

Attitude of Prospective Teachers towards the Curriculum and Teaching Learning Process of Pre- Service Education Programs in Islamabad

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Abstract

This paper examined the attitude of prospective teachers' attitude towards the curriculum and teaching learning process of pre-service education programs in Islamabad. All the B.Ed and M.Ed students from both public and private universities were conveniently taken as sample. Total 300 students were taken as sample. A self-designed survey was elected in this study. The items concerning respondent's description about teachers' education program were 25 in number. These items were assembled into two comprehensive groups; Curriculum & Courses and Teaching & Learning process. Response of prospective educators had been recorded through five point Likert scale. Through Pilot testing the validity and reliability were checked (.859 & .678). The main findings of this study were that prospective teachers disclosed optimistic approach in the direction of curriculum and teaching learning process when their subject matter was satisfactory in increasing their knowledge about the subject; the syllabus clearly state grading criteria and teaching learning process encourages questions answers technique within the classroom. The male & female and public & private institutions had no significant influence over the prospective teachers' attitude towards the curriculum and teaching learning process of pre-service education programs.

Keywords: Curriculum, Teaching Learning Process, Pre-Service Education programs

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Introduction

It can be said that the soul of whichever educative society is its educators and it was observed that the evolution or realization of any scholastic body grounded on the assets and specialized proficiencies of their trainers. For that reason, instructors or educators deliberated as the elementary leader of edifying arrangement of any state. No doubt it is correct that any instruction and parameter of enlightening structure cannot be instigated until the functioning bodies cannot entirely collaborated with advanced consultants and in any educational system educators that are the operational bodies. So it is necessary that our educators are fully prepared and qualified regarding their teaching profession. Every state work over the development of teachers and the role of prospective teacher in future cannot be denied because they will be the future trainer of our children. The success and future of new generation is in the hands of prospective teachers of any country.

For this purpose, within Pakistan, the excellence of edification and the superiority of educators were emphasized through the countless determination of academics and strategy makers in the form of an Action Plan 2002 – 2006 and National Education Policy 1998-2010. A lot of investigations as well as the general edification strategy 1998-2010 of Pakistan elaborated various factors that directly or indirectly related with the future of prospective teachers such as the instructor training foundations that have deficient amenities, tools, sitting stuff, knowledge constituents and modernized expertise, paperwork and supplementary assisting supports. The training necessitates these conveniences for an operative teaching wisdom progression and these establishments correspondingly want truthful administration. In the same way this course of action supplementary point out that the educator training associations were devouring economic complications and were not appropriately well-found to accomplish the prerequisites of an excellence of educator preparation platform. This topic of investigation was extracted from the general enlightening strategy (2009) that accentuates the prerequisite for pursuing ground-breaking, cost operative behaviors to handle with the mandate of excellence and approachability in the perspective of educator training platforms. As a result, extension of edification endowment with conforming prominence on the requirement to decrease price and upsurge admittance and boost the superiority of the trainer edification structure that certainly necessitates espousing an eccentric line of attack to coach teaching and proficient expansion of prospective teachers. It is conceivably point out that due to this privation

of policy structure; there are no standards of teaching because teacher education programs are still ineffective in the production of productive and skillful prospective teachers. It means that the absence of customary motive for edification in datum generates teething troubles in consistent conservatory schooling with educator training.

There are twenty-one civic and isolated academia in Islamabad and almost every institution of higher education produced prospective teachers. It is necessary to check the standard of teacher education programs in every university of Islamabad because through this check we are able to point out the opinions of prospective teachers regarding their curriculum and teaching learning process. This paper was a try for such investigation that either our prospective teachers were satisfied with their respective pre-service teacher training programs or not. Therefore the avowal of problematic issue of this study or the foremost persistence of this exploration was to analyze the attitude of prospective teachers towards the curriculum and teaching learning process of educator training platform in Islamabad.

