

Factors Affecting the Effectiveness of Teaching Practices

Shaffaq Ayyub Aljafar^{1*}, Ahmed Saeed², Tasneem Fatima³

¹Department of Education, Federal Urdu University Arts, Science & Technology, Karachi, Pakistan;

²Faculty of Education, University of Karachi, Pakistan;

³Department of Teachers Education, Federal Urdu University Arts, Science & Technology, Karachi, Pakistan

*Email: Shaffaq.momina@gmail.com

Received for publication: 23 April 2020.

Accepted for publication: 09 June 2020.

Abstract

The present study was about factors affecting the effectiveness of teaching practices. The objective of the study was identifying factors which affect negatively on the effectiveness of teaching practices. The quantitative method was employed. The population of the study comprised of B. Ed (Hon) four year student teachers of Sindh, Pakistan. The stratified random sampling was adopted. The size of sample was based on 250 student teachers of 4th and 8th semester. The questionnaire was used to obtain the data. Data were analyzed by using SPSS. Bar graphs and *t*-test method was adopted to present the findings. The major factors identified were practice school distance, lack of financial support, stress, managing students, insufficient guidance and lack of cooperation from school teachers. The finding also revealed that there is no significant difference of opinion between male and female student teachers regarding factors which affecting to effectiveness of teaching practices.

Keywords: Factors; effectiveness; teaching practices

Introduction

Teaching practice is an important tool of learning teaching. It polishes the student teachers skills as well as their teacher behavior. All over the world recognize its importance and need in teacher education programs. The style and mechanism of teaching practice may be varied according to the institutions, but no teacher education program exists without teaching practice course. Although, teaching practice has lots of benefits for the development of student teachers, but it is the reality that it has some major problems which affect negatively on the effectiveness of teaching practices. Besides, many researchers examined its problems, but still there is a need for more researchers to investigate problems during teaching practices. Moreover, student teachers are the best source to identify factors which affect teaching practices. Ultimately, encountered problems should be resolved with careful planning and preparation so that student teachers take more benefit from their effective teaching practices.

Pakistan reformed teacher education program with the collaboration of USAID in 2006. Currently, there are twenty-nine government elementary colleges of education and six universities offered B.Ed.(Hons) four year teacher education in Sindh. The student teachers participate four times in teaching practice which is comprised on 2nd, 3rd, 7th, and 8th semesters. Although student teachers get more experience of teaching, but they face major problems which affect their teaching practice and that's why the teaching practice quality is compromised. The present study will be beneficial to teacher educators, supervisors and concerned authorities.

Literature Review

Teaching practice is an important and necessary part of the teacher education program. The teaching practice course provides an opportunity to get the real teaching experience in real school settings (Perry, 2004). The student teachers are involved in applying teaching methods and approaches for the learning of professional teaching (Kiggundu and Nayimuli, 2009). Menter (1989) noted that student teachers received multiple feelings from teaching practice it belongs from their student life and professional life of teaching. As a result student teachers acquired excitement, stress, challenging and comprehension from the beginning of their practice teaching (Perry, 2004).

Several researchers investigated the problem encountered during teaching practice. Thomas (2006) observed diverse cultural and environmental hindrance experienced by student teachers, but managed in good manner during teaching practice. On the other hand, Pomerantz and Pierce (2004) concluded that the theory and micro teaching done in classroom practices does not evident itself as easy as shown. In addition, Chung (2002) examines problems showed about effective feedback from the supervisors. Supervisors' feedback really matters for the development of student teachers. She concludes that the effective supervisory practices as a result of collaboration, understanding and reflection of student teachers' performance.

Teaching practice is technically part of any teacher education program. It gives chance for student teachers inculcate theory into practice. The wide range of learning experiences can be applied in real school settings, which are useful for the future development of the teaching profession. (Griofa & Ruairc 2013). According to Lingam (2002) and Williams (1994) successes of student teacher not rely on solely theoretical understanding, but also based on required skills and behavior which is important for effective teachers which is developed from effective teaching practices. Despite teaching practice has some challenges, but student teachers recognize its significance to become an effective teacher. As Kant says "theory without practice is empty; practice without theory is blind" (Morrison & Werf, 2012, p. 1).

