

An Analytical Study on Problems faced by Heads and Teacher Educators in Implementation of new B.Ed.(Hons.) / ADE Program in Balochistan

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ABSTRACT

This research aimed at investigating the problems in implementation of curriculum; teaching pedagogies, suggested in new B.Ed. (Hons.)/ADE Programs in teacher education institutions of Baluchistan. The research was conducted in 7 teacher education institution spread across Balochistan. The data was collected through survey questionnaire from seven Heads of the institution and nine Teacher Educators, involved in teaching different courses of B.Ed. (Hones.)/ADE at different semesters. Focus group discussion with head and nine teacher educators/institution was also conducted. The quantitative and qualitative data from two instruments helped in-depth understanding of the problems in the area of interactive/innovative teaching pedagogies and curriculum implementation. The results showed that teacher educators recognize the need of implementing new competency-based curriculum for the improvement of education system in Pakistan. They are engaged in moving towards greater use of student-centred and interactive curriculum but despite willingness, teacher educators found it quite challenging to use ICTs and educational equipment effectively. It is also a challenge to determine suitability of a teaching method for a particular content and smooth integration of more than teaching methods during one lesson.

Key words: *Implementation, problems, ADE/B.Ed.(Hons.) curriculum, Heads, Teacher educators, Pedagogical skills.*

INTRODUCTION:

Education is the process to bring out one's hidden abilities. Education plays a crucial role in shaping the values and norms of the nation. When I assessed the history of education, it seems to me that it begins with the birth of Man. Allah taught the 1st Man, Hazrat Adam (AS) some words. After that Hazrat Adam (AS) was equipped by Allah, with different skills to make earth his Home. Socialization was also taught to Adam by telling him the rules and regulations of developing different relationships. After learning all by Allah, Hazrat Adam (AS) communicated the messages of Allah to his children. With the passage of time, the number of human beings increased enormously. Education took a form of formal organization.

Different scholars have contributed in shaping and improving the education system. In the process of improving education system, different new subject's categories and new pedagogies have been introduced for updating knowledge and

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skills to enable the youngsters of their nations to cope with the future and represent their selves for the betterment of the nation. As the nation building requires competent, skilled, socialized and responsible human resource. That's why all nations in the world pay attention to teaching their youngsters to equip them with the skills, which are essential for the nation building and stability. With the passage of time, it was realized that equipping youngsters with different skills is a technical task. And to teach them, there is a need to equip the teacher with technical expertise of teaching.

TEACHER EDUCATION IN PAKISTAN

Khan has reviewed 'Teacher Education' in different national education policies¹. She analyzed that in 1st educational conference in December 1947, it was decided that salary scale of teachers be raised. This decision was made to attract the best talent of the country towards teaching profession. National Education Commission 1959 outlined the goals of teacher education and it was decided that teachers should be equipped with the knowledge and skills of teaching on some specific subjects.

By doing all the above efforts it was not possible to attract good talent for teaching profession. 3rd five year plan (1965 - 70) much focused on the point that teachers and their education should be of highest priority for the nation building. National Educational Policy (1972-80) recommended for the introduction of innovative techniques for improving Teacher Education. 6th five year plan (1983–88) allocated special funds for teacher education. 7th five year plan (1988 – 93) identified a number of shortcomings, related to curriculum and training duration.

In 2006 National Scheme of Studies was proposed by HEC, it recommended a four years' teacher education B.Ed. format. National Education Policy, 2009 again focused on rebuilding and improving quality of pre-service teacher education system. To align with the NEP 2009, it was also decided to introduce a two year transitional Associate Degree in Education (ADE). This great reform was implemented by the collaborative efforts of provincial governments, their teacher training institutions, Ministry of Education (MoE), Higher Education Commission (HEC), National Curriculum Review Committee (NCRC) and United States Agency for International Development (USAID). USAID provided financial and logistical support through the Pre-STEP (pre-service Teacher Education Program). MoE and HEC provided technical and administrative support. NCRC, pre-STEP and partner universities from all provinces, developed syllabi course content, instructional material and internal assessment procedures of the revised four years B.Ed. (Hons) and two years ADE².

