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## PERFORMANCE OF TEACHERS EDUCATORS DURING ADE PRACTICUM IN URBAN AND RURAL TEACHER EDUCATION INSTITUTES OF SINDH

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**ABSTRACT**

*Teaching practicum is an essential component of teacher education program. It helps to modify the behaviors of student teachers. The study focused on urban and rural teacher educators' skills, professional competencies, and teaching methods. The scope of the study was limited to ADE practicum in teacher Education Institutes of Sindh. The objective of the study was to analyze the performance of Teachers Educators during practicum. Intensive literature review was done. The strategy of research was quantitative. The population of study was 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 location of the teacher educator's institute. The professional competence and methods employed to achieve the goals of teaching are same among all teacher educators. Based on findings concrete recommendations were made. Administration should arrange the refresher courses for teacher's educators, adequate training and designing of skill practice session. The outcomes of the finding enhance the professional competency of the teacher educators and effectiveness to ADE practicum process.*

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**KEYWORDS**

*Practicum, Performance of Teachers Educators, Urban and Rural areas*

**INTRODUCTION**

The study was conducted to analyze the performance of teacher educators related to ADE Practicum in teacher education program in public sector organization of Sindh. Teachers' training is one of the essential parts of teachers' education program. Training is a basic part in the teacher education process. This provides chance to new student teacher to mingle with the profession. Throughout training there is a chance to see the work professionally and gather with prospective teacher. Throughout the practicum student teachers feel ready, braved, and uniform certified (Trowbridge and Bybee, 1994). Numerous words for example the practice teaching, scholar training, teachers' training, field educations, infield practice, school-grounded are familiar mention to this action (Taneja, 2000).

The quality of the current education system in Sindh is not good. Educators are facing many problems. It is essential to develop the current condition of teacher education program and develop different policies for quality-oriented process. Appropriate equipment and resources are essential to make teacher education program effective. Here are numerous issues which influence the standard of education. The competency and role of teacher educators are undoubtedly the main element of teaching. Teacher educators must be skill full and use a diverse range of audio-visual aids to achieve the goals throughout the country.

Teaching practice is the only significant factor in teacher education program in the context of changing the performances of educators. It is applied use of training approaches, policies, philosophies, methods, and workout of many actions of everyday school time. Maududi (2014) recommended that the teaching must be grounded on familiarity of faith, grasp on logical information, optimistic approaches to occupation and improvement of complete personality.

The study focused on to recognize & control the weaknesses and its improvement in ADE practicum of Teacher Education program in urban and rural area of Sindh. No research had been reported on this topic. Being a teacher's educator researchers observed range of practicum sessions in different Universities and want to enhance the quality of ADE practicum in urban and rural areas of Sindh.

Practicum plays a dynamic role in the growth of the students and it provide the beneficial real-world experience for scholar, (Mahmood, 2014). Gujjar at el. (2010) demonstrated that the practicum is the implication of orderly & well-organized chance

to prospective teachers. A complete teacher education session appropriately maintained by advanced practicum leads to professionally polished student teachers and maintain the quality of education. (Halai & Durrani, 2018; Westbrook et al., 2009).

The core object of teachers' training is to polish the prospective teacher with specialized job (Perry 2004). After training the entire learner have to justify each tasks of a teacher, which is interesting but difficult. Perry (2004) stated that, the student teacher's ought to capability to enjoy the real classroom environment and planning the classroom tasks.

McMillan (2000) said that, fair judgment is valid, reasonable, proper, useful, and pragmatic; it practices several methodologies, correctly integrates equipment, recovers training, effects student enthusiasm and understanding, and remove mistake. Moreover, evaluation is compulsory for enhancing the quality of education system. The evaluation must be used as an instrument to support student outcomes and development (Yan & He, 2010).

It has been observed that the professional competencies and skills are most important to enhance the quality of teacher's educators of urban and rural areas of Sindh. The study focused to examine the Performance of ADE (Practicum) Teachers Educators of urban and rural areas of Public Education Institutes of Sindh. The study observed the skills, professional competencies, and methods of teacher education. The study analyzes the variance among the skills, professional competence, and teaching methods of Teachers Educators.

