Accessing the Effectiveness of Preparing Teachers’ Program at University Level in Pakistan

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**ARTICLE DETAILS**

**ABSTRACT**

B.Ed (Honors) program initiated with the recommendations of the National Curriculum Revision Committee (NCRC) and Higher Education Commission (HEC) in Pakistan. Government of Pakistan (GOP) ensures to expose a deep interest in creating severe modifications to confiscate entirely differences in the transnational standards. The present study was designed to assess the effectiveness of B.Ed (Honors) program being offered in private and public sector universities in Pakistan. Faculty teachers and alumni were selected as sample of the study. For data collection, questionnaire containing 45 statements with four factors and focus group discussion were used. SPSS version 23 was used for data analysis. Descriptive statistics indicated that the respondents were satisfied about the teachers’ content knowledge, effectiveness of teaching methodologies, practices of behavior changes and timely feedbacks. Respondents were less satisfied with the statements related to admission criteria, appropriateness of content, supportive environment for learning and teaching practices, assessment system and availability of physical resources. Inferential statistics showed that significant difference in mean scores of respondents from private and public sectors universities on the factors of program objectives, content of program, assessment procedure and accessibility of physical facilities. It is suggested in the light of findings that administration of universities should allocate more budget for improving the quality of this program, content should revised, selection criteria should appropriate, availability and proper use of technology and proficiency of English.

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1. Introduction

It introduced entirely new program with the purpose to prepared and compete students of this area at international level and improve relation between foreign and local institutes. The researcher observed as existence of the teacher education and the effectiveness of B.Ed (Honors) program (Afrina, 2017).

B.Ed (Honors) program has also been introduced to provide a rich experience and intensive training to applicants who want to keep a deep commitment and professional degree in this teaching profession (Akbar, 2013).

USAID Teacher Education Project (Pre-Step) has announced new curriculum for ADE and B.Ed (Honors) and planned a teacher training workshop series and professional development manual for prospective teachers with coordination of Higher Education Commission (HEC). As compared to old and orthodox practices, new curriculum comprises new teaching styles that is helpful for teachers to improve their knowledge and skills (MOE, 2009).

2. Background of the Study

Numerous reforms were started in order to achieve quantitative and qualitative improvement in the educational sector after independence. Education Sector Reforms (ESRs), Along with the five-year plans, the ten-year anticipated plan and seven education policies were developed and implemented. A large number of plans and policies have led to the rise and fall of governments due to political changes.

2.1 National Commission of Education in 1959

It had taken first detailed the analysis of education and the report in this commission presented a realistic approach to the challenge of overcoming social, economic and political differences. This report emphasized on quality in formal education and teacher professional development. Educational Extension Centers (EEC) were failed to introduce new methods of teaching though its establishment purpose was to improve the teaching quality. In line with the changing trends, the policy emphasized on teacher education and also proposed the development of teacher educator colleges (UNESCO, 2009).

2.2 National Educational Policy 1970

In line with the changing trends, the policy emphasized on teacher education and also proposed the development of teacher educator colleges. According to the recommendations of the National Commission, which was established in 1959, primary education should be compulsory for 1-5 years by 1969 and middle age should be 6-8 years by 1974. And they work with cooperatively and have received professional development (Ahmed, 2012).

2.3 Education Policy 1978

Education Secretary Dr. Qazi announced an educational plan in October 1978 during the legislature of General Zia Ul Haq. “This approach is additionally called the tutorial provision of Islam through informative gatherings”. [Pakistan Administration (1978) National Education Policy, p. 1]. A full-time Sharia employee's center shall be created at Quaid-e-Azam University. Islamiyat shall be included at all levels of education as a compulsory subject. 5,000 mosque schools are going to be accessible to students from across the country. In the schools and Universities the teaching of Arabic is going to be corrected. 5,000 Muhallah schools are going to be designed for female students. All
Madrasahs, Maktabs and Darul-Uloom are going to be given full significance as the other formal educational organizations.

2.4 National Education Policy (1972-80)
A new educational policy was offered in the current Pakistan. This policy expected to modifying the arising imbalance between various levels of education like primary and secondary, equivalent education opportunities, and capturing the decline in educational standards. It also focused on improvement of teaching methods, providing of teaching and instructional resources particularly to primary level (Kamarani, 2011).

2.5 National Education Policy in 1992
The ministry of education encouraged this strategy and improved the Non-Governmental Organizations (NGOs) to found supply hubs for specialized development of instructors (Majeed, 2009). This policy planned to modify the curriculum and their teaching methods, improvement in quality of newly recruited teacher training, and longer duration training programs introducing at undergraduate and secondary levels.