A two-year associated (ADE) and four year Bachelor degrees in Education (B.Ed. Hons.) were introduced in various teacher training institutions across the country to prepare specialized & highly qualified teachers with better skills and aptitude towards teaching. The assumption behind implementing these new two years and

four years degrees in Education is that this program will make the second nature of prospective teachers. When these prospective teachers will enter in education system as teachers they will become a source of improving education system from the baseline. This study is to investigate the range to which the problems are emerging in the implementation of new curriculum and innovative pedagogies suggested in the curriculum of new ADE/B.Ed. (Hons.) program in teacher education institution in Balochistan. This study will also investigate the ways through which Heads and Teacher Educators will be able to implement this new teacher education program in an effective way.

The above stated problems were investigated by formulating the following objectives:

- To analyze the problems faced by head institutions and teacher educators in the implementation of curriculum and innovative pedagogies suggested in the curriculum of new ADE/B.Ed(Hons.) programs.
- To investigate the strategies for effective implementation of new ADE and B.Ed. (Hons.) curriculum.

The above stated objectives were achieved by formulating the following research questions:

1. What problems are faced by head of institutions and teacher educators in implementing new ADE and B. Ed. (Hons.) curriculum?
2. What reasons are behind existing problems?
3. How to overcome these problems for the best implementation of new ADE and B.Ed. (Hones.) curriculum?

This study was motivated by the efforts of creating potential change in teacher education in Pakistan. This study is too important from a policy perspective to be left without a systematic investigation of what problems will be faced by head and teacher educators in the implementation of new B.Ed. (Hons.)/ADE program.

By documenting the implementation of the program by Head and teacher educators in teacher education institutions, this study has developed insights about the challenges they are facing during the course of their planning and managing the problems of different aspects of this new program of teacher education. Teacher education programs have a very hard task at hand³.

LITERATURE REVIEW

IMPLEMENTATION OF NEW PROGRAM

When practitioners are going to implement a new program, they face a number of challenges. Even a sound program does not produce desired results, if it is implemented poorly. For effective implementation, there must be monitoring of implementation process. Monitoring process will help to identify and resolve problems timely and ensure the effective implementation of the program⁴.

HOW TO IMPLEMENT ANY TRAINING PROGRAM

Implementation of any training program needs instructor's ability to communicate the curriculum in an effective way. Instructor should maintain the classroom control and keep the students engaged on the topic⁵. Lillian⁶ has described that poor coordination between curriculum development, teacher development and learning materials also affect the effective implementation. Offering of new ADE/B.Ed. (Hons.) program is an innovation in the education system of Pakistan. The main objective of this program is to support basic education by producing best teachers in Pakistan. This program introduced new competency-based curriculum, student-centred pedagogies,

WHAT CURRICULUM MEANS?

A new curriculum deals with teaching learning process. "A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice."⁷

PROBLEMS EMERGED IN THE PROCESS OF THE CURRICULUM REFORM

Two major problems emerged in the process of the curriculum reform: failure to involve the teachers upfront or even consider their opinions on the changes, and teaching the curriculum without first testing it practically in schools. History showed that the program failed when curriculum developer and practitioners ignored the actual theme of curriculum. So curriculum developers also consider the processes happen under those circumstances where curriculum is going to implement⁸.

IMPLEMENTATION OF A NEW CURRICULUM

Implementation of a new curriculum has two aspects:

Material Aspects: These include material inputs e.g. infrastructure, physical and informational resources.

Theoretical Aspects: Change in the beliefs and understanding of the practitioner. To implement a new curriculum teachers should be provided with support, guidance, knowledge and encouragement to adopt and adapt the initiative to meet the needs of their students⁹.

