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Effect of Theoretical Orientation of Prospective Teacher on their Preparedness for Students' Learning

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ABSTRACT

The study of educational theories directly and necessarily is related to the process of education, and the human dimension serves as its foundation therefore theoretical orientation of prospective teacher influenced their teaching attitude hence their behaviors tremendously. This study identified the effect of theoretical orientation of prospective teacher on their preparedness for students' learning. By using a qualitative, phenomenological approach, data was collected through self-developed structured interviews with 10 prospective teachers who enrolled at two public universities in Lahore district. Homogeneous random sampling technique was used and five participants were chosen from final semester of teaching degrees. Through a structured questionnaire, interviews were conducted face to face. The recording ensured accurate documentation of statements through transcription and analysis. Thematic analysis was done to identify themes and patterns to address the research question. Specific barriers included managing diverse classrooms and a lack of practical training during teacher education programs. Most of the prospective teachers shared their practice teaching experience and expressed the gap between theoretical content and actual practices due to the lack of resources and fine techniques to tackle students. Recommendations for improvement included integrating experiences and leveraging modern technologies to enhance engagement and learning outcomes.

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1. Introduction

Theoretical orientation refers to the approach or body of ideas guiding instructors in their understanding of individual learning processes and how to apply this knowledge in practice. Many

theories as behaviorism, cognitive development, and constructivism, just to mention a few, suggest different ways that one might follow to understand the learning process. For instance, constructivist theories suggest teachers should consider students as independent learners, which makes teaching more student-centered. Educators who have this ideology are more likely to embrace 'personalized' approaches to learning as pinpointed at the varying needs of children (folk, 2013).

Theoretical orientation encompasses a range of learning theories, including behaviorism, cognitivism, constructivism, and social learning theories, each offering unique implications for instruction (Schunk, 2020). On the example of constructivism disposition, it is the student research, engagement-oriented, and must be built up through experience and social exchange (Vygotsky, 1978; Richardson, 2003). By contrast, a more formal and controlled opposed behaviorist approach can focus on reinforcement and observable consequences (Skinner, 1953). The orientation chosen by a potential teacher is what influences not only his or her choices in instruction but also his or her consideration of diversity among students, assessment application, and classroom management strategies (Zheng, 2015). In recent research, it is argued that a high correspondence between theoretical and teaching practice increases the confidence, innovativeness, and performance of teachers (Hammerness, 2019; Zulfikar and Mujiburrahman, 2018). Although teacher training programs all over the globe include the theories of education, there is always an issue of the lack of connection between the theory and practice. Newer educators are often worried about the problem of applying theoretical abstractions to practical and practically applicable classroom tactics (Loughran, 2019). This is particularly acute regarding the delivery of differentiated instruction, inclusion education, and mixed-ability classrooms, where pedagogical adaptability is needed (Tomlinson, 2017; Hattie, 2022). According to several researchers, programs in teacher education often focus on theoretical material and do not offer enough opportunities to learn and practice in practice, including guided instruction, peer teaching, and mentoring (Grossman et al., 2021; Zeichner, 2016). Therefore, the theoretical orientation is not fully applied in practice, leading to the lack of preparedness of novice teachers as they enter actual classrooms. This integration is not always facilitated in the context of a prospective teacher due to fractured knowledge or a lack of practical experience. Another developing aspect of teacher preparedness is associated with the technology and 21st-century competencies. Theoretical orientation is an issue that contributes to the perceptions and uses of the future teacher with regard to technology in instruction. In his example, the constructivist teacher might be better placed to exploit digital technology in collaborative work, inquiry, and formative assessment (Tondeur et al., 2020). On the other hand, the tightly-knit groups that still see the traditional models may not fit into the demands of the digitally fluent classrooms.

