

Problems of Practice Teaching in Teacher Training Institutions in Punjab

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ABSTRACT

The present paper focus on the study of problems of practice teaching in teacher training institutions responsible for preparing prospective secondary school teachers in Punjab. Practice teaching constitutes the integral part of teacher training programme in Pakistan. Practice teaching provides opportunities to trainee teachers to develop and improve their professional practices. Teacher training institutions organized practice teaching in practicing schools to provide prospective teachers infield experience. The sample for this study was drawn from 13 teacher training institutions in Punjab. Questionnaire was used as a tool for data collection. Data was collected from all the personnel concerned with this activity. Frequency count was used for data analysis, to find results and conclusions. Intensity of problems was measured on the basis of their frequency and ascending order is used to priorities the order of the of the problems.

Key Words: Head of Teacher Training Institutions (HOTTI), Incahrge Teaching Practice (ITP) Head of Department (HOD) Supervisor (Sup), Head of Practicing School, (HoPS), Cooparting teacher (Coopt) Pupil teacher (P.T).

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Introduction

Teacher Training is considered vital to sharpen capabilities of teachers for the success of teaching learning process. Training of Teachers comprises of two major components theory and practice. Teacher education system in Pakistan is alleged to be theory oriented and teaching practice is not given proper importance. The term teaching practice embraces all the learning experiences of student's teachers in schools. (Ashraf,1999).During teaching practice students spent several weeks in a class room guided by tutors at training institution and by cooperating teacher's or mentors.

Practice Teaching provides opportunity to the trainee to develop and improve his/ her professional practice in the context of real classroom (Wallce, 1991).Cohen and Manion (2001) are of the view that the theory and training received in teacher training institution prior to firsthand experience in the school cannot provide with answers for all the problem of prospective teaches is to be faced in the school and the classroom.

Practice Teaching is a gradual and systematic process well organized and planned to achieve objective of teaching practice. It is managed in accordance with the theory; the student's teacher has been given during his training course (Parnall and Baltra 1987). In Pakistan the head of teacher training institution is responsible to arrange Practice Teaching. He normally organized this activity with the help of practice teaching organizing committee constituted from the faculty member of the institution, one of the senior committee member chairs the committee normally called as Inchrage Practice Teaching.

Shami(1976) pointed out that the education received by a pupil teacher in a training college is not compatible with the real situation and experience of the outside world.

Stones and Morris (1977) pointed out that practice entangled in a mass of confusion, unmade decisions and experience without a comprehensive definition and clear-out statement of goals and purposes. Patricia, Henderson and Mortimer (1983) highlighted that block Practices tend to be shorter and sequenced in relation

to professional studies courses. Students, tutors and teacher work in various ways with each other. The trend towards professionalism within initial training does create many problems for training institutions and schools. Perhaps most difficult is a likely mismatch between the tutor competencies available and the skills required. Most tutors have had long experiences of developing the academic aspect of their work but relatively little of the professional emphasis which seems likely to become dominant.

Dove (1986) says that Practice Teaching is often a neglected opportunity. It is frequently poorly conceived, inadequately organized and under resourced. Physical communication between college or university and schools is often difficult. The relationship between college or university and schools is uncomfortable.

According to Thomas (1991) shortage of facilities and personnel needed for equipping pre-service teachers with the skill required for improved practice. The inertia of tradition that retards the adoption of new methods in typical schools also operates in teacher training institution. Instructors in teacher education are often reluctant to learn innovative practices of practices teaching.

Talyzina (1993) observes that in teacher education institution theory is not tightly enough linked to practices. The result is that the new teacher frequently under estimates the value of theory and begins to work in a purely empirical fashion, absorbing the experience of older colleagues.

Russell (1993) narrates that teachers hold much of their professional practical knowledge as ritual, rather than on the basis of principle.

Misra (1993) has pointed out the following problems of practice teaching.

- Lack of adequate theoretical understanding and instructional materials related to innovative training strategies.
- Lack of faith in the utility and efficacy of strategies of teaching.
- Lack of confidence, willingness and competence among teacher educators to use particular teaching strategy.
- shortage of training programmers.

