



PRACTICUM AND ETHICAL CONSIDERATIONS: GAP BETWEEN ACTUAL AND DESIRED BEHAVIOURS

(UYGULAMA VE ETİK DEĞERLENDİRMELER: GERÇEK VE BEKLENEN
DAVRANIŞLAR ARASINDAKİ FARK)

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ABSTRACT

Practice teaching or practicum is more directly concerned with values and ethical issues than any other educational activity. The motivation for this study comes from the assumption that students feel stress during the practicum sessions due to the unethical behavior of supervisors and cooperating institutions. What is the nature of ethics followed by supervisors and cooperating institutes during the practicum? What are the reasons behind the unethical behavior of supervisors? What are the significant ethics which supervisors and cooperating institutes have to follow during the practicum? These are the questions which have been tried to get answered in this research paper. Researchers selected five public universities of Punjab. All Student Teachers (STs) enrolled in Education departments of selected five universities were target population of the study. Out of this population researchers selected thirty six (36) students from each university, who had successfully completed practicum. The multiple data sources consisted of questionnaire for students comprised of open ended and close ended questions and in-depth-interviews with faculty supervisors and heads of cooperating institutions. The study analyzed the responses of students about ethical considerations of the Faculty Supervisors (FSs) and cooperating institutes. The results provide evidence that the reasons behind the unethical behavior of faculty supervisors and heads of cooperating institutes are non-existence of code of ethics, unawareness of responsibilities regarding practicum, conflict of interest, students' non-serious attitude, inconsistency in relationships, lack of diversity and non-availability of proper facilities for proper conduction of the practicum.

Keywords: Practicum, Teaching Practice, Ethics

ÖZ

Öğretim uygulamaları ya da staj etkinlikleri lisans ve lisans sonrası ders müfredatlarından ziyade değerler ve etik konularla daha yakından ilişkilidir. Bu çalışmanın ortaya çıkmasına sebep olan varsayım, öğrencilerin uygulama süresince danışmanların ya da kurumların etik olmayan davranışlarından dolayı stres hissetmeleridir. Fakülte danışmanlarının ve koordine bulunan kurumların uygulama esnasında izlediği etikler nelerdir? Danışmanların etik olmayan davranışlarının altında yatan sebepler nelerdir? Danışmanların ve koordine bulunan kurumların uygulama esnasında takip etmesi gereken etik unsurlar nelerdir? Bunlar çalışmada cevapları bulunmaya çalışılmış sorulardır. Araştırmacılar Punjab'da 5 devlet üniversitesi seçmişlerdir. Bu çalışmaya katılan tüm öğretmen öğrenciler çalışmanın evrenini oluşturmaktadır. Bu öğrencilerin dışından araştırmacılar her üniversiteden random olarak uygulamalarını başarı ile tamamlamış toplam 36 öğrenci seçmişlerdir.. Çalışma öğrenci, danışman ve kurumların etik görüşlerle ilgili cevaplarının bir analizidir. Sonuçlar incelendiğinde etik olmayan davranışların sebepleri şunlar olarak bulunmuştur; danışman ve kurum yöneticilerinin etik kod eksikliği, uygulama ile ilgili sorumluluklara karşı ilgisizlik, ilgi karşıtlığı, öğrencilerin

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cididi olmayan tutumları, ilişkilerdeki tutarsızlık, uygulamaların gerçekleşmesi için gerekli etkinliklerde farklılık eksikliği.

Anahtar sözcükler: Uygulama, Staj Etkinlikleri, Etik

1. INTRODUCTION

Teacher education throughout the world has been continually searching for the best possible ways of preparing teachers to be the most effective in their classroom delivery. One aspect of teacher education viewed as important by primary teacher education students and schools alike is the teaching practicum. (Usher, 2001). Martens (2001) explains practicum as supervised, planned, practical experience occurring in an educational setting, which is generally time-bound and for a shorter period of time than an internship (Crespi and Lopez, 1999), but it allows for demonstration and testing of information, knowledge, and skills acquired. Coursework in education provides a theoretical agenda and foundation of knowledge, while teaching practicum develops the student's ability to plan and execute teaching in accordance with clearly declared goals (Bogo and Vayda, 1998).

