



RESEARCH PAPER

**Role of Supervisor and Effectiveness of Practicum at Host Schools:
A Quantitative Analysis**

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PAPER INFO	ABSTRACT
Received: January 12, 2020	<p>The main objective of this study was to find out the role of supervisor in making the practicum effective at different host secondary schools of Multan and D.G Khan. It was a case study of University of Education and was delimited to Dera Ghazi Khan and Multan campuses. The study was descriptive in nature with quantitative design. The target population of the study was all the students enrolled in B. Ed (Honor) program at these campuses. There were 351 students of semester 2nd and 6th enrolled in B. Ed (Honor) program at these institutions. Sufficient Sample size of 183 (69 male and 114 female) students was taken in this study through stratified random sampling technique. A Questionnaire to determine the effective role of supervisor in Practicum (QERSP) was developed and used as a research tool in order to collect data. The data was analyzed by applying descriptive as well as inferential statistics. The results of the study showed the ineffective role of supervisors during Practicum. It was recommended that the role of supervisors may be made effective by establishing Laboratory schools within the premises of the Teachers training institutes</p>
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Introduction

Teachers are the most important part of education system in all over the world. The need of hour is that the teacher should improve their personal and professional skills for quality education and meet the challenges of daily life. In Pakistan the teachers training institutions has been working to improve the quality of teachers. But the methods and skills they have been adopted for training are not able to meet the challenges of modern era (Dilshad, 2010). Teachers are the builders

of a nation and Government of Pakistan (1970) says that the teachers are the central body of our education system. Teachers should continue their efforts in making us a strong nation because without their guidance we can't move forward. Teachers have been given high morale in all over the world. Experienced and highly qualified teachers are backbone of effective educational system (Panda, 2009).

Various aspects of teaching profession are covered by training system as it is a multidimensional process. Tutoring is considered as constant process and involves in three associated stages (a) Pre-service training (b) orientation training (c) In-service training (Siddiqui, 2016). Teaching is an endless and lifelong procedure which consists on many facts and dimensions. Teacher education is the provision of skills, knowledge and abilities related to teacher. This definition leads all around movement and covers several features of teacher's work and life. The purpose is not to tell the teachers about teaching methods then to bring innovation. Real aim of teaching is to mold the personality of teacher as right way and reshape his attitude and habits as an ideal of society (Aggarwal, 2009).

Pre-service teachers training involves Practicum which is designed to make sure that the prospective teachers should be fully supported and motivated by their supervisors before entering in classroom as a qualified teacher. It is a bridge between theory and practice to ensure practical experiences in the community and school settings (Peretz, 2015). According to report of National Education Commission (1959) "The teacher must be rationally well trained in subjects he teaches and have had complete skilled training to teach his subjects". The opportunity to learn how to teach in actual classroom situation is the main goal of teaching practice which is usually fulfilled by the Supervisor. It is the opportunity to demonstrate in real classroom situation under the guidance and supervision of experienced Supervisor which is considered the main part of teaching practice. Supervisors ensure effectiveness in teaching practice by their supervision. They provide guidelines to prospective teachers; provide direction and feedback of whole teaching practice. They may develop a sense of collaboration and team teaching in their students (Sokal, 2014).

Sometimes it has been observed that there is lack of Practice schools adjacent to the teachers training institutes and the prospective teachers are sent to the public sector schools for the purpose of Practicum. In these circumstances, a lot of factors may automatically hinder in the way to achieve the real output from the supervisor in order to make sure the quality of Practicum. Host schools administration, faculty and the institutional environment do not best suit the supervisor for imparting potential skills to the prospective teachers. Sometimes part-time teachers and untrained-teaching staff from the universities are taken for the purpose of supervision regarding practicum of prospective teachers. This indicates that universities are not serious about effective teaching practice (Aggarwal, 2009).

These part time teachers and non-teaching staff can never provide effective supervision. Hence there is a big difference between theory and practice; the prospective teachers do not develop professional qualities of ideal teacher. Casual non-teaching staff as a supervisor in practicum may cause harmful effects on teaching methods and quality of teaching practice. This shows clear negligence of universities on such program. This also means that our teacher training institutions are not focusing on professional development of teachers (Suleman, 2011).