Objectives of the Study

Major intentions of this paper were;

1. To analyze the attitude of prospective teachers about the curriculum and teaching learning process of educator training Platform in Islamabad.
2. To examine the mean difference between male and female prospective teachers about curriculum and teaching learning process of teacher education program.
3. To evaluate the mean difference between public and private prospective teachers about curriculum and teaching learning process of teacher education program.

Literature Review

The concept of “Teacher education” platform denotes to the strategies and measures intended to prepare forthcoming instructors with the acquaintance, insolences, manners and assistances that they want to execute their everyday jobs meritoriously within their respective teaching space, institute and widespread public (Yackulic, & Noonan, 2001). The chief targets of pre-service educator training platform are to improve instruction and managing proficiencies within prospective teachers of

whichever enlightening foundation. It is a cyclic process through which the nature of process and product has been introduced and through these introductions of product and process, trainers tried to generate the professional competencies and professional growth within the prospective teachers; it produced a highly motivated, sensitive, conscientious and successful classroom teacher. After joining the teaching profession, these prospective teachers can enhance their professional growth through regular in-service training that keep abreast of the new techniques, skills and research in his/her field (Yackulic, & Noonan, 2001). Therefore, teacher education program is based on four steps of training that has shown in figure 1 below.

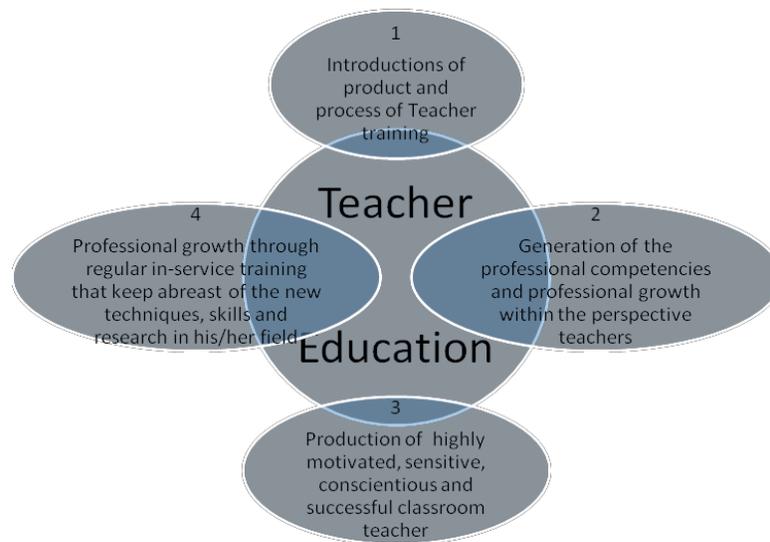


Fig.1: Teacher Education (Researcher's own description)

It was found that it was a crucial prerequisite to carry the procedure of innumerable instructor preparation establishments at the provincial level of every country and these platforms underneath a worthwhile and a definite course of action or context endorsed and obligatory by the regional and state administration (Yackulic, & Noonan, 2001). In the context of Pakistan, we need a fully developed and highly recognized institution that play a significant contribution in the production of quality of learning and teaching and that help to safeguard and boost the excellence of instruction. Such type of institution should be under the HEC that has instituted the Nationwide Endorsement Assembly about

instructor training and it acts as a self-governing figure to certificate entire educator training platforms that were accessible at both municipal and sequestered division of national establishments, and it was originated the nationwide criterions for endorsement of the educator edification platforms. The criterions of teachers are interconnected to subsequent features of teaching and learning progression such as:

- Theoretical agenda of educator program
- Set of courses
- Valuation
- Somatic groundwork
- Anthropological possessions
- Economics running
- Municipal acquaintances (Yackulic & Noonan, 2001).

