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A Correlation Study of the Effectiveness of Teaching Practice between Taught Programs and Personal In-Built Performance Talents

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ABSTRACT

The study aims to identify the types of relationships related to the conversation, teaching methods, language testing, syntax, micro-teaching, classroom management, and teaching practice. It is hypothesized that there is no linear relationship between the two variables, r= 0. In other words, no connection is there between the teaching programs at the university and performing well at schools during practising. Thus, and by contrast, there is a linear relationship between the two variables, r ≠0. In other words, the teaching programs at the university and teaching practice are related. However, there is an uncertainty that performing well at schools could be solely due to the effectiveness of taught programs and personal in-built talents. Specifically, the study tries to answer these questions: 1. Is there any relationship between the teaching programs and teaching well at schools during practising? If yes, how strong is that? 2. Which teaching program is relatively strongly related to the teaching practice module? And 3. Does personal in-built talent bring about an escalation in performing well at schools during practicing? Also, the study aims to figure out any connection between programs at university and teaching performance at schools by identifying the type and the magnitude of the relationship available. Also, it attempts to highlight the most influential positive or negative connection between the taught program variables. Further, it reveals the rationale beyond teaching practice achievements and, consequently, relates them to the actual causes. The study revealed that there is a positive relationship between all the selected modules and teaching practice based on the Pearson Correlation test calculating the coefficient value output at 0.494 with a p. value of 0.000. Since correlation does not mean causation, the findings report a kind of confusion about whether teaching programs are beyond teaching well at schools.

1. Introduction

Teaching has never been considered an easy task in teaching trainers and trainees. Hence, there have always been issues regarding an allegedly kind of doubt concerning the practitioners' teaching ability in association with the taught programs at university. Thus, and at this point, such claim has given rise to emerging the sense of correlative investigation into the case as to find out the efficacy flow of bringing about results on the actual ground.

Teaching practice is considered one of the most influential and prerequisite sessions during which the practitioners' practice on the real ground what they have already learned and experienced both theoretically and practically at university. On the other hand, the basics on which the teaching practice can be built solely refer to the taught programmes or syllabuses.

A study conducted in Tanzania aimed to determine the effectiveness of teaching practice to improve Tanzania's teaching skills. It has adopted a qualitative approach to gain and analyze obtained data through a semi-structured interview and focus group discussion. For this purpose, 191 samples have selected and thus participated in the study to be interviewed. The findings revealed that the time duration in which the practitioners are to abide by practising is in no way sufficient for them to acquire

practical teaching skills. Besides, the supervision session sustains an ineffective role in equipping the practitioners with adequate guide and direction (Komba and Kira, 2013).

The current study, which adopts a correlation research design, aims to figure out any connection between programs at university and teaching performance at schools by identifying the type and the magnitude of the relationship available. Also, it attempts to highlight the most influential positive or negative connection between the taught program variables. Further, it reveals the rationale beyond teaching practice achievements and, consequently, relates them to the actual causes.

2. Literature Review

A successful teacher has been considered far much hard being defined not because of the lack of underlying scaling standards but due to the complex professional nature and the sustainable creativity measures the teachers can bring into the classroom. However, one might hear testimony from different sides concerning how successful their teachers are simply thanks to being continuously and tirelessly engaged in their profession (TeachThought, 2021). Thus, according to the mentioned resource above, successful teachers are recognized for the difference-making in their professions as "having clear objectives, a sense of purpose, being able to live without immediate feedback, knowing when to listen to students and when to ignore them, having a positive attitude, expecting their students to succeed, having a sense of humour, praising authentically, knowing how to take risks, being consistent, reflective, seeking out mentors of their own, communicating with parents, enjoying their work, adapting to student needs, welcoming change in the classroom, taking time to explore new tools, giving their students emotional support, being comfortable with the unknown, not being threatened by parent advocacy, bringing fun into the classroom, teaching holistically, never stopping learning, breaking out of the box and being masters of their subject."

Additionally, a good teacher's different qualities are likely to be found. The qualities fall into miscellaneous categories. Accordingly, a good teacher "is committed to the work, encourages and appreciates diversity, interacts and communicates respect, motivates students and co-workers, demonstrates leadership in teaching, encourages an open and trusting learning environment, fosters critical thinking, encourages creative work, emphasizes teamwork, seeks continually to improve teaching skills, provides positive feedback." (Azer, 2005).