In Pakistani Teachers training institutions, usually Supervisors do not guide and supervise the Prospective teachers during Practicum. Proper follow up after Practicum is necessary for professional development of teachers. The supervisors should regularly assess the performance of their prospective teachers in the classroom and even outside the classrooms. The Practicum Supervisors should also judge the quality of teaching practice while delivering lessons in classrooms and will also evaluate the management skills of the prospective teachers (UNESCO, 2006). Teachers are trained to acquire competencies of classroom management proper lesson planning, delivering content knowledge, recording and reporting student's workload to achieve the desired goals and targets (Moore, 2004). "Professional teachers should provide opportunities for continuous education to reconsider their methods and up-to-date their subject expertise. They should develop the human nature as professional. High priority should be given to part time research in teaching and learning process". If such actions will be taken, the young generation can get the quality learning as they deserve (Hussain, 2016).

It is broadly renowned fact that public sector of Pakistan has poor quality of education. The poor quality of education is directly linked with the quality of teachers training institutes in Pakistan. A well-known factor for poor quality of education is the ineffective role of supervisors during teaching practice that is the stage where a novice teacher is under construction and that is destroyed at the early stage by improper guidance of the supervisor. (Sultana, 2001; World Bank, 2006)

The main purpose of the study is to determine the role of supervisor in the effectiveness of practicum in teacher training institutions of Southern Punjab. This study may be beneficial for Supervisors and the prospective teachers as the supervisors will be better aware of their role and responsibilities during practicum as well as the prospective teachers will also force their supervisors to perform their proper duties. This study may boost up the morale of prospective teachers, because after that they might be able to use their best potentials and acquired skills. The Host schools teachers will also be blessed by this study as their students will be motivated by prospective teachers. The need of hour is that the host school teachers must share their knowledge and experiences with prospective teachers to make learning process more effective.

Host schools head teachers will also enjoy the learning process because they are assured of that young educators will bring positive change in learning process.

The Head teachers will create the atmosphere of collaboration between host teachers and prospective teachers to attain desirable results. The role of supervisors will be effective in classroom during practicum when they share their knowledge and experiences with prospective teachers to clarify their concepts and point out the mistakes during practicum.

Statement of the Problem

This study focused on the effective role of supervisor during practicum in the teachers training institutions; Dera Ghazi Khan and Multan Campuses situated in Southern Punjab. Effectiveness is the degree to which something is successful in producing the desired results. Effective role of supervisor in practicum is necessary for an effective teacher training program. Host schools mean the schools of public sector other than the laboratory schools. Some Teachers Training Institutions (TTIs) do not have the facility of such schools and that is why these TTIs have to send their prospective teachers to the public sector schools for the purpose of teaching practice/practicum. The effectiveness of practicum at Laboratory schools and at host schools is considered different because of the multi factors like less cooperation of the host schools administration and faculty as well as less remuneration from the TTIs. Keeping in mind the same notion, this study was conducted to determine the situation of practicum as well as the supervisory role with the students of two TTIs of southern Punjab in the public sector secondary host schools.

Hypotheses of the Study

This study was carried out in order to test the following null hypotheses:

H₀1: There is no significant difference between the opinion of male and female prospective

Teachers regarding the role of supervisor in teaching practice.

H₀2: No significant difference exists between the opinion of prospective teachers from Multan and DG Khan Campuses about the role of supervisors in Teaching Practice.

Material and Methods

The study was descriptive in nature with quantitative and a little bit qualitative design. All the students enrolled in B. Ed (Honor) program at all the teacher training institutions in southern Punjab were considered as target population of this research. The total numbers of students enrolled in B. Ed (Honor) program were three hundred and fifty one (351) at University of Education D.G. Khan and Multan campuses. A sample of 183 students (prospective teachers) was taken by using Stratified random sampling technique. The study was delimited to enrolled students in B. Ed (Honor) program, semester 2nd and 6th. After

a thorough review of the related literature about the effective role of the supervisors during teaching practice, a five point Likert scale (QERSP) was developed and used to collect the responses from students. Questionnaire was initially prepared and discussed with experts in order to ensure the content validity of the research tool. The pilot testing was also done other than target population to make certain the reliability of the tool. The tool was named as Questionnaire for Effective Role of Supervisor in Practicum (QERSP) in this study which was in closed ended form covering sixteen (16) statements. At the end of this questionnaire, two open ended questions were given in order to collect the independent responses of respondents freely as per their knowledge and observations. The questionnaires were; which kind of problems the students face there in the host schools during Practicum and "How the effectiveness of practicum can be enhanced". The open ended questions were also sought from the two supervisors supervising the prospective teachers in the Multan and DG Khan Campuses in order to authenticate the results of the study. The mean score three (3) was fixed as a minimum score for showing the satisfactory position of effectiveness of Practicum in this questionnaire.

