

An Evaluation of Teaching Practice: Practicum

Aijaz Ahmed Gujjar (Corresponding Author)
Lecturer, Federal college of Education, H-9, Islamabad, Pakistan
E-mail: seek_to_learn@yahoo.com

Muhammad Ramzan
Associate Professor, Department of Education
Karakorum International University Gilgit, Pakistan

Muhammad Jamil Bajwa
National Coordinator
National Education Assessment System, Ministry of Education H-9
Islamabad, Pakistan

Abstract

Teaching practice is an important place in teacher training, it is the theoretical part of teacher training. The purpose of this study was to evaluate the teaching practice, for the purpose a 22 item questionnaire was developed and pilot tested, the internal consistency (Cronbach Alpha) value of the questionnaire was 0.73. Five research questions were made for the study. 650 student teachers throughout the country from 26 teacher training institutions were considered the sample of the study, by selecting 25 student teachers randomly from each institution. The data collected through questionnaire was coded and analyzed through SPSS XII and Stat Pac calculator in terms of frequency, percentage and chi square. The study finds that majority of the student teachers is not given demonstration lessons in all the subjects, duration of teaching practice is not appropriate to develop teaching skills, the method of evaluation in practical component is not appropriate, choice of the student teachers is not considered while assigning the lesson, proportion of theory and practice not appropriate. It is recommended that that the student teachers should be given demonstration lessons before practice teaching, the duration of the teaching practice may be increased, theory and practice should be made proportionate, the student teachers should be made responsible for what they do, this can only be achieved if their choice in the selection of lesson is also considered..

Keywords: Teaching Practice, Lesson, Duration, Theory.

1. Introduction

Practice teaching occupies a key position in the program of teacher education. It is a culminating experience in teacher preparation. It provides opportunity to beginning teachers to become socialized into the profession (Furlong et.al, 1988). Performance

during practice teaching provides some basis for predicting the future success of the teacher. Outgoing popularity and centrality of practice teaching is an important contributing factor towards the quality of teacher education program. During practice teaching working with students in schools provides a high degree of emotional involvement of a mostly positive nature. Student teachers feel themselves grow through experience and they begin to link to a culture of teaching. During practice teaching, they feel engaged, challenged and even empowered (Trowbridge and Bybee, 1994; sharafuddin, and Allison, 1969).

1.1 Definitions of Teaching Practice

A number of terms such as the practice teaching, student teaching, teaching practice, field studies, infield experience, school based experience or internship are used to refer to this activity (Taneja, 2000). The term practice teaching embraces all the learning experiences of student teachers in schools (Ashraf, 1999). The term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies (Stones and morris, 1977).

Practice teaching is the name of the preparation of student teachers for teaching by practical training. It is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and practice / exercise of different activities of daily school life.

1.2 Objectives of Teaching Practice

According to Akbar (2002) Following are the objectives of practice teaching:

1. To provide the prospective teachers with an opportunity of establishing an appropriate teacher pupil relationship.
2. To provide an opportunity for evaluating the student potential as a teacher and suitability for the teaching profession.
3. To develop personal relationship with others: administrators, teachers, parents and students.
4. To provide the future teacher with practical experience in school to overcome the problems of discipline and enable him / her to develop method of control.
5. To provide with an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implication for learning.
6. To enable the student teachers effectively to plan and prepare lessons.
7. To develop skill in the use of fundamental procedures, techniques and methods of teaching.
8. To develop desirable professional interests, attitudes and ideas relative to teaching profession.
9. To enable student teachers to acquire desirable characteristics / traits of a teacher and to display appropriate behavior.
10. To provide student teachers with an opportunity to have teaching evaluated and to gain from the benefits of constructive criticism.

11. To provide an opportunity for self evaluation and to discover own strengths and weaknesses.
12. To develop skills in future teachers related to teaching like fluent speaking, meaningful reading, using blackboard and other teaching material.
13. To provide an opportunity to liaison with school environment, its functioning and with community and its resources.

To provide for the exchange of ideas and methods between practicing school and teacher training institution, by teacher training institutions' staff and students, perceiving new ideas material and equipment in use in practicing schools and introducing new ideas, material and equipments into the school.