It means teacher education shows a vivacious character in revolutionizing and solidification of the edification classification of every nation (Yackulic & Noonan, 2001). Subsequent phases will be in use for instructors' preparation platform at every side by side teacher education programs;

1. Having knowledge about Intro-meeting

- Overview the institute centered prototypical for trainer certified expansion and to enhance the working platform
- preparation of complications and encounters at higher stage of learning
- outline the strategies that industrialized for conservatories for the employment of institute centered proficient expansion
- Having evidence about the provision of available resources from the dominant establishments (Yackulic & Noonan, 2001; Moosa, 2006; UNESCO, 2008).

2. Training

- emphasis on the teething predicaments and encounters put into words
- Crisscross the disputes that are effective and attempt to inaugurate
- whys and wherefores or grounds for share complications and contests to:
- Educational atmosphere, conveniences and possessions

- Syllabus and fundamental and indigenous forecasting
- Educator proficiency
- Civilizations (Yackulic & Noonan, 2001; Moosa, 2006; UNESCO, 2008).

The whole training environment has been explained as that it is a dialogue between teacher community and learners through the research and development orientation of working life partner. It helps in the production of productive learning environment because through reflection and development of competences a suitable learning environment has been generated (AQTF, 2007).

3. Train-the-trainer preparation discussions

- Education and erudition elegances
- Straight down and parallel erudition line of attack
- Institute expansion and educator proficiency enlightening in cooperation of self-possessed activities
- The premeditated division of erudition and proficiency of teaching
- Enlightening learning-to-learn aptitude introspective teachers
- Trainer collaboration and understanding allotment
- Estimate whether developments have meaningful competencies within the prospective teachers through the development of pedagogical content knowledge, technological content knowledge and the combination of technological and pedagogical knowledge. (Yackulic, & Noonan, 2001; Moosa, 2006; UNESCO, 2008).

4. Employment of the prototypical of teacher education

- Instructors slog independently and in computer-generated assemblages on the expansion of innovative erudition line of attack in their conservatories
- Trainers' gadget the developments that they have premeditated in line with the new-fangled assistances and acquaintance that extended in the course of their training (Yackulic, & Noonan, 2001; Moosa, 2006; UNESCO, 2008).

More than a few exploration revisions had been assumed moreover to ascertain gauges of edification excellence or to evaluate superiority of learning in the prospective of signs. It can be thoroughly explained through the effort of "Australian Quality Training Framework" (AQTF, 2007) that

had acknowledged three foremost excellence signs that take account of beginner commitment, proprietor contentment, and proficiency accomplishment (AQTF, 2007). In the similar way, the pointers of training superiority recommended by Thaung (2008) that embrace students, instructors, content, instruction wisdom, learning progressions, erudition environs, and aftermaths. Bestowing this investigation that came out through the effort of Thaung (2006), excellence disputes possibly will be congregated into 06 elementary didactic practices that comprising educator, set of courses, valuation, exploration, message environment and apprentices. Similarly, bestowing to Lewin (2003), thirty-three superiority signs that were branded for Scottish conservatories, over and done with the “Majesty Inspectorate of Education” (MIE) and carefully found 07 imperative signs for estimation of innovativeness in teaching. They take account of progressions and platforms, inclusive excellence of achievement, apprentices’ wisdom involvements, consultation of learners’ prerequisites, peculiar and collective expansion, curricular and occupational management, and scheduling for enhancement (MIE, 2004).

Particular revisions had correspondingly been accompanied to ascertain eminence signs for instructor training. It was found through the work of Lewin, & Stuart, (2003), who jagged out Thirty-four eminence signs for instructor preparation in Canada and it was regarded by altered assemblages of defendants. In the similar way, within India, an essential exertion was embark on by Nationwide Impost and Authorization Convention (NAAC, 2007) to categorize seventy-five eminence signs for trainer’s learning in 06 crucial expanses explicitly; program of study enterprise and preparation; set of courses operation and estimation; exploration, enhancement and postponement; substructure and erudition possessions; apprentice sustenance and evolution; and association and administration (NAAC, 2007). In these 05 foremost extents, the investigators correspondingly demarcated twenty-five eminence characteristics that were enclosed by the excellence indicators. Different investigators have faith in the recommended signs that possibly will be castoff as tackles for measuring contemporary progressions and consequences, and for intensive care the continuing happenings within teacher education programs. The valuation purpose possibly will be engrossed on one repetition/ feature, the complete platform or inclusive working of the establishment (NAAC, 2007).

