongly Disagree	2	1.3	3.77	.998
Disagree	16	10.7		
Neutral	35	23.3		
Agree	58	38.7		
Strongly Agree	39	26.0		
Total	150	100.0		

As above table shows, 64% of the respondents were in agreement with the fact that The teacher gives their opportunity, to keep order in classroom, 11% respondents were in disagreement with it and 23% respondents were unable to answer it. This statement is in agreement with majority of the respondents.

Table 4.19

*I delivered the lecture the teacher provides me time to learn independently through study project*

	Frequency	Percent	Means	S.D
Strongly Disagree	8	5.3	3.58	1.113
Disagree	12	8.0		
Neutral	53	35.3		
Agree	39	26.0		
Strongly Agree	38	25.3		
Total	150	100.0		

As clarified in above table, 51 percent respondents had agreed that they gave the given lecture by the teacher according to their time to learn independently through study project, 13 percent respondents had disagreed and 35 percent were left unable to answer. Most of the respondents agree to this statement.

Table 4.20

*I encourage critical thinking in classroom*

	Frequency	Percent	Means	S.D
Strongly Disagree	8	5.3	3.61	1.134
Disagree	15	10.0		
Neutral	43	28.7		
Agree	45	30.0		
Strongly Agree	39	26.0		
Total	150	100.0		

As explained above table, 56 percent respondents agreed that they promote critical thinking in classroom, 15 percent respondents agreed that they disagreed and 28 percent respondents was not able to answer it. Most of the respondents would agree with this statement.

Table 4.21

*I learned how to engage student in class*

	Frequency	Percent	Means	S.D
Strongly Disagree	7	4.7	3.49	1.128
Disagree	24	16.0		
Neutral	38	25.3		
Agree	50	33.3		
Strongly Agree	31	20.7		
Total	150	100.0		

The above table explains that 53 percent of the respondents agreed that they learnt how to engage student in class, 20 percent respondents disagreed, and 25 percent respondents were not able to respond. Most of the respondents would agree with this statement.

Table 4.22

*I pay attention on students individually*

	Frequency	Percent	Means	S.D
Strongly Disagree	6	4.0	3.64	1.149
Disagree	19	12.7		
Neutral	42	28.0		
Agree	39	26.0		
Strongly Agree	44	29.3		
Total	150	100.0		

As clarified in above table, 55 percent of respondents were agreed that they pay attention to students individually, 16 percent respondents were disagreed and 28 percent respondents were unable to provide an answer. Most of the answers of the respondents are in agreement with this statement.

Table 4.23

*I get the opportunity, to resolve student problems*

	Frequency	Percent	Means	S.D
Strongly Disagree	9	6.0	3.59	1.199
Disagree	20	13.3		
Neutral	37	24.7		
Agree	42	28.0		
Strongly Agree	42	28.0		
Total	150	100.0		

Above table clarifies that 56 percent respondents were in agreement that they get the opportunity, to resolve student problems, 19 percent respondents were not in agreement and 24 percent respondents were not capable of responding. Most of the respondents concur to this statement.

Table 4.24

*The classroom have supportive environment*

	Frequency	Percent	Means	S.D
Strongly Disagree	9	6.0	3.43	1.131
Disagree	19	12.7		
Neutral	52	34.7		
Agree	39	26.0		
Strongly Agree	31	20.7		
Total	150	100.0		

The above table elucidates that 46 percent of respondents' answers were assented that the classroom possess supportive environment, 18 percent respondents' answers were assented and not responded by 34 percent respondents. Agree with this statement is the case with majority of respondents.

Table 4.25

*Teacher helps me, to ask formative questions from students*

	Frequency	Percent	Means	S.D
Strongly Disagree	21	14.0	3.39	1.315
Disagree	15	10.0		
Neutral	32	21.3		
Agree	49	32.7		
Strongly Agree	33	22.0		
Total	150	100.0		

As stated above table, the agreeableness that 54% respondents of the Teacher assists them, to pose formative questions to students, was 24% and 21%, respectively, and remained incapable of responding, respectively. Most of the respondents agree with this statement.

Table 4.26

*I participate in conducting discussion related to topic I classroom*

	Frequency	Percent	Means	S.D
Strongly Disagree	10	6.7	3.79	1.190
Disagree	13	8.7		
Neutral	26	17.3		
Agree	51	34.0		
Strongly Agree	50	33.3		
Total	150	100.0		

As clarified above table, the percentage (67) respondents believed that they take part in carrying out discussions on topics they classroom are, a percentage (14) respondents believed otherwise and a percentage (17) respondents remained unable to answer. Most of the respondents concur with this statement.

