
CRITICALLY ANALYSIS EXAMINING THE TEACHING PRACTICE UNIT OF THE TEACHER EDUCATION PROGRAMME IN BACHELOR OF EDUCATION: A CASE STUDY OF BENAZIR BHUTTO SHAHEED UNIVERSITY LYARI, KARACHI

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ABSTRACT

The study aims at to examining the teaching practice unit of the teacher training program (TPUTTP) at Benazir Bhutto Shaheed University Lyari, Karachi Sindh. It further tries to find out what is BBSUL teacher trainees' perceptions about teaching practice? The specific objectives were describing the nature of teaching practice preparation as recognized by the BBSUL student-teachers, and to find out the difference on perception about (TP) based on the areas of specialization. The study has utilized quantitative research design with descriptive survey to investigate the teaching practice unit of teacher Education program in Bachelor of Education (B.Ed.) at Benazir Bhutto Shaheed University lyari, Karachi, Sindh. The sample size of the study was (106) student-teachers who had completed teaching practice. The study sample was derived through a stratified random sampling and Simple random sampling techniques. An online questionnaire with open ended and closed ended items

was used to collect data from respondents. The results showed that both B.Ed. Arts and Science students had moderate perception about (TP) preparation at BBSUL Education department while there is low perception about (TP) among the B.Ed. Science students but moderate among B.Ed. Arts students. The study further found out no statistical differences in perception about (TP) preparation and actual (TP) experiences between (B.Ed.) Arts and (B.Ed.) Science students. Finally, the study suggests that without proper (B.Ed.) teaching practice, the classroom teaching become fruitless, unexciting, and monotonous at different academics' level.

KEYWORDS

Teaching practice, teaching practice preparation, perceptions about teaching practice, student-teacher

INTRODUCTION

The teaching profession is integral part of service to any nation. The importance of teaching profession always brings fruitful results for the progress of nation. The comparatively service of teaching profession are more curial than other profession in the society. The teaching profession can be considered mother of all profession due to its all-round development for the learners and individuals' profession can provide trainings and unfold their hidden capabilities of the learners. It also provides enough opportunities and develop the learning abilities to the teacher-students. In this regard the efforts and contributions of the government Pakistan cannot be ignored. Pakistani universities ensuring the implementation of a strong teacher training program in the different universities (Nenty, Moyo, Sello and Phuti, 2015). It is bitter truth the success behind any education system truly depends on the quality of teachers training and expertise. They are considered the leaders in the process of learning and the whole system.

Benazir Bhutto Shaheed University, Lyari Karachi has initiated a mature pre-service teacher education program for their trainee teachers into two specialization areas namely the Bachelor of Education (B.Ed.) Arts and Bachelor of Education (B.Ed.) Science. The pre-service teacher education programs comprise into two main domain, theoretical element (TE) and practical element (PE) which are conducted by the student-teacher at the end of their seconds year or third year of academics. The duration of teaching practice (TP) consists of about (12) weeks. The entire period of teaching practice student-teachers is expected to interactive with each other to prepare, plan and teach students and teachers effectively during their day-to-day activities and teaching practice in their schools (TPS). The organizers manage the program effectively and follows rules and regulations and cooperative with schools to conduct the teaching practice (TP) effectively. The coordinators from various regions supports and allocated the time and class at various schools and considering

their weakness and strengths according their choice and priorities to manage the circumstances and situations confidently (Wambugu, Barmao, Ng'eno, 2013). Student- teachers are bound to regularly reports the schools for their teaching practice challenges and issues. They frequently followed the assessment and evaluation by experts in the specialized in teacher's education. During the teaching practice process each student must contribute their four lessons for assessment besides their final project assessment by trainee teachers to provide the comprehensive inputs to the department at the end of teaching practice.