Multiplicity in the Institute of Educator Training Establishments of Pakistan

It is observed that a miscellany of instructor training arrangement in the Pakistan as every jurisdiction has an altered managerial and directorial set up for educator preparation establishments. On the other hand, we observed a clear difference in the prospective teachers of Pakistan at different provincial level. It was noted that some communal article of instructor edification that were principally and provincially integrated as an utmost of the establishments that are functioning beneath the Edification subdivisions, relatively than constituencies administration (Multiplicity in the institution of teacher education program of Pakistan can observed in the below figure.).

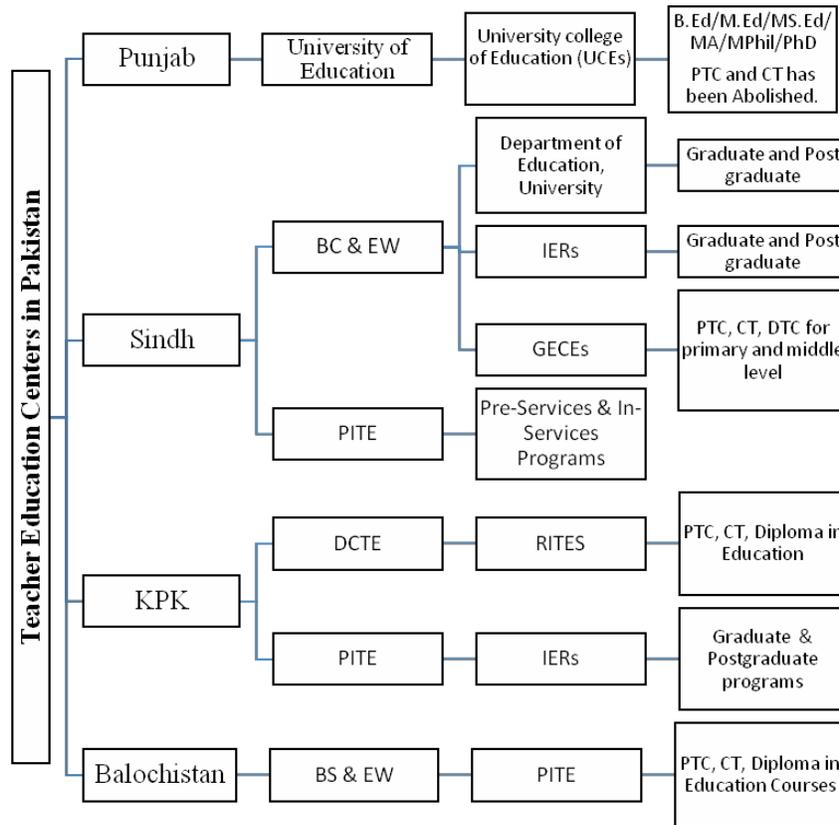


Fig.2: Diversity of Teacher Education Programs’ Management in Pakistan

- * BC & EW: Bureau of curriculum & Extension Wing
- * PITE: Provincial Institute of Teacher Education
- * IERs: Institutes of Education and Research
- * GECES: Government Elementary College of Education

Various studies had been showed that the educator training structure immerses an interminable succession of formalized and underprivileged instruction ways and means, instructor excellence and provision at numerous neck to neck levels for the reason that instructors nosedive to nurture whichever innovative discerning, investigation and problematic issues in the middle of their apprentices. Contemporary progresses in instructor preparation could not be straightforwardly implicit by the instructors for the reason that utmost of them were not conscious in what way to expand their peculiar acquaintance and assistances. Curriculum is one of the core constituents of the system of teacher education that subsumes all experiences of a trainee teacher who undergoes different experiences during a pre-service or an in-service training program. It was a chief misapprehension nearly about instructor edification that it was an unpretentious formal preparation of teacher; that's why this paper tried to find the opinions of prospective teachers about the curriculum and teaching learning process during their graduate and postgraduate level, in the form that they either agreed with the their teacher education platforms or not.