During practicum the students experience preparation of the environment, observation, planning, management, record keeping, assessment, individual and group presentations, interaction with staff, and children, and staff meetings. The goal of teaching practicum is that student teachers teaching under faculty supervisor's supervision receive a broad-based, varied experience (Walsh & Elmslie, 2005). Students gain an understanding of the overall process of teaching and learning. Although student teachers may have a specific assignment, it is important for them to understand their duties and responsibilities of key staff members, teaching policies and procedures, curriculum and evaluation, teaching philosophies, and learning difficulties (Lee, 2007)

1.1 Significance of Practicum

Practicum in schools is considered to be a significant component of pre-service teachers' education program (Gillam & Crutchfield, 2001). Maximizing school-based training when student teachers learn through observation and practice is of central importance to teacher education (Mau, 1997). This important part of teacher training hinges on the fundamental linkage of instruction at the higher-education level and practice of teaching in the classroom. Student teachers often report that the real work of learning to teach happens in schools (Ortlipp, 2003). These experiences help student teachers develop a contextualized understanding of the intricacies of teaching and provide an opportunity to develop competencies across a range of areas including classroom management skills (Henderson, Cawyer & and Watkins 1999), the fundamentals of lesson planning, awareness of personal teaching

style (Turnbull, 2005), and the ability to interact with students (Martens, 2005).

According to Morton, Vesco, Williams and Awender, (1997), practicum experiences offer teacher candidates a place to “observe and work with real students, teachers, and curriculum in natural settings” (p.1). During practicum, student teachers apply theoretical knowledge and skills in a real classroom through direct and indirect teaching experiences (Sharpe, Moo, Crawford & Goprnathan, 1994) including supervised and unsupervised teaching experiences. Tessema (2008) states that the prospective teacher must actually teach, even if this is for as short a period as 15 minutes, before realistic concerns about teaching are aroused This initial teaching experience provides a powerful conception of teaching.

The importance of practicum is evident from the world-wide shift towards greater school-based teacher-education programmes which emphasize a reflective and collaborative approach of learning to teach (Degago, 2007). Practicum placements in schools are a vital component of pre-service teachers’ education program (Miller & Koerin, 2001). Student teachers often report that the real work of learning to teach happens in schools, and they rate their field experience as the most valuable aspect of their course (Patterson, 1997). It seems reasonable, therefore, that teacher-education programme should draw on the positive aspects of in-school practice to better help students maximize this experience (Campbell-Evans, & Maloney, 1997). Moreover they identifies recent moves in Australia, North America and the UK toward greater collaboration between universities and schools in the development and delivery of pre-service teacher-education programme as a way of bridging the gap between theory and practice.

1.2 Ethical and Professional Behavior

A large body of literature exists on supervision, and a moderate amount of information is available concerning students’ perceptions of effective supervisors (Henderson et al., 1999). In most of studies, lists of archetypal supervisor behaviors have been compiled and students have been asked to recognize behavior characteristics of effective supervision and the concept of ethics and professionalism was ignored (Callan & Bucky, 2005). Similarly the concept of professionalism has been used in a variety of ways and is subject to continual alterations (Spooner-Lane, Tangen, & Campbell, 2009). It is not obvious whether we can identify the body of knowledge that may be used to form a consensus regarding a definition of professional practicum supervision (Smith & Lev-Ari, 2005). According to commonly accepted characteristics of professionalism, practicum supervision in itself would not meet the criteria as a profession because it lacks some explicit characteristics (Santoro, 1997). For example, there is no special training programme for supervisors or protracted

period of preparation in university study. Usually, practicum supervisors are former teachers and, as such, their professional background narrates to teaching children (Vickers, Harris & McCarthy, 2004). Given that the practicum supervisory responsibility is not well defined by educational institutions, and that new supervisors obtain insufficient instruction in their duties, supervisors are inclined to adopt their own individual methods, based on delicate opinions, experiences and perceptions.

The topic of ethics emerges both from the supervisor and student points of view. Ethics is concerned with attending to others' questions and bearing responsibility for what they do. Vickers et al., (2004) quoted Josiah Royce who wrote that entire ethical philosophy could be summed up in one phrase, 'Be loyal'. The meaning of being professional in practicum supervision is to find the best way in which students, teachers and supervisors can engage in a democratic process of deliberation and discussion, aimed at advancing professionalism in education. Another characteristic of professionalism is the theoretical knowledge base and skills needed for practice (Dayan, 2008). Consideration of ethical and professional behavior is vital especially in problematic situations. Central to some of the problems encountered in different approaches to the practicum in teacher education are those associated with the roles of supervisors, their responsibilities, and the nature and forms of communication across the supervisory triad (Carter, 1999). The student teachers concerns in terms of their new roles, work, time and energy commitments for correctly implementing their knowledge and skill (Carter, 2005) and their confidence in their own ability to perform as expected (Mau, 1997).

