



An analysis of observer's review pattern considering teaching proficiency and utility during practice teaching

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ABSTRACT- Teaching is a profession and teacher education is a professional guide. It is obliging to consider first the essential attributes of a profession and second the paramount task involved in planning and conducting an educational programme. In the light of these two factors, the significant elements of effective education for the profession can be seen more clearly. The teaching is a profession based on a system which is further based upon a code of ethical principles but whenever a member of any profession meets his day-by-day task in terms of routine performance, for the occupation is no longer a profession, the science that is needed by the profession must be continually extended to more basic content rather than restricted only to obvious applied science. It is unanimously accepted by eminent scholars and researchers of different fields such as educationist's sociologists.

The prevailing pattern of observers review during practice teaching can ultimately help student teachers to improvise their teaching skills. The present study is obliging in professionalizing the teaching of prospective teachers and in making teacher education program more efficacious.

KEYWORDS: Observers, review pattern, teaching proficiency, practice teaching, utility

I. INTRODUCTION

Teaching is a process in which a trained person imparts knowledge brought by him in the form of notes, explanation to the students. It is the process to fabricate a favourable environment to facilitate learning. In present era teacher is not the one who is full of knowledge or very intellectual. Today he/she acts as a facilitator of learning. He creates a psychological environment so that as the students become enthusiastic in studying hence teaching is a very important social process therefore Pandey 2011 stated that "Teachers are the greatest assets of any educational system, they stand at the interface of transmission of knowledge, skills and values."

India has one of the largest systems of pre-service teacher preparation programs globally. The aim of teacher preparation program is to create condition of learning that can facilitate the development of sensitive and component teacher.

Prof. S.K. Mitra (1978) the ex-director of NCERT, in the teacher education curriculum mentions "The success of any educational reform depends upon the quality of teachers which in turn depends to a large extent on the quality of the teacher education program."

In this backdrop it seems totally justified to enquire the utility of observers review during teaching sessions of B.Ed. trainees. Therefore, the researcher tried an attempt to access the observer's review pattern and its utility.

OBJECTIVES

1. To understand the views of B.Ed. trainees regarding utility of practice teaching given by their observer.
2. On the basis of obtained feedback to provide suggestions for improvement of prevailing practice teaching remark pattern.

ASSUMPTIONS

1. Observers provide feedback regarding teaching proficiency to improve the teaching performance of trainees.
2. Observers are giving proper and equal attention to all the skills related to teaching

competencies.

II. METHODOLOGY

In the present study 52 B.Ed. colleges affiliated to MJP Rohilkhand University constituted the population of the study. Fifteen (15) institutions were selected randomly from these fifty-two (52) institutions by using lottery method and twenty-five (25) teacher trainees were selected from each institute (10-Social science, 10-physical science and 5-languages). Then ten (10) supervised lesson plans were selected from every selected B.Ed. trainee. The tool for the data collection is namely 'Practice teaching utility questionnaire was developed and standardised by the researcher. The practice teaching feedback utility scale includes 15 question with three options- agree, dis-agree and uncertain.

III. ANALYSIS AND DISCUSSION

Table 1.1.1 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'prevailing pattern of feedback'

The prevailing pattern of observers feedback was useful	Responses given by the B.Ed. trainees of				Total responses (600)
	Social (250)	Sciences	Physical Sciences (250)	Languages (100)	
Agree	175 (70%)		167 (66.8%)	69 (27.6%)	411 (68.5%)
Disagree	63 (25.2%)		72 (28.8%)	24 (9.6%)	159 (26.5%)
Uncertain	12 (4.8%)		11 (4.4%)	7 (2.8%)	30 (5%)

The data given in the Table 1.1.1 infers that 68.5% of the teacher trainees agree to the fact the prevailing pattern of observers' feedback was useful, whereas, 26.5% of the teacher trainees are of the opinion that prevailing patterns of feedback is not at all useful. Besides, 5% of the trainees do not have a clear thought regarding the utility of prevailing patterns of feedback.