As such, it is crucial to learn how theoretical orientation relates to preparedness when developing teacher training programs that are contextual and capable of facing the future. Where this lack of touch with reality in classroom and classroom disconnect is especially clear in developing countries like Pakistan. Some of the most common challenges that aspiring educators will potentially encounter include the student population and lack of resources and mentoring issues that make the transition to practice more challenging (Khan and Malik, 2023). This underscores the importance of learning institutions reforming and reinforcing their teacher training programs to incorporate experiential learning opportunities which may include school placements, lesson study groups, and scaffold teaching simulations. These are not only experiences that can help in improving teacher self-efficacy but also contribute to closing the gap between teaching and practice (Akram and Ghazi, 2022). Since there are current challenges and the need to enhance the results of the learning process, the purpose of the study is to determine the impact of the theoretical orientation on the readiness of future educators to learn with students. It attempts to understand to what end future teachers can apply their

theoretical comprehension in creating instructions, classroom administration and student involvement. Teacher education programs, curriculum developers and policymakers will also find this study pertinent in their efforts to develop relevant education systems. This research will help to create more integrated, practical and reflective methods of teacher education by revealing the strengths and weaknesses of the theoretical basis of teacher preparation. Theoretical models also have a significant impact on how teachers respond to teaching in the classroom

Theoretical models also greatly influence the manner in which teachers approach teaching within the classroom. For example, a constructivist-oriented teacher will conduct much more learner-centered activities that incite inquiry and common logic, whereas a behaviorist-oriented teacher might pay more attention to teaching and reinforcement methods (Schunk, 2012). Such theoretical orientations guide the ways in which instructors plan lessons, manage classroom conditions, and react with learners. Therefore, the preparedness of future educators is conditioned by the mental understanding of pedagogical concepts and their ability to successfully transform their theoretical convictions into practical applications (Griffin, 2020).

2. Literature review

2.1 Theoretical Orientation of Prospective teachers

According to Korthagen (2017), a teacher's theoretical orientation is dynamic and develops with practical teaching experiences and reflective processes. Coaches are further believed to have been instrumental in assisting the teacher challenge themselves in regards to preconceptions, becoming even more pliable in the practice. (Zeichner, 2020).

2.2 Learning Theories

2.2.1 Behaviorism

It deals with observable behaviors and responses to stimuli in conditioning; the teaching tool relies heavily on reinforcement, which may be either positive or negative. Key contributors include B.F. Skinner and John B. Watson. Skinner's contribution in conditioning marked the beginning of behaviorism; he showed how stimuli in the environment can cause behavior (Skinner, 1953).

2.2.2 Cognitive

It assumes that learners are active processors of information, making memories and critically thinking to understand content. Jean Piaget was a founder of cognitive theory, and he argued that to learn, one must understand his or her experiences. "A child cannot learn unless experiencing" (Piaget, 1952). It focuses on internal mental operations such as memory and problem-solving (Schunk, 2012).

2.2.3 Constructivism

Learning should be individualistic for each learner because of their different meanings. While discussing the construction of knowledge, Piaget and Lev Vygotsky pinpointed the critical role that scaffolding, active learning, and reflection play in the construction of knowledge process. (Piaget, 1972 & Vygotsky, 1978).

2.2.4 Social Learning Theory

Albert Bandura's theory brought in a social component to learning, as attention is brought to the observation, imitation, and modeling that is involved in the learning of new behaviors and information. Bandura's work on self-efficacy is also very applicable when trying to assess teachers' confidence in them and how they perceive efficacy in their approach to classroom issues and interaction with students (Bandura, 1977).

2.3 Indicators of Theoretical orientation of prospective teachers

2.3.1 Belief about learning and teaching

Beliefs about learning are often shaped by a teacher's personal experience, education, and cultural influence that contribute to a distinct pedagogical outlook by each teacher. According to Richardson (2019), these beliefs are normally formulated early in a person's life and are thus somewhat fixed, so addressing such beliefs is essential when carrying out teacher training programs. Teacher education programs promoting reflective practice can help prospective teachers question and, when necessary, adjust their beliefs toward evidence-based practice, hence creating more effective learning environments for students (Kagan, 1992).

2.3.2 Preferred Teaching Methods

The preference for teaching in terms of learning practices reflects many aspects on the theory perspectives adopted and acceptance potential when exposed to heterogenic environments. The present literature shows a significant trend toward student-centered and active learning approaches, which are more recently aligned with the trend in education toward personalized and constructivist learning models (Bielaczyc & Collins, 2018).

