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A STUDY OF THE EFFECTIVENESS OF GUIDANCE IN LESSON PREPARATION AND PRESENTATION ON PRACTICE TEACHING AND ACADEMIC PERFORMANCE OF STUDENTS

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ABSTRACT

Teaching practice constitutes a fundamental aspect of teacher education programs. To enhance the quality of the teaching-learning process, it is essential to critically analyze elements such as lesson planning, instructional organization, classroom environment, and learner psychology. This study employed an experimental research design to investigate the influence of structured guidance in lesson preparation and presentation on the practice teaching performance of student-teachers. The results demonstrated that participants who received guidance exhibited significant improvements in their confidence levels, communication abilities, and classroom management skills. They also demonstrated enhanced competence in conducting question-and-answer sessions and completing lessons within the allocated time. Furthermore, the study highlighted the importance of a well-structured and comprehensive lesson plan that integrates all key instructional components. Effective preparation and systematic rehearsal facilitated the development of pedagogical proficiency, contributing to an enriched teaching-learning experience. These findings emphasize the role of targeted instructional support in promoting reflective teaching practices and fostering professional growth among pre-service teachers.

Keywords: Guidance In Lesson Preparation Presentation, Practice Teaching, Classroom Management

1. INTRODUCTION

Effective classroom teaching and productive learning interactions largely depend on the teacher's effectiveness. A teacher serves as the initiator, coordinator, counselor, guide, mentor, and director of classroom dynamics. While some teachers possess extensive subject knowledge, they may struggle to convey their thoughts, ideas, and interpretations clearly to students. Conversely, teachers with average academic backgrounds often excel in communication, using their skills to deliver lessons with clarity and engagement. These educators effectively express their perspectives and adapt various teaching strategies and techniques to enhance student understanding. Contemporary views suggest that teachers are not inherently gifted but can be developed into effective educators through systematic training and professional development. With appropriate guidance, even ordinary individuals can acquire the necessary pedagogical skills and instructional methods to foster meaningful learning experiences. This perspective highlights the importance of teacher training programs in shaping competent educators who can create interactive and student-centered learning environments.

Teaching practice is an essential and integral component of teacher training programs. Within internship programs, practice teaching is regarded as a crucial phase in the professional development of student-teachers, offering them opportunities to bridge theoretical knowledge with practical application. This experience allows them to shape their individual teaching methodologies and classroom management approaches while addressing the complex demands of multitasking. Additionally, it provides a platform for developing the ability to offer personalized attention to students. Research indicates that key attributes such as passion, enthusiasm, empathy, competence, and hands-on experience in real classroom settings significantly contribute to the effectiveness of a teacher. These qualities enable student-teachers to build meaningful connections with learners, manage classroom dynamics effectively, and facilitate a productive learning environment. Consequently, practice teaching remains a cornerstone in fostering the growth of competent and reflective educators.

2. SIGNIFICANT ASPECTS OF TEACHING-LEARNING ACTIVITIES

The teaching-learning process involves the systematic coordination of teachers, learners, curricula, and other elements to achieve specific educational goals. Key aspects include the teacher's role, learners' individual differences, teaching methods, subject matter, classroom environment, instructional aids, questioning techniques, assignments, and opportunities for discussion, thinking, enjoyment, and the development of practical skills.

Teaching cannot occur without corresponding learning, and true learning goes beyond knowledge acquisition. It involves comprehension and practical application in real-world contexts. Therefore, to ensure an effective and meaningful teaching-learning experience, careful and critical attention must be given to these various components.

Student-teachers, during their practice teaching sessions in internship programs, should receive comprehensive training in these aspects. This preparation enables them to create dynamic and engaging learning environments, apply effective teaching strategies, and address diverse learner needs. By mastering these foundational elements, student-teachers enhance their instructional competence, contributing to the overall quality and success of the educational process. It can be possible if during the practice teaching session of internship program the student-teachers are well trained in the following aspects of teaching learning activities.

- **Planning and organization of teaching learning activities**

Effective teaching and learning are grounded in a comprehensive understanding of the subject matter. This knowledge enables teachers to create a well-structured plan and design various classroom activities. The planning process involves developing a blueprint that systematically organizes content from familiar concepts to new ideas, aligning with the principles of educational psychology.

