

Evaluation of Lesson Presentation Skills of Graduates of Pre-service Teacher Education Institutions in Real Classroom Situation

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Abstract

This article evaluates the lesson presentation skills of graduates of pre-service teacher education program. The study was aimed at evaluating the quality of pre-service teacher education program with regard to lesson presentation skills of graduates. The skills were evaluated through a series of observations in the real classroom situation. The accessible population of the study comprises the graduates of B.Ed. program of nine GCETs, functioning throughout in the Punjab. The convenient sampling technique was used to select 86 graduates for observation. These observations were made by a pair of observers in six different subjects from 2nd to 9th grade. Five lesson presentation skills were focused in the study: content, language, technique, structure, and general. The structured observation schedule was used to evaluate the lesson presentation skills of graduates. The results revealed that there is need to re-structure pre-service teacher education to make it compatible with real classroom situation. Further research may be conducted considering additional skills of graduates in regard to lesson planning. However it is important to point out the limitations of this study, especially the use of a purposeful sample may raise concerns about the validity of data and the representation of the larger population from which the sample was taken. It is also recommended that the teacher education institutions may give special focus on lesson presentation skills of prospective teachers with regard to time management, use of audio visual aids, and selection of appropriate teaching method/technique according to requirement of the content of lesson.

Keywords: Lesson Presentation Skills, Pre-service Teacher Education, Punjab

Introduction

Education is the key investment of any country. It is mainly concerned with a nation's socio-economic and political stability. Since the establishment of Pakistan every government through different policy documents have made due emphasis on teachers' pivotal role in raising the standards of education. The Report of the Commission on National Education (1959) loudly speaks that 'no system is better than its teachers'. National Education Policy 1998-2010 envisages

that 'teacher is considered as the most crucial factor in implementing all

educational reforms at the gross root level'. The Education Sector Reforms (ESR) Programme (2001) has further highlighted the role of teachers to bring innovations in the Education System.

Education is a fundamental right of every individual in a society. It enlightens the mind of a person so that he/she could think and understand the philosophy and realities of life. The purpose of pre-service education and training is not necessarily to inculcate new knowledge and skills in the

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teachers but also to prepare them to meet the challenges of the time. It is a process and series of activities, which aim at enabling teachers to assimilate and develop knowledge, skills, values and understanding. Kerry and Wilding's (2004) found that practice in staff training and education clearly demonstrates the need to offer teachers better prospect to educate and develop themselves in order to become more effective.

Teacher education and training is one of the most important components of the education system of any country. It is the major tool to improve the efficiency and quality of education. Neglecting its key role, a society can't properly inherit its cultural identity to the next generation. Lawal (2003) pointed out that skilled and effective teaching and learning are expected from professionally trained teachers. In Pakistan, mainly two types of training are organized for the teachers – pre service or initial training, and in service training. The former serves the purpose to familiarize the newly appointed teachers and head teachers with the general school atmosphere, updating their knowledge and pedagogical skills. It also aims at developing professional competence, confidence and knowledge, evaluating their work and developing criteria that would help them in future to assess their own teaching roles. The latter is designed for working teachers at different levels.

The primary responsibility of a teacher in an educational institution is teaching. Teaching is a multipart activity. Andrew, Cobb, and Giampietro (2005) found that good teaching is a complex interaction of a wide range of teachers' characteristics, abilities, dispositions, knowledge of subject fields, experience, and pedagogical knowledge. The performances of teachers in the classrooms are actions that can be specified and assessed and which have an appropriate weighting among the cognitive,

psychomotor and affective domains for the purpose. Therefore, performance of teacher depends on focused behavior or purposeful work. Gilbert (1998) found that performance has two aspects – behavior being the means and its consequence being the end. In other words, performance is the accomplishment of responsibilities and contributes to the institutional goals. The teachers' performance depends on to understand and practices a diversity of instructional strategies to inspire learners to develop deep understanding of content areas and to build skills to apply knowledge in expressive ways. He should understands how to link concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (Handbook for Practica and Student Teaching Experiences, 2012).