2.3.3 Beliefs about their Knowledge

According to Konig et al. (2011), one important factor of teacher knowledge is General Pedagogical Knowledge (GPK). L. S. Shulman (1987); Sothayapetch, Lavonen, and Juuti (2013) explain GPK as a set of "principles and strategies of classroom management and organization that appear to transcend subject matter"; it also includes knowledge about learners and learning, assessment, and educational contexts and purposes. According to Grossman and Richert (1988), GPK is the knowledge that teachers have about learning theories, instructional principles, educational philosophies, learners, and classroom management techniques, and as a concept in research, is divided into three categories: instructional model or teaching method, classroom management, and classroom communication (Morine Dershimer & Kent, 1999).

2.3.4 Beliefs about role of Assessment

While taking into account the passing of time for the formulation of the assessment, alterations in the perception of the assessment and the introduction of the No Child Left Behind Act of 2001 (NCLB) forced education to concentrate more on accountability measures. The massive scope and the intent of NCLB led to a huge controversy between politicians, educators, and the general public. This federal provision, which was enacted in 2001 with bipartisan consensus, provided revolutionary methods of high achievement through steadily advancing achievement standards, frequent testing to measure progress, and accountability of subgroups (Cowan, 2004

2.3.5 Theoretical Orientation's Impact on Instruction

Each teacher's classroom practices reflect their theoretical view of the subject matter and of the learning process involved in achieving mastery of that subject (Johnson, 1992). In a review of the literature on teacher learning and teacher knowledge, Freeman (2002) notes that since the 1980s, there has been growing recognition of the role of teachers' "mental lives" in their decisions about what and how to teach

2.3.6 Teacher Preparedness for students learning

Lynch and Smith (2016) presented the idea of "Preparedness for School Improvement" in earlier publications as a framework for addressing these kinds of queries. In this work, we present the results of a study that contrasted levels of "teacher readiness" with the academic achievement of pupils. The

main idea is that improved student learning across the board would be shown by high levels of "teacher readiness" in a school. This claim is supported by research that links teachers to successful student learning outcomes (Hattie, 2009) and highlights the crucial role that school administrators play (Hargreaves and Fullan, 2012).

2.4 Indicators of teacher preparedness for Students learning

These are the indicators of teacher preparedness for student leaning including cognitive, behavioral, social etc:

2.4.1 Knowledge of learning theories

By gaining a solid understanding of learning theories, educators can employ tactics that meet the cognitive needs of their pupils. For instance, behaviorist teachers can employ structured routines and rewards, while constructivist teachers can involve their pupils in realistic practice that enables them to experiment with ideas. Research demonstrates that understanding learning theories increases teachers' adaptability in selecting suitable teaching methods and creating a flexible and responsive learning environment (Woolfolk, 2019).

2.4.2 Pedagogical skills

Successful education requires pedagogical abilities, which include using various teaching philosophies and techniques to motivate students, communicate important material, and create a positive learning atmosphere. Research indicates that differentiation is needed to facilitate equitable learning because it allows teachers to adapt their instruction to different learner capacities and learning styles, which increases student engagement and accomplishment (Tomlinson & Moon, 2020). Additionally, research shows that using technology into instruction is important.

2.4.3 Classroom management

Establishing a secure, civil, and effective learning environment depends on effective classroom management. According to studies, it entails creating unambiguous standards, routines, and procedures to improve structure and prevent disruptions, which has been linked to higher student participation and accomplishment (Marzano, 2019). Effective teachers use proactive tactics, such as early creation and reinforcement of behavioral norms, to keep the peace and foster a healthy environment.

2.4.4 Cultural competence

Research indicates that by more substantively validating people's identities, culturally responsive instruction that is, teaching in a more inclusive way by adjusting curriculum and instructional strategies can improve academic achievement and student motivation. Additionally, because they are able to identify and address potential cultural misunderstandings, instructors who are culturally responsive are better at managing the classroom.

2.4.5 Technological proficiency

The Technological Pedagogical Content Knowledge (TPACK) framework emphasizes that effective technology use in the classroom is more than just knowing how to use devices or software; it is also about understanding how to integrate them with pedagogy and content in ways that enhance the learning experience (Mishra & Koehler, 2006). According to research, when teachers utilize technology strategically, it can promote cooperation, critical thinking, and engagement, particularly in diverse and remote learning situations (Bond, 2020).

