Perceptions of Teacher Educators' Regarding Teacher Education Program in KPK Pakistan

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Abstract

The paper was design to investigate the teacher training institutes in Khyber-Pakhtonkhwa viz-a-viz perceptions of the teacher educators referred to three aspects of teacher training institutes. A survey questionnaire with 31 items grouped under three categories was used to collect data of Regional Institutes of Teacher education (RITES) and Institutes of Education & Research (IER), teacher educators. To achieve the objective, ten RITES and five (IERs) were selected. From each institute five teacher educators were selected randomly. Thus seventy five teacher educators constituted the sample size of this paper. Although the questionnaire was administered to all the respondents', only sixty questionnaires were received after the completion by the respondents.

Keywords: Teacher Educators, IER, RITE

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Introduction

The emphasis on the quality of education around the world and the stress on improving teachers' quality is an issue. Internationally, vide range of focus to know, about the good teacher and the competent teacher. One aspect of effective teaching can be focus rather than teachers' professional competencies. Qualities of Competencies have differently been viewed. Selvam (2009) indicated teachers' professional competencies as these are vital and for effective teachers. It links the existing mind set refers to teachers' competencies with three major aspects i.e. 'field, 'pedagogical and cultural competencies. However, different educationists define this differently. Generally, teachers' professional competencies are linked with the main aspects i.e. pedagogical and communication skills, social and technological awareness, international needs, research, self-directed lifelong learning. Education For All (2003) mentioned that how to define the quality of education is a question mark; because huge number of people are involve and also the difficulties in the teaching and learning process which has to be kept in mind. It is said that quality of education refers to the learning outcomes of learner which is actually measure by the people. The quality of education can be attained by effective teaching and learning. The output in quality could be achieved by keeping the quality of education at all levels.

Lockheed (1991) identified environment emphasis in learning outcomes and standards, curriculum, manage time and skillful teachers. Education for All (2002) included modified curriculum, society involvement and monitoring the whole process. Teacher achievement as an indicator of quality output achieved international acceptance. Quality of education can be achieved through quality of inputs. According to National Education Policy (1998-2010) the part of teacher educator is vital, to impart new change down the road. Education for All (1990) reported that the teachers' role is very important to implement. The Dakar Framework of Action for EFA (2000) endorsed on the professionalism of the teacher. The ACEID (1995) conference recommended the status of teachers in 1966. These reforms being mentioned needs proper order. It has to be mentioned accordingly for example education for actual achievement, shift it down the road. It will observe new change and investigates different ways, keep in mind the obstacles which can detrack the way to achieve the desired goals. According to Paine (1990) the curriculum followed properly, lesson planning would be according to the need and interest of the learner and teacher educators focused upon this very important component, because this need proper supervision.

Darling-Hammond (1997), Darling-Hammond & et al. (2005) argued that around the world the focus is on teaching techniques that can be promoted through sharing with colleagues. American educators directly allocate more money to enhance teaching-learning with the intentions that prospective teachers can sphere more time and focus on practices collectively in groups, to fulfill the needs of the trainees and equip themselves in various subject. These opportunities to prospective teachers will make them master in the skills and build their confidence so that they can learn in suitable environment. American association of college for teacher education (2012) in one of the paper "Teacher's content knowledge and pedagogical content knowledge: The role of structural differences in teacher education" found the largest difference between the beginning and end of initial teacher education, which were reflected largely in the participants content knowledge and pedagogical content knowledge. Nicol (1995) stated that the status of the teacher can be linked with professional responsibility and autonomy. Teacher should have to develop themselves as competent teacher, in a position to make decisions and develops pedagogical skills according to the needs and interests of the learner. Then they will achieve professional excellence and personal identity. Ordonez (1999) was of the view that teacher training programs do not indicate enhancement in pedagogy. So it is important to make sure the standards at all circle of influence and to further enhance the standards of trainings in educational programs. Hayes (1987) suggested that without the cooperation of all stake holders the teacher training program will unlikely to improve. Pre-service and in-service training is very obligatory for teachers. Many institute both public sector and private sectors are engaged in providing these trainings to teachers' in KPK. Kathleen (2008) revealed that academic and social issues are very much related. The teachers have to play multiple roles in the community. So teacher training institutes should keep in view the national and international requirements while developing curriculum. It should also focus on the teaching skills and practice to teaching effectively. The prospective teachers after completion these courses will be to integrate all educational institutes. Integrating institutes at all three levels will enhance professional is in education and they will be able to work collectively, in coordination and sharing responsibilities.