3. Methodology

The study adopts a correlation research design to investigate any relationship between the variables. According to McCombes, (2019), "a correlational research design measures a relationship between two variables without the researcher controlling either of them." Furthermore, correlation research is characterized by a non-causal type of research since neither variable is thought to be the leading cause for the escalation of the consequences' de-escalation.

Thus, the primary purpose behind using a correlation study lies at such a fact above where the research has got no control whatsoever over either type of the variables, i.e., there is no intentional manipulation over the variables. Besides, there is no enough satisfactory belief regarding the influence of teaching programs over performing well at schools.

So, to answer the research questions and test the hypothesis, Archival Data which is recognized as one of the approaches used by correlation research design for data collection, has been adopted.

Archival data refer to any historical records of any purpose ever over time (Price, Jhangiani, & Chiang, 2013; Formplus Blog, 2021). The data have been collected, analyzed and interpreted. The overall data are in the form of exam score records of the same group of graduates, different grades - third and fourth -final examination- in the following academic years 2018-2019/2019-2020.

The score records of 87 students have been selected for the final analysis, i.e., they had passed the exams with an evaluation. Their numbers were bigger than this but owing to failure or meeting only some of the requirements, and they have been ruled out.

Since the correlation is considered to be found between the teaching modules of third and fourth grades and practicing performance, entire modules have been arranged and prepared in advance for the sake of analysis evaluation. Yet, not all of the modules have been successively accepted as they are for the test due to validity concerns. For this purpose, all the modules have been exposed to a number of jury members consisting of six plus one orally consulted, whose names and ranks are disclosed, to determine each module's relevance ratio, on one side, to observation and practicing alone, on the other side.

3.1 Validity

Content validity has been found for the modules' relevance ratio to the targeted one. Thus, and as shown in the table below, the calculations have given rise to the appearance of the results as follows: only three modules in 3rd grade and four modules in 4th grade have been determined relevant and lastly accepted for the test. According to Lynn (1986, p.383 cited in Polit and Beck, 2006) the value of accepting an item as relevant represents (I-CVI 0.83) exposed to a number of six raters, i.e., only one item allows for irrelevant amongst the overall raters. The modules fall into conversation, methods of teaching, language testing (3rd grade) and syntax, microteaching, classroom management (4th grade). However, there is one abandoned case concerning the selected modules as textbook analysis. It has been dropped due to a systematic cause behind it. It has been excluded thanks to its sharing hours and credits with another subject as creative writing (elective course), which means students were separated into two different classes, each taking one module simultaneously).

Table No. 1. Module Selection for the Test Analysis

No.	Module	Grade	rater1	rater2	rater3	rater4	rater5	rater6	Average	Number of agreement	I-CVI	Status
1	Morpho-syntax	Third	50	75	75	50	50	50	**58**	2	0.33	irrelevant
2	Conversation	Third	50	75	75	75	100	75	**75**	5	0.83	relevant
3	Linguistics	Third	25	50	50	75	25	75	**50**	2	0.33	irrelevant
4	Methods of Teaching	Third	75	100	100	75	100	100	**92**	6	1.00	relevant
5	Methods of research	Third	25	25	75	25	25	50	**38**	1	0.17	irrelevant
6	Translation	Third	75	50	50	25	25	25	**42**	1	0.17	irrelevant
7	Entrepreneurship	Third	25	25	50	25	25	25	**29**	0	0.00	irrelevant
8	Language Testing	Third	75	100	100	75	75	75	**83**	6	1.00	relevant
9	Essay Writing	Third	25	25	25	25	100	50	**42**	1	0.17	irrelevant
10	Textbook Analysis/Creative Writing	Fourth	25	100	75	75	100	75	**75**	5	0.83	relevant
11	Syntax	Fourth	75	75	75	75	75	50	**71**	5	0.83	relevant
12	Observation & Teaching Practice	Fourth	75	100	100	75	50	100	**83**	5	0.83	relevant
13	Academic Writing	Fourth	25	50	50	50	50	50	**46**	0	0.00	irrelevant
14	Microteaching	Fourth	75	100	100	75	75	100	**88**	6	1.00	relevant
15	Research Project	Fourth	25	50	75	25	25	25	**38**	1	0.17	irrelevant
16	Classroom Management	Fourth	75	100	100	75	100	100	**92**	6	1.00	relevant
17	Diversity Education	Fourth	50	75	100	50	75	25	**63**	3	0.50	irrelevant
18	Academic Speaking	Fourth	50	50	75	75	75	75	**67**	4	0.67	irrelevant