Objectives of the Study

- I. To identify factors which affect the effectiveness of teaching practices
- II. To find out the difference of views between female and male student teachers regarding factors influenced to the effectiveness of teaching practices.

Research Questions

- I. Which factors affecting the effectiveness of teaching practices?
- II. Is there any difference of views between male and female student teachers regarding factors influenced the effectiveness of teaching practices?

Methodology

The present study was quantitative and survey based in nature. The population of the study was student teachers of B. Ed (Hons) four year program of higher education institutes of Sindh. Stratified random sampling was used. The sample size was 250 student teachers of 4th and 8th semester. The convenient sampling technique was adopted for the selection of the cities of Sindh. Data collected from Karachi, Hyderabad, Larkana, Khairpur, and Sukkur cities. Close-ended questionnaire based on Likert five-point scale was used for data collection. Reliability calculated from the Cronbach's alpha which was .86. Data collected through personal visits. Bar graphs and SPSS were used for the analysis of the data.

Results

The figures are showing the level of agreement of the student teachers against each statement to clear most influential factors which affect the effectiveness of teaching practices negatively.

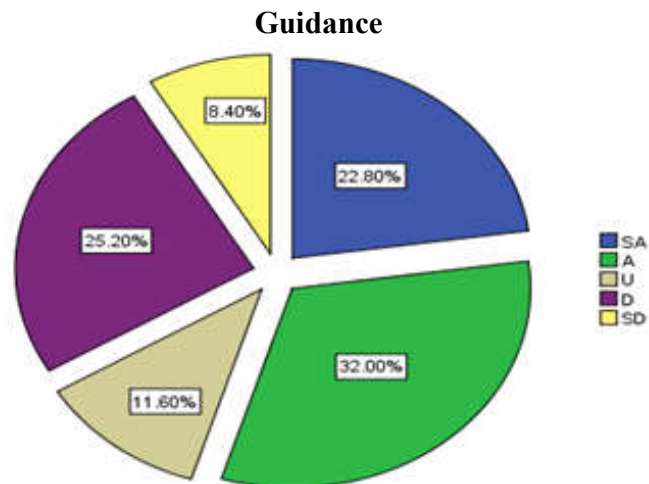


Figure 1. Inadequate guidance receives from supervisor during teaching practice

Figure 1 shows the student teachers' level of agreement against the statement that they received inadequate guidance from their respective supervisor during teaching practice. The highest combined percentage 54.8 % agreed while 33.6 % disagreed and 11.60 % undecided.

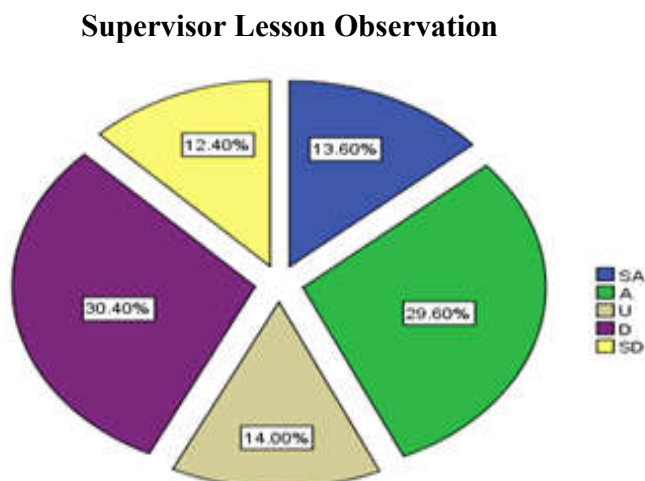


Figure 2. The supervisor does not observe a complete lesson

Figure 2 shows the student teachers' level of agreement against the statement that the supervisor does not observe a complete lesson during teaching practice. The highest combined percentage 43.2 % agreed while 42.8 % disagreed and 14 % undecided.