Barriers to Implementation of an Innovative Curriculum

There are so many barriers which may resist to effective implementation e.g. Practitioners do not understand innovative curriculum; they may realize lack of ownership and feel it as a burden imposed by state or districts; practitioners do not possess the competencies (knowledge and skills) to cope with the change; lack of incentives and benefits for practitioners may lose their interest in its implementation; Implementation of innovative curriculum also demands extra time, if practitioners do not have the time to engage with the change, they feel it as an extra burden on them and cannot implement it in the demanding form.

STRATEGIES TO OVERCOME BARRIER

- Written curriculum should be in simple and understandable language.
- Give the practitioners freedom to explore the new skills needed for utilizing or implementing the change curriculum. This will provide them feelings of ownership.
- A lot of time and resources have to be used for training of the teachers involved in teaching/implementing of the curriculum.
- Make sure the teachers, who actively involved in the effective implementation of curriculum will be rewarded. Reward may be in the form of bonus, recognition certificate or up gradation etc.
- To overcome the time issue, lighten the workload of the practitioners so that they actively take part in the implementation of the change/innovative curriculum.¹⁰

MONITORING CURRICULUM IMPLEMENTATION

Curriculum is effectively implemented if curriculum developers actively engage and monitor implementing process. This will help timely solution of problems¹¹. Implementation process not only considers the emerging problems in acceptance of innovation¹², but also it focused on the improvement of innovative program¹³.

When curriculum is ready to implement in the classroom, it can be effectively communicated only by the using of effective pedagogies.

WHAT PEDAGOGY MEANS?

Pedagogy mean the theory and practice of teaching, learning, and assessment¹⁴. As set of pedagogies is a science of education. It is very difficult for the teachers to use and adopt interactive pedagogies in their teaching¹⁵.

IMPLICATION OF COMPETENCY-BASED/INTERACTIVE PEDAGOGIES

Utilizing learner-centered/interactive approaches can be particularly advantageous in structuring a learning environment for culturally diverse students. At the most basic level, this approach firmly rests upon the belief in the worth, potential, and success of all children¹⁶. Learning experiences must be contextualized and situated in the daily life experiences of students.

PROBLEMS IN IMPLICATION OF COMPETENCY-BASED/INTERACTIVE PEDAGOGIES

Most of the teachers do not aware about the real theme of student-centred pedagogies; implementation of interactive pedagogies need special resources, change in beliefs of teachers and students, so it becomes very difficult for teachers to use innovative and interactive pedagogies. Both teachers and students face difficulty in the use of interactive pedagogies. If teachers and students are not provided skills to use these innovative and interactive pedagogies, they become frustrated¹⁷. The implication of student-centred pedagogies requires technical skills possessed by the teachers. So it is very difficult to use these

interactive pedagogies, if teachers are not provided with such skills needed to implement interactive pedagogies.

EFFECTIVE IMPLEMENTATION OF PROGRESSIVE PEDAGOGY

Leah Sikoyo¹⁸ stated that progressive pedagogy is effectively implemented if the students are taught with different approaches, to develop the interest of the students in learning. Curriculum cannot be implemented effectively; if appropriate the pedagogies are not used to communicate it.

After communicating the innovative curriculum by the use of interactive pedagogy, it is essential to assess that to what extent curriculum objectives have been achieved. For this purpose there is a need of proper and suitable assessment and testing techniques. Pedagogy needs overlapping of following skills for implement in an effective way.

METHODS.

This study investigated the problems in implementing the new B.Ed.(Hons.)/ADE curriculum and student centred interactive pedagogies. At present, the program is being served by 09 teacher training institutions in Baluchistan. This Study narrowly targeted only those Heads and Teacher Educators of the teacher training institutions implementing the revised B.Ed. (Hons) and A.D.E. programs, at the 06 colleges, in Quetta, Loralai, Sibi, Pishinand 01 university in Quetta Baluchistan.

