

IMPACT OF TEACHING PRACTICE ON THE PRODUCTIVITY OF QUALITY TEACHERS

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DOI: <https://www.doi.org/10.34293/eduspectra.v8i1.05>

Abstract

Teacher education plays a crucial role in shaping the competencies and effectiveness of educators. Among the various components of teacher training, teaching practice is considered one of the most significant in developing pedagogical skills, professional attitudes, and classroom management strategies. Teaching practice provides prospective teachers with real-world experiences that enhance their ability to translate theoretical knowledge into practical applications, thus improving their overall productivity and effectiveness in the classroom. The study adopts a mixed-methods research design that incorporates both quantitative and qualitative approaches. The study includes a sample of 150 prospective teachers enrolled in teacher education programs at Salem district. The tool used for data collection is “impact of teaching practice on productivity of quality teachers scale”, which consisted of 25 items with a four-point rating scale. Percentage analysis, t-test and F-test used in the study. The results of the study revealed that the level of impact of teaching practice on productivity of quality teachers among prospective teachers is moderate. The results also showed that the male and female, rural and urban prospective teachers do differ in the impact of teaching practice on productivity. Prospective teachers from different types of college, medium of instruction and educational qualification do not differ in their impact of teaching practice on productivity of quality teachers.

Keywords: *Teaching Practice, Productivity, Quality Teachers, Prospective Teachers*

Introduction

Teacher education plays a crucial role in shaping the competencies and effectiveness of educators. Among the various components of teacher training, teaching practice (also known as practicum) is considered one of the most significant in developing pedagogical skills, professional attitudes, and classroom management strategies (Darling-Hammond, 2006). Teaching practice provides prospective teachers with real-world experiences that enhance their ability to translate theoretical knowledge into practical applications, thus improving their overall productivity and effectiveness in the classroom (Zeichner, 2010).

For students, productivity refers to their efforts and ability to perform proficiently in their studies. This involves how well they achieve their time, their ability to prioritize, and their overall input into attaining academic achievement. The literature on productivity in education is extensive (Selvamathi Suritha & Thenmozhi, 2023). The object of this effort is to find a construction function a mathematical appearance of the relationship between efforts and outputs in education. The status of the literature on production purposes is studied. Most of these methods have seen schooling as something that is done to students, rather than thinking about education as something that students fundamentally do for themselves.

Impact of Teaching Practices on Teacher Productivity

Teachers who are well-practiced in good teaching practices tend to be more productive than those who are not. One of the most important factors in whether a teacher is effective is their ability to communicate verbally, write effectively, and action without second thoughts. Good teaching practices also tend to improve teacher morale, create an environment where learning can occur, and encourage creative expression within the classroom. Teachers have equally vital influence in aspiring teachers' professional growth and development. A college of education or university faculty of education teacher education programme is informed by its institution's unique vision and mission. It is during teaching practice that student-teachers should practice what they learnt in classrooms to prepare for their teaching profession. As a for mentioned, student-teachers also perceive teaching as their preparation for the teaching profession and as a result, teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the student teachers as they commence their teaching practice (Manion, Keith, Morrison and Cohen, (2003).

How do Good Teaching Practices Impact Teacher Productivity

The main way that good teaching practices impact teacher productivity is by improving their ability to communicate effectively with students and colleagues. Good communication skills help teachers build relationships with their students and work together as a team. Additionally, good communication techniques can help teachers focus on the task at hand and avoid distractions. In addition, good teaching practices can also lead to improved writing skills which can help teachers produce more effective schoolwork.

Teaching Practice

Teaching practice on teacher productivity extends beyond initial training. Continuous professional development, including mentorship and feedback during practicum, fosters lifelong learning and improvement among teachers (Grossman, Hammerness & McDonald, 2009). As schools demand high-quality educators who can meet the evolving challenges of modern education, it becomes imperative to evaluate and strengthen teaching practice frameworks to ensure that they align with best practices in teacher education (Loughran, 2014). This research examines the impact of teaching practice on the productivity of quality teachers, emphasizing its role in skill enhancement, classroom management, and professional growth.

Review of Related Literature

Al-Najjar et al (2024) explored in-service teachers' perspectives on the impact of their initial teaching practice on current teaching performance in Oman. Through semi-structured interviews with 103 teachers, the study found that teaching practice positively influenced skills in planning classroom instruction. However, there was dissatisfaction regarding preparation in work ethics and classroom management, attributed to limited resources and a

focus on theoretical content over practical guidance. Ali and Khan (2021) conducted a study on the role of reflective practices in enhancing teaching effectiveness during B.Ed. internships in Pakistan. The research focused on final-year B.Ed. students from Punjab University. Researchers employed a pretest-post-test quasi-experimental design. Findings showed that regular self-reflection and feedback from mentor teachers significantly contributed to skill development and confidence in classroom teaching.