Cooperating Teachers Lesson Observation

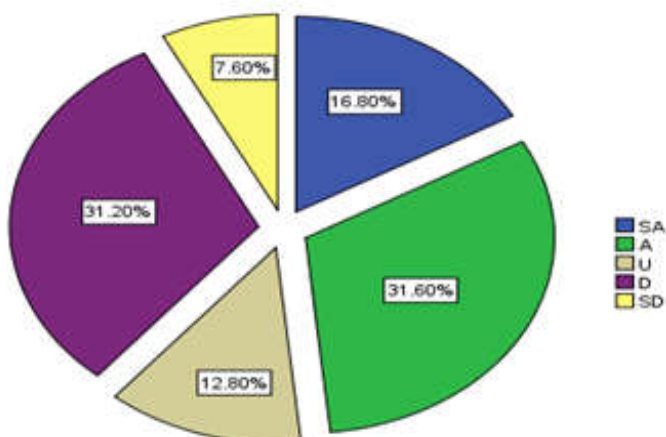


Figure 3. Cooperating teachers do not observe a complete lesson

Figure 3 shows the student teachers' level of agreement against the statement that the cooperating teachers do not observe a complete lesson during teaching practice. The highest combined percentage 48.4 % agreed while 38.8 % disagreed and 12.8 % undecided.

Facilities and Resources

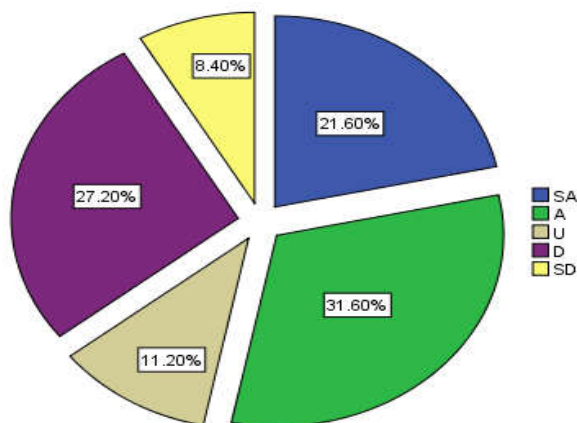


Figure 4. Lack of facilities and resources

Figure 4 shows the student teachers' level of agreement against the statement that they faced a lack of facilities and resources for teaching practice. The highest combined percentage 53.2 % agreed while 35.6 % disagreed and 11.2 % undecided.

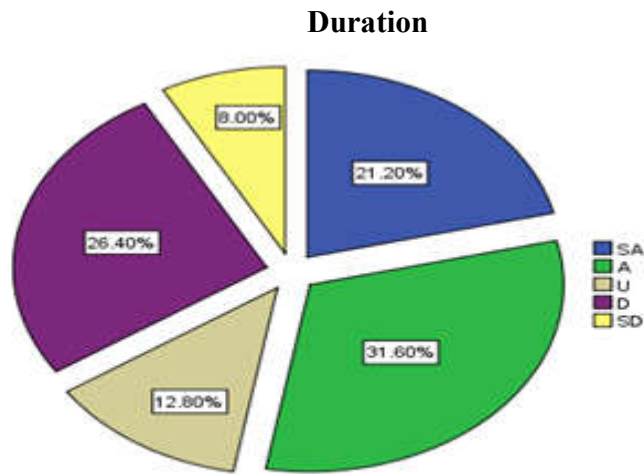


Figure 5. Short duration of teaching practice

Figure 5 shows the student teachers' level of agreement against the statement that they had shorter duration of teaching practice. The highest combined percentage 52.8% agreed while 34.4 % disagreed and 12.8 % undecided.

