

DISCREPANCIES OF SKILLS ACQUIRED DURING TEACHER TRAINING PROGRAMME AND REQUIRED IN ACTUAL CLASSROOM

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Abstract

The improvement of a teacher's education is a critical national necessity. The quality of teachers, more than any other factor, depends upon the quality of instructions, and, quality of instructions is largely determined by the excellence of the teachers. This requires that the teacher's education institutions should be well equipped with human as well as physical facilities.

This research has been designed to cover up the following objectives: (1) To get the opinion of the teachers trainers about essential classroom skills acquired by the trainee teachers. (2) To identify the problems in acquiring and implementing the essential classroom skills. (3) To point out the discrepancies between skills that have been developed during teacher training programme. In this respect technique of multistage sampling was used. At first two provinces i.e. Punjab and Khyber Pakhtunkhwa were randomly chosen from the two provinces. Forty percent teachers were chosen from the sampled teachers for classroom observation, so hundred teachers were chosen for this purpose. An equal number of teacher trainers were chosen from each district.

The questionnaire was designed to get the response of the teacher trainers about the required and acquired skills during the teacher training programme i.e., B.Ed. and M.Ed. A checklist was constructed to carry out classroom observation of the teachers in the classroom and to see the difference of required skills and acquired skills. Data collected through research instrument was analysed by using mean score and t.test.

Majority of the respondents agreed that the teachers have used appropriate teaching methods, made efforts to improve their instructional effectiveness, used modern techniques and useful skills in the classroom, and made sure that their teaching was compatible with the class environment, used learning activities that required the students to practice higher order thinking and used different strategies for solving the problems. The classroom observation did not support this perception.

Introduction

Iqbal (1999) says that teaching is an arrangement and manipulation of a situation in which there are gaps that an individual will seek to overcome and from which he will learn in

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course of doing so Teaching is the ultimate contact between a more mature personality and less mature one, which is designed to further the education of the latter. (P-61)

Yasmeen (2006) says that standards for teaching and teacher education do not support the kind of learning that today's teachers must nurture among students to meet the new demands of the society. These new requirements are meant for assessing and evaluating student behavior, planning instruction, conducting and implementing instruction, performing administrative duties, communicating, developing personal skills and developing pupils self.

Good training can help teachers to cope with the complex demands of teaching a large number of students for five or more periods per day. Improper training, on the other hand, interferes with teaching and learning which causes interruptions, delays and waste of time. In fact good teacher trainings are necessary for healthy learning environment in schools. Better-trained and qualified teachers may make a difference for student achievement and learning at classroom and school. (Pp-11-12)

Hoffman and Pearson (2004) have summarized from Cruickshank and Metcalf (1990), the findings from the literature on training in terms of the following critical elements of teacher training: trained teacher should:

- Establish clear performance goals and communicate them to learners. They should determine a learner's present skill level, and ensure that learners are aware of the requisite skill level for mastery.
- Introduce only the basic rules during early learning stages. Ensure a basic understanding of the skill to be learned, and when and why it is used.
- Provide sufficient practice after understanding has been developed. Provide frequent knowledge of the results in the learning process and after incorrect performance.
- Provide for transfer of training and provide full support and reinforcement for the use of skills in natural settings.

Training and professional development includes imparting knowledge about content and skills in instruction, classroom management, assessment, and developing teacher knowledge and skill. It enables teachers to reflect critically on their practice and approach new knowledge and beliefs about content, pedagogy, and learners. It includes a direct instruction/lecture component, skills demonstration, modeling, workshop, presentations and other types of in-service activities. (P-3)

Objectives of the Study

1. To get the opinion of the teacher trainers about essentials classroom skills acquired by the trainee teachers.
2. To point out the discrepancies between skills that were being developed during teacher training programme.

Hypothesis

1. There is a discrepancy between the perceptions of teacher trainers and classroom observation about the application of classroom skills.

- There is no any discrepancy between the perceptions of teacher trainers and classroom observation about the application of classroom skills.

Research Methodology

The study was descriptive in nature.

Population

The entire teacher training institutes and all the teacher trainers training institutes are considered as the population of the study.

Sample

Technique of multistage sampling was used. At first two provinces i.e., Punjab and Khyber Pakhtunkhwa were randomly chose. The five districts were randomly chosen from these two provinces. Forty percent teachers were chosen from sampled teachers for classroom observation, so hundred teachers were chosen for this purpose. An equal number of teacher trainers were chosen from each District.

A questionnaire was designed to get the responses of the teacher trainers about the skills required and skills acquired during Teacher Training Programme (B.Ed. and M.Ed.). A checklist was constructed to be carried out in classroom observation to observe the teachers during teaching in the classroom and to see the difference of skills required and skills acquired.

Data Analysis

After collecting data, it was fed into SPSS spread sheet and verified. The data was analyzed by using mean, independent sample t-test.