1.3 Stages in Teaching Practice

Following are the stages in teaching practice

1.3.1 Primary Stage

It is necessary to make a trip of student teachers to that particular school, where they are going for practice teaching. The main aim of this tour is to see the concerned head teacher, class teachers and school staff in order to acquire information about school and its environment. Student teachers must observe the teaching methods of school, methods of concerned class teacher, copies or notebooks of the students and their usual routine. On return from the tour student teachers must have the details about scheme of studies, age of the students, strength of the class, abilities and specific problems of the students, timing of the school, textbooks and teaching aids.

1.3.2 Preparation of Lesson

For the preparation of lesson student teachers must know the subject, the relevant books and audio visual aids. Which he / she is going to teach. Because already prepared lessons give confidence to the teacher. Student teachers and supervisor can reform the teaching learning process after its evaluation.

1.4 Qualities of a Good Lesson

A good lesson has the following qualities:

- i) Lesson planning should be in complete detail.
- ii) Lesson should be interesting.
- iii) Effective and timely use of teaching methods and teaching aids.
- iv) Student should be ready for learning.
- v) Students should be involved practically in teaching learning process.
- vi) Lesson should be taught in professional and friendly environment.
- vii) All students should be given same attention by keeping in view their individual differences.

1.5 Teaching in Classroom

The stage of teaching in the classroom is known as practice teaching. Student teachers while teaching in the classroom passes through different steps of his / her teaching (Introduction, presentation, recapitulation) and concerned teacher / supervisor assesses / observes his / her lesson.

1.6 Evaluation of Teaching Practice

In order to evaluate the teaching practice supervisor observe the student teacher while teaching in the classroom. Supervisor evaluates / observes the punctuality, lesson planning, teaching methods, use of audio visual aids, adequacy of audio visual aids, pitch of voice, dress, start and end of lesson, interest of the students, discipline of class, use of black / white board, students' notebooks and objectives of the lesson.

1.6 Participation in Other routine Works of School

Teaching in the classroom is not only the objective of teaching practice, but also to provide training in all activities / work which student teachers are going to perform in future during their job. For this purpose they have to spend whole day in school as teacher. They have to participate in all the activities of school e.g preparation of timetable, preparation and maintenance of different registers, evaluation of class work and home work, arrangement of tutorial groups, sports / games, morning assembly, co-curricular activities, duty during recess, duty as day master, duty before and after school timing, decoration of classroom, preparation and maintenance of attendance board, news board, information board, look after and arrangements of A V aids room, home economics room, science laboratories and library.

How to deal with students' parents, officers of the school, school employees and guests are also the part of teaching practice. Duties as invigilators, preparation of question papers for examinations, evaluation of answer scripts and compilation of results is also part of teaching practice.

1.7 Role of Supervisor in Teaching Practice

Supervisor has an important role in practice teaching as:

- i) A resource person
- ii) An adviser
- iii) A general moral booster
- iv) An interpreter of feedback
- v) An assessor

Supervisor's duty is not only to evaluate the lessons of teaching practice, but by using his / her all the abilities to make this experience (All the stages of teaching practice) result oriented. He / she should have all the planning beforehand. He / she should have meeting and conversation with teacher educators, experienced teachers of the institution, educationists, concerned school head teachers and other teachers.

Introductory lectures should be arranged before the departure of student teachers to the practicing schools in order to aware the student teachers about the preparation of lesson plans and other assigned activities. During teaching practice it is the duty of supervisors to supervise their lessons, other assigned activities, guidance and counseling as well as

provide the student teachers with feed back and to enable them so that they can criticize and reform themselves. During the teaching practice student teachers should not be criticized in front of the practicing school staff and students. If there is a need then all the student teachers should be gathered and should be scolded and warned without nominating and asking the name. Supervisors' role is to prepare teachers for future, therefore he / she should act as a facilitator.

1.8 Teaching Practice in Pakistan

Different teacher training programs are being offered in Pakistan. In all the programs teaching practice is compulsory component except M.Ed (Master of Education). In true spirit we can produce good teachers through this activity, but the procedure adopted in Pakistan is just to pass / kill the time. Teaching practice duration is very short; it is about 4 to 8 weeks or teaching of 60 to 75 lessons. During teaching practice student teachers are bound to the classrooms for teaching. They are not trained for the other activities performed in schools. Therefore, effective learning could not take place. Student teachers are bound to use easy principles and methods of teaching. They are just being taught how to start the lesson, how to control the class, how to keep an eye over the students while writing on the black / white board.

