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Improving Practicum Outcomes: Common Errors and Reflective Practices of Future Educators

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Abstract
This paper investigates the common mistakes observed among prospective teachers during their practicum experiences. The primary objective of this study was to identify and analyze these common mistakes, shedding light on areas where prospective teachers can improve their teaching skills. The research employed both descriptive analysis to examine quantitative data and a content analysis approach to analyze qualitative data. Practicum serves as a critical phase for prospective teachers to acquire and refine their teaching abilities. It offers them an opportunity to apply theoretical knowledge in real classroom settings. This study aimed to explore how prospective teachers perceive and address their mistakes in delivering lessons during practicum. The findings of the study revealed several prevalent mistakes among prospective teachers. A significant number of participants reported experiencing a lack of confidence, often resulting in hesitant delivery or an abrupt start or end to their lessons. Many also struggled to engage students effectively, failing to ensure active participation throughout the lesson. Additionally, some prospective teachers exhibited authoritative behavior towards students, which could hinder effective learning environments. Interestingly, despite these challenges, the majority of prospective teachers demonstrated awareness of their mistakes. They acknowledged areas where they could improve and actively sought to address shortcomings in their teaching practices. This reflective approach is crucial for professional development, as it allows teachers to identify areas for growth and implement strategies to enhance their teaching effectiveness. Furthermore, the study highlighted a common theme where prospective teachers may overlook the importance of viewing learning as an active process that involves continuous student feedback and engagement. This insight underscores the importance of fostering a student-centered approach in teaching, where the focus is not only on delivering content but also on facilitating meaningful learning experiences. By identifying common mistakes and promoting reflective practice, educators and teacher training programs can better support the professional growth of future teachers. Implementing targeted interventions and fostering a supportive learning environment can empower prospective teachers to develop into confident and effective educators.
Keywords: Teacher Education, Practicum, Prospective Teachers, Teaching Skills
JEL Codes: I21, I28, J24

1. INTRODUCTION

The importance of professional development for prospective teachers is widely recognized globally, and Pakistan is no exception. Educational policies in Pakistan have consistently emphasized the need to improve the quality of teaching. The government has acknowledged that only well-trained and professionally developed teachers can transform students' raw potential into valuable contributions to the nation. To this end, numerous initiatives and programs have been launched aimed at enhancing the professional skills of educators. Despite these efforts, much of the focus of educational policies has traditionally been on increasing access to education rather than on the quality of teaching itself. This emphasis on expanding access has been crucial for reaching underserved populations and improving overall educational participation rates. However, for the transformation of educational quality, it is equally important to invest in the continuous professional development of teachers (Barkley & Major, 2020; Fang et al., 2023). Professional development programs are designed to equip teachers with the necessary skills and knowledge to effectively engage students and deliver high-quality education. These programs include training workshops, advanced certifications, and ongoing educational opportunities that help teachers stay updated with the latest pedagogical methods and educational technologies. Effective professional development not only enhances teachers' instructional abilities but also contributes to their overall job satisfaction and commitment to the teaching profession (Iqbal & Nasir, 2018; Kanfer et al., 2017; Lucey, 2018; Mahmood & Naz, 2018; Makovec et al., 2023).

While expanding access to education remains a critical goal, equal attention must be given to the professional development of teachers. Investing in high-quality training and development programs is essential for improving teaching standards and, consequently, the educational outcomes for students. The emphasis on the professional development of teachers has been a consistent theme in Pakistan's educational policies and official documents. For instance, the report of the National

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Commission on Education in 1959 underscored a critical principle: "No system of education is better than its teachers." This statement highlights the foundational belief that the quality of education is fundamentally linked to the quality of its educators. The National Education Policy of 1979 is particularly notable for its focus on governance and the strengthening of the structure of teachers' professional development. This policy addressed the need for a more organized approach to teacher training and development. It established an admissions committee tasked with selecting committed candidates for teaching roles, reflecting a commitment to enhancing the quality and dedication of educators. Throughout various policy documents, reform agendas, and commission reports, there has been a recurring concern for the professional development of prospective teachers in Pakistan. These documents consistently highlight the importance of investing in teacher training and professional growth as a means of improving the overall educational system.