2.6 National Education Policy 2009
Where everyone is treated equally, foster a community free of prejudice where people benefit equally. According to Ministry of Education (2001):

>“Promote the principles of goodwill, equality, and respect for human rights, universal brotherhood, understanding and coexistence. Widen access to education for all and boost the standard of education. Standardize institutionalize teacher training arrangements, certification procedures and accreditation processes in acquiescence with the National Professional Standards for Teachers”.

National Education Policy (2009) proposed the needs in teacher education curriculum should comprise the learner-centered curriculum and cross-curricular proficiencies (Ahmed, 2012).

2.7 National Education Plan (1998-2010)
Majeed (2009) defined that government of Pakistan in 2001 executed teacher education reforms to make stronger the teaching quality and improvement in their professional improvement, and focused on curriculum reforms. Government of Pakistan took incentives to attain all of these targets specifically professional development of teachers at all levels in system of education, continuously reviewing curriculum, improving teacher qualification related to their pay scales, growing public-private partnerships, and updating in cooperation with provincial correlatives (MOE, 2001).

2.6 Meanings of Teacher Education
Teachers are a central element of the education system. Teachers' education is subject to the culture, morals and character of a nation and is closely linked to society. Guiding Principles of State Policy, Constitutional Goals, Knowledge Development, Changes in Education, Knowledge Development and Economic Issues, etc. They give the impression that there is a need to look at and emphasize teachers' educational programs. (Rajput et al, 2005). According to Aggarwal (1990), as mentioned by Shah (2002) that Teacher education is about qualifications, knowledge and skills that relate to the "teacher's life as a teacher." Teacher education (TE) should highlight the character building and development of a tutor (Shah, 2002). In education, we hold policies and practices are
directed by the philosophy. Teacher education is a theory of responsibility in its basis and values. It is very important to enhance the quality education than must be raised the standards of teacher education in Pakistan. In many plans, policy calls for improvement in adjusting the professional development and qualification of pre-service teachers. In the recently educational history, National Education Policy (2009) It emerged as the first national document to highlight the need for a quality education system and suggested that the quality of education provided in public media institutions should be improved through educational inputs, processes and outputs. Put, and raise standards for monitoring and evaluation process must be passed from the bottom to the higher level (Tariq, 2012).

![Diagram of Teacher Education Philosophy](image)

**Figure 2.1: Teacher Education Philosophy**

### 2.7 Challenges of Teacher Education Program in Pakistan

The main challenges for initial teacher education in the 21st century in Pakistan

i. It attracts the best qualified applicants and raising the position of the instruction profession at a level.

ii. Determining the determined stability between theory and practice in different context in the curriculum of teacher education.

iii. Developing curricula and structures of teacher education that provide optimal balances among moral domains of human experience, humanitarian, aesthetic and academic.

iv. Designing research, which calculates a number of critical factors depending on the teachers' education process, can help students gain a greater understanding of the methods in which they teach in a variety of situations.

v. in remote areas and developing countries, use of rapidly evolving technology to provide students with maximum learning opportunities where it is impossible to effectively access traditional resources such as the library.

It is important to increase the stagnation with adequate financial support. However, governments may be able to permanently enhance this status through words of support and gratitude, which are granted over a long period of time. In rural areas, new technology has great
potential. The cost is not only in terms of equipment in terms of internet access (Ducharme et al., 2007).

2.8 Meanings of Effectiveness

“Effectiveness is the degree to which monitoring is successful in producing desired results”. In education, “effectiveness is the degree to which education is successful in generating desired results” (Bandwidth, 2007).

2.9 Evaluation of Program

Arter, J. (2012) defined that evaluation of program is the “systematic assessment of the processes and outcomes of a program with the aim of furthering its development and improvement”. Fitzpatrick (2004) said that program evaluation is procedure of reaching a certain, neutral, and definite assumption in relation to specific objectives and questions concerning the full effectiveness of a program.

Figure 2.2: Conceptual Framework of Program Evaluation

2.10 Implementation of B.Ed (Honor) Program in Punjab, Pakistan

National Education Policy (2009) was started by USAID aligned with $75 million five year teacher education project to increase the quality of elementary education and well trained teachers under U.S. The project is working to institutionalize the development of in-service teacher education in Pakistan. Therefore, the US government has a long-term commitment to help the Pakistani government stabilize the education sector. USAID’s Teacher Education Project, formerly known as Pre-STEP, helps support B.Ed. (Retrieved from www.pakteachers.org/).

