A COMPARATIVE STUDY OF B. Ed. TEACHING PRACTICES BETWEEN PUBLIC AND PRIVATE SECTOR EDUCATIONAL INSTITUTIONS IN KARACHI

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ABSTRACT
Teacher Education is a powerful catalyst for bringing positive change in the prospective teachers’ teaching practices, which in consequence promote effective learning among the students. This study compared the duration and adequacy of teaching practice, mentoring process, assessment and evaluation, and role of teacher educators in teaching and learning of mathematics both in public and private sector teacher education institutions in Karachi. All the prospective teachers from public and private sector of teacher education institutions who have mathematics as optional teaching subject participated and shared their views about different aspects of teaching and learning. The teacher educators were the secondary participants of the study. The study was conducted in the qualitative paradigm. The key findings of the study indicate that teaching practices of mathematics in some private sector institutions were more successful than public sector. However, the result of this comparative study indicated that teacher educators’ pedagogical content knowledge and procedure of teaching practice in the two systems (public and private) differs markedly, which has a deep impact on teaching practicum of prospective teachers. Professors in public sector emphasized developing procedural knowledge through traditional way of teaching whereas facilitators at private sector emphasized a variety of activities designed to promote creativity and inquiring to develop prospective teachers’ understanding of mathematical concepts.

Keywords: COMPARATIVE STUDY ; B. Ed. ; TEACHING PRACTICES ; PUBLIC AND PRIVATE SECTOR EDUCATIONAL INSTITUTIONS ; KARACHI

1. INTRODUCTION
Education is a systematic and scientific process of providing knowledge, skills and experiences to develop a human force as per requirement of society. This is accomplished by using different teaching methods employed by teacher educators, which have a significant positive impact on how and what student teachers learn. Teacher education is an important component of the education system, where key role is played by the teacher educators, who initiates all curriculum related activities, motivate students to participate and learn from them and also help them to use the newly acquired knowledge and skills in practical situation. Since a student teacher’s success in the classroom lies on the effectiveness of teachers’ training, it is believed that if one wants to assess the effectiveness of teacher education programs with all other characteristics of teaching and learning process then observe the action inside the classroom. Prospective teacher achievements in this respect are linked with acquired skills, knowledge, abilities, and capabilities
s/he owns (Glaser, 1989). As prospective teachers, on the basis of their own experiences as learners, and through observing their educators, internalize the amicable patterns of behavior as teachers, which set a direction to their pedagogical patterns in the days to come. Different studies have proved that student teachers learned a lot from their tutors and from being socialized in schools, communities and education systems in which they worked. More practical involvement of student teachers at the teacher education colleges and the placement schools for the provision of modern and up to date teacher education programs on student learning. The researchers (Townsend and Bates, 2007) laid emphasis upon the acquisition of solid and current content knowledge and assessment skills by the prospective teachers. By integrating field experiences throughout preparation program, strengthening partnership with placement schools, and creating quality mentoring and support programs at school. Educationist from varied backgrounds agree that all efforts must be made in the pre-service education, keeping in view the significance of the expected roles, to ensure effective service delivery by them as formal teachers.

2. TEACHING PRACTICE
Teaching practice is the field based component in teacher education program both in private and public sectors. Following are the parameters of comparing teaching practices both in public and private sector teacher education program:

2.1 Duration and Adequacy
Although the duration of B.Ed. program both in public and private sector is more or less of one year but the duration of teaching and learning in the colleges is quite different. The timings of the sampled college of teacher education in private sector is 8:00 a.m. to 5:00 p.m. from Monday to Friday that is it's whole day program whereas in public sector the timing is 8:30 a.m. to 1:30 p.m. from Monday to Saturday, but on Friday timing is 8:00 a.m. to 10:30 a.m. It means it is half day program.

2.2 Duration of Teaching Practice
In public sector duration of teaching practice is hardly prevail fifteen days. Student teachers have to deliver twenty (20) lessons for each teaching subject whereas in private sector minimum fifty days are spent on teaching practice. Sixty lessons for each teaching subject have to deliver in private sector.