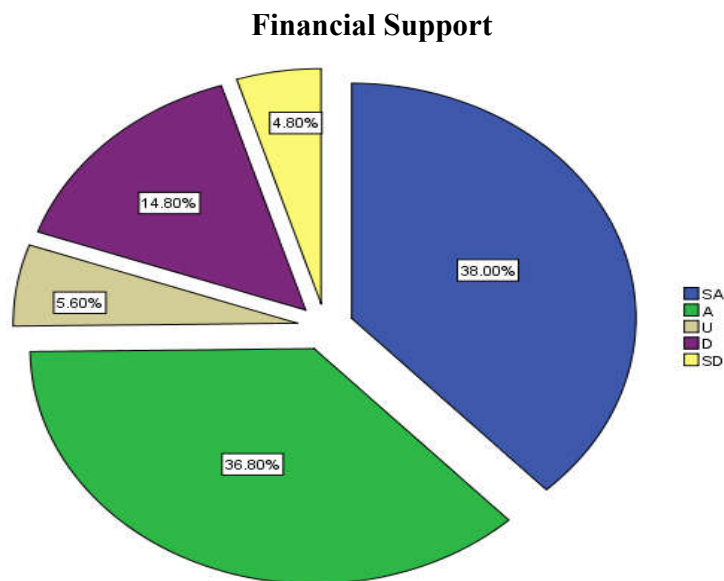


Figure 6. Financial support not provided

Figure 6 shows the student teachers' level of agreement against the statement that financial support not provided for teaching practice to the student teachers. The highest combined percentage 74.8 % agreed while 19.6 % disagreed and 5.6 % undecided.

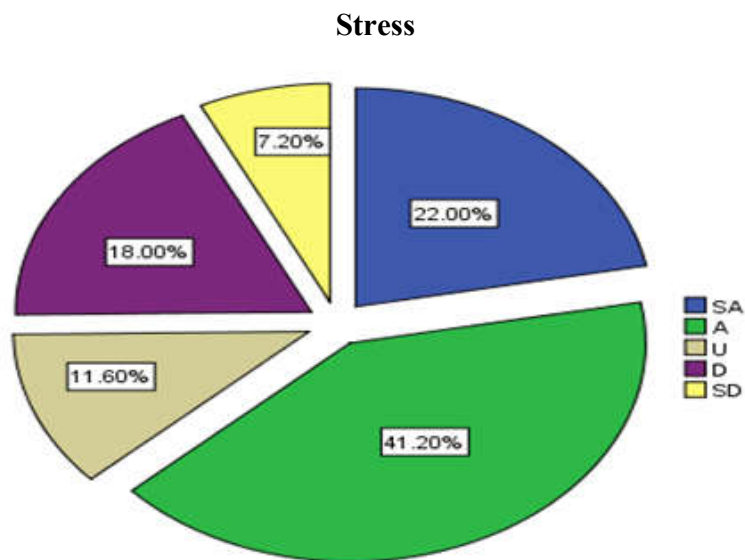


Figure 7. Stress during teaching practice

Figure 7 shows the student teachers’ level of agreement against the statement that they faced stress during teaching practice. The highest combined percentage 63.2 % agreed while 25.2 % disagreed and 11.6% undecided.

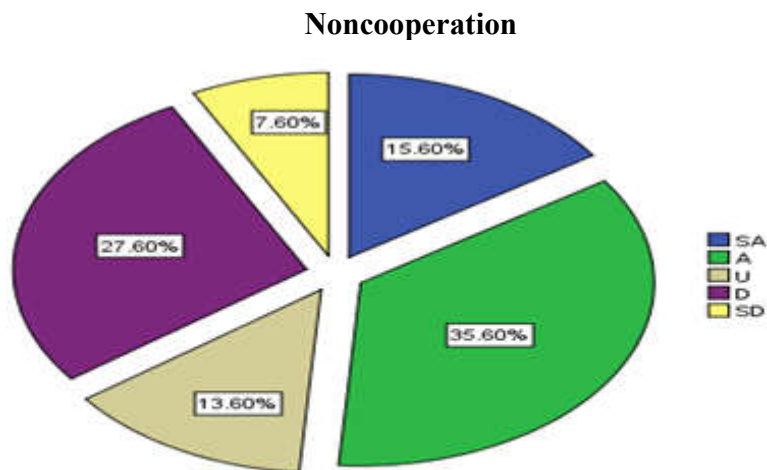


Figure 8. Lack of cooperation from cooperating teachers

Figure 8 shows the student teachers’ level of agreement against the statement that they faced a lack of cooperation from cooperating teachers during teaching practice. The highest combined percentage 51.2 % agreed while 35.2 % disagreed and 13.60 % undecided.