It is usually believed that the teaching practice is doing nothing to teaching other than on ad-hoc basis. The schools where teaching practice is conducted are doing nothing but only bearing it and not taking active part in the preparation of teachers of future. The administration and teachers of practicing schools are not aware with the information and evaluation techniques, which are used during teaching practice. They are not fully aware about the importance of teaching practice for student teachers and future generations.

It is a fact that student teachers are not perfect teachers, practicing schoolteachers can't give them full authorities but they can trust on them. Practically two ways are being seen here in Pakistan. Firstly these uninvited guests are consider inferiors teachers and criticized without any justification. Secondly some teachers transfer their all burden to them.

In some teacher training institutions selection of lessons is kept up to the choice of student teachers and they select such lessons which are very easy and in which minimum audio visual aids are used.

3. Research Question

Following were the research questions for the study.

1. Is teaching practice helpful in developing teaching skills?
2. Are the students properly supervised during the teaching practice?
3. Is there a balance between theory and practice?
4. Is the duration of the teaching practice appropriate?
5. Is the process of monitoring and evaluation satisfactory?

4. Objectives of the Study

The objectives of the study were:

1. To evaluate the teaching practice of the prospective teachers.

3. To suggest measures.

5. Research Methodology

5.1 Population and Sampling

The population of the study consisted of all the prospective teachers who are admitted to B.Ed program in public sector institutions of Pakistan. The 650 prospective teachers from 26 institutions, 25 from each institution were considered as the sample of the study.

5.2 Research Tool Development and Data Collection

Since the study was descriptive in nature, therefore, survey approach was considered appropriate to collect the data. For the purpose, a twenty two item questionnaire was developed and data was collected from 25 institutions all over the country by taking 25 student teachers randomly from 26 institutions. As there were 26 institutions throughout the country and mostly in one institution there were 50 student teachers so 50% student teachers were selected randomly as sample of the study.

5.3 Try Out

Before Administrating the research tool at large scale, research tool was try out on a small sample of 30 and internal consistency of the tool was measure (Cronbach Alpha) which was 0.73. Questionnaire was also validated by a team of experts.

5.4 Administration of Research Tool

The questionnaires were administered on prospective teachers personally and responds were received.

5.6 Data Analysis

The data collected through questionnaire was coded and analyzed through SPSS XII and Stat Pac calculator in terms of frequency, percentage and chi square. The research tool was an opinionare, so chi square was used as statistical tool.

6. Findings

Data collected through the questionnaire was analyzed in terms of percentage and mean score. The findings drawn out from the data analysis are given below.

Research Question No 1: Are the students properly supervised during the teaching practice?

Table 1: Responses of student teachers about the demonstration lessons

Variable	Yes	No	df	Chi Square	p-value
Are demonstration lessons given in all the subjects?	292 44.9%	358 55.1%	649	2.614	0.0092

It is evident from the table-1 that 44.9% respondents are of the view that they have been given demonstration lessons. While 55.1 % are of the view that they have not been given demonstration lessons. This difference between the given and not given is significant as p-value is 0.009. So it is concluded that significant majority have not been given demonstration lessons in all the subjects.

Table 2: Responses of student teachers about the help in preparation of lesson plans by teacher educators

Variable	Yes	To some extent	No	df	Chi Square	p-value
Your teachers help in the preparation of lesson plan.	347 53.4%	246 37.8%	57 8.8%	2	200.034	0.0000

It is evident from table-2 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards yes. So it is concluded that majority of the respondents is of the view that teacher educators help in the preparation of lesson plan.

Table 3:Your supervisor gives you guidance about your strong and weak points of the practice lesson at the end of the lesson

Variable	Yes	To some extent	No	df	Chi Square	p-value
You are given guidance about your strong and weak points of the practice lesson by your by your supervisor at the end of the lesson.	363 55.8%	200 30.8%	87 13.4%	2	177.714	0.0000

It is evident from table-3 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards yes. So it is concluded that majority of the respondents are of the view that teacher educators gave guidance about the strong and weak points of the teaching practice.

