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Issues in Implementation of Associate Degree in Education and Bachelor of Education Honor Programs in Teacher Education Institutions in Gilgit Baltistan

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ABSTRACT

The present study investigated issues in implementation of ADE and B. Ed. (Hons.) programs as envisioned learner centered pedagogies embedded in the curricula of these programs. This study included all the three GCETs and Karakorum International University from Gilgit Baltistan. and three Public Sector Universities and three GCETS affiliated with these Universities from Punjab. Teacher Educators' Pedagogical Practices Questionnaire (TEPPQ) was administered to teacher educators and prospective teachers to know prevailing pedagogical practices. Teacher educators and prospective teachers were interviewed to document prevailing pedagogical practices and physical facilities available for implementation of ADE and B. Ed Programs. Findings revealed that both ADE and B. Ed. (Hons.) curricula were being implemented through traditional methods with dominance of teacher-centered lecture/ presentation instead of envisioned learner centered pedagogies based on constructivist approach. Students raised the issue of poor internet connectivity in the campuses. Laboratories for teaching content courses like physics, chemistry, and biology were not available in departments of educations in Universities or were not equipped in case of GCETs.

KEYWORDS: ADE, GCETs, TEPPQ, Pedagogies Practices, B.Ed (Hons)

1. INTRODUCTION

Pakistan inherited teacher education institutions in the form of normal schools and central training college, Lahore established in British rule. Normal schools and teacher training colleges were renamed as government colleges for elementary teachers (GCETs) and Government colleges of education (GCEs) respectively. Institute of

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Education and Research (IER) was established at the University of Punjab in 1960. The Department of Education was established in various Universities of Pakistan. There has been a proliferation of teacher education programs in the country with questionable quality of process and product. Teacher education refers to a process of education and development of prospective teachers to prepare them to perform in the classroom their role as teachers. It is believed that pre-service teacher education should equip the prospective teachers with theoretical understanding and practical skills of teaching. Philosophy of teacher education mainly concerns with the role of prospective teachers after completion of their teacher education program, it focuses on pedagogy and personality traits of prospective teachers required to become good teachers (Yogesh and Nath, 2008). Pre-service or initial teacher education and training refers to all programs that aim to prepare teachers to enter the profession, whether these programs concern subject-specific learning or teacher training curricula (Irving, 1999). In other words, the concept of pre-service training refers to the process in which student teachers grow up professionally, through involvement in practical training, knowledge construction and behavior acquisition with a balanced blend of theory and practice (Mule, 2006).

Traditional models of teacher education, based on behaviorist and objectivist theories of knowledge, failed to produce responsive and reflective teachers to develop survival skills in students (Schleicher, 2012). So teacher education in developing countries especially has undergone a major change in recent period. Now its focus has been shifted from objectivist paradigm to constructivist paradigm. According to constructivist perspective learning is thought to be an active process, a social activity, contextual, constructing meaning and a systems of meaning, and a longitudinal, adaptive, and recursive process. Constructivists believe that development of meaning is more important than the acquisition of a large set of concepts or skills. Akhras and Self (2000) identify four aspects of constructivist theories of learning i.e. context, activity, cognitive structures, and time extension, that holistically coexist in any learning process. Teacher education programs have been reformed to prepare teachers equipped with learner centered pedagogical skills.

Keeping in view the proliferation of teacher education programs with inadequate quality of process and product, new teacher education programs, two years 'Associate Degree in Education' (ADE) and four years program 'Bachelor of Education Honors' (B. Ed. Hons) programs were initiated with the technical and financial assistance of USAID funded teacher education program.