Teaching practice (TP) is an important unit for a successful teacher in the teacher education programs. It provides enough opportunity to the student-teachers how to plan, how to teach, how to evaluate, and how to practice of teaching B.Ed. in Arts and B.Ed. in Science. A good (TP) should always motivate student-teachers to be more committed with their profession. The process enables teacher-students to be more skilled, energetic, enthusiastic, and work effectively in classroom learning. The students at Benazir Bhutto Shaaheed, University Lyari are being invigorated and shared different experiences and challenges during teaching practice assessment (TPA). Some issues are highlighted during the conducting of teaching practice in terms of examination preparation and teaching practicing in different schools. Moreover, this research also explored the teaching practice experiences (TPE) and how they effect on teacher- trainees' perceptions about teaching practice among Benazir Bhutto Shaheed University Lyari, Karachi Sindh.

LITERATURE REVIEW

Teacher Preparation and Student-Teachers Perception of the Exercise

Teaching is one of the noble and respectable profession in Pakistan. Over the century's history revealed that the profession has been considered the mother of all professions. In Pakistani universities teaching practice program (TPP) element has got much importance and weightage. It is also considered the compulsory component for (B.Ed.) students- teachers at end of their course. Students undergo in this process to clear it with maximum efforts if a student failing in teaching practice (TP) can practice cannot graduate and must repeat the whole program. The teaching program (TP) adequately prepare students- teachers for the teaching profession. Teacher Education program should strongly well equip with trained and experienced teachers with policies and procedures to involves with knowledge and skills to teach effectively. Teaching program (TP) is the major part for teacher education. It provides enough opportunity to students-teachers to utilize theories and practice in their daily teaching practice. Trainee-teachers prepare students-teachers to teach all subjects effectively in the classroom learning (Mannathoko, 2013).

The sole purpose of the teacher training institutions is to engage student-teachers by providing latest teaching techniques, discipline and classroom controlling techniques etc. through (TP). The program also given crucial platform to the student-teachers to practice and prepare them for future challenges to be professional teachers. It also capable them for real world teaching view and to do practice for better learning. The rational to know for TP Student-teachers view it as an important aspect of their preparation for the teaching profession (PTP). It has been providing them the real skills and teaching profession. Major and Mannathoko (2013) observed, that the supervisor should hold comprehensive discussions with the students before teaching practice and post teaching practice class observations. Despite being an integral part of the course, TP can be challenging and discouraging sometime by providing frightful experience if students would not well prepared. It gives importance that students collect multiple experiences while TP can influence on their understanding ability and improve attitudes towards the teaching of the subjects. How much they are professionally sound and trained in doing teaching practice. Another equally important goal of teachers training is teacher's ability of self-confidence, self-improving and self-efficacy during teaching practice during teaching practice (Gibbs & Coffey, 2014). It is very essential that teachers training program can meet the needs and demands of the teaching profession effectively and should focus on to create the best teachers through these teaching trainings or teaching practice (TP).

In Pakistan majority of students in secondary schools belongs to those teachers who join teachers training view teaching as a career. Another hand rich people can provide education to their children in very expensive schools to provide quality of education to their children then they can start their career like medicine and engineering. In the national exams in Pakistan majority of students were ask question regarding their career choice they select, piloting, engineering, medicine, and actuarial sciences (Thuranira, 2010). It reveals that students join teaching profession as their last choice. In this regard majority of students are already enroll in teacher training program. They are not sure if they will be teachers in the future. Students teaching is one of the most widely common practice for students. It will remain most difficult experiences to understand their level of preparation (Céspedes & Gutiérrez, 2017). It is better that research should be conducted to understand the student-teachers teaching over all phenomenon. It is also recommended that TP should be investigated broadly to find out different student-teachers learning development process. In this regard, Mueller and Skamp (2003) has listened carefully to the student-teachers who have actively participated in teacher preparation programs. It is important to control school plan activities along with to clear student- teachers' activities for the development as future teacher.

Moreover, with this connection the initiative taken by students-teachers into the

educational institutions the main evidence to explains its continuous and mutual process of interaction and adaptation of newly arrived teachers from different community members. During this journey, the continuous attempts by student-teachers make acknowledge, values, resources, and patterns of communication to integrate gradually into the school teaching practice (Caires, Almeida & Vieira,2012). The authors believe that the first foundations of the feeling of 'belonging' and their identity as teachers relay upon school administration and their colleagues professional and personal initiatives to fulfilment of the opinions.