Directory of Teacher Education Institutions in Pakistan (2009) stated that in KPK eighty three institutes imparting teacher trainings at different levels out which twenty eight are public, whereas, fifty five private sector institutes. In 1972 Bureau of curriculum was established. It was further promoted to Bureau of Curriculum and Education Extension Services. It was again raised to the Directorate of curriculum and Teacher Education (DCTE) in 2001. Twenty Regional Institutes for Teacher Education (RITE) and two agro technical institutes are working in KPK under the control of DCTE. Initially, Regional Institutes for Teacher Education (RITE) were started as Government Colleges of Elementary Teachers (GCET). In 2002 these colleges were

converted to (RITE). The Primary Teaching Certificate (PTC) and Certified Teachers (CT) programs at elementary level have been phase out and the Associate Degree in Education (ADE) started. The previous programs contained one year training, whereas, the new program is of two years. It is also a shift from conventional annual to semester system (Documentation & Institutional Assessment of DCTE, 2008).

Institute of Education & Research (IER) University of Peshawar is the mother institute of education in KPK. Other Eight newly established universities have B. Ed, M.Ed, M.Phil and Ph.D programs. Recently, B.Ed (HONS) Elementary have also been initiated by IER Peshawar and Hazara Universities, which is a four years program in semester system funded initially by USAID. In-Service Training (INSET), providing four kinds of training for working teachers (Shah, 2000; UNESCO, 2008; USAID & UNESCO, 2005). According to The Government of Pakistan (2007) it is a matter of great concern that existing programs in teacher training are not meeting the challenges internationally, so it is the need of the day to increase the duration of these courses. It is recommended that the primary training for teachers, three years Diploma in education program for matriculates would be started. This training will enhance their pedagogical skills to teach at elementary level. AED (2006) & Hayes (1987) argued that public and private sectors teacher training institutes have no uniform policy. So different institutes are working differently as for as the teacher training is concern The National Educational Policy (2009) stressed the need of quality education in teacher trainings, in order to enhance the quality, they link it with integration of different institutes at different levels so that training programs can be strengthen further. National Accreditation Council for teacher education (2009) initiated by HEC to accredit all teacher training programs. These standards are related to different aspects. Some pre-set standards so that to produce new entrant to fulfill the standards for entry to teaching profession. UNESCO (2006a) argued that in-service training needs improvement both at federal and provincial level. It needs proper arrangement for regular delivery for the prospective teachers. The IED, AKU (2003) noticed that private sector is responsible for the lapses in our teacher trainings. This really hampers the efficiency of the institutes. Affiliated teacher training institutes just taking it like a business i.e. degree for the sake of degree not for the sake of learning. There is a big gap between theory and practice. P.T.C. and C.T. courses may be phase out and replace it with three to four years degree program. There is a need of research to resolve the problems in the area of education.

The KPK government launched education sector reforms five year plans (2006). The aim was to make sure the attainment of quality of education at all level. Jamil (2004) reported that KPK government focused upon the integration of various

teacher training g institutes. This paper investigates two public institutes imparting training in KPK. RITE, imparting training at elementary level and IER, imparting training at the secondary level. The teacher educators perceptions about the teaching-learning process, teaching practice and evaluation techniques used in these training institutes.

Objectives of the Study

i.   To investigate the perceptions of teacher educators regarding Teacher Training institutes in KPK.

ii. To explore the teaching learning process in different teacher training institutes.

iii. To identify the effectiveness of teaching practice in teacher training institutes.

iv. To point out the relevancy of evaluation system in teacher training institutes.

Method and Procedure

Sampling

Training institutes in KPK and educators were the population of this study. Ten regional institutes for teacher training institutes (RITEs) and five institutes of education and research (IERs) were taken randomly. Out of this institute, five teacher educators were selected randomly. Thus seventy five teacher educators were chosen as the sample size.

Instrument

A survey questionnaire containing 31 items, was used for the collection of data. Prior to this, a pilot study was carried out from training colleges in KPK. The questionnaire was a five- point Likert Scale including scales i.e. *Strongly Disagree, disagree, uncertain, agree* and *Strongly Agree.* The items were grouped into three categories: Teaching & Learning (10 items); Evaluation (11 items) and Teaching practice (10 items). So the questionnaires consist of thirty one items.

Ethical Considerations

The ethics in research is one of the important aspect. The following ethical considerations were followed: Informed consent was obtained from the respondents. Participation in the study was voluntary. Confidentiality and anonymity was maintained.