The study is of vital importance both for teacher trainers and students' teachers to participate effectively in ADE practicum. The study will be useful for to take decisions and in advancement of knowledge.

## **LITERATURE REVIEW**

Teacher Education program undoubtedly represent the development of the country in present time (Ashraf and Rarieya, 2008). Due to the globalization, many steps of advancement have been taken in the teacher education program, many works were made to development, organization, and modification of syllabus in Pakistan (Mahmood, 20014). N.P.S.T offers beneficial recommendation & several instruction for enhancement of teaching practices (MOE,2009).

On the other hands Gujjar et al. (2010) described about the difficulties and problems associated to teaching practice in Sindh. Educators are not skilled in account of their idea and less concentrated on their supervisory role, they are mostly not knowledge of about the implication of teaching methods. Large number of the institutes have not learning environment. Here are numerous difficulties which consequence the

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dominance of teaching and its influence on countrywide improvement. The ability and role of teacher educators are undoubtedly the main part. Teacher instructors must be skillful and know how to use an extensive instructional resource for completing the required task of the teaching practice.

Practicum links concept with action in actual classroom situation. The teaching practice allows students to start with competency and utilize their capabilities. It is very important to link theory Practice, and guide the students give the outline for improvement in practicum activities (Smith and Lev-Ari, 2005). School Coordinating Mentors, Cooperating Teachers and Supervisors are responsible to guide the learner about the practicum. Teaching practicum is very important to improve the performance of the teacher educators. Based on Curriculum Document, practicum is the significant element of a teacher education studies. It converts theory into practice and prepare the prospective teachers to perform a perfect role of teacher. The observation of lessons, sharing of classroom experiences, applied use of teaching approaches, policies, values, and procedures are the basic competencies of teacher educators.

S. K. Kochhar (2008, pp.209) stated that the lesson-plan is a strategy of teaching. Good planning is the base of all work. Several methods can be used to deliver the lesson: problem solving method, Telling, discussion, demonstration, lecture, project method and controlled study. Educators' observable attitude to his duties, essence of honesty, feeling, seriousness, relations among staff and teachers are observed by prospective teachers.

Halai & Durrani (2018) described that competent teachers are the representatives to keep agreement and consistency in society. This talent is depending on the excellence of teacher training. Professional develop teachers plays important role in modifying the performances of their students. Teachers expertise and superiority of work is dependent on applied work during practicum (Rizvi and Elliot, 2005).

Lakhani and Ranganathan (2010) stated that the competent teacher can manage the undisciplined and disobedient student. So, teacher must be competent and skillful. Saeed (2019) defined that the classroom management is a strategy which maintain the behavior of the students and control the learning environment. Trained teacher can teach in a better way. Rishipal (2011) stated that the education recommends complete material, proficiencies, and approaches. Teaching is valuable area and associated to work. Training is blend of education and its implementation in daily life. To make the upcoming teacher, it is essential to guide them in a noble way. Foundation is the doing somewhat for enhancing the knowledge and services during teaching practicum. Training is a learning process; mixture of various instruction and it is an eternally imparts the skills.

P. K. Sahoo (2010) defined that, the education is the oldest and noble professions in the world. As a profession it justifies all the basic principles of knowledge. Knowledge relating to teaching, professional capabilities & talents of instruction using comprehensive theoretic structures and correctness are the basic philosophies of morals. Prof. R.N. Mehrotra (2010, pp.22) stated that, the teacher education program is providing daily teaching knowledge to the students to perform in a good way. With the help of Educators the student teachers understand all its limitations to accomplish skills of classroom teaching and create specialized outlook. Dr. Saroj Pandey (2010, pp.23) described regarding responsibility of education. He said the education is a fuel which is necessary to run the system of the world properly. With the awareness of education people can find the right path of the work and gives the proper place of things.