The innovative and updated education programs must be included for a conscious study of students TP, its last phase of education course usually during this course of learning students receive most relevant teaching experience in students-teachers in B.Ed. education phase. Many student-teachers education programs are initiated for the betterment of students to evaluate student-teacher competencies effectively (Kirk, Macdonald, & O'Sullivan, 2006). Students continuously to do their teaching practice to support the student-teachers teaching practice and to provides an opportunity to put all classroom teaching experiences and teaching pedagogies into practice. It also provides a series of experiences to the student-teachers with such as, classroom observation, classroom management, lesson planning and student guidance, etc. It further works out to make them well prepared agents in the real field of practice in classroom learning. Study reveal that teacher identities are constructed and to get the advantages of TP and to become professionally sound (Gu & Benson, 2015). It is a fact that during teaching practice teachers come under the umbrella of transition period from the course content to real field practice or classroom teaching to get sound experience for themselves in the classroom management (Wright, 2012).

Benazir Bhutto Shaheed University Layri has a rich and comprehensive TP as a major unit of its bachelor teaching program. To strengthen the program, the department has produced an effective teacher who must be professionally trained and skilled for classroom teaching. Teachers need to get trained themselves by getting multiple experience and professional development to become more informative and updated (Harris, 2002). The best way is to maintain the quality of learning to communicate the learners by using skills and experiences. Teachers who are not engaged in teaching practice TP, the university arrange training for them to get themselves updated which aims to provide student- teachers with experiences and knowledge in teaching and learning in and outside of the classroom. The sole purpose is to enhance the development of their character to become ethically and professionally sound, as observed by Kennedy (2006). During the TP teacher- trainees aimed at sharing various experiences related to classroom teaching, trainings, and development of skills to the student- teachers within actual classroom situation and provide a rich and comprehensive platform to determining the importance of training. This will help the

student-teachers to differentiate between practice the theory and practice in classroom learning.

While TP student-teachers must arrange discussion with best mentors/lecturers managed by trainee- teachers. They used different teaching strategies and approaches for effective teaching and learning. They further help them to determine their targets and mission to become a successful teacher (Botha and Reddy, 2011). Student-teachers also collect different experience related to classrooms teaching in the areas of school management and administration, co-curricular activities, and the general school management. While kept in mind various factors is a one of the fundamental courses to enhancing quality teaching and bring good improvement among student-teachers. The TP capable them to be competent and understand their roles and responsibilities, modify their attitudes and skills that they learn to differentiate between what they experience as students in real life and classroom situation.

RESEARCH OBJECTIVES

1. To explain the nature of teaching practice preparation (TPP) and assessment as recognize by Benazir Bhutto Shaheed University Lyari Karachi student-teachers.
2. To demonstrate if differences exist on student teachers' perceptions regarding teaching preparation (TP) based on area of specialization among Benazir Bhutto Shaheed University Lyari, student- teachers.
3. To find out the differences in perceptions about teaching practice (TP) experiences by area of specialization among University student-teachers.

RESEARCH HYPOTHESES

1. There is no significant difference between the perceptions about teaching practice preparation (TPP) by area of specialization among Benazir Bhutto Shaheed University Lyari Karachi student- teachers.
2. There is no significant difference between the perceptions about TP experiences by area of specialization among Benazir Bhutto Shaheed University Lyari Karachi, student- teachers.

RESEARCH METHODOLOGY

In current research, researcher an employed descriptive survey research design under the domain of quantitative research to conduct research among Benazir Bhutto Shaheed University student- teachers who were returning from TP during the August-December 2020 semester. During the August-December 2020 semester, the university decided to send out about (87) student- teachers on TP across the Karachi. The previous TP period (January-May 2019 semester) send (63) students for teaching practice, TP. Creswell, and Clark (2017), in quantitative research, an investigator relies numerical variables on a specific scale of measurement. Description helps the

researcher to improvement of a situation more vividly. In the present research the researcher ex to investigate student -teachers understanding regarding the teaching practice (TP). It further tried to collect the experiences of various teachers and to identify different aspects of the program that need to be addressed effectively and suggest the recommendations to the University management for improvement of the program.