Pre-service training of new teachers relies heavily on school-based mentors. Henderson et al (1999) affirms the importance of supervision and states that ideal supervisor is one who possesses favorable interpersonal skills (e.g., empathy, respect, and genuineness); who possesses knowledge and experience of both therapy and supervision and effectively structures supervision by setting concrete goals for the supervisee; who provides an effective balance between direction and autonomy. Effective supervisors are explicit in goal setting and clear in providing expectations and feedback (Henderson et al. 1999. p. 573). Loughran, (2002) described another central conjecture of conventional teaching practicum is that the quality of guidance that a student teacher will be able to provide is considerably influenced by the way he or she is taught, so the role of supervisor is vital and dynamic in teaching practice.

According to Vickers, et al. (2004) practicum will be more effective if it is conducted in a standerized procedure. Clergy & Ellen (2001) had described the research based six general principles for the supervisors of practicum which are being summarized here.

Competence

- They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education training, or experience.
- They exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work.
- They make appropriate use of scientific, professional, technical, and administrative resources.

Integrity

- They are honest, fair, and respectful of others. In describing or reporting their qualifications, services, products, fees, research, or teaching.
- They do not make statements that are false, misleading, or deceptive.
- To the extent feasible, they attempt to clarify for relevant parties the roles they are performing.
- They avoid improper and potentially harmful dual relationships.

Professional Responsibility

- They uphold professional standards of conduct,
- They clarify their professional roles and obligations,
- They consult with or cooperate with other professionals and institutions to the extent needed to serve the best interests of their students
- When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

Respect for People's Rights and Dignity

- They accord appropriate respect to the fundamental rights and worth of all people.
- They are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.
- They try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

Concern for Others' Welfare

- They seek to contribute to the welfare of those with whom they interact professionally
- When conflicts occur among they attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm.
- They do not exploit or mislead other people during or after professional relationships.

Social Responsibility

- They exhibit and apply their knowledge of Educational Psychology.

- They are encouraged to contribute a portion of their professional time for little or no personal advantage.

Campbell-Evans, & Maloney, 1997) consolidated the rights and responsibilities of the students; (a) that students have a right to receive complete and accurate information on the specifics of the training program, (b) To have an environment conducive to adult learning, and (c) have competent teaching staff willing to provide time for informal dialogue, questions and problem-solving during their teaching section. Practicum supervisors have to provide the same to students to justify the professional and ethical demands of their duty.

1.3 Practicum in Educational Institutes of Pakistan

All education institutes and departments have a common practice to award the degree after the compulsory participation of student teachers in practicum but there is no common epistemology on which professional expertise and knowledge can be based. There is a lack of clear theory of practicum supervision as a basis for action within the supervisory relationship. It was also found in the first conference on practicum conducted by the Higher Education Commission Pakistan (HEC) and Canada Pakistan Basic Education Program (CPBEP) on 14th -16th February 2008 (CIDA, 2008), that education departments and institutes lack in documentation of practicum and there is no specific document or manual to specify the roles and responsibilities of the students, supervisors and cooperating teachers. In its absence, the role of practicum supervisor tends to be enacted on the basis of common sense and intuition (Lee & Cashwell, 2002). In the specific scenario of teaching practice in Pakistan, it is generally perceived that faculty supervisor and cooperating institutions do not attend and guide Student Teachers (STs) properly. The motivation for this study comes from the assumption that students feel stress during the practicum sessions due to the unethical behavior of supervisors and cooperating institutions.

2. METHODOLOGY

2.1. The Problem Addressed

The major purpose of the study was to examine the ethical practices (not) Followed by Faculty Supervisors and Heads of Cooperating Institutions during the Practicum.

2.2 Objectives of the Study

The specific objectives of the research were as follows:

- To find out the extent to which the ethics are being followed by supervisors and cooperating institutes during the practicum
- To analyze the reasons behind the unethical behavior of supervisors?
- To suggest some ethical practices which supervisors and cooperating institutes should follow during the practicum.

2.3 Research Procedure

The sample of this research was comprised of 15 faculty supervisors from five universities of the Punjab, who had supervised the practicum for two times at least. The faculty supervisors who participated in this study were volunteers. Sixty seven male and 113 female student teachers, who had completed their teaching practice in 2008, were included in the sample. The tool for data collection included questionnaire and interview. University of the Punjab, Islamia university of Bahawalpur, University of Sargodha, University of Faisalabad, and Bahaudin-Zakria University Multan were the part of the sample.

The questionnaire was administered to the students with the instruction for getting required information. A semi structured interview was conducted with the faculty members and five heads of cooperating institutes. The duration of each interview was 30 to 40 minutes. The protocol of the interview was flexible. The cross questioning was done to get the deep insight of the situation about practicum. The data from the questionnaire was analyzed quantitatively. These interviews were audio-taped and transcribed with the permission of the participants. The data were thematically coded for emerging, largely descriptive themes using the qualitative method to analyze the data.

