

Analyzing Students' Perspective Regarding The Quality Of B.Ed. Elementary Program In A Public Sector University

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Introduction

The whole world admits the importance of education for the progress of a nation. Overall development of a country depends on the standard of education that is established in the entire country. For upgrading the quality of life in a society, education has a central part to play. It plays an important and powerful role in economic and social development of societies. Education brings on the norms, values, traditions, customs, expertise, skills, knowledge, aspirations and expected behavioral patterns that are transferred a one generation to the next as legacy, so it is an organized intelligence. Education is very valuable investment in perspective of individual as well as nations.

It is a reality that a well delivered educational plan shapes the destiny of a nation by accelerating the socio-economic development. While increasing the earning capacity of an individual. It also paces up the development of the nation by bringing in awareness, polished abilities, focused efforts, sharpened skills, regular supply of manpower, and improved productivity. It enables the nations to grow and innovates the progress of the civilization by industrialism, mechanism and improvisations (Khan, 2011).

Education of teachers is important for the whole system of education in a country. It produces competent and skilled teachers having sound knowledge with abilities to perform best. Also cited in National Education Policy (1988, p.61) "the quality of education is directly related to the quality of instruction in the classroom. Teacher is considered

the most crucial factor in the entire educational system being major implementer of all educational reforms at the gross root level."

The quality of any teacher education program could be evaluated in various ways. According to Nietfeld and Cao (2003) the quality of B.Ed. Elementary program is at the mix of ensuring the deep understanding of pedagogical knowledge and changing students' beliefs. Teachers should have to be trained about the basic knowledge of teaching and the ways to handle the real time constraints. Quality of training program could be evaluated in numerous ways (Alawiye and Williams 2001).

Ahmad, (2012) viewed that the teacher training is the means of instructing the teachers to go through and learn how to go into the classroom on the first day to play a crucial part of a teacher. The training for teachers satisfies the practical and theoretical requirements of the natural environment. Moreover, Ali, (2011) stated the excellence of teachers is defined by the level of their professional skills and abilities which are knowledge and attitude they have to serve in their profession of teaching.

National Education Policy (NEP) that is working currently was established with the session of all shareholders including the associating groups. National Education Policy (2009) applauded the requirement of having Bachelor's Degree with Bachelors of Education to be as minimum for teaching at basic level in schools and Master's Degree with B.Ed. for Secondary level education practices. It

is recommended that PTC and CT teacher education programs shall be taken by urging the new prospective teachers to develop their qualification and new hiring should be based on new criteria.

Ahmad, (2012) argued that policy document in Pakistan determined the appropriate results but was not implemented properly. Thus, not a single strategy was successful in achieving its goals and also not the targeted time set for the achievement of recognized objectives. Primarily, there is no authorized possession of those goals by the majority of shareholders mentioned in policy. Furthermore the plan and strategies refined to achieve goals which are impractical, not dedicated and, identified resources were there to support them for achieving the targeted policy goals.

Zaki W.M. (1999) propounded aptly, “the real purpose of teacher preparation programs had been to develop in each prospective teacher the proficiency level of general education and personal culture. The expertise to utilize available resources in an optimum manner, the ability to teach and educate others, the awareness of principles that underlie good human relations and a sense of responsibility to contribute both by teaching and by example to social, cultural and economic progress”.

Anees (2005) concluded in research that in the comparison of formal and non-formal teacher education systems in Pakistan, the course content being taught in teacher education programs was neither future oriented nor reflect the latest developments. Similarly, Akbar (2002) uncovered some implausible areas of teaching dimensions including the student’s evaluation, subject command and the use of technology effectively. Evaluation of teacher education institutes was central to the professional development of teacher educators. The performance of teacher educators was maybe regularly assessed by the principal or the seniors to maintain the quality of program, to improve their subject knowledge and classroom management skills (UNESCO, 2006). In reference to Diem (2002) the effectiveness of any program was assessed from the

ultimate change in the attitude or behavior or through the skills learned during the program. The major aim of the B.Ed. Elementary 4-years degree program was