2.4.6 Evaluation & Assessment

Effective teaching relies heavily on assessment and evaluation because they allow teachers to monitor student progress, provide feedback, and direct instruction. A range of assessment methods, including formative assessments (continuous checks of comprehension) and summative assessments (final unit tests), are used by effective teachers to monitor students' progress and close learning gaps in real time (Black & Wiliam, 2018). Lessons can be tailored to students' present requirements with the use of formative evaluations, creating a responsive learning environment.

2.4.7 Professional development

Professional development is an essential component of teacher readiness because it allows educators to continuously improve their skills, stay current with educational research, and adapt to changing requirements in the classroom Continuous professional development enables teachers to expand their material knowledge, improve their teaching techniques, and discover new ways to classroom management and student involvement (Desimone & Garet, a2015).

2.4.8 Challenges faced by Prospective Teachers

It brought to light (Jensen, Lahn, & Nerland, 2012; Klette & Carlsten, 2012; Nerland, 2012; Smeby, 2012) that aspiring teachers struggled to articulate the difficulties they encounter in professional language, which made it difficult to relate practice-related issues to broader knowledge bases. Faculty members who teach pedagogy and subject matter lack a common vision, and there are limited opportunities for aspiring teachers to gain experience in a real-world setting.

3. Methodology

3.1 Research Paradigm

Constructivism was the research paradigm used in this study since it emphasized the idea that knowledge is actively created via experience and introspection. Through the interpretation of beliefs and practices, the research seeks to comprehend lived experiences using a qualitative, interpretive method.

3.2 Research Design

By using a qualitative, phenomenological approach, it investigated how the theoretical orientation of prospective teachers affects their preparedness for student learning. It examined how different theoretical frameworks have influenced instructional strategies, classroom management and teaching methods.

3.3 Population of the study

The respondents of this study were the undergraduate students as prospective teachers from 2 Public Universities of Lahore as University of the Punjab, Lahore and University of Education, Lahore.

3.4 Sample of the study

Homogeneous sampling was used in which participants were chosen randomly according to a specific criterion: they were prospective teachers from last-semester. A total of ten prospective teachers were from two public universities situated in Lahore district. Five prospective teachers were from institute of education of the Punjab University and five prospective teachers from Education University.

3.5 Instrumentation

A self-structured interview having 30 statements or items were selected to carry out this research study. There were 6 major indicators on which this interview protocol was to design to

explore the effect of theoretical orientation of prospective teachers on their preparedness for student's learning.

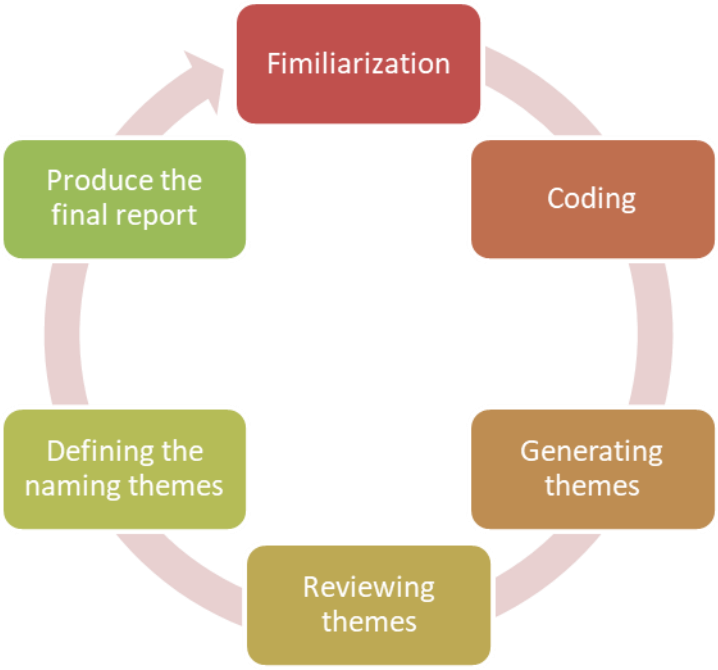
3.6 Data collection

The data was collected through face to face interviews in the presence of the interviewer. Interviews were scheduled at the participant's convenience to ensure they feel at ease and willing to share their ideas and experiences. All the interviews were recorded in the audio form and each interview took approximately 20 to 30 minutes. The recording ensured accurate documentation of statements through transcription and analysis. The structured questionnaire consisted of six indicators that help in exploring their factor.