The curricula of these programs require the teacher educators to implement a shift in their teaching practices from the more traditional (didactic) pedagogical practices to more Learner Centered Pedagogies (LCPs) leading to cooperative, collaborative, activity based, project-based and self-directed learning. To attune the teacher educators with the LCPs a series of professional development activities were also organized. Although the programs mandate a shift in the pedagogical practices, the existing practices do not change so easily (DuPlessis & Muzaffar, 2010; Lortie, 2002; Schwille, et al., 2007)

Objectives of the study

This descriptive study investigated the issue of Implementation of ADE and BEd.(Hons.) curricula which were envisioned to adopt learner centered pedagogies (LCPs) such as cooperative, collaborative, activity based, self-directed and problem-based pedagogies as embedded in BEd (Hons.)/ADE curricula. The study also documented the problems and issues as highlighted by teacher educators and prospective teachers. Specific objectives of his study were to:

1. Investigate the issue of implementation of ADE and B. Ed. Hons curricula by knowing actual pedagogical practices in relation to envisioned pedagogical practices.
2. Document problem and issues faced by teacher educators while implementing curricula of ADE and B. Ed. Hons.
3. Enlist problems highlighted by prospective teachers enrolled in Ade and B. Ed. Hons programs.

2. METHODOLOGY

A descriptive study employing survey, interviews and classroom observations

Population: All the institutions offering B.Ed. (Hons.) and ADE in the Punjab and GB, i.e. departments of educations in Universities and Government Colleges for Elementary

Teachers (GCETs)

Sample: Multistage Random and purposive sampling techniques were employed to select the sample. Two Universities and two GCETs from Punjab. One University and two colleges of education in Gilgit Baltistan were included in the study.

Data Collection Instruments

Pedagogical Practices Survey for Teacher Educators.

Teachers' pedagogical survey questionnaire developed by the research team had two parts. Part 1 was a survey to collect teacher educators' information on such attributes as gender, academic and professional qualification, teaching experience, professional development experience, subject area etc. The second part of the survey was comprised of forty-two items measuring learner-centered pedagogical practices. Responses were invited on a five-point scale with options as 'always' 'most often', 'often', 'rarely' and 'never'. The survey was administered to all the teacher educators involved in teaching ADE and B. Ed. Hons. Classes in selected institutions who were present in the institutions on the day of data collection.

Pedagogical Practices Survey for Prospective Teachers.

Teachers' pedagogical practices are directly observed and experienced by the students. This survey was comprised of the same statements as in teachers' survey questionnaire written with reference to students. All the statements in the survey described some learner centered pedagogical practice a teacher can adopt. Prospective teachers' responses indicating teacher educators' pedagogical practices as observed by them were solicited on a five-point scale ranging from always to never.

Semi-structured interviews

The teacher educators were also interviewed, to develop an in-depth understanding of their espoused theory of teaching, and to also explore the reasons for possible divergences from the expectations embedded in the curricula in case their espoused theories were aligned with them.

Classroom observation checklist.

Classroom observations were made to see if teacher educators indeed use learner centered pedagogies. A checklist was developed by the research team to record observations of the classroom environment. Course guides for B. Ed (Hons.) and ADE programs developed by USAID teacher education project were used to develop this checklist.

All the instruments including survey questionnaires, Observation Checklist, and interview protocol were piloted at the University of Education's campus offering ADE. Research team members administered the instruments to students enrolled in ADE program in that particular campus, teacher educators of the same campus were administered teacher educator's survey for pilot testing. Observation checklist was also pilot tested by using this checklist while observing classes. Data on surveys were analyzed to know the internal consistency of survey questions. Observation checklist was pilot tested to know whether it can be used easily to record observations

Data Collection and Analysis:

Participants in this study included both student teachers enrolled in ADE and B. Ed. (Hons.) Programs in selected GCETs and Universities respectively and teacher educators engaged in teaching ADE and B. Ed. (Hons.) courses in these institutions. Two surveys were administered separately to student teachers and teacher educators of these programs to solicit their responses on the extent of prevalence of learner centered pedagogies in ADE and B. Ed. (Hons.) classrooms. Data on survey questionnaires were analyzed by computing the mean response value of each statement in the survey questionnaires. Mean response value on a statement indicated the extent of prevalence of corresponding pedagogical practice. Chi-square test was also employed to investigate the independence or dependence of responses on respondent categories.

Data collection also included classroom observations to observe pedagogical practices in the classrooms. An observation checklist along with timeline was developed to ensure consistency and reliability of observation. Core members of the research team themselves recorded observations on the observation checklists along with reflective

notes. Two observes observed each class and their recorded observations and critical notes were also considered for similarities and differences while doing an analysis of recorded observations.