3. RESEARCH FINDINGS

The responses obtained through the research instruments were scored before statistical analysis and interpretation. The data analysis included descriptive measures to get sense of the data. To determine the reliability of the questionnaire and its sub scale Cronbach Alpha Co-efficient was computed and *t*-test was also applied to find the mean difference on both male and female STs' opinions.

Table 1. Description of Sub-Scales and Reliability of Questionnaire

| Attitudes exhibited by the faculty supervisors | Explanation | items | α |
|---|--|--------------|----------------------------|
| Professional competence | They recognize their limitations and strengths, relevant knowledge of profession, appropriate use of resources, recognizing the needs of ongoing education etc. | 8 | .538 |
| Professional integrity | They are honest, fair, and respectful to others, do not make false, misleading or deceptive statements, and avoid improper and potentially harmful dual relationships etc. | 7 | .466 |
| Professional and scientific responsibility | They uphold professional standards of conduct, clarify professional roles and obligations, and consult with others to avoid unethical conduct. | 6 | .515 |
| Respect for people's rights and dignity | They accord appropriate respect to the fundamental rights of the people and respect the rights of individuals to privacy, confidentiality, self determination and autonomy. | 3 | .448 |
| Concern for others' welfare | They work for the welfare of others with whom they interact professionally and they are sensitive to real and ascribed differences in power between themselves and others to avoid or minimize harm. | 3 | .481 |
| Social responsibility | They exhibit and apply knowledge for human welfare, comply with the law and concerned about the work to mitigate the causes of human suffering. | 4 | .567 |

The above table indicates the Cronbach alpha reliability of the sub-scales of the questionnaire regarding ethical attitudes exhibited by the FSs during teaching practice.

3.1 Ethical concern of STs about Faculty Supervisors

The detailed Percentage of STs' responses regarding the description of the extent and nature of guidance provided by FSs during practicum are as follows:

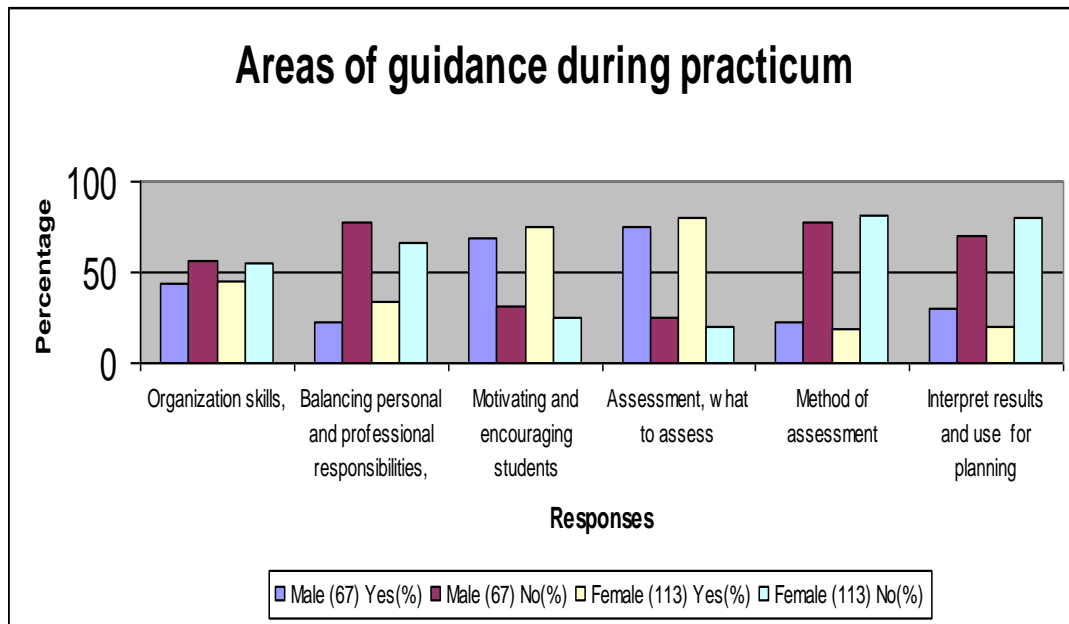


Figure 1. Overall Percentage of Male and Female Student Teachers' Responses on Areas in which They Were Guided by the Faculty Supervisors

With reference to the data presented in the above table it is clear that there were some areas in which guidance needs were required but not satisfactorily provided by the FSs for example they contributed far less than required in enhancing STs' organization skills, maintaining balance between personal and professional responsibilities, methods of assessing students, and interpreting results and use of these results in instructional planning.

