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## **An Appraisal of the Practicum – Finding the Gaps between Theory and Practice in Teacher Training Institutions in Pakistan**

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### **Abstract**

A successful teacher training programme aims at harmonising the theoretical and the practical facets of training so that what is willed is materialised in order to gain the desired objectives. The present study was undertaken with a view to observe the gaps, if any, between the theory and practice pre-service teacher training being imparted in Pakistani teacher training institutions. The sample for the study consisted of 120 student teachers of twelve different teacher training institutions of Pakistan.

The students had completed the theoretical part of the training and were now engaged in practice teaching. The sample was divided into male-female. It represented all the four provinces of Pakistan. Observation was used as a technique to collect data. The researcher visited all the classes personally to achieve the said end during. Data was collected through 35 sets of observation. The observation checklist was prepared keeping in mind the objectives of teacher training in general and of practice teaching in particular, as espoused in the curriculum.

It was found that there was a great gap between theory and practice in terms of novel methods and techniques, the use of computer applications for teaching, experimentation, finding relations of the topic with the real life situations and the use of diagnosis evaluation techniques. However, the trainees made use of the evaluation techniques and invited questions in order to engage the

students. It is concluded that novelty and innovation are completely missing and the trainees feel satisfied with the same hackneyed techniques and methods through which they were taught. It is recommended that the teacher trainers routinely visit the classes during the practice teaching. Increasing the duration of the practice teaching will also do a world of good to the success of the programme.

## **Introduction**

The importance of practicum in any course of studies is a given thing and teacher education is no exception in this regard (McIntyre, Byrd, & Fox, 1996). The world of practicum comes to us as an amalgamation of thought and action. Whereas the theory is a systematic way of thinking into a subject, practice involves the putting into practice of something. A theory might ignite the practice but it might never see the light of the day. Blunden (2000) puts it in these words.

“Theory involves the development of understanding and insight and it is what universities often do well. Of course, both of these worlds, practice and theory, are communities of practice, but they are nonetheless very different worlds” (p.8).

However, it is a universally acknowledged fact that a theory dies without practice and the aim of a programme should always be to harmonise theory and practice. The ideal may never be fully realised. However, such an exercise cannot be termed futile because it enables the practitioner as well as the researcher in filling the gaps between theory and practice. An insight into the nature of theory, being followed, and an appraisal of the practice help us in finding these gaps. The present study is an attempt in the same direction.

## **Theory of the Practicum**

Ideally, the practicum should involve a combination of a range of different factors that might include, but would not be limited to, the performance of the student teachers, the teacher educators, the school and the availability of resources. However, it is more important to have a relationship of all these factors (Ellsworth and Albers, 1995).

The theory of the practice teaching dictates the following:

- The duration of the practicum is appropriate i.e. it is neither too long nor too short.
- There is an opportunity for the student teachers to exhibit their potential at the optimum level
- There is an availability of resources
- The environment is realistic to an extent that it duplicates the teaching learning situation so the student teachers anticipate the teaching profession.
- An effective system of monitoring and evaluation is put in place.
- During the final assessment, the weight given to the practicum should be proportionate to the theoretical exams.

At the end of the practicum, the student teacher is expected the following:

- He has learnt to develop a relationship with his students, colleagues and administrators
- He has developed a method of control learnt how to maintain discipline and be regular and punctual
- Comprehended the principles underlying learning
- Can develop his lesson plans properly
- Has a mastery of techniques and methods of teaching
- Has acquired the potential to gain from monitoring and evaluation
- Develop a habit of self evaluation

The supervisors are expected to:

- Apprise the student teachers of the methods and techniques of teaching
- Help the student teachers in developing their lesson plans

Put in place an effective system of monitoring and evaluation whereby the goals of practice teaching may be materialised.

### Objectives of the Study

The objectives of the study were:

1. To appraise the teaching practice.
2. Find the gap between theory and practice.
3. To suggest measures.

### Research Methodology

#### Population and Sampling

The population of the study consisted of all the prospective teachers who are admitted to B.Ed programme in public sector institutions of Pakistan. The 120 prospective teachers from 8 institutions were considered as sample of the study.

S.No	Gender	Numbers	Percent
1	Male	46	38.3%
2	Female	74	61.7%

Figure 1 Showing the distribution of sample gender wise

S.No	Province	Number	Percent	Male	Percent	Female	Percent
1	Punjab	50	41.66%	15	12.5%	35	29.16%
2	NWFP	20	16.66%	8	6.66%	12	10%
3	Sindh	40	33.33%	13	10.83%	27	22.5%
4	Balochistan	10	8.33%	10	8.33%	0	0%

Figure 2 Showing the distribution of sample province wise and gender wise.

## 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 35 item observation checklist was prepared by keeping in mind the objectives of teaching practice.

