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RESEARCH ARTICLE

EFFECTS OF TEACHING PRACTICE PROGRAMME ON PRE-SERVICE TEACHER COMPETENCES DEVELOPMENT IN PRIMARY SCHOOL OF RWANDA

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Abstract

The purpose of this research was to evaluate how a teaching practice program influences the development of competences among pre-service teachers in Rwandan primary schools, focusing on lesson preparation and classroom management. The study utilized a descriptive research design to analyze variables, indicators, and measurements. Participants, totaling 154, were selected using simple random sampling for teachers, mentors, tutors, and student-teachers, with purposive sampling for head teachers. Findings indicated significant impacts of teaching practice on pre-service teachers: 72.3% regularly prepared lesson plans, 63.4% tailored lessons to student needs, and 74.7% improved communication skills with young learners. Regarding classroom management, 75.6% reported effective problem-solving skills, and 58.5% improved fairness and behavior management. Limitations of the study included potential sample bias, the short-term focus on immediate outcomes rather than long-term impacts, and the challenge of measuring complex competences comprehensively. Implications of the findings suggested potential improvements in teacher training curricula, informed by the identified impacts of teaching practice on competences. Policy implications included enhancing the quality and effectiveness of teaching practice programs to better prepare pre-service teachers for the diverse challenges of primary school education in Rwanda. Ultimately, the study aimed to contribute to educational reforms that could enhance teaching practices and improve learning outcomes for students in Rwandan primary schools and similar educational contexts globally.

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Introduction:-

The purpose of this research is to investigate the effects of teaching practice programs on the development of pre-service teacher competences in primary schools across Rwanda. This study aims to assess how these programs impact the preparation of lessons and classroom management skills. By exploring these dimensions, the research seeks to contribute empirical evidence to enhance the effectiveness of teacher education and inform educational policy in Rwanda. The effectiveness of pre-service teacher education programs significantly influences the quality of primary education. Teaching practice programs, in particular, play a crucial role in preparing future educators by bridging theoretical knowledge with practical classroom experience. In Rwanda, like many developing nations, ensuring that pre-service teachers acquire essential competences through structured teaching practice programs is paramount for improving educational outcomes.

This study contributes to the body of knowledge by providing empirical evidence on the specific impacts of teaching practice programs in Rwanda. It aims to fill gaps in existing literature by focusing on competences development in a specific context where such studies may be limited. By highlighting the outcomes of these programs on lesson preparation and classroom management, the research aims to offer practical insights that can inform educational policies and practices.

Background to the study:-

The statement provided encompasses a comprehensive view of teaching as a process, particularly emphasizing teacher education and teaching practice across various global contexts, including Nigeria, Singapore, Kenya, and Rwanda. It delves into the components of teacher education, the significance of teaching practice, and the evolving frameworks in different educational systems. Teaching is depicted as a dynamic process of knowledge transmission involving both instructors and students. It involves responding to individual needs, experiences, and emotions, and providing targeted interventions to facilitate specific learning goals (John, 2017). The statement underscores that teacher education programs extensively focus on the 'what' and 'how' of teaching: the content, resources, lesson planning, classroom management, and assessment strategies (UNESCO, 2015).

Perraton (2007) outlines four essential components of teacher education: enhancing educational backgrounds, deepening subject knowledge, developing pedagogical skills, and enhancing practical competencies. Teaching practice emerges as a pivotal aspect of teacher education, providing pre-service teachers with opportunities to apply theoretical knowledge and classroom management skills under mentorship (Aussiobo, 2017; Deville, 2013). The importance of successful teaching practice experiences is highlighted as a predictor of future professional success (Maduabum, 2014). It is during teaching practice that pre-service teachers integrate educational theories with practical teaching methods, laying the foundation for their professional identity and responsibilities (Asta, Jolanta, & Mariona, 2015). Different countries have distinct approaches to teacher education and practice. In Singapore, for instance, teaching practice is viewed as crucial for bridging theory with practical teaching skills necessary for becoming a qualified teacher (Karl, 2017). Similarly, in Nigeria, teacher training institutions are mandated to ensure high standards of teaching through both pre-service and in-service training (NRC, 2017). Teaching practice is seen as instrumental in honing the competencies required for effective teaching (Mouly, 2014).

In Kenya, teacher development hinges significantly on robust teaching practice experiences, facilitated through Teachers Training Colleges (TTCs) that prepare future educators aligned with national educational values (Kwamun, 2018). Rwanda, through its Teacher Training Colleges (TTCs), has evolved its teacher education system over decades, learning from past practices to enhance the quality and relevance of teacher preparation (REB, 2020).

