

Analysis of Teacher Training Program in the Perspective of Knowledge

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Abstract

The main concern of National Qualification Framework is to standardize the qualification at higher level. Secondly, the teacher education comes under the domain of higher education which the NQF describes from 5-8 levels. The curriculum of B.Ed. (Hons) falls under 6th level of the framework and revised in 2010. To analyze the alignment between compulsory subjects of B.Ed. (Hons) program with the aspect of “knowledge” given in the NQF was the focus of this research. Data collection were made through Content analysis and alignment matrix. For analyzing the alignment of the compulsory courses of B.Ed. (Hons) program with the component of “knowledge”, alignment matrix was used. Three types of categories were developed i.e., aligned, partially aligned and not aligned. These three categories were assigned codes such as 1 for aligned, 2 for partially aligned and 3 for not aligned. The categories and sub-categories of “knowledge” which were simply defined with little explanation in the courses were considered as partially aligned while the detailed discussion on the sub-categories of “knowledge” in the courses was considered as fully aligned under alignment matrix. But the sub-categories not discussed at all were considered as not aligned during analysis of compulsory courses of B.Ed. (Hons) elementary program through alignment matrix.

Keywords: NQF, Alignment, Knowledge, Sub-categories

1. INTRODUCTION

One of the most significant element of the education system are the teachers. Hence, it is recognizable that teachers play an important role in attaining educational training objectives (Çakmak & Civelek, 2013). Teacher training programs have their own importance to promote the teachers knowledge, skills and competences. Educators, policymakers, and stakeholders have acknowledged that professional development is essential for increasing student achievement, (ETUCE, 2008).

According to Aggarwal (2010), the whole educational system revolves around the teachers. The teachers are pivotal in developing themselves professionally in order to transfer the theoretical knowledge to students for its implementation. They have vision which is applied through a specific teaching methodology. Teachers are capable to shape the attitude and behaviour of the students in a particular social setup. Only those teachers who are highly developed in professional sense can bring substantial change in society through their students. Training and professional development go hand in hand as depicted in Educational Policy (2009): Our Pakistani educational system should deliver quality education to our generation to empower them to know their individual and specific potential, so, they can contribute for the development of society and nation, producing a sense of nationhood, social justice, concept of forbearance, democracy, regional and local culture and history based on the basic ideology enunciated in the constitution of Pakistan (GoP, 2009).

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Main objectives and intensions of teacher education in draft of National Education Policy (2017) were described as: “To prepare qualified, competent, committed and quality-conscious teachers, educational managers, leaders and teacher educators who may promote among learners the cognitive skills and dispositions required for developing a sustainably developing society. They are also sensitive and responsive to the social context of education and are committed to inclusive education for the disabled and socially and economically disadvantaged, developing linkages between the pre-service/ initial, induction and in-service teacher education programs and institutions, make continuous professional development a regular feature linked to the up-gradation and promotion of teachers and other teaching personnel (GoP, 2017)”.

National qualifications framework are recommended and recognized structures which are implemented by different countries to describe their qualification systems. Governmental figures in Pakistan have taken an interest in establishing a national qualifications framework in the light of Bologna process. The government of Pakistan took the guidance and experiences of other countries for the development and implementation of NQF. In the 1980’s, primarily this type of qualifications framework was established in the vocational education sector of England, which was later extended to other countries around the world, whether these were high, middle or low-income countries. NQF has been put forward as a developer of wide reforms in the educational system of these countries, because of the policy initiatives that are conventionally associated to the qualifications framework. National Qualification Framework offers the different levels of qualification in Pakistan, on which qualification is based. Fundamentally, it contains of a list of all high-end quality assured degrees in Pakistan. A level has been given to every qualification on the basis of its difficulty level. According to the difficulty, level 1 is the lowest whereas level 8 is the highest level of qualification. NQF supports learners to increase knowledge about what qualifications are obligatory in a certain level. NQF sets a standard for the qualifications which is not only in Pakistan but will also provide a ground of comparison, evaluation and appraisal for national and international qualifications (National Qualifications Framework, 2015).