Findings

The findings of the study were as under:

Comparison of Responses of Teacher Trainers and Classroom Observation

| S.No. | Dimensions | Status of respondents | N | Mean | Std. Deviation | Std. Error Mean | Df | t.value |
|-------|--------------------------------------|-----------------------|-----|---------|----------------|-----------------|-----|---------|
| 1. | Lesson planning skills | Teacher Trainer | 100 | 15.8000 | 4.29940 | .42994 | 198 | 6.155 |
| | | Observation | 100 | 12.4621 | 3.30495 | .33049 | | |
| | Lesson presentation skills | Teacher Trainer | 100 | 15.3400 | 4.31165 | .43116 | 198 | 1.895 |
| | | Observation | 100 | 14.4000 | 2.45361 | .24536 | | |
| | Lesson management skills | Teacher Trainer | 100 | 15.9200 | 3.64783 | .36478 | 198 | 3.522 |
| | | Observation | 100 | 14.2975 | 2.81263 | .28126 | | |
| | Classroom climate | Teacher Trainer | 100 | 23.9400 | 6.28903 | .62890 | 198 | 1.682 |
| | | Observation | 100 | 22.6320 | 4.57032 | .45703 | | |
| | Command over subject | Teacher Trainer | 100 | 11.4100 | 3.50208 | .35021 | 198 | 3.811 |
| | | Observation | 100 | 9.8200 | 2.26693 | .22669 | | |
| | Appropriateness of teaching methods | Teacher Trainer | 100 | 59.9100 | 16.99382 | 1.69938 | 198 | 2.770 |
| | | Observation | 100 | 53.8800 | 13.60279 | 1.36028 | | |
| | Class discipline | Teacher Trainer | 100 | 11.3800 | 3.30222 | .33022 | 198 | 1.050 |
| | | Observation | 100 | 10.9700 | 2.08629 | .20863 | | |
| | Teacher like personality | Teacher Trainer | 100 | 11.8100 | 2.98716 | .29872 | 198 | 3.498 |
| | | Observation | 100 | 10.5700 | 1.90828 | .19083 | | |
| | Formulation of appropriate questions | Teacher Trainer | 100 | 18.7700 | 4.81759 | .48176 | 198 | -12.895 |
| | | Observation | 100 | 27.5630 | 4.82587 | .48259 | | |

| | | | | | | | |
|-------------------|-----------------|-----|----------|----------|---------|-----|-------|
| Evaluation skills | Teacher Trainer | 100 | 22.1300 | 6.77287 | .67729 | 198 | 0.593 |
| | Observation | 100 | 21.6840 | 3.26861 | .32686 | | |
| Overall skills | Teacher Trainer | 100 | 231.6700 | 65.17080 | 6.51708 | 198 | 9.499 |
| | Observation | 100 | 163.0700 | 31.12284 | 3.11228 | | |

Table – value = 1.97 at 0.05 level

The calculated values are higher than table value at 0.05 levels in respect of lesson planning skills, lesson management skills command over subject, appropriateness of teaching methods. In all other cases, calculated value is less than table value indicating that there is no significant difference in the perceptions teacher trainers and researcher's classroom observation in respect of lesson presentation skills, lesson planning skills, lesson management skills, formulation of appropriate questions, maintaining social climate, command over subject, appropriateness of teaching methods, inspiring confidence in students, evaluation skills, maintaining class discipline, formulation of appropriate questions, checking of home work and checking of class work.

Conclusion

1. Majority of the respondents agreed that the teachers used appropriate teaching methods made efforts to improve their instructional effectiveness; used modern techniques and useful skills in the classroom, made sure that their teaching was compatible with the class environment; used learning activities that required the students to practice higher order thinking and used different strategies for problem solving. The classroom observation did not support this perception.
2. Majority of the respondent agreed that the teacher's inspired self confidence in the students related to the previous lesson with the current lesson; aroused student's interest in the lesson; provided plenty of opportunities to the students for practice and motivated the students towards learning. But classroom observation indicated that the teachers lacked this skill.
3. Majority of the respondent agreed that the teacher's maintained good order in the classroom had the ability to deal with the misbehaviours and identify disruptive behaviour but classroom observation showed that the teachers did not do so.
4. Majority of the respondents agreed that the teachers used appropriate teaching method; made sure that their teaching was compatible with the class environment; used learning activities that required the students to practice higher order thinking and used different strategies for problem solving. The classroom observation did not support this perception.

Recommendations

1. Teacher training programme are heavily loaded with theoretical information. It is recommended that teacher training programme should put more emphasis on functional aspects. Guidance in the form of model lessons by experienced teachers and master trainers can help the teachers to improve their classroom skills.
2. Teacher trainers were of the view that there was no provision for improving the skills of the teacher trainers. They were unable to use latest technologies. It is, therefore, recommended that management and high authorities in the sector of

education may provide opportunities for the professional growth of teacher trainers by awarding them scholarships for higher training in other countries.

3. Classroom observation indicated that the teachers lacked the skill of developing confidence in the students to make them an active learners. It is recommended that the trainee teacher should be provided training to enable them to inspire confidence in the students.
4. More emphasis should be put on developing good lesson planning skills during training by providing more opportunities for lesson planning and by showing them model lesson plans developed by the expert teacher trainers.

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