Semi-structured interviews were also administered to develop a rich understanding of the teacher educators' perspective on implementation. Interviews were audio recorded in addition to taking notes by the interviewers and then transcribed. Data from classroom observations and interviews were analyzed using appropriate coding and tabulation of information to document the divergences in implementation from expectations as well as the perceived reasons for them.

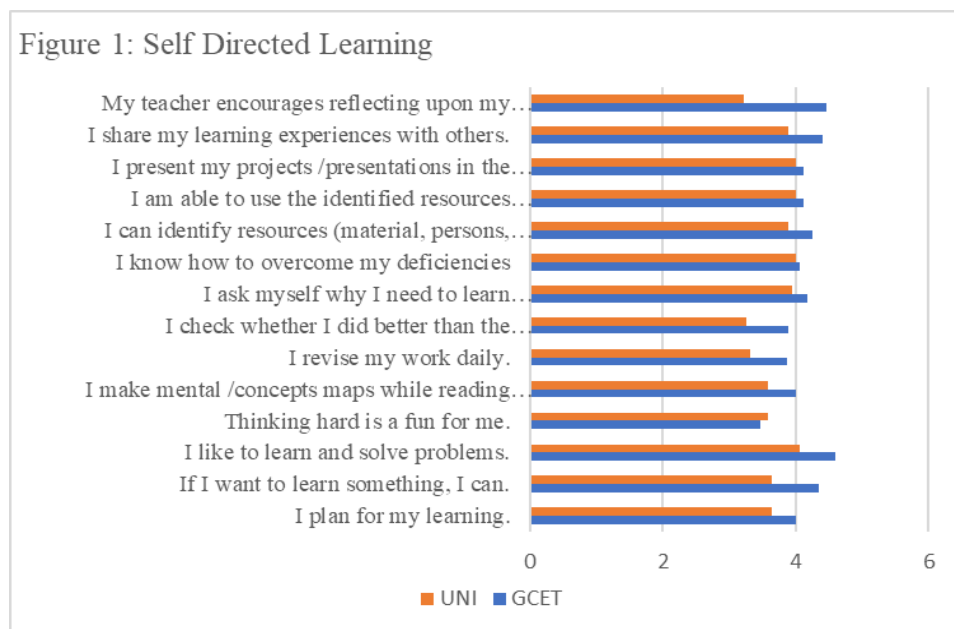
Nature of Data

Survey questionnaire solicited responses on five point scale for statements corresponding to pedagogical practices in the classroom. Response scale options were, 'never', 'rarely', 'often', 'most often' and 'always'. Students responded as per their experience in the classroom and teachers responded as per the conception of their own practices. Survey data were basically ordinal in nature. Mean response values were computed considering responses on a scale data

Data Analysis and Interpretation

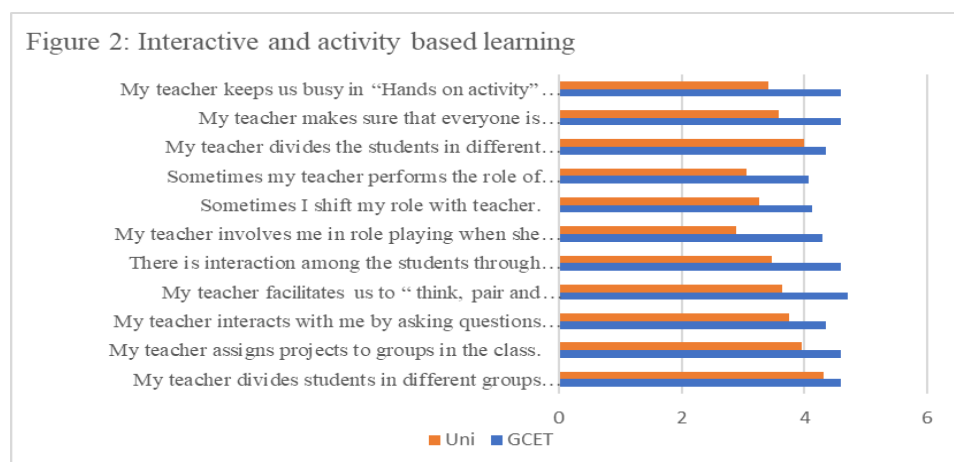
Responses of University and GCETs students have compared y computing mean response values of their responses. Bar charts present comparison of responses of both types of institutions

