

## PERCEPTION OF PROSPECTIVE TEACHERS OF PITE REGARDING WEAK AREAS OF COMPONENT OF TEACHING PRACTICUM IN ADE PROGRAM

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### ABSTRACT

*The present study was focused on to the perceptions of prospective teachers about the weak areas of the component of teaching practicum in Associate degree in education (ADE) program. so this study set two parameters 1) lesson planning, 2) feedback, for knowing the perception of the prospective teachers. Quantitative method was used in this study while research was descriptive in nature. Population of the study was the prospective teachers (PTs) have completed the practicum Of ADE program from different public institutions of district Shaheed Benazir Abad while target was the alumni of provincial institute of teacher education (PITE) Sindh. The sample of the study was 60% of prospective teachers who had completed the practicum in ADE of PITE .which were randomly selected. The data were collected through a self-designed close ended questionnaire based on five point Likert scale ranging from strongly disagree to strongly agree was administered. The collected data were analyzed by applying percentages, frequencies, graphs and mean scores. The data indicated that areas of the practicum were important and remain positive to prospective teachers, as helping in preparation of lesson plan, observing lesson plan, helpful feedback by cooperatives and supervisors, but some extent according to the findings the study identified some moderate areas such as, required lesson plan before formal observation by supervisors, lesson delivery, timely feedback both verbal and written provided by cooperatives to the prospective teachers needed special attention for improvement and their professional growth.*

**Keywords:** prospective teachers, Associate degree, professional growth.

### INTRODUCTION

Teacher education and its program in all over the world is consider significant view in education system and also perform crucial role and keystone in learning process, to achieve this goal many education program running all over the world to introduce and increasing the skills and change behavior of the teachers. These types of program known as professional developmental program to increase the quality of education, such program as Certificate in education (CT), Primary Teaching Certificate (PTC), Bachelor of education (B Ed.) etc. (Farooq, 1994).

Such type of programs were not gave fruitful result due to lack of practical, more time for theoretical part and short time of teaching practice. For enhance the quality of teaching, and education to make effective programs, the government acquainted a new Associate Degree in education (ADE) program with teaching practice means practicum aspect (Akhtar R. N., 2013). Main difference is clear previous courses were focused almost on theoretical aspects, when Associate Degree in education (ADE) is practicum experienced based and it relates theory with practice.

Lots of initiatives and steps were taken to enhance the quality of education in education system in Sindh province by the government of Sindh, traditional way of teaching is to

stopped previous courses as CT and PTC for filling the gaps of quality education for this new ADE program was introduced, this motivated the researcher to see the main aspects which is practiced to see the opportunities and threats. It is observed that in the institutions where the Associate degree in education (ADE) program is in progress most of the cooperative teachers and the academic supervisor do not fully involve to prospective teachers in effective practicum experience. Thus this poor experience leaves negativity on the performance and achievements of prospective teachers (Bashir, 2014). Therefore, this study attempts prospective teachers' views to shed light on the weak areas of components of teaching practicum in ADE program.

According to the Gujjar, (2010) An educational institutes almost conceives to the teaching practice is an choice they do not prepare students with full practice by giving them field experience and not pay attention to take active part to prepare prospective teacher, further the researcher in the same study highlighted that in training sessions institutes give freedom to students to choose lesson for lesson planning by themselves with essay Av aids. This freedom choice make prospective teacher responsible to take active part in lesson planning and its delivery. For Getting desired out comes and measure learning capacity of the prospective teachers, senior and experienced teacher feedback plays a vital role in performance of the students learning, feedback should be not an individual level, it must be beneficial for all and an education institutes also.

Ezenne (2010) feed back consider significant component in practicum, it brings directly effect on students performance, so it should not be compel hardly to students it is two way process to making dialogue between students and their cooperatives. Almost students rely on timely feedback rather than delayed one either it should be written or verbal form to make students learning effective .