The evolution of Rwanda's teacher education system from its inception in 1978 to the present illustrates a paradigm shift towards professionalizing teaching as a distinct career path rather than an extension of general education (TDM Policy, 2007). The consolidation of teacher training under institutions like the University of Rwanda-College of Education (UR-CE) reflects a strategic effort to standardize and modernize teacher education programs (UR-CE, 2015). Recently, Rwanda has refined its teacher training curriculum to align with competence-based education, emphasizing practical teaching skills through Teaching Methods and Practice (TMP) modules (REB, 2020). This shift ensures that student teachers are well-prepared across subjects and grade levels, culminating in the Primary Teacher Education Certificate after successfully completing rigorous teaching practice assessments.

In summary, the statement provided encapsulates a global perspective on teacher education, emphasizing the critical role of teaching practice in shaping competent educators. It underscores the diverse approaches and evolving frameworks across different countries, highlighting the common goal of preparing teachers who are not only knowledgeable but also skilled in fostering effective learning environments. This comprehensive overview serves to underscore the complexities and importance of teacher education in shaping the future of education globally.

Literature Review:-

Theoretical framework

This will enable the development of new concepts to test as well as the identification of current theories in this category, their connections, and the depth of investigation into which they have undergone.

Overview of Teaching Practice Programme

The foundation for successful education may be formed through teacher education, which is a crucial component of any educational effort (Monty, 2013). This implies that in order for education to advance or achieve the desired level, it must first prepare the teachers who will deliver the necessary instruction. Teaching Practice is one of the key components of teacher preparation program. Teaching practice, according to Ado Abdu (2017), is the process of preparing new teachers for the classroom via hands-on experience and it entails the use of instructional strategies, theories, and methods as well as the practice of several regular school activities. It is an essential and necessary component of professional teacher preparation.

According to National Universities Commission NUC(2007) Benchmark and National Commission for Colleges of Education NCCE(2015) in Nigeria, the following sets of objectives have been established for why teaching practice is a mandatory component of teacher training, to provide student teachers with practical teaching experiences in classrooms under the guidance of experienced instructors, to provide student teachers the platform they need to put educational theories and concepts into reality, In order to help student instructors identify their own teaching strengths and limitations in the classroom and to provide them the chance to improve their strengths and solve their problems, to acquaint student teachers with the actual school setting they would be working in, to give student teachers the chance to improve their professional development and to develop the personal qualities, abilities, and experience necessary for full-time teaching after graduation, to act as a tool for evaluating the caliber of training being offered by teacher training institutes and to aid student-teachers in developing a positive attitude toward the teaching profession.

Teaching Practice is an opportunity for aspiring teachers to understand the role and operation of how the business of schooling is done (Thomn, 2019). It means that if you don't do teaching practice, you can't know what is happening in the education industry because working with children in real classrooms and developing professional competence is made possible by this field experience, which is both hard and gratifying. In accordance with Jonat (2011), he thought that these experiences have the potential to improve the teachers' acquisition of professional competence, where the Acquired experiences will involve, among other things, their capacity to perform the numerous tasks of the classroom instructor.

Collaboration between the mentor teacher, TTC tutor, and student teacher is essential for the success of teaching practice. This team's main objective is to assist the student teacher in successfully completing their teaching practice (Patlyne, 2014). The staff has to be fully aware of what is expected of teaching practice participants under the program. As a team, you must be able to communicate and get along well in order to have a clear sense of purpose and work together to guide, mentor, and encourage student teachers. The final exam activity for teacher candidates is the student-teacher field experience.

The TMP Coordinator should try to put aspiring teachers in schools and subject areas that match their desired teaching choice or combination. Successful professional teacher preparation or teacher education programs depend on mentor teachers. Considering their background in the classroom, they are field mentors. They are supposed to mentor future educators while they are in the classroom in terms of Cooperating Teacher, Instructional Design, and other topics. The triangle below explains how those individuals are interdependent during teaching practice activities (Patlyne, 2014).

This diagram shows the relationship between TTC Tutor, Mentor teacher and Student teacher, which means that a student studying in TTC when he reaches the appointed time goes to practice at the designated primary schools and finds teachers to help them in their practice. According to Amn (2017), he claimed that no one can travel the world without the assistance of those who have already arrived there. As a result, we should be aware that those who came before us will be the ones to take our place when we are unable to do so.

As such, we should assist them and show respect for the people who came before us. Schon, 2019 joined the Amn where he emphasized that there should be cooperation between us so that we can teach each other. This means that these student teachers from TTC who come to primary school need to be shown love and help in everything so that they can achieve academically.