- Lack of willingness on the part of teacher educators to experiment.
- Lack of administrative support and overburdened workload.
- Non enforcement of attendance rules.

Tariq and Khan (1996) in their study pointed out the following defects in practice teaching.

- Both pupil teachers and supervisor are not encouraged to make studies in the various methods of teaching.
- Pupil teachers are required to concentrate their attention to methods and teaching and are not given opportunities to study and solve individual and of school problems.
- In final lessons the candidate prepares his lessons well for the examination and his teaching in natural situation cannot be examined.
- His lesson is evaluated by observation of few minutes at one particular time and not through long period at various time and occasion

McIntyre (1997) states that student's teacher largely learned by trial and error and have little impact of feed back by university tutor and cooperating teacher. Different researchers have studied the problems of practice teaching. So it is important to study problems of practice teaching in colleges of Education responsibilities for preparing secondary school Teacher in Punjab.

Procedure/ Methodology:-

The paper concerned with the problems of practice teaching organized by teacher training institution responsible for the training of prospective secondary schools teachers in Punjab. The head teachers of training institution Heads of departments of education, incharge practice teaching Heads of practicing schools, supervisor of practice teaching, cooperating teachers and pupil's teacher are point out the people who faced problems during commitment of practice teaching and can indicate problems of real situation. Data regarding the problems of practice teaching was gathered from above mention respondent. There are thirteen teacher training institutions responsible for secondary schools teacher training in Punjab. All these institution were included in this study. The number of heads of teacher training institution in

charge practice teaching heads of practicing schools was limited in number and manageable. Thus all of them were included in sample. One supervisor, two cooperating teachers and five pupil teachers were selected randomly from each practicing school to explore the problems of practicing teaching.

A questionnaire consisted of statement regarding problems of practice teaching was given to each respondent. The filled in questionnaires were tabulated on the basis of frequency count and identified problems are arranged in descending order. Frequency of each type of respondent on each problem was calculated and then frequencies of all respondent on the same problem were added, highest frequency shows the intensity of problem. Problems are presented in tables from highest frequency to lowest frequency.

Sample Includes:

- Heads of Teacher training institution (HOTTI) n = 19
- All in charges, practice teaching of the teachers training institution (ITP) n = 13
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- All Heads of practicing schools (HoPS) n = 180
- Cooperating Teachers (Coopt) n = 180. two form each practicing school.
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- pupil's teachers (P.Ts) n = 450. Five form each practicing schools.

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Table: Frequency of responses of each respondent on different problems

Sr. no	Problems of practice teaching	Frequency of Respondent						
		HOTTI	ITP/HOD	Sup	HoPS	Coopt	P.Ts	Total
1	Non-availability of required number of classes in practicing school/adjustment problem in time table due to large number of pupil teachers.	5	5	44	11	4	56	123
2	Non –availability of A.V aids from	2	-	12	3	6	95	118

	practicing school and TTI.							
3	PTs poor in content of school teaching subjects/do not cover schools syllabus.	-	-	3	29	76	-	108
4	School/class discipline disturbs.	-	-	-	30	74	-	104
5	Disinterest / absenteeism of PTs.	1	2	19	20	60	-	102
6	Disinterest of cooperating teachers.	2	3	13	5	7	61	91
7	Lack/non-availability of physical facilities i.e. staff room, black boards, chairs and laboratory.	2	1	32	18	7	29	89
8	Non-availability of transport/conveyance problem.	1	3	8	-	-	75	87
9	Overcrowded schools classes.	-	-	6	1	-	70	71
10	Ineffective supervision/disinterest of supervisor.	3	4	2	4	22	36	71
11	Less duration of practicing teaching.	-	-	11	5	-	44	60
12	Class students having non-serious behavior towards PTs.	-	-	-	-	-	47	47
13	Poor lesson planning/preparation.	1	-	-	-	29	11	41
14	Non-serious attitude/non-cooperative behaviour of HoPs.	3	1	9	-	4	20	37
15	Disinterest/non-cooperation of HoTTI.	-	-	3	1	3	8	15

Different respondents were requested to describe the problems, faced by them during practice teaching. The problems identified by the different respondents are given in table and discussion is as under:-

A large number of students are admitted in the teacher training institution, especially in the colleges of education offering B.Ed. programmed in cities i.e. Lahore, Multan, Bahawalpur there are more than one teacher training institution offering different teacher training programmers i.e. B.Ed, M.A Education, B.S.Ed. Thus number of pupil teacher increased in these cities. In small cities i.e. D.G Khan, Bahawalpur the number of practicing schools is limited.