Results

To score the responses frequencies and percentages of given responses by each participant were calculated. To analyze the data, SPSS (version 16.0) was used. The results are presented in the following tables:

Table 1: *Distribution of the Respondent Teacher Educators' regarding Teaching Learning and Teacher Education Program*

Item#	Teaching & Learning	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	nn f (%)
i	Faculty in the institute is appropriate enough.	3 (5.0)	11 (18.3)	6 (10.0)	21 (35.0)	19 (31.7)	60 (100.0)
ii	Faculty members are cooperative.	1 (1.7)	6 (10.0)	6 (10.0)	27 (45.0)	20 (33.3)	60 (100.0)
iii	The teaching-learning process encourages participation.	1 (1.7)	5 (8.3)	6 (10.0)	31 (51.7)	17 (28.3)	60 (100.0)
iv	The teaching-learning process encourages Lecture.	4 (6.7)	6 (10.0)	3 (5.0)	31 (51.7)	16 (26.7)	60 (100.0)
v	The teaching-learning process encourages Activity based learning.	2 (3.3)	6 (10.0)	5 (8.3)	32 (53.3)	15 (25.0)	60 (100.0)
vi	The teaching-learning process encourages questions answers.	5 (8.3)	7 (11.7)	5 (8.3)	27 (45.0)	16 (26.7)	60 (100.0)
vii	Learning materials are relevant and useful.	5 (8.3)	7 (11.7)	9 (15.0)	24 (40.0)	15 (25.0)	60 (100.0)
viii	The provision of learning resources on the web is adequate and appropriate.	5 (8.3)	8 (13.3)	8 (13.3)	24 (40.0)	15 (25.0)	60 (100.0)
ix	The environment is conducive for learning.	9 (15.0)	7 (11.7)	7 (11.7)	25 (41.7)	12 (20.0)	60 (100.0)
x	There are hindrances in teaching learning process.	4 (6.7)	11 (18.3)	8 (13.3)	27 (45.0)	10 (16.7)	60 (100.0)

[1]Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

Teaching-learning process includes participative approach, lecture, activity-based and question-answer as techniques of teacher educators 70% to 80% response were favored by the respondents. Nearly 61.7% of teacher educators reported that favorable classroom ecology was followed. Contrary to that, 61.7% said that teaching-learning process was obstructed by different factors.

Table 2: *Distribution of the Respondent Teacher Educators' regarding Teaching Practice and Teacher Education Program*

Item #	Teaching practice	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	n f (%)
i	The teaching practice is executed as schedule in the institute.	8 (13.3)	7 (11.7)	3 (5.0)	19 (31.7)	23 (38.3)	60 (100.0)
ii	Both short & long term teaching practice is observed in the institute.	5 (8.3)	6 (10.0)	3 (5.0)	21 (35.0)	25 (41.7)	60 (100.0)
iii	The teaching practice is properly supervised in the institute.	3 (5.0)	5 (8.3)	5 (8.3)	23 (38.3)	24 (40.0)	60 (100.0)
iv	The teaching practice is important component of the course.	3 (5.0)	6 (10.0)	7 (11.7)	18 (30.0)	26 (43.3)	60 (100.0)
v	Duration of the teaching practice is appropriate.	3 (5.0)	4 (6.7)	5 (8.3)	27 (45.0)	21 (35.0)	60 (100.0)
vi	The Teaching practice needs improvement.	3 (5.0)	9 (15.0)	7 (11.7)	20 (33.3)	21 (35.0)	60 (100.0)
vii	The Teaching practice assessment criteria is clear.	1 (1.7)	8 (13.3)	12 (20.0)	21 (35.0)	18 (30.0)	60 (100.0)
viii	The Lesson plan is outdated.	4 (6.7)	4 (6.7)	8 (13.3)	26 (43.3)	18 (30.0)	60 (100.0)
ix	The lesson planning needs modifications.	4 (6.7)	6 (10.0)	7 (11.7)	21 (35.0)	22 (36.7)	60 (100.0)
x	The Teaching practice removes the hesitance of the learner.	1 (1.7)	4 (6.7)	5 (8.3)	30 (50.0)	20 (33.3)	60 (100.0)

[1]Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

Majority of the teacher educators (73.3%) practicum is one of the very important components of training institutes. Majority i.e. 80% respondents were agreed upon the fact that one month long teaching practice and two lessons in schools are appropriate period of time, tough the respondents (68.3%) demanded innovation in teaching practice. About the lesson plans 70.3% reported that these lesson plans were very much conventional and 71.7% mentioned that lesson plans can be modified. Contrary to that, respondents (83.3%) considered that practicum helps the trainees to overcome their deficiencies.