Table 4.27

*I learn how to present new information by linking it to previous knowledge*

	Frequency	Percent	Means	S.D
Strongly Disagree	8	5.3	3.69	1.170
Disagree	14	9.3		
Neutral	42	28.0		
Agree	38	25.3		
Strongly Agree	48	32.0		
Total	150	100.0		

Above table explains that 57% of the respondents were agreed that they acquire information on presenting new information by connecting it with what they already know, 14% of respondents were disagreed, and 28% respondents were not able to provide the responses. Most of the respondents concur with this statement.

Table 4.28

The administration was good

	Frequency	Percent	Means	S.D
Strongly Disagree	5	3.3	3.65	1.094
Disagree	14	9.3		
Neutral	53	35.3		
Agree	35	23.3		
Strongly Agree	43	28.7		
Total	150	100.0		

As in table above, it is clarified that 51 percent of the respondents were in agreement with the fact that the administration was good, 12 percent of the respondents were in disagreement and the rest 35 percent of the respondents were unable to provide an answer. Agree with this statement is the case with majority of respondents.

Table 4.29

*The administration provides complete information about rules and regulations*

	Frequency	Percent	Means	S.D
Strongly Disagree	8	5.3	3.59	1.165
Disagree	15	10.0		
Neutral	52	34.7		
Agree	31	20.7		
Strongly Agree	44	29.3		
Total	150	100.0		

The clarification above table clarifies that 49% respondents were agreed on the fact that The administration provides full information regarding rules and regulations, 15% respondents were disagreed and 34% respondents were not able to answer. Most of the respondents agree to this statement.

Table 4.30

*Our supervisors provide guideline and check our planner regularly*

	Frequency	Percent	Means	S.D
Strongly Disagree	8	5.3	3.55	1.162
Disagree	20	13.3		
Neutral	42	28.0		
Agree	42	28.0		
Strongly Agree	38	25.3		
Total	150	100.0		

Above table explains that 53 percent respondent were concurred that their supervisors give guide and review their planner frequently, 18 percent respondent were not convinced and 28 percent respondent were not able to answer. Most of the respondents concur with this statement.

Table 4.31

*It was easy for us to approach our supervisor*

	Frequency	Percent	Means	S.D
Strongly Disagree	11	7.3	3.57	1.223
Disagree	14	9.3		
Neutral	50	33.3		
Agree	29	19.3		
Strongly Agree	46	30.7		
Total	150	100.0		

As it is clarified in the above table, 49 percent respondents agreed that it was easy with us to approach their supervisor, 16 percent respondents disagreed and 33 percent respondents remained unable to answer. Most of the respondents concur with this statement.

Table 4.32

*The workshop before our teaching practices is helpful*

	Frequency	Percent	Means	S.D
Strongly Disagree	8	5.3	3.52	1.197
Disagree	24	16.0		
Neutral	40	26.7		
Agree	38	25.3		
Strongly Agree	40	26.7		
Total	150	100.0		

As it is mentioned in the table above, 51 percent of the respondents agreed that The workshop before their teaching practices is helpful, 21 percent of the respondents disagreed and 26 percent of the respondents could not answer. Acceptance to this statement among majority of respondents has been shown.

Table 4.33

*We are allowed to go on leave*

	Frequency	Percent	Means	S.D
Strongly Disagree	13	8.7	3.40	1.280
Disagree	23	15.3		
Neutral	47	31.3		
Agree	25	16.7		
Strongly Agree	42	28.0		
Total	150	100.0		

As table above explains, 44 percent respondents were in agreement that they are entitled to take leave, 23 percent respondents were in disagreement and 31 percent respondents were not in a position to answer. Majority of the respondents agree with this statement.

Table 4.34

*The printed planner is better than the blank pages planner*

	Frequency	Percent	Means	S.D
Strongly Disagree	13	8.7	3.51	1.320
Disagree	25	16.7		
Neutral	32	21.3		
Agree	33	22.0		
Strongly Agree	47	31.3		
Total	150	100.0		

As clarified above in table The printed planner is better than the blank pages planner, out of the total 53 percent respondents said that they agreed, 24 percent respondents said that they disagreed and 21 percent respondents said that they were unable to respond. Most of the respondents concur with this statement.