Practicum's feedback is a judgments where facilitator evaluate critically to open the positive and negative points to determine the strengths and weakness of the learner, and provide suggestions and advices for later development, further feedback make able to prospective teacher to find out their helplessness and capability. Ibrahim (2013) determined in the feedback session both verbal and written feedback plays an important role to prospective teachers, but some extent written feedback is better to highlight the weaknesses and strengths in writing to remind the learners forever

White (2007) declared that effective feedback spotlight for prospective teacher the things that has been prominent to clear their way for their future critical learning.

## **RESEARCH OBJECTIVES**

The research objectives of the study are:

1. To study the perception of prospective teachers about lesson planning.
2. To find out the views of prospective teachers in perceiving feedback.

## **RESEARCH METHODOLOGY**

This research study by method was quantitative, and by purpose was descriptive in nature. Population of the study was the prospective teachers who had completed practicum Of Associate degree in education (ADE) program from different public institutions of district Shaheed Benazir Abad while target was the graduate provincial institute of teacher education (PITE), 60% sample of total population were taken using random sampling, 72 out of 120 prospective teachers. For data collection a self-designed close ended questionnaire tool was used ranging from strongly disagree to strongly agree on the basis of objectives with the help of supervisors, close ended questionnaire on five point Likert scale consist on 10 items.

Before collection actual data the tool were tested involving five prospective teachers of Associate degree in education (ADE) program, after piloting study seven items were finalized in questionnaire. The researcher personally visit to collect data, researcher briefed each and every point related to questionnaire, and also share the purpose of the study. Collected data was analyzed with frequencies percentage using tables and graphs.

**DATA ANALYSIS:**

**Item Wise Quantitative Analysis**

For research question seven items were developed, Item wise quantitative analysis of responses of prospective teachers on the basis of selected areas.

S#	Areas of items	Strongly disagree	Disagree	undecided	Agree	Strongly agree	Mean
1	Help in prepare Lesson planning	0	4	6	40	50	4.36
2	Lesson delivery	3	25	22	28	22	3.41
3	Observing lesson plans	0	8	4	36	50	4.26
4	Required lesson plan before formal observation	3	13	15	51	18	3.69
5	Helping in feedback	0	4	14	51	31	4.36
6	Receive verbal and written feedback	1	11	10	43	35	3.98
7	Timely feedback	0	7	24	46	24	3.86

**Table 1. Result of all items in percent & mean value**

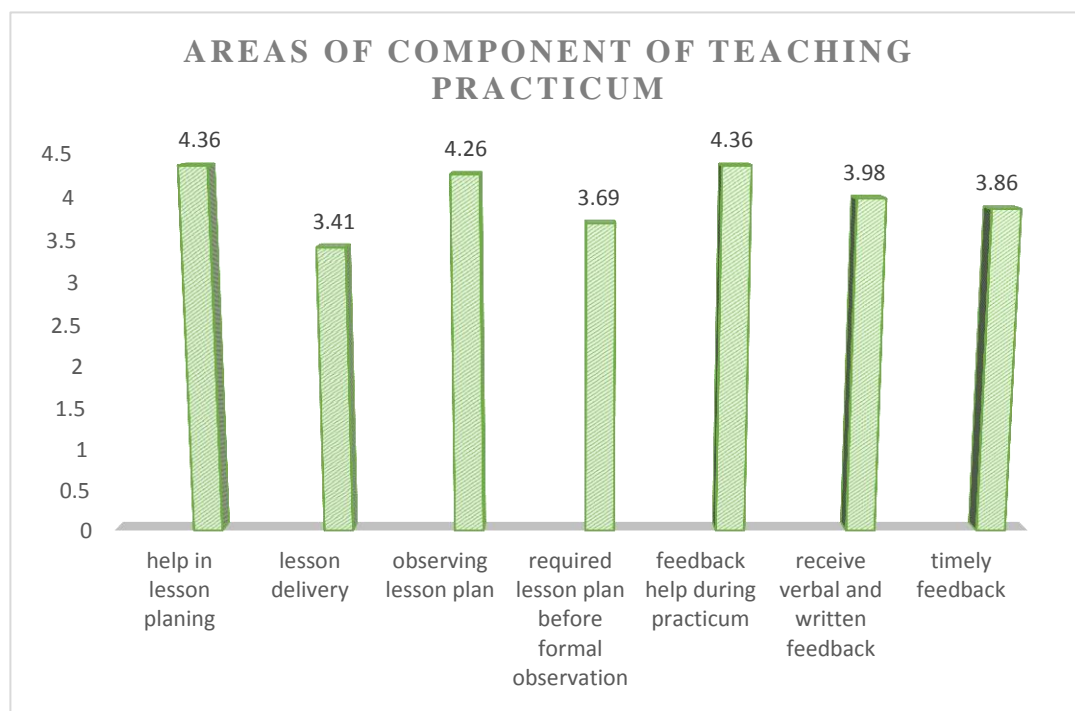
**Graph 1. Result of all items in percent**