Table No. 2. List of the Jury Members

No.	Name	Academic Rank	Note
1	Dr. Fatima Rasheed	Professor	Orally consulted
2	Dr. Himdad AbdulQahar	Professor	
3	Dr. Ayad Hameed	Professor	
4	Dr. Ali Mahmood	Professor	
5	Mr. AbdulNafi' Khidhir	Assistant Professor	
6	Dr. Qismat Muhammad	Instructor	
7	Dr. Dilakhshan Othman	Instructor	

4. Data Analysis and Interpretation of the Results

The data (students' records- quantitative) have been classified into different categories under different grades and modules and then inserted into SPSS program in the purpose of analysis. SPSS program version 22 has been used to find out the correlation test for the inserted data. Specifically, Pearson Correlation Test has been used and applied twice. Firstly, it has been done to find out the correlation coefficient between the entire selected modules form third and fourth grades and teaching practice as the major counterpart module. Secondly, the test has been applied for the individual modules' coefficient value alone to the major one. The purpose beyond the two separate sessions of the test application implies finding out the responses of the study's different research questions.

The statistical outcomes have been compared to the value index of Pearson Coefficient at (1+ 0 -1). Thus, the closer a value is to 1 (positive or negative), the stronger the relationship is (Ratner, (2009). In the meantime, a 0 value indicates no linear relationship between the two variables. Respectively, Cohen (1988, 1992 cited in Sorrells, 2009) coined a special scale for the sake of a clear comparison and interpretation of the obtained relationship as follows; small = 0.1, medium = 0.3, and large = 0.5 or greater.

Based on the test findings, the Pearson Correlation test calculated the coefficient value output of **0.494 with a** p. value of **0.000** of the relationship present between all the selected modules and the practicing module. The result shows a moderate positive relationship between all the selected modules and teaching practice. A closer look at both modules' mean scores can further verify such a relationship. Thus, according to the findings, the null hypothesis is rejected. Likewise, the alternative hypothesis is verified respectively since there is a linear relationship between the two variables as teaching programs at the university and teaching practice at schools. Yet, what has been found out has critically very little to do with what the department mission policy principally claims or strives for. "*The programmes basically try to foster student's interests and needs in such concepts as theories, methods, approaches and techniques of foreign language learning and teaching as well as concepts pertaining to educational assessment, evaluation, syllabus design, educational psychology*" (ELD, 2020). Thus, what the teaching programs require the students to build up on and/or develop somewhat counteracts with what the students have demonstrated on the real ground. Probably, the students tend to integrate what they have got in them as various individual talents that consequently led them to success during teaching practice internship. Back to the alternative hypothesis, it has been expected that students would do well in teaching practice thanks to great achievements in teaching programs and some other confounding factors such as personal in-built capabilities. Similarly, such a claim can be working as a satisfactory response to the third research question.

However, there could still be some more other factors beyond the presence of a moderate positive relationship between the variables that can trace back to the following points;

1. Experts' selections. Their decisions of modules selected for the test were based on their beliefs and experience. It is worth mentioning again that the modules were selected have already been assigned by them. So, it is strongly believed that this could be acting as another possible factor behind mitigating the obtained relationship's magnitude.

2. Fallacy of module inclusion and exclusion. Some modules that have been included or omitted have more or less impact on the increasing or decreasing power of teaching skills. Maybe some of them have been included or excluded based on a fallacy policy by the decision-making sides rather than on research findings, e.g. textbook analysis has been selected as an optional module alongside creative writing. Henceforward, students were given the right to choose which course program they wanted to go. Thus, half of them nearly went to textbook analysis, whereas the rest to creative writing. Doing so, those who went to creative writing had little or no chance to build upon their teaching capability and skills compared to textbook analysis.

As a result, textbook analysis has been ignored and thus excluded from the test of the study, although it was considered one of the most influential modules over teaching practice by the expert members of the study (based on the responses given by them representing five agreements out of 6).