Figure 1:-

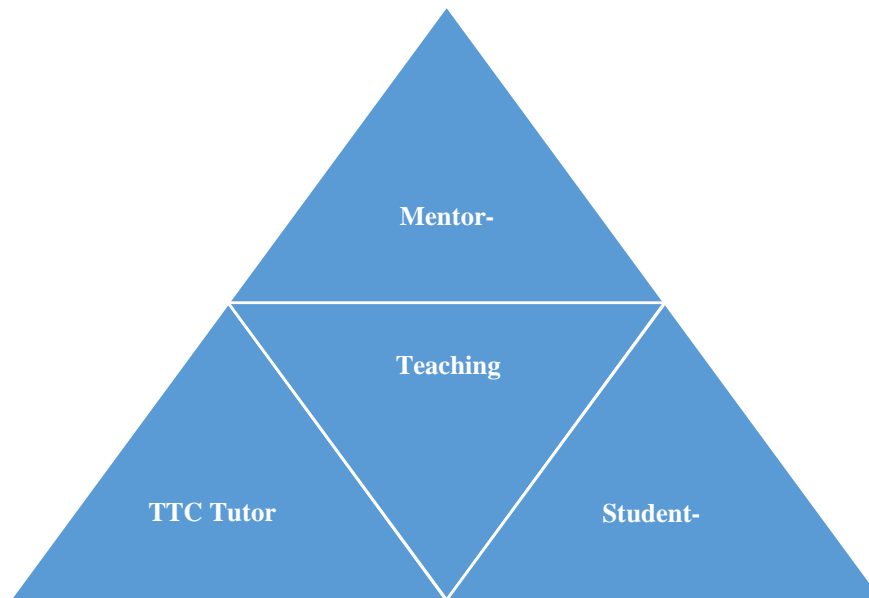


Figure 1.1:- Teaching Practice Team.

Overview of Pre-Service Teachers' Competences

The classroom is where a student teacher gains their knowledge and skills, which they then put into practice until they become qualified teacher (Felton, 2018). This means that before becoming a qualified teacher, first practice the profession for a sufficient period of time, so the students who would practice the profession will help them gain all the possible knowledge used in teaching. According to Hillen K. (2016) said that teaching practices adapt, enhance, develop or increase knowledge and proficiency of student teachers.

Studies on teachers' skills frequently concentrate more emphasis on the responsibility's instructors have in the classroom than on their skills. Research on educational reform, improvements in preparation for teachers, finds from educational science, and other domains all indicate that the competencies of educators have been rising (Molgar 2016). According to what the researchers said, it is clear that teaching practice increases the knowledge of student teachers and thus results in a professional teacher in the future. Among these skills gained in teaching practices include lesson planning, classroom management, selection of teaching strategies and methodologies (Ann, 2018).

According to the CBC teaching handbook (2013), competency is described as the ability to use the proper collection of information, abilities, attitudes, and values to properly carry out a particular action. Kimeu (2013) contends that if head teachers fulfill their responsibility to supervise instruction, schools will perform well overall.

This should involve going over the student books to ensure that lesson notes are recorded, evaluated by the subject instructors, assignments are marked and corrected, and the teacher is obviously present in class. The head teacher should frequently and irregularly engage with students and request their exercise books to guarantee that students are routinely provided work by their subject instructors and that their books are examined, marked, and corrected. We eventually discover According to contemporary studies; a teacher's personality traits influence how he teaches and gets experience. A good teacher would have a number of qualities that, roughly speaking, fall into the following categories: Characteristics, attitudes, and beliefs, as well as teaching skills and knowledge.

Teaching Practices on Lesson Preparation

A lesson is a unit of study designed for students to provide them with knowledge of that area of study (Anth, 2014). According to Step (2017) argued that to make a lesson plan you must first identify what you want your students to be able to do at the end of the class and make a list of materials needed during teaching (Step, 2017). It includes selecting or selecting the materials you're going to teach them according to the syllabus and designing activities for students, setting a time limit for each activity, and deciding how you're going to go (manage to attain goals). You

must also pick the modalities of teaching. Choosing modalities of interaction: teacher student/teacher complete class/student.

Morgan (2013) said that a teacher cannot prepare a lesson without studying it or getting enough training which is teaching practice, because it helps the person preparing to become a teacher to have knowledge that is related to the preparation of lessons. This indicates that teaching practice assists a person preparing to become a teacher in becoming professional in the task he is about to begin. Teaching practice, according to Grathon (2018), is an essential component of training student teachers because, although the person preparing to become a teacher does not have any other knowledge, after enough practice with other experienced teachers, they will impart knowledge to him that will help him pursue an occupation in education.