Table 1.1.2 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'Benefits of Lesson planning in achieving objectives'

Lesson planning helped you to achieve the teaching objectives in better ways	Responses given by the B.Ed. trainees of				Total responses (600)
	Social (250)	Sciences	Physical Sciences (250)	Languages (100)	
Agree	176 (70.4%)		187 (74.8%)	71 (71%)	434 (72.3%)

Disagree	65 (26%)	50 (20%)	24 (24%)	139 (23.16%)
Uncertain	9 (3.6%)	13 (5.2%)	5 (5%)	27 (4.5%)

Entries in Table 1.1.2 show that the majority of trainees (72.3%) of all the streams of teaching subject namely social sciences, physical sciences and languages agree to the fact that lesson planning helped them to achieve their goals in better way. But a significant number of teacher trainees (23.16%) disagree with this notion. Besides, 4.5% teacher trainees have uncertain views about the role of lesson planning in achieving the teaching objectives in better ways.

Table 1.1.3 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'Practice teaching helped them to teach in systematic manner'

Practice teaching helped you to organize your teaching in systematic way	Responses given by the B.Ed. trainees of			Total responses (600)
	Social Sciences (250)	Physical Sciences (250)	Languages (100)	
Agree	127 (50.8%)	139 (55.6%)	51 (51%)	317 (52.8%)
Disagree	104 (41.6%)	84 (33.6%)	38 (38%)	226 (37.6%)
Uncertain	19 (7.6%)	27 (10.8%)	11 (11%)	57 (9.5%)

A glance at the data presented in Table 1.1.3 makes it apparent that majority of trainees (52.8%) agree to the fact that practice teaching helped them to organize their teaching in a systematic manner. At the same time, 37.6% of the teacher trainees disagree with it and 9.5% of the trainees had uncertain views in their mind regarding the utility of practice teaching for helping them to teach in systematic manner.

Table 1.1.4 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'Practice teaching remarks helped them to build Confidence'

Practice teaching remarks helped you to build your confidence for teaching.	Responses given by the B.Ed. trainees of			Total responses (600)
	Social Sciences (250)	Physical Sciences (250)	Languages (100)	
Agree	198 (79.2%)	187 (74.8%)	72 (72%)	457 (76.16%)

Disagree	45 (18%)	50 (20%)	24 (24%)	119 (19.8%)
Uncertain	7 (2.8%)	13 (5.2%)	4 (4%)	24 (4%)

Table 1.1.4 clearly reveals that a majority of the B.Ed. trainees i.e. (76.6%) are in opinion that practice teaching remarks helped them to build their confidence for teaching. While, 19.8% of the B.Ed. trainees disagreed towards the role of practice teaching remarks in building up the confidence level while doing teaching.

Table 1.1.5 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'after few sessions of practice teaching, you felt less hesitant'

After few sessions of practice teaching, you felt less hesitant while doing teaching	Responses given by the B.Ed. trainees of				Total responses (600)
	Social (250)	Sciences	Physical Sciences (250)	Languages (100)	
Agree	187 (74.8%)		198 (79.2%)	67 (67%)	452 (75.3%)
Disagree	50 (20%)		44 (17.6%)	22 (22%)	116 (19.3%)
Uncertain	13 (5.2%)		8 (3.2%)	11 (11%)	32 (5.3%)

A perusal of the data given in Table 1.1.5 makes it apparent that the attitude of the B.Ed. trainees is favourable (75.3%) towards the fact that after few sessions of practice teaching, they felt less hesitant while doing teaching. But, 19.3% of the trainees do not agree to it. It clearly depicts from the above results that after few sessions of practice teaching, the B.Ed. trainees felt less hesitant may be because after few classes they became familiar with the pattern of teaching and the students.

Table 1.1.6 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'After practice teaching efficiency increased'

After practice teaching your teaching efficiency increased	Responses given by the B.Ed. trainees of				Total responses (600)
	Social (250)	Sciences	Physical Sciences (250)	Languages (100)	
Agree	188 (75.2%)		179 (71.6%)	74 (74%)	441 (%)

Disagree	55 (22%)	67 (26.8%)	23 (23%)	145 (24.16%)
Uncertain	7 (2.8%)	4 (1.6%)	3 (3%)	14 (2.3%)

A glance at the data presented in Table 1.1.6 makes it clear that a very good percentage (73.5%) of the B.Ed. trainees agree towards the fact that after practice teaching their efficiency increased a lot. 24.16% of the trainees had disagreed with this fact, whereas, 2.3% were not sure about their views.