Table 2. Difference between Mean Opinion Scores of Male and Female STs on the Attitudes of Faculty Supervisors Exhibited during Practicum

| Attitudes exhibited by the faculty supervisors | Male (N=67) | | Female (N=113) | | t-value |
|--|-------------|--------|----------------|--------|---------|
| | Mean | SD | Mean | SD | |
| Professional competence | 24.13 | 4.353 | 27.43 | 4.450 | 4.848** |
| Professional integrity | 15.90 | 3.372 | 17.27 | 4.027 | 2.340* |
| Professional and scientific responsibility | 41.87 | 4.609 | 43.68 | 5.179 | 2.367* |
| Respect for people's rights and dignity | 2.28 | 1.433 | 2.61 | 1.312 | 1.561 |
| Concern for others' welfare | 5.64 | 1.841 | 6.41 | 1.916 | 2.679** |
| Social responsibility | 17.96 | 3.226 | 21.35 | 4.462 | 5.445** |
| Total | 107.76 | 10.159 | 118.75 | 13.829 | 5.660** |

P<.05; **p< .01

Table 3 illustrates that there is statistically significant difference between mean opinion scores of male and female STs about faculty supervisors attitudes exhibited during practicum i.e. professional competence, professional integrity, professional and scientific responsibility , social responsibility and concern for others' welfare. Female student teachers had more positive opinion on these aspects. However, no significant difference in mean scores of female and male STs about faculty supervisors' attitudes existed on respect for people's rights and dignity.

Significant difference was found in the mean opinion scores of male and female STs about the overall professional and ethical attitudes exhibited by faculty supervisors, the mean opinion scores of female STs was significantly higher than male STs.

The figure below indicated some areas in which FSs need to concentrate more. The weak areas as opined by the STs were provision of written material and guidelines for effective teaching before teaching practice, lack of sharing on ethical standards, encouragement of individual distinctive styles of teaching, Inability of FSs to take notes on weak areas of STs to discuss afterwards and strict behavior of FS. An overall response pattern could be seen in the figure 2.