This reveals that while a student teacher is learning about education, practice is still necessary for him to get further understanding regarding how lessons are planned and delivered. We can be confident that course preparation is efficient as well as by those who perform it, thus student teachers should practice with experienced instructors. Bennell (2015) said that the more a person learns from others, the more they know what they know and what they know can be used in their daily work and you will know it and help you do your job or you will use it when you get to work.

Teaching Practice on Classroom Management

Management is the process of organizing a institution's actions and resources to achieve certain objectives as effectively and efficiently as feasible (Mancolin, 2013). In management, efficiency is the ability to complete tasks effectively and economically. In order to provide measurable outcomes, tasks must be completed within predetermined deadlines. Classroom management is the process through which teachers ensure that their pupils' disruptive behavior does not interfere with the delivery of learning (Boffour, 2017).

This man continued to say that classroom management encompasses both the proactive avoidance of disruptive behavior and the appropriate response to it when it occurs. Such disruptions can vary from regular peer disagreement to more serious disruptions of social class dynamics, such as bullying among students, which makes it hard for affected children to concentrate on their schoolwork and results in a considerable decline in their school performance. One of the most important researchers in the world who spoke about education (Markus, 2017) said that Classroom management essential in classrooms because it assists the effective execution of developing curricula, the development of best teaching practices, and the implementation of those practices.

Classroom management may be defined as the activities and directives that teachers employ to create a successful learning environment; in other words, having a positive influence on pupils meeting certain learning criteria and goals. Teachers don't concentrate on mastering classroom management since higher education programs don't emphasize it; rather, the emphasis is on establishing a suitable learning environment for the students. These tools give educators the materials they need to successfully educate the next generation and secure the country's future prosperity.

According to Moskowitz & Hayman (2016), it is harder for a teacher to bring back control of their classroom the longer they have lost it. The time it takes a teacher to fix misbehavior brought on by inadequate classroom management techniques also leads in a decreased rate of academic engagement in the classroom, according to studies by Berliner (2018) and Brophy & Good (2016). Effective classroom management, as seen from the perspective of the students, entails a cooperative learning atmosphere as well as clear communication of behavioral and academic expectations. Therefore, with enough practice, student teacher would be able to understand student behavior and know that he will encourage kids to behave well, which is a quality of a good student.

Methodology:-

The study employs a descriptive research design, which is well-suited for exploring the factors influencing teaching practices. This design facilitates a comprehensive understanding through detailed observation and measurement, aligning with the goal of investigating teaching practice programs' effects on pre-service teachers' competencies.

Both qualitative and quantitative methodologies are utilized in this research. Qualitative methods allow for a deeper exploration of subjective experiences and perceptions among participants, such as understanding beliefs associated

with teaching practices. Quantitative analysis complements this by providing numerical data that can be statistically analyzed to measure the impact and effectiveness of teaching programs across a larger sample.

Sampling techniques play a critical role in ensuring the study's results are representative and reliable. The researcher employed specific methods to select participants:

Simple Random Sampling: This technique was used to select student teachers, mentor teachers, and TTC (Teacher Training College) tutors from the larger population. It ensures that each member of the population has an equal chance of being selected, thus minimizing bias and increasing the generalizability of findings.

Purposive Sampling: Head teachers were chosen through purposive selection. This method allows for the deliberate selection of participants who possess specific characteristics or insights relevant to the study, such as extensive experience or leadership roles in educational settings. Purposive sampling ensures that key stakeholders are included, providing valuable perspectives on the impact of teaching practice programs.

About the influences of the Research

Educational Impact:

The research aims to contribute to educational practices by evaluating how teaching practice programs influence pre-service teachers' competencies. By systematically describing and analyzing these effects, the study provides insights that can inform educational policy and curriculum development aimed at enhancing teacher training programs.

Methodological Contribution:

By integrating both qualitative and quantitative methods, the research enhances the robustness of its findings. Qualitative data offer nuanced insights into participants' experiences and perceptions, while quantitative data enable statistical analysis to identify patterns and correlations. This methodological diversity strengthens the study's validity and reliability, ensuring comprehensive exploration and interpretation of the research questions.

Practical Implications:

The findings of this study are expected to have practical implications for educational institutions and policymakers involved in designing and implementing teaching practice programs. Understanding the factors that enhance or hinder pre-service teachers' competencies can guide improvements in program structure, support mechanisms, and professional development initiatives.

Findings and Discussion:-

Table 1:- Perception of pre-service teachers on teaching practice on preparation of the lessons in teaching and learning.