Comparison of University and GCETs Students' responses on self-directed learning



The bar chart shows GCET students are better self-directed learners as compared to University students. It indicates that teacher educators in GCET enable their students for self-directed learning more than that of teacher educators in Universities.

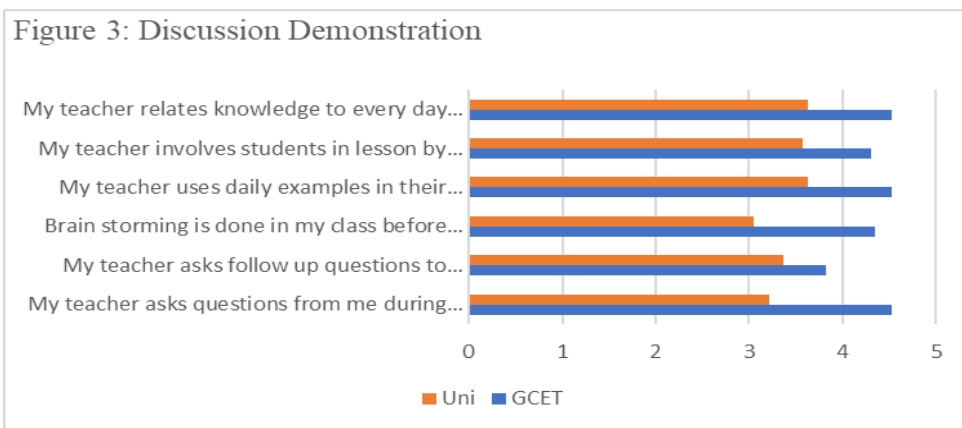
Interactive and Activity based Learning in Universities and GCETs: Comparison of Students' Responses



Bar Chart shows interactive and activity based learning is more prevalent in GCETs as compared to Universities. Students in GCETs are more interactive and involved in activity based learning. Data indicates that GCET teachers provide an environment of interactive and activity based learning more as compared to teachers educators involved in the teaching of B. Ed. Hons classes in universities.

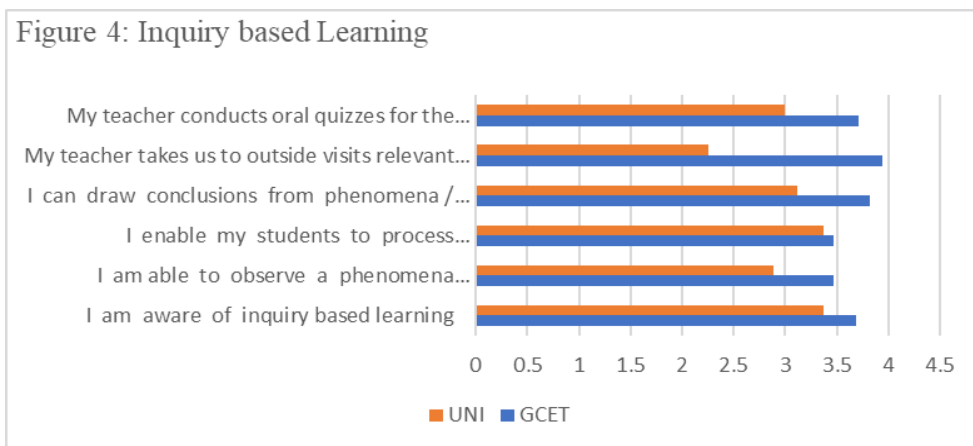
3. DISCUSSION AND DEMONSTRATION

Mean response values of GCET and University students' responses were computed, a bar chart presents a comparison of responses.



The figure shows environment of GCET classroom is more discussion and demonstration oriented as compared to University classroom.