Table 4.35

*Our supervisor was cooperative with us*

	Frequency	Percent	Means	S.D
Strongly Disagree	15	10.0	3.48	1.320
Disagree	20	13.3		
Neutral	39	26.0		
Agree	30	20.0		
Strongly Agree	46	30.7		
Total	150	100.0		

Table above explains that 50 percent of respondents were concurred that their supervisor was cooperative to us, 23 percent respondents were not and 26 percent respondents were also unable to answer. Most of the respondents agree with this statement.

Table 4.36

*The administration provides us facility of pick and drop*

	Frequency	Percent	Means	S.D
Strongly Disagree	17	11.3	3.43	1.373
Disagree	26	17.3		
Neutral	27	18.0		
Agree	35	23.3		
Strongly Agree	45	30.0		
Total	150	100.0		

Detailed above table elucidates the fact that, 53 percent of respondent of the administration agreed that the administration offers us service of pick and drop, 28 percent respondent of the administration disagreed and 18 percent respondent of the administration remained unable to respond. Most of the respondents concur with this statement.

Table 4.37

*Comparison of Perception of the respondents' satisfaction' on the Basis of male and female respondents regarding internal factors of teaching practice*

Gender	N	Mean	Sig.	t	Df
Male	72	70.42	.001	-2.620	148
Female	78	74.53			

In table above, t-value (-2.620) is significant ( $p = .001$ ) at the 0.05 level of significance. Thus it is concluded that there is significant difference between the perception of male and female respondents respect of the internal factors of teaching practice. Table 4.38 Comparison of Perception of the respondent's satisfaction on the Basis of male and female respondents on external factors of teaching practice.

Gender	N	Mean	Sig.	t	Df
Male	72	38.86	.084	-.467	148
Female	78	39.46			

The table above shows that t-value (-.467) is not significant ( $p = .084$ ) at the level of significance of 0.05. Hence it is determined that there is significant difference in the perception of male and female respondents respect of external factors of teaching practice in the responds of the respondents.

Table 4.39

*Comparison of Perception of the respondents' satisfaction' on the Basis of teaching practice respondents regarding internal factors of teaching practice*

Gender	N	Mean	Sig.	t	Df
Yes	83	74.65	.226	3.000	148
No	67	69.96			

In table above, it can be seen that the t-value (3.000) at level of significant ( $p = .226$ ) is significant. Hence it is concluded that there is significant difference in perception of teaching practice respondents on external factors of teaching practice.

Table 4.40

*Comparison of Perception of the respondents' satisfaction' on the Basis of teaching practice respondents regarding external factors of teaching practice*

Gender	N	Mean	Sig.	t	Df
Yes	83	41.49	.977	4.254	148
No	67	36.30			

Table above indicates that the significance ( $p = .977$ ) at the significant level of 0.05 is equal to t-value (4.254). Thus, it is determined that there exists significance difference between perception of teaching practice respondents on external factors of teaching practice.

Table 4.41

*Comparison of Perception of the respondents' satisfaction' on the Basis of Age regarding to internal factors of teaching practice*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	461.483	2	230.741	2.458	.089
Within Groups	13799.591	147	93.875		
Total	14261.073	149			

As seen in table above,  $F = 2.458$ ,  $df = 2$  and  $p = .089$  indicates that there is a significant difference in internal factors of teaching practice among the respondents on grounds of their age. Differently put, age does have an impact on internal factors of teaching practice.

Table 4.42

*Comparison of Perception of the respondents Satisfaction on the Basis of age with respect to teaching practice External factor.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.628	2	3.814	.061	.941
Within Groups	9177.866	147	62.434		
Total	9185.493	149			

As it can be seen above the table,  $F = 3.814$ ,  $df = 2$  and  $p = .941$  indicate that there is no significant difference in the external factors of the teaching practice among the respondents according to their age. The point is, age does have certain impact on the external factors of teaching practice.