A mixed methods inquiry approach was used to answer research questions. The data collection was involved

- (1) Administration of expected problems 'Survey Questionnaire' to Heads and Teacher Educators of the teacher training institutions involved in the implementation of new B.Ed. (Hons.)/ADE curriculum. This survey was conducted to find out the current status of existing.
- (2) A separate survey was administered to collect demographic data from head and teacher educators to help analyze the data by controlling variables such as, administration experience, gender, institution, professional development trainings etc. this survey was conducted to find out the different skills and knowledge of the practitioners.
- (3) Focus group discussion was also conducted to find out
 - i) The reasons behind the problems in implementing the new teacher education curriculum,
 - ii) Explore the ways for best and effective implementation of the new teacher education curriculum.

The survey and focus group discussion data was analyzed to develop insights about the problems and their solutions.

The survey was administered to 01 Head and 09 Teacher Educators in each teacher training institution implementing the B.Ed.(Hons.)/ADE programs (N=70) in the 01 university and 06 GCETS in Baluchistan. Focus group discussion was conducted with the same survey sample to find out the reasons behind the existing problems. Sample of teacher educators was selected through purposive sampling technique. The data collected from the survey questionnaire was both categorical and ordinal quantitative data. In addition to this, the focus group discussion generated interview transcripts.

Both quantitative and qualitative data was analysed for developing estimates about the emerging problems in implementation of this new teachers' education curriculum and developing estimates of reasons behind these problems.

RESULTS

A Survey Questionnaire based on five point Likert-Scale from 'strongly disagree' to 'strongly agree' was used to find out the different problems faced by different teacher educators and heads during the implementation process of innovative program, two years ADE and four years B.Ed.(Hons.) in different teacher training institutions in Balochistn.

DESCRIPTION OF THE PROBLEMS REGARDING IMPLEMENTATION OF INNOVATIVE 'CURRICULUM

Teacher educators/heads reported that the new curriculum is a great reform in Pakistan and it is also competency-based curriculum and teachers' beliefs have been aligned with this new curriculum. Data indicates most of the problems regarding curriculum i.e. this curriculum is very difficult to implement and take more time to complete according to week distribution and also teachers' content knowledge is moderate to communicate it. And official curriculum document is not easy to understand. While problems regarding arranging and managing 'practicum activities' are at high level.

DESCRIPTION OF PROBLEMS REGARDING 'PEDAGOGICAL SKILLS'.

Data indicates that teachers try to use most of the student-centered pedagogies i.e. they try to conduct their classroom by using different pedagogies in one class and they also attract students attentions by asking them follow up questions. They also demonstrate the lessons if needed give students different projects and provide feedback to guide student thinking but still there is problem in developing questions for removing students' misconceptions by their own, creating and maintaining students' interest at all class time, and they have no command on the use of all student-centered/interactive pedagogies.

Table 1: Analysis of responses by Age; Highest General Qualification; Location; Experience and Trainings Attended.

Inferential analysis (One Way ANOVA & Independent Sample T test) was conducted to explore the problems related to implementation of innovative curriculum and pedagogical skills.

Demographic Characters	Curriculum	Pedagogical skills
Age	Insignificant difference	Insignificant difference
Gender	Insignificant difference	Significant difference
Highest General Qualification	Significant difference	Insignificant difference
Highest Professional Qualification	Significant difference	Insignificant difference
Location	Insignificant difference	Insignificant difference
Experience	Insignificant difference	Insignificant difference
Trainings Attended	Insignificant difference	Insignificant difference

COMPARISON OF DATA THROUGH SUB CONSTRUCTS OF CURRICULUM AND PEDAGOGICAL SKILLS

When data was analysed by finding mean of emerging problems in implementation of curriculum and pedagogical skills, it indicates that mean score (M=3.21) for pedagogical skills is higher than the mean scores for curriculum (M= 2.80).It means that teacher educators are facing little problem in the implementation of student-centred pedagogies as compare to implementation of new innovative curriculum overall.