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|--|-------------------|-----|----------|-----|---------|-----|-------|------|----------------|------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| During teaching and learning | 0 | 0 | 2 | 1.6 | 0 | 0 | 89 | 72.3 | 32 | 26 |
| I regularly prepare lesson plans | | | | | | | | | | |
| I prepare lessons basing on students' needs | 1 | 0.8 | 0 | 0 | 3 | 2.4 | 78 | 63.4 | 41 | 33.3 |
| I get clear teaching guidance from my colleagues | 6 | 4.8 | 3 | 2.4 | 1 | 0.8 | 75 | 60.9 | 38 | 30.8 |
| Teaching practices help me to develop skills about how communicate with young learners | 1 | 0.8 | 2 | 1.6 | 1 | 0.8 | 92 | 74.7 | 27 | 21.9 |
| My mentor shows me how to behave in the school setting | 0 | 0 | 1 | 0.8 | 0 | 0 | 63 | 51.2 | 60 | 48.7 |
| Teaching practices help me | 0 | 0 | 0 | 0 | 2 | 1.6 | 20 | 16.2 | 101 | 82.1 |

| | | | | | | | | | | | |
|--|---|-----|---|-----|---|-----|----|------|----|------|--|
| to become a future qualified teacher | | | | | | | | | | | |
| During teaching practices, I learn new skills and I understand more about teaching profession | 0 | 0 | 0 | 0 | 3 | 2.4 | 93 | 75.6 | 30 | 24.3 | |
| Teaching practices help me to know how solve problems related to classroom management effectively | 0 | 0 | 0 | 0 | 3 | 2.4 | 78 | 63.4 | 42 | 34.1 | |
| Teaching practices help me to know to be fair with students in the classroom and help them to change their behavior into accepted ones | 3 | 2.4 | 3 | 2.4 | 0 | 0 | 69 | 56 | 48 | 39 | |
| Teaching practices teach me how to manage discipline while maintaining the focus of the lesson | 1 | 0.8 | 2 | 1.6 | 1 | 0.8 | 73 | 59.3 | 46 | 37.3 | |
| Teaching practices helps me to develop skills and knowledge about how to help young learners | 1 | 0.8 | 0 | 0 | 0 | 0 | 82 | 66.6 | 40 | 32.5 | |
| Teaching practices allow me to implement what I have learned in a college to find solution raised in the classroom | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 64.2 | 44 | 35.7 | |
| Teaching practices help me to build a good relationship with teachers and parents | 2 | 1.6 | 1 | 0.8 | 9 | 7.3 | 60 | 50.5 | 50 | 49.5 | |

Strongly Disagree(D), Disagree(D), Neutral(N), Agree (A), Strongly Agree (SA)

Based on the information provided on table 1, as it specifies the ideas of pre-service teachers where 72.3% agreed that during teaching and learning, they regularly prepare lesson plans, 63.4% agreed that they prepare lessons basing on students' needs, 60.9% agreed that they get clear teaching guidance from my colleagues, 74.7% agreed that teaching practices help them to develop skills about how to communicate with young learners, 51.2% agreed that their mentor shows them how to behave in the school setting, 82.1% agreed that teaching practices help them to become a future qualified teachers, 75.6% agreed that during teaching practices, they learn new skills and they understand more about teaching profession, 63.4% agreed that teaching practices help them to know how to solve problems related to classroom management effectively, 56% agreed that teaching practices help them to know how to be fair with students in the classroom and help them to change their behavior into accepted ones, 59.3% agreed that teaching practices teach them how to manage discipline while maintaining the focus of the lesson, 66.6% agreed that teaching practices helps them to develop skills and knowledge about how to help young learners, 64.2% agreed that teaching practices allow them to implement what they have learned in a college about how to find solutions raised in the classroom, while 50.5% agreed that teaching practices help them to build a good relationship with teachers and parents. According to John (2017) said that the student teacher will be qualified through teaching practices, because they will gain more skills, knowledge as well as qualities from qualified teachers who support them in their daily practices.

Learning by doing is very important to students to learn, manipulate what he learned at school (Philimon, 2015). These means that teaching practice will help student teachers to develop their skills and knowledge as well, because the more you practice the more you learn better. Khyman (2017) asserted that teaching practices helps students to develop skills and knowledge about how to support students and to know how to solve problems related to classroom management. It means that when the student teachers making her practices learn well how students behave, how students react on positive and negative things and know how to support according to different atmosphere as well as learning different classroom techniques. According to Anderson (2018) said teaching practice.

Table 2:- Perception of mentor teachers on teaching practice on preparation of the lessons in teaching and learning.

