

Quality of ADE practicum in public sector teachers' education institutes of Sindh

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Abstract: Teaching practicum is the most significant component in teacher education program. It helps to modify the behaviors of the student teachers. The study focused on the quality of ADE practicum teachers' skills, professional competence and quality of resources. Scope of the study was restricted to public sector teacher education institutes of Sindh. The objective of the study was to analyze the quality of ADE Practicum in public sector teacher educators Institutes of Sindh. Three major hypotheses were raised. Extensive literature review was done. The strategy of research was quantitative. The population of study was comprised of 427 teacher educators. Stratified random sampling design was used to draw a sample of 300. Hypotheses were analyzed statistically, and it was found that the difference of performance based on gender while the professional competence of all teacher educators is same. It was found that lack of resources and teaching materials hinder performance. Based on results concrete recommendations were made. The outcomes of the study will help in improving effectiveness of ADE practicum process and the professional competence of teacher educators.

Key words: *Quality of ADE practicum; Teachers education institutes*

1. Introduction

The study was conducted to analyze the quality of ADE Practicum in existing Associate Degree in Education Practicum in teacher education program in public sector institutions of Sindh. Teaching training is the utmost central element of teachers' education program. Training teaching inhabits a basic part in the teacher education process. This provides opportunity to novice student teacher to socialize with the profession. During practicum there is an opportunity to understand the work practically and gathering with students in schools offers an emotional involvement with their work. Throughout the practicum student teachers feel eager, dared and even permitted (Trowbridge and Bybee, 1994). Several words for instance the practice teaching, scholar training, teachers' training, field educations, infield practice, school-grounded experience, internship and practicum are accustomed mention to this action (Taneja, 2000).

Existing teachers' education system in Sindh is not meeting the demands of quality education. There are wide range of issues and challenges faced by teacher education program. It is essential to improve the existing situation in teacher education and develop new strategies for quality-oriented process. Adequate equipment and resources are essential to make teacher education program effective. There are several issues which affect the standard of education and its input to state development. The ability and role of teacher educators are certainly the major concerns. Teacher educators must be skill full and

use a diverse range of instructional resources to achieve the desired goals during teaching learning process. Teaching practice is a single basic component in teacher education program in term of modifying the behaviors of the teacher educators. The daily use of teaching approaches, policies, ideologies, procedures and workout of changed events of regular school life. Maududi (2014) suggested that the training of teachers should be based on knowledge of religion, command on scientific knowledge, positive attitudes toward profession and development of holistic personality.

The present study focused on to identify and explore the weaknesses and strengths of the existing ADE practicum in Teacher Education program and its improvement in Sindh. No research had been reported on this topic of vital significance. Being a teacher educator, the researcher observed wide range of practicum sessions in different universities and want to improve the quality of ADE practicum through application of scientific method.

1.1. Objectives

The overall objective of the study was to analyze the quality of ADE practicum in public Sector teachers' education institutes of Sindh. The study specifically focused onto analyze the skills of teacher education use of instructional resources and teaching materials. The study analyzes the variance between the professional competences of teacher educators during practicum.

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1.2. Hypotheses

Three hypotheses were framed as follows:

- There is no significance difference between mean scores of the competence on among male and female teacher educators for effective ADE practicum in public sector teacher education institutes of Sindh.
- There is no significance difference between mean scores of professional competences among male and female teacher educators towards efficient ADE practicum in public sector teacher education institutes of Sindh.
- There is no significant difference in the mean scores with regards to the impact of availability of instructional resources on the quality of supervision in ADE practicum by male and female teacher educators in public sector teacher education institutes of Sindh.

The study was of immense significance both for teacher educators and students' teachers to engage effectively in ADE practicum. The study was useful for all the stakeholders and authorities to take adequate decisions. In a nutshell the study contributes a lot in advancement of the knowledge. The study was limited to all public sector teacher education institutes where ADE Practicum is operational.

2. Literature review

Teacher education in Pakistan is developing day by day. This advanced outline of ADE is the new innovative in a voyage that began during 2006 by the progress of a National Curriculum, which was far along enhanced by the 2008 National Specialized Values 'NPS' for Educators in Pakistan and the Curriculum of Education 2010 outline of work. Through these basics in position, the Higher Education Commission (HEC) and the USAID Educator Teaching Scheme involved teacher throughout the country to advance complete curricula with passage directors for the Two-year program of Associate Degree in Education (ADE). The practicum does a key part in connecting "theory and practice" and it propositions the framework for student teachers to mature teaching skills and competencies (Smith and Lev-Ari, 2005). (Shulman, 1987) stated that it is very essential to receive and enhance the information of teaching and professional subject contents for teachers. It is by the teaching practice involvement that prospective teachers to develop essential specialized attitudes (Eraut, 1988, cited in Yan & He, 2009). Despite that, workshop teacher personal services are like sovereign tricky resolving, occupied by colleagues and instructors too enhancing expert standards and arrogances (Ramsden, 1992). According to Bawa (2010) teaching practicum, the focus is on individual teaching skills of prospective teachers. Bawa and