### Administration of Research Tool

Data were collected personally from The Sindh and The Punjab and through teacher educators from the Balochistan and The NWFP.

### Data Analysis

The data collected through observation was coded and analysed through SPSS XII and in terms of percentage.

### Findings

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

**Table 1**

*Student teachers prepare lesson plan during teaching practice*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Above table shows that 100 % student teachers from all the provinces and both the genders prepare lesson plans during the teaching practice.

**Table 2**

*Student teachers manage the class*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	100.0%	100.0%	100.0%	60.0%	88.6%	100.0%	85.2%	91.3%	89.2%
No				40.0%	11.4%		14.8%	8.7%	10.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that all the male student teachers from the Punjab, the N W F P

and the Sindh, while 60% male student teachers from Balochistan manage their classes. On the other hand the female student teachers 88% from Punjab, 100% from the NWFP and 85.2% from the Sindh manage their classes. So on the over all 91.3% male student teachers and 89.2% female student teachers manage their classes quite successfully during teaching practice.

**Table 3**  
*Student teacher uses team teaching method*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista n	Punjab	N W F P	Sindh	Male	Female
Yes									
No	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

This table suggests that 100 % student teachers from all the provinces and both the genders do not use team teaching method during the teaching practice.

**Table 4**  
*Student teachers use /micro teaching method*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista n	Punjab	N W F P	Sindh	Male	Female
Yes									
No	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

This table shows that 100 % student teachers from all the provinces and both the genders do not use micro teaching method during the teaching practice.

**Table 5**  
*Student teacher uses computer assisted learning*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista n	Punjab	N W F P	Sindh	Male	Female
Yes		12.5%			2.9%		3.7%	2.2%	2.7%
No	100.0%	87.5%	100.0%	100.0%	97.1%	100.0%	96.3%	97.8%	97.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Findings as tabulated here show that only 12.5% male student teachers from the N W F P use computer assisted learning. On the other hand the female student teachers 2.9%% from the Punjab and 3.7% from the NWFP use computer assisted learning. So on the over all 2.2% male student teachers and 2.7% female student teachers use computer assisted learning during teaching practice.

**Table 6**  
*Student teacher uses computer assisted instructions*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	2.2%	2.7%	2.0%	5.0%	2.5%	.0%	2.2%	2.2%	2.7%
No	97.8%	97.3%	98.0%	95.0%	97.5%	100.0%	97.8%	97.8%	97.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 2.2% male student teachers from the Punjab, 2.7% from the N W F P, 2% from the Sindh and 5% from Balochistan use computer assisted instructions. On the other hand from the female student teachers 2.5% from the Punjab, 0% from the NWFP and 2.2% from the Sindh use computer assisted instructions. So on the over all 2.2% male student teachers and 2.7% female student teachers use computer assisted instructions during teaching practice.

**Table 7**  
*Student teacher uses lecture method*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	73.3%	37.5%	76.9%	90.0%	77.1%	83.3%	74.1%	71.7%	77.0%
No	26.7%	62.5%	23.1%	10.0%	22.9%	16.7%	25.9%	28.3%	23.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Findings from this table reveal that 73.3% male student teachers from the Punjab, 37.5% from the N W F P, 76.9% from the Sindh and 90% from Balochistan use lecture method. On the other hand, from the female student teachers 77.1% from the Punjab, 83.3% from the NWFP and 74.1% from the Sindh use lecture method. So, overall 71.7% male student teachers and 77% female student teachers use lecture method during teaching practice.

**Table 8**  
*Student teacher uses discussion method*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	20.0%	12.5%	23.1%	50.0%	37.1%	33.3%	37.0%	26.1%	36.5%
No	80.0%	87.5%	76.9%	50.0%	62.9%	66.7%	63.0%	73.9%	63.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 20% male student teachers from the Punjab, 12.5% from the N W F P, 23.1% from the Sindh and 50% from Balochistan use discussion method. On the other hand from the female student teachers 37.1% from the Punjab, 33.3% from the NWFP and 37%

from the Sindh use discussion method. So on the over all 26.1% male student teachers and 36.5% female student teachers use discussion method during teaching practice.

**Table 9**

*Student teacher uses question answer method*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	66.7%	12.5%	76.9%	70.0%	54.3%	25.0%	37.0%	60.9%	43.2%
No	33.3%	87.5%	23.1%	30.0%	45.7%	75.0%	63.0%	39.1%	56.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 66.7% male student teachers from the Punjab, 12.5% from the N W F P, 76.9% from the Sindh and 70% from Balochistan use discussion method. On the other hand from the female student teachers 54.3% from the Punjab, 25% from the NWFP and 37% from the Sindh use question answer method. So on the over all 60.9% male student teachers and 43.2% female student teachers use question answer method during teaching practice.

