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The perceptions of pre-service teachers on Bachelor of Education Program in Shaheed Benazir Bhutto university, Pakistan

Dave Arthur R. Robledo¹*, Ghulam Muhammad², Aftab Ur Rahman³

¹De La Salle University-Manila, Philippines 2401 Taft Avenue, Malate, Manila, Philippines

^{2,3}Department of Education, Shaheed Benazir Bhutto University, Dir Upper 18000, Pakistan

Author/s Note

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Abstract

The provision of quality teachers by teacher preparation programs determines the quality of education in schools. The study aimed to define trainee teachers' beliefs about teacher education and include recommendations for improving teacher education, given the importance of teacher education for the quality of education in educational institutions. The study included 45 trainee teachers from Shaheed Benazir Bhutto University's education department in Dir upper, Khyber Pakhtunkhwa, Pakistan. A total of 30 people were chosen for inclusion in the analysis using a purposive random sampling method. A questionnaire was developed, validated, and piloted to ensure its accuracy. The information was gathered using self-administered questionnaires and evaluated using mean ratings, standard deviation, and the chi-square significance test. The study found that trainee teachers in the institute are satisfied with their needs and demands through teacher education, that teacher education curricula are tailored to the needs of trainee teachers, that subject content courses are appropriate, that the scope of teaching practicum is broad, that training is linked to practical school experiences, and that school management courses are offered. The pedagogy courses help trainee teachers improve their teaching skills, and they receive adequate training in evaluation methods. There are also quality academic research activities. The study suggested that trainee teachers attend orientation sessions to learn about their needs and demands, which could be met through teacher preparation. Teacher education curricula are revised to provide more realistic exposure to the school's atmosphere and activities.

Keywords: bachelor of education, beliefs, teacher education, trainee-teachers

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Teachers' material awareness, pedagogy, personality characteristics, professional competencies, and responsiveness are important requirements for successful teaching-learning processes and quality education for students in schools (Rowan & Townend, 2016). Teachers are currently underprepared for their roles in schools due to a lack of pre-service teacher preparation services and a lack of technical skills (Dotger, 2010). According to studies, the need for reform and innovation in teacher education systems has been recognized by providing quality curricula, teaching skills, and quality student induction, according to studies (Aksoy & Gozutok, 2014).

The National Educational Policy of Pakistan (2009) recommended a standardized process for the establishment, accreditation, and degree awarding of teacher education institutes to prepare quality teachers in the region. It also suggested that teacher education curricula be adjusted to meet the school's needs and national curriculum requirements. Furthermore, teacher education curricula must emphasize learner-centered pedagogies and co-curricular skills. Similarly, with the support of UNESCO and USAID, Pakistan's Ministry of Education's Policy and Planning wing established national professional standards for teachers in 2009. These standards included command of content knowledge, comprehension of human growth and development, comprehension of Islamic ethical values, knowledge of social skills, and strategies for planning in institutes, assessment and evaluation, knowledge of the learning environment, effective communication, and information and communication technologies.

The education of trainee teachers in teacher education institutions has a massive impact on teachers' teaching abilities. These days, there is a lot of focus on providing quality teacher education through teacher education programs. Several countries have developed requirements for teacher education (Greenberg et al., 2013). Currently, advanced countries are concentrating their efforts on providing a conducive learning atmosphere, cooperation, and research and

development for quality teacher education. There is a lot of emphasis on developing sound technical teaching skills among trainee teachers to equip them with quality teaching skills for teaching in schools (Evans, 2011).

Teachers' education reforms are receiving a lot of attention, and research on the efficacy of teacher education systems has been conducted (Rowan, 2015). The quality of graduates provided by teacher training institutes for teaching in schools is causing increasing concern (Eret, 2013). Teachers who have completed teacher education programs do not have all of the skills necessary to teach and learn (Greenberg et al., 2015). There is a lack of consistency in implementing teacher education reforms. There is a dearth of study and evaluation of today's teacher education systems (Ok & Eret, 2012). Lack of school exposure, realistic teaching, cooperation, relationship with the community, caring for learners' needs, and flawed requirements for entry into teacher education programs are all recorded in research (Arkun-Kocadere & Askar, 2013).