Nagpal (2010) point out that developing Teaching Competencies are the core teaching skills. The core teaching skills has three types; verbal skills, motivational skills and non-verbal skills. Verbal skills have four components,

- a) Skills of asking questions at different levels
- b) Skills of handling pupils' responses
- c) Skills of illustrating with examples
- d) Skills of explaining

Motivational Skills leads to,

- a) Skills of reinforcement
- b) Skills of stimulus

Non-verbal Skills / Classroom management skills helps to develop,

- a) Skills of blackboard use
- b) Skills of classroom control

Allen and Ryan (1969) initially found that there are fourteen component skills of effective classroom teaching. Bawa (2010) said that teacher-education program of varying duration helps to develop teachers for teaching at different levels. The teacher-education program provides practice of teaching for prospective teacher in schools. Bawa (2010), described that the teachers who lack mastery over the skills of handling pupils' responses generally direct questions to higher ability pupils and tend to ignore average and below average ability pupils in the class. Inability of the teachers to handle pupils' responses in an appropriate manner results in demotivation of most pupils in the class. Passi (1976), described that in classroom explanation is the group of different related material organized by the concerned teacher to increase the understanding level of students, regarding basic theme. Explanation is declaration made with a view to mutual understanding (Sykes). In science, the act or process of making phenomena intelligible with reference to their setting in a large body of systematic and coherent relations (Good, 1959). Brown (1975) stated that explaining leads to understanding. Thyne (1970) elaborated that understanding occurs when the thing to be understand is seen as an instance of something more general, something already known. Brown (1978) divided explanation into interpretive, descriptive and reason based. Bawa (2010) stated that teaching skills can be reflected when knowledge and skills are illustrated with the help pf examples.

Proctor (1981) elaborated that example means something taken from several things of the same kind, which shows usual quality of the rest. The term reinforcement originated in the theories of classical conditioning and instrumental conditioning developed by Pavlov and Skinner respectively. This technique modifies and changes behavior. Bawa (2010) said that while teaching in the classroom, a teacher needs to strengthen certain desirable behaviors like submission of home assignment on

time and participation of pupils, irrespective of their abilities, in the development of the lesson. Bhatia (2010) and Bawa (2005) explained that when supervisor enters the classroom to supervise a lesson being delivered by the prospective teacher he happens, first, to look at the blackboard work. Ausubel (1968) stated that introductory materials present a basic learning environment at a high level of concept than the learning concept (specific information). Its basic purpose is to explain, participate and inter link the material in the learning environment with the previously learned knowledge.

Classroom management is very important skill that needs to be acquired by the prospective teachers. Clerk (2000) described that classroom management deals with effective instruction. For learning, teachers must create a conducive environment for learning. Colville-Hal (2000) defined that classroom management as a broad set of teaching behavior through which the teacher maintains the learning conditions. Classroom management depends on engaging curriculum, working with interest, student's responsibilities as a citizen, teacher knowledge, management skills (Hanson, 1998). Lakhani and Ranganathan (2010) said that if a class is rowdy, undisciplined and have disobedient students, a teacher despite the competent of his subject, he will not able to control the class. Classroom climate is also known as learning environment and learning atmosphere. The components of classroom management are positive climate, technical teaching skills, prevention of misbehavior and correction and control of misbehavior. Teachers can enhance the skill of classroom management with adopt the few rules like no personal attacks, one person talk at a time, everyone has a right to his or her opinion and everyone must be listened to the teacher.

3. Research methodology

The study adopted the quantitative research method. The population of study was comprised 423 teacher educators from 30 public sector teacher education institutes of Sindh. Population was diverse in nature. Stratified random sampling was used. The sample size of teacher educators was 300. Data was collected through questionnaire and analyzed by application of t-test (SPSS version 22).

4. Data analysis

Hypothesis-01: There is no significance difference between mean scores of the competence on among male and female teacher educators for effective ADE practicum in public sector teacher education institutes of Sindh.

1. $H_0: \mu_1 = \mu_2$
2. $H_1: \mu_1 \neq \mu_2$
3. $\alpha = 0.05$
4. Test Statistics: t-test
5. Decision Rule: Reject H_0 if computed $t \geq 1.96$

Table 1: Application of t-test, competence of male and female teacher educators for effective ADE practicum

Mean Difference	Std. Error Difference	Computed value of t	df	α	Tabulated value of t
-0.394	0.185	-2.132 Ignoring the sign	298	0.05	1.96

The computed value of t was 2.132 and the tabulated value of t was 1.96 (at $\alpha = 0.05$ with $df = 298$). The computed t was greater than tabulated t. Therefore, the null hypothesis was rejected, and it is concluded that there is a significance difference between the mean scores of competences of male and female teachers engaged in ADE practicum. It clearly reflects that gender-wise there is a difference in the competence on skills among male and female teacher educators who are engaged in ADE practicum in public sector teacher education institutes of Sindh.

Hypothesis-02: There is no significance difference between mean scores of professional competences among male and female teacher educators towards efficient ADE practicum in public sector teacher education institutes of Sindh.