ANALYSIS OF QUALITATIVE DATA

Analysis of qualitative data highlights the reasons behind the emerging problems as regarding curriculum respondents responded that there is no alignment in topics and course material in course outlines, even topics are not in good sequence and standard of the course content is very high not matching the educational background of the teacher educators and prospective teachers. Some other problems were, that teacher educators felt difficulty in choosing the level of information (basic, high or graduate) for teaching different subjects in ADE/B.Ed.(Hons.) curriculum, time duration for communicating this curriculum is too short, English medium course also create hurdle in effective implementation of this curriculum. Arranging and managing practicum activities is a great trouble for both teacher educators and prospective teachers. The main reasons are that it needs too much time to implement, non-cooperative attitudes of practicum schools, teachers and administrators. Furthermore different subjects in this curriculum include difficult terminologies which are hard to understand.

Regarding pedagogies, respondents felt difficulty in the use of project method, group discussion and designing different activities for the attracting the interest of prospective teachers. Teacher educators also felt difficulty in the construction of questions to remove the misconceptions of prospective teachers. Students' and

teacher educators' competencies for the use of computer and other educational technologies are also creating trouble for interactive teaching-learning process.

SUGGESTIONS BY THE PRACTITIONERS

Regarding effective implementation of this new teacher education curriculum provide much value able suggestion as, need of specific trainings related to specific subjects, computer training program should be of the duration from 20-30 days, online cell which may be established in the university to help the teachers through telephone, mobiles and net or directly meeting, training program should be arranged within the institution so that all the teachers got benefit through it, transfer should be stopped because trained teachers go to school and result in the wastage of money on them and when untrained/unfamiliar teachers come to schools they don't know anything and to solve the problem of English change should be also brought at Metric level, so that when these students enter in ADE/B.Ed.(Hons.) programs, they have a background to digest the knowledge.

CONCLUSIONS AND RECOMMENDATIONS

The results of the study indicate that there were almost no significant differences in the views of all respondents on the basis of their background variables. This point towards the actual existence of the problems. It means that problems actually existed and these problems were not because of practitioners' attitudes or aptitudes to implement this program. Moreover majority of the teacher educators (actual implementer) lack some skills to implement this new innovative teacher education program. So for effective implementation of this program following provisions should be made:

REVISION OF CURRICULUM

Detailed course planner and course guides were provided to the practitioners, but still it seems that they are still facing so many problems in its implementation. Specially in relation to English language, time duration, difficult terminologies, students and teacher Educators educational background and their competencies for the use of computer and other educational technologies.

There is greater need of revision of official curriculum document. Revision should focus on language of the curriculum, organizing of different units in course guides, consistency between different topics and clarity about courses in different semesters. Furthermore course outlines of some courses are not developed, this create great problems for teacher educators how to develop it. Revision of official curriculum documents will remove all ambiguities in different subjects.

INNOVATIVE PEDAGOGIES AND PROVISION FOR MORE TRAININGS

The teacher educators have been provided considerable trainings in designing class activities like group discussion, Think-Pair-Share, Jigsaw, Number-Head-Together, question-answer method, practical work, gallery walk, experiments, use multimedia, net searching, role play and project approach. Teacher Educators were

still facing problems in implementing some of these activity based student-centred practices like project work, use of internet in teaching-learning, discussion method; designing activities etc. There is need of more training regarding computer skills, using and choosing pedagogies in relation to different topics.

ARRANGING FOLLOW UP PROGRAMS

This new curriculum should be considered as ‘newly born baby’ who needs constant attention to become an adult. So follow up program should be arranged to overcome the problems timely and also maintain the equivalent measures at all teacher training institutions. Furthermore, follow up program will prevent failure of achieving the objectives of this new teacher education curriculum.

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