The ongoing focus on professional development is reflected in the state's efforts to create and implement policies that support teachers' continuous learning and improvement. By addressing the professional needs of teachers, these policies aim to ensure that educators are well-equipped to provide high-quality education, thereby enhancing the effectiveness of the educational system as a whole. The Higher Education Commission (HEC) of Pakistan has taken significant steps to enhance the professional development of trainee teachers. One notable initiative is the inclusion of four units on reflective practices in teacher training programs. This addition aims to cultivate reflection skills among prospective educators, recognizing the importance of self-assessment and continuous improvement in teaching practices. Reflective practices are designed to help teachers critically evaluate their teaching methods, understand their strengths and areas for growth, and adapt their approaches to better meet the needs of their students. By incorporating these units into the curriculum, the HEC seeks to foster a culture of reflection and self-improvement among trainee teachers, ultimately contributing to more effective and responsive teaching. This initiative reflects a broader commitment to improving the quality of education in Pakistan by equipping teachers with the tools and skills necessary for ongoing professional development. Through such measures, the HEC aims to ensure that educators are not only well-prepared at the outset of their careers but also capable of evolving and enhancing their teaching practices throughout their professional lives.

The reflective approach to professional development underscores that mere participation in academic programs is insufficient for teachers. Instead, effective professional growth requires a critical examination of classroom practices through engagement with peers, colleagues, and feedback from students (Barkley & Major, 2020; Fang et al., 2023). Trainee teachers must be adept at utilizing student feedback to identify and address their professional shortcomings. This emphasis on reflection aligns with earlier educational theories, notably the Socratic Method and Platonic Spiritual theory, which emphasize self-questioning and self-dialogue as essential components of learning and development (Brockbank & McGill, 2007; Motuma, 2022; O'Keefe et al., 2017). John Dewey (1933) and Donald Schön (1987) conceptualized reflective practice as a solitary endeavor, focusing on individual introspection and personal insight. However, other scholars, such as Zeichner and Liston (1996), Smyth (1989), Langer and Colton (1991), Osterman and Kotkamp (2004), Ghye (2011), Rasheed (2020), Riaz & Safder (2018), and Richardson & Ball (2024) argue that reflective practice is inherently social rather than solitary. They emphasize that reflective practice involves collaboration and dialogue with others to identify professional mistakes and bridge the gaps between theoretical knowledge and practical application. These perspectives highlight that reflective practice is a dynamic and interactive process. It involves not only personal reflection but also the integration of feedback from various sources to foster continuous improvement in teaching practices. This broader view of reflection supports a more comprehensive approach to professional development, encouraging educators to engage in meaningful exchanges and collaborative efforts to enhance their teaching effectiveness.

Individual reflective practices encompass a variety of methods aimed at enhancing professional growth and self-improvement. Schön (1987) outlined three fundamental forms of reflection: self-reflection, reflection in action, and reflection on action. Self-reflection involves introspective thinking about one's experiences and practices, allowing individuals to evaluate their own actions and decisions. Reflection in action occurs during the actual teaching process, where teachers make immediate adjustments based on real-time observations and experiences. Reflection on action, on the other hand, involves analyzing and evaluating teaching practices after they have taken place, with the goal of informing and improving future practices.

In recent years, researchers have expanded the concept of reflective practices to include a broader range of tools and strategies. Zeichner and Liston (1996) and Collin & Karsenti (2011) emphasize the importance of incorporating professional portfolios, logbooks, peer observations, colleague feedback, student feedback, group discussions, seminars, mentoring, action research, and reflective dialogues. These methods provide diverse ways for educators to engage in reflective practice, offering multiple perspectives and insights into their teaching. Further, numerous researchers such as Ferraro (2000), Moon (2003), Jasper (2003), Sotto (2004), Larrivee & Cooper (2006), Dixie (2009), Bolton (2010), Roadman (2010), Ghaye (2011), Brightside (2012), Heather & Amy (2012), Zeichner & Liston (2011), Amoh (2011), Tice (2011), Burniske & Meibaum (2012), Smith (2019), Vecchio & Guerrero (1995), and Wellhöfer & Lühken (2022) have identified several key areas within reflective practices. These areas include reflection on action, which involves evaluating past teaching experiences, reflection in action, which occurs during the teaching process, and reflection for action, aimed at planning future improvements. Additional methods include using audio-video recordings to review teaching practices, gathering feedback from students and colleagues, engaging in peer observation, and developing professional portfolios to document and assess one's growth over time. As a teaching practicum supervisor, the researcher developed a keen interest in understanding the practical implications of these reflective practices. This led to an exploration of common mistakes made by prospective teachers during their practicum. The

aim was to better understand how these reflective practices can be applied to address and correct frequent issues, ultimately enhancing the effectiveness of teacher training and professional development.