Sampling Methods

A formula by Yamane (1967) was used to determine the sample size as shown:

$$n = \frac{N}{1 + N (e^2)}$$

Where, *N* is the population size and are the level of precision (for 95% confidence level and *p* = 0.5).

The study sample was derived through a stratified random sampling research technique used. An online questionnaire with open-ended and closed-ended items were used to collect data from research respondents (89) student-teachers who had completed teaching practice, TP based on two categories of specialization in Arts and Science. A formula by Kathuri and Pals (1993) will be used to obtain the number of members from each stratum (area of specialization) which will be arrived at as follows:

$$n_i = N_i/N * n$$

Where,

n_i = Number of members in the sample from stratum *i*

N_i = Number of members in the population from stratum *i*

N = Number of members in the entire

population *n* = Sample size

i = 1, 2, 3 number of specializations

Table 1: Sample of Student-Teachers Based on Area of Specialization

Area of Specialization	Total number of students-Teachers	Sample size of students-Teachers
Science	36	21
Arts	53	26
Total	89	47

Instrumentation and Data Collection

An online questionnaire with Likert scale closed-ended and open-ended items were used to collect the data from the respondents. The questionnaire was consisting of two sections with relevant information to the objectives. The student-teachers were

identified from the TP list compiled by the TP coordinator. The respondents were given 1- week to identify and complete the questionnaire. The purpose of the research questionnaire was to examine student-teachers understanding of teaching practice (TP)

The data was collected from the relevant respondents' student-teachers. The researcher first cleaned up the data and then coded were given to the data and finally data was recorded to reduce mass for ease of analysis. SPSS Version 22 used for hypothesis testing and independent sample t-test at 0.05 significance level and (95%) confidence level. The descriptive statistics used for (frequencies and percentages) in describing nominal data for this research. The data will further be analyzed by using measures of central tendency (means) to present the data.

RESULTS AND DISCUSSIONS

Seventy-eight questionnaires were duly filled and returned giving a return rate of (54%). The results are as described below.

Age of Respondents

The respondents Ages and their Results are as shown in Table-2.

Table 2: Age level of Respondents

Age – range	Frequency	Percentage%
18- 21	02	3.4
22-23	38	65.5
24-25	11	18.9
Older than 26	07	12.6
Total	58	100.0

From the results, it can be seen that 02 (3.4%) of the respondents were in the age category of 18-21 years, 38(65.5%) were in the category of 22-23 years, 11(18.9%) were in the 24-25years age category while 07(12.6%) of them were older than 26 years. So, it can be said therefore that majority of the respondents attending TP were in the age range of 22-23 years old.

Respondent's Gender

The participants with respect to gender their results are as shown in Table -3.

Table 3: The Gender of Respondents

Gender	Frequency	Percentage %
Male	33	56.8
Female	25	43.1
Total	58	100.0

From the Table, it can be reported that majority (56.8%) of the respondents were male while 43.1% were females. This could have the implication that there were more males than females willing to take part in the study.

Program Types

The participants were asked to identify themselves on the bases of their program of study and the results are mentioned in table Table- 4.

Table 4: Respondent's Program of Study

Option	Frequency	Percentage %
Full time	58	100.0
Part time	00	00
Total	58	100.0

It can be seen that all the respondents who took part in the study were full-time, meaning that they attended their studies in full-semester basis. No part-time student took part in this study.

Type of Sponsorship

The participants were asked to indicate themselves on the bases of their type of sponsorship of their program of study and results are given in table -5.

Table 5: Types of Sponsorship

Option	Frequency	Percentage %
Self	07	12.6
Government	51	87.9
Total	58	100.0

Majority (87.9%) of the respondents were under government sponsorship while a small number (12.6%) were funding their education from own sources. This means that most of the respondents attending TP during the time when the study was done were government-sponsored.