Teaching efficiency is reliant on the relations between the teacher's subject-matter familiarity and pedagogy of teaching. Subject matter knowledge remains necessary for effective training. These circumstances show that it is not possible to become a good teacher without having competency in subject knowledge and instructional ability. It is true that the subject-knowledge is more important than teaching strategies. Teacher trainers are required to fulfill the requirements of teaching practice. The trainer enhances the capabilities of prospective teachers. The main idea of the teachers' training is to enable student knowledge. Education may be defined as a modification in performances, approaches, or competences. Actual teachers stimulate student knowledge, and linked it with practical. The teaching practices supporting teacher professional development. It is supporting teachers to maintain the quality of teaching practice. Teaching instructional practice provide the platform for teachers to improve the worth of teachers' training. Continues improvement is essential for teachers. The up-to-date teacher can transfer the knowledge in proper and remarkable way. They know how to use different tools during practice and motivate the learners to develop the teaching education procedure. With the help of classroom teaching quality the teacher's trainers can change the level of understanding of prospective teachers. There are many measurement instruments are using as a core objective of teaching evaluation process. This is very essential; to enhance the performance of teachers with the development in the professional competencies and teaching methods. The range of skill, competencies, creativity, critical thinking, Meta cognition, problem solving, communication, and civic responsibilities, international awareness about teaching and understanding level of students should be revised (Dede, 2010). These all competencies are very necessary for teaching practice in education departments.

These situations show that it is difficult to be a real teacher without competency in both subject familiarity and instructive capability. Therefore, subject awareness is a necessary requirement for excellent teaching and transferring the knowledge to the

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students. Teachers' efficiency depends on the relations among the instructional subject information and pedagogy of teaching. Subject content knowledge is a needed for effective teaching. Different scholars wrote that there are four most important teacher-effectiveness variables are results, Clearness, Enthusiasm & Engagement.

The main variable of real teaching is the use of a results-based instructional orientation. Results allow students to emphasis their consideration on strong learning goals. These results inform students about their position. It also provides the teacher with a framework for course content and to assess student learning. The second most important variable of real teaching is the clearness of training. Supplementary operational teachers characteristically deliver students with extremely clear instructions and descriptions regarding the course association and course outline. If students are not getting your points its means that your approaches of delivery is lacking and require improvement in deliver the lecture and give proper time to your students to inquire questions.

The third important variable of real teaching is engagement. The opinion recommends that students acquire knowledge through practice. The teachers must create a self-motivated and informative place where students get the chance to repetition every observation that they were learned. This commitment must initiate primary in the lesson and remain all over the lesson. These appointments are planned to assist the progress of the information, services, and approaches.

The fourth essential variable of real teaching is enthusiasm. Enthusiasm is communicable. Extra active teachers show an extraordinary enthusiasm that indicates their professional competence and confidence. The basic and necessary requirements of student must be fulfill to motivator for both student and teacher.

Kelly and Connie (2017) stated that through teaching practice the teacher will develop their effective teaching skills related to instructional strategies, curriculum design and classroom management in urban and rural institution during an early field of experience.

A lot of observational instruments are using for assessment and evaluation of students. Few of them are demanding practical growth, and even less has been used through diverse frameworks, beliefs, and involvements. A lot of observational instruments are like a worksheets or time measures activities. These are usually very famous for their rate and simplicity of usage for all type of studies. Conversely, the fresh relative study of observational tools on task measures are too cheap for used. It provides opinion or presentation evaluation about teachers.

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The improvement of capabilities is known as the latest abilities which are helpful in getting awareness and enlightening teacher instructional quality. Worldwide interest is that in what way teaching training and teaching space change student education results and their mental development. Teaching superiority has recognized to be more powerfully related with child knowledge than organizational characteristics of schools. During training the prospective teacher must concentrate on organizational structure of educational training and evaluation process to give better results and maintain the quality of teaching.

Classroom observation is a main factor which is used in teaching practice to advance the superiority of education through information about existing teaching practices over time (UNESCO, 2016). The qualified and up-to-date teachers must know how to use teaching tools in practice properly to achieve their objectives with students in all type of environments (Darling-Hammond, 2006). The proper use of instruments increases the capability of teachers. The trained teachers have keen knowledge of how to do a miscellaneous selection of students' teachers and use advanced analytical abilities to update their results (Darling-Hammond, 2006). The talent of communication requires continuous information for better class room practice (Levy and Murnane, 2004). An expert educator must be experienced, flexible and can handle problematic environment of the class (Dede, 2010).