Data analysis

Table 1
Mean combine score of the questionnaire for the prospective teachers about supervisor's role

Sr. No.	Statements	Mean	SD
1	The Supervisor establishes a good rapport with the prospective teachers.	2.99	.136
2	Supervisor motivates the prospective teacher for effective practicum.	3.20	.398
3	The supervisor disciplines prospective teachers in ways that are appropriate and effective.	3.02	.332
4	Supervisor helps the prospective teachers in lesson planning.	2.88	.701
5	Supervisor helps in developing time management skills.	2.49	.632
6	Supervisor helps the prospective teachers in effective utilization of time.	2.30	.523
7	The supervisor gives sufficient time to assess my teaching.	2.35	.478
8	Supervisor suggests innovative techniques for effective classroom teaching.	2.42	.507
9	Supervisor gives orientation about host schools.	2.74	.750
10	Supervisor takes proper feedback from prospective teachers after the completion of teaching practice.	2.46	.524
11	The supervisor demonstrates the prospective teachers how to do self-assessment.	2.39	.548

12	Supervisor critically observes the prospective teachers in classroom.	3.44	.778
13	The supervisor remains conscious about prospective teachers in teaching learning process.	2.46	.591
14	Supervisor has good relationship with host school teachers.	2.18	.536
15	The present duration of practicum fulfills the requirements of teaching practice.	1.20	.428
16	The supervisor daily visits the host school to motivate Prospective Teachers.	2.36	.482
Mean Combine		2.55	.521

Table 2
Institution wise analysis of the questionnaire for the prospective teachers about supervisor

Institute 1			
Sr. No.	Statements	Mean	SD
1	The Supervisor establishes a good rapport with the prospective teachers.	2.98	.254
2	Supervisor motivates the prospective teacher for effective practicum.	3.21	.414
3	The supervisor disciplines prospective teachers in ways that are appropriate and effective.	2.96	.464
4	Supervisor helps the prospective teachers in lesson planning.	3.11	.598
5	Supervisor helps in developing time management skills.	2.30	.548
6	Supervisor helps the prospective teachers in effective utilization of time.	2.13	.337
7	The supervisor gives sufficient time to assess my teaching.	2.17	.380
8	Supervisor suggests innovative techniques for effective classroom teaching.	2.43	.500
9	Supervisor gives orientation about host schools.	2.45	.653
10	Supervisor takes proper feedback from prospective teachers after the completion of teaching practice.	2.49	.547
11	The supervisor demonstrates the prospective teachers how to do self-assessment.	2.34	.479
12	Supervisor critically observes the prospective teachers in classroom.	3.60	.648
13	The supervisor remains conscious about prospective teachers in teaching learning process.	2.34	.522
14	Supervisor has good relationship with host school teachers.	2.04	.509

15	The present duration of practicum fulfills the requirements of teaching practice.	1.15	360
16	The supervisor daily visits the host school to motivate prospective teachers.	2.43	500
Average		2.51	.482