The Dakar Framework of Action for Education for All (EFA) states "enhance the status, morale and professionalism of teachers" (Article 8-ix). Aggarwal (1988, pp.260-261) also pointed out the different dimensions of teachers' development of: (a) ability to take care of himself to adjust with physical conditions and social environment; (b) good command of the subject content, skill to stimulate, and experience in the taught; (c) capacity to do, observe, infer and to generalize; (d) skill to take benefit of both the human and material resources; and (e) proper perception of the problem i.e., enrolment, attendance and promotion etc.

Shulman (1987) describes that the teacher turns the subject matter of instruction into forms that are pedagogically influential and that are suitable to the level and ability of the students. Richards (2011) pointed out that the initial challenge for novice teachers is to develop the basic

classroom skills needed to present and navigate their lessons. Teaching from this perspective is an act of performance, and teachers need a repertoire of techniques and routines, including routines and procedures for such things as opening the lesson, introducing and explaining tasks, setting up learning arrangements, checking students' understanding, guiding student practice, making transitions from one task to another, and ending the lesson.

Mahmood (2006) recommended that the evaluation mechanism should be inbuilt part of the professional development programmes and should hold a formative nature. Ayers (1989) explains evaluating an instructional programme such as a workshop or institute; means collecting, organizing, analyzing, and reporting data about a number of features of the instructional program and its impact on the participants. Mietlicki (2004) found that teacher education programs for the 21st century must include a major focus on variety to equip all teachers with the knowledge, skills, and dispositions needed to work efficiently with prospective teachers from diverse racial, ethnic, cultural, and social class groups. Cao and Nietfeld (2005) investigated that the effectiveness of instructional programme increases when teachers include reflection on content level and sequences, teaching strategies, materials, and other issues related to curriculum, instruction, and assessment during lessons. McBer (2000) further investigated that teacher is not only career and nurturer but he should also exhibit many discrete 'teaching skills' for effective teaching like, methods and strategies, pupil management, time and resources management, lesson flow, and assessment.

Whitty (1996) identifies professional competence, which includes knowledge about understanding of

children and their learning, subject knowledge, curriculum, and the teacher's role. Professional competence also requires skills such as subject application, classroom methodology, classroom management, and assessment. Schleicher (2012, p.38) describes the comparative review of innovative learning environment of the countries of Organization of Economic Co-operation and Development and concludes that teachers need to be knowledgeable in the subjects they teach in order to be adept at using diverse methods and, if essential, changing their approaches to improve learning. This includes content-specific strategies and methods to teach specific content. They need a rich selection of teaching strategies and the ability to combine approaches when to use it.

In Pakistan the lesson presentation skills of teachers, especially at primary level has been the subject of sweltering discussion since half of the century. Previous researches indicate about the low quality of primary teachers' performance in the classroom (The British Council, 1988; Farooq, 1990; Saeed 1997). For a teacher, presentation of lesson lies of pivotal importance. It introduces new information, checks the learner comprehension of the new content, and models the tasks that the learners will do at the practicing stage. Good presentation skills include relevant material, checks students' comprehension, use simple and easy sentences, use simple and basic vocabulary, speak slowly with proper pause and change of gestures according to the nature of experiences being shared and using pictures where needed. Brosnan and Parma (2008) identified four basic presentation skills while delivering a lesson 'comprehension, content, preparedness, and speaks clearly. Danielson (1996) pointed out five major skills for teachers' instruction: a) communicating clearly and accurately; b). using questions and discussion techniques;

c) engaging students in learning d) providing feedback to students; e). demonstrating flexibility and responsiveness; and f) using student assessment data.

Teacher education institutions are users of the national's resources and inefficiency in that sector represents a real welfare loss as surely as does the misallocation of resources elsewhere in the economy. The mental, emotional, and physical development of the learner depends upon the knowledge, skill, and effective communication of the teacher. No adequate research is available to evaluate the lesson presentation skills of the graduates in actual classroom working at elementary and secondary schools. Therefore, there is a dire need in the context of improvement in pre-service teacher education programmes by observing the presentation skills of graduate in actual classroom to assess whether or not academic process of program meets the objectives. The study may be significant for the schools to raise the standards of teaching and assessment at primary and elementary levels. The study may also be a supportive to improve the existing assessment mechanism for assessing the performance of the graduates in actual classroom situation. This study was based on following two objectives.