Table 4: Responses of student teachers about the observation of lesson plans by supervisors

Variable	Yes	To some extent	No	df	Chi Square	p-value
Your supervisor observes your whole lesson.	377 58%	192 29.5%	81 12.5%	2	206.403	0.0000

It is evident from table-4 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards yes. So it is concluded that majority of the respondents are of the view that teacher educators observe whole lesson of the student teachers during teaching practice

Research Question No 2: Is the process of monitoring and evaluation satisfactory?

Table 5: Who evaluates teaching practice, model lessons and final lessons?

.Authority	Number of Responses	Percentage
Head of the Institution	95	14.61%
Supervisor	230	35.38%
Panel of Experts	62	9.5%
Supervisor and Head of the Institution	203	31.23%
Supervisor and panel of experts	56	8.6%
Total	650	

Table-5 shows that 14.61% respondents are of the view that head of the institution evaluate the teaching practice, 35.07% respondents respond about supervisors, 10.46% about panel of experts, 31.23% about supervisors and head of institution and 8.61% about supervisor and panel of experts. It is concluded that majority is of the view that supervisor, supervisor and head of the institution evaluate the teaching practice.

Table 6: Method of evaluation for student teachers' performance in practical component is appropriate

Variable	S A	A	U D	D A	S D A	df	Chi Square	p-value
The method of evaluation for student teachers' performance in practical component is appropriate.	31 4.76%	193 29.69%	32 4.92%	293 45.07%	101 15.53%	4	390.646	0.000

It is evident from table-6 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards disagree and strongly disagree. So it is concluded that majority of the respondents are of the view that the method of evaluation for student teachers' performance in practical component is not appropriate.

Table: 7 Teacher educators continuously monitor student teachers' activities during practice teaching

Variable	S A	A	U D	D A	S D A	df	Chi Square	p-value
Teacher educators continuously monitor student teachers' activities during practice teaching.	35 5.38%	157 24.15%	13 2%	277 42.61%	168 25.84%	4	357.662	0.000

It is evident from table-7 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards disagree and strongly disagree. So it is concluded that majority of the respondents are of the view that teacher educators do not continuously monitor student teachers' activities during teaching practice.

Table 8: Teacher educators evaluate student teachers through presentations

Variable	S A	A	U D	D A	S D A	df	Chi Square	p-value
Teacher educators evaluate student teachers through presentations.	210 32.30%	292 44.92%	9 1.38%	102 15.69%	37 5.69%	4	436.	0.000

It is evident from table-8 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards agree and strongly agree. So it is concluded that majority of the respondents are of the view that teacher educators evaluate student teachers through presentations.

Research Question No 3. Is the duration of the teaching practice appropriate?

Table 9: Responses of student teachers about the appropriateness of duration of teaching practice

Variable	Yes	To some extent	No	df	Chi Square	p-value
The teaching practice duration is appropriate to develop teaching skills.	300 46.15%	155 23.84%	195 30%	2	51.769	0.0000

It is evident from table-9 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards No and to some extent. So it is concluded that majority of the respondents is of the view that teaching practice duration is not appropriate to develop teaching skills.

Research Question No 4 Is teaching practice helpful in developing teaching skills?

Table 10: Responses of student teachers about the help/effectiveness of teaching practice in developing teaching skills

Variable	Fully Sufficient	Partially Sufficient	Insufficient	df	Chi Square	p-value
To what extent the practice teaching has helped in the development of teaching skills?	192 29.5%	389 59.8%	69 10.6%	2	240.52	0.0000

It is evident from table-10 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards partially sufficient and insufficient. So it is concluded that majority of the respondents are of the view that teaching practice has not helped them fully in the development of teaching skills.

Table 11: Which of the following teaching skills have been developed through teaching practice?