Table 1.1.7 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'practice teaching does not cater individual difference'

Prevailing pattern of practice teaching does not cater individual difference	Responses given by the B.Ed. trainees of				Total responses (600)
	Social Sciences (250)	Physical Sciences (250)	Languages (100)		
Agree	125 (50%)	119 (47.6%)	49 (49%)		293 (48.8%)
Disagree	98 (39.2%)	95 (38%)	34 (34%)		227 (37.8%)
Uncertain	27 (10.8%)	36 (14.4%)	17 (17%)		80 (13.3%)

The data given in the Table 1.1.7 infers that 48.8% of the B.Ed. trainees agree with the fact that the prevailing pattern of the practice teaching does not cater individual difference. The data further shows that 37.8% B.Ed. trainees disagree with the fact that the prevailing pattern of practice teaching does not cater individual differences in them and 13.3% of the trainees were uncertain about their views..

Table 1.1.8 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'time duration of evaluation is sufficient'

The time duration for which your observation is done by observers' is sufficient	Responses given by the B.Ed. trainees of				Total responses (600)
	Social Sciences (250)	Physical Sciences (250)	Languages (100)		
Agree	61 (24.4%)	79 (31.6%)	29 (29%)		169 (28.16%)
Disagree	149 (59.6%)	170 (68%)	57 (57%)		376 (62.66%)

Uncertain	40 (16%)	1 (0.4%)	14 (14%)	55 (9.16%)
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A perusal of data presented in Table 1.1.8 makes it clear that a majority (62.66%) of B.Ed. trainees disagree with the opinion that the time duration for which the observation is done by the supervisor during the practice teaching session is not sufficient. 28.16% of the B.Ed. trainees agree with the opinion that the time duration of supervision by observers' is sufficient for them, and 9.16% are uncertain about their views on this aspect.

Table 1.1.9 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'observation of your plan by the observers' of different teaching subject is a correct practice'

The observation of your plan by the observers' of different teaching subject is a correct practice	Responses given by the B.Ed. trainees of				Total responses (600)
	Social (250)	Sciences	Physical Sciences (250)	Languages (100)	
Agree	73 (29.2%)		54 (21.6%)	29 (29%)	156 (26%)
Disagree	129 (51.6%)		117 (46.8%)	68 (68%)	314 (52.3%)
Uncertain	48 (19.2%)		79 (31.6%)	03 (03%)	130 (21.6%)

Figures given in the Table 1.1.9 confirms that more than half (52.3%) of the B.Ed. trainees disagree with the opinion that the observation of their plan by the observers of different teaching subject is a correct practice. Whereas, 26% of the B.Ed. trainees agree with the opinion of observation of their plan by the observers of different teaching subject as correct practice and a large percentage i.e. 21.6% of the trainees are uncertain on their views about this aspect.

Table 1.1.10 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'Observation of all the skills of teaching in a limited time period need to be changed'

Practice of observing all the skills of teaching in a limited time period need to be changed	Responses given by the B.Ed. trainees of				Total responses (600)
	Social (250)	Sciences	Physical Sciences (250)	Languages (100)	
Agree	189 (75.6%)		175 (70%)	65 (65%)	429 (71.5%)

Disagree	29 (11.6%)	34 (13.6%)	17 (17%)	80 (13.3%)
Uncertain	32 (12.8%)	41 (16.4%)	18 (18%)	91 (15.16%)

A glance at the data presented in Table 1.1.10 makes it apparent that 71.5% of the B.E trainees agree to the dimension of 'Practice of observing all the skills of teaching in a limited time period need to be changed', whereas, 13.3% of the trainees disagreed with it. Besides, 15.16% B.Ed. trainees were uncertain about their remarks on the opinion of changing the time period of observation of a plan. On the basis of these findings, it can be suggested that all the skills of teaching cannot be observed in a limited time period and therefore observers' are suggested to give more time for the evaluation during practice teaching sessions.

Table 1.1.11 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'Observing a plan of 35 minutes is not justified in 3-5 minutes'

Observing a plan of 35 minutes is not justified to be observed in 3-5 minutes	Responses given by the B.Ed. trainees of			Total responses (600)	
	Social (250)	Sciences	Physical Sciences (250) Languages (100)		
Agree	187 (74.8%)		189 (75.6%)	73 (73%)	449 (74.8%)
Disagree	44 (17.6%)		47 (18.8%)	20 (20%)	111 (18.5%)
Uncertain	19 (7.6%)		14 (5.6%)	7 (7%)	40 (6.66%)

A perusal of the data presented in Table 1.1.11 makes it clear that regarding the opinion of 'Observing a plan of 35 minutes is not justified to be observed in 3-5 minutes, a majority i.e. 78.8% agrees to it. But in other side, 18.5% of B.Ed. trainees disagree with the fact and 6.66% of the B.Ed trainees are uncertain regarding this aspect.