Area of Specialization

The TP students were asked to identify themselves by the area of specialization and the outcome is as shown in Table-6.

Table 6: Area of Specialization

Option	Frequency	Percentage %
B.Ed. Ats	41	70.6
B.Ed. Science	17	29.3
Total	58	100.0

In the study, 41(70.6%) of the respondents were in the Bachelor of Education Art area of specialization while 17 (29.3%) of them were specializing in the area of Bachelor of Education Science. This implies that there are more arts than Sciences students.

Respondent's Subject Combination

After establishing the area of specialization, the study went further to seek to know the subject combination of the respondents. The results are shown in Table 7.

Table 07: Subject Combination

Options	Frequency	Percentage%
Mathematics / Chemistry	03	5.8
Mathematics/ Physics	03	5.8
Mathematics/ Biology	03	5.8
English / Literature	16	27.6
Islamyat/ Education	12	20.6
Commerce/ Business Study	03	5.8
Urdu / Sindhi/ Punjabi	06	10.3
History/ Sociology	06	10.3
Total	52	89.6
System	06	10.3
	58	100

From the results, Mathematics/Chemistry, Mathematics/Physics, Mathematics/Biology, combinations each had 3 respondents (5.8). On the other hand, English/Literature had the highest number (27.6%) of the respondents. Islamyat /Education had 20.6% of the respondents while Sindhi/ Urdu/ Punjabi, combinations each had 6 respondents (10.3), History / sociology combinations each had 6 respondents (10.3) and registered only 10.3%. Six (10.3%) of the respondents chose not to answer this questionnaire item.

Respondent's Perception about the Teaching Profession

The study sought to determine the respondents teaching profession and the results are indicated in Table- 8.

Table 8: Perception about Teaching Profession

Option	Frequency	Percentage %
Yes	49	84.4
May be	06	10.3
No	03	0.5.1
Total	58	100.0

Most of the respondents (84.4%) indicated that they like the teaching profession while 10.3% were not sure if they like the profession. Further, 5.1% showed that they did not like the teaching profession. The implication is that majority of Benazir Bhutto Shaheed University Lyari, Teacher-education students are positive about the profession they are taking.

Description of the Nature of TP preparation received at BBSU Lyari, Karachi

The student-teachers were asked to indicate their opinion based on how well they are Prepared for TP by the School of Education. The responses are shown in Table- 9.

Table 9: Opinion on TP Preparation

Option	Frequency	Percentage %
Adequate	37	63.7
Moderate	18	31.0
Inadequate	03	5.8
Total	58	100.0

As Table 9 indicates, more than half (63.7%) indicated that the preparation they receive is adequate, 18 (31.0%) showed that the preparation they get is just moderate while, 5.8% had the opinion that the preparation given to them is inadequate. The implication is that the trainees are well prepared, but the dissenting proportion is too significant to be ignored.

Suggested Areas of Improvement in TP Preparation

The respondents were asked to suggest the areas of improvement in TP preparation. Only one respondent responded to this and the concern was as follows: "Eliminate the burden of writing lesson plans and schemes of work in future." This respondent was categorical that lesson plans and schemes of work preparation are burdensome and should be eliminated completely.

Level of Professionalism as Displayed by the Lecturers Who Prepared You for TP

The study sought to establish the level of confidence that the student-teachers had in the lectures who prepared them for TP and the results are given in Table -10

Table 10: Professionalism Displayed by Lecturers.

Option	Frequency	Percentage %
Very Confidant	36	62.0
Confidant	22	37.9
Not Confidant	00	00
Total	58	100.0

It can be seen that most (62.0%) of the respondents were very confident with their lectures as far as TP preparation is concerned while (37.9%) were just confident. No respondents lacked confidence in their lectures.

Sufficiency of the Three Months of TP

It desired to know if the respondents thought that the length of TP period is sufficient, and the results are indicated in

Table 11.