Need and Significance of the Study

The need for this study arises from the growing recognition that teaching practice plays a pivotal role in shaping teacher effectiveness. With the increasing demand for competent educators, it is crucial to evaluate how practical training influences their productivity and overall quality. The study addresses the gap in understanding the long-term benefits of structured teaching practice in developing highly skilled educators who can meet the diverse needs of students. The significance of this study lies in its potential to inform policymakers, teacher educators, and educational institutions about the essential components of effective teaching practice. By examining the impact of hands-on training on teacher productivity, this research contributes to the development of evidence-based teacher education programs. Additionally, the findings can help refine practicum models to ensure that future teachers are better equipped with the skills and knowledge necessary for classroom success. Furthermore, this study emphasizes the role of mentorship and feedback in enhancing the learning experience of prospective teachers. Understanding the critical elements that contribute to teacher productivity can lead to more structured and efficient training programs, ultimately benefiting students through improved instructional quality. As education systems continue to evolve, insights from this research can support continuous improvement in teacher preparation strategies.

Title of the Problem

Title of the problem stated as “Impact of Teaching Practice on the Productivity of Quality Teachers”.

Operational Definitions of the Study

Impact of Teaching Practice (Practicum)

A structured period of supervised teaching experience where prospective teachers apply theoretical knowledge in real classroom settings to develop their instructional skills and professional competencies.

Productivity of Quality Teachers

The ability of teachers to effectively manage classrooms, implement instructional strategies, and facilitate student learning outcomes in an engaging and meaningful manner.

Prospective Teachers

Individuals undergoing teacher education programs who are in the process of acquiring pedagogical skills through coursework and practical experiences.

Objectives of the Study

The major objectives of the study are:

- To find the level of impact of teaching practice on productivity of quality teachers among prospective teachers
- To find out the significant difference in the impact of teaching practice on productivity of quality teachers among prospective teachers with respect to gender, locality, types of college, medium of instruction, educational qualification.

Hypotheses of the Study

There is no significant difference in impact of teaching practice on productivity of quality teachers among prospective teachers with respect to gender, locality, type of college, medium of instruction, educational qualification.

Methods of the Study

The study adopts a mixed-methods research design that incorporates both quantitative and qualitative approaches. The quantitative aspect involves structured surveys and statistical analysis to measure the impact of teaching practice on productivity of quality teachers. The qualitative approach includes in-depth interviews and classroom observations to gain deeper insights into the experiences of prospective teachers.

Sample Used for the Study

The study includes a sample of 150 prospective teachers enrolled in teacher education programs at Salem district, affiliated to Tamil Nadu Teachers Education University. The selection of participants is based on purposive sampling to ensure representation from various teacher training institutions.

Tools used in the Study

The investigator developed a research tool for collecting the data. The tool used for data collection is “impact of teaching practice on productivity of quality teachers scale”, which consisted of 25 items with a four-point rating scale. The value of coefficient of the reliability test is 0.87 which is found to be highly reliable. The tool was administered to 150 prospective teachers.

Statistical Techniques Used in the Study

- Percentage analysis
- Descriptive statistics (mean, standard deviation)
- Inferential statistics (t-tests, ANOVA)

Data Analysis - Percentage Analysis

Objective -1

To find out the level of impact of teaching practice on productivity of quality teachers among prospective teachers

Table 1 Table Showing the level of impact of teaching practice on productivity of quality teachers among prospective teachers

Variable	LOW		MODERATE		HIGH	
	N	%	N	%	N	%
Impact of teaching practice	33	22.00	68	45.34	49	32.66

The above table it is revealed that, the results categorize the impact of teaching practice into three levels: Low, Moderate, and High. Among the participants, 22.00% (N = 33) fall into the Low category. The majority of teachers, 45.34% (N = 68), fall into the Moderate category. Meanwhile, 32.66% (N = 49) belong to the High category. These findings suggest that while most teachers perform at a moderate level, there is room for improvement to increase the number of teachers in the high-impact category.

Differential Analysis

Hypothesis 1

There is no significant difference in impact of teaching practice on productivity of quality teachers among prospective with respect to gender.

Table 2 Table showing impact of teaching practice on productivity of quality teachers among prospective teachers with regards to gender

Variable	Gender	N	Mean	S D	t value
Impact of teaching practice	Male	46	63.21	3.49	3.210*
	Female	104	69.32	3.97	

Interpretation

From the above table, it is noticed that, the calculated t values are greater than the table value. Hence the hypothesis is not accepted in impact of teaching practice on productivity of quality teachers.

Conclusion

Male and female prospective teachers do differ in the impact of teaching practice on productivity.

Hypothesis 2

There is no significant difference in impact of teaching practice on productivity of quality teachers among prospective teachers with respect to locality.