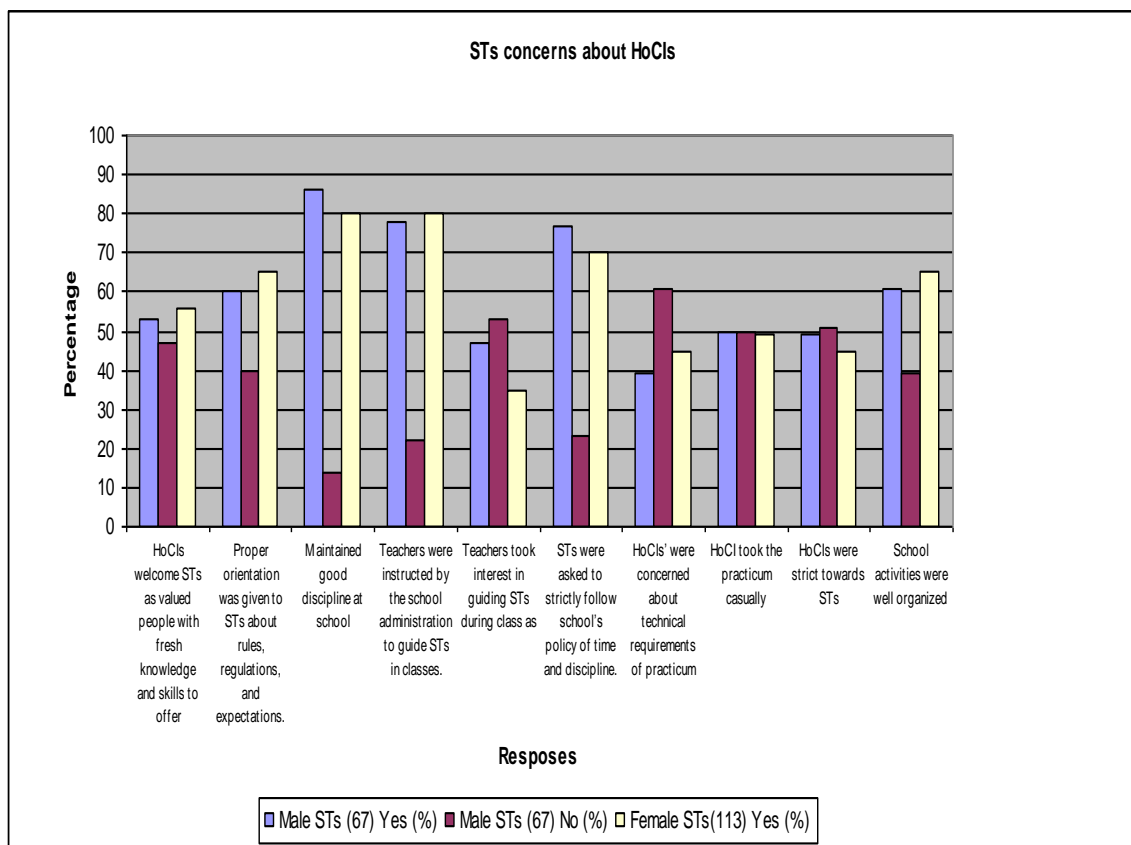


Figure2. STs Concerns about HoCIs Attitude

3.2 Ethical Concerns of STs about Heads of Cooperating Institutes (HoCI).

The detailed Percentage of STs' responses regarding the description of the extent and nature of guidance provided by Heads of the co-operating institutions is as follows:

Table 3. Responses of Student Teachers about HoCIs' Attitude on Various Aspects of Practicum

| S/No | STs concerns about HoCI | Male STs (67) | | Female STs(113) | |
|------|---|---------------|--------|-----------------|--------|
| | | Yes (%) | No (%) | Yes (%) | No (%) |
| 1. | HoCIs welcome STs as valued people with fresh knowledge and skills to offer | 53 | 47 | 56 | 44 |
| 2 | Proper orientation was given to STs about rules, regulations, and expectations. | 60 | 40 | 65 | 35 |
| 3 | Maintained good discipline at school | 86 | 14 | 80 | 20 |
| 4 | Teachers were instructed by the school administration to guide STs in classes. | 78 | 22 | 80 | 20 |
| 5 | Teachers took interest in guiding STs during class as | 47 | 53 | 35 | 65 |
| 6 | STs were asked to strictly follow school's policy of time and discipline. | 77 | 23 | 70 | 30 |
| 7 | HoCIs' were concerned about technical requirements of practicum | 39 | 61 | 45 | 55 |
| 8 | HoCI took the practicum casually | 50 | 50 | 49 | 51 |
| 9 | HoCIs were strict towards STs | 49 | 51 | 45 | 55 |
| 10 | School activities were well organized | 61 | 39 | 65 | 35 |

According to the above given table, it is evident that STs were somewhat satisfied with the school management and school discipline. However, they showed concerns over some of the things e.g. most of the student teachers said that school teachers did not show any interest in guiding STs, even though they were instructed to guide STs in classes to improve their teaching. HoCIs' attitude was also strict towards students and they took the practicum casually. It was also opined that they were not concerned about the technical requirements of practicum.

3.3 Reflections of Faculty Supervisors (FSs)

Fifteen faculty supervisors were interviewed who were permanent faculty members of departments of Education in different universities. All were experienced to supervise practicum. The average duration of each interview was one hour. The protocol of interview was comprised of fifteen questions regarding the practicum. Researcher recorded the interviews with

permission of respondent and then transcribed and codes were assigned to their responses. The data was analyzed qualitatively under seven themes emerged from these interviews.

3.3.1 Non-existence of code of ethics

Code of ethics is essential for carrying out organizational activities in a good way. Most of the faculty supervisors (FS) were found to be unaware about the existence of code of ethics. The following extract presents an example:

What? Code of ethics?, I have not heard ever about anything like this. May be this would be present in some foreign countries but not here. Actually our education and experience is enough to teach us how to behave with students. Every year we have to deal with new students and new problems so we behave accordingly....

Only four FS out of fifteen were aware about the code of ethics; however they were unaware of the details. But they heard from somewhere about the existence of code of ethics and were agreed on the fact that code of ethics should be there and should strictly be followed.

Furthermore, nearly all teachers had not received any special and specific training for the conduction of practicum. As a result they were unable to maintain knowledge of relevant scientific and professional information related to the services they render, and to recognize the need for ongoing education. Lack of facilities and chances was acknowledged by one of the FSs:

We are eager to update our knowledge and skills but the lack of facilities and chances are the major hindrance... Students also suffer from this situation. There is a dire need that teachers should be sent to some world class universities for short term trainings to improve there knowledge and skills.

The availability of technology was very poor and if available the FS don't have necessary skills. They were unable to make appropriate use of scientific, professional, technical, and administrative resources.

On the question of integrity, the responses were more or less similar; all FSs gave similar type of responses that showed their integrity but some limitations were also reported:

.....I always tried to respect others, may be my limitations effect on my work because we can't separate them from us during work. Whenever we tried to

separate our limitation from us we have to play a dual role at the same time. Which is quite difficult and in such situation any one can commit mistakes consciously and unconsciously,

On the third important ethical principal of professional and scientific responsibility, ten out of fifteen FSs, clearly gave positive response that they understand their professional responsibility and accept appropriate level of responsibility for their behavior and they adopt methods according to the mental level of students. This stance was demonstrated by comments such as following:

For the obligation of responsibility I do contingency planning. I always tried to adopt different methods to deal with different student teachers during the practicum. Sometimes I feel it difficult to deal with diverse type of situations. Then I consult with colleagues in order to prevent or avoid unethical conduct.

