



Curriculum in Teacher Education Programs with Reference to National Education Policies in Khyber Pakhtunkhwa, Pakistan

Abid Ali^a, Amjad Reba^b, Adnan Shahzad^c, ^aPh.D scholar, ^bAssistant professor, ^cPh.D, ^{a,b,c}Institute of Education and Research, University of Peshawar

The main aim of this research was to explore the views of the teacher educators towards the teacher education programs with reference to curriculum in national education policies. The main research question of the study was to investigate the various education policies regarding curriculum in teacher education programs; the study was qualitative in nature. All thirteen teacher training institutions in public sector universities offering teacher trainings at all levels constituted the population of the study. The sample size of thirteen teacher educators ie one teacher educator from each institute was selected purposively. A semi-structured interview was used to collect data from teacher educators. The research found that reforms in teacher education curriculum are somehow in line with the modern trends. We have many changes in the education program; especially, introduction of a new program 4-year degree, while the rest of the participants mentioned education policy 2009 as well as other policies also focused on reforms in curriculum with other measures. It is recommended that the policy maker and implementer may focus on curriculum in teacher education programs reviewed as stated in the national education policy 2009.

Key words: *Education policies, Teacher education programs, Learner centered teaching approach*



Introduction

Meaningful presentation of theoretical-practical complexity within the teacher training program, reported that teacher training contributes a significant role in promoting student success. Jabeen (2019) indicated that education policies are particularly concerned with the achievement of educational goals, strategies and objectives. The Ministry of Education (1972) communicated that all teachers would be improved in management skills. In higher education, technology in teacher training, as well as curriculum design of teacher training programs have been underscored (Education policy, 1998-2010). The New National Education Policy (2009) recommended that the quality of teacher training be changed to meet the criteria of the subject matter of the institute and the learning program. The curriculum will include cross-curricular skills, and an aspect for student-centered approach. Accreditation and credential programs will be institutionalized for teacher education programs. The national technical standard for teachers was determined as a backbone in the National Education Policy (2009); even the National Professional standard for teachers has been introduced, and more work is still needed for improving their role in the classrooms. A framework for the national vision on teacher professional performance must be laid down in the initiated criterion, but implementation of these requirements is compulsory, both academic achievements, development, and growth in the educational environment (Rehmani, 2006).

A number of these programs are run and prepare teachers to concentrate on teaching and material and teaching and learning (Government of Pakistan, 1998). However, they are to follow international standards and develop pedagogy in the English language (National Curriculum Document, 2002; National Education Policy, 2009). Besides, the professional development of teachers is not adequate. In the field of English language teaching pedagogy, research is needed to make it more advanced and systematic in Pakistan, despite several pedagogical problems. Teachers gain insights into learning from the viewpoint of students through teacher training programs (Darling, 2006).

In teaching effectiveness, subject awareness of teachers is considered to be an essential construct. In addition to this interpretation, Ashton and Crocker (1986) summarized state indicators of pedagogical knowledge and this knowledge is as follows: Learning awareness, methods for teaching and designing the curriculum.

The curriculum should be designed for the students in our classrooms. Individualizing curriculum has followed the most in teacher training programs, but now it should not only be the individualizing curriculum based on learning styles, it should be according to our students racially and culturally as well (Capper, 2021).

Teachers training organizations failed to provide current and quality education for educators due to traditional methods and outdated education systems (NEC, 2006). In order to patch up education for educators in Pakistan, USAID initiated a five-year "Instructor Education Project" activity in 2008. The undertaking supports the Pakistani legislature's attempts to



reform educational training programs through the newly presented four-year Bachelor of Education (B.Ed.) and two-year Associate Degree in Education (ADE) programs, by withdrawing regular one-year programs (NEP, 2009). Training assumes an important part in the advancement and improvement of a state. The progress of any nation relies on its proficiency rate and the nature of instruction in that nation. Consequently, it is the critical needs of countries (Asif, Afzal & Bashir, 2020). This paper focuses upon the curriculum with respect to education policies.

Research Questions

- i. What are the perceptions of teacher educators regarding curriculum in teachers' education programs with respect to education policies?

Research Design

The methods used for this exploration was qualitative in its approaches. This chapter includes a description of the research approaches used, including the sample design, the selection of research participants, the procedures for data collection and data analysis, a description of ethical considerations and the limitations of the study.

Population/ Sample Sizes

All teacher training institutes in the universities of the public sector providing teacher training at all levels, in Khyber-Pakhtunkhwa were the inhabitants of this study. There are thirteen institutes of teacher education in the public sector universities of Khyber-Pakhtunkhwa. All teacher educators of teacher training institutes were the inhabitants of this study. One teacher educator from every institute was chosen purposively. So, thirteen teacher educators constituted the sample size of this paper.

Instrument Used

A semi-structured interview was used for the collection of the data from Teacher Training Institutes. Interviews were conducted with teacher educators.