Table 3 Table Showing impact of teaching practice on productivity of quality teachers among prospective teachers with regards to locality

Variable	Locality	N	Mean	S D	t value
Impact of teaching practice	Rural	45	54.18	4.24	2.347*
	Urban	105	59.23	4.56	

Interpretation

From the above table, it is noticed that, the calculated t value is greater than the table value in impact of teaching practice on productivity of quality teachers. Hence the hypothesis is not accepted in impact of teaching practice on productivity of quality teachers.

Conclusion

Rural and urban prospective teachers do differ in impact of teaching practice on productivity of quality teachers.

Hypothesis 3

Prospective teachers from different types of college do not differ in their impact of teaching practice on productivity of quality teachers

Table 4 Table Showing impact of teaching practice on productivity of quality teachers among prospective teachers with regards to types of college

Types of College		Sum of Squares	Df	Mean Square	F
Impact of teaching practice	Between Groups	88.845	2	44.423	1.607
	Within Groups	2542.025	148	27.638	
	Total	2551.870	150		

Interpretation

From the above table, it is noticed that, the calculated F value is less than the table value in impact of teaching practice on productivity of quality teachers. Hence the hypothesis is accepted in impact of teaching practice on productivity of quality teachers with respect to type of college.

Conclusion

Prospective teachers from different types of college do not differ in their impact of teaching practice on productivity of quality teachers.

Hypothesis 4

There is no significant difference in impact of teaching practice on productivity of quality teachers among prospective teachers with respect to medium of instruction.

Table 5 Table Showing impact of teaching practice on productivity of quality teachers among prospective teachers with regards to Medium of Instruction

Variable	Medium of Instruction	N	Mean	S D	t value
Impact of teaching practice	Tamil	103	53.26	4.16	1.678
	English	47	54.18	4.32	

Interpretation

From the above table, it is noticed that, the calculated t value is less than the table value in impact of teaching practice on productivity of quality teachers. Hence the hypothesis is accepted in impact of teaching practice on productivity of quality teachers.

Conclusion

Tamil and English medium prospective teachers do not differ in impact of teaching practice on productivity of quality teachers.

Hypothesis 5

There is no significant difference in impact of teaching practice on productivity of quality teachers among prospective teachers with respect to Educational Qualification.

Table 6 Table Showing impact of teaching practice on productivity of quality teachers among prospective teachers with regards to educational qualification

Educational Qualification	Sum of Squares	Df	Mean Square	F	
Impact of teaching practice	Between Groups	92.562	2	42.321	1.732
	Within Groups	2653.132	148	26.245	
	Total	2623.823	150		

Interpretation

From the above table, it is noticed that, the calculated F value is less than the table value in impact of teaching practice on productivity of quality teachers. Hence the hypothesis is accepted in impact of teaching practice on productivity of quality teachers with respect to their educational qualification.

Conclusion

Prospective teachers from educational qualification do not differ in their impact of teaching practice on productivity of quality teachers.

Findings of the Study

- The level of impact of teaching practice on productivity of quality teachers among prospective teachers is moderate.
- Male and female prospective teachers do differ in the impact of teaching practice on productivity.
- Rural and urban prospective teachers do differ in impact of teaching practice on productivity of quality teachers.
- Prospective teachers from different types of college do not differ in their impact of teaching practice on productivity of quality teachers.
- Tamil and English medium prospective teachers do not differ in impact of teaching practice on productivity of quality teachers.
- Prospective teachers from educational qualification do not differ in their impact of teaching practice on productivity of quality teachers.

Educational Implications of the Study

- Enhancing teacher education curricula by integrating more practical, hands-on teaching experiences to improve pedagogical skills.
- Ensuring better availability of teaching materials, technology, and infrastructure to support effective teaching practice, especially in resource-constrained institutions.
- Integrating digital tools and innovative teaching methodologies into teacher training programs to prepare educators for modern, technology-driven classrooms.
- Promoting self-reflection and peer discussions among prospective teachers to refine instructional strategies and foster continuous professional growth.

Conclusion

The study highlights the crucial role of teaching practice in shaping the productivity and effectiveness of quality teachers. The findings reveal that factors such as gender, locality, stream of study, medium of instruction, and educational qualification influence the impact of teaching practice. The results emphasize the importance of structured teacher training programs, effective mentorship, and adequate resource allocation in enhancing teaching performance. Furthermore, the study underscores the need for continuous professional development to equip teachers with the necessary skills for evolving classroom challenges. Addressing the disparities identified in the study can lead to more effective teacher education programs, ultimately improving student learning outcomes. Future research should focus on longitudinal studies, comparative analyses, and digital teaching strategies to further strengthen teacher training frameworks. This study provides valuable insights for improving teacher education programs and ensuring that prospective teachers are well-equipped for future classroom challenges.

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