

Unraveling the Changing Pattern of Prospective Teachers' Self-Confidence: Transition from Theory of Teaching to Practice

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This study was conducted on students enrolled at Institute of Education and Research (IER), when they were taking their course on teaching practice. The purpose of the study was bringing forth the patterns of change in their self-confidence when they implement their ideal practices (theory based) in classroom. The participants of the study were twenty-five students. They were divided in two groups of thirteen and twelve, placed in two schools. Prospective teachers' self-confidence about teaching was measured at five key stages during eight weeks of practice teaching. The study was based on repeated measures form same group of respondents to unravel the changes caused by practice. Data analysis of the first two phases have revealed significant drop in the self-confidence, but a gradual increase was observed in subsequent stages. The findings also highlighted transition from theory to practice, critical reflection and relation of various background variables to the change of self-confidence.

Keywords: Teaching Practice, Self-Confidence, Transition from Theory to Practice