The above table and graph 1 and item no one indicates the 0% of the prospective teachers strongly disagree with the statement, 4% of the prospective teachers disagreed, 6% counted undecided and 40% of the prospective teachers remained agreed with the statement, when 50% of the prospective teachers remained strongly agreed with the statement that my teachers help me prepare lesson plan.90% were in favor regarding statement. The mean score is 4.36 disposed towards strongly agreement that their cooperatives helped them in preparation of lesson plan

According to the above table and graph 4.1 item no two declare that 3% of the Prospective teachers strongly disagreed with the statement, 25% of the Prospective teachers disagreed and 22% remained undecided with the statement, 28% of the Prospective teachers remained agreed with the statement where 22% of the Prospective teachers remained strongly agreed with the statement that they remained weak in the area in lesson delivery,.25% remained disagree with the statement the mean score is the 3.41 suggests undecidedness but slightly tilted towards agreement with above statement.

As the above same table and following graph, item no three indicates the 0% of the Prospective teachers strongly disagreed with the statement, 8% of the Prospective teachers disagreed and 4% remained undecided with the statement, 36% of the Prospective teachers remained agreed with the statement while as 50% of the Prospective teachers remained strongly agreed with the statement that their cooperatives observe their whole lesson. 86% of

the respondents were in favor with above statement and the mean score 4.26 is also tilted towards strongly agreement with above statement.



As the above table and graph , item no four denotes that 3% of the Prospective teachers strongly disagreed with the statement, 13% of the Prospective teachers disagreed and 15% remained undecided with the statement, 51% of the Prospective teachers remained agreed with the statement while as 18% of the Prospective teachers remained strongly agreed with the statement that Cooperative teacher also want to require written plans prior to each formal observation. 69% Prospective teachers were in favor with the statement and the mean sore 3.69 is tilted towards agreement with the statement.

According to the above table and graph 4.1 item no five declare that the 0% of the Prospective teachers strongly disagreed with the statement, 4% of the Prospective teachers disagreed and 14% remained undecided with the statement, 51% of the Prospective teachers remained agreed with the statement 31% of the Prospective teachers remained strongly agreed with the statement that the cooperative teacher’s feedback helped Prospective teachers during Practicum. 82% respondents of the Prospective teachers were in favor with the statement and the mean score 4.36 which suggests strongly agreement with the above statement

As the above table and graph and item no six shows the 1% of the Prospective teachers strongly disagree with the statement, 11% of the Prospective teachers disagreed 10% remained undecided with the statement, 43% of the Prospective teachers remained agreed with the statement while as 35% of the Prospective teachers stayed strongly agreed with the statement that the Prospective teachers receive both verbal and written feedback from their cooperatives. 78% respondents are in favor with the statement, and the mean score the 3.98 is near inclined towards agreement with above statement.

The above table and graph and item no seven shows that 0% of the Prospective teachers Strongly disagree with the statement, 7% of the Prospective teachers remained disagree and 24% shows undecidedness, 46% of the prospective teachers agreed with the statement when

rest 24% of the prospective teachers remained strongly agreed with the statement that the cooperatives of the practical course provide to prospective teacher with timely feedback as they liked to be improved their skills. 70% were in favored to the statement and the mean score 3.86 which suggest to the agreement with above statement.