Learners Management

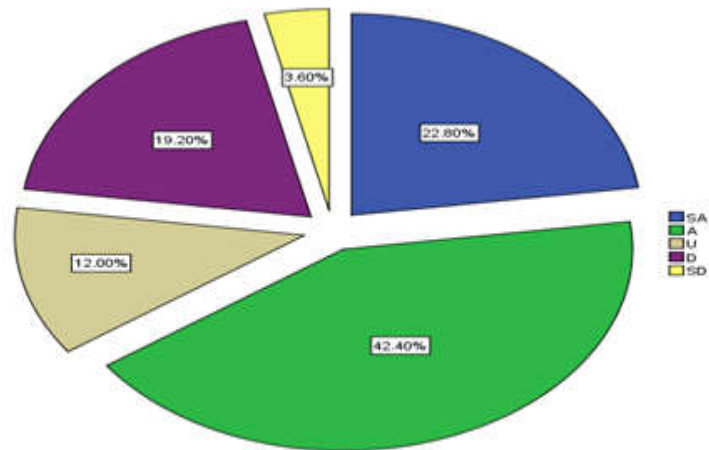


Figure 9. Difficult to manage learners

Figure 9 shows the student teachers' level of agreement against the statement that they faced difficulty to manage learners during teaching practice. The highest combined percentage 65.2 % agreed while 22.8 % disagreed and 12 % undecided.

School Distance

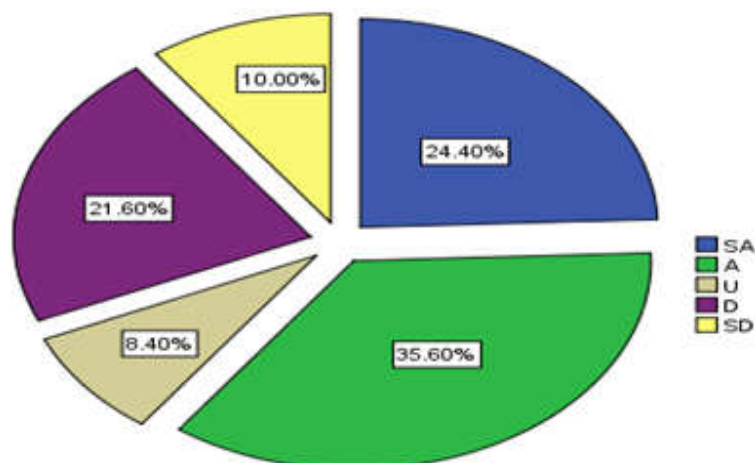


Figure 10. Practice schools have a long distance from respective university/college

Figure 10 shows the student teachers' level of agreement against the statement that practice schools have a long distance from the respective university/college. The highest combined percentage 60 % agreed while 31.6 % disagreed and 8.4 % undecided.

Table 1. Comparative analysis of gender-based student teachers views regarding factors affecting on the effectiveness of teaching practices (N=250)

Gender	N	Mean	St. Deviation	t	p	df
Female	153	25.90	7.64	-.52	.59	248
Male	97	26.40	6.71			

Note. Level of Significant $*p \leq .05$

Table 1 depicts that independent sample *t*-test was employed to compare mean scores on the scale. There is no significant difference between female ($M=25.90$, $SD = .61$) and male ($M = 26.40$, $SD = .68$), $t(248) = -.52$, $p = .59$ student teachers views regarding factors affecting on the effectiveness of teaching practices.

Discussion

The findings supported by Nwanekezi, Okoli and Mezieobi (2011)) found factors affected to teaching practice were: lack of teaching equipments and materials, learning environment was poor, small classrooms, lack of ventilation, the non supportive attitude of school teachers, transportation problems and some schools were far away. Another finding matches to a great extent by Sariçoban (2010) revealed that teaching-learning materials and equipments were not provided, school students were not motivated and cooperative, students were indiscipline, classroom environment was not conducive, overcrowded classrooms, language barriers, lack of proper seating arrangement, not proper ventilation, and student belonged from diverse cultural background.