The curriculum of B.Ed. (Hons) was revised in 2010, while the national qualifications framework has been introduced by HEC in 2015. So, it is very much necessary to see the alignment between curriculum of B.Ed. (Hons) and national qualifications framework. First we should know what national qualifications framework is, and why it is introduced. NQF (2015) is one measure, which is taken for the quality reforms and improvement in higher education of Pakistan. It is a tool and mechanism for the classification of qualifications on the basis of learning outcomes that are knowledge, skills and competences. The first learning outcome ‘knowledge’ is further categorized as theoretical and conceptual.

Literature Review

Teachers' education, as well as teachers themselves, are essential components of any social transformation. Efforts are being undertaken all around the world to improve teacher training programmes, as it is becoming increasingly important to adequately prepare future teachers to tackle global concerns. According to the International Commission on Education (ICE) for the 21st Century's report, the role of teachers as promoters of change in society and agents of tolerance and understanding of intercultural relationships has never been more

important and vital than it is today. Teachers are primarily responsible for shaping the character and behaviour of future generations (Rehmani, 2006).

Elective courses for Arts and Science students might be subjects from existing B.A. and B.Sc. programmes, with grades based on B.A. and B.Sc. programme norms. Reflective journals would be graded using instructor-created reflection tools. Students in the arts will be qualified to teach English, Urdu, Islamiyat, Social Studies, and History, among other courses. Students in science could teach any two of the following subjects: general science, physics, arithmetic, chemistry, and biology. The one-third of the semester will be spent on the short-term internship. During the sixth semester, two days per week would be set aside for a short-term internship and research project. 18 credit hours will be devoted on Islamiyat/Ethics, Functional English-1, Development of Education in Pakistan, Computer literacy, Reflective Practices, and Optional subject 1 and 2 in the first semester of the first year. The second semester of the first year would consist of 17 credit hours and would comprise Pakistan Studies, Communication Skills, Critical Thinking, How Children Learn, and Optional 1 and 2. Child Development, Functional English II, Teaching and Learning Strategies, Optional 1 and 2 would each receive 15 credit hours in the third semester of the second year. Sociological and cultural concerns, classroom assessments, Optional 1 & school visits will be covered in semester four of the second year, which offers 15 credit hours. Students would take 15 credit hours of Philosophy of Education, Curriculum Development, Contemporary Issues and Trends in Education, and Pedagogy I and II in their third year of study. 15 credit hours in Inclusive Education, Educational Research, Research Project, Report Writing, and Short-term Internship would be studied in the sixth semester of the third year. In the fourth or final year of the degree, Comparative Education, School Management, Society, School and Teacher, and Pedagogy 1 and 2 will be studied during the course of the fifth semester of 15 credit hours. The eighth semester of the B. Ed (Honours) curriculum will be devoted to Communication Skills, Option II, and Long-Term Teaching Practice.

Research Question

The study was undertaken to analyze the theoretical and conceptual aspects of knowledge as a learning outcome in compulsory courses of B.Ed. (Hons) program.

Methodology

The present study employed qualitative research method which is suitable for the content analysis. The instrument for the qualitative data i.e. analysis of B.Ed. (Hons) curriculum of compulsory courses was the content analysis through coding with alignment matrix. The qualitative data was collected through content analysis of compulsory subjects of B.Ed. (Hons) elementary curriculum in the perspective of knowledge. Qualitative data analysis were carried out through alignment matrix.

Results

Table: 1 Reflection of Theoretical and Conceptual Knowledge in Subject of Functional English I

Category	Sub-category	Code	Presence	Total Count
KNOWLEDGE	Theoretical	TK	Yes	32
-Theoretical	Knowledge			

-Conceptual				
Practical Knowledge	PK	Yes	11	
Updated Information	UI	Yes	8	
Use of Resources	UR	Yes	21	
Basic general education	BGE	Yes	10	
Proficiency in Urdu Language	PUL	No	0	
Proficiency in English language	PEL	Yes	45	
Logical and critical expression	LCE	Yes	13	
Problem solving skills	PSS	Yes	10	