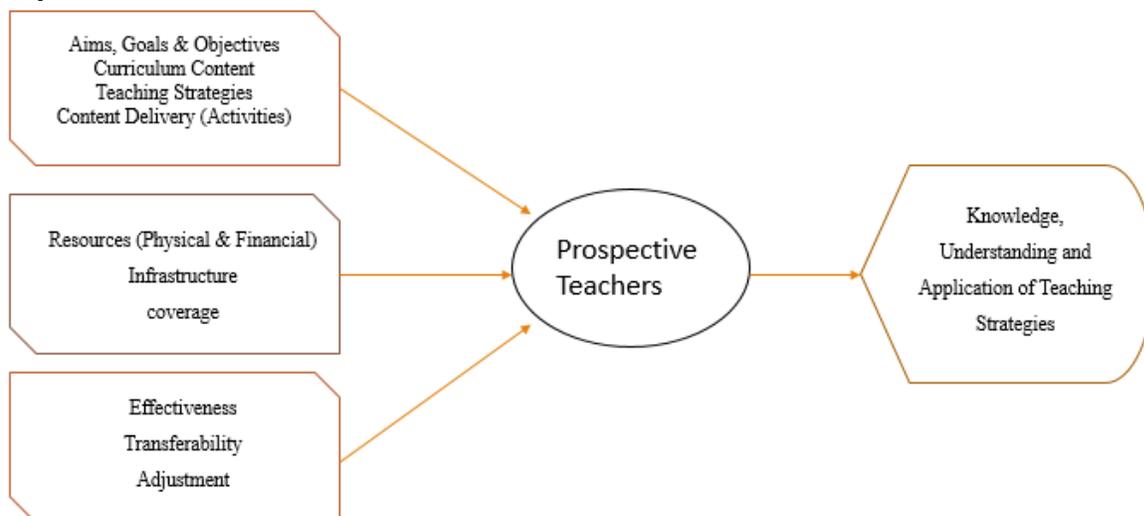
- To produce the individuals having basic and advanced knowledge in different disciplines and equip them with the latest teaching strategies,
- To train them for research and computer-oriented activities, in the field of teaching methodologies.
- To produce the individuals with the latest trends,
- To enable prospective teachers to implement the content and methodologies more competitively under the directions of qualified supervisors.
- This broadens the vision of teacher educators by equipping them with the innovative topics, to enable them to exercise variety of educational technologies effectively, and to enhance the spirit of sportsmanship among prospective teachers (University of Education, 2005, p.3).

During the period of teacher education program, the program was emphasized to develop the practical skills and abilities which were needed to help them to pay their services effectively. The teacher education program was emphasized to facilitate learning and take initiatives to motivate students in a better way. For the promotion of professional development of student teachers on the reality basis should be linked to the theoretical learning. During the practical phase as Teaching Practicum were expected to provide prospective teachers the opportunity to give them timely guidance and feedback in order to overcome pedagogical weaknesses and strengthen good habits. In the clearing of expected duties and multiple responsibilities without any practical training were the stamp on the incompetency of teachers. All different commissions and committees in Pakistan emphasized the importance of practical trainings being given to teachers.

Statement of the problem

The study was attempted to seek the current standing of teacher education program offered through University of Education across the campuses. The study seeks the gaps in teacher education beyond the campuses of university of education, to find out the gaps in regular teacher education institutes for the implementable solutions. The quality of teacher education in regular universities should be raised in order to achieve its objectives. In the era of technology the standardized teacher education should have to be provided in order to achieve its objectives. Criticism is being made on curriculum used to train teachers as said the curriculum is not relevant to the recent needs of the society. There is potential mismatches between the abilities and the content of current and previous trainees.

Conceptual Framework



Research Methodology

A quantitative study, descriptive research was used, in which survey was conducted through distribution of questionnaire. The research design incorporates all dimensions of teacher education programs. The study draws on the process of program evaluation to elicit the perspectives of students.

Population

Research Objectives

The research aims:

1. To analyze the process of B.Ed. Elementary program at University of Education
2. To explore the factors affecting B.Ed. Elementary program at university of Education

Research Questions

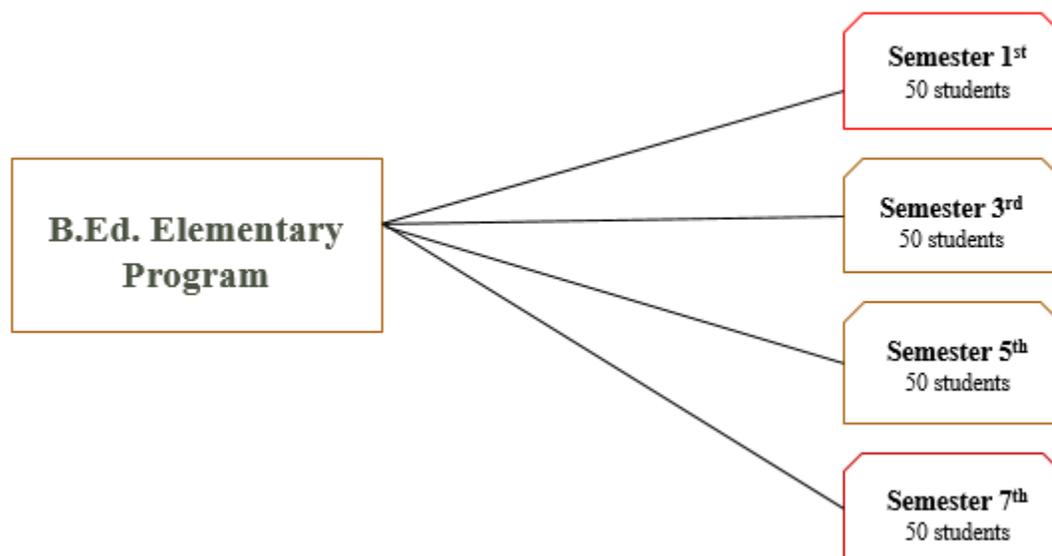
1. What is the effectiveness of teacher education process of B.Ed. Elementary program at University of Education?
2. What are the factors affecting the B.Ed. Elementary program at University of Education?