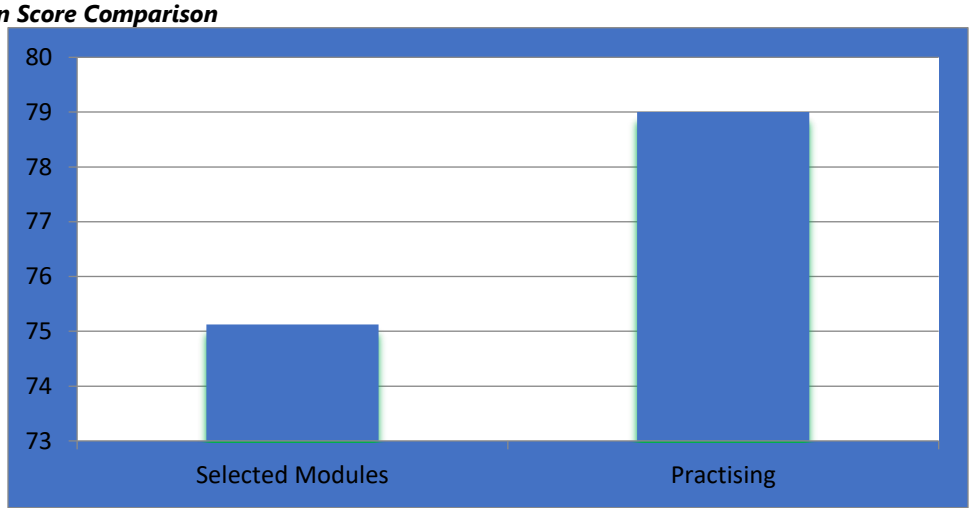
3. Observers' subjective judgment. Some observers' judgments may have been nonacademic and unfair towards the practitioners' performances during teaching practice. Such unjust judgments could result from two possibilities: first, the observers' lack of adequate experience in the field or sometimes unspecialized. Second, avoiding form the standards of an objective assessment by following the rubrics given beforehand.

4. Assessment rubric form. The forms are seen imperfect as they have more or less some additional or missing items that can only meet partial academic fulfilment, i.e., the contents probably tend to stand for a specific area to a larger extent rather than paying attention to broader comprehensive coverage of all the other required and fundamental areas.

Descriptive Statistics

	Mean	Std. Deviation	N
AllModules	75.1264	12.52978	87
Practising	79.0000	9.33361	87

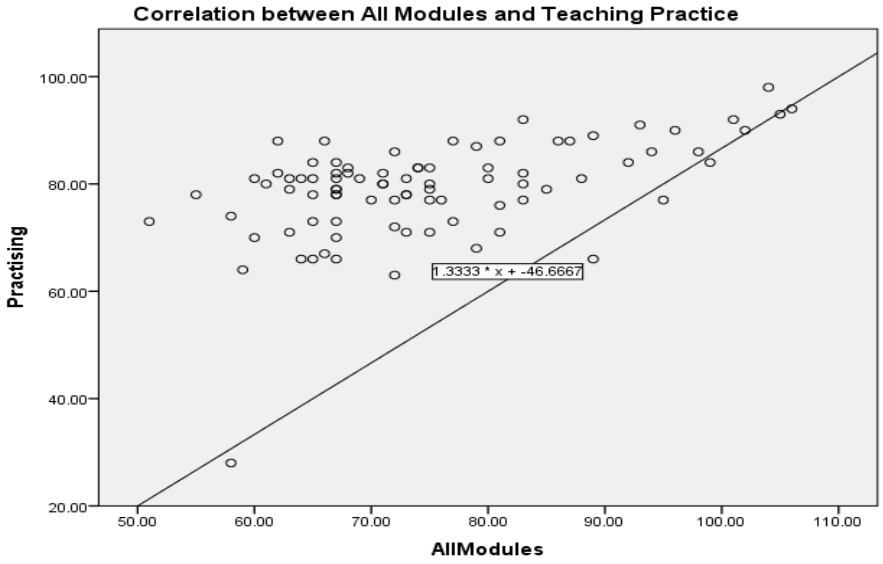
Chart No. 1. Mean Score Comparison



Correlations

		AllModules	Practising
AllModules	Pearson Correlation	1	.494**
	Sig. (2-tailed)		.000
	N	87	87
Practising	Pearson Correlation	.494**	1
	Sig. (2-tailed)	.000	
	N	87	87