2. LITERATURE REVIEW

The traditional concept of practicum has often portrayed teachers as mere adherents to institutional directives, focusing on following established guidelines and procedures. This approach emphasizes compliance rather than critical engagement with teaching practices. In contrast, the contemporary view of practicum advocates for a more dynamic and reflective role for trainee teachers. This modern perspective highlights the importance of self-reflection, encouraging trainees to critically assess their own teaching experiences, identify mistakes, and continuously seek professional growth. The Government of Pakistan has recognized the importance of this reflective approach in teacher education (Patel, 2023). Reflecting a commitment to enhancing the quality of teaching, recent updates to the Bachelor of Education (B.Ed) program curriculum now include four units specifically focused on critical thinking and reflective practices. These additions aim to equip trainee teachers with the skills necessary to evaluate their own teaching methods, engage in self-assessment, and make informed improvements based on their reflections. This shift in the curriculum underscores the growing emphasis on reflective practice as an integral part of teacher professional development, fostering a more proactive and self-aware approach to teaching. The fundamental goal of this transition is to provide trainee teachers with the necessary reflection skills to identify and address their professional mistakes prior to entering the teaching profession (Rowe et al., 2020). By incorporating reflective practices into the curriculum, the aim is to enhance the quality of teacher training, ensuring that new educators are well-prepared to self-assess and improve their teaching methods. Despite these efforts, prospective teachers often fail to demonstrate effective reflection skills during their practicum (Hafız, 2024). This study seeks to examine the practices of these trainees to better understand their ability to recognize both their professional strengths and weaknesses. By investigating these practices, the study aims to identify areas where prospective teachers may need further development and to provide insights into how reflective skills can be better fostered during teacher training.

Chye (2008) identifies three primary types of common mistakes made by teachers: content-related, presentation-related, and time management-related errors.Content-related mistakes involve issues with the substance and organization of the lesson. These include placing too much or too little focus on the content, lacking a clear sequence in teaching, failing to clearly define the topic, not assessing students' prior knowledge or competencies adequately, providing irrelevant or inappropriate examples, and not connecting various sections of the lesson coherently. Presentation-related mistakes pertain to how the content is delivered and communicated to students. These errors include failing to capture students' attention at the start of the lesson, not maintaining appropriate eye contact, misinterpreting students' facial expressions and body language, speaking too loudly or softly, making the lesson either too difficult or too easy, engaging in self-dialogue, presenting information in a disorganized manner, re-illustrating already covered themes, using inappropriate audiovisual aids, not ensuring the visibility of writing on the board, giving insufficient time for students to take notes, using complex language, and drawing inappropriate conclusions. Time management-related mistakes involve errors in managing the duration and flow of the lesson. These include failing to start the lesson on time, overloading the lesson with too much content, not allocating enough time for students' questions, and failing to reserve time to review the key concepts at the end of the lesson (Ghye, 2008).

Numerous studies have consistently highlighted the difficulties that trainee teachers face when it comes to recognizing their own mistakes. For instance, research conducted by Lunzer and Pumfrey (1966), Hart (1981, 1984), Tourniaire and Pulos (1985), and Singh (1998) has shown that many trainee teachers struggle with self-assessment, finding it challenging to identify and understand their own errors in teaching. This difficulty in self-recognition can be a significant barrier to their professional development and effectiveness as educators. The challenge of identifying one's own mistakes is not just about personal difficulty but also affects the broader aspect of professional learning and growth. Awareness of common errors and misconceptions is crucial for professional development, as it allows teachers to address and correct their instructional practices. The process of recognizing and understanding these mistakes is fundamental to improving teaching practices and enhancing instructional effectiveness. Research by Williams and Ryan (2000) and Hadjidemetriou and Williams (2001) underscores the importance of this awareness. They argue that being cognizant of one's own teaching errors and misconceptions is a critical starting point for effective teaching. Recognizing these errors enables teachers to make necessary adjustments and improvements in their instructional methods, thereby leading to more effective teaching outcomes. This process of self-reflection and error recognition is essential for continuous improvement and for fostering a more effective learning environment for students.