### **Findings**

1. It was established that 64 per cent respondents were in agreement that they were taught to check attendance sheet.
2. It was established that 58 percent out of the respondents agreed that Teacher will give them the opportunity to plan the classroom, before the lecture commences.
3. It was discovered that 68 percent respondents were in consent that their teacher permitted them to arrange the time and assist students in their interaction with others.
4. The respondents whose consent to use assignment method to teach students was agreed upon were found to be 58 percent.
5. It was discovered that 55 percent respondents were in agreement that they solely use lecture method to impart students.
6. It was identified that 57 percent of the respondents agreed that they use discussion method to teach the students.
7. The respondent was discovered to have agreed that the use of demonstration method was easy to teach students by the 64 percent.
8. It was established that 62% of respondents were in agreement that they assist students in classroom to do presentation.
9. It was ascertained that 56 percent respondents agreed that they frequently assign, reading task to other books, to the students.
10. It was established that 61 percent respondents were in agreement that teachers invite their in asking questions to the students.
11. The survey revealed that 54 per cent of the respondents had agreed that multimedia school has the facility, which they have been practising in.
12. It was established that 52 percent respondents were in agreement with the fact that teacher values their contribution in the classroom.
13. It was identified that 64 percent of the respondents were in agreement with the statement The teacher gives their opportunity, to keep order in classroom.
14. The respondents were found to agree that they gave the lecture the teacher offers them their time to study on their own through study project 51% of the respondent were in agreement that they do so.
15. It was discovered that 56 percent respondent had agreed that they promote critical thinking in classroom.
16. It was established that 53 percent of the respondents agreed that they were taught on how to engage student in classroom.
17. It was established that 55 percent of the respondents agreed that they listen to the students individually.
18. It was established that 56 percent respondents were in agreement that they receive the opportunity, to solve student issues.
19. It was discovered that 46 percent of the respondents agreed that the classroom possess supportive environment.
20. It was discovered that 54 percent respondents were in agreement that Teacher assists them, to request formative questions of the students, 24 percent respondents were in disagreement and 21 percent respondents were still not able to answer. Most of the respondent agree with this statement.
21. It was established that 67 percent respondents' agreement was that they engage in carrying out discussion relating to topic they classroom.
22. The percentage of those who agreed that they learn how to present new information

- by relating it to the prior knowledge was found out to be 57 percent of respondents whom were agreed that they do this.
23. It was identified that half of the respondents agreed that the administration was good.
  24. It was discovered that 49 per cent respondents were concurred that the administration gives full information on rules and regulations.
  25. It was established that 53 per cent of the respondents agreed that their supervisors give them a guideline and monitor their planner on a regular basis.
  26. It was established that 49% the respondents agreed that it was easy to approach their supervisor.
  27. It was determined that 51 percent of respondents were in agreement that the workshop before their teaching practices is helpful.
  28. It was discovered that 44 percent offers resolved that they can take leave.
  29. It was discovered that 53 percent of the respondents were in agreement with the fact that the printed planner is better than the blank pages planner.
  30. As it was revealed, half of the 50 percent of the respondents agreed that their supervisor cooperated with us.
  31. It was established that 53% of the respondents agreed that we get pick and drop facility offered by the administration.

### **Conclusion**

Teaching practice is the factual practice or actualizing of an idea, belief or a way in contrast to theories about the same. The percentage study was aimed at identifying the he teacher practice in the classroom (take attendance, organize class, conduct discussion, present new information, communication, use lecture method, discussion, demonstration method, make students able presentation, provide learning material, use white board, multimedia, give assignment, critical thinking, motivate students, engaged students in learning, supportive environment, ask question). It was administered to the male as well as female students to have the same perception with these practices of Prospective Teacher, although in (assignment method, encourage to ask question, participation, maintain discipline, study project, brain storming, pay attention on individual, problem solving). This was informed by the fact that male and female B. Ed (Hons) Elementary students are dissimilar in their perception regarding those practices.

### **Theoretical and Contextual Contribution**

This study contributes to the existing body of knowledge by bridging theoretical understandings of teaching practices with the contextual realities of prospective teachers enrolled in the B.Ed (Hons.) Elementary program. Theoretically, it enriches the discourse on teacher education by validating that effective classroom practices—such as classroom management, use of diverse instructional strategies, and student engagement—are shaped not only by pedagogical training but also by institutional and administrative support. Contextually, this research provides empirical evidence from a Pakistani higher education setting, offering insights into how cultural, institutional, and resource-related factors influence the preparation of future teachers. By situating the findings within the local context of the University of the Punjab, Lahore, the study highlights both the strengths and gaps in teacher training programs, thereby guiding future reforms and policies. Ultimately, this research enhances our understanding of how teaching practices evolve in different

educational environments and underscores their significance for improving teacher preparation and student learning outcomes.

### Recommendations

The key recommendations and suggestions are presented below that need to be adopted to make the classroom practices of teachers more effective. Based on the discovery and conclusion of this research as per recommendations will be:

1. Teacher must respect the thoughts of student and give him/her a chance to express thoughts in the classroom.
2. Teacher is supposed to review the attendance sheet every day to ensure that no student misses in the classroom.
3. At the right time, teacher must report to class following schedule.
4. Teachers ought to provide favorable and warm atmosphere in the classroom.
5. Prior to assigning assignments, teacher is expected to lead the students.

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