Teachers must consider the learners' prior knowledge, cognitive abilities, interests, and needs when planning instructional activities. By doing so, they can select appropriate teaching strategies, methodologies, and learning aids to facilitate student engagement and comprehension. Additionally, employing suitable teaching devices and interactive techniques enhances the learning experience.

A well-organized lesson plan ensures smooth classroom management, encourages active participation, and supports the achievement of learning objectives. Through careful planning and thoughtful implementation, teachers can create an enriching and effective learning environment that promotes meaningful knowledge acquisition and application.

- **Classroom environment:**

Establishing a healthy classroom atmosphere is a key characteristic of an effective teacher. A positive learning environment fosters student engagement, motivation, and academic growth. Teachers can cultivate this atmosphere by demonstrating genuine interest in their students' well-being, being empathetic, tolerant, and respectful. Maintaining an impartial attitude and promoting inclusivity further strengthens the classroom culture.

Additionally, effective communication plays a crucial role in creating a supportive environment. Teachers who convey subject knowledge clearly and interactively encourage active participation and facilitate deeper understanding. By fostering mutual respect and establishing positive relationships, educators empower students to express themselves, collaborate, and build confidence in their learning journey.

A nurturing classroom culture not only enhances academic achievement but also supports the holistic development of students, encouraging curiosity, critical thinking, and a lifelong love for learning.

- **Understanding the psychology of Learners**

For effective teaching, understanding the psychology of learners is essential. Learning theories provide valuable insights into how students acquire, process, and apply knowledge.

Behaviorism emphasizes that learning is a change in behavior resulting from associations between environmental stimuli and the learner's responses. Reinforcement and practice play a significant role in shaping learning outcomes.

Cognitive Psychology views learning as an internal process where learners absorb, process, and store information. It highlights the role of memory, problem-solving, and critical thinking in knowledge acquisition.

Constructivism asserts that learners actively construct knowledge by interacting with their environment and reorganizing their mental frameworks. They are not passive recipients of information but actively engage in meaning-making.

Social Learning Theory by Albert Bandura emphasizes learning through observation, imitation, and modeling. It highlights the importance of social contexts and the influence of role models in the learning process.

Socio-constructivism views learning as a socially situated process where knowledge emerges through interactions within specific cultural and contextual settings. Learning is considered most effective when it is collaborative and contextually meaningful.

Experiential Learning focuses on learning through meaningful experiences, encouraging learners to reflect, apply, and adapt their understanding in real-life situations.

Incorporating these theories into teaching practice encourages active student involvement, enhances comprehension, and creates a dynamic and inclusive learning environment. Teachers should aim to transform their classrooms into vibrant learning communities that nurture curiosity, collaboration, and critical thinking.

- **Communication or Interaction:**

Proper communication between the teacher and students is the most important skill in teaching. If this relationship is well established, educational goals will be more easily realized with a high quality. Within the teaching profession, communication skills are applied in the teachers' classroom management, pedagogy and interaction with the class.

Evaluation:

At every point of learning, evaluation is an attempt to discover the effectiveness of the learning situation in evoking the desired changes in students.

3. NEED AND SIGNIFICANCE OF THE STUDY

Research has consistently highlighted the significant impact of practice teaching on the development of student-teachers. In their study *"Becoming Teacher: Student-Teachers' Experiences and Perceptions about Teaching Practice,"* Susana Caires, Leandro Almeida, and Diana Vieira identified that student-teachers often face stress, fatigue, and feelings of vulnerability during their teaching practice. However, they also reported positive perceptions regarding their growing competence, sense of efficacy, flexibility, and spontaneity.

Similarly, Penny Forsyth's research *"The Development of Student-Teachers' Interaction through Skills Video Interaction Guidance"* emphasized the importance of effective teacher-student interactions, suggesting that maintaining inter-subjectivity during teaching practice is crucial for satisfaction and success. Another study by Edith Kiggundu and Samuel Nayimuli titled *"Teaching Practice: A Make or Break Phase for Student-Teachers"* indicated that while student-teachers generally gained positive experiences, various challenges during teaching practice influenced their perceptions of the teaching profession.

Darling-Hammond and McLaughlin (1995) further argued that educational reforms require teachers to reevaluate their methods, assume new classroom roles, and adopt innovative teaching strategies. Despite receiving standardized training involving micro-teaching, bridge lessons, and practice teaching, some student-teachers struggle to apply their theoretical knowledge effectively in actual classroom scenarios.