Inquiry based Learning in GCETs and Universities



The chart shows that teaching learning process in GCETs is more inquiry based as

compared to Universities. It can be concluded from data that Learner centered constructivist pedagogies are more prevalent in GCETs as compared to Universities.

Comparison of Teacher Educators and Students Responses

Teachers' responses on Teachers Pedagogical Practices questionnaire were regarded as their claims for pedagogical practices and students responses on the same statements were regarded as verification of teachers' claim. Analysis of data revealed that students did not endorse their teachers' claim for learner centered constructivist pedagogies. Chi Square test was employed to know the significance of association in their responses. Chi square values were found to be significant indicating the dependence of responses on respondent categories.

Table 1: Teachers' and Students' Perception of Prevalence of Pedagogies for self-directed learning

Pedagogical practices	Respondent	Percentage of responses					MRV	χ^2
		Very often	Often	Sometimes	rarely	Very rarely		
1. Enabling students to think first why they need to learn	Teacher	40.0	50.0	10.0	0	0	4.30	21.03 *
	Student	37.5	28.4	18.3	9.7	6.1	3.81	
2. Facilitating students to learn by their own	Teacher	44.3	36.1	16.4	3.3	.0	4.21	5.04
	Student	38.6	32.0	17.2	8.6	3.7	3.93	
3. Enabling students to plan for their own learning	Teacher	37.7	27.9	29.5	4.9	.0	3.98	7.06
	Student	37.7	30.6	19.0	8.1	4.6	3.89	
4. Helping students to access the learning resources	Teacher	33.3	41.7	20.0	3.3	1.7	4.02	6.22
	Student	37.1	30.1	18.8	8.0	6.0	3.84	
5. Ensuring that all students are effectively using learning resources	Teacher	21.3	54.1	21.3	3.3	.0	3.93	20.01 *
	Student	35.4	30.0	20.1	9.4	5.2	3.81	
6. Making students to reflect on their work/activities daily	Teacher	34.4	41.0	19.7	4.9	.0	4.05	11.53 *
	Student	46.7	25.8	14.9	7.9	4.7	4.02	
7. Encouraging students to reflect on their own learning	Teacher	42.4	47.5	10.2	.0	.0	4.32	13.13*
	Student	36.3	33.1	20.3	6.6	3.8	3.91	
8. Inculcate among students the habit of self-monitoring	Teacher	21.7	45.0	21.7	10	1.7	3.75	5.85
	Student	29.3	31.9	24.0	9.5	5.2	3.71	
9. Students keep journals, as a record of their learning	Teacher	27.9	41.0	23.0	4.9	3.3	3.85	5.05
	Student	29.1	30.7	22.6	10.9	6.7	3.65	
10. Enabling to observe a phenomenon purposefully	Teacher	34.4	41.0	23.0	1.6	.0	4.08	12.06*
	Student	25.8	32.2	24.2	12.0	5.8	3.60	
11. Enabling to apply newly learned knowledge in real situation	Teacher	40.0	35.0	18.3	6.7	.0	4.08	4.44
	Student	34.8	31.6	18.7	9.3	5.6	3.81	
12. Guiding to draw conclusion from data	Teacher	31.1	31.1	36.1	0	1.6	3.90	17.24 *
	Student	35.5	30.4	18.6	9.6	5.8	3.80	

*Significant at 0.05 level of significance

Summary of Chi square test reveals that most of the responses are significantly dependent on respondent categories. Which means students responses are significantly different from teachers' responses. Mean response values of students responses revealed that they were not endorsing their teachers' claim.