The concept of reflective practices emphasizes that teachers should not merely consume professional knowledge but rather become reflective practitioners who actively generate and contribute to professional knowledge. According to Shanmugam (2009), this approach encourages teachers to engage in continuous self-evaluation and reflection, thereby enhancing their teaching practices and professional growth. In the context of Pakistan, the Higher Education Commission and provincial ministries of education have taken steps to organize both short-term and long-term professional development programs for in-service teachers. Despite these efforts, there remains a notable gap in addressing the mistakes made by teachers. The focus of these programs often does not extend to a critical examination of teaching errors, which could otherwise serve as a valuable component of professional development. Teacher Training Institutions are urged to enhance their efforts by integrating discussions on common teaching mistakes into their training programs. This approach should be complemented by helping

teachers to apply academic knowledge and build on their teaching practices through action research findings. By doing so, these institutions can support teachers in identifying and addressing their professional shortcomings, ultimately leading to more effective teaching and improved educational outcomes (Shanmugam, 2009).

Teachers are encouraged to actively explore their own practices to identify mistakes and learn new teaching ideas. This reflective approach not only helps in recognizing errors but also aids in the continuous improvement of teaching methods. Teacher training institutions have a crucial role in facilitating this process by creating opportunities for trainee teachers to reflect on their mistakes. Organizing seminars and conferences where teachers can discuss their experiences and receive feedback can be particularly beneficial. Mei (2003) found that mistakes are a crucial part of the learning process for English language teachers, who often use reflective practices as a tool for improvement. This study, supported by empirical evidence from White et al. (1991), Carroll and Swain (1993), and Trahey and White (1993), highlighted that trainee teachers regard reflective practices as an effective means to address and correct grammatical mistakes. However, this process requires teachers to be more sensitive and aware of the challenges their students face during the learning process. Mei (2003) also outlines a model for identifying teaching mistakes, which involves several steps: identifying the mistakes, defining and classifying them, explaining the underlying rules, and providing examples. This structured approach helps teachers systematically address and learn from their errors, ultimately enhancing their teaching effectiveness and contributing to a more supportive learning environment. The study by Smith and Ingersoll (2004) reveals that many trainee teachers often feel inadequately prepared for the practical challenges they encounter in classroom settings. This lack of preparation is frequently described as a 'sink or swim,' 'trial by fire,' or 'boot camp' experience, highlighting the intense and often overwhelming nature of the initial teaching phase. The initial period of teaching is crucial as it profoundly influences novice teachers' professional attitudes and philosophies, potentially shaping their career trajectory and approach to education for the remainder of their careers (Kumic, 1993). Understanding these experiences is vital for developing support systems and training programs that better equip new teachers to handle the demands of the profession and foster a more positive and sustainable career outlook.

Reflective practice involves a deliberate and conscious process where teachers critically analyze their professional experiences to address uncertainties and mistakes based on past situations they have encountered (Schön, 1983). This form of reflection encourages teachers to examine their day-to-day activities, professional theories, and the underlying principles guiding their teaching actions (Bolton, 2010). According to Ghaye (2011), there are several types of reflection that play a significant role in improving teaching practices. These include reflection in action, reflection on action, reflection for action, and reflection with action. Reflection in action and reflection on action are particularly pertinent to the identification of mistakes, as they involve evaluating and learning from immediate teaching experiences and reflecting on them afterward. Peterson (2000) and Burniske and Meibaum (2012) suggest that trainee teachers can uncover their professional mistakes through feedback from students and colleagues. Engaging in self-reflection based on this feedback can help teachers transform their shortcomings into strengths, thereby enhancing their overall teaching effectiveness. This reflective approach enables teachers to continuously improve by recognizing and addressing their areas of weakness, leading to more effective and adaptive teaching practices.

