

Acquisition of Teaching Skills During Teacher Training Programs (B.Ed & M.Ed) and Actual Classroom Practices: A Comparative Study

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Abstract

The purpose of the study was to examine the discrepancies between the skills acquired and the skills used in the classrooms. 937 head teachers were the population of this study, selected for the primary and Secondary schools of Sindh Provincial. 187 head teachers of Sindh were randomly selected. Five-point Likert Scale was used to get the answers from Heads of school about their teachers in their schools. Descriptive statistics was used to analyse the data. According to the mean score, most of the teachers have no planning. The mean score also shows that appropriate teaching methods are not being used by teachers and have no command over the related subject. In addition, teachers do not have the skills to evaluate students' performance. The conclusion is that skills which teachers acquired in teacher training program B.Ed & M.Ed don't use in classrooms. Teachers must be assessed by the authorities whether they are using those skills or not? Whether these skills are required in the actual classroom or not?

Keywords: Skills, Policy, Acquired, Required, Evaluation.

1. Introduction

In a progressive society, well-aware citizens are required and this is only possible with effective education. Education is an important tool for the country's development. Education is a moral, social, emotional, and intellectual development of an individual. He is regarded as a nation builder, role model, and character creator. The country and society cannot achieve the goal of success in every field of life without well-trained teachers. Darling Hammond (2006) pointed out that the importance of meaningful teaching has been increased rapidly in the modern world and the standards of education and learning have been higher than ever. This means changes in the entire education system, especially changes in the teaching methodologies. Teacher training programs are direly needed for producing effective teachers because there is a need for time to pace with the modern world. We have to polish the teacher's ability to cope with problems faced by children. It is also necessary for teacher's capacity building to be aware of new methods of teaching and new technologies integrated into education. In the school system, the quality of teaching is the most critical factor affecting students' academic performance. In the name of improving the quality of teaching, millions of dollars are being invested in teacher's professional development programs in Pakistan but programs often lack a direct and clear connection with classroom practices. One method seeks to improve quality by restricting access to teaching to only the "best and the brightest"

Iqbal (1996) argued that Pakistan's ideology is based on religious beliefs. Abbasi (1995) believes that in Pakistan, teacher training is affected by the insufficient training system, shortage of teachers, overcrowding of classrooms, insufficient equipment, textbook shortages, and lack of appropriate facilities. It has never helped the teachers to be creative but offered to achieve outstanding achievements in their job. First time Wood's Dispatch (1854) recommended teacher training schools in each of the provinces. "Training schools should be opened for teachers of engineering, medicine, and law. Qualified teachers should be given better salary scales". The Dispatch further emphasized for providing scholarships to the teachers during training.

The father of the nation Muhammad Ali Jinnah in his message to the first education conference said: "We should redouble our efforts to enrich teacher education. This will strengthen the education system and enhance Pakistan's international presence. In this way, we can raise the status and honor of Pakistan in the community of Nations". First National Education Commission (1959) can be regarded as the backbone of the education system in Pakistan. General guidelines were provided for the teachers' training program by this commission to ensure: command on subject knowledge, psychological knowledge about children, and

development of the children at all stages of their lives, and use latest teaching methodologies and professional ethics awareness. The New Education Policy (1970) highlighted: "There is still much work to be done for the preparation of teachers in Pakistan. Higher basic education and professional training is needed". The National Education Policy (1979) highlighted that the teachers are the most significant members of the entire system of education. It was recommended to evaluate the pre-service teacher education program's curricula and appropriate modifications should be made. The Education Policy (1992) emphasized that the training of teachers will focus on the acquisition of practical skills. The role of teachers will be redefined. A system of punishment and rewards for teachers, based on performance evaluation, shall be introduced.

1.1. Statement of the Problem

The professional education programs are designed to train the teachers who are constructive contributors to the development and growth of a student. Literature shows that there is a difference in the theory taught in a teacher training program and the requirements of the real classroom. This study is conducted to explore the differences between the acquired and required skills.