4. Data Analysis

We used thematic approach for analysis of data with the help of N vivo. The process of choosing codes and creating themes involves interpretations. Using this approach to try to understand a set of experiences, ideas, and behaviors across a data set is incredibly authentic. According to Virginia Braun and Victoria Clarke, there are six phases of thematic analysis as follows:

Figure 1:



5. Findings

Table 1: Thematic Scheme

Themes	Sub-themes
Knowledge of Learning and Theories	• Definition of learning • Ideal theory • Factors affected theory selection
Impact of Instruction	• Changes in teaching after practice • Address diverse students need • Influence of theories on teaching methods
Connection with Planning and Needs	• Adjusting the student diversity • Student engagement • Modifying the difficult concepts

Classroom Management and Approaches	• Preferred teaching approach • Promoting collaboration • Controlling disruptive behavior
Preparedness and Professional growth	• Need of training • Areas of improvement • Satisfaction with program
Evaluation and Accountability	• Gaps between theory and practice • Suggestions for improvement

5.1 Theme 1: Knowledge of Learning and Theories

5.1.1 Sub-theme 1: Definition of learning

Prospective teachers reported about learning that it is a process that have different factors that focus on cognitive growth, social grooming and change in behavior. Most of the respondents elaborate leaning as desired behavior, positive change and seeking knowledge from experience.

Respondent 5 reported,

"Student learning is the process of acquired desired behavior the leads to timely changes in the students, ultimately reflected in their actions and personality. In simpler term, student learning can also be defined as the process of bringing about a positive change in behavior."

5.1.2 Sub-theme 2: Ideal theory

Most of the prospective teacher preferred Vygotsky's Social theory and some prioritize Piaget's cognitive theory. respondents varied based on their teaching process.

Respondent 2 said:

Vygotsky's social cognitive theory is best support student learning…. I feel that learning happens best through collaboration and social interaction, which aligns with how students often learn from one another and with guidance from teachers.

5.1.3 Sub-theme 3: Factors affected theory selection

Most of the prospective teachers emphasized on two factors cognitive and social development. Some respondents said the needs and level of student psyche is significant.

Respondent 7 said:

"I believe the most important factor in the learning process understands the students' level. That's why I promote Piaget's theory, as it emphasizes cognitive development based on age and differentiates various stages accordingly."

5.2 Theme 2: Impact of Instruction

5.2.1 Sub-theme 1: Changes in teaching after practice

Almost all respondents reported that there was s difference in their teaching after experienced theoretical knowledge. Some learned teaching methods and some improvement the understanding of needs of the students.

Respondent 3 said:

"Before training, I mainly relied on my own school experience, but learning about theories like

constructivism and behaviorism helped me to understand that teaching can be adapted for each student's individual need."

5.2.2 Sub-theme 2: Address diverse students need

They believed and accept the significance of learning theories and deal them according to their level and age of the students which relate to the psychological thoughts about the students.

Respondent 3 said:

"My understanding of learning theories helps me to deal with diverse learners according to their level of intelligence. For example, using Piaget's ideas help me to deal different students according to their age and stages of catching knowledge and skills."

5.2.3 Sub-theme 3: Influence of theories on teaching methods

Most of the respondents reported that their teaching method connected with their ideal theory and they applied them especially Vygotsky's and Piaget's theory. Some students said that they knew the importance of these theories about the experience of teaching.

Respondent 2 stated:

"Yes, I mostly applied collaborative methods of teaching, which align with Vygotsky's social cognitive theory and constructivist ideas. My goal of teaching is always to make students active participants in their learning."

5.3 Theme 3: Connection with Planning and Needs

5.3.1 Sub-theme 1: Adjusting the student diversity

The respondents highlight the importance of understand the different personalities of students before teaching and they tried to understand different psyches of students.

Respondent 2 stated:

"I differentiate lessons by using a variety of teaching tools, like visual aids for visual learners, group work for social learners, and individual exercises for those who prefer working independently."