Peterson (2000), Ghaye (2011), and Burniske & Meibaum (2012) have highlighted the challenges associated with assessing the accuracy of student feedback. They suggest that while feedback from students can be informative, its reliability is often questionable. Muchinsky (2003) has emphasized the importance of peer feedback and observation as crucial tools for identifying teaching mistakes. Peer observations provide an external perspective that can offer valuable insights into a teacher's performance, which students alone might not fully capture. Similarly, Erginel (2006) found that microteaching, portfolios, and reflective learning journals are effective reflective practices for trainee teachers. These methods allow teachers to examine their teaching methods in a controlled setting, document their experiences, and reflect on their practices to identify areas for improvement during their practicum. Hativa and Goodyear (2004) further extended the understanding of reflective practices by distinguishing between strategic and epistemic reflection. Strategic reflection involves applying knowledge to generalize and improve teaching strategies, while epistemic reflection focuses on gaining cognitive awareness about mistakes made during the teaching process. Both types of reflection contribute to a deeper understanding of teaching practices and help in refining and enhancing teaching effectiveness.

Peale (2009) observed that while peers and colleagues often offer appreciation and support to each other, they infrequently assist in identifying professional teaching mistakes. This lack of critical feedback means that prospective teachers may not fully benefit from the insights that peer evaluations could provide. Despite this, peers and colleagues have the potential to play a crucial role in recognizing and addressing teaching mistakes. On the other hand, students, being directly impacted by teaching practices, are often considered the most reliable judges of teaching effectiveness. Burniske and Meibaum (2012) noted that socioeconomic status and writing competencies can influence students' ability to provide reflective feedback on their teachers' mistakes. However, there is a risk that student feedback may be misinterpreted, leading to inaccurate assessments of teaching performance. Therefore, while student feedback is valuable, it must be carefully considered and contextualized to effectively identify and address teaching mistakes.

The findings of Burniske and Meibaum (2012) reveal an inconsistent correlation between students' feedback and improvements in the teaching and learning environment. This inconsistency suggests that while student feedback is valuable, its direct impact on teaching practices may not always be clear-cut or immediate. Similarly, Ferguson (2010) highlighted that students from the same class might provide divergent ratings of the same teacher, with some viewing them as excellent while

others rate them as average. This variability underscores the subjective nature of student evaluations. Students often lack a comprehensive understanding of teaching standards and classroom management techniques, which can affect the quality of their feedback. Primary level students, in particular, may struggle to differentiate between effective and ineffective teaching methods due to their limited experience and cognitive development (Worrell & Kuterbach, 2001; Goe et al., 2008). Consequently, the appropriateness of using student feedback as a sole measure of teaching effectiveness at the primary level remains debatable. Moreover, students may feel hesitant or uncomfortable providing critical feedback on their teachers' mistakes, further complicating the process of obtaining useful evaluations. Therefore, the challenge remains in determining the most effective age and method for gathering meaningful feedback from students.

In the Pakistani context, the study by Hajira and Shamsa (2012) found that university teachers often sought to identify their mistakes through students' feedback. These educators actively engaged in developing positive relationships with their students to facilitate this process. Teachers frequently invited verbal or written feedback from their students as a means to pinpoint areas needing improvement, particularly related to lesson planning and presentation. By fostering open communication with students, teachers aimed to refine their teaching practices and enhance the overall learning experience.

3. OUTCOMES

Table 1 provides a detailed breakdown of the age distribution among prospective teachers. The data reveals that the largest proportion of respondents, 67.0%, falls within the 20 to 25 years age range. This indicates that a significant majority of prospective teachers are relatively young, likely at the early stages of their professional careers. Following this, 15.0% of the respondents are in the 26 to 30 years age group. This suggests a smaller, but still notable portion of prospective teachers who are slightly older and potentially more experienced than their younger counterparts. The age group of respondents below 20 years old constitutes 11.1% of the sample. Although this is a smaller percentage compared to the 20 to 25 years group, it indicates that there is also a presence of individuals who are very early in their educational or career journey. In contrast, the percentages for older age groups are quite low. Only 1.6% of respondents are in the 31 to 35 years age bracket, and a mere 1% are above 35 years. These figures reflect that prospective teachers in these age groups are relatively rare within this sample. Additionally, 5.1% of the respondents did not provide information about their age, which might suggest either a reluctance to disclose personal information or a possible oversight in data collection. Overall, the data underscores a predominance of younger individuals among the prospective teachers, with a notable concentration in the early 20s age range. This demographic distribution is important for understanding the age-related characteristics and potential career stages of the individuals entering the teaching profession.