1. To evaluate the quality of pre-service teacher education program with regard to lesson presentation skills of prospective pre-service teachers in real classroom situation.
2. To compare the performance of male and female graduates with regard to their lesson presentation skills.

To achieve the above objectives, two research questions and one null hypothesis were developed. The purpose of developing research questions was to

analyze and report the results of qualitative data, while hypothesis was framed to test the significance level of the results obtained through quantitative data.

Research questions

1. How do the observers rate the lesson presentation skills of graduates?
2. Is there any difference between the male and female graduates with regard to identified five aspects of lesson presentation skills as rated by the observers?

Null hypothesis

H₀₁ There is no significant difference in the male and female graduates with regard to identified five aspects of lesson presentation skills as rated by the observers.

Limitations of Study

The research study focused on only five aspects of lesson presentation skills of graduates; henceforth has not covered all the other lesson presentation competencies/skills. The sample of the research study covered only teachers at public schools under the Punjab School Education department only; private schools were not included.

Methodology

Population and Sample

The accessible population of this study was graduates of the B.Ed. programme of UE, Lahore. This consisted of nine Government Colleges for Elementary Teachers (GCETs) spread throughout the province of Punjab, i.e. D.G. Khan, Bahawalpur, Islamabad, Ghakhar, Sargodha, Multan, Mianwali, Gujranwala, and Faisalabad. The selection of institutions was drawn using a two-stage stratified cluster sampling design. These institutions were different on the

basis of the students' enrolment. Therefore, at first stage of the survey, 9 GCETs were selected as clusters to make it possible to obtain accessible populations from three strata. At second stage, the convenient sampling technique was used to select the sample of 86 graduates from accessible population.

Instrumentation

The classroom observation schedule was developed after adequate literature review. The research questions and hypotheses of study provided the focal guidelines to develop the instrument. The instrument was validated through experts' opinions, followed by a pilot study on a small sample of graduates in Mianwali city. The classroom observation schedule was used to observe the lesson presentation skills of graduates in real classroom situation. The instrument used for the observation of graduates' lesson presentation skills contained five main aspects; content, language, technique, structure, and general. The observers having more than five year teaching experience in teacher training institution

were selected to rate the performance of graduates in the actual classroom at five point scale: not at all (1), unsatisfactory (2), satisfactory (3), well (4), and very well (5). The instrument were administered to observe the performance of graduates in the real classroom situation by two observers and mean of their rating were used to indicate their performance on identified lesson presentation skills.

Data Analysis and Results

The data was analyzed by using SPSS version 12.0. The data was analyzed by using descriptive (mean score, standard deviation, ranking) and inferential statistical techniques (t-test). The independent sample t-test was used to analyze each aspect of the lesson presentation skills of the graduates. The classroom observation schedule was used to assess and compare the lesson presentation skills of male and female graduates. The t-test was used to find out the significant difference between the male and female graduates' lesson presentation skills.

Table 1. Grade-wise and Subject-wise Frequency Distribution of Graduates' Lesson Presentation

| Grade | Subjects | | | | | | Total |
|-------|----------|---------|---------|----------------|------|----------|-------|
| | Urdu | English | Science | Social Studies | Math | Islamiat | |
| 2 | 0 | 2 | 2 | 0 | 0 | 0 | 4 |
| 3 | 0 | 0 | 0 | 1 | 1 | 1 | 3 |
| 4 | 2 | 2 | 1 | 0 | 1 | 1 | 7 |
| 5 | 1 | 3 | 2 | 2 | 2 | 3 | 13 |
| 6 | 2 | 1 | 5 | 3 | 3 | 1 | 15 |
| 7 | 1 | 2 | 2 | 4 | 4 | 0 | 13 |
| 8 | 3 | 2 | 2 | 1 | 2 | 2 | 12 |
| 9 | 4 | 12 | 0 | 0 | 1 | 2 | 19 |
| Total | 13 | 24 | 14 | 11 | 14 | 10 | 86 |

Table 1 indicates that frequency distribution of lesson presentation of the graduates' presentations with respect to the grade and subjects. The table shows that 86 presentations of graduates in six different subjects of grade 2 to 9 were observed. It also shows that 67 lessons

were observed from elementary classes and 19 lessons from class 9th. At least 10 lesson presentations were observed in each subject of different grades. The maximum numbers of lesson observations were made in the subject of English and minimum in the subject of Islamiat.