To address this gap, the current study investigates the effect of Guidance in Lesson Preparation and Presentation on student-teachers' performance and its influence on student achievement. The seven-day program focused on lesson planning, using flashcards for key teaching points, rehearsing communication skills, facilitating small-group discussions, encouraging interactive learning, providing positive reinforcement, and engaging in reflective practice through video

recordings. The study aims to determine whether such targeted guidance enhances student-teachers' instructional effectiveness and overall classroom performance.

4. STATEMENT OF THE PROBLEM

A study of the effectiveness of Guidance in Lesson Preparation and Presentation on Practice Teaching and Academic Performance of Students

5. OBJECTIVES OF THE STUDY

1) To study the effect of Guidance in Lesson Preparation Presentation on and practice teaching of student-teachers.
2) To study the effect of Guidance in Lesson Preparation and Presentation on academic performance of students.

6. HYPOTHESES OF THE STUDY

HO_1: There will be no significant difference between the effectiveness in practice teaching of student-teachers given guidance through Guidance in Lesson Preparation and Presentation program and student-teachers given guidance through regular practice teaching lesson guidance program.

HO_2: There will be no significant difference between the achievement of students taught by student-teachers of Guidance in Lesson Preparation and Presentation Program and students taught by the student-teachers of regular practice teaching lesson guidance program.

7. OPERATIONAL DEFINITIONS

Guidance in Lesson Preparation and Presentation is a seven days program for student-teachers on lesson preparation and presentation conducted by the teacher-educator in the school itself during the internship activity.

Academic Performance is the achievement scores of students obtained in tests conducted by the student-teachers.

Practice Teaching is B.Ed. students' teaching practice in various schools during internship program.

8. METHODOLOGY

Experimental method was used by the researcher in order to study the effect of Guidance in Lesson Preparation and Presentation on Practice Teaching.

The following methodology was adopted in the present study.

9. SAMPLE

Two divisions of standard nine students formed the sample of the study. Students of both the divisions were conducted pre-test and found that both were similar in their achievement. Keeping all other conditions equal-classroom environment, previous academic performance, Division-A was taken as experimental group and Division-B as control group.

Pre-test was done on the teaching effectiveness of ten student-teachers and on the basis of their score five pairs were formed. These five pairs of student-teachers were made into two equal groups, one as experimental group and the other as control group.

10. TOOLS

Teacher's effectiveness test was prepared by the investigator.

Achievement test for both pre-test and post-test were prepared by the investigator.

11. PROCEDURE

In the present study the design applied was pretest-posttest control group design. Ten student-teachers were sent to school for internship activity. During the internship these student-teachers did their practice teaching. After observing a few lessons their teaching effectiveness was measured. On the basis of their teaching effectiveness scores five pairs were formed and two similar groups were made. One group of student-teachers was taken as experimental group and the other one as control group. Then two divisions of nine standard students were equalized on the basis of performance in previous class tests, classroom environment etc. One division (A) of students was taken as the experimental group and the other division (B) as the control group. Students of both the divisions were taught separately by the student-teachers (Experimental and Control Group), pre-tested and their Mean achievement scores were found to be equal. After two days the student-teachers of the experimental group were exposed to Guidance in Lesson Preparation and Presentation program by the investigator for seven days. But the Control group student-teachers were not exposed to such a program. After few days of practice teaching after exposure to Guidance in Lesson Preparation and Presentation program posttest was conducted on student-teachers effectiveness and the achievement of students of both groups. T- test was conducted to measure the significance of difference between the Means.

12. ANALYSIS AND INTERPRETATION OF DATA

Table-1 presents the result of t-test analysis associated with the teacher-effectiveness scores of student-teachers before the exposure to Guidance in Lesson Preparation and Presentation program.

Table -1: Pretest Scores of Student-Teachers' Teaching Effectiveness

Groups	N	Mean	SD	Df	t
Experimental Group	5	6.6	1.14	4	0.63
Control Group	5	6.2	0.83	4	

Not Significant at 0.05 level

Table-l shows that the teacher effectiveness Mean score of the experimental group is 6.6 and that of the control group is 6.2. The t-value is 0.63. The table t-value is 2.31. As the obtained t- value is less than the table t-value the difference between the Means of experimental group and that of control group is not significant at 0.05 level. This result indicates no significant difference between the teacher effectiveness of the experimental group and the control group.