The soft skills such as emotional support cannot measure at time at different levels of quality instruction (Bruns et al., 2016). Moreover, many instruments which are used internationally, connected to each other in different way are not suitable (Bruns, 2011; Crouch, 2008). Later on this issue pointed out that many devices which are in use worldwide do not deliver a strong theoretical outline (Burns and Lawrie, 2015; Vavrus, 2002). Many scholars recommend that if you want to improve the quality and decrease the educational differences try to record the teaching practice and note the behavior of the students teachers. This is maybe due to the fact that the classrooms observation straight tells about teachers' performance. The observation gives more concrete information which helps them to improve the performance.

Basic knowledge of instructive practices and laboratory developments is a very important factor which teachers used theoretically in the practicum (Seidman, 2012). The educators and university experts try to collaborate in teaching practice to improve the understanding level of the learners and thoroughly assess the learning excellence in the classroom. In numerous circumstances, the quality of classroom process is efficiently associated to student learning consequences.

In any classroom, the principal methods and training are occupied simultaneously. Though, strong differences must develop between performances and procedures to

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establish the better classroom environment to support student teaching (Brodie et al., 2002). The education distribution system has a considerable impact on the performance of the learners. Training, syllabus, institute rules, climate and evaluation are key factors in the skills progress. Nevertheless, the teaching institutions are the place somewhere novices observe the demonstrating of these skills by their educators and do rehearsal with peer. Therefore, it is so important to prepare the trainees in a same way.

We suggest provide feedback to their teacher on his own teaching presentation is a key point of observational instruments. Thus, our emphasis is to use this observation for positive improvement in the teacher's professional development. This is favorable evidence for better input of teachers (Seidman, 2012). The classroom explanations must not emphasis on what prospective teacher has learned during training but must focus on the teacher performs in the class (Burns and Lawrie, 2015). Teachers are authorized to be an active members on the basis of their professional growth as well as in the modification of their pedagogy to excellent assist the students ( Brown et al., 2010; Allen et al., 2011).

As competencies for instance self-awareness, teamwork, and critical thinking are playing are important role in the professional development. With the aim of create learners abilities, we must emphasis on skills, evaluation and train teachers. As was stated previously, the teaching space is the area where learners observe their educators' demonstration and try to copy them. If teachers are unknown about teaching strategies during teaching practices, is a dangerous issue not only for training but also in the daily routine teaching and professional development of prospective teachers during practices.

As knowledge of subject and methodologies are very important. The information which transfers the teacher to his students during the practice should be latest and should replicate the new logical realities related to the field. A teacher cannot succeed if he is not capable to transfer suitable awareness to his students no, problem how he is capable in his subject. Thus, the teacher must be skilled full to transfer the knowledge. Teachers maintain the learning and teaching process by way of plan and prepared the lessons, assessing students, maintain the order in classroom and make sure that their students participate in activities which could be helpful for them to achieve the goals of the lesson (Ün Açıkgöz, 2004). Teachers learned these skills through teaching practice in teacher education programs. In real teaching, a educators should have core abilities such as command on subject, encouraging for learning, must know the problems of their student, lesson development, teaching strategies, create learning environment, ability of communication and evaluation procedure (Ün Açıkgöz, 2004).

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Planning includes making education involvements for accomplishment desired goals, defining teaching methods and techniques, observes and evaluation activities (Aydn, 2008). It is the responsibility of teachers to design and prepare different educational activities to achieve the set goals (Cangelosi, 2000). Morrison, Ross and Kemp (2004) mention that while planning, it is compulsory to define how much time it will take the student to attain the required knowledge, where the training process will occur and how the students' achievement will be evaluated. As stated by Moyles (1992) the common disciplinary problems appear when the teachers cannot start their lesson according to planner. Therefore, the teachers can achieve their goals if they are fully planned and skilled.

In the classroom, a successful teacher should motivate the students and use different teaching approaches and do proper communication with their students (Hotaman, 2005). Cipani (2008) stated that all teachers should use their offered time in a useful activities and teaching learning process. The students must participate in the teaching-learning process. An effective teacher keeps his students busy in the teaching-learning process. School helps the individual to develop a strong personality in the school life (Hotaman, 2004). A teacher trainer carefully monitors the students' achievement and understanding level. Feedback helps prospective teachers for guiding, motivating and supporting in learning process (Snmez, 2007).