2.3 Teacher as a Role Model
‘Teacher as a role model’ is quite neglected area in teacher education program in public sectors as well as in most of the private sectors too. So called ‘lecture method’ or traditional way of teaching still exist in delivering lessons in the classroom in teacher education program. In public and private sectors university should provide a rich and rewarding experience to the prospective teachers in teacher education program. Although in the syllabus six kinds of methods of teaching mathematics were mentioned but hardly one or two methods were taught verbally in a lecture method. Unless the professors themselves not implement any method of teaching in their own session, how s/he expect from prospective teachers to implement it properly in their own teaching practices. Cohen, Manion, and Morrison (1996) states that “modeling is a major process, which helped prospective teachers to reconceptualize the role of a teacher and learner. To enable student teachers to engage actively in the process of learning the tutors/facilitators will
teach as they would expect the prospective teachers to teach. The drawback of student teachers in public sector is that they haven’t any new or innovative exposure inside the classroom nor outside the classroom when they go for teaching practice. They have to face same standard of school (government) due to same medium (Urdu), where there is no check and balance in school system and between schools (government) and teacher education institutions.

2.4 Mentoring In Teaching Practice
Lack of effective mentoring process and improper feedback from subject teachers, the student teachers are not getting proper learning from teaching practice. On the other hand, at private sector due to proper mentoring process, the student teachers could learn how to plan lesson and teach effectively.

3. METHODOLOGY
3.1 Purpose and Design of the study
The purpose of this study was to look into prevailing teaching practices in some private sector and especially in public sector in Teacher Education Institutions in Karachi analytically in order to ascertain their effectiveness from different angles to identify good practices and areas for improvement. As a sample, all student teachers of B.Ed. who have mathematics as an optional subject selected from two public and two private institutions of teacher education institutions in Karachi. Six teacher educators or professors were secondary participants of the study because this research is intending to find about learning opportunities inside the classroom and teacher educator has an important role in this regard.

3.2 Instrument and Data Collection
The study was conducted in the qualitative paradigm. The data collection methods were document analysis, observations, interviews and some informal talk with the research participants.

4. CRITERIA OF ANALYSIS
In this study, data analysis was an ongoing process. It began with the first interaction between the participants and researcher. But formal data analysis commenced with the transcription of teaching, interviews, writing proper field notes and documents. After each visit writing reflection on day today classroom observation, formal and informal interviews. These interviews were listened and transcribed and translated them, reviewed observation (classroom observation teaching by teacher educators in the colleges as well as student teachers during teaching practice) notes and the data from document analysis. After that it was tried to make meaning from the data and categorize the data according to themes, concepts and categories. Then it was tried to find out the relationships between themes and then develop high level categories and generative explanation. Transcription of interview and field notes data was sorted with the help of coding system. Coding is the mean of sorting the data, so that material bearing on a given topic can be physically separated from other data (Bogdan & Biklen, 1998). After that the researcher put the data of same ideas together to develop different themes. Then the data was interpreted. After organization of data, the next step was the understanding interpreting meaning of data. It requires reading and re-reading of data, in order to develop a clear picture of the data gathered. Comparative method was used to develop themes from data (Straus, 1987). Finally, the report of
the findings was written.

5. FINDINGS
The teacher education program of in public sector as well as in private sector except some were not successful to develop professional skills and attitude of student teachers.

On the basis of the research study for detection of the effectiveness of teacher education programs, the following findings were drawn:

5.1 Duration and Adequacy
Although B.Ed. program at both the institutions is of one year but course duration is very long at private sector. It is full-day program started from 8:00 a.m. to 5:00 p.m. whereas in public sector is half–day program. Most of the teacher educators from public sectors were not satisfied with the one year duration of the B.Ed. program and suggested that it should be enhanced at least for two years but majority in private sectors termed it as very adequate and appreciated the blend of theory with practice but termed it too hectic and demanding.

5.2 Teaching Methods Used by Teacher Educators (Public and Private Colleges)
Teaching Methods employed by the Teacher Educators have a significant impact on the standard of the student teachers. It was observed that most of the activities of public sector B.Ed. classes had an excessive theoretical tilt. Chalk and talk’ method. Traditional Lecture method, where only the teachers speak, Notes dictation like elaboration of dictated notes were used as method of teaching. Practical experiences lacking in actual classroom that help tremendously in enhancing and enriching prospective teachers’ understanding as it provides them with the opportunity to observe how implementation of concepts work in a real setting. Whereas in some private sector colleges Brain Storming, Group Discussions, Whole Class Discussion, Presentation, Demonstration Method, Reflective Reviews, Pair reviews, Critical Incidents methods used by them not only enhance the effectiveness of their interactions, but also provide practical knowledge and confidence to students to use those in their own respective classes. Moreover only lectures and theoretical interactions don’t motivate aspiring teachers for interactive teaching.