Table 1 elaborates reflection of category and sub-categories for theoretical and conceptual knowledge, in the subject of 'Functional English I'. The presence or absence of sub-categories has been mentioned along with a total count in the course. The main purpose of this important course is to develop the practical use of English language in different situations of life. As can be seen in the table, theoretical knowledge has been spotted in 32 places through providing different web-links to detailed concepts and ideas. Books have also been referred under various sessions. Similarly, the sub-category of 'practical knowledge' has been indicated 11 times as shown in the table. Resources have been referred under units. Some are written and guided instructions for teacher educators while some are in the form of references. As a whole, they were 21 in number in broader sense. The basic general education has been observed 10 times while proficiency in Urdu language is out the jurisdictions of this course. On the other hand, proficiency in English language, as the major focus of this course, has been spotted 45 times. Logical and critical expressions have been mentioned 13 times while problem solving skills explicitly have been pointed out in lessons 10 times.

Table: 2 Reflection of Theoretical and Conceptual Knowledge in Subject of English II (Communication Skills)

Category	Sub-category	Code	Presence	Total Count
KNOWLEDGE -Theoretical -Conceptual	Theoretical Knowledge	TK	Yes	37
	Practical Knowledge	PK	Yes	33
	Updated Information	UI	Yes	12
	Use of Resources	UR	Yes	30
	Basic general education	BGE	Yes	11
	Proficiency in Urdu Language	PUL	No	0
	Proficiency in English language	PEL	Yes	47
	Logical and critical expression	LCE	Yes	20
	Problem solving skills	PSS	Yes	22

Table 2 shows that the reflection of knowledge both theoretical and practical can be found abundant in English II of B.Ed. (Hons) course. The theoretical aspects can be seen in all of the units of the book i.e. effective communication, oral presentation, sound patterns, tone and pulse, persuading an audience, and, collecting and presenting information. Most of the theory can be viewed in the pointed references and resources. The practical knowledge is also in adequate amount as spotted here 33 times by the researcher. This aspect has been touched particularly in guidelines where teacher educators are directed to use student-centred approaches. Students should be involved in learning process. As far as updated knowledge is concerned, it has been observed almost 12 times particularly in the areas of four basic skills of listening, speaking, reading and writing. The resources, pointed 30 times in the book, are mostly at the beginning of units including books, and web resources. The basic general knowledge about communication has been seen 11 times. Urdu is not a target of the book that is the reason it has not been observed in terms of developing proficiency. English language proficiency is the main target and the researcher has spotted it 47 times in the book. Logical

and critical expression are particularly described in writing section of the book as spotted 20 times in the book. Lessons are given on report writing comprising of graphical representation of data and other forms of expression. Similarly, the problem solving skills have been observed almost 22 times by the researcher and they are mostly mentioned in speaking and writing forms of effective communication.

Table: 3 Reflection of Theoretical and Conceptual Knowledge in Subject of English III (Technical Writing & Presentation Skills)

Category	Sub-category	Code	Presence	Total Count
KNOWLEDGE -Theoretical -Conceptual	Theoretical Knowledge	TK	Yes	35
	Practical Knowledge	PK	Yes	38
	Updated Information	UI	Yes	12
	Use of Resources	UR	Yes	4
	Basic general education	BGE	Yes	11
	Proficiency in Urdu Language	PUL	No	0
	Proficiency in English language	PEL	Yes	41
	Logical and critical expression	LCE	Yes	20
	Problem solving skills	PSS	Yes	19

Table 3 elaborates English III, which is in actual 'Technical Writing and Presentation Skills'. There is no such properly produced course guide for this subject. Anyhow, there is an outline which is used in universities on wider scale. This outline has prescribed some books and besides that internet is used to follow the content of the scheme of studies. As per the better understanding of the researcher, theoretical knowledge has been spotted 35 times while practical knowledge is 38 times. The contents include presentation skills for which variety of available content can be used and this is the most practical side of the outline. Similarly, 4

major resources have been mentioned which are book about the area. The basic general education is found 11 times based upon the most frequently used material particularly in the areas of essay writing, academic writing, technical report writing. The proficiency in Urdu language, being not a target of the subject, has not been observed. The area of English proficiency has been pointed out 41 times which is the main target of this subject. It is in particular, found in descriptive, narrative and argumentative essays where there is a need of sound technical English knowledge about paragraph structure and principles. The logical and critical expression were found 20 times especially in the areas of report writing. Similarly, the problem solving skills were found in scattered places with 19 occurrences.