Table 11: Adequacy of 3-months TP Period

Option	Frequency	Percentage %
Yes	53	91.3
No	05	8.6
Total	58	100.0

The results show that most (91.3%) of the respondents thought it was adequate while only (8.6%) thought that it was short and needs to be reviewed.

Opinion on the Length of TP

The respondents who thought three months were not enough for TP were required to suggest how long TP should be. The results from the 6 respondents are shown in Table-12.

Table 12: Suggestions on the Length of TP

Option	Frequency	Percentage %
Two School Terms	03	50.0
A Whole Year	03	50.0
Total	06	100.0

It can be seen that half (50%) of the respondents wanted the TP to be extended to 2 school terms while the other half (50%) wanted it reviewed to last a whole school year.

Opinion on When Student-Teachers should Attend TP.

Table 13: When Students Should Attend TP

Option	Frequency	Percentage %
After Year -2	03	05.1
After Year-3	21	36.2
After Year-4	34	58.6
Total	58	100.0

It can be seen that 03 (5.1%) of the respondents wanted TP to be attended immediately after Year 2 of the study while 21 (36.2%) wanted it to be done after year 3 of study.

The rest, which formed the majority (58.6%), felt that this component of teacher training should be done after year 4 study. The implication is that majority of student-teachers are not contented with the idea that they must go for TP after year three, but after year 4 probably when they are through with the rest of the studies.

Level of Importance Attached to TP

The respondents were asked to show the level of significance they attach to TP in their teacher training program and the results are shown in Table- 14.

Table 14: Level of Importance of TP

	Option	Frequency	Percentage
Valid	Very important	44	75.8
	important	11	18.9
	Not important	03	05.1
Total			94.8

Most (75.8%) of the respondents showed that TP was a very important component of teacher training while 18.9% felt it was important. Another 5.1% felt it was not important in their training program. A further 5.1 % did not indicate the level of importance.

Description of TP Experience

The participants were asked to give a general opinion concerning their TP experiences and the results were as shown in Table 15.

Table 15: Opinion Concerning their TP Experiences.

	Option	Frequency	Percentage
Valid	Dealing with School Admin	06	10.3
	Managing students was a difficult Task	11	18.9
	Some Teachers were difficult to work with	32	55.1
	It was generally a difficult experience to get	06	10.3
	Used to	57	98.9

Total	58	100
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From their interaction during TP, it can be reported that (10.3%) had challenges dealing with the school administration, (18.9%) had challenges in student management. Almost half (55.1%) had problems interacting with teachers while (10.3%) indicated that TP was just an experience too difficult to get used to. The remaining (5.1%) did not mention the challenges.

Voluntary Choice of Teaching as a Profession

The study focused on determining how the respondent made decisions to choose teaching as a profession and the results are given in Table- 16.

Table 16: Voluntary Choice of Teaching as a Profession

Options	Frequency	Percentage %
Yes	44	75.8
No	14	24.1
Total	58	100.0

It can be seen that majority (75.8%) of the respondents voluntarily chose the teaching profession while the rest (24.1%) did not. The implication is that this percentage could have been influenced by a third-party.

What Prompted You to Join Teacher Training

The 15 respondents who did not voluntarily choose teacher-training were further required to indicate what influenced their choice of this profession. The results are shown in Table 17.

Table 17: Respondent's Reasons for Choice of Teacher Training

Options	Frequency	Percentage
Parents / guardian	08	53.3
It is the only training I qualified for	02	33.3
It is the only training that offers immediate employment	05	13.3
Total	15	100.0

It is clear that of the 15 respondents, half (53.3%) were influence by their parents/guardians to get into the teaching profession while a third (33.3%) were prompted by the fact that they did not qualify to join any other training at the University. The rest (13.3%) argued that they joined teacher training because they believe it offers immediate employment. This implies that a good number of trainees do not join teacher training due to the passion for teaching but are greatly influenced by other reasons.