Table 2. Mean, SD, and Ranks of Graduates' Lesson Presentation Skills

| Sr. | Aspects | Mean | SD | Rank | Remarks |
|----------|---|------|------|------|----------|
| 1 | Content | | | | |
| | Level appropriate for students | 4.20 | 0.67 | 2 | Accepted |
| | Material logically structure | 4.10 | 0.78 | 3 | Accepted |
| | Reliable information | 4.22 | 0.85 | 1 | Accepted |
| | Stimulation ideas | 3.85 | 0.82 | 5 | Accepted |
| | Compatibility of content with objectives | 3.81 | 0.87 | 6 | Accepted |
| | Mastery over subject matter | 3.99 | 0.82 | 4 | Accepted |
| 2 | Language | | | | |
| | Pronunciation | 4.09 | 0.82 | 1 | Accepted |
| | grammar and vocabulary | 3.93 | 0.92 | 2 | Accepted |
| | pitch of voice | 3.87 | 0.97 | 4 | Accepted |
| | Fluency and speed of delivery | 3.93 | 0.97 | 3 | Accepted |
| 3 | Technique | | | | |
| | eye contact | 4.02 | 0.78 | 1 | Accepted |
| | body language | 3.90 | 0.69 | 2 | Accepted |
| | use of audio visual aids | 3.70 | 0.83 | 4 | Accepted |
| | proper use of teaching techniques/methods | 3.80 | 0.94 | 3 | Accepted |
| 4 | Structure | | | | |
| | getting attention | 4.12 | 0.80 | 1 | Accepted |
| | indicating structure in opening session | 3.91 | 0.68 | 2 | Accepted |
| | closing session | 3.83 | 0.86 | 3 | Accepted |
| | time management | 3.81 | 0.85 | 4 | Accepted |
| 5 | General | | | | |
| | Clarity | 3.99 | 0.71 | 1 | Accepted |
| | overall impression | 3.93 | 0.75 | 3 | Accepted |
| | overall environment of class | 3.95 | 0.78 | 2 | Accepted |
| | Overall Mean | 3.95 | | | |

Rating scale: Very Well (5), Well (4), Satisfactory (3), Unsatisfactory (2), Not at all (1)

Table 2 indicates that the mean scores of the different aspects of the graduates' lesson presentation skills were ranging from 3.70 to 4.22. It shows that graduates of GCETs were performing well in different aspects of lesson presentations. The two top ranked aspects in content area were reliable information and level appropriate for students with mean score 4.22 and 4.20 respectively. This finding supports the Castle et al., (2006) finding that PDS-trained teacher candidates scored higher on presenting content accurately and instructions clearly. The graduates' performance in language skills shows that they were better in pronunciation (M= 4.09), as compared to grammar and vocabulary (M= 3.93), pitch of voice (M= 3.87), fluency and speed of delivery (M= 3.93). During the presentation, graduates' body language (M= 3.90) and eye-contact (M= 4.02) with students were appropriate but they were not properly selecting

teaching method (M= 3.80) and using audio-visual aids (M= 3.70). This finding support the Akbar (2000) findings but contradicts the Schleicher (2012) finding that teachers need to be knowledgeable in the subjects they teach in order to be adept at using diverse methods the ability to combine approaches when to use it.

The lesson presentations skills of graduates indicate that they were getting attention (M= 4.12) of students during their lesson presentation but they were somewhat weak in the skill of time management (M= 3.81), opening (M= 3.91) and closing the lesson (M= 3.83). The overall mean score (3.95) shows that there is room for improvement in the lesson presentation skills of graduates by focusing proper attention to weak aspects of the lesson presentation skills of the prospective teachers in the pre-service teachers education programs.