Alignment Matrix for the Category of Theoretical Knowledge and Conceptual Knowledge

For analyzing the alignment of the compulsory courses of B.Ed. (Hons) program in the Perspectives of Knowledge, alignment matrix was developed. Three types of categories were developed i.e., aligned, partially aligned and not aligned. The sub-categories which were simply defined with little explanation in the courses from 1 to 10 (total counts) were considered as partially aligned while the more discussion on the sub-categories in the courses from more than 10 (total counts) were considered as fully aligned under alignment matrix. But the sub-categories not discussed at all were considered as not aligned during analysis of courses of B.Ed. (Hons) elementary program through alignment matrix.

Table: 4 (Knowledge) *Theoretical Knowledge*

Statement	Aligned	Partially Aligned	Not Aligned	Total courses
Theoretical knowledge	7	-	-	07
Percentage	100	-	-	

According to table 4, 100% courses are aligned with respect to theoretical knowledge in the compulsory courses of B.Ed. (Hons) program.

Table: 5 *Practical Knowledge*

Statement	Aligned	Partially Aligned	Not Aligned	Total courses
Practical Knowledge	7	-	-	07
Percentage	100	-	-	

According to table 5, 100% courses are aligned with respect to practical knowledge in the compulsory courses of B.Ed. (Hons) program.

Table: 6 *Updated Information*

Statement	Aligned	Partially Aligned	Not Aligned	Total courses
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Updated Information	6	1	-	
				07
Percentage	86	14	-	

Table 6 depicts that, 86% courses are aligned, 14% courses are partially aligned and 0% courses are not aligned with respect to updated information in the compulsory courses of B.Ed. (Hons) program. So, it is concluded that majority 100% courses are aligned and partially aligned towards updated information.

Table: 7 Use of Resources

Statement	Aligned	Partially Aligned	Not Aligned	Total courses
Use of Resources	5	2	-	
				07
Percentage	71	29	-	

Table 7 describes that, 71% courses are aligned, 29% courses are partially aligned and 0% courses are not aligned with respect to use of resources in the compulsory courses of B.Ed. (Hons) program. So, it is concluded that majority 100% courses are aligned and partially aligned towards use of resources.

Discussion

The current study takes into consideration national qualifications framework (NQF) in order to analyze the B.Ed. (Hons) elementary curriculum of compulsory courses with the parameter of Knowledge. The main concern of NQF is to standardize the qualification at higher level. Secondly, the teacher education comes under the domain of higher education which the NQF describes from 5-8 levels. The curriculum of B.Ed. falls under 6th level of the framework which was selected for this study. The curriculum of B.Ed. (Hons) was revised in 2010 which is the focus of this research. Being in the education department for more than 25 years, this has activated the researcher’s interest to analyze the alignment between “knowledge” of B.Ed. (Hons) program with the content given in the NQF. This has led to the problem statement to analyze the B.Ed. (Hons) curriculum of compulsory courses in the perspective of knowledge reflected in NQF.

Conclusion

In the content analysis of the B.Ed. (Hons) curriculum of compulsory courses, it is found that some subjects are aligned, some are partially aligned, and some subjects are not aligned to sub-categories of knowledge.

Recommendations

1. National Qualification framework for teachers should be used to promote knowledge, understanding, problem-solving and critical-thinking.
2. Curriculum designers are recommend to develop B.Ed. (Hons) courses in the light of

- NQF's social context of knowledge.
3. Similarly, NQF's aspect of developing creativity in the application of knowledge, comprehension and practice might be focused in course designing.
 4. Evidence-based solutions to different educational problems should be included in different courses of B.Ed. (Hons) in the light of National Qualification framework.
 5. Problems-solving, application of knowledge, promotion of creativity and synthesis should be given adequate space in courses in alignment with National Qualification framework.

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