**. Correlation is significant at the 0.01 level (2-tailed).



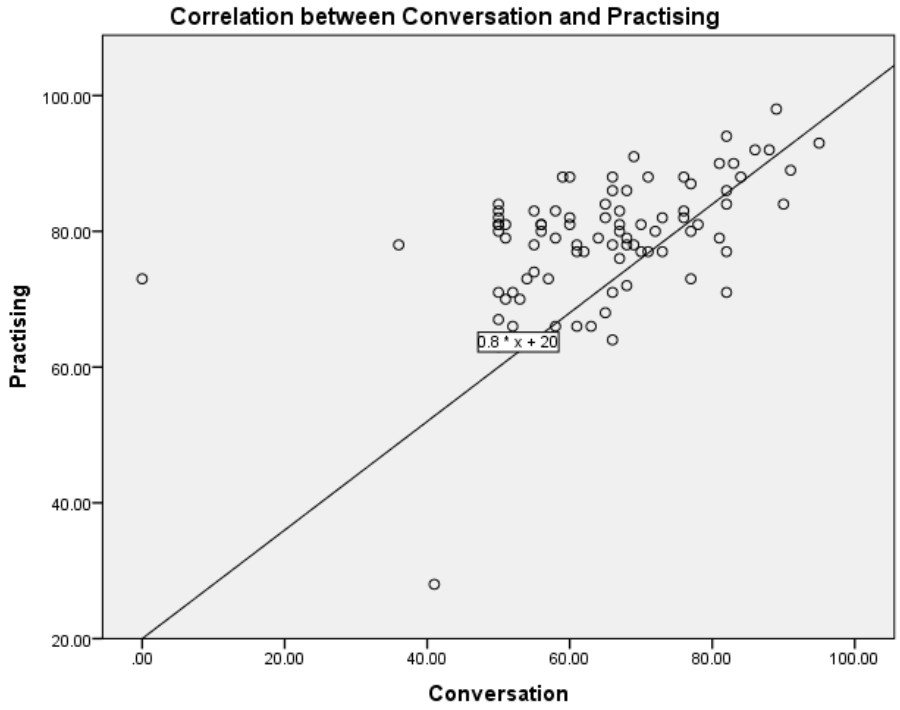
It is also worth studying at length the other results come out from individual modules, which are calculated below. The conversation is said to have nearly a strong relationship with teaching practice since its Pearson Coefficient value outcome

recorded 0.499, which is significant at 0.000. Thus, such output indicates that conversation goes well in line with teaching practice. In other words, conversational skills and assertiveness strongly influence teaching practice.

Correlations

		Conversation	Practising
Conversation	Pearson Correlation	1	.499**
	Sig. (2-tailed)		.000
	N	87	87
Practising	Pearson Correlation	.499**	1
	Sig. (2-tailed)	.000	
	N	87	87

**. Correlation is significant at the 0.01 level (2-tailed).

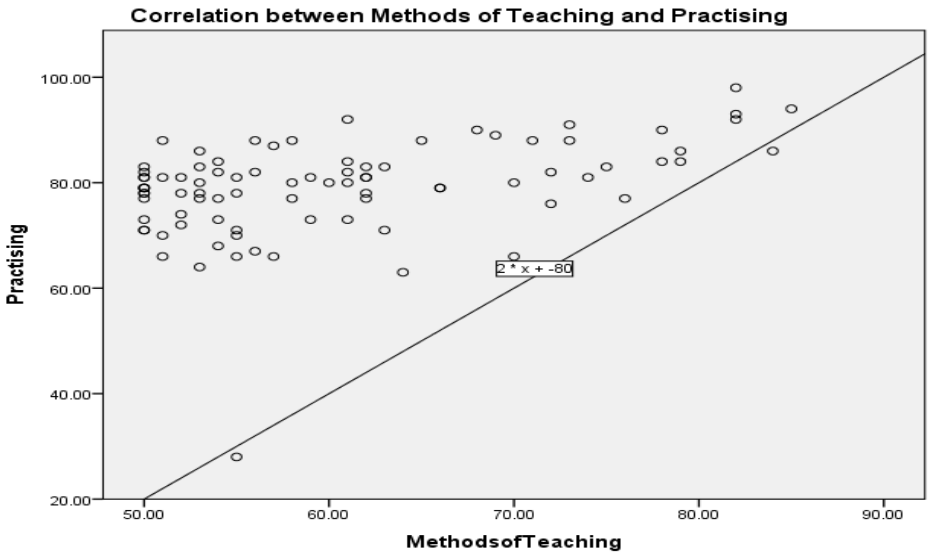


The statistical output representing r 0.403 can tell a kind of moderate relationship between the mentioned module and teaching practice regarding teaching methods. The revealed results do not indicate a good consequence whatsoever since these two modules could have been strongly related to each other, i.e., mutually complemented and effectively working.