All FSs positively responded on the principle ‘concern for others’ welfare, and claimed that they never mislead or deceive their students as one of them articulated:

I must say I feel affiliation with my students and I am very much concerned about their welfare and I can never mislead them.

The response for the last ethical principle the ‘Social Responsibility’ twelve FS gave positive response that they are concerned about and work to mitigate the causes of students problems during the practicum. The following extract epitomizes the accepted social responsibility by them:

...although I am not bound officially to stay in late hours, but during the practicum I always stayed in campus to listen and solve student’s problems and queries.

3.3.2 Unawareness of responsibilities regarding practicum

As no detailed document was available in some universities and FSs were also not being provided any document about professional responsibilities during teaching practice. Although during the discussion nearly all FSs were aware about some professional responsibilities like guidance, technical advisee, placement and evaluation. All FSs stressed on the one ‘evaluation’. As one FS said

We are appointed for evaluation of practicum only because it is generally considered that student teachers already had acquired all necessary technical skills and theoretical knowledge during the course work. We should be provided with one criterion on which the students could be evaluated on same lines by all the supervisors. No guidelines are ever given by the department on how to evaluate STs performance during teaching practice.

3.3.3 Conflict of interest

Eight out of fifteen teachers unveiled the fact that they are pressurized by the administration to take the responsibility of practicum although they were not willing to take up this responsibility. They were more interested in teaching. They owned up that they never found practicum an interesting task as depicted by the following statement:

... Evaluation of the practicum and the whole activity is quite boring for me because my major interest is in another subject, I know the significance and need of practicum but I am unable to consider it an interesting task for a faculty supervisor.

Upon some cross questioning he mentioned the conflicts which he had faced during the practicum previously i.e. non co-operative attitude of school teachers and school authorities, interference in the classes by the school staff, careless attitude of STs etc.

3.3.4 Students' non-serious attitude

One major problem mentioned by most of the FS, s is the non-serious attitude of student teachers toward the practicum; they consider it unnecessary and showed their unconcern. Most of the faculty supervisors complained that the student teachers did not pay attention to their advices. Due to their non-serious attitude the problem of placement got severe every year because the head of cooperating institute refused to give the classes to student teachers. They added that the effectiveness of practicum usually suffered because of the non-serious attitude of the student teachers.

3.3.5 Inconsistency in relationships

The FSs told that sometimes they had to supervise the students to whom they had not taught, with whom they were not familiar. When asked about the relationship with the student teachers they claimed strong relationship with familiar STs to whom you have taught and if there are new STs, both faculty

supervisor and student teacher had to face a lot of problems like understanding of the guidelines and instructions and follow on evaluation method etc.

3.3.6 Lack of diversity

Eleven FS had a view that practicum should be conducted in a learning conducive environment in which diversity be introduced in practicum. While four FSs told that practicum is already diversify in nature. Lack of diversity is demonstrated in the following extracts from the from the faculty supervisors' interviews:

practicum is not effective here due to lack of innovation, we cant' do experiment s with teaching and did not adopt new student centered methodologies because of the resistance we faced from the authorities.

Another FS added to this point that:

I am not in the favor of practicum strongly because if we are unable to implement new methodologies then it is useless to conduct it.

3.3.7 Non-availability of proper facilities for proper conduction of the practicum:

The availability of the resources is a big problem for the conduction of practicum, it was the major issue discussed. All fifteen respondents mentioned that documentation is insufficient of this very important area of Education. Moreover they told that the resources and facilities provided for the conduction of practicum were not sufficient in anyway. They mentioned the lack of facilities such as lack of time, transportation, space, and technology. They also added that the training and guidance provided to them by the authorities was also insufficient for the proper conduction of the practicum.

3.4 Reflections of Head of Cooperating Institute

This part of the paper draws on the qualitative interviews undertaken with the heads of the cooperating institutes. In particular, the discussion reflects on existing situation in conducting teaching practice and the role of cooperating institutes in preparing, guiding, and facilitating new teachers. It is to this discussion that this paper turns.

Only one of the heads had attended the workshop on the conduction of practicum four years ago, others had no training in this respect. Researchers asked about the existence of any code of conduct for the practicum. All heads

answered negatively. However, they emphasized the need to establish a well defined code of ethics to regulate teachers' work according to the ethical standards.