**Table 10**

*Student teacher uses activity method*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	40.0%	.0%	46.2%	50.0%	40.0%	25.0%	29.6%	37.0%	33.8%
No	60.0%	100.0%	53.8%	50.0%	60.0%	75.0%	70.4%	63.0%	66.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 40% male student teachers from the Punjab, 0% from the N W F P, 46.2% from the Sindh and 50% from Balochistan use activity method. On the other hand from the female student teachers 40% from the Punjab, 25% from the NWFP and 29.6% from the Sindh use activity method. So on the over all 37% male student teachers and 33.8% female student teachers use activity method during teaching practice.

Table11

*Student teacher uses bookish method*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	.0%	12.5%	.0%	30.0%	22.9%	33.3%	29.6%	8.7%	27.0%
No	100.0%	87.5%	100.0%	70.0%	77.1%	66.7%	70.4%	91.3%	73.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 0% male student teachers from the Punjab, 12.5% from the

N W F P, 0% from the Sindh and 30% from Balochistan use bookish method. On the other hand from the female student teachers 22.9% from the Punjab, 33.3% from the NWFP and 29.6% from the Sindh use bookish method. So on the over all 8.7% male student teachers and 27% female student teachers use bookish method during teaching practice.

Table 12

*Student teacher uses problem solving method*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	6.7%	12.5%	.0%	.0%	2.9%	8.3%	7.4%	4.3%	5.4%
No	93.3%	87.5%	100.0%	100.0%	97.1%	91.7%	92.6%	95.7%	94.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 6.7% male student teachers from the Punjab, 12.5% from the N W F P, 0% from the Sindh and 0% from Balochistan use problem solving method. On the other hand from the female student teachers 2.9% from the Punjab, 8.3% from the NWFP and 7.4% from the Sindh use problem solving method. So on the over all 4.3% male student teachers and 5.4% female student teachers use problem solving method during teaching practice.

Table 13

*Student teacher has the attitude of experimentation*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	20.0%	37.5%	15.4%	20.0%	31.4%	58.3%	40.7%	21.7%	39.2%
No	80.0%	62.5%	84.6%	80.0%	68.6%	41.7%	59.3%	78.3%	60.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 20% male student teachers from the Punjab, 37.5% from the N W F P, 15.4% from the Sindh and 20% from Balochistan have the attitude of experimentation. On the other hand from the female student teachers 31.4% from the Punjab, 58.3% from the NWFP and 40.7% from the Sindh have the attitude of experimentation. So on the over all 21.7% male student teachers and 39.2% female student teachers have the attitude of experimentation during teaching practice.



Table 14

*Student teacher has the attitude of observation*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	80.0%	62.5%	84.6%	60.0%	77.1%	83.3%	80.0%	73.9%	75.7%
No	20.0%	37.5%	15.4%	40.0%	22.9%	16.7%	20.0%	26.1%	24.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The table shows that 80% male student teachers from the Punjab, 62.5% from the N W F P, 84.6% from the Sindh and 60% from Balochistan have the attitude of observation. On the other hand from the female student teachers 77.1% from the Punjab, 83.3% from the NWFP and 80% from the Sindh have the attitude of observation. So on the over all 73.9% male student teachers and 75.7% female student teachers have the attitude of observation during teaching practice.

Table 15

*Student teacher uses the method according to the situation*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	53.3%	37.5%	61.5%	40.0%	65.7%	83.3%	59.3%	50.0%	66.2%
No	46.7%	62.5%	38.5%	60.0%	34.3%	16.7%	40.7%	50.0%	33.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 53.3% male student teachers from the Punjab, 37.5% from the N W F P, 61.5% from the Sindh and 40% from Balochistan use method according to the situation. On the other hand from the female student teachers 65.7% from the Punjab, 83.3% from the NWFP and 59.3% from the Sindh use method according to the situation. So on the over all 50% male student teachers and 66.2% female student teachers use method according to the situation during teaching practice.

Table 16

*Student teacher has the confidence to face the situation*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	80.0%	100.0%	76.9%	100.0%	88.6%	91.7%	96.3%	87.0%	91.9%
No	20.0%	.0%	23.1%	.0%	11.4%	8.3%	3.7%	13.0%	8.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is found that 80% male student teachers from the Punjab, 100% from the N W F P, 76.9% from the Sindh and 100% from Balochistan have the confidence to face the situation. On the other hand from the female student teachers 88.6% from the Punjab, 91.7% from the NWFP and 96.3%

from the Sindh have the confidence to face the situation. So on the over all 87% male student teachers and 91.9% female student teachers have the confidence to face the situation during teaching practice.