Table 1: Age Groups of the Respondents

Prospective Teachers					
Age group	Frequency	Percentage	Age group	Frequency	Percentage
Below 20 years	89	11.1%	31-35 years	13	1.6%
20-25 years	536	67.0%	Above 35 years	01	1%
26-30 years	120	15.0%	No Answer about age	41	5.1%
					N=800

Table 2: Academic and Professional Qualifications of the Respondents

Academic Qualification			Professional Qualification		
Qualification	Frequency	Percentage	Qualification	Frequency	Percentage
BS	35	4.4%	PTC	42	5.2%
BA/B.Sc	515	64.4%	CT	56	7.0%
MA/M.Sc	239	29.9%	ATTC	16	2.0%
MS/M.Phil	11	1.4%	DIE	73	9.1%
	N=800	100%	No Professional Qualification	613	76.6%
BS= Bachelor Studies	BA/B.Sc= Bachelor of Arts/ Bachelor of Sciences	MA/M.Sc= Master of Arts/ Master of Sciences	PTC= primary teaching certificate CT=certificate in teaching	DIE=Diploma in Education	ATTC= Arabic Teaching Training Certificate

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Table 3: Common mistakes of Prospective Teachers During Teaching Practicum

Sr.	Common Mistakes	Responses	Frequency	%	Mean	S.D
1	Lack of confidence	Yes	328	41%	1.59	.492
		No	472	59%		
2	Lack of knowledge about teaching methods	Yes	427	53%	1.47	.499
		No	373	47%		
3	Fear to maintain discipline in class	Yes	335	44%	1.58	.493
		No	465	68%		
4	Language conflict with body language	Yes	288	36%	1.64	.480
		No	512	64%		
5	Improper start of lesson	Yes	327	41%	1.59	.491
		No	473	59%		
6	Improper end of lesson	Yes	334	42%	1.58	.493
		No	466	68%		
7	Failure to ensure students participation	Yes	335	42%	1.64	.491
		No	465	58%		
8	Failure to take student feedback	Yes	335	42%	1.84	.360
		No	465	58%		
9	Not discuss classroom problems with seniors	Yes	241	30%	1.70	.459
		No	559	70%		
10	Improper usage of Audio Visual Aids	Yes	252	32%	1.68	.464
		No	548	68%		
11	No mistake	Yes	37	5%	1.95	.210
		No	763	95%		
12	No answer	Yes	87	11%	1.89	.311
		No	713	89%		
13	Not understand students domestic problems	Yes	59	7%	1.92	.261
		No	741	92%		
	N=800					

Table 3 presents data on common mistakes made by prospective teachers during their teaching practicum, including their frequency, percentage, mean, and standard deviation. The most frequent mistake reported is a lack of knowledge about teaching methods, with 53% of respondents acknowledging this issue. This is reflected in a mean score of 1.47 and a standard deviation of 0.499, suggesting it is a relatively common concern among prospective teachers. Following this, 44% of respondents expressed fear of maintaining discipline in the classroom, with a mean score of 1.58 and a standard deviation of 0.493. This indicates that a significant portion of teachers struggle with classroom management, impacting their teaching effectiveness. Another notable mistake is the conflict between language and body language, identified by 36% of respondents. The mean score here is 1.64 with a standard deviation of 0.480, indicating that while not the most prevalent issue, it still affects a substantial number of teachers. Improper start and end of lessons are also common issues, with 41% and 42% of respondents respectively acknowledging these problems. Both issues have similar mean scores of 1.59 and 1.58, and standard deviations of 0.491 and 0.493, suggesting these are frequent but not overwhelmingly prevalent errors. Additionally, 42% of teachers fail to ensure student participation and provide adequate feedback, with mean scores of 1.64 and 1.84, respectively. These issues highlight significant areas where prospective teachers might need further support to engage effectively with their students. The least reported mistakes include not understanding students' domestic problems (7% of respondents) and improper usage of audio-visual aids (32% of respondents). These issues have mean scores of 1.92 and 1.68 and standard deviations of 0.261 and 0.464, respectively. The lower frequency of these mistakes indicates they are less common but still present. A small

-percentage of respondents, 5%, reported having no mistakes at all, with a mean score of 1.95 and a standard deviation of 0.210. Similarly, 11% of respondents did not provide an answer to the question about mistakes, with a mean score of 1.89 and a standard deviation of 0.311. Overall, the data suggests that while some common mistakes like lack of knowledge about teaching methods and fear of discipline are prevalent, there are also less frequent issues that prospective teachers encounter during their teaching practicum.