Institute 2

Sr. No.	Statements	Mean	SD
1	The Supervisor establishes a good rapport with the prospective teachers.	3	.000
2	Supervisor motivates the prospective teacher for effective practicum.	3.08	.269
3	The supervisor disciplines prospective teachers in ways that are appropriate and effective.	3.13	.345
4	Supervisor helps the prospective teachers in lesson planning.	2.85	.751
5	Supervisor helps in developing time management skills.	2.58	.637
6	Supervisor helps the prospective teachers in effective utilization of time.	2.27	.490
7	The supervisor gives sufficient time to assess my teaching.	2.38	.491
8	Supervisor suggests innovative techniques for effective classroom teaching.	2.40	.534
9	Supervisor gives orientation about host schools.	2.85	.802
10	Supervisor takes proper feedback from prospective teachers after the completion of teaching practice.	2.38	.491
11	The supervisor demonstrates the prospective teachers how to do self-assessment.	2.33	.513
12	Supervisor critically observes the prospective teachers in classroom.	3.33	.857
13	The supervisor remains conscious about prospective teachers in teaching learning process.	2.37	.486
14	Supervisor has good relationship with host school teachers.	2.23	.546
15	The present duration of practicum fulfills the requirements of teaching practice.	1.15	.364
16	The supervisor daily visits the host school to motivate prospective teachers.	2.35	.480
Average		2.53	.503

Table 3

Gender wise analysis of the questionnaire for the prospective teachers about supervisor
MALE

Sr. No.	Statements	Mean	Sd
1	The Supervisor establishes a good rapport with the prospective teachers.	2.97	.142
2	Supervisor motivates the prospective teacher for effective practicum.	3.18	.391
3	The supervisor disciplines prospective teachers in ways that are appropriate and effective.	3	.353
4	Supervisor helps the prospective teachers in lesson planning.	2.85	.677
5	Supervisor helps in developing time management skills.	2.30	.584
6	Supervisor helps the prospective teachers in effective utilization of time.	2.24	.521
7	The supervisor gives sufficient time to assess my teaching.	2.38	.492
8	Supervisor suggests innovative techniques for effective classroom teaching.	2.38	.492
9	Supervisor gives orientation about host schools.	2.73	.810
10	Supervisor takes proper feedback from prospective teachers after the completion of teaching practice.	2.53	.504
11	The supervisor demonstrates the prospective teachers how to do self-assessment.	2.42	.577
12	Supervisor critically observes the prospective teachers in classroom.	3.57	.735
13	The supervisor remains conscious about prospective teachers in teaching learning process.	2.64	.473
14	Supervisor has good relationship with host school teachers.	2.44	.434
15	The present duration of practicum fulfills the requirements of teaching practice.	1.18	.441
16	The supervisor daily visits the host school to motivate prospective teachers.	2.36	.487
Average		2.57	.506

GENDER: FEMALE

Sr. No.	Statements	Mean	Sd
1	The Supervisor establishes a good rapport with the prospective teachers.	3	.133
2	Supervisor motivates the prospective teacher for effective practicum.	3.20	.403
3	The supervisor disciplines prospective teachers in ways that are appropriate and effective.	3.03	.323

4	Supervisor helps the prospective teachers in lesson planning.	2.88	.713
5	Supervisor helps in developing time management skills.	2.57	.637
6	Supervisor helps the prospective teachers in effective utilization of time.	2.32	.523
7	The supervisor gives sufficient time to assess my teaching.	2.65	.473
8	Supervisor suggests innovative techniques for effective classroom teaching.	2.42	.514
9	Supervisor gives orientation about host schools.	2.74	.726
10	Supervisor takes proper feedback from prospective teachers after the completion of teaching practice.	2.42	.531
11	The supervisor demonstrates the prospective teachers how to do self-assessment.	2.36	.536
12	Supervisor critically observes the prospective teachers in classroom.	3.37	.591
13	The supervisor remains conscious about prospective teachers in teaching learning process.	2.51	.627
14	Supervisor has good relationship with host school teachers.	2.15	.573
15	The present duration of practicum fulfills the requirements of teaching practice.	1.20	.424
16	The supervisor daily visits the host school to motivate prospective teachers.	2.35	.482
AVERAGE		2.57	.511

Findings Conclusions and Discussion

In the light of analysis of the study, following findings were drawn:

The questionnaire was filled by the prospective teachers to identify the effective role of supervisors in conducting Teaching Practice. The mean combine value on this questionnaire was 2.55 showing the low level of effectiveness of practicum. According to the analysis, the supervisors do not help the prospective teachers (Mean=2.55) to make teaching practice effective. Most of the responses were not in the favor of supervisor and revealed the negative attitude of supervisor towards the students' guidance. The mean score 2.49 showed non-helping behavior of the supervisors in the development of time management skills. Similarly mean score 2.30 showed ineffective utilization of time by the supervisors.