Table 17  
Student teacher makes charts

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	93.3%	62.5%	92.3%	100.0%	94.3%	100.0%	92.6%	89.1%	94.6%
No	6.7%	37.5%	7.7%	.0%	5.7%	.0%	7.4%	10.9%	5.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The table shows that 80% male student teachers from the Punjab, 100% from the N W F P, 76.9% from the Sindh and 100% from Balochistan have the confidence to face the situation. On the other hand from the female student teachers 88.6% from the Punjab, 91.7% from the NWFP and 96.3% from the Sindh have the confidence to face the situation. So on the over all 87% male student teachers and 91.9% female student teachers have the confidence to face the situation during teaching practice.

Table 18  
Student teacher makes models

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	20.0%	12.5%	23.1%	20.0%	45.7%	100.0%	51.9%	19.6%	56.8%
No	80.0%	87.5%	76.9%	80.0%	54.3%	.0%	48.1%	80.4%	43.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 20% male student teachers from the Punjab, 12.5% from the N W F P, 23.1% from the Sindh and 20% from Balochistan make models. On the other hand from the female student teachers 45.7% from the Punjab, 100% from the NWFP and 51.9% from the Sindh make models. So on the over all 19.6% male student teachers and 56.8% female student teachers make models during teaching practice.

Table 19  
Student teacher make flip charts

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	.0%	.0%	.0%	50.0%	37.1%	66.7%	48.1%	10.9%	45.9%
No	100.0%	100.0%	100.0%	50.0%	62.9%	33.3%	51.9%	89.1%	54.1%

Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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It is evident from the above table that 50% male student teachers from Balochistan make flip charts. On the other hand from the female student teachers 37.1% from the Punjab, 66.7% from the NWFP and 48.1% from the Sindh make flip charts. So on the over all 10.9% male student teachers and 45.9% female student teachers make flip charts during teaching practice.

Table 20  
*Student teacher makes picture*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	26.7%	75.0%	23.1%	60.0%	54.3%	91.7%	74.1%	41.3%	67.6%
No	73.3%	25.0%	76.9%	40.0%	45.7%	8.3%	25.9%	58.7%	32.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 26.7% male student teachers from the Punjab, 75% from the N W F P, 23.1% from the Sindh and 60% from Balochistan make pictures. On the other hand from the female student teachers 54.3% from the Punjab, 91.7% from the NWFP and 74.1% from the Sindh make pictures. So on the over all 41.3% male student teachers and 67.6% female student teachers make pictures during teaching practice.

Table 21  
*Student teacher teaches according to the lesson plan*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	100.0%	100.0%	100.0%	80.0%	94.3%	100.0%	92.6%	95.7%	94.6%
No	.0%	.0%	.0%	20.0%	5.7%	.0%	7.4%	4.3%	5.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that all the male student teachers from the Punjab, the N W F P and the Sindh, while 80% male student teachers from Balochistan teach according to the lesson plan. On the other hand from the female student teachers 94.3% from Punjab, 100% from the NWFP and 92.6% from the Sindh teach according to the lesson plan. So on the over all 95.7% male student teachers and 94.6% female student teachers teach according to the lesson plan during teaching practice.

Table 22  
*Student teacher relates the previous knowledge of the students to the current topic*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					

Yes	86.7%	100.0%	84.6%	60.0%	80.0%	91.7%	81.5%	82.6%	82.4%
No	13.3%	.0%	15.4%	40.0%	20.0%	8.3%	18.5%	17.4%	17.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 86.7% male student teachers from the Punjab, 100% from the N W F P, 84.6% from the Sindh and 60% from Balochistan relate the previous knowledge of the students to the current topic. On the other hand from the female student teachers 80% from the Punjab, 91.7% from the NWFP and 81.5% from the Sindh relate the previous knowledge of the students to the current topic. So on the over all 82.6% male student teachers and 82.4% female student teachers relate the previous knowledge of the students to the current topic during teaching practice.

Table 23

*Student teacher tests the previous knowledge of the students.*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	100.0%	100.0%	100.0%	90.0%	97.1%	100.0%	96.3%	97.8%	97.3%
No	.0%	.0%	.0%	10.0%	2.9%	.0%	3.7%	2.2%	2.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that all the male student teachers from the Punjab, the N W F P and the Sindh, while 90% male student teachers from Balochistan test the previous knowledge of the students. On the other hand from the female student teachers 97.1% from Punjab, 100% from the NWFP and 96.3% from the Sindh tests the previous knowledge of the students. So on the over all 97.8% male student teachers and 97.3% female student teachers test the previous knowledge of the students during teaching practice.

Table 24

*Student teacher knows the objectives of the lesson being taught by her/him*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	100.0%	100.0%	100.0%	100.0%	97.1%	91.7%	96.3%	100.0%	95.9%
No	.0%	.0%	.0%	.0%	2.9%	8.3%	3.7%	.0%	4.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

This table explains that all the male student teachers from the Punjab, the N W F P and the Sindh and Balochistan student teacher knows the objectives of the lesson being taught by them. On the other hand from the female student teachers 97.1% from Punjab, 91.7% from the NWFP and 96.3% from the Sindh know the objectives of the lesson being taught by them. So on the over all 100% male student teachers and 94.6% female student teachers know the objectives of the lesson being taught her/him during teaching practice.