Table 3: *Distribution of the Respondent Teacher Educators' regarding Evaluation and Teacher Education Program*

Item #	Evaluation	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	n f (%)
i	The evaluation is based on the material presented in the course.	2 (3.3)	9 (15.0)	11 (18.3)	31 (51.7)	7 (11.7)	60 (100.0)
ii	The methods of assessment are reasonable.	2 (3.3)	8 (13.3)	7 (11.7)	30 (50.0)	13 (21.7)	60 (100.0)
iii	Assessment criteria are properly observed.	11 (18.3)	6 (10.0)	9 (15.0)	28 (46.7)	6 (10.0)	60 (100.0)
iv	The method of assessment is annual.	8 (13.3)	7 (11.7)	4 (6.7)	30 (50.0)	11 (18.3)	60 (100.0)
v	The method of assessment is semester.	6 (10.0)	8 (13.3)	5 (8.3)	25 (41.7)	16 (26.7)	60 (100.0)
vi	The assessment clearly states procedure.	10 (16.7)	5 (8.3)	6 (10.0)	27 (45.0)	12 (20.0)	60 (100.0)
vii	Both external & internal assessment is carried out.	7 (11.7)	8 (13.3)	7 (11.7)	22 (36.7)	16 (26.7)	60 (100.0)
viii	The assessment is external.	8 (13.3)	9 (15.0)	9 (15.0)	22 (35.0)	13 (21.7)	60 (100.0)
ix	The examination is centralized.	5 (8.30)	6 (10.0)	10 (16.7)	27 (45.0)	12 (20.0)	60 (100.0)
x	The examination is decentralized.	9 (15.0)	14 (23.3)	6 (10.0)	20 (33.3)	11 (18.3)	60 (100.0)
xi	The malpractices are observed in examination.	13 (21.7)	10 (16.7)	9 (15.0)	18 (30.0)	10 (16.7)	60 (100.0)

[1]Note.   SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

Nearly 71.7% responded that the assessment in progress was just enough. More than half of the respondents 56.7% reported that teacher educators usually follow the prevailing criteria. Nearly 68.7% teacher educators said that they are following conventional system of exam and only 36.3% initiated semester system of exam. Nearly 63.7% teacher respondents were following formative and summative evaluation, though the weight-age of internal is 25, whereas, external is 75. According to 46.7% of teacher educators, malpractices were in examination, specially, in external assessment. This is one of the reason which really detoriate the quality of education.

Discussion

Teaching learning process desired improvement. One way communication may be shifted towards two ways communication. Teachers' educators can improve their teaching by including modern approaches to learning. These approaches will activate learner in the class and he/she will be active participant rather than passive listener. Teaching and learning process should be interactive. According to The National Education Policy (1998) & Action Plan (2002) linked standard of education to socio economic development and teacher training. Three years program was initiated by PTC and CT in the regional institutes of teacher education.

Respondents i.e. 65 % were of the view that instruction aids applied in the process of teaching and learning was used accordingly. The use of web related to the materials was very much relevant. Nearly 61.7 % of teacher educators reported that the conducive learning environment was available to them.

Teaching Practice is very much conventional, though it is a vital component of teacher trainings. It may be replaced by modern approaches. Prospective teachers may be fully equipped with the pedagogical skills, so that they can deliver effectively. Latest researches can be used to address the problem accordingly.

Evaluation is to judge the worth and effectiveness of any program so, both teachers, students and program would be evaluated. External and internal evaluation may be focused and due weight-age is desired. Teacher educators stressed on new assessment practices can be very effective, because present evaluation is based on cramming. In order to know the creativity of the learner these practices need revision.

Conclusion

Most of the teachers reported that few seats in all fields were not filled in most of the colleges. Majority of the teacher educators endorsed that there were opsticals in the teaching-learning process. Teacher educators were lacking instructional materials which are really a big hurdle in delivery and practice. Teacher educators' reported malpractice in examinations which is a fact and deteriorate the quality of education. Semester system can resolve this issue, because the problem exists in annual system mostly.

A reasonable number of teacher educators claimed that practicum was the important component of the teacher training institutes. Most of the teacher educators were of the view that practicum is vital for prospective teacher to equip with skills to deliver. Majority of teacher educators revealed that teaching practice encourage and build confidant of the prospective teachers. Lesson plans for teaching are out dated it

really need improvement for effective delivery. There is the need to address the prospective teachers' weak areas by providing them proper feedback. Practicum assessment needs revision, because it really provides opportunities to new entrants to deliver efficiently. Uniformity in assessment, specially referring to semester system and all sects of teacher training institutes.

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