Methodology

Research Design

Descriptive way of investigation was used by survey method in this study.

Participants

All the B.Ed and M.Ed students from both public and private organizations of Islamabad were constituted as the population of this study. Total 300 students were conveniently taken as sample.

Instrumentation

A self-devised questionnaire was used to collect data for the present study through survey technique. The items concerning respondent's description of teachers' education program were 25 in number. The questionnaire was a 5- point Likert Type Scale ranging from "Strongly Disagree" to "Strongly Agree". The items were grouped into two broad categories: Curriculum & Courses (15items) and Teaching & Learning (10 items).

Reliability and Validity

Through Pilot testing, the reliability and validity of instrument had been checked. 25 questionnaires were administered on 25 male and female university students.

Table 1
Reliability and Validity of Instrument

| Variable | No. of Items | Cronbach's Alpha |
|---------------------------|--------------|------------------|
| Curriculum and Courses | 15 | .859 |
| Teaching Learning Process | 10 | .678 |

Table shows Cronbach's Alpha values which were .859 for curriculum and courses and .678 for teaching learning process and these were good to administer at large scale.

Data Analysis

Descriptive statistics such as percentages was used to determine perception of prospective teachers about pre-service teacher's education curriculum and courses and its teaching learning process. Independent t-test was used to find means difference of gender and public and private organization. A Pearson correlation was computed to show the relationships between curriculum and teaching learning process of teacher education program at pre-service level.

Table 2
Percentage Responses of Prospective Teachers' towards Curriculum and Teaching and Learning Process of Pre-Service Teacher Education Program

| No | Views about Curriculum | SDA | DA | UD | A | SA | M |
|----|---|-----|------|------|------|------|------|
| 1 | The curriculum is balanced. | 2.9 | 11.8 | 0.0 | 47.1 | 38.2 | 4.33 |
| 2 | The curriculums focus on the individual differences. | 5.8 | 6.0 | 2.9 | 41.2 | 44.1 | 4.47 |
| 3 | The curriculum needs modification. | 4.4 | 7.4 | 0.0 | 44.1 | 44.1 | 4.50 |
| 4 | The aim of national education can be achieved by the present curriculum. | 8.9 | 2.9 | 2.9 | 32.4 | 52.9 | 4.53 |
| 5 | The text book has high quality paper. | 0.0 | 2.9 | 7.4 | 42.6 | 47.1 | 4.47 |
| 6 | The subject matter in the course is adequate for increasing knowledge of the subject. | 7.8 | 0.0 | 2.9 | 65.8 | 23.5 | 4.23 |
| 7 | The syllabus clearly state grading criteria. | 0.0 | 0.0 | 11.8 | 64.7 | 23.5 | 4.27 |
| 8 | The syllabus clearly states course requirements. | 0.0 | 5.9 | 1.8 | 48.2 | 44.1 | 4.37 |
| 9 | The syllabus clearly states course procedures | 0.0 | 0.0 | 1.8 | 44.1 | 54.1 | 4.50 |
| 10 | The course integrates theoretical course concepts with practical application. | 1.0 | 2.9 | 0.8 | 54.1 | 41.2 | 4.40 |
| 11 | The course material is updated. | 2.9 | 0.0 | 12.9 | 55 | 29.4 | 4.20 |
| 12 | The course objectives are achievable. | 0.0 | 2.0 | 11.5 | 55.9 | 30.6 | 4.10 |
| 13 | The course is well organized. | 0.0 | 2.9 | 5.9 | 46.3 | 44.1 | 4.37 |
| 14 | The pace of the course is appropriate. | 0.0 | 3.9 | 5.9 | 39.4 | 50.8 | 4.43 |
| 15 | Duration of the course is appropriate. | 0.0 | 5.9 | 14.7 | 79.4 | 0.0 | 3.90 |