Table 25

*Student teacher makes the partial recapitulation*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	73.3%	25.0%	84.6%	50.0%	62.9%	50.0%	44.4%	63.0%	54.1%
No	26.7%	75.0%	15.4%	50.0%	37.1%	50.0%	55.6%	37.0%	45.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Findings as tabulated here illustrate that 73.3% male student teachers from the Punjab, 25% from the N W F P, 84.6% from the Sindh and 50% from Balochistan make the partial recapitulation. On the other hand from the female student teachers 62.9% from the Punjab, 50% from the NWFP and 44.4% from the Sindh make the partial recapitulation. So on the over all 63% male student teachers and 54.1% female student teachers make the partial recapitulation during teaching practice.

Table 26

*Student teacher makes the final recapitulation*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	66.7%	12.5%	76.9%	30.0%	54.3%	41.7%	33.3%	52.2%	44.6%
No	33.3%	87.5%	23.1%	70.0%	45.7%	58.3%	66.7%	47.8%	55.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 66.7% male student teachers from the Punjab, 12.5% from the N W F P, 76.9% from the Sindh and 30% from Balochistan make the final recapitulation. On the other hand from the female student teachers 54.3% from the Punjab, 41.7% from the NWFP and 33.3% from the Sindh make the final recapitulation. So on the over all 52.2% male student teachers and 44.6% female student teachers make the final recapitulation during teaching practice.

Table 27

*Student teacher invites the questions from the students*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	93.3%	75.0%	92.3%	90.0%	88.6%	83.3%	85.2%	89.1%	86.5%
No	6.7%	25.0%	7.7%	10.0%	11.4%	16.7%	14.8%	10.9%	13.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The table shows that 93.3 % male student teachers from the Punjab, 75% from the N W F P, 92.3% from the Sindh and 90% from Balochistan invite questions from the students/pupils. On the

other hand from the female student teachers 88.6% from the Punjab, 83.3% from the NWFP and 85.2% from the Sindh invite questions from the students/pupils. So on the over all 89.1% male student teachers and 86.5% female student teachers invite questions from the students/pupils during teaching practice.

Table 28

*Student teachers moves around the class while teaching.*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	66.7%	75.0%	69.2%	60.0%	54.3%	41.7%	51.9%	67.4%	51.4%
No	33.3%	25.0%	30.8%	40.0%	45.7%	58.3%	48.1%	32.6%	48.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 66.7 % male student teachers from the Punjab, 75% from the N W F P, 69.2% from the Sindh and 60% from Balochistan move around the class while teaching. On the other hand from the female student teachers 54.3% from the Punjab, 41.7% from the NWFP and 51.9% from the Sindh move around the class while teaching. So on the over all 67.4% male student teachers and 51.4% female student teachers move around the class while teaching during teaching practice.

Table 29

*Student teachers complete the topic with in time*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	80.0%	87.5%	76.9%	80.0%	82.9%	83.3%	85.2%	80.4%	83.8%
No	20.0%	12.5%	23.1%	20.0%	17.1%	16.7%	14.8%	19.6%	16.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The tabulated findings suggest that 80 % male student teachers from the Punjab, 87.5% from the N W F P, 76.9% from the Sindh and 80% from Balochistan complete topics with in time. On the other hand from the female student teachers 82.9% from the Punjab, 83.3% from the NWFP and 85.2% from the Sindh complete topics with in time. So on the over all 80.4% male student teachers and 83.8% female student teachers complete topics with in time during teaching practice.

Table 30

*Student teachers relate the situation /topic with real life situation*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista	Punjab	N W F P	Sindh	Male	Female
				n					
Yes	66.7%	37.5%	69.2%	30.0%	42.9%	41.7%	33.3%	54.3%	39.2%
No	33.3%	62.5%	30.8%	70.0%	57.1%	58.3%	66.7%	45.7%	60.8%

Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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It is evident from the above table that 66.7 % male student teachers from the Punjab, 37.5% from the N W F P, 69.2% from the Sindh and 30% from Balochistan relate the situation/topic with real life situation. On the other hand from the female student teachers 42.9% from the Punjab, 41.7% from the NWFP and 33.3% from the Sindh relate the situation/topic with real life situation. So on the over all 54.3% male student teachers and 39.2% female student teachers relate the situation/topic with real life situation during teaching practice.