Table 3. Comparison of the Lesson Presentation Skills of Male and Female Graduates using Mean Scores and t-test

| Lesson Planning Aspects | Male | | Female | | t-test | |
|-------------------------|------|------|--------|------|--------|------|
| | Mean | SD | Mean | SD | t | p |
| Content | 4.10 | 0.45 | 3.97 | 0.69 | 1.003 | .182 |
| Language | 4.07 | 0.72 | 3.87 | 0.75 | 1.293 | .778 |
| Technique | 3.87 | 0.58 | 3.84 | 0.61 | 0.320 | .902 |
| Structure | 3.99 | 0.61 | 3.86 | 0.65 | 0.903 | .665 |
| General | 3.99 | 0.62 | 3.93 | 0.68 | 0.415 | .743 |

*p<.05, d f = 84

Table 3 indicates the difference in the lesson presentation skills of the male and female graduates with respect to the five aspects of lesson presentation skills, i.e. content, language, technique, structure and general. The null hypothesis (H_{01}) to be tested was 'there is no significant difference in the male and female graduates with regard to identified five aspects of lesson presentation skills as rated by the observers.' For this Independent Samples t-test was applied to investigate the significant differences in the skills of male and female graduates regarding the five major aspects of lesson presentation skills. The first comparison of male and female graduates' lesson presentation skill was 'content'. The results indicate that mean score of male graduates' was higher than their female graduates by 0.13 which shows a little difference in the skill of male and female graduates. The mean scores for the male and female graduates were 4.10 and 3.97 respectively. Two-tailed t-test demonstrated no significant difference in the skill of male and female graduates.

The second comparison of graduates' lesson presentation skill was 'language'. Results revealed that there was no statistically significant difference in perceptions of male and female graduates. The mean scores for the male and female graduates were 4.07 and 3.87 respectively. Both male and female graduates are performing same in this aspect. The third comparison of graduates' lesson presentation skill was 'technique'. The difference between mean scores of the male and female graduates on this aspect was 0.03 which shows approximately no difference in the skills of male and female graduates. The t-value (0.32) for lesson planning skill of the 'technique' is no significant at $p \leq 0.05$ level of significance, therefore, the null hypothesis with respect to technique was

accepted, as can be seen in Table 3. The mean scores for the male and female graduates were 3.87 and 3.84 respectively.

As regards the fourth lesson presentation skill 'structure', no significant difference was found in the skills of male and female graduates. The t-value (0.903) for lesson presentation skill 'structure' was not significant at $p \leq 0.05$ level of significance, therefore, the null hypothesis was accepted, as can be seen in Table 3. The mean scores for the male and female graduates were 3.99 and 3.86 respectively. As regards the fifth lesson presentation skill of 'clarity, overall impression and classroom environment', no significant difference in the skills of male and female graduates was found. The mean scores for the male and female graduates were 3.99 and 3.93 respectively, which shows that male and female graduates were similarly performing in the classroom.

Recommendations

The results of the findings provide numerous guidelines for future research and practice. The current findings increase the understanding of the different dimensions of lesson presentation skills of graduates of pre-service teacher education program launched in Government Colleges for Elementary Teachers in Punjab. Thus, based on the literature review and the findings of the research study, the following recommendations are put forwarded for the planners, policy makers, and academicians of pre-service and in-service teacher education institutions.

1. The teacher education institutions may give special focus on lesson presentation skills of prospective teachers with regard to time

- management, use of audio visual aids, and selection of appropriate teaching method/technique according to requirement of the content of lesson.
2. The frequency of the refresher courses designed for in-service teachers at district or provincial levels may be increased to improve the lesson presentation skills of teachers working in the elementary and secondary level.
 3. The Departments of Education in the Universities and Directorate of Staff Development, Punjab, Lahore may plan to provide professional support to the in-service training as well as pre-service teacher education programs by developing teacher guides, lesson plans, instructional materials and micro teaching practice to improve their lesson presentation skills.
 4. The heads and administrators also need to go through professional courses, especially in the area of instructional supervision for better guidance of teachers in lesson presentation skills.
 5. The research study did not measure a level of teacher competence/skills of graduates as perceived by school heads or administrators. The study could compare and confirm the structured observation results from both external observers and school heads which will indicate whether there is discrepancy or not in the results.

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