1. $H_0: \mu_1 = \mu_2$
2. $H_1: \mu_1 \neq \mu_2$
3. $\alpha = 0.05$
4. Test Statistics: t-test
5. Decision Rule: Reject H_0 if computed $t \geq 1.96$

Table 2: Application of t-test, professional competences among male and female teacher educators towards efficient ADE practicum

Mean Difference	Std. Error Difference	Computed value of t	df	α	Tabulated value of t
.404	.228	1.776	298	0.05	1.96

The computed value of t was 1.776 and the tabulated value of t was 1.96 at ($\alpha = 0.05$ with $df = 298$). The computed t was smaller than tabulated t. Therefore, the null hypothesis is accepted, and it is concluded that there is no significance difference between the mean scores of professional competences among male and female teacher educators towards efficient ADE practicum in public sector teacher education institutes of Sindh. It is clearly reflecting that there is no gender-wise difference in professional competence among male and female teacher's educators who are engaged in ADE practicum in public sector teacher education institutes of Sindh.

Hypothesis-03: There is no significant difference in the mean scores with regards to the impact of availability of instructional resources on the quality of supervision in ADE practicum by male and female teacher educators in public sector teacher education institutes of Sindh.

1. $H_0: \mu_1 = \mu_2$
2. $H_1: \mu_1 \neq \mu_2$
3. $\alpha = 0.05$
4. Test Statistics: t-test

5. Decision Rule: Reject H_0 if computed $t \geq 1.96$

Table 3: Application of t-test, impact of availability of instructional resources on the quality of ADE practicum

Mean Difference	Std. Error Difference	Computed value of t	df	α	Tabulated value of t
.0325	.2011	0.162	298	0.05	1.96

The computed value of t was 0.162 and the tabulated value of t was 1.96 at ($\alpha = 0.05$ with $df = 298$). The computed t was smaller than tabulated t . Therefore, the null hypothesis is accepted and it is concluded that there is no significant difference in the mean scores with regards to the impact of availability of instructional resources on the quality of supervision in ADE practicum by male and female teacher educators in public sector teacher education institutes of Sindh. It is clearly reflecting that there is no impact of instructional resources on the quality of supervision in ADE practicum by male and female teacher educators in public sector teacher education institutes of Sindh.

4. Conclusion and discussion

The performance of male and female teachers is not same for ADE practicum in public institutes of Sindh. It clearly reflects that there is a gender-wise difference in the competence on skills among male and female teacher educators who are engaged in ADE practicum in public sector teacher education institutes of Sindh. The command and competencies over the professional aspects of the ADE practicum. The male and female teachers are engaged at different level like further study, training courses. Household matters and so on. Therefore, sometimes due to overloaded schedule they are not able to give proper time to the students and its effects on their performance. The teaching practice is playing an important part in linking "theory and practice" nevertheless outside, it gives the framework for equally male and female instructors to enhance their teaching ability (Smith & Lev-Ari, 2005, 291) and to receive and enhance the information of teaching and professional subject contents for teacher educators (Shulman, 1987). It is by the teaching practice involvement that teachers to change essential specialized attitudes (Eraut, 1988, cited in Yan & He, 2009).

There is no gender-wise difference in professional competence among male and female teacher's educators who are engaged in ADE practicum in public sector teacher education institutes of Sindh. It means that the professional competence of male and female teacher's educators is same. Lakhani and Ranganathan (2010) said the class are rowdy, undisciplined and have disobedient student, a teacher despite the competent of his subject, he/she will not be able to control the class. The components of professional competence are positive climate, technical teaching skills, prevention of misbehavior and correction and control of misbehavior. Teachers can enhance the skill of

professional competence with adopt to few rules like no personal attacks, one person talk at a time, everyone has a right to his or her opinion and everyone must be listened to the teacher.

There are not enough resources and teaching material for ADE practicum in public Institutions of Sindh.

There is no impact of instructional resources on the quality of supervision in ADE practicum by male and female teacher educators in public sector teacher education institutes of Sindh.

On the contrary the Proctor (1981) explained that the using the different things to elaborate the topic is good and effects on the quality of the teaching. If teacher want to competent of these skills, they must formulate simple, interesting, relevant and appropriate examples regarding lesson and use appropriate media for presentation of examples like real objects, Words, Pictures, Diagrams, Graphs and statements. In teaching practicum prospective teachers try to do all these skills.

Finding are same as presented Bhatia (2010) and Bawa (2005), when supervisor enters the classroom to supervise a lesson being delivered by the prospective teacher he happens, first, to look at the blackboard work. The use of blackboard is very important part of professional competence. The black board writing and summary is very important in teaching. It is a versatile visual teaching aid. Ausubel (1968) defined that the competent instructor has an ability to explain, apply and inter link the material in the learning outcomes with the previously known material.

5. Recommendations

Based on findings and conclusion, following recommendations are made: In service refresher course will be conducted on regular basis for teacher educators. Specifically, about effective engagement in ADE practicum. The professional development courses must emphasize on the skill-building activities. Timely feedback must be provided by the teacher educator to student's teachers so that they can correct themselves without wasting their time. Gives them framework for equally male and female instructors to enhance their teaching ability. Provide enough teaching and instructional recourses for teachers to enhance the quality of ADE practicum.

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