So a large number of pupil teachers are placed in each practicing school, due to available of less number of practicing schools. This number of pupil teachers does not match with the classes of practicing schools. So the problem of their time table adjustment arises. Practicing schools do not give 10th classes to pupil teachers. They are provided 9th classes to teach. Due to limited number of section of 9th class it is difficult to provide each pupil teacher an independent section. To adjustment those in few schools class is divided into two portion and two pupil teachers are given those separate portions. Due to non-availability of rooms the two pupil teachers teach the same class in the same room and same time in few schools a class is divided into many portions and pupil teachers teach those small groups, where they get the place to sit,i.e. corridors, playground, lawns etc. It creates discipline problem in school.

It was observed that pupil teachers of different teachers training institutions offering different training programmers i.e.B.Ed; C.T, P.TC; were assigned to one practicing schools at the same time which increase the number of pupil teachers in the practicing schools. So it is difficult to accommodate a large number of pupil teachers in one school.

A.V aids required to teach in the class are not provided to pupil teachers by the teachers training institutions do not keep the materials required to pupil teachers to teach in classes at secondary level. There is no resource center which keeps the different A.V aids used by the pupil teachers of previous years during practice teaching, which is helpful for future pupil teachers.

Practicing schools have different A.V aids, helpful to pupil teachers to teach in class; but they do not issue that material to pupil teachers on demand for fear of damage or misplacement. Because their own teachers do not use this material in school as routine, so it is dumped to keep the official record correct.

It is reported by the head of practicing schools and cooperating teachers that pupil teachers normally do not cover the schools syllabus, and do not follow the schools syllabus, to teach the class. During whole tenure of practice teaching they teach topics of their own interest, and teach repeatedly those topics which he/she is going to deliver at the time of final lessons. The heads of practicing schools and cooperating teachers feel that pupil teachers are not well prepared in the subjects taught at schools level in teacher Training College. They are poor in subject to be taught at schools level. The pupil teachers are not provided the scheme of studies of school to be followed during practicing teaching. Both cooperating teacher and supervisor do not observe the pupil teacher while teaching. So the pupil teacher become reluctant and does not try to cover the schools syllabus.

It was reported that the teacher training institution do not possess their own vehicles. So transport is not provided to pupil teacher as well as supervisors. Many practicing schools are out of way from the teacher training institution so both supervisors and pupil teachers feel it hard to reach there.

It was reported that Supervisors do not stay for whole day in practicing schools. They casually visit the practicing school. They spent 2-5 minutes in one class to observe pupil teachers teaching. They rarely visit the pupil teacher's class but only put their signature on the lesson plan note books. It was observed that they rarely comment to provide written feedback to pupil teachers. All this reflect that supervisors do not take it a serious activity. Supervisors did not remain with pupil teachers throughout the practicing period (Rafiq, 1979).

It was observed that cooperating teachers were very poorly involved in practice teaching. They do not observe the lesson of pupil teachers and do not provide them any guidance to them. They do not interact with pupil teachers and Supervisors. The cooperating teachers feel themselves relaxed and reluctant during practice teaching. The cooperating teachers are not much

associated with teacher training programmed and are poorly involved in practice teaching. (Kohll, 1992). This reflects the disinterest of cooperating teachers towards this activity.

It was reported that pupil teachers are not performing their duties effectively during practicing teaching. They do not stay whole day in practicing schools do not attend the morning assembly, do not participate in school activities other than teaching and do not observe the teaching of cooperating teachers. They do not discuss with cooperating teachers about their performance and are not seeking for improvement. It was observed that they feel it a burden and just a need to the requirement of fulfillment of degree programmed. Afridi (1997) and Khattak (1998) also observed that pupil teachers did not prepare daily lesson plan regularly which reflect their non-seriousness towards practice teaching.

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