4. DISCUSSIONS AND CONCLUSIONS

The need for an open-minded disposition becomes increasingly significant as student teachers engage in reflective discourse to enhance and refine their teaching practices. When prospective teachers work within a controlled environment, such as on-campus teaching settings, their behaviors can be observed and evaluated both by themselves and by their students. Formal written feedback and focused discussions with students serve as crucial sources of evidence, enabling student teachers to critically reflect on their practices. This process fosters a deeper understanding of their teaching methods and promotes improvements in their subsequent instructional strategies (Mayers, 2009). By embracing reflective practices and remaining open to constructive feedback, prospective teachers can better identify areas for growth and effectively adapt their teaching to meet the needs of their students. Similarly, findings from this study indicate that a majority of prospective teachers structured their lessons based on the feedback received from their students. These teachers recognized that student feedback was instrumental in highlighting both the strengths and weaknesses of their teaching methods. By reflecting on this feedback, prospective teachers were able to make informed adjustments and improvements to their instructional practices. This process not only facilitated their professional growth but also enhanced the overall effectiveness of their teaching strategies. Results from the study conducted by Erginel (2006) revealed that pre-service teachers considered self-awareness as a fundamental quality, which was significantly developed through a reflective practicum course.

The study highlighted that these teachers enhanced their self-awareness by engaging in various reflective practices, including videotaping of lessons, microteaching assignments, maintaining reflective journals, and receiving feedback from both students and peers. These methods provided valuable insights into their teaching practices and facilitated a deeper understanding of their actions and effectiveness in the classroom. The results of this study revealed that the majority of prospective teachers acknowledged that they could identify and rectify their mistakes through students' feedback. This feedback mechanism allowed teachers to examine and reassess their beliefs and practices related to education. It emphasized the importance of engaging students in a continuous process of self-diagnosis and reflection, which includes observing their teaching practices, asking questions, obtaining evaluative feedback, and engaging in critical reflection. This ongoing diagnostic process helps teachers to refine their methods and improve their effectiveness in the classroom. This process of cultivating self-awareness and understanding the motives behind classroom policies is especially valuable for teachers who aim to manage or prevent volatile or disruptive situations effectively (Spiller, 2011). By engaging in self-reflection and understanding the underlying reasons for their classroom management strategies, teachers can develop more nuanced and proactive approaches to handling classroom dynamics. This reflective practice not only helps in addressing immediate issues but also contributes to creating a more positive and controlled learning environment in the long term.

The correlation between students' results and their ratings of teaching effectiveness often remains inconsistent. Proper utilization of students' feedback, however, has the potential to significantly enhance teaching practices and improve the learning environment (Burniske & Meibaum, 2012). Effective integration of feedback allows teachers to address specific areas for improvement and adapt their methods to better meet students' needs, ultimately leading to a more productive and supportive educational experience. The study by Hajira and Shamsa (2012) revealed that university teachers engaged in self-evaluation after receiving feedback from their students. This feedback process allowed teachers to better understand their students' problems and fostered improved relationships between them. By reflecting on student feedback, teachers aimed to address issues in their teaching practices and enhance their overall effectiveness in the classroom. The study conducted by Mayer (2006) revealed that prospective teachers were encouraged to reflect on feedback gathered from students promptly after classroom events. This immediate reflection allowed them to capture key occurrences and events related to their teaching practices. By utilizing student feedback, teachers were able to triangulate data, which facilitated a thorough review of their practices and informed plans for improving teaching effectiveness (Mayers, 2009). Similarly, the results of the study show that student feedback prompts teachers to examine their practices critically, leading to targeted improvements in their teaching methods.

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