Correlations

		MethodsofTeaching	Practising
MethodsofTeaching	Pearson Correlation	1	.403**
	Sig. (2-tailed)		.000
	N	87	87
Practising	Pearson Correlation	.403**	1
	Sig. (2-tailed)	.000	
	N	87	87

**. Correlation is significant at the 0.01 level (2-tailed).

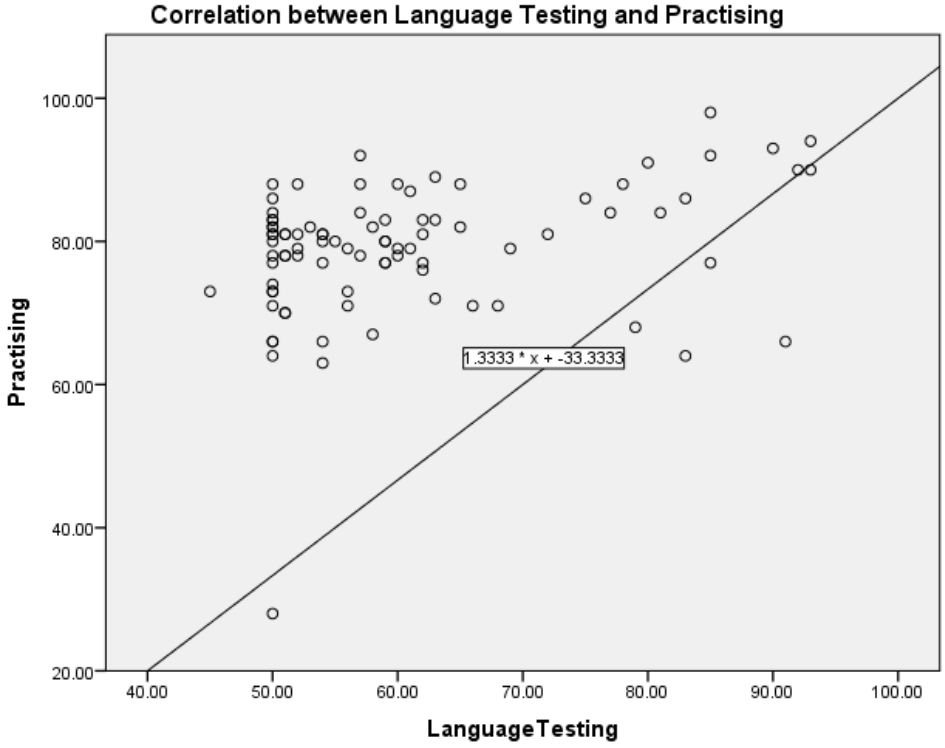


By contrast, language testing has so far witnessed a less effective relationship with teaching practice based on the Pearson Coefficient value at **0.331**. The results simply signal a kind of weak relationship between both modules.

Correlations

		LanguageTesting	Practising
LanguageTesting	Pearson Correlation	1	.331**
	Sig. (2-tailed)		.002
	N	87	87
Practising	Pearson Correlation	.331**	1
	Sig. (2-tailed)	.002	
	N	87	87