The poor standard of pre-service teachers' education necessitates research into the field of pre-service teachers' education programs to determine their strengths and limitations and recommend appropriate remedial steps (Richardson, 2005). Research that focuses on identifying the areas that need to be centered on promoting prospective teachers' education is needed to improve teacher education programs for prospective teachers (Cochran-Smith et al., 2015). There is a need for pre-service teacher education research to understand the causes of low standards and recommend remedial steps to improve prospective teachers' education (Senemoglu, 2011).

The need for research on trainee or prospective teacher education programs has been established through research studies. It is a way of preparing quality teachers and ultimately

improving the quality of education in schools. As a result, the study aimed to look into trainee teachers' perceptions of teacher education in Pakistan's Khyber Pakhtunkhwa province.

Methodology

Population Sample and Sampling

The study included 45 students and teachers from the education department at Shaheed Benazir University in Sheringal. The researchers used a purposive random sampling technique to assemble a group of 30 people to take part in the analysis.

Instrumentation

To collect data from the respondents, a questionnaire was developed. The tool focused on the most important aspects of teacher education in the field. The tool was pilot tested for reliability and checked with expert opinions. The instrument's reliability was 0.78. The participants were given a reliable instrument to fill out to gather information about trainee teachers' views about teacher education.

Data collection and analysis

The researchers obtained the data after they directly administered the method to trainee teachers. Mean ratings, standard deviation, and the Chi-square test of significance were used to evaluate the collected data.

Results

Table 1

Perceptions of B.Ed. students about teachers' training

Statements	N	Mean	S. D	χ^2	P
Curriculum satisfaction	30	4.49	.988	273.68	.000
Course contents	30	4.47	.978	243.12	.000
Teaching skills	30	4.58	.887	263.52	.000
Teaching practicum	30	4.49	.879	288.00	.000
Training and school experience	30	4.31	.991	272.68	.000
Courses on school management	30	4.22	.996	248.56	.000

classroom management courses	30	4.48	.987	279.84	.000
assessment practices training	30	4.69	.988	299.48	.000
co-curricular activities participation	30	4.49	.889	222.56	.000
Research atmosphere	30	4.68	.899	297.84	.000
Cumulative	30	24.89	4.76	281.48	.000

The table depicts trainee teachers' perceptions of teacher education. Participants accept that teacher education curricula meet the needs of trainee teachers and that the contents of subject courses are acceptable, as shown by mean scores of 4.49 and 4.47 with standard deviations of .988 and .978. The answers are not dispersed from the mean.

The pedagogy courses improve the teaching skills of trainee teachers, as shown by the mean score of 4.58 and standard deviation of .887. The answers aren't disjointed.

Participants disagree that the scope of teaching practicum is acceptable; there are a connection between training and school experiences, appropriate school management courses, and adequate classroom management courses. The mean scores of 4.49, 4.31, 4.22, and 4.48, with standard deviations of 879, 99, 996, and 987 show that participants disagree that the scope of teaching practicum is appropriate; there are a link between training and school experiences, appropriate school management courses, and adequate classroom management courses. The answers aren't disjointed.

Participants believe that teacher education provides adequate instruction in evaluation activities, as shown by a mean score of 4.69 and a standard deviation of 988. The answers aren't dispersed around the mean.

The mean score of 4.49 with a standard deviation of .889 demonstrates that respondents agree that there is proper participation in co-curricular activities. The answers aren't dispersed around the mean.

Participants conclude that there are acceptable academic study programs in teacher education, as shown by a mean score of 4.68 and a standard deviation of 899. The answers aren't dispersed around the mean.

Participants are clear that teacher education thoroughly addresses their expectations and demands, as shown by the composite mean score of 24.89 and standard deviation of 4.76. It establishes that trainee teachers are aware of their needs as they are met through teacher education.