The student teachers faced challenges during teaching practice which included management issues of classrooms, challenges related to the environment, curriculum developmental challenges, instruction and supervisory challenges (Okonkwo, Chikwelu, n.d). In the same line Boakye and Ampiah, (2017) found student teachers faced the following problems related to teaching practice which were; inadequate resources for teaching and learning, time management constraints, lack of command of content knowledge, inability to deliver lessons, disciplinary issues, students had not interested in learning, and had not subject command of teaching subjects. The parallel finding by Khan, Urooj, and Ahmed (2018) concluded there is no significant difference between male and female student teachers' views regarding problems encountered during the teaching practices.

Conclusion

The conclusion was drawn from the findings of the study. It concludes that these factors affecting negatively on the effectiveness of teaching practices. The major factors were a distance of practice school, lack of financial support, stress, learners management, insufficient guidance and lack of cooperation from school teachers. And also that student teacher views not significantly different in terms of gender. The possible reason of the same views of male and female student teachers, they are working together and had same teaching practice environment. So, they experienced same factors which affect their effectiveness of teaching practices.

Recommendations

The recommendations were made from the findings, which are following:

- Transportation facilities should be provided to reach the practice schools.
- Training should be arranged for cooperative teachers, supervisors and student teachers.

- Financial incentives should be given to student teachers for teaching practices.
- The micro teaching session should be arranged for student teachers in universities/college before sending to teaching practice.
- Financial incentives should be provided to cooperative teachers through concerned government agencies.

References

- Boakye, C., & Ampiah, J.G. (2017). Challenges and Solutions: The Experiences of Newly Qualified Science Teachers. *SAGE Open*, 1–10, DOI: 10.1177/2158244017706710
- Chung, J. (2002). Developing Teaching Strategies through Quality Feedback. Paper presented at the European Conference on Educational Research, University of Lisbon, Lisbon, September 11-14.
- Griofa, MO, Ruairc TO. (2013). Guidelines on School Placement. The Teaching Council, An Chomhair le Mhuinteoireachta. From <<http://www.aahe.org/technology/ehrmann.htm>>.
- Khan, W. M., Urooj, S & Aijaz Ahmed, A. (2018). Perceptions of Prospective Teachers about Effectiveness & Professional Development of Practicum. *NICE Research Journal*, Special issue April, 1-14
- Kiggundu, E., Nayimuli, S. (2009). Teaching practice: A make or break phase for student teachers. *South African Journal Education*, 29(3): 345-358.
- Lingam, G. (2002). Practicum component: Preparation of teachers for the real world of work. *Directions: Journal of Educational Studies*, 24(1), 17-61
- Menter, I. (1989). Teaching stasis: Racism, sexism and school experience in initial teacher education. *British Journal of Sociology of Education*, 10: 459-473.
- Morrison, K., & Werf, G. (2012). Educational Research and Evaluation: An International Journal on Theory and Practice. *Educational Research and Evaluation*. 18, 5 (3099-401). Retrieved on 10 April, 2014, from: <http://www.tandfonline.com/doi/abs/10.1080/13803611.2012.695513?journalCode=nere20>
- Nwanekezi, A.U., Okoli, N.J & Mezieobi, S. (2011). Attitude of Student teachers towards teaching practice in the university of Portharcourt, River State, Nigeria. *Journal Of Emerging Trends in Educational Research and Policy Studies* 2(1), 41-46
- Perry, R. (2004). *Teaching Practice for Early Childhood: A Guide for Students*. From < <http://www.Routledge.com/catalogues/0418114838.pdf>.
- Pomerantz, F., Pierce, M. (2004). From literacy methods classes to the real world: Experiences of pre-service teachers. *New England Reading Association Journal*, 40(2): 55-62.
- Sarıoçobana, A. (2010). Problems encountered by student-teachers during their practicum studies. *Procedia Social and Behavioral Sciences* 2, 707–711
- Thomas, P. (2006). Pre-service practicum teaching in Central Asia: A positive experience for both worlds. *Journal of Social Studies Research*, 30(1): 21-25.
- Williams, A. (1994). *Perspectives on partnership: Secondary initial teacher training*. London: The Falmer Press.