Table 31

*Student teachers relate the situation /topic with daily life situation.*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista n	Punjab	N W F P	Sindh	Male	Female
Yes	73.3%	37.5%	76.9%	20.0%	42.9%	41.7%	29.6%	56.5%	37.8%
No	26.7%	62.5%	23.1%	80.0%	57.1%	58.3%	70.4%	43.5%	62.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 73.3 % male student teachers from the Punjab, 37.5% from the N W F P 76.9% from the Sindh and 20% from Balochistan relate the situation/topic with daily life situation. On the other hand from the female student teachers 42.9% from the Punjab, 41.7% from the NWFP and 29.6% from the Sindh relate the situation/topic with daily life situation. So on the over all 56.5% male student teachers and 37.8% female student teachers relate the situation/topic with daily life situation during teaching practice.

Table 32

*Student teachers give example from the daily life*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista n	Punjab	N W F P	Sindh	Male	Female
Yes	80.0%	87.5%	76.9%	60.0%	62.9%	58.3%	63.0%	76.1%	62.2%
No	20.0%	12.5%	23.1%	40.0%	37.1%	41.7%	37.0%	23.9%	37.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that 80 % male student teachers from the Punjab, 87.5% from the N W F P 76.9% from the Sindh and 60% from Balochistan give examples from daily life. On the other hand from the female student teachers 62.9% from the Punjab, 58.3% from the NWFP and 63% from the Sindh give examples from daily life. So on the over all 76.1% male student teachers and 62.2% female student teachers give examples from daily life during teaching practice.

Table 33

*Student teachers apply formative evaluation techniques*

	Male	Female	Over All
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	Balochista								Male	Female
	Punjab	N W F P	Sindh	n	Punjab	N W F P	Sindh			
Yes	73.3%	37.5%	76.9%	70.0%	68.6%	58.3%	59.3%	67.4%	63.5%	
No	26.7%	62.5%	23.1%	30.0%	31.4%	41.7%	40.7%	32.6%	36.5%	
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

It is evident from the above table that 73.3 % male student teachers from the Punjab, 37.5% from the N W F P 76.9% from the Sindh and 70% from Balochistan apply formative evaluation. On the other hand from the female student teachers 68.6% from the Punjab, 58.3% from the NWFP and 59.3% from the Sindh apply formative evaluation. So on the over all 67.4% male student teachers and 63.5% female student apply formative evaluation during teaching practice.

Table 34

*Student teachers apply summative evaluation techniques*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista n	Punjab	N W F P	Sindh	Male	Female
Yes	80.0%	50.0%	92.3%	40.0%	60.0%	41.7%	40.7%	69.6%	50.0%
No	20.0%	50.0%	7.7%	60.0%	40.0%	58.3%	59.3%	30.4%	50.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

This table shows that 80 % male student teachers from the Punjab, 50% from the N W F P 92.3% from the Sindh and 40% from Balochistan apply summative evaluation. On the other hand from the female student teachers 60% from the Punjab, 41.7% from the NWFP and 40.7% from the Sindh apply summative evaluation. So on the over all 69.6% male student teachers and 50% female student apply summative evaluation during teaching practice.

Table 35

*Student teachers apply diagnostic evaluation techniques*

	Male				Female			Over All	
	Punjab	N W F P	Sindh	Balochista n	Punjab	N W F P	Sindh	Male	Female
Yes	6.7%	12.5%	0%	0%	8.6%	25.0%	14.8%	4.3%	13.5%
No	93.3%	87.5%	100.0%	100.0%	91.4%	75.0%	85.2%	95.7%	86.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The tabulated findings suggest that 6.7 % male student teachers from the Punjab, 12.5% from the N W F P apply diagnostic evaluation. On the other hand from the female student teachers 8.6% from the Punjab, 25% from the NWFP and 14.8% from the Sindh apply diagnostic evaluation. So on the over all 4.3% male student teachers and 13.5% female student teachers apply diagnostic evaluation during teaching practice.

## Conclusions

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An Appraisal of the Practicum – Finding the Gaps between Theory and Practice in Teacher Training Institutions in Pakistan



It is concluded from the table that all male and female student teachers from all the provinces prepare lesson plans during their teaching practice (Table: 1). It can be said that all the teachers prepare their lessons during teaching practice.

It is indicated from the table that all male student teachers from all provinces have ability to manage their classes except Blochistan where only 60% male teachers are able to manage their classes. Majority of female student teachers have ability to manage their classes during teaching practice in all three provinces. Overall majority of student teachers can manage their classes during teaching practice. (Table: 2)

All male and female Student teachers from all the provinces do not use team teaching during their teaching practice (Table: 3)

It is concluded from the table that all male and female student teachers (100%) do not use microteaching during their teaching practice (Table: 4).

As far computer assisted learning is concerned no male student teacher from all the provinces adopts this technique during their teaching practice except NWFP where only a small number of student teachers (12.5%) use this technique. Like wise no female student teachers use this technique in any province except Punjab and Sindh where that number of student teachers is very less, only 2.9% and 3.7% respectively. Overall it is concluded that only a very low %age (2.2% Male, 2.7% Female) of student teachers use this technique during their teaching practice (Table: 5).