Data Analysis

As far as qualitative data analysis is concerned, the thematic approach (Hannes & Lockwood, 2011) was applied. Semi-structured interviews with the teacher educators were transcribed, coded into themes, sub-categories were developed and then the data was interpreted to capture the main ideas of the respondents.

Qualitative Data Analysis

This part of the study consists of the thematic analysis; interviews were conducted with the teacher educators teaching in different institutions of Khyber Pakhtunkhwa. The 'interviews' provided an opportunity for the participants to express and share their views and experiences



Revision, reforms, and improvement in teacher education curriculum in Pakistan

Explanation provided by teacher educators and their perceptions about teacher education programs with reference to national education policies. They share their views in different aspects about revision, reforms, and improvement in teacher education curriculum in Pakistan.

An analytical appraisal of the data highlighted the question, that there is improvement in educational Policy developments and teachers recruitments that can bring quality production. The quality of Teacher Education Programs in Pakistan were proposed by different National education policies but 2009 policy tried its level best and its main aim was, the teacher education curriculum and setting uniformed standards for teacher education. Most of the respondents reported that:

Policy developments for teacher education program and the hiring/appointment of teachers were mainly focused in the National education policies, but not yet implemented. There are many education policies but in 2009 policy main aim was to revise the teacher education curriculum and also provide provision for continues professional development of the teachers....

Another respondent stated that:

...of course the government has taken a great step for the professional development of teachers; also provide greater facility for new programs in teacher education and recruitment of teachers on Quality basis,

Pakistani government has initiated major steps for the improvements in development in the education sector and teacher education programs in particular.

Most of the respondents replied that in the appointment of the new teacher educator, the authority must focus on the quality and also target on standard and professional education programs.

In response to the question, the respondents replied;

.....In some recent Policy developments and improvement in teacher professional development programs emphasis were on the professional development programs, which ultimately enhance the quality.



Reforms teacher education curriculum is in line with modern trends.

The participants viewed differently regarding the **Reforms in teacher education curriculum**. Almost half of the participants stated that reforms in teacher education curriculum are somehow in line with the modern trend. We have many changes in the education program; especially, introduction of a new program 4-year degree, while rest of the participants mentioned in education policy 2009 as well as other policies also focused on reforms in curriculum with other measures, after the reforms in teacher education curriculum is in line with modern trends. If we see the course as a whole and compare it with the modern world, it is at par with the international standards as for as 4 years B.Ed program is concern.

In this institute, we follow a modern and standardized activity base learning, with the need of the learner and follow educational standards for teaching.

Reforms in teacher education curriculum is in line with the modern trends, our institute still followed the old and conventional way of training the prospective teachers. We have many changes in education programs, introduced new 4-year degree program and also many areas for improvement.

It is very important in training that we must follow the latest and standardized method for learning and teaching. This is the need of the day and also improvement of education, in the light of modernization we adopted new and modern curriculum according to need of society.

With the reforms in teacher education curriculum and modern trends, HEC courses are developed and we follow a new pattern in our pre-service teachers' trainings.

We must follow a new modern curriculum for teaching, but many problems arise. One of the respondents shared that:

...In the semester system we have very little time and we are always busy with the completion of the course in time, it is very difficult to follow a standardized curriculum for completion of course work.

Teacher education curriculums achieve their aims and goals

In curriculum designing, the main objective is; to set the standard according to the need of society, and students that fulfill the requirement of global world. Unfortunately, this could not be achieved in true spirit. Somehow we achieved the goal and objectives of teacher education program in adopting the modern method of teaching. Some views of the respondents:



.....So far as teacher curricula have achieved some goals; students have much better than the old system of education, having more communication and presentations skills.

We must follow a modern curriculum for teaching, but there are problems in the semester system we have very little time and we always busy in completing the course within a time, students have much better than the old system of education, having more communication skills, presentation skills. Content is also much better than the older one.....

....In the recent decade and in the competing modern age, the government has taken major changes in curriculum, achieved some goals, students have much better than the old system of education.

Discussion

The data collected across the educational institutes yet interlinked aspects helped to carry out a multidimensional analysis of education policies and their different aspects. The following paragraphs discuss findings formulated within each of these areas to reach conclusion and look through implications of these conclusions for policy and practice.

The teacher educators were deeply aware of the gaps in curriculum of teacher education programs reviewed as stated in the national education policy 1998-2010. Most of the teacher educators viewed that curriculum of different teacher education programs has been implemented according to principles mentioned in the national education policy 1998-2010. It is also stated by teacher educators that curriculum is based on learner centered teaching approach and the results are supported (Nieveen, 2012). Qualitative data considered the teacher education curriculum is according to the needs of the learners as stated in national education policy 2009. Majority of teacher educators supported the curriculum of teacher education programs as relevant to the professionalism of the prospective teachers as mentioned in the different national education policies. Most of the teacher educators supported the need to improve the curriculum of different teacher education programs focusing upon the enhancing skills, as mentioned in different education policies also supported by (Shah, 2012).