Discussion

In the education department of Shaheed Benazir Bhutto University Dir upper, Khyber Pakhtunkhwa, Pakistan, the researchers examined trainee teachers' beliefs about teacher education. According to the findings, trainee teachers in teacher education are conscious that their needs are being met through teacher education. Teachers' education curricula are based on the needs of trainee teachers, subject content courses are appropriate, pedagogy courses develop trainee teachers' teaching skills, the scope of teaching practicum is not limited, training is linked to practical school experiences, school management, and classroom management courses are appropriate, and appropriate training is available. In comparison to the findings of Dotgar (2010), who found that teachers are not adequately prepared through pre-service teacher education programs and have a low level of professional skills to fulfill their responsibilities in schools, the findings of this study show that teachers are not correctly prepared through pre-service teacher education programs and have a low level of professional skills to fulfill their responsibilities in schools. Studies have also proposed that teacher education systems need to be reformed and innovated to include quality curricula, teaching skills, and student induction (Aksoy & Gozutok, 2014).

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In contrast, the problems were also stated in Pakistan's National Educational Policy (2009), which proposed a structured process for establishing, accrediting, and awarding degrees to teacher educational institutes. It also suggested that teacher education curricula be adjusted to meet the school's needs and national curriculum requirements. Furthermore, curricula for teacher education must continue to emphasize learner-centered pedagogies and co-curricular competencies. Similarly, with the support of UNESCO and USAID, Pakistan's Ministry of Education's policy and planning wing established national professional standards for teachers in 2009.

These standards included command of content knowledge, comprehension of human growth and development, comprehension of Islamic ethical values, and knowledge of social skills, as well as strategies for planning in institutes, assessment and evaluation, knowledge of the learning environment, effective communication, and information and communication technologies, and forming collaboration, and partnerships Rown (2015) also noted that there is a greater emphasis on teacher education reforms, with research focusing on the success of teacher education systems.

Greenberg et al. (2015), on the other hand, discovered that teachers graduating from teachers' training institutes lack the necessary skills for teaching and learning students. Ok, and Eret (2012) found a lack of consistency in implementing changes in teacher education and published their findings. There is a shortage of study and evaluation of today's teacher education systems. Research also shows a lack of school exposure, realistic instruction, cooperation, relationship with the community, caring for learners' needs, and flawed requirements for entry into teacher education programs, according to Arkun-Kocadere and Aşkar (2013). However, in this case, the condition is more robust.

Conclusion

The study's first goal was to determine trainee teachers' attitudes toward teacher education. It was discovered that trainee teachers in teacher education are conscious that teacher education meets their needs. Teachers' education curricula are tailored to the needs of trainee teachers; subject content courses are inappropriate; pedagogy courses develop trainee teachers' teaching skills; the scope of teaching practicum is broad; training is linked to practical school experiences; school management and classroom management courses are appropriate, and there is appropriate training.

The study's second goal was to come up with suggestions for improving teacher education. The study suggested that trainee teachers be given orientation sessions to learn about their needs and demands and their satisfaction through teacher education. Teacher education curricula should be revised to provide more practical exposure to the school's environment and activities and standard content courses, school, and classroom management courses.

Recommendations

The following suggestions are made in light of the study's intent and objectives:

- 1. Orientation sessions for trainee teachers can be held at the start of programs to learn about their needs and demands and their satisfaction with the teacher education provided.
- 2. Teacher education curricula can be updated, emphasizing realistic exposure of trainee teachers to the school's environment and activities.
- 3. Content classes could be supplemented with the material taught in classrooms.
- 4. School and classroom management courses should be designed to assist with school administration and classroom management.

- 5. By participating in co-curricular activities, trainee teachers can be given several opportunities to improve their social skills.
- 6. Qualitative research studies on the same subject may be undertaken to determine the existence and causes of problems in teacher education programs.

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