Table -2: Post test Scores of Student-Teachers' Teaching Effectiveness

Groups	N	Mean	SD	Df	t
Experimental Group	5	8.2	0.44	4	3.21
Control Group	5	7	0.7	4	

Significant at 0.05 level

Table-2 shows that the teacher effectiveness Mean score of the experimental group is 8.2 and that of the control group is 7. The obtained t-value is 3.21. The table t-value at 0.05 level of significance is 2.31. The result indicates that the table t-value is less than the obtained t-value. Therefore the difference found after the treatment between the experimental group's teaching effectiveness and control group's teaching effectiveness is significant. The hypothesis -1 states that there is no significant difference between the teacher effectiveness in practice teaching of student-teachers given guidance through Guidance in Lesson Preparation and Presentation Program and student-teachers given guidance through practice teaching lesson guidance program. Hence this null hypothesis is rejected at 5% level of confidence. Therefore it can be concluded that the difference in teacher effectiveness between the experimental group and the control group cannot be attributed to chance and presumably resulted from the experimental treatment of Guidance in Lesson Preparation and Presentation.

Table -3: Pretest Achievement Scores of Students

Groups	N	Mean	SD	Df	t
Experimental Group	49	11.31	4.33	48	0.82
Control Group	50	12.1	4.21	49	

Not Significant at 0.05 level

Table-3 shows that the experimental group students' Mean achievement score is 11.31 and that of the control group is 12.1. The obtained t-value is 0.82. The table value oft at 0.05 level of significance is 1.98. The result indicates that the obtained t-value is less than the table t-value. Therefore the difference found in pretest achievement scores of students is not significant at 0.05 level of significance. This result indicates no significant difference between the pretest achievement scores of experimental group students and control group students.

Table -4: Posttest Achievement Scores of Student

Groups	N	Mean	SD	Df	t
Experimental Group	49	16.73	2.18	48	11.3
Control Group	50	10.9	2.89	49	

Significant at 0.05 level

Table- 4 shows that after the treatment the Mean achievement score of experimental group students is 16.73 and that of the control group students is 10.9. The obtained t-value is 11.3. The table value of 't' at 0.05 level of significance is 1.98. The result indicates that the table t-value is less than the obtained t-value. Therefore the difference found after the treatment between the achievement of students of experimental group and control group is significant. The hypothesis-2 states that there is no significant difference between the achievement of students taught by student-teachers of Guidance in Lesson Preparation and Presentation Program (experimental group) and students taught by the student-teachers of practice teaching lesson guidance program (control group). Hence the null hypothesis is rejected at 5% level of confidence. Therefore it can be concluded that the difference in students' achievement of experimental group and that of the control group cannot be attributed to chance and presumably resulted from the experimental treatment of Guidance in Lesson Preparation and Presentation given to student-teachers.

13. DISCUSSION

The analysis indicates that student-teachers who participated in the Guidance in Lesson Preparation and Presentation program demonstrated significantly higher teacher effectiveness compared to those who received only regular practice teaching guidance. This suggests that structured support in lesson planning and delivery plays a crucial role in enhancing teaching competence.

Furthermore, the students taught by these guided student-teachers performed considerably better academically than those instructed by student-teachers without such guidance. This finding underscores the positive impact that well-prepared and confident teachers have on student learning outcomes.

The study also highlights that the Guidance in Lesson Preparation and Presentation program fostered greater confidence among student-teachers, leading to noticeable improvements in their classroom interactions and communication skills. They managed question-answer sessions with ease, engaged students effectively, and completed lessons within the allotted time.

Overall, the results affirm that targeted, systematic guidance enhances not only the pedagogical skills of student-teachers but also the academic success of their students. This emphasizes the importance of incorporating comprehensive lesson preparation and presentation training in teacher education programs.

14. CONCLUSION

The study has revealed that Guidance in Lesson Preparation and Presentation program can be helpful to student-teachers in improving their effectiveness in practice teaching consequently benefiting the students in achieving good learning experiences. When the student-teachers are well prepared and well-rehearsed with well-organized lesson plan containing all elements of teaching learning process, definitely a very effective and successful classroom activity will be achieved.

CONFLICT OF INTERESTS

None.

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