Conclusion

Based on the research findings the study concluded that the curriculum in teacher education programs was not reviewed as stated in national education policy 1998-2010. The curriculum in teacher education programs is revised for aligning them with modern trends; the curriculum of different teacher education programs has been implemented according to principles mentioned in the national education policy 1998-2010. The teacher education curriculum is according to the needs of the learners as stated in the national education policy 2009.



Recommendations

1. The policy maker and implementer may focus on the curriculum in teacher education programs reviewed as stated in national education policy 1998-2010.
2. The curriculum in teacher education programs may be revised for aligning them with modern trends.
3. The institution and authority may develop the curriculum of different teacher education programs and to implement it according to the national education policy 2009 suggestions.
4. Need to the follow the curriculum based on the learner centered approach.



REFERENCES

- Afshari, M., Bakar, K. A., Luan, W. S., Samah, B. A., & Fooki, F. S. (2009). Factors affecting teachers' use of information and communication technology. *Online Submission*, 2(1), 77-104.
- Ahmad, S. M., Reba, A., & Ullah, O. (2014). Student-Teachers' perspectives on assessment practices at teacher-training institutes in Khyber Pakhtunkhwa. *The Journal of Humanities and Social Sciences*, 22(3), 1.
- Ahsan, M. (2005). Politicization of bilateral aid and educational development in Pakistan. *Educational Studies*, 31(3), 235-250.
- Ali, S. (2012). Education policy borrowing in Pakistan: Public-private partnerships. *Education in the broader Middle East: Borrowing a baroque arsenal*, 23-40.
- Altbach, P. G. (2008). The complex roles of universities in the period of globalization.
- Aly, J.H. (2007) *Education in Pakistan: A White paper (revised)*. Available at <http://planipolis.iiep.unesco.org/upload/Pakistan/Pakistan%20National%20Education%20Policy%20Review%20WhitePaper.pdf>, accessed August 13, 2020
- Ashton, P., & Crocker, L. (1986). Does teacher certification make a difference. *Florida Journal of Teacher Education*, 3, 73-83.
- Asif, S., Afzal, I., & Bashir, R. (2020). An Analysis of medium of instruction policies in the education system of Pakistan with specific reference to english medium education. *SJESR*, 3(2), 370-382.
- Beere, J. (2012). *The perfect (Ofsted) inspection*. Crown House Publishing.
- Capper, K. (2021). Culturally Relevant Pedagogy in the English Curriculum. *Journal of Education*, 0022057421991856.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives*, 8, 1.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice?. *European Journal of Teacher Education*, 40(3), 291-309.
- Darling-Hammond, L., & Bransford, J. (2007). *Preparing teachers for a changing world: What teachers should learn and be able to do*. John Wiley & Sons.



- Dildy, P. (1982). Improving student achievement by appropriate teacher in-service training: Utilizing program for effective teaching (PET). *Education, 103*(2).
- Haycock, K. (1998). Good teaching matters: How well-qualified teachers can close the gap. *Thinking k-16, 3*(2).
- Jabeen, S. (2019). *Critical Genre Analysis of the constitution of Pakistan and reflection of constitutional ideologies in the National Education Policy of Pakistan* (Doctoral dissertation, Air University).
- Majoka, M. I., & Khan, M. I. (2017). Education policy provisions and objectives. A review of Pakistani education policies. *Italian Journal of Sociology of Education, 9*(2).
- Nieveen, N., & Kuiper, W. (2012). Balancing curriculum freedom and regulation in the Netherlands. *European Educational Research Journal, 11*(3), 357-368.
- Palmer, P. J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life*. John Wiley & Sons.
- Rehmani, A. (2006). Teacher education in Pakistan with particular reference to teachers' conceptions of teaching. *Quality in education: Teaching and Leadership in Challenging Times, 20*, 495-524
- Rizvi, F., & Lingard, B. (2011). Social equity and the assemblage of values in Australian higher education. *Cambridge Journal of Education, 41*(1), 5-22.
- Shah, R. (2012). Goodbye conflict, hello development? Curriculum reform in Timor-Leste. *International Journal of Educational Development, 32*(1), 31-38.
- Stigler, J. W., & Hiebert, J. (2009). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. Simon and Schuster.
- Vermunt, J. D., & Vermetten, Y. J. (2004). Patterns in student learning: Relationships between learning strategies, conceptions of learning, and learning orientations. *Educational Psychology Review, 16*(4), 359-384.
- Williams, B. (2007). Factors determining net interest margins in Australia: Domestic and foreign banks. *Financial Markets, Institutions & Instruments, 16*(3), 145-165.