**. Correlation is significant at the 0.01 level (2-tailed).

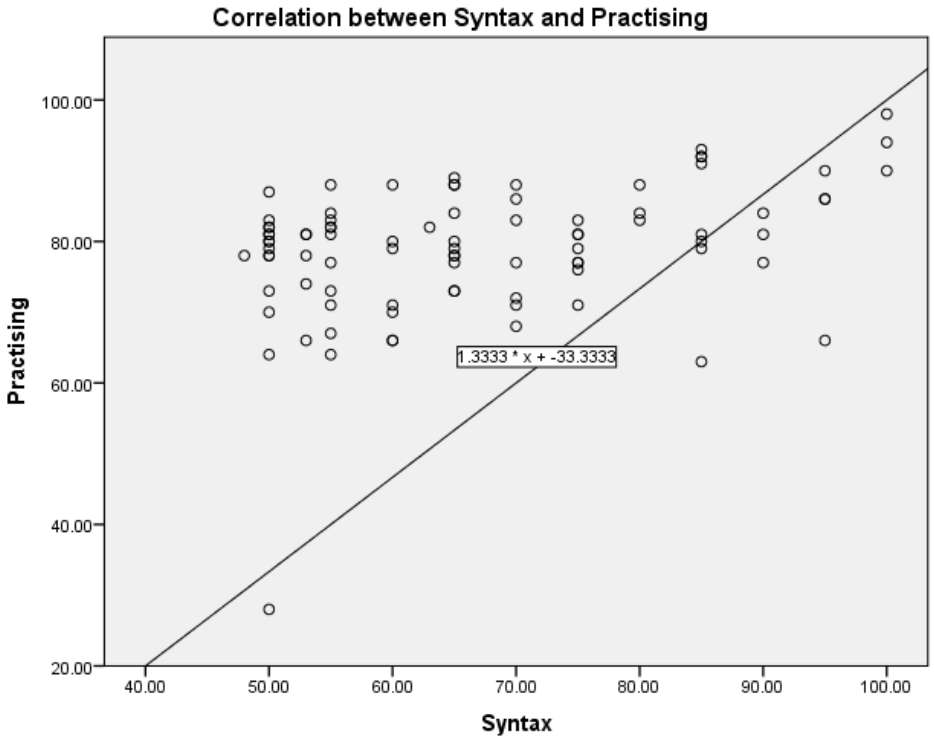


Likewise, the syntax has no effective relationship with teaching practice since the test output revealed a value at **0.367**. This result proves the presence of a moderate relationship between the two variables.

Correlations

		Syntax	Practising
Syntax	Pearson Correlation	1	.367**
	Sig. (2-tailed)		.000
	N	87	87
Practising	Pearson Correlation	.367**	1
	Sig. (2-tailed)	.000	
	N	87	87

**. Correlation is significant at the 0.01 level (2-tailed).

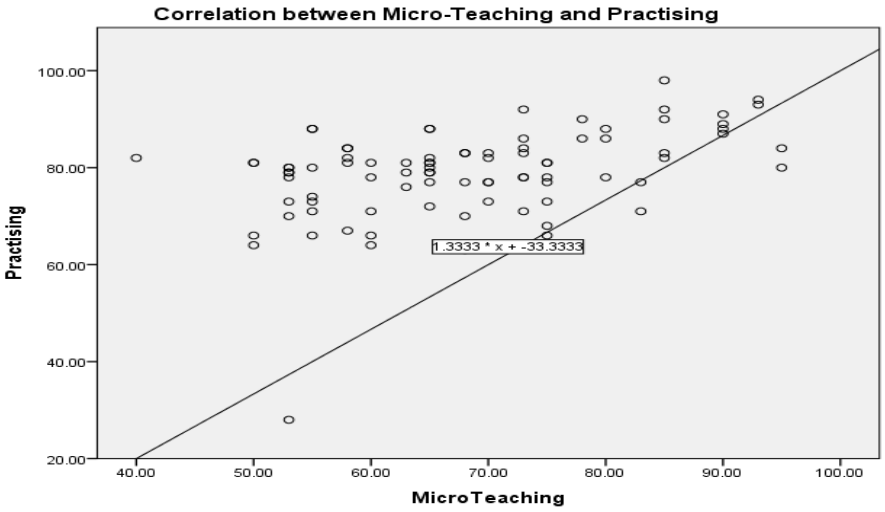


In opposition to the findings above, the statistical output value **0.432** has revealed almost a robust positive relationship between microteaching and teaching practice. Apparently, microteaching could best reflect the content of what should have been copied and applied on the actual ground. As the name implies, microteaching is expected to prepare and provide the students with what and how they are supposed to act and teach later at schools. Perhaps, this could be one of the satisfactory reasons behind the gained results.