## **FINDINGS & DISCUSSION**

On the basis of results of this research study the following area wise findings and conclusion was drawn according to research objectives:

1. It was found that the result of question number one which was based on views of prospective teachers about lesson planning in first statement that the supervisors helped the prospective teachers in preparation of lesson plan majority respondents were satisfied with their supervisors and mean score 4.36 shows highly positiveness, while in the area of lesson delivery respondents suggest undecidedness but slightly titled towards agreement, and about the statement two weather respondents remain weak in the lesson delivery, majority prospective teachers agreed and the mean score 3.41 which is near to undecidedness, which suggest the Cooperatives/supervisors make proper observation and pay attention to make improvement in such areas. So, poor delivery was seen due to unsuitable observation, and in unclear directions from cooperatives and supervisors in the area of lesson observation. When a statement three that supervisor observes prospective teaches' whole lesson the majority of the respondents agreed positively and the mean score 4.26 which shows agreement with the statement, which suggests that the supervisors take interest and are concerned with the performance of the prospective teachers to identify weak points and suggest the solutions, while as regarding the statement four that the cooperatives were required comprehensive written plans before formal observation. The absolute majority of the respondents agreed and the mean score 3.69 which is titled towards agreement with the statement, by the respondents it was confirmed that the priory lesson plans prepared by the prospective teachers which is required to cooperatives before observation, but not checked in proper way.
2. According to the second objective which was based on views of prospective teachers about perceiving feedback, respondents regarding statement five that the cooperative teacher's feedback helped prospective teachers during Practicum the majority of the respondents agreed positively and the mean score 4.36 suggests strongly agreement with the statement by the respondents that the feedback which was given to them was positive which helped them positively during teaching practicum, and regarding the statement six weather the prospective teachers received both verbal and written feedback from their cooperatives, the majority respondents were agreed and mean score remained 3.98 which titled towards agreement, but still not satisfactory, where mentor pay more attention to giving both feedback in comprehensive manner, and same indicated about the statement seven that the cooperatives provided them prospective teachers with timely feedback that they needed to improve their skills the majority of the respondents agreed positively with the statement and the mean score 3.86 which inclined towards agreement with the statement, but still mean score not suggest strongest result which suggests that the cooperatives of the Practicum provided prospective teachers with timely feedback means on the spot feedback that they needed to improve their skills in teaching practicum.

## **CONCLUSION**

On the basis of data analysis and interpretation it is concluded that the ADE program provides sizeable chances to prospective or future teachers. Practicum revolves under the lesson planning and feedback it's just like a back bones of practicum, which gives the

prospective teachers opportunity to uncover their weaknesses and strengths along with getting knowledge skills, and values for future quality teaching. This study highlighted the perception of prospective teachers about the weak areas of the component of teaching practicum in ADE. No doubt according to findings of this study the cooperatives and supervisors plays their role remarkably, as help in lesson planning ,observing lesson plan, helping in feedback to prospective teachers were going positive, but some areas which are part of above positive areas still not as positive and seems to moderate. Some results and probing from the respondents suggest that some extent weak areas are lesson delivery, required lesson plans before formal observation, feedback help in practicum, timely feedback, these weak areas suggest the main reasons are improper observation by cooperatives and supervisors ,uncomprehensive timeless feedback, and improper guidance from their mentors, these reasons to actuate prospective teachers to pay attention themselves by them, also mentors should revisit their planning schedule. Furthermore this study suggest to future researcher to find out the deeply reasons for these weak areas as practicum practices going in better way.

## **RECOMMENDATIONS**

On the basis of the findings and conclusion of the research study it is recommended that:

1. Proper and timely feedback should be given to the prospective teachers in the areas of lesson planning and lesson delivery.
2. Both feedback are important both should be given, but written feedback should be given in comprehensive manner
3. Proper guidance must be provided by cooperatives to prospective teachers during the teaching practice in the school.
4. It is further recommended that the teaching duration practice may be increased.
5. Cooperatives should get lesson plan in prior, from the prospective teachers before formal observation for enhancement of ability to manage the classroom.
6. Clashing in planning schedule from both sides are some of the additional reasons for weak areas of prospective teachers. So, coordination between practicing school and college/university should be strong for the improvement in weak areas of the prospective teachers.

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