5.3 Assessment and Evaluation Procedure
At public sector institutions of teacher education written examination is conducted of teaching practice subjects under the supervision of the staff of the college. There is no marking in classroom participation and presentation etc. Teaching practice hardly prevailed ten to fifteen days. Evaluation procedure of teaching practice is given on the basis of two critical lessons of two teaching subjects and on eighteen lessons of each teaching subject. On the other hand, in private sector, ongoing assessment was done during the course. Only twenty marks out of sixty were allocated for written test as a mid-term. Other forty marks allocated in presentation, classroom participation, pair presentation and assignments. Forty marks for external exam for each subject. Sixty days’ teaching practice was held in which fifty lessons for each optional subject was delivered by each student teacher.
The above mentioned evaluation procedure in public sector promote rote learning used as main yardstick for assessing students’ performance level. It indicates that only the written test might not show the quality of teacher education. Ongoing assessment might held to improve professional development.

5.4 Teaching Practice
Techniques of lesson debriefing creating professional awareness about planning, teaching, classroom management, assessment and evaluation of learning, which was lacking in public sector. The other drawback of student teachers in public sector is that they haven’t any new or innovative exposure inside the classroom of B.Ed. colleges nor outside the classroom when they go for teaching practice, because they have to face same standard of school (government) due to same medium (Urdu), where there is no check and balance in school system and between schools (government) and teacher education institutions. Absence of any incentive for good performance and negligible supervision seldom motivates the student teachers at public sector to work better or to learn practically to teach better due to delivery of lessons by teacher educators found quite theoretical in nature. Teacher Education Programs in public sector need to be redesigned from beginning to end, because here the aims and objectives of teacher education program are not very much clear and well explained in terms of behavior to be developed in the prospective teachers under training. Aims and objective have a special significance in the process of education, because it provides the basis on which structure of education is built. Although in handbook two months practice in school is allocated but practically hardly it was finished within 10 to 15 days. It means that in public sector teaching practice was much shorter (6% of total time) and less structured as compared to that at private sector (40% of total time) which was quite rigorous and systematic. The role of school mentors at private sector during school placements was much substantial and contributive for which they were trained and guided by the college of teacher education but this attention was not available to school staff at public sector. At least two months’ teaching practices in actual classroom should be with complete monitoring and support of professors should provide to the prospective teachers in teacher education program.

5.4 Administrative Negligence
There are certain administrative inadequacies, which are also responsible for a general deterioration of the standard of teacher education in the country especially in Karachi. No consistent policies or programs are followed in the organization of teacher education. The policies should revisit and vigorously implement it to improve the quality in teacher education program.

6. CONCLUSION AND RECOMMENDATION
The student teachers were involved in various processes in the 1st and 2nd semester of mathematics teaching and learning, which prevailed one year both in public and private sector teacher education program. In private colleges of teacher education, the module of mathematics was designed in such a way that in both the semesters there was a normal session on different topics of mathematics along with focusing on different techniques of teaching. After normal session there was a teaching practicum in each semester so that knowledge gained in the formal sessions could be implemented in the real classroom practices by the student teachers. There each student teacher had to deliver 60 lessons of mathematics. Whereas in public colleges of
**teacher education**, student teachers were involved in teaching and learning processes nearly one year. During normal sessions of five months there was a teaching practicum. Student teachers had to go for teaching practices in real classrooms of different public schools. There each student teacher had to deliver 20 lessons of mathematics.

An examination of student teachers’ lesson plans and facilitator’s observation notes revealed that the student teachers tried to teach by applying new methods of teaching what they observed their facilitators were applying during the normal session. Similarly, an examination of student teachers’ lesson planner and the professors’ observation notes revealed that they had very traditional views about teaching and learning.

The outcomes of B.Ed. program in public and private sector indicate that the major processes in which prospective teachers are engaged during B.Ed. program, have influenced their thinking and their views of teaching and learning quite substantially. However, very superficial change was observed in prospective teachers’ practices and beliefs in public sectors.

The facilitator’s role modeling plays a significance factor in bringing about a change in prospective teachers’ attitudes. So professors should teach in such a way as s/he expect from prospective teachers to teach in real classroom in public sector.

The practical part of the existing teacher training program, which related to the professional of teacher is miserably ignored in public sector of teacher education. Hardly ten to twelve lessons for each teaching subjects are devoted for practical work or delivering lesson in actual classroom in other private sector too.

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