First time Bachelor of Education (B.Ed) and Associate Diploma in Education (ADE) has been instigated in Pakistan with the coordination of Higher Education Commission (HEC), Provincial Departments and USAID project of (Pre-STEP). The courses of these programs are designed on the bases of modern education system and demanding the interactive teaching approaches. New
teaching approaches replacing the traditional teaching styles or existing conventional system. Newly introduced programs are properly implement necessary students- centered activities, interactive learning and follow National Professional Standards for Teachers (UNESCO, 2009).

B.Ed (Honors) program was ongoing in twenty universities where 1300 students enrolled in these programs across Pakistan. A two-year associate degree in education (ADE) program has also been started at the Government Primary Schools for Teacher Training (GECE) that are joined with universities where 5,300 students enrolled in the two-year ADE program will select the program at the universities. B.Ed (Honors) after completing his junior year for completing his Honors program and also removed the one year orthodox CT and PTC program (Enrollments Consolidated March, 2013).

Collaboration with Teacher Education Project and National Curriculum Review Committee (NCRC) universities partners has settled revised curriculum, content, course, syllabus, teaching materials and internal evaluation techniques for ADE and B.Ed. (Honors) program. Pre-Step piloted revised contents have been selected at universities and shared other sides for selection. New building construction projects have been started to come across the future space needs of B.Ed (Honors) program with different partner universities (UNICEF, 2010).

Overseas scholarships of Ph.D have been given to students of elementary colleges and universities so that they may fulfill future pedagogical needs, foundation courses, professional pedagogy courses, teach content courses and core courses of B.Ed (Honors) program in best method and increase their professional ability due to higher education. Merit based Scholarship has been executed to motivate and encourage hardworking and brilliant students of Associate Degree in Education (ADE) and B.Ed (Honors) program to join teaching as a profession.

B.Ed. (Honors) and ADE two year program have been accomplish for the improvement of student teachers’ professional development and capacity building of class teaching so that to prepared trained and best qualified teachers. Teaching practices/ workshop course has been implemented and prepared. The purpose of this course to facilitate elementary level teacher controlled and sequenced experience of curriculum in elementary areas (Enrollments Consolidated March, 2013).

According to the revised teacher curriculum can present opportunities for prospective teachers that they should be emerging as educational leaders. As the curriculum for better pre-service teachers is still being implemented in Pakistani educational colleges in Pakistan, it is too early to see the impact at the teacher or classroom level (Meher, 2015).

In Pakistan, goal of revised curriculum is helping the pre service teachers in attaining the national professional standards and supporting the student-centered learning that very useful in classes. Classroom and school-related measures influence the nature of the environment, especially for implementing pedagogical innovation, affect the teacher’s teaching, and it’s changed the teaching decisions and determines how it is combined the teaching process. It is define the result of support provided in teaching methods. After encouraging teaching among the students, the concept is that such teachers will show these methods other nature of potential teachers (Neill, 2015).
Objectives of the study are to:
1. To find out faculty teachers’ views about the effectiveness of B.Ed (Honors) program.
2. To find out the perceptions of alumni about the effectiveness of B.Ed (Honors) program.

3. Methodology of the study
   This study was cross sectional survey in nature and Convergent Parallel Design (CPD) of mixed method was used to discover the effectiveness of B.Ed (Honors) program in higher education institutions in Punjab, Pakistan.

3.1 Population of the study
   All faculty members of B.Ed (Honors) in public and private universities and alumni were selected.

3.2 Sample of the study
   Four public and four private universities, where B.Ed (Honors) program was ongoing were selected. For this study fifty three teachers and ten alumni were selected as sample.

3.3 Sampling Technique
   Multistage sampling technique is used for quantitative data. Shown in figure under:

   ![Multistage Sampling Diagram](image)

   Figure 3.3: Multistage Sampling
   Snow ball sampling technique was used for qualitative data. Shown figure under:

   ![Snowball Sampling Diagram](image)

   Figure 3.4: Snowball Sampling
3.4 Data collection Tools

One self-constructed questionnaire was used for faculty teachers. This questionnaire had four factors: physical resources, content, teaching methodology, teaching practice, and assessment system. For alumni, semi-structured interviews were designed in this study.

4. Data Analysis

Data was collected from faculty teachers of B.Ed (Honors) class. Data were analyzed through SPSS version 23. Independent sample T-test was used in this study.