Students of B.Ed. (Hons) Elementary in University of Education, Lahore Pakistan were considered as the population. All the prospective teachers were taken as the population of study.

Sample

The study used the Quantitative research design, for this purpose the convenient sampling methods was used. 200 students were selected conveniently from

all the apprentices enrolled in B.Ed. Elementary program at University of education.



Sampling

For the quantitative inquiry through students, questionnaires, a convenient sampling technique was used. 200 students ~~was~~ were selected from 4 heterogeneous groups. A minimum of 200 students ~~will be~~ were contacted for feedback. Exclusive criteria were applicable to students of 1, 3, 5 and 7 semesters who have completed their compulsory classes.

Research Instrument

Questionnaire was used to gather data from students enrolled in B.Ed. Elementary program. To gather data about the knowledge, beliefs, attitudes and behavior of the prospective teachers. Questionnaire was helpful to ensure the privacy of prospective teachers to fully participate in the research and shared their views. Two questionnaires were developed including the open ended questions in both questionnaires.

Data Collection

Data was collected through questionnaires. After taking permission from research participants, the researcher took responses on questionnaires to explore the beliefs of prospective teachers ~~and~~ as well as teacher's trainers; and practices of implementing it in a classroom.

Data Analysis

The relevant information was collected through questionnaires. The measures of central tendency was calculated and presented in tabular form, including mean and standard deviation of responses. Although the Linear Regression was applied to study the linear relationship between Response1 and Response2 of students. Thematic analysis was done to analyze the open ended questions.

Table 1.1 Response 1 from students of B.Ed. Elementary 4 year degree program from 1,3,5,7 semesters.

Sr#	Statement	Mean	Std. Deviation
1.	The Instructor was prepared for each class.	1.69	1.055
2.	The Instructor instructs, knowledge of the subject.	1.90	1.100
3.	The Instructor have completed the whole course.	1.81	1.124

4.	The Instructor provided additional material apart from the textbook	2.19	1.331
5.	The Instructor gave citations regarding current situations with reference to Pakistani context.	2.29	1.197
6.	The Instructor imparts the subject matter effectively.	2.20	1.395
7.	The Instructor shows respect towards students and promotes class participation.	2.03	1.348
8.	The Instructor maintained an environment that is favorable to learning.	2.19	1.225
9.	The Instructor arrived on time.	2.03	1.287
10.	The Instructor leaves on time.	2.02	1.270
11.	The Instructor is fair in examination.	2.10	1.284
12.	The Instructor returned the graded scripts etc. in a reasonable time.	2.08	1.293
13.	The Instructor was available during the specified office hours and for after class consultations.	2.17	1.275
14.	The Subject matter presented in the course has increased your subject knowledge.	2.06	1.235
15.	The syllabus clearly states the course objectives, requirements, procedures and assessment criteria.	2.22	1.186
16.	The course content integrates the theoretical course concepts with real-world applications.	2.17	1.265
17.	The assignments, portfolios and exams covered the materials presented in the course.	2.08	1.275
18.	The course content was modern and updated.	2.15	1.413

The mean scores on Response1 of students are in between 1.69 – 2.29 which shows that students are not satisfied with the quality of

teacher education program in public sector universities.

Table 1.2 Response 2 from students of B.Ed. Elementary 4 year degree program from 1,3,5,7 semesters.

Sr#	Statement	Mean	Std. Deviation
1.	Teacher was prepared for class.	1.67	1.179
2.	Teacher demonstrates knowledge of the subject.	1.91	1.163
3.	Completed the whole assigned course.	1.97	1.293
4.	Teacher Provide additional content apart from the textbook.	2.16	1.278
5.	Teacher gives real life examples or applications relating to the lecture.	1.97	1.232