Table 1.1.12 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'Observers preference to certain skills'

Observers give their comments only on certain skills	Responses given by the B.Ed. trainees of			Total responses (600)	
	Social (250)	Science	Physical Science (250) Languages (100)		
Agree	159 (63.6%)		163 (65.2%)	47 (47%)	369 (61.5%)

Disagree	89 (35.6%)	52 (20.8%)	29 (29%)	170 (28.3%)
Uncertain	2 (0.8%)	35 (14%)	24 (24%)	61 (10.16%)

The data given in Table 1.1.12 infers that 61.5% of the B.Ed. trainees agree with the opinion that 'Observers' give their comments only on certain skills', whereas, 28.3% of the B.Ed. trainees disagree with this fact and 10.16% of the teacher trainees have uncertain views on this aspect.

Table 1.1.13 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'Practice of giving negative remarks is demoralizing'

Practice of giving negative remarks is demoralizing	Responses given by the B.Ed. trainees of			Total responses (600)
	Social Sciences (250)	Physical Sciences (250)	Languages (100)	
Agree	115 (4.6%)	136 (54.4%)	47 (47%)	298 (49.6%)
Disagree	97 (38.8%)	71 (28.4%)	36 (36%)	204 (34%)
Uncertain	38 (15.2%)	43 (17.2%)	17 (17%)	98 (16.3%)

A look on the data presented in Table 1.1.13 reveals that 49.6% of the B.Ed. trainees agree to the opinion that 'Practice of giving negative remark is demoralizing. In other side, 34% of the B.Ed. trainees do not agree to it and they do not take negative remarks as demoralizing. Besides, 16.3% of the trainees have uncertain views on this aspect.

Table 1.1.14 : Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'Positive remarks from observers' developed Positive Attitude'

Positive remarks from observers' helped you to improve your teaching behaviour	Responses given by the B.Ed. trainees of			Total responses (600)
	Social Sciences (250)	Physical Sciences (250)	Languages (100)	
Agree	201 (80.4%)	217 (86.8%)	84 (84%)	502 (83.6%)

Disagree	07 (2.8%)	09 (3.6%)	03 (3%)	19 (3.16%)
Uncertain	42 (16.8%)	24 (9.6%)	13 (13%)	79 (13.16%)

A glance at the data presented in the Table 1.1.14 makes it apparent that on the 'Positive remarks from observers' helped them to improve their teaching behavior, a very high percentage i.e., 83.6% of the B.Ed. trainees have expressed their favors. In other side, very low percentages i.e., 3.16% of the B.Ed. trainees have disagreed to it and 13.1% of the trainees have expressed uncertain views on this aspect.

Table 1.1.15: Responses of the B.Ed. trainees on the utility of the practice teaching feedback with reference to 'remarks given by the observers' acted as a motivation'

	Responses given by the B.Ed. trainees of			Total responses (600)
	Social Sciences (250)	Physical Sciences (250)	Languages (100)	
Agree	225 (90%)	227 (90.8%)	85 (85%)	537 (89.5%)
Disagree	13 (5.2%)	06 (2.4%)	11 (11%)	30 (5%)
Uncertain	12 (4.8%)	17 (6.8%)	04 (4%)	33 (5.5%)

The data given in the Table 1.1.15 infers that 89.5% i.e., a very high percentage of the B.Ed. trainees agree to the fact that remarks given by the observers' have acted as a motivating agent for them in their next class. Whereas, 5% of the B.Ed. trainees disagree with it and 5.5% of the trainees are uncertain on their views.

IV. CONCLUSIONS AND RECOMMENDATION

The study analyzed and presented the utility of the prevailing pattern of observer's feedback to the B.Ed. trainees. Result of the study leads us to conclude that the observers were reluctant during practice teaching supervision. Majority of the trainees expressed positive attitude towards it. This study expected to evoke interest for deeper and wider studies about various expects of pupil teacher's practice teaching.

- On the basis of these findings B.Ed. trainee's perception about usefulness of feedback given by observer is positive and partially accepted.

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