There is no document of code of ethics for practicum but I always tried to cooperate with the faculty supervisor and student teachers... I think code of ethics should be developed for every level of teachers and there should be some defined consequences for those who don't follow ethical standards.

When researchers asked about the professional requirement for the practicum one of them told that:

I am aware about the responsibilities and I allowed the student teachers to use the resources and I frequently visit the classes of student teachers to maintain the standards of education in my school. However, written standards should also be provided to every one to measure performance accordingly.

All the heads almost stated alike when they were asked about their attitude towards the student teachers, they told that they provide them all the available resources and fully cooperate with them. Moreover, they never misbehaved with them and always tried to create friendly environment. One example is quoted here for reference:

The placement of the student teachers is although difficult task but we always tried our best to adjust all student teacher. They come here for a short periods, at the peak of academic calendar. It becomes difficult to change teachers at this crucial time of their studies. However, our teachers facilitate and guide them in carrying out the school activities in a good way.

To clarify the extent of integrity researchers asked about the quality of instructions which they provide the students one of them told that

Mostly the concerned class teachers are responsible to guide the student teacher but whenever I visit the class I always gave them advisees for the effective classroom management.

Researchers asked one question regarding the professional responsibility of the heads. one of them answered in following words:

During the whole practicum I keep in good contact with the faculty supervisor and whenever I have a need to change the schedule, I intimate the faculty supervisor. I always try my best to facilitate the student teachers in my school.

All heads of cooperating institutes claimed that they ‘respect for people’s rights and dignity. They further emphasized that they try to be helpful during the practicum because welfare and assistance of student teachers is our responsibility. They negated any chance of exploitation and told that they try to resolve conflicts and distribution of workload is always justified and logical among the regular teachers and student teachers. However, this claim was in contradiction with STs responses. One of them told that:

I always tried to encourage the student because I found them very confused and scared when they come in my school for practicum.

Overall, Three heads were not satisfied with the methodology used by the student teachers, while two showed contentment. The major problem which they ever faced during the practicum according to them was non-serious attitude of the student teachers. One of them told that:

“The one thing which always annoyed me is the student teacher’s attitude. They generally behave seriously only at the time of their assessment otherwise they did not show their concern for the students’ learning. Moreover, most of the STs have control on their classes that disturb other classes in the school ”.

CONCLUSION AND SUGGESTIONS

The overall analysis of the data showed that the faculty supervisors and HOC institutes generally try to show good behavior towards student teachers during practicum. However, it was also identified through STs opinions that their behavior was quite unethical in many ways and they faced problems because of their attitudes. This shows that the current situation regarding ethical concerns, which is not satisfactory and majority of the student teachers feel stressed and overburdened during the practicum. According to them they were not dealt with positive behavior in most of the situations. There were some areas in which guidance needs were not satisfactorily provided by the FSs for example they contributed far less than required in enhancing STs’ organization skills, maintaining balance between personal and professional responsibilities, methods of assessing students, and interpreting results and use of these results in instructional planning. Interestingly, female STs were found

more positive than male STs about faculty supervisors' attitudes exhibited during practicum i.e. professional competence, professional integrity, professional and scientific responsibility, social responsibility and concern for others' welfare. Further, STs indicated some weak areas in which FSs need to concentrate more i.e. provision of written material and guidelines for effective teaching before teaching practice, lack of sharing on ethical standards those required by the STs to follow, encouragement of individual distinctive styles of teaching, Inability of FSs to take notes on weak areas of STs to discuss afterwards and strict behavior of FS.

In this study, a number of factors working behind the unethical behavior of faculty supervisors and HOC institutes were found. In order to reach definite and clear conclusion these factors are listed below.

- There is non existence of code of ethics and the majority of FSs and HOC institutes do not even know whether they should follow any ethics.
- STs showed a general dissatisfaction on learning opportunities during their stay at school for teaching practice.
- FSs and HOCI lack required knowledge about the responsibilities regarding the practicum.
- There is no opportunity of specific guidance or training available to the FSs for the conduction and evaluation of effective practicum and no literature was given to them.
- Majority of the FSs take practicum as an extra burden on their shoulders and are least interested in carrying out their duties regarding practicum.
- According to the majority of the supervisors no specific schedule and facilities like transportation, audio visual aids and daily allowance are available anywhere and this results in the least concern showed by the FSs.
- The results of this research also showed that most of the students were not interested in the practicum due to the FSs' role and negligence in performing their duties.

There is a need to address all the above mentioned problems to maximize the effectiveness of practicum because practicum is an essential part of the teaching training programs which helps the students in their practical lives and trains them to teach effectively. If proper guidance, training facilities and time are provided, practicum would become a positive and healthy activity leaving its effects on generations.

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