| Views about Teaching Learning Process | | | | | | | |
|---------------------------------------|---|-----|-----|------|------|------|------|
| 16 | Faculty in the institute is appropriate enough. | 0.0 | 1.0 | 0.0 | 51.2 | 47.8 | 4.50 |
| 17 | Faculty members are co-operative. | 0.0 | 3.7 | 0.0 | 43.4 | 52.9 | 4.53 |
| 18 | Teaching learning process encourages participation. | 0.0 | 2.9 | 1.0 | 48.2 | 47.9 | 4.47 |
| 19 | Teaching learning process encourages lecture. | 0.0 | 6.6 | 2.9 | 61.8 | 28.7 | 4.23 |
| 20 | Teaching learning process encourages questions answers. | 0.0 | 1.8 | 0.0 | 64.7 | 33.5 | 4.27 |
| 21 | Teaching learning process encourages activity based learning. | 0.0 | 5.9 | 11.8 | 38.2 | 44.1 | 4.37 |
| 22 | Learning material are relevant and useful. | 0.0 | 5.5 | 6.3 | 44.1 | 44.1 | 4.50 |
| 23 | The provision of learning resources on the web is adequate and appropriate. | 0.0 | 2.9 | 1.1 | 54.1 | 41.9 | 4.40 |
| 24 | The environment is conducive for learning. | 2.9 | 1.9 | 2.9 | 52.9 | 39.4 | 4.20 |
| 25 | There are no hindrances in teaching learning process. | 2.5 | 0.0 | 11 | 55.9 | 30.6 | 4.10 |

SA= strongly agree (5), A=agree (4), UD= undecided (3), DA= disagree (2), SDA= strongly disagree (1)

Table shows prospective teachers' responses towards curriculum and teaching learning process of pre-service teacher education programs. This table shows that students shows positive perception towards curriculum and teaching learning process when the subject matter in the course is adequate for increasing knowledge of the subject which was found to be 61.8%; the syllabus clearly state grading criteria which was found to be 64.7% and teaching learning process encourages questions answers which was found to be 64.7%.

Table 3
Correlation between Curriculum and Teaching Learning Process of Pre-service Teacher Education Program

| Variables | Curriculum | Teaching learning Process |
|---------------------------|------------|---------------------------|
| Curriculum | 1 | .581** |
| Teaching learning process | .581** | 1 |

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table shows a correlation between curriculum and teaching learning process of pre-service teacher education programs which was found to be .581**. This relationship is statistically significant at 0.05 level of confidence. So there was a positive relationship between curriculum and teaching learning process of pre-service teacher education programs.

Table 4
Male and Female Students' Perception about Curriculum and Teaching Learning Process of Pre-Service Teacher Education Program

| Variables | Genders | N | Mean s | Std. Dev. | Std. Error | T | df | Sig. |
|----------------------|---------|-----|--------|-----------|------------|------|-----|------|
| Students' perception | Male | 130 | 73.23 | 6.139 | 1.703 | - | 298 | .723 |
| | Female | 170 | 73.88 | 3.789 | .919 | .358 | | |

Table shows the means of both Male and Female students' perception about curriculum and teaching learning process of pre-service teacher education program in Islamabad. The mean of female i.e. 73.88 is greater than the mean of male students i.e. 73.23 and the difference in means was not found to be significant.

Table 5
Public and Private Students' Perception about Curriculum and Teaching Learning Process of Pre-Service Teacher Education Program

| Variables | Organization | N | Means | Std. Dev. | Std. Error | T | df | Sig. |
|-----------------------|--------------|-----|-------|-----------|------------|-------|-----|------|
| Student s' perception | Public | 130 | 73.31 | 3.093 | .858 | -.283 | 298 | .779 |
| | Private | 170 | 73.82 | 5.961 | 1.446 | | | |

Table 4 shows the means of public and private students' perception about curriculum and teaching learning process of pre-service teacher education program in Islamabad. The mean of private students i.e. 73.82 is greater than the mean of public students i.e. 73.31 and the difference in means was not found to be significant. So, public and private students have no difference regarding curriculum and teaching learning process of pre-service teacher education program.