The personality of the educators is the important variable in the classroom learning. Teachers who possess a good and decent personality support their students (Erden, 2007). The teacher must be open-minded, flexible and adaptive. They observe circumstances keenly (Erden, 2007). The knowledge of subject, teaching skills and good personality are important for the educators to achieve its goals. Educators have a great responsibility for getting knowledge and acquiring skills of the profession. Then, the teacher training process should be a place where prospective teacher learn a lot and do practice of different activities to achieve the desired goals of education (Loughran, 2006).

Classroom observation is very important for both teacher trainers and prospective teacher for their professional growth. We observed others and use their results in a very clear perception. Teacher mutual observation is also a very necessary; it's enhanced the confidence and give a perfect reflection for others. Observation supports the knowledge and unable the prospective teachers to do critical observation of their fellows during the teaching practice.

Observation also increased the self-esteem and facilitates trainers with new teaching strategies. Observation created the constructive feedback and improved the teaching competencies. The trainer did all these activities on the basis of the previous

knowledge. It is compulsory to school management to help and provide all necessary instruments to the teachers to improve the teaching learning process during the practice. Without the management collaboration the teachers will have to face many difficulties to achieve the educational goals. The administration must give some time and fulfill the requirements of the teaching practice. The administration can help in planning, professional development and classroom observation during practice. The collaboration of teachers, schools and university teachers are playing very important role in teaching practice, with the help of collaboration, they can maintain the level of understanding of student teachers and reduce the problems in the schools during teaching practice. With the help of the collaboration, the school teachers and university supervisors do work together and complete the necessary requirements of urban and rural prospective teachers without discrimination of their work. The collaborative environment will support and establishes the healthy relation which will benefit those teachers to develop their practice and learning process of teachers' educational institutions. In the result, the urban and rural teachers will produce great teachers instead of good teachers.

The different educators said that the geographical location either urban or rural does not have a major impact on teachers' perceptions regarding practices in Sindh. However, the educators of both urban and rural institutions are performing in a same way to achieve the particular goals regarding teaching practice. They are following the rules and regulation of teaching practice. This is very essential for the progress of any educational institution. The literature is rich that it is vital to create chances for teachers to increase their pedagogical practices by involvement professional expertise. The school administration gives time, space and possessions to develop collaborative environment to perform the proper practice. It gives good results like benefits and facilitate teamwork, promote openness and delegate responsibility to create strong practice and enable professional growth.

The improvement of student learning through effective teaching during the practice is a true picture of teaching practice. Subjects must be selected according to previous knowledge and interest (Zirbel, E. L. 2004).

According to Genevieve Aglazor (2017), teaching practice play a core role in education. He said that without teaching practice no one can be a good teacher because during teaching practice the learners have a chance to learn pedagogy, teaching methods and instructional style, which help him to polish himself. The skilled teachers play a fruitful role in the classroom teaching and maintain the learning environment. (Kiggundu & Nayimuli, 2009) consider that the Teaching practice has a crucial role in teachers' education.

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### RESEARCH OBJECTIVES

1. To analyze the skills of Urban and rural teachers educators.
2. To find out the variation in use of methods by teachers educators to achieve the goals of effective learning.

### RESEARCH HYPOTHESES

1. There is no significance difference between the skills of teacher educator's area wise (urban & rural) during practicum of public sector institutes of Sindh.
2. There is no significance difference between the professional competence of teacher's educators of urban and rural areas during the ADE practicum in public institutes of Sindh.
3. There is no significance difference in the method employed to achieve the same goals teacher's educators of urban & rural public institutes of Sindh.

### RESEARCH METHODOLOGY

The strategy of study was quantitative research. The population of study was comprised of 423 (male and female) teacher educators from 30 public sector teacher educator institutions of Sindh. A sample of 300 teacher educator was drawn through stratified random sampling design. Questionnaire was designed to collect data. The data was analyzed statistically through application of t-test.

### ANALYSIS

1. There is no significance difference between the skills of teacher educator's area wise (urban & rural) during practicum of public sector institutes of Sindh.