5.3.2 Sub-theme 2: Student engagement

Mostly all respondent's emphasis on social learning and they believed that through class discussions and different activities, we can achieve more objectives of learning and enhance the student engagement. Some reported that freedom of speech is necessary.

Respondent 7 stated:

"I used these theories for student engagement in class by organizing as many activities as possible according to their mental level. This way, students were more involved and engaged in the learning process."

5.3.3 Sub-theme 3: Modifying the difficult concepts

Most of the prospective teachers were polite and they use to modify the difficult concepts through easy examples and describe the topic thoroughly. Some respondents used visual aids to modify tough concepts.

Respondent 4 reported:

"It has never happened with me that if a child came to me with a problem, I refuse to help. If a

child does not understand a concept, I sit them down and explain it with examples. And if they still do not understand, I make time to help them individually, even if I have to give them extra time."

5.4 Theme 4: Classroom Management and Approaches

5.4.1 Sub-theme 1: Preferred teaching approach

Most of the respondents emphasized on student-centered approach instead of teacher approach because of student's freedom and decision making.

Respondent 5 reported:

"Student-centered approach is better than teacher-centered approach. Pragmatism supports this idea that students should take the initiative, be independent, and develop the ability to guide their own learning."

5.4.2 Sub-theme 2: Promoting collaboration

Most of the respondents used to focus on form groups, class discussions, conduct education games and different activities. Some prospective teachers emphasized on art work to enhance the collaboration among students.

Respondent 1 reported:

"In class, I form groups and then assign a topic for them to write about whatever they know. When they work collectively, it promotes collaboration among students."

5.4.3 Sub-theme 3: Controlling disruptive behavior

Most of the respondents focused on addressing the students according to their psyche, age and level. They discussed the significance of teacher's politeness to deal with disruptive behavior of students. Only one respondent used to punish students to deal with that type of behavior."

Respondent 2 stated:

I am a polite person. So, in front of him or her I set clear expectations, reinforce positive behavior, and address issues privately to maintain a respectful environment. I try to understand the underlying reasons for disruptive behavior and work with the student to resolve them.

5.5 Theme 5: Preparedness and Professional growth

5.5.1 Sub-theme 1: Need of training

All the prospective teachers said that they need more training and practice to get experience because they could not prepare them for managing all the aspect of teaching due to the lack of time and gap in content practice during their program.

Respondent 6 stated:

"Every individual needs training at every level because no one is perfect. That's why I also believe that I need more training to improve myself."

5.5.2 Sub-theme 2: Areas of improvement

Most of the respondents believed that they should improve evaluation and class management. Besides them, some respondents seemed to improve time management and ICT integration.

Respondent 4 stated:

"If a subject is assigned to me that is not my main subject, it would be a difficult for me. So I

think I still need improvement in general knowledge of all subjects."

Respondent 5 stated:

"I feel I still need improvement in two areas: I feel a bit confused when I evaluating the class and I also need to improve class management skills."

5.5.3 Sub-theme 3: Satisfaction with program

Mostly prospective teacher was not satisfied with their current program due to short time of semester and the focus on content only. And they were not satisfied with those programs that are conducted in Pakistan due to the lack of usage of information communication technology and practices. But some respondents reported positively.

Respondent 5 stated:

"Yes, I am satisfied with my current program. I have experienced things through this program, including different courses, experiences, and workshops and so on. All these will be beneficial for me in the future."

5.6 Theme 6: Evaluation and Accountability

5.6.1 Sub-theme 1: Gaps between theory and practice

Most of the respondents stated that there is a huge gap between theory and practice. And the main reason was that all institutes and their programs focus only on content instead of practical applications and their implementations. One respondent believed that there is no gap between theory and practice.

Respondent 4 stated:

"There is a gap between my theoretical orientation and my preparedness to teach because the focus is more on content rather than practical application."

5.6.2 Sub-theme 2: Suggestions for improvement

Most of the prospective teachers suggest that schools should improve their teaching methods according to the theories and current era. And some respondents emphasized on accountability of teachers and professional development.