Willingness to Choose Teaching Profession a Second Time

The respondents were asked to indicate their willingness to join teacher training if they had another chance to do choice of training. The results are as shown in Table-18.

Table 18: Willingness to Join Teacher Training Given another Chance.

Options	Frequency	Percentage %
Yes	39	67.2
Not sure	12	20.6
NO	07	12.0
Total	58	100.0

It can be seen that most (67.2%) of them were willing to choose teaching if they were granted a chance to do that again. About a fifth (20.6%) was not sure while (12.0%) said they would not choose teaching again. This implies that most of the respondents enjoy teaching and would still choose it as their profession.

Overall, for Perceptions about TP Preparation and Actual TP

The overall group means in perceptions about TP preparation and TP experiences are shown in Table -19.

Table 19: Overall Group Means

	Specialization	N	Mean	Stud. Deviation	Stud. Error Mean
Average of perception About TP preparation	1.B. Ed. Arts	37	1.7279	.21638	.03204
	2.B.Ed. Science	21	2.0246	.20228	.03547
Average of perception About TP preparation	1.B. Ed. Arts	34	1.1111	.28562	.03027
	2.B.Ed. Science	21	1.3651	.24746	.06714

It is shown that the Arts group had a moderate perception about TP preparation ($M = 1.72$, $SD = 0.21$). On the other hand, the Science group also had a moderate perception in TP preparation ($M = 2.02$, $SD = 0.20$). For the perceptions regarding TP, Arts group had a low perception ($M = 1.11$, $SD = 0.28$). On the other hand, the Science group had a low perception in TP ($M = 1.36$, $SD = 0.324$). The implication of this could be that the Science group were more prepared for TP and that they enjoyed the actual exercise.

Testing of Hypotheses:

This study was guided by two hypotheses:

H1: There is no statistically significant difference in perceptions about TP preparation by area of specialization among Benazir Bhutto Shaheed University Lyari, Karachi student-teachers.

H2: There is no statistically significant difference on perception about TP experiences by area of specialization among Benazir Bhutto Shaheed University Lyari, Karachi student-teachers. Independent sample t-test was done to test these hypotheses the results are shown in table- 20.

Table 20: *t5-test Results for Perceptions about TP Preparation and Actual TP*

	Specialization	t	df	Sig (2-tailed)	Stud. Error difference
Average of perception About TP preparation	1. Equal Variances assumed	-2657	56	.006	.07295
	2. Equal Variances not assumed	-2.284	52.268	.001	.06073
Average of perception About TP preparation	1. Equal Variances assumed	-2.125	53	.001	.07896
	2. Equal Variances not assumed	-2.773	29.233	.006	.08604

As can be seen from Table-20, it can there was enough evidence to conclude that the perceptions about TP preparation was different between the (B.Ed.) Science and (B.Ed.) Arts, $t(52.268) = -2.284$, $p = .001$. Similarly, there was a statistically significant difference in perceptions about TP between the two groups, $t(29.233) = -2.773$, $p = .006$. It can be said therefore that the two groups had differences as far as their perceptions regarding TP preparation at the University and actual TP were concerned.

CONCLUSION

Student-teachers coming from TP had mixed perceptions regarding the teaching practice preparation and actual teaching practice. The two groups of students (B.Ed. Arts and B.Ed. Science) had differences of perceptions on TP preparation and TP in general. More study should be done to eliminate this perception of teaching practice. Writing lesson plans work preparation burdens should be eliminating.

RECOMMENDATIONS

1. It is recommended that more studies should conducted to find out why B.Ed. Arts students had lower perception on TP preparation and TP in general.

2. It is also recommended that student-teachers burden of writing lesson plans and schemes of work preparation should be eliminate completely.
3. It is strongly recommended that enough opportunities should be provided to the student-teachers by their mentor teachers about how to plan, how to teach, how to evaluate, and how to do practice of teaching practice in the real classroom learning situation.
4. It is also recommended that the sense of self-esteem, self-responsibilities and self-reliance should be promoted among the student-teachers to be more committed, energetic, professional, and work effectively in classroom learning.

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