Correlations

		MicroTeaching	Practising
MicroTeaching	Pearson Correlation	1	.432**
	Sig. (2-tailed)		.000
	N	87	87
Practising	Pearson Correlation	.432**	1
	Sig. (2-tailed)	.000	
	N	87	87

**. Correlation is significant at the 0.01 level (2-tailed).



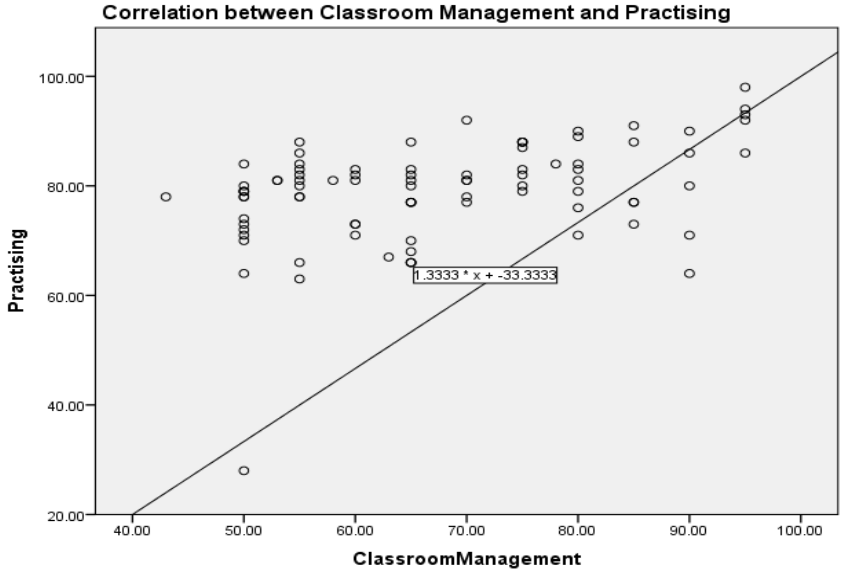
Finally, there is also a moderate relationship between classroom management and teaching practice based on the calculations at **0.400**. The value confirms the presence of such a relationship between the two variables.

The obtained findings can be interpreted about the research questions' responses as follows. Regarding the first research question, one can notice a kind of moderate positive relationship between the two variables. Regarding the second question, the conversation has been considered the module having the closest relationship with teaching practice. Lastly, the findings reconfirm that students did well at teaching practice, apparently due to both course program achievements and their in-built talents or skills.

Correlations

		ClassroomManagement	Practising
ClassroomManagement	Pearson Correlation	1	.400**
	Sig. (2-tailed)		.000
	N	87	87
Practising	Pearson Correlation	.400**	1
	Sig. (2-tailed)	.000	
	N	87	87

**. Correlation is significant at the 0.01 level (2-tailed).



5. Conclusion

The study has concluded that, based on the Pearson Correlation test calculating the coefficient value output at **0.**494 with a p. value of 0.000, there is a moderate positive relationship between all the selected modules and teaching practice.

Teaching can also be understood as something beyond systematic educational expectations since other confounding factors can sometimes get into the way and make it sound much promising rather than limiting the capabilities within a circle of educational policies.

The teaching programs require the students to build upon and/or develop somewhat counteracts with what they have demonstrated on the real ground.

As correlation does not mean causation, we should not be deceived by the presence of any type of relationship amongst the variable no matter how strong the relationship sometimes might sound since correlations do not necessarily mean causation. Consequently, teaching well is not always resulted in outstanding achievements at course programs, probably due to some other confounding factors, including personal in-built performance talents.

Other reasons beyond the moderate positive relationship can result from each one of the following: the experts' module selections of the study, fallacy of module assignment, observers' subjective judgment on practitioners' performances, and the assessment rubric forms themselves.

Conversation as a taught program module has gained the most substantial positive relationship with teaching practice based on the test output at **0.499**.

5.1 Recommendation

On the basis of the conclusions, the followings recommendations were made:

1. Students' initiative and creative talents should be taken into account and integrated into the course programs so that all other students can evenly share them for better achievements at both professional requirements as teaching programs and teaching practice internship.

2. Students should be enabled to foster their in-built personal skills and talents than being undermined because they can therefore be motivated to reach out to creativity which is one of the most demanding teaching skills worldwide.

3. Teaching programs and assessment measures with whatever form should be more time academically reviewed and reconsidered. Moreover, they should be formed and embedded in the materials that can best work and fit with teaching requirements and expectations.

4. Research findings and results should be given attention to and employed as the primary basis for the remedy and occasional curriculum reformation. Personal subjective nonacademic opinions should be uprooted altogether and no longer play any roles in educational decisions. However, the recommendations and or implications of workshops and conferences should not be accepted, providing they are concluded from researches and previously verified from academic probes.

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