<i>Independent Samples Test</i>					
Mean Difference	Std. Error Difference	Computed value of t	df	$\alpha$	Tabulated value of t
0.47031	0.22826	2.060	298	0.05	1.96

The computed value of t was  $t = 2.060$  and the tabulated value t was 1.96 at  $\alpha = 0.05$  with degree of freedom = 298. The computed t was larger than tabulated t. Consequently, the null hypothesis was rejected, and concluded that there is a significance difference between the skills of educators in public institutes. It clearly reflects that performance of educators according to area (urban and rural) is different for ADE practicum in public institutes of Sindh.

2. There is no significance difference between the professional competence of teacher's educators of urban and rural areas during the ADE practicum in public institutes of Sindh.
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<i>Independent Sample t Test</i>					
<b>Mean difference</b>	<b>Std. Error Difference</b>	<b>Computed value of t</b>	<b>Df</b>	<b><math>\alpha</math></b>	<b>Tabulated Value</b>
.176	.283	.621	298	0.05	1.96

The computed value of t was 0.621 and the tabulated value t was 1.96 at  $\alpha = 0.05$  with degree of freedom 298. The computed t was lesser than tabulated t. Consequently, the null hypothesis is accepted, and it is found that there is no significance difference between the professional competence of teacher's educators of urban and rural areas during practicum. It is clearly reflecting that the professional competence of area wise is same teacher's educators during practicum in public sector institutes of Sindh.

3. There is no significance difference in the method employed to achieve the same goals teacher's educators of urban & rural public institutes of Sindh.

<i>Independent Samples Test</i>					
<b>Mean Difference</b>	<b>Std. Error Difference</b>	<b>Computed value of t</b>	<b>Df</b>	<b><math>\alpha</math></b>	<b>Tabulated value of t</b>
.0556	.3005	.185	298	0.05	1.9768

The computed value of t was 0.185 and the tabulated value t was 1.96 at  $\alpha = 0.05$  with degree of freedom. The computed t was lesser than tabulated t. consequently, the null hypothesis is accepted and there is no difference in the method employed to achieve the same goals by teacher's educators during practicum in public institutes of Sindh. This means that the method employed to achieve the same goals by urban and rural teachers is same for ADE practicum in public institutions of Sindh.

## **CONCLUSION AND DISCUSSION**

It has been observed that the performance of the teachers according to area is not same for practicum in public institutes of Sindh. R.N. Mehrotra (2010, pp. 39), stated that the Teacher Educator are very important in providing quality education. It depends on the performance of the educators. The performance of the educator depends on the commitment of the educators towards their work. It varies from educator to educator. It clearly reflects that performance of teachers' educators based on area is different for practicum in public institutes of Sindh.

Maududi (2014) recommended that during the training session, the teacher educators must have the religious knowledge, command on technical knowledge, constructive attitudes toward profession and holistic personality for both urban and rural teachers.

The educators taught the same professional competencies that is why they possessives the same so, it is clearly reflecting that the proficient capability of urban & rural teacher's educators is same for practicum in government sector in Sindh. Dr. Rishipal, (2011, pp.3-20) described that the Education suggests complete knowledge, abilities, and opinions. Training is valuable & associated to job. To prepare the future teacher, it provides the complete sense of achieving goals for practicum and polish the skills for doing a job. It is well defined that the method using to fulfil the final goal in teaching practice are same by educators according to area in public sector of Sindh.

Training practice is playing a leading role in learning process. It is a blend of schooling, studying, and training. It is bringing a permanent change in skills. Learners learn how to manage the classroom and improve their skills according to rules and regulations. There is freedom in the classroom, and everyone can perform their duties freely.

### **RECOMMENDATIONS**

Based on study recommended were made to enhance the quality of ADE practicum.

1. Proper evaluation system must be introduced according to N.P.S.T. for teacher professional development.
2. The institutions should prepare their educators professionally competent to promote the quality education in area. The professional development will enhance the teaching method and quality of teachers.
3. The administrators should provide various instrument as well as peer support.
4. Give proper guidelines to the educators to motivate the students.
5. The institutions should be well organized and well developed.
6. There must be skillful staff in the institutions.
7. Suggest reference books, instructional materials and reports for updating their professional knowledge.
8. School administration gives time, space and possessions to develop collaborative environment to perform the proper practice.

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