Table 2: Teachers' and Students' Perception of Prevalence of activity based Pedagogies									
Pedagogical practices		Respondent	Percentage of responses					MRVs	χ^2
			Very often	Often	Sometime	rarely	Very rarely		
1.	Encouraging to share learning experiences independently	Teacher	42.6	32.8	24.6	.0	.0	4.18	8.813
		Student	44.7	28.6	16.6	6.3	3.8	4.04	
2.	Appreciating to explore ideas through peer discussion	Teacher	35.0	48.3	13.3	3.3	.0	4.15	14.38*
		Student	40.0	27.9	19.2	8.2	4.7	3.90	
3.	Facilitating to "think, pair and share" during their learning	Teacher	34.4	52.5	13.1	.0	.0	4.21	23.64*
		Student	40.4	27.1	18.1	8.8	5.6	3.88	
4.	Encouraging students to make groups to share their experiences	Teacher	50.0	43.3	6.7	.0	.0	4.43	17.50*
		Student	43.5	27.1	15.3	9.0	5.2	3.95	
5.	Appreciating participation in activities	Teacher	4.8	41.0	8.2	.0	.0	4.43	15.69*
		Student	42.2	27.4	16.5	8.8	4.9	3.94	
6.	Involving students in role playing where necessary	Teacher	37.7	47.5	14.8	.0	.0	4.23	17.95*
		Student	33.4	29.4	20.5	15.5	6.3	3.73	
7.	Encouraging students mutual discussion in class	Teacher	60.0	35.0	5.0	.0	.0	4.55	20.73*
		Student	39.5	28.7	19.4	8.6	3.9	3.91	
8.	Making groups of students for different activities	Teacher	45.9	44.3	8.2	.0	1.6	4.33	17.78*
		Student	39.3	27.1	18.8	9.6	5.2	3.86	
9.	Encouraging hands-on activities (practice) during teaching	Teacher	36.1	49.2	13.1	.0	1.6	4.18	18.62*
		Student	33.2	28.6	23.0	8.8	6.4	3.73	
10.	Ensuring that everyone is participating in activity	Teacher	44.3	42.6	9.8	3.3	.0	4.28	13.63*
		Student	35.8	29.0	21.3	9.7	4.2	3.83	
11.	Involving the students in different roles where necessary	Teacher	34.3	39.3	24.6	1.6	.0	4.07	9.03
		Student	32.9	32.7	19.3	8.8	6.3	3.77	
12.	Assigning projects to the students	Teacher	24.6	49.2	14.8	9.8	1.6	3.85	14.47*
		Student	35.5	28.7	17.5	8.1	7.3	3.83	
13.	Sometimes, asking students to perform the role of the teacher in class	Teacher	31.1	50.8	11.5	6.6	.0	4.07	20.87*
		Student	31.4	27.5	19.1	11.1	10.9	3.57	
14.	Requiring students to add more examples	Teacher	37.7	37.7	21.3	3.3	.0	4.10	6.50
		Student	41.5	28.0	18.6	6.9	4.9	3.94	

Summary of cross-tabulation of teachers' and students' responses, chi square test and mean response values as given in the table above reveal that students are not in agreement with their teachers with respect to activity based pedagogical practices. Chi square test discloses that students' responses are significantly different from teachers' responses. Mean response values also indicate that teachers claim for using activity based pedagogical practices whereas students do not favour their claim to that extent.

Students and teachers responses were significantly different from pedagogical practices for activity-based learning such as:

1. Appreciating students to explore ideas through peer discussion
2. Facilitating students to "think, pair and share" during their learning
3. Encouraging students to make groups share their experiences
4. Appreciating students' participation in activities
5. Involving students in role playing where necessary
6. Encouraging students mutual discussion in class
7. Making groups of students for different activities
8. Encouraging hands-on activities (practice) during teaching
9. Makes sure that everyone is participating in an activity
10. Assigning projects to the students
11. Sometimes, asks students to perform the role of the teacher in class

Students' and teachers' responses were not significantly different from following pedagogical practices.

- a) Encouraging to share learning experiences in the class independently
- b) Involving the students in different roles where necessary
- c) Requiring students to add more examples

Observation of Classes

Research team members visited selected GCETs and Universities and observed classes to witness the pedagogical practices. It was observed that teaching learning process in Universities was more traditional as compared to GCETs. Lecture method was more commonly used in both types of institutions. Teachers claimed that they employed learner centered constructivist pedagogies in teaching learning process was not verified through observation in both types of institutions. It was noted that teacher educators in GCETs were trying to engage students in self-directed and activity based learning more as compared to University teachers.