S.No	Variable	Frequency	Percent
1	Stimulus Variation	147	22.6%
2	Classroom Management	399	61.4%
3	Planning and Preparation of Lesson	497	76.5%
4	Maintaining discipline in the class	390	60%
5	Developing and using A V aids	394	60.6%
6	Summary of the lesson	255	39.2%
7	Silence and non verbal clues	213	32.8%
8	Reinforcement of student participation	206	31.7%
9	Lecturing	369	56.8%
10	Effective Communication	348	53.5%
11	Remedial Teaching	149	22.9%
12	Questioning Answering	419	64.5%

It is evident from above table-11 that 22.6% respondents are of the view that teaching practice has developed stimulus variation, 61.4% about classroom management, 76.5% about planning and preparation of lesson, 60% about maintaining discipline in the class, 60.6% about developing and using A V aids, 39.2% about summary of the lesson, 32.8% about silence and non verbal clues, 31.7% about reinforcement of student participation, 56.8% about lecturing, 53.5% about effective communication, 22.9% about remedial teaching and 64.5% about questioning answer.

Table 12: Teaching practice develops an ability to manage the time

Variable	S A	A	U D	D A	S D A	df	Chi Square	p-value
Enhances student teachers' ability to manage the classroom	241 37.07%	300 46.15%	14 2.15%	80 12.30%	15 2.30%	4	541.554	0.000

It is evident from above table-12 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards agree and strongly agree. So it is concluded that majority of the respondents are of the view that teaching practice develop an ability to manage the time.

Table 13: Teaching practice creates attitude of observation

Variable	S A	A	U D	D A	S D A	df	Chi Square	p-value
Teaching practice creates attitude of observation.	187 28.76%	278 42.76%	16 2.46%	140 21.53%	29 4.46%	4	372.692	0.000

It is evident from above table-13 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards agree and strongly agree. So it is concluded that majority of the respondents are of the view that teaching practice creates attitude of observation.

Table 14: Teaching practice enhances the confidence of the student teachers

Variable	S A	A	U D	D A	S D A	df	Chi Square	p-value
Teaching practice enhances the confidence of the students.	321 49.38%	258 39.69%	11 1.69%	51 7.84%	10 1.53%	4	673.324	0.000

It is evident from above table-14 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards agree and strongly agree. So it is concluded that majority of the respondents are of the view that teaching practice enhances the confidence of the student teachers.

Table 15: Teaching practice provides opportunity to the student teachers to apply the acquired knowledge

Variable	S A	A	U D	D A	S D A	df	Chi Square	p-value
Teaching practice provides opportunity to the student teachers to apply the acquired knowledge.	240 36.92%	316 48.61%	10 1.53%	68 10.46%	16 2.46%	4	673.324	0.000

It is evident from above table that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of

agreement is towards agree and strongly agree. So it is concluded that majority of the respondents are of the view that teaching practice provides opportunity to the student teachers to apply the acquired knowledge.

Table 16: Teaching practice provides experience to prepare audio visual aids

Variable	S A	A	U D	D A	S D A	df	Chi Square	p-value
Teaching practice provides opportunity to the student teachers to apply the acquired knowledge.	206 31.69%	281 43.23%	22 3.38%	115 17.69%	25 3.84%	4	396.693	0.000

It is evident from above table-16 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards agree and strongly agree. So it is concluded that majority of the respondents are of the view that teaching practice provides experience to prepare audio visual aids.

Table 17: Student teachers make use of audio visual aids properly during teaching practice

Variable	S A	A	U D	D A	S D A	df	Chi Square	p-value
Student teachers make use of audio visual aids properly during teaching practice.	49 7.53%	165 25.38%	20 3.07%	255 39.23%	161 24.76%	4	280.554	0.000

It is evident from above table-17 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards disagree and strongly disagree. So it is concluded that majority of the respondents are of the view that student teachers make use of audio visual aids properly during teaching practice.

Table 18: Student teachers prepare their lesson plans before teaching practice

<i>Variable</i>	<i>S A</i>	<i>A</i>	<i>U D</i>	<i>D A</i>	<i>S D A</i>	<i>df</i>	<i>Chi Square</i>	<i>p-value</i>
Student teachers prepare their lesson plans before teaching practice	228 35.07%	297 45.69%	9 1.38%	96 14.76%	20 3.07%	4	503	0.000

It is evident from above table that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards agree and strongly agree. So it is concluded that majority of the respondents are of the view that student teachers prepare their lesson plans before teaching practice.