Results

Finding of this study showed that students shows positive perception towards curriculum and teaching learning process when the subject matter in the course is adequate for increasing knowledge of the subject which was found to be 61.8% ((*Mean = 4.23*); the syllabus clearly state grading criteria which was found to be 64.7% (*Mean = 4.27*) and teaching learning process encourages questions answers which was found to be 64.7% (*Mean = 4.27*). Pearson correlation showed that there was a positive relationship between curriculum and teaching learning process of pre-service teacher education programs ($r=.581$). The mean of female (*Mean=73.88*) is greater than the mean of male students (*Mean = 73.23*). Similarly, the mean of private students (*Mean=73.82*) is greater than the mean of public students (*Mean=73.31*).

Discussion

The prime determination of this research paper was to treasure out the prospective teachers' discernments in the direction of the set of courses and teaching learning process of pre-service Teacher Education Program in Islamabad. There were following foremost intentions of this learning; to evaluate learners' perceptions regarding curriculum and teaching learning process of teacher education program at pre-service level; to examine the mean difference between male and female

perspective teachers and to investigate the mean difference between public and private perspective teachers. Two main variables such as curriculum and instructional learning progression were communally hand-me-down to define the prospective teachers' opinion about pre-service educator training platforms.

It was found that prospective teachers shows affirmative discernment in the direction of curriculum and instructional erudition progression when the theme of progression was satisfactory in collective understanding of the subject; the course outline evidently state-run categorizing standards and training wisdom progression that emboldens interrogations and answers because this paper explored that curriculum and teaching learning process were highly correlated with each other's and this results of the study was quite similar to the works of Lewin, & Stuart, (2003) and Mohanty, (2004) who found that educationists were confident with the indispensable foundations of learning that are willingness, attention, inspiration and an encouraging atmosphere of learning. It was understood as that it depends on the effectiveness of educators and their instructional assistances to generate such state of affairs in the teaching space which is satisfactory for erudition. The findings of this paper showed that teacher education curricula come across the demands and encounters of 21st Century in Islamabad. Another important thing was noted that majority of the defendants had evaded to rate themselves at the high levels because commonly contributors instinctively retort to the proclamations or if they recited then they contemplate and pose themselves in an idyllic situation.

The male & female and public & private students' perception towards pre-service teacher education programs in the term of curriculum and teaching learning process have no significant mean differences and these results of the study are quite similar to the works of psychologists and researchers like Thaug, 2008; Mossa, 2006; AQTF, 2007; Yackulic & Noonan, 2001 and National Education Policy, 2009 who found that in well-developed educational institutes, students understand the worth of teacher education programs and they are directly and indirectly involved in teacher education programs in their respective organizations while the institutional or departmental environment appears to be one of the issues at stake here despite the analytical limitations imposed by the small sample size.

Conclusions

On the basis of objectives, following conclusions have been revealed;

1. Prospective teachers show positive attitude towards curriculum and teaching learning process of pre-service teacher education program.
2. The male and female students' perception towards pre-service teacher education programs in the term of curriculum and teaching learning process have no significant mean differences.
3. The public and private students' perception towards pre-service teacher education programs in the term of curriculum and teaching learning process have no significant mean differences.

Recommendations

Following recommendations have been revealed on the basis of conclusion;

1. As it was concluded that prospective teachers showed positive attitude towards curriculum and teaching learning process of their teachers' education programs then it was highly recommended to educational organizations, academic managers and administrators who may provide them an encouraging environment where prospective teachers may implement their knowledge of teacher education.
2. Mixed method may be used which would help to get more accurate picture of the attitude of participants regarding pre- service teacher education program.

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