Interviews with Teacher Educators and Students

Students and teacher educators were interviewed to know their perspective on issues of ADE and B. Ed. Hons curriculum. The following issues were highlighted.

1. The issue of internet connectivity both in GCETs and Universities was highlighted by both teachers and students. Computer laboratories have not been maintained after their establishment. There is no internet and hardware once out of order is not repaired or replaced.
2. Recruitment policy, especially in Punjab, is not encouraging for B. Ed. Hons. Graduates and students are aware of it. Students are worried and in search of alternate paths. Reasonable students of B. Ed. Honor students have passes B.A examination as a private candidate and many are preparing for it following their seniors.
3. Students preparing for examinations as a private candidate are unable to pay full attention to their regular studies of B. Ed. Honors.
4. Students of ADE in particular and B. Ed. Hons, in general, are confined to teachers' notes
 - a. This reliance is due to nonavailability of quality compact material aligned with courses of ADE and B. Ed hons.
 - b. Books are not available in Libraries in sufficient quantity.
 - c. Even if books are available in libraries ADE and B. Ed, students consider

- these books of advanced level and are unable to benefit from these books.
- d. Students were seen using books/ material developed by AIOU and teachers were reported to encourage students to do so.
 - e. Some students are able to search material from web sources but unable to understand and analyze such material.
 - f. Majority students had no access to the internet and hence web sources
 - g. Material Development to cater the needs of students especially where the medium of instruction is the second language seems to be ignored area in Universities
2. Practicum component of ADE and B. Ed. Hons Program is still an issue as it is not being implemented as conceived and given weight in the curriculum.
 - a. Interviews with teachers and prospective teachers revealed that Practicum is being implemented just to fulfill the requirement, not to inculcate teaching skills in a prospective teacher.
 - b. Nonavailability of Laboratory schools.
 - c. Lack of proper orientation and coordination between teacher education institutions and cooperating schools.
 - d. Cooperative teacher educators are not cooperating as desired.
 - e. Supervisor teacher educators are also unable to give proper time and guidance.
 3. Teachers Educators highlighted the issue that ADE and B. Ed. Hons is the last priority of students seeking admission in BS programs. ADE and B. Ed. Programs have one of the lowest merit score.
 - a. Input students are deficient especially in English listening, speaking reading, and writing skills.
 - i. They remain unable to benefit from books available in Library.
 - ii. The face difficulty in learning due to language deficiency.
 4. Students' responses on Quantitative Survey and interviews highlighted problematic teachers' behavior.
 - a. Biasedness

- b. Unfair assessment
- c. Feedback related behavior

4. CONCLUSIONS AND DISCUSSION

It can be concluded from data analysis and findings that:

An attempt was being made to adopt Learner Centered pedagogies in B.Ed. Hons and ADE classrooms but teacher educators were predominantly using traditional methodologies. Present research found a gap between the claimed and observed practices of teacher educators in B. Ed. Hons and ADE classrooms. Keeping in view the data gathered from diverse sources researchers of the present study were able to conclude that teacher educators in GCETs were struggling to adopt the learner centered pedagogies but situation was different in Universities. Although GCET teacher educators were not applying these pedagogies in its real sense, however, there was a change in teacher educators' behavior regarding teaching methodologies. The apparent reason for this phenomenon may be the intensive training of GCET teacher educators through USAID funded teacher education Project. Although many teacher educators who received training have been transferred from GCETs due to promotion or some other reason. Most of the teacher educators engaged in teaching B. Ed. Hons courses in Universities are not permanent faculty, they are hired by Universities as visiting faculty. They have not part of a training program aimed at LCPs, and the majority of visiting faculty is either retired persons or very new graduates who have no experience of teaching.

Recruitment policies, especially of Punjab, is a hindrance to the quality input of B. Ed Honor program. Seeking admission in B. Ed. Honors are the last resort for the students.

Recommendations

- Teacher Education Institutions especially Universities need to revisit implementation of teacher education Programs.
- Reliance on visiting faculty is needed to be decreased in Universities.
- Infrastructure especially Library and ICT resources are needed to be improved.

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