Table 19: Choice consideration for assigning the lesson

	Yes	No	df	t-value	p-value
Number of Responses	295	355	649	2.36	0.018
Percentage	45.38%	54.62%			

Above table-19 reveals that 45.38% prospective teachers opted for yes, 54.62% for no, and t-value is also significant at 0.018, so it is concluded that significant majority is of the view that their choice is not considered for assigning the lesson.

Table 20: Responses of student teachers about the applicability of theory and practice in actual classroom situation

<i>Variable</i>	<i>Yes</i>	<i>To some extent</i>	<i>No</i>	<i>df</i>	<i>Chi square</i>	<i>p-value</i>
Whatever is being taught in theory and practice teaching is applicable in actual classroom situation.	112 17.23%	310 47.69%	228 35.07%	2	91.360	0.0000

It is evident from above table-20 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards no and to some extent. So it is concluded that majority of the respondents are of the view that whatever is being taught in theory and practice teaching is not applicable in actual classroom situation.

Research Question No 5: Is there a balance between the theory and practice?

Table 21: Proportion of theory and teaching practice is appropriate

Variable	S A	A	U D	D A	S D A	df	Chi Square	p-value
Proportion of theory and teaching practice is appropriate.	104 16%	130 20%	32 4.92%	353 54.30%	31 4.76%	4	537	0.000

It is evident from above table-21 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards disagree and strongly disagree. So it is concluded that majority of the respondents are of the view that proportion of theory and teaching practice is not appropriate.

Table 22: Distribution of marks between theory and teaching practice is suitable

Variable	S A	A	U D	D A	S D A	df	Chi Square	p-value
Distribution of marks between theory and teaching practice is suitable.	40 6.15%	178 27.38%	25 3.84%	277 42.61%	130 20%	4	331.062	0.000

It is evident from above table-22 that chi square value is significant at 0.0005 significant level and all the responses are significantly different among each other, as the level of agreement is towards disagree and strongly disagree. So it is concluded that majority of the respondents are of the view that distribution of marks between theory and teaching practice is suitable.

7. Conclusions

Following conclusions are made on the basis of finding:

- i. Majority of the student teachers is not given demonstration lessons in all the subjects.
- ii. The teacher educators in the preparation of lesson plans help majority of the students.
- iii. Majority of the student teachers are given guidance about strong and weak points of teaching practice lessons by the supervisor.
- iv. Majority of the supervisors observe the whole lesson.
- v. The supervisors observe majority of the student teachers during teaching practice.

- vi. The method of evaluation in practical component is not appropriate.
- vii. Teacher educators do not continuously monitor student teachers during teaching practice.
- viii. Majority of the teacher educators evaluate student teachers through presentations.
- ix. Duration of teaching practice is not appropriate to develop teaching skills.
- x. Teaching practice is partially sufficient in developing teaching skills.
- xi. Majority of the student teachers are of the view that teaching practice has developed planning & preparation of lessons, classroom management and questioning answering.
- xii. Teaching practice enhances student teachers ability to manage the classroom.
- xiii. Teaching practice created attitude of observation among the student teachers.
- xiv. Teaching practice enhances the confidence of student teachers to face the students.
- xv. Teaching practice provides the opportunity to the student teachers to apply the acquired knowledge.
- xvi. Teaching practice provides experience to the student teachers for the preparation of audio visual aids.
- xvii. Student teachers make use of audio visual aids but not properly.
- xviii. Student teachers prepare their lesson plans before teaching practice.
- xix. Choice of the student teachers is not considered while assigning the lesson.
- xx. Whatever is taught in theory and practice is not applicable in actual classroom situation.
- xxi. Proportion of theory and practice not appropriate.
- xxii. Distribution of marks between theory and practice is not suitable.

7.1 Recommendations

- i. Based on the findings of the study, it is recommended that the student teachers should be given demonstration lessons before practice teaching.
- ii. There is a need to put in place an effective system of monitoring and evaluation for teaching practice.
- iii. The researchers also recommend that the duration of the teaching practice may be increased.
- iv. The student teachers must be trained to use the audio-visual aids in an effective manner.
- v. The student teachers should be made responsible for what they do. This can only be achieved if their choice in the selection of lesson is also considered.

- vi. The course should be designed in a manner that it may cater to the practical needs of teaching learning
- vii. Theory and practice should be made proportionate.

There must be a balance between the marks awarded in theory and practice.

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