It is evident from the results that in all the four provinces male student teachers are not using computer assisted instruction during their teaching practice except a small number of teachers as: 2.0% to 5% in all four provinces. On the other hand no female student teacher is using this technique during teaching practice except 2.2% to 2.5% in Punjab and Sindh respectively. Overall it is concluded that only a few number of student teachers use computer assisted instruction during teaching practice (Table: 6).

A large number of male student teachers adopt lecture method during teaching practice except NWFP where only 37% teachers use this method and others use some alternative method. On the other hand most of the female student teachers use lecture method in all provinces but in Sindh this %age is less than others where 25% student teachers use other than lecture methods during their teaching. In overall situation female student teachers are using lecture method more than male student teachers during teaching practice (Table: 7).

It is evident from the results that only a small number of male student teachers use discussion method during their teaching practice except Balochistan where this ratio is 50%. On the other hand most of the female student teachers are not using discussion method. Overall female student teachers are greater in number than male in using discussion method .as only 26% male teachers are using this method and 36.5% female student teachers have ability to conduct discussion sessions in their class rooms during teaching practice (Table: 8).

Most of the male student teachers use question answer method in all the provinces except NWFP

where most of the student teachers (87%) do not use this method. On the other hand only in Punjab 54% female student teachers are using question answer method and in other provinces most of the female student teachers do not use this method. Overall male student teachers are greater in number (60.9%) than female student teachers in using question answer method during teaching practice (Table: 9).

Most of the male student teachers use activity method except NWFP where no student teacher uses it. On the other hand most of the female student teachers are not using this method. Overall male student teachers are more in number (37%) to use activity method than female teachers (33.8%). (Table: 10)

Almost all male student teachers use other than bookish method. Only 12% in NWFP and 30% in Balochistan use this method. On the other hand only few numbers of female student teachers are using bookish method during teaching practice in all provinces. Overall female student teachers are greater in number (27.0%) to use bookish method than male teachers (8.7%). (Table: 11)

All the male student teachers do not use problem solving method except few numbers of teachers in NWFP and Punjab. On the other hand almost all the female student teachers in all provinces are using other than problem solving method. Overall only few male and female student teachers are using problem solving method during teaching practice (Table: 12).

As far attitude of experimentation is concerned only a small number of male student teachers in all provinces have this attitude except NWFP where this attitude of experimentation in teachers is more than other provinces. Most of the female student teachers have attitude of experimentation and this number is greater in NWFP than other provinces. Overall there is a great difference between both the genders. Female are greater in number than male teachers. Results also show that in NWFP both male and female student teachers have this attitude more than other provinces (Table: 13).

A great %age of male and female student teachers have attitude of observation in all provinces except NWFP where male student teachers have less attitude towards observation. Overall it is concluded that only 25% male and female student teachers do not have this attitude (Table: 14).

Most of the student teachers have ability to use the method according to the situation except in NWFP where male student teachers have problem to use the method according to the situation. Overall more than 50% male and female student teachers have ability to use method according to the situation during teaching practice (Table: 15).

Almost all male and female student teachers have confidence to face the situations except Punjab and Sindh where few teachers have not confidence to face the situations. Overall female student teachers (92%) have more confidence than male teachers (87.0%) to face the situations during teaching practice (Table: 16).

Almost all male and female student teachers make charts in all provinces during their teaching practice except NWFP where 37% male teachers are not using charts. Overall female student teachers (94.6%) are using more charts than male teachers (89.1%). (Table: 17).

As far models are concerned only a small number of male teachers are making models in all provinces. On the other hand most of the female student teachers are making models during teaching practice and in NWFP all female teachers are making their teaching effective by using models. Overall there is a great difference between male and female student teachers. Female teachers are greater in number than male teachers which is more than 50% of female teachers and male teacher %age is only 20 %. (Table: 18).

It is evident from the result that not a single male student teacher is using flip charts during teaching practice in all provinces except Balochistan where 50% teachers use flip charts. On the other hand most of the female student teachers are using flip charts in all provinces except Punjab where only 37% teachers are using charts. Overall there is a great difference in using flip charts between male and female teachers as 46% female teachers are using charts than male (11%). (Table: 19).

In NWFP and Balochistan most of the male student teachers are making pictures during teaching practice and in Punjab and Sindh only a small number of teachers are making pictures. On the other hand great number of female student teachers (74%-92%) in two provinces is making pictures except in Punjab where this number is less than other provinces. Overall female student teachers are more interested to make pictures than male teachers. (Table: 20).

Almost all male and female student teachers teach according to the lesson plans in all provinces except Balochistan where only 20% of the teachers do not teach according to the plans. In overall situation up to 96% male and female student teachers teach according to the plans. There is a minor difference between both the genders (Table: 21).