6.	Communication skills of the teacher were very effective and appealing.	1.92	1.235
7.	Teacher show respect towards prospective teachers.	2.00	1.264
8.	Instructor encourages class participation during his teaching.	2.10	1.303
9.	Teacher educator maintained an environment that was helpful for learning.	2.04	1.158
10.	Instructor arrives on time.	1.93	1.282
11.	Instructor leaves on time.	1.88	1.248
12.	The Instructor has good class control.	1.89	1.208
13.	The teacher educator gave assignments and projects on prior topics.	1.89	1.194
14.	The teacher educator was available after class for consultation or any academic query.	2.04	1.297
15.	Subject matter presented in the course had increased subject knowledge.	1.91	1.226
16.	Provided the course outline of syllabus.	1.84	1.091
17.	Clearly state course/lecture objectives before teaching.	1.89	1.003
18.	Teacher educator prepared us according to the pattern of exam as well.	2.11	1.227
19.	The length of course material prepared was appropriate for the allocated time.	2.14	1.220
20.	Used audio visual aids i.e. multimedia/ OHP during his teaching.	2.14	1.311

The mean scores on Response2 of students are in between 1.67 – 2.16 which shows that students are not

satisfied with the quality of teacher education program in public sector universities.

Descriptive Statistics

	Mean	Std. Deviation	N
Response1	37.73	18.602	192
Response2	39.50	19.400	192

ANOVA

Model	Adjusted R Square	R Square	R Square Change
	.006	.000	.006

The results revealed that there is no significant relationship between the Response 1 and Response2 of students of Prospective teachers at University of Education.

Findings

The major purpose of the research was to analyze students' perspective regarding the quality of B.Ed. Elementary program in a public sector universities. The results revealed that the students' needs were somehow neglected which comprised the quality and effectiveness of educational program. Most of the respondents believed that their professional requirement for future were merely met. The results were similar with the Gullu, (2007) research findings, which suggested us that the students' needs were not met, so, the necessary progress, revisions and modifications needed in program. The findings indicated that teacher educators and curriculum developers must focus on the student's need analysis and work on student's to prepare enough for their future professional development.

The recent taught courses were insufficient neither research oriented nor professional. The content that is the need of era including latest notions and development were not included. Curriculum was imposed on prospective teacher without imparting relevant training. The nuisance contributes towards the failure of system. Immense need was observed to revise curriculum, the language of the course found easy and understandable for the students that should provide strong base for enhancing the curiosity and creative thinking in prospective teachers.

Conclusion

The major objective of the research was to analyze students' perspective regarding the quality of B.Ed. Elementary program in a public sector universities. In any educational institution the prime responsibility of a teacher is to teach so the teaching is a complex activity. Good teaching is a complex interaction including the wide range of teacher's characteristics, abilities, subject related knowledge, disposition, knowledge of pedagogical and andragogy, experience

and value oriented. The particular school cultures, set of educational goals and school children interact with them to produce effective teaching (Andrew, Cobb, and Giampietro (2005). According to Nietfeld and Cao (2003) the quality of B.Ed. elementary program is at the mix of ensuring the deep understanding of pedagogical knowledge and changing students' beliefs. The teachers should be trained about the basic knowledge of teaching and the ways to handle the real time constraints. Quality of program could be evaluated in numerous ways (Alawiye and Williams 2001). In context of teachers Cao and Nietfeld (2005) investigates that the effective instructional program increase when the reflection of instructional goals, pedagogy, resources, and curriculum related issues including the sequence of content and formative and summative assessment of the delivered lectures. The findings of this study indicated that the teachers of public and private schools were satisfied with all the components of teacher education program including the quality of content management, suitable resources, and trainer's competency for the useful teacher training program. But the teacher educators were not satisfied with the pre and in service trainings. These trainings have strict monitoring and evaluation. Since, massive resources and huge budget were allocated for the professional training of teacher educators but these trainings are not achieving their objectives. The stakeholders should take serious action to elicit comprehensive evaluation of the trainings for the professional development of teacher educators. The raw data should be obtained for the need analysis before planning in case survey maybe conducted to avoid any loss of time and resources. The professional pre-service professional trainings lead teacher educators towards the effective professional excellence and commitment (Shahid 2007). In reference to Moore (2004) teaches should be equipped with the certain competencies including content, pedagogy, classroom management, lesson planning, assessment required for the life standards and recording prescribed students work related achievements. Farooq and Shahzadi (2006) cited Andrew, for the effective teaching a teacher educator

must be skilled with the internalized knowledge and skills for the quick and flexible deployment. Three main factors influencing the achievement of prospective teachers, which lies within the control of teacher educators have been indicated by Moon, Mayes, and Hutchinson (2004) including classroom climate, professional characteristics and teaching skills.

Further Implications

- Teacher education could be improved through improving the subject matter and content by bringing plagiarism and rationality in it. Theoretical part in the curriculum should be minimized.
- The holistic and modern curriculum should be initiated on the national level to cope with the challenges
- of teacher education.
- Curriculum of teacher educators could be associated with pragmatic learning according to the needs of students and learners.

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