Respondent 6 stated:

"If we talk overall, every school should follow a single national curriculum. Regarding learning theories, private schools are comparatively better at implementing these theories than government schools"

5.7 Findings

This method enabled a nuanced exploration of their perspectives, offering valuable contributions to the understanding of theory-practice alignment in teacher education. There are some key findings:

1. Respondents were shown to be aware of prominent theories like Piaget's Cognitive Development Theory, Vygotsky's Social Constructivism, and Skinner's Behaviorism. Many cited that these theories have guided them in understanding how students learn.
2. Theories had a significant impact on participants' teaching practices and their capacity to respond to different student needs. However, in many cases, classroom problems constrained practical application.

3. Although participants were more confident because of the theoretical knowledge, they were less prepared to handle real-world classroom complexities.
4. A major issue highlighted was the gap between theory and practice. Respondents cited lack of mentorship and few practice opportunities as the reason.
5. Applicants applied blended methods of teaching which were teacher-centered and student-centered. Group work and class discussions were the common tools in using students to achieve this.

6. Discussions

Participants viewed learning theories as a practical tool in explaining student behavior, mental growth and social interaction. These frameworks have informed their teaching methods since they have been in a position to plan lessons and control the classroom. Behaviorist techniques, including reinforcement were assumed to be helpful in managing the classroom. But although these theories were appreciated by participants, they mentioned that they needed more systematic assistance and realistic exposure in order to apply them on a regular basis. Theoretical orientation of the participants played a significant role in their practice of teaching. Learning theories were said to promote inclusiveness and participation since most people purported to be in a position to foster the different needs of students using knowledge of the theories of learning. As an example, there were some participants who applied grouping and real-life examples to relate theoretical concepts and classroom practice. Yet, in practice, they were often limited by the mass of classes, the inadequacy of resources, and time constraints which could have been used to implement changes in the teaching methods. These problems refer to the disconnect between the idealized model of teaching shown in the training courses and the classroom as it exists in reality. The recurrent pattern of results is that there is a gap between the theoretical orientation and practice levels. Although the participants claimed to possess adequate theoretical knowledge, the majority of participants claimed that they are not prepared to work in complex classrooms such as behavior management, and instruction differentiation. This lack of preparedness was largely associated with over theorizing and a deficit in practical experience in the form of field practicum in teacher education programs. The participants explained that this gap needs to be filled through practical instruction, mentorship, and contemplation. Theoretical orientation impacted the instructional practices of participants, especially lesson planning and attention to students. The majority of them were simply describing how they applied real-life examples, group work, and differentiation to make lessons more applicable and inclusive. A social constructivist principle was their values of group work and brainstorming as factors in active learning and engagement. Other participants added that they differentiate lessons to suit the needs of different learners, basing their instructional methods on theories.

7. Conclusion

The research indicates that it is of utmost essence to expose potential teachers to the vagaries of contemporary classrooms. But there was a wide divide between what was known and is needed in the books and what was used and so the teacher education programmes would need more hands on learning experiences such as internships, classroom simulations, and reflective teaching experiences where future teachers would get the opportunity to put their theoretical knowledge into practice. Structured mentoring systems supervised by more experienced teachers can help novice teachers with the realities of their practice. Teacher training on the use of tools and materials of ICT is also crucial as these new techniques are well-suited in the learning environment of the 21st century.

8. Recommendations

The following are the recommendations concerning the preparedness of future teachers of

students learning overall:

1. The teacher education programs should be designed in a manner that would integrate internship, simulation and reflective teaching programs that will close the gap between theory and practice.
2. The potential teacher can be assisted by a formal system of mentoring by skilled teachers to implement the theory in practical classrooms.
3. Training on how to prepare teachers to innovate teaching methods in the 21st century should also include ICT tools and digital resources.
4. Training should be adaptive by helping teachers to adjust their classes to meet the diverse requirements of students and environments.
5. Blended teaching might help teachers to strike the right balance between autonomy and guide students in a student-centered and teacher-centered approach.
6. Policymakers should update the curricula for teacher training to balance theoretical knowledge and practical skills.
7. Accountability systems must measure the effectiveness of teacher training in real-world teaching experiences. During the past forty years, worldwide economies and organizations are much focusing on maximize the level of happiness or well-being of their citizens. UN agenda of sustainable development (SD) for 2030

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