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|--|-------------------|---|----------|-----|---------|-----|-------|------|----------------|------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| A student teacher who undergoes teaching practices is able to prepare a lesson plan based on the level of the students | 0 | 0 | 0 | 0 | 1 | 6.6 | 4 | 26.6 | 10 | 66.6 |
| Students teachers are better committed to the development of interesting lesson plan through teaching practices | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 20 | 12 | 80 |
| Teaching practice is the best ways of knowing how to prepare an effective lesson plan | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 13.3 | 13 | 86.6 |
| Teaching practice help student teachers to know the most important component of the lesson plan | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 26.6 | 11 | 73.3 |
| A student teacher knows the right way to prepare a lesson note for a particular subject through teaching practices | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 20 | 12 | 80 |
| It is through teaching practices that student teachers know how to copy lesson notes on the chalkboard | 0 | 0 | 1 | 6.6 | 0 | 0 | 2 | 13.3 | 12 | 80 |
| Teaching Practice help student teachers to prepare the lesson notes based on the level of learners | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 33.3 | 10 | 66.6 |

Strongly Disagree (D), Disagree(D), Neutral(N), Agree (A), StronglyAgree (SA)

Conferring to the information provided on the above table 2, the findings from the mentor teachers on preparation of the lessons in teaching and learning, the table showed that most of mentor teachers strongly agreed on the questions asked, where 66.6% strongly agreed that a student teacher who undergoes teaching practices is able to prepare a lesson plan based on the level of the students, 80% strongly agreed that students teachers are better committed to the development of interesting lesson plan through teaching practices, 73.3% strongly agreed that teaching practice is the best ways of knowing how to prepare an effective lesson plan, 80% strongly agreed that teaching practice help student teachers to know the most important component of the lesson plan, while 66.6% strongly agreed that a student teacher knows the right way to prepare a lesson notes for a particular subject through teaching practices. Based on different ideas of numerous scholars we found that teaching practice enables student teachers to know all methodologies used to make a good lesson plan. According to Barret. L. (2017), a teacher cannot prepare a lesson without studying it or getting enough training which is teaching practice, because it helps the person preparing to become a teacher to have knowledge that is related to the preparation of lessons. This indicates that teaching practice assists a person preparing to become a teacher in becoming professional in the task he is about to begin. Ghavifekr, S. (2016) said that teaching practice is the best ways of knowing how to prepare an effective lesson plan and alsostudent teachers are better committed to the development of interesting lesson plan through teaching practices. According to Step (2017) argued that to make a lesson plan you must first identify what you want your students to be able to do at the end of the class and make a list of materials needed during teaching. It embraces

choosing or selecting the materials you're going to teach them according to the syllabus and designing activities for students, setting a time limit for each activity, and deciding how you're going to go. An essential component of training student teachers because, although the person preparing to become a teacher does not have any other knowledge, after enough practice with other experienced teachers, they will impart knowledge to him that will help him pursue an occupation in education (Grathon 2018).

Table 3:- Perception of TTC tutors on teaching practice on preparation of the lessons in teaching and learning.

| Statement | | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|--|---|-------------------|---|----------|---|---------|---|-------|------|----------------|------|
| Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| A student teacher who undergoes teaching practices is able to prepare a lesson plan based on the level of the students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 22.2 | 7 | 77.7 |
| Students teachers are better committed to the development of interesting lesson plan through teaching practices | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 11.1 | 8 | 88.8 |
| Teaching practice is the best way of knowing how to prepare an effective lesson plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 11.1 | 8 | 88.8 |
| Teaching practice help student teachers to know the most important component of the lesson plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 11.1 | 8 | 88.8 |
| A student teacher knows the right way to prepare a lesson note for a particular subject through teaching practices | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 100 |
| It is through teaching practices that student teachers know how to copy lesson notes on the chalkboard | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 11.1 | 8 | 88.8 |
| Teaching Practice help student teachers to prepare the lesson notes based on the level of learners | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 100 |

Strongly Disagree (D), Disagree(D), Neutral(N), Agree (A), Strongly Agree (SA)