1.2. Objectives and Research Questions of the study

- To find out the perceptions of heads of schools about essential classroom skills learned by the teachers during training (B.Ed & M.Ed).
- To determine if there are differences between the skills developed in the teacher training program and the skills used in the classroom.
- To identify the problems of the trainee teachers in attaining and implementing basic classroom skills.

1. What are the views of IBA Head Teachers about the degree to which the teachers have acquired the required skills in B.Ed and M.Ed training?

1.3. Significance and the Limitations of the study

The results of this study would be helpful for teacher training institutions to formulate appropriate plans. The findings might be beneficial for those researchers who are interested to investigate more in the future in the relevant field. The results of this study may also be helpful for curriculum developers to eliminate certain problems while designing teacher education courses. The current study was delimited to the 937 Head Masters (BPS-17) appointed in government primary and secondary schools all over Sindh in 2017.

2. Method of Study

2.1. Research Design, Population and Sampling, and Instrumentations

The study was descriptive and the survey method was used to get the views of Head Masters about the teachers through questionnaires. The total population of this study was 937 Head Teachers working in Sindh Provincial Government primary and secondary schools. The sample size for this study was 187 Head Teachers and data was collected from Head teachers about the perception of teachers through simple random sampling technique. Head Teachers are the respondents of the study. A questionnaire was developed to get data from Head Teachers. Closed-ended questions were based on a five-point Likert Scale.

3. Results and Discussion

After the collection of quantitative data, it was analyzed through SPSS software. Descriptive statistics was used by using each of the questions on the Likert scale. The questionnaire was divided into ten sections. Mean and standard deviation of Likert scale for the thirty-five questions, from Q1 to Q 35 were calculated. These questions were checked on the 5-point Likert scale from "1-Strongly Disagree to 5-Strongly Agree" and the two open-ended questions were also there to get the answers from Head Masters.

TABLE I. Descriptive Statistics

Factors	N	Mean	Std. Deviation
Lesson Planning Skills	187	2.31	.77
Lesson Presentation Skills	187	2.29	.73
Lesson Management Skills	187	2.34	.71
Maintaining Social Environment	187	2.78	1.04
Command Over the Subject	187	2.02	.66
Appropriate Teaching Methodologies	187	2.28	.73
Maintaining Classroom Discipline	187	3.05	.95
Teachers Classroom Behavior	187	3.25	.78
Checking of Homework	187	2.81	.90
Evaluation Skills	187	2.22	.64