Most of the male and female student teachers relate previous knowledge of the students to the current topic in Sindh and Punjab but in NWFP all male teachers do that and in Balochistan this percentage of male student teachers is lower than other provinces. Overall male and female students are equal to relate previous knowledge of the students to the current topic (Table: 22).

It is revealed from the table that almost all male and female student teachers test the previous knowledge of the students before teaching. Only 10% of the male teachers are not doing that. Overall male and female student teachers are equal to use this technique in classroom during teaching practice (Table: 23).

All male student teachers are well aware of the objectives of the lesson in all provinces and on the other hand almost all female student teachers also keep in mind the objective of the lesson being taught by her. Overall there is a small difference between male and female student teachers regarding keeping in mind the objectives of the lesson and male teachers are better in this respect (Table: 24).

It is evident by the results that most of male student teachers make partial recapitulation in Punjab and Sindh and this percentage is lower in Balochistan but lowest in NWFP that is only 25%. On the other hand more than 50% of the female teachers make partial recapitulation but this situation is not well in Sindh where only 44.4% teachers recapitulate. Overall there is not much difference in

recapitulation of both the genders but male teachers are better to recapitulate partially their students during teaching practice (Table: 25).

Results indicate that only in Punjab and Sindh most of the male student teachers are making recapitulation during teaching practice but in other two provinces the situation is very poor. On the other hand most of the female teachers are not making final recapitulation except Punjab where more than 50% teachers do the same. Overall it can be said that most of the male teachers are making final recapitulation during teaching practice as compared to female teachers (Table: 26).

Almost all male and female student teachers in all provinces invite their students to question except in NWFP where 25% male teachers do not do the same. On overall situation there is not much difference in both the genders but male teachers invite more students to question than female during teaching practice (Table: 27).

More than 60% male student teachers like to move around the class while teaching in all provinces but on the other hand more than 50% female student teachers move around the class except NWFP where only 42 % female teachers do the same. Overall it is resulted that male student teacher like more to move around class than female teachers during teaching (Table: 28).

Most of the male and female student teachers complete the topic within time in all provinces except Sindh where 23% male student teachers are unable to complete the topic. Overall female student teachers are more efficient to complete the topic within time than male teachers but there is not much difference between the two (Table: 29).

Only in two provinces male student teachers have ability to relate the topic with real life situations but in NWFP and Balochistan only a small number of teachers can do that. On the other hand most of the female student teachers are not able to relate the topic with real life on 30% to 42% can do the same in all provinces. Overall %age of male teacher is more than female teachers who are doing the same activity in class during teaching (Table: 30).

More than 70% male teachers have ability to relate the topic with daily life situations only in two provinces but in others the situation is reverse. On the other hand most of the female student teachers in all provinces especially in Sindh have not ability to relate the topic with daily life situations. Comparatively male teachers are better than female for doing the same (Table: 31).

Results indicate that in all provinces most of the male student teachers are giving examples from the daily life except in Balochistan where 40% male teachers are not doing the same. On the other hand more than 58% to 63% female teachers give examples from daily life during teaching but overall %age of male student teachers (76.1%) is better than female (62.2%) for doing the same (Table: 32).

More than 70% male teachers apply formative evaluation techniques in all provinces except NWFP where 63% teachers are not doing the same. On the other hand more than 40% female teachers in Sindh and NWFP are not using this technique but in Punjab the situation is comparatively better. Overall there is not much difference between both the genders but male student teachers are better in doing the same during teaching as compared to female student

teachers (Table: 33).

In Punjab and Sindh almost all the male student teachers apply summative evaluation technique in teaching but in other two provinces the %age is not very high. On the other hand in Punjab female student teachers are using summative evaluation technique after teaching but in NWFP and Sindh the situation is reverse. Overall results indicate that summative evaluation technique is use by male teachers more than female during teaching (Table: 34).

Male teachers do not apply diagnostic evaluation technique in Sindh and Balochistan only few teachers in Punjab and NWFP apply the same. On the other hand female student teachers are also in the same condition except in NWFP where 25% teachers are applying this technique. Overall only 4% male teachers do the same but female teachers are little bit better than male for doing the same activity in classroom (Table: 35).

### **Recommendations**

Following Recommendations are made on the basis of the findings and conclusions.

- i. Student teachers should be trained in the way to use CAL and CAI
- ii. School Classrooms should be facilitated enough to use computer assisted learning and computer assisted instruction techniques.
- iii. Actual teacher should observe the student teacher time to time in classroom.
- iv. Actual teachers / supervisors should guide the student teacher how to apply different types of evaluation during teaching
- v. Sense of assimilation should be developed in student teachers during their training for how to relate different types of knowledge with different types of life situations.
- vi. Contents of teaching practice should be related to the actual environment of the schools or facilities should be provided according to the contents taught to the student teachers.

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