Table 1: Comparison of the opinions of male and female faculty teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>T value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>45.05</td>
<td>3.92</td>
<td>52</td>
<td>0.914</td>
<td>0.308</td>
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<tr>
<td>Female</td>
<td>35</td>
<td>43.82</td>
<td>5.06</td>
<td></td>
<td></td>
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<tr>
<td>Physical resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>54.00</td>
<td>4.54</td>
<td>52</td>
<td>0.434</td>
<td>0.329</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>53.34</td>
<td>5.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching practice</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>23.36</td>
<td>3.56</td>
<td>52</td>
<td>1.22</td>
<td>0.00</td>
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<tr>
<td>Female</td>
<td>35</td>
<td>31.88</td>
<td>4.58</td>
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<td></td>
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</tr>
<tr>
<td>Assessment system</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>32.00</td>
<td>3.48</td>
<td>52</td>
<td>1.59</td>
<td>0.84</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>30.37</td>
<td>3.63</td>
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</tr>
</tbody>
</table>

Table 1 shows differences in the perceptions of male and female teachers with four aspects. First factor was content of this four-year program. There is not statistically significant difference between mean scores of perceptions of female and male teachers about content. Therefore, it can be concluded that male and female teachers are same opinions.

Second factor was physical facilities, shows that there is no significant difference between mean scores of perceptions of female and male teachers about facilities.

Third factor was teaching practice that result showed that there is statistically significant difference between mean scores of perceptions of female and male teachers about teaching practice. Therefore, it can be concluded that male and female teachers are not same opinions.

Fourth factor was assessment system that result showed that there is no significant difference between mean scores of perceptions of female and male teachers about evaluation.

Table 2: Comparison the perceptions of faculty teachers of public and private sectors

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>T value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
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<tr>
<td>Private</td>
<td>22</td>
<td>43.73</td>
<td>5.14</td>
<td>52</td>
<td>0.599</td>
<td>0.228</td>
</tr>
<tr>
<td>Public</td>
<td>32</td>
<td>45.54</td>
<td>3.78</td>
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<tr>
<td>Physical resources</td>
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<td></td>
</tr>
<tr>
<td>Private</td>
<td>22</td>
<td>59.47</td>
<td>4.58</td>
<td>52</td>
<td>2.007</td>
<td>0.045</td>
</tr>
<tr>
<td>Public</td>
<td>32</td>
<td>42.54</td>
<td>5.38</td>
<td></td>
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<tr>
<td>Teaching practice</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>22</td>
<td>32.26</td>
<td>3.26</td>
<td>52</td>
<td>0.181</td>
<td>0.979</td>
</tr>
<tr>
<td>Public</td>
<td>32</td>
<td>32.26</td>
<td>4.34</td>
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<tr>
<td>Assessment system</td>
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<tr>
<td>Private</td>
<td>22</td>
<td>29.68</td>
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<td>52</td>
<td>1.924</td>
<td>0.663</td>
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<tr>
<td>Public</td>
<td>32</td>
<td>31.62</td>
<td>3.90</td>
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</tbody>
</table>
Table 2 shows differences in the perceptions of public and private teachers with four factors. First factor was content of this four year program. There is not statistically significant difference between mean scores of public sector and private sector institutions teachers’ perceptions about program content.

Second factor was facilities the value indicates that mean score of private sector is higher than the public sector. Therefore, it can be concluded that teachers of private sector institutions are more satisfied about facilities than public sector.

Third factor was teaching practice there is statistically significant difference between mean scores of public sector and private sector institutions teachers’ perceptions about teaching practice.

Fourth factor was assessment system there is not statistically significant difference between mean scores of public sector and private sector institutions teachers’ perceptions about evaluation. The value indicates that mean score of private sector is lower than the public sector.

5. Findings of Focus Group Discussion (FGD)

Respondents were asked to indicate whether the program achieves the goals it is meant to pursue. Former students evaluated the program as unsuccessful in this regard. Content of the program is appropriate and understandable. Teachers engaged students in different activities. There is a big problem is language of the content. Teachers are capable trainers but lack of ability in teaching techniques while, some apply admirable teaching methods. They said exams are provided feedback and decision making for future. But some teachers have biased and take wrong making and have personal views.

6. Conclusions

Subject of Education combines theoretical and field-based courses. In this way the course approach should be made interactive, reflective and comparative. Content of this program should include a separate section on international and comparative education in education to provide students with a broader perspective and promote alternative thinking. Today, students in Pakistan find themselves in competition with students even within other countries. The job market is being internationalized without suitable abilities, competences and skills. There is no hope to get respectable space in working places. Teaching methods are redundant and outdated while, others have information gaps. The general impact of this study of program has been minimal. It was found that teaching practice for B.Ed (Honors) program more training period and needed appropriate duration for the professional improvement of future teachers. Teaching practice/observation period is not integrated with the theoretical component of the course. The important source to any program is that evaluate students' skills, knowledge and intellectual abilities. Well-rounded, quality education is the only ways to gain the knowledge, skills and abilities that can help people reach their potential and successfully compete in this world of science and technology.

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