Table3 provides perception of TTC Tutors about on teaching practice on preparation of the lessons in teaching and learning, where 77.7% strongly agreed that a student teacher who undergoes teaching practices is able to prepare a lesson plan based on the level of the students, 88.8% strongly agreed that students teachers are better committed to the development of interesting lesson plan through teaching practices, 88.8% strongly agreed that teaching practice is the best ways of knowing how to prepare an effective lesson plan, 88.8% strongly agreed that teaching practice help student teachers to know the most important component of the lesson plan, 100% strongly agreed that a student teacher know the right way to prepare a lesson notes for a particular subject through teaching practices, 88.8% strongly agreed that it is through teaching practices that student teachers know how to copy lesson notes on the chalkboard, while 100% strongly agreed that teaching Practice help student teachers to prepare the lesson notes based on the level of learners. Base on the perception of TTC tutors we found that teaching practice is a good way

that help student teachers to become a good teacher in future. According to Patlyne, (2014), teaching practice programme designed to assist the student teacher in successfully completing their teaching practice. Teaching practice help student teachers to know the most important component of the lesson plan and to prepare the lesson notes based on the level of learners so that the learners can learn according to their levels (Maicibi, N. A. 2013). This means that after doing teaching practice the student teachers should be able plan the lesson based on the levels and need of students, to teach the students well as well as to use different teaching strategies and approaches so that the learners can learn well.

Table 4:- Perception of pre-service teachers on teaching practice on classroom management.

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|---|-------------------|-----|----------|-----|---------|-----|-------|------|----------------|------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| Teaching practices help me to know how solve problems related to classroom management effectively | 0 | 0 | 3 | 2.4 | 4 | 3.2 | 93 | 75.6 | 24 | 19.5 |
| Teaching practices help me to know to be fair with students in the classroom and help them to change their behavior into accepted ones. | 1 | 0.8 | 0 | 0 | 0 | 0 | 72 | 58.5 | 50 | 40.6 |
| Teaching practices teach me how to manage discipline while maintaining the focus of the lesson | 2 | 1.6 | 5 | 4 | 1 | 0.8 | 76 | 61.7 | 39 | 31.7 |
| Teaching practices helps me to develop skills and knowledge about how to help young learners | 2 | 1.6 | 2 | 1.6 | 1 | 0.8 | 31 | 25.2 | 87 | 70.7 |
| Teaching practices allow me to implement what I have learned in a college to find solutions raised in the classroom | 1 | 0.8 | 1 | 0.8 | 0 | 0 | 52 | 42.2 | 69 | 56 |
| Teaching practices help me to build a good relationship with teachers and parents | 1 | 0.8 | 0 | 0 | 3 | 2.4 | 79 | 64.4 | 40 | 32.5 |

Strongly Disagree (D), Disagree(D), Neutral(N), Agree (A), Strongly Agree (SA)

Table 4 gives the information about how pre-service teachers perceive teaching practice on classroom management, where 75.6% agreed that teaching practices help them to know how to solve problems related to classroom management effectively, 58.5% agreed that teaching practices help them to know how to be fair with students in the classroom and help them to change their behavior into accepted ones, 61.7% agreed that teaching practices teach them how to manage discipline while maintaining the focus of the lesson, 70.7% strongly agreed that teaching practices helps them to develop skills and knowledge about how to help young learners, 56% agreed that teaching practices allow them to implement what they have learned in a college to find solutions raised in the classroom, while 64.4% agreed that teaching practices help them to build a good relationship with teachers and parents. Normally, teaching practices can greatly assist student teachers in mastering classroom management techniques such as modeling, guided practice, feedback, theory to practice, observation and professional development. According to Harry, W. (2019), he emphasized the importance of establishing clear expectations and routines from the very beginning of the school year. He suggested that effective classroom management begins with proactive planning and consistent implementation of procedures to create a structured learning environment. Teaching practices develop skills and knowledge about how to help young learners and also to know how solve problems related to classroom management effectively (David, K. 2017). This means that by engaging in hands on experience, observing experienced teachers, and reflecting on their own teaching methods, student teachers gain valuable insights into effective pedagogical techniques, classroom management strategies, and age appropriate curriculum development. Teaching practices serves as laboratory for student teachers to experiment with various classroom management strategies and tactics (Malynn, 2016). To mean that by actively engaging in classroom settings, students encounter a wide range of scenarios, from handling disruption to fostering positive learning environment. Through observation,

trial and error, and mentorship, student teachers learn to identify potential issues and develop proactive approaches to address them. They also gain insights into building rapport with students, establishing clear expectations, and implementing effective disciplinary measures when necessary.

Table 5:- Perception of mentor teachers on teaching practice on classroom management.