It was also indicated by mean score 2.35 and 2.42 that supervisors give insufficient time to assess teaching practice and the supervisors suggest the innovative techniques for effective classroom teaching respectively. The

supervisors do not take proper feedback from prospective teachers after the completion of teaching practice (Mean= 2.46). It was also indicated by mean score 2.18 and 2.36 that the host school teachers and the supervisors do not have good relationship as well as Supervisors do not visit the host schools to motivate practicum process on daily basis.

The analyses of the open ended questions showed that most of the students indicated the non cooperative attitude of the host schools administration and teachers which affects the punctuality of the supervisor during practicum. On the other hand, the supervisor also testified the same factor with some addition that this was due to the less remuneration paid by the TTIs. The supervisors also mentioned that they are often overloaded with the academic as well as the non academic assignments by the varsity and owing to this they cannot sacrifice proper timing and guidance to the prospective teachers during practicum at host public schools. Most of the supervisors recorded the complaint that the institutes do not pay them the conveyance or pick and drop facility to reach their host schools. Most of the prospective teachers added that sometimes visiting teachers are assigned the duty to work as supervisor during practicum. The visiting faculty does not take this task serious which results in the ineffectiveness of practicum. So, it was a unanimous addition of the prospective teachers that regular experienced faculty members should be appointed as supervisors for the purpose of teaching practice.

The students/prospective teachers also testified this statement of the supervisors with the addition that the institutes have already availed the facility of APVs or other vehicles for providing the facility of pick and drop to prospective teachers and the supervisors during practicum but unluckily both are deprived from this facility. In the next open ended question, the students as well as the supervisors mostly recorded their responses that the only solution for effective practicum is that the laboratory schools should be set up in all the TTIs. Some respondents suggested an orientation program at campus level for the supervisors, prospective teachers, host school headmasters and host school relevant teachers.

In contrast to above, some responses were in the favor of supervisors. The mean score 2.99 showed that supervisors establish a good rapport with the prospective teachers. The supervisors motivate the prospective teachers for effective practicum (Mean=3.20). It was also indicated by mean score 3.02 and 2.88 that the supervisor disciplines prospective teachers in ways that are effective and helpful for the prospective teachers in lesson planning. Supervisors mostly give orientation about host schools (Mean=2.74). The mean score 3.44 showed that supervisors critically observe the prospective teachers in classroom.

The hypothesis H_01 was accepted with the calculated Z Value 00. No significant difference was found between the opinion of male and female Prospective Teachers about the effective role of supervisors in Teaching Practice". To explore the opinion of male and female prospective teachers about effective role of supervisors the mean score was calculated showed that both male and female

having the same mean values 2.55. The results indicated low level of effectiveness in practicum.

The results of this study were found in line with the results of the study conducted by Wazim (2012) on "Quality of Teacher Education in Pakistan" in which Wazim concluded that prospective teachers are sent to host schools under the supervision of supervisors but there is a lack of inspection by supervisors. In addition Universities are not motivating students for effective practicum and providing little support to them. Supervisors do not train properly to the prospective teachers and there is a lack of guidance for classroom teaching.

The null hypothesis H_02 was accepted with the calculated Z Value 00. No significant difference was found between the opinion of students' of Multan and DG Khan Campuses about the role of supervisors in Teaching Practice". The results of this study were in line with the results of the study conducted by Wazim (2012) on "Quality of Teacher Education in Pakistan" in which Wazim concluded that Supervisors do not train properly to the prospective teachers and there is a lack of guidance for classroom teaching.

Recommendations

The following recommendations were suggested in the light of the drawn conclusions.

1. The supervisors, host schools' head teachers and host school teachers should be awarded certificates and reasonable incentives in order to make the process of supervision effective during practicum.
2. Conveyance facility or the facility of pick and drop should be provided to the Supervisors for regular visit of the host schools.
3. The Prospective Teachers should also be granted the facility of pick and drop during practicum by using Campus Vehicle.
4. Regular faculty members should be granted the duty of supervisor despite the part time or visiting faculty.
5. Prospective teachers should be given orientation about the host schools by the supervisor in order to make them familiar with the host school environment.
6. Laboratory Schools should be set up in all the teachers training institutions (TTIs) in order to utilize the services of supervisors properly

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