The factor-wise Table represents the mean score of ten components; lesson planning skills, lesson presentation skills, lesson management skills, maintain the social environment, command over the subject, appropriate teaching methodologies, maintain classroom discipline, teacher classroom behavior, Checking of homework, and Evaluation skills. Data was analyzed through five-point Likert Scale. The component 'lesson planning skills' explored the head teacher's opinion about the teacher's planning skills and preparation of lesson objectives according to the students' need. The mean for this factor was (M= 2.31) & the standard deviation was (SD=.77) which shows the teachers' lack of lesson planning skills. To create good discipline and pay more attention, teachers should prepare and plan their lessons which can help them to improve effective classroom management (Moradi, 2019). The second component 'lesson presentation skills' explored the head teachers' view about the classroom material effectively, interestingly presenting lessons, and involving students in different learning activities. The mean for this factor was (M= 2.29) & the standard deviation was (SD= .73) which shows the teachers do not have lesson presentation skills. The third component 'lesson management skills' explored head teachers' view about managing and organize lessons, linking new lessons to students' previous knowledge, carefully develop the course material, and then divide the learning material into sequences. The mean for this factor was (M= 2.34) & the standard deviation was (SD= .71) which shows the teachers do not have lesson management skills. The fourth component 'maintaining social environment' explored the head teachers' view about the classroom environment and student's interest in learning. The mean for this factor was (M= 2.78) & the standard deviation was (SD= 1.04) which shows the teachers maintain a good social environment. The fifth component 'command over the subject' explored the head teachers' view about the subject knowledge and provides the latest information of the subject. The mean for this factor was (M= 2.02) & the standard deviation was (SD=.66) which shows the teachers do not have command over the subject. The findings of this study are consistent with the study of Ofsted (2009) who pointed out that command on subject knowledge in primary school teachers was usually accidental. Component six 'appropriate teaching methodologies' explored head teachers view about modern techniques, students' lower-level thinking skills, different problem-solving strategies, which stimulates confidence and motivate students towards learning. The mean for this factor was (M= 2.28) & the standard deviation was (SD=.73) which shows teachers do not use appropriate teaching methodologies and modern techniques of teaching in classrooms. The results of this study are also consistent with the results of Ali (2005) who argued that the teachers' method of teaching was traditional and the teacher training programs were also traditional. The seventh component 'maintaining classroom discipline' explored the head teachers view about dealing with good classroom behavior, misbehavior, and disruptive behavior. The mean for this factor was (M= 3.05) & the standard deviation was (SD=.95) which shows most teachers are maintaining good classroom discipline. The eighth component 'teacher classroom behavior' explored the head teachers view about teacher's classroom behavior, experience in teaching and learning, and the teacher's flexibility, creativity, and adaptability. The mean for this factor was (M= 3.25) & the standard deviation was (SD=.78) which shows most teachers are maintaining good classroom behavior. The ninth component 'checking homework' explored the head teachers view about giving and checking homework. The mean for this factor was (M= 2.81) & the standard deviation was (SD=.80) which shows most teachers

give and check homework. The tenth and last component 'evaluation skills' explored the head teachers view about teachers' evaluation techniques, teachers' judgment about student's performance and achievements, and the use of diagnostic evaluation to measure the strength and weaknesses. The mean for this factor was ($M= 2.22$) & the standard deviation was ($SD=.64$) which shows most teachers do not use evaluation skills. The results of this study are also consistent with the results of the study conducted by Kaleem (2010) that the teachers do not use evaluation techniques properly and also the teachers are lacking the classroom management skills to maintain good discipline.

4. Conclusion

In light of this study, it is concluded that most teachers do not use acquired skills in actual classrooms which they got through the teacher training program. The teachers do not have lesson planning, presentation, and lesson management skills. They also don't have command over the subject and they do not use modern methods of teachings in their classrooms. They use old methods of teaching as a purely teacher-centered lecture method. Furthermore, teachers do not have evaluation skills to measure the student's performance and to know the students' strengths and weaknesses. The heads of schools viewed that teachers do not use those techniques acquired in the teacher training program in the actual classroom because they are not interested in a teacher training program mostly teachers just attend training for remuneration. Some headteachers were of the view that the shortage of teachers and high enrollment is a reason for that. Some headteachers opined that new technique like classroom material and A.V aids are needed which the government is not providing to us. Another reason which is not followed by the education department is lack of monitoring and accountability. Furthermore, Head Masters opined that teachers have no capability and creativity to use modern technologies and methods in classrooms. Finally, it is concluded that there is a dire need to polish the teachers and highly qualified teachers are needed with high creativity and they must be trained from foreign countries to stand with the quality education. However, it is encouraging to note that teachers are maintaining a good social environment, good classroom discipline, and behavior. Thus, it is finally concluded that whatever teachers acquired during the teacher training program (B.ED & M.Ed.) do not implement in actual classrooms.

5. Recommendations

- During training programs more concentration should be placed on planning skills.
- Proper training with modern techniques and tools is needed.
- Teachers must have command over the subject and they should be updated in providing the latest subject information.
- Teachers should use modern methods of teachings in their classrooms with modern tools to make classes student-centered.
- Teachers should have evaluation skills to evaluate students. They must know about the types of evaluation formative and summative to know the students' strengths and weaknesses.

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