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|---|-------------------|---|----------|---|---------|---|-------|------|----------------|------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| Teaching practice teaches student teachers how to manage students' discipline while maintaining the focus of the lesson | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 60 | 6 | 40 |
| Teaching practices teaches student teachers how to give consequences when students break the rules | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 33.3 | 10 | 66.6 |
| Teaching practices teaches students how to be fair with the students in the classroom | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 26.6 | 11 | 73.3 |
| Teaching practices helps student teacher to develop skills and knowledge about how to help young learners | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 20 | 12 | 80 |
| Teaching practices help me to build a good relationship with teachers and parents | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 13.3 | 13 | 86.6 |

Strongly Disagree (D), Disagree(D), Neutral(N), Agree (A), Strongly Agree (SA)

Table 5 shows the perception of mentor teachers on teaching practice on classroom management, where 60% agreed that teaching practice teaches student teachers how to manage students' discipline while maintaining the focus of the lesson, 66.6% strongly agreed that teaching practices teaches student teachers how to give consequences when students break the rules, 73.3% strongly agreed that teaching practices teaches students how to be fair with the students in the classroom, while 80% strongly agreed that teaching practices helps student teacher to develop skills and knowledge about how to help young learners, while 86.6% strongly agreed that teaching practices help me to build a good relationship with teachers and parents. According to Adnnah, (2019), teaching practices play a great role to establish clear expectations, building positive relationships with students, implementing consistent routines, and using proactive strategies to prevent behavior issues. Teaching practice and classroom management are closely intertwined (Hyllen,2015), effective teaching practices contribute to positive classroom management by engaging students, promoting a positive learning environment, and reducing disruptive behaviors. Conversely, strong classroom management strategies support effective teaching by creating a conducive atmosphere for learning, maximizing instructional time, and fostering student motivation and participation. In essence teaching practice and classroom management work hand in hand to create an environment conducive to learning and growth.

Table 6:- Perception of TTC tutors on teaching practice on classroom management.

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|---|-------------------|---|----------|---|---------|---|-------|------|----------------|------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| Teaching practice teaches student teachers how to manage students' discipline while maintaining the focus of the lesson | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 11.1 | 8 | 88.8 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|------|---|------|
| Teaching practices teaches student teachers how to give consequences when students break the rules | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 22.2 | 7 | 77.7 |
| Teaching practices teaches students how to be fair with the students in the classroom | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 11.1 | 8 | 88.8 |
| Teaching practices helps student teacher to develop skills and knowledge about how to help young learners | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 77.7 | 2 | 22.2 |
| Teaching practices help me to build a good relationship with teachers and parents | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 22.2 | 7 | 77.7 |

Strongly Disagree (D), Disagree(D), Neutral(N), Agree (A), Strongly Agree (SA)

Table 6 indicates how TTC tutors react on teaching practice on classroom management, where 88.8% strongly agreed that teaching practice teaches student teachers how to manage students' discipline while maintaining the focus of the lesson, 77.7% strongly agreed that teaching practices teaches student teachers how to give consequences when students break the rules, 88.8% strongly agreed that teaching practices teaches students how to be fair with the students in the classroom, 77.7% agreed that teaching practices helps student teacher to develop skills and knowledge about how to help young learners, while 77.7% strongly agreed that teaching practices help me to build a good relationship with teachers and parents. According to Myliery (2027) said student teachers cannot know how to manage classroom without teaching practice. Teaching practice is a good way used to equip student to know how to monitor class with so many students (Kylihan, 2015). This means that hands on experience in real classroom settings allows them to apply theories, develop practical skills, and learn from real life situations. It is like learning to swim by actually getting in the water rather than just reading about it.

Conclusion:-

Based on the findings from the study evaluating the effects of teaching practice on lesson preparation and classroom management in Bugesera and Rwamagana districts, several key insights emerged.

Effect on Lesson Preparation: The study found that a significant majority of respondents agreed that teaching practices positively impact lesson preparation. For instance, 72.3% reported regularly preparing lesson plans during teaching and learning sessions. Additionally, 63.4% emphasized the importance of aligning lesson preparation with students' needs, while 60.9% noted receiving clear teaching guidance from colleagues. These findings highlight that teaching practice programs effectively equip pre-service teachers with essential skills and strategies for effective lesson planning and delivery.

Effect on Classroom Management: Regarding classroom management, the results indicated that teaching practice programs significantly contribute to enhancing skills in this area. Notably, 75.6% of respondents agreed that teaching practices help them effectively solve problems related to classroom management. Furthermore, 61.7% reported that these programs teach them how to manage discipline while maintaining lesson focus, and 64.4% acknowledged that teaching practices foster positive relationships with both students and parents. These findings underscore the crucial role of teaching practice in developing competencies related to maintaining order, fairness, and conducive learning environments within classrooms.

Implications for Further Research: While this study provided valuable insights into the immediate impacts of teaching practice, future research could explore longitudinal effects over an extended period. Additionally, comparative studies across different regions or educational contexts could deepen our understanding of how variations in teaching practice programs influence teacher development and classroom outcomes. Limitations of this study include its focus on a specific geographic area, potential biases in self-reported data, and the limited scope of qualitative assessments of competence development.

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