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The Use of Mother Tongue in Teaching and Learning of Second Language (English) at the Higher Secondary Level in Islamabad

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Abstract

The role of the mother tongue as a medium of instruction is an important issue in second language teaching and learning and needs to be researched. The objective of this study is to investigate the use of the mother tongue in teaching and learning of second language, in this case the teaching and learning of English language at the Higher Secondary level at the Federal Government Educational Institutions in the capital territory of Islamabad. It attempts to explore the situation at government educational institutions in regard to the use of mother tongue. I used mixed method approach in this research. Questionnaire for teachers, questionnaire for students and classroom observation sheet were used for the collection of data in this study. The sample of the study comprised 400 Intermediate level students and 100 teachers teaching English at the Federal Government Educational Institutions. Chi-square tests and z-test for proportions were used to analyze the data. The data were analyzed through SPSS, Excel, and MSAT software. Results from the students' responses show that English language teachers interact with students in Urdu very frequently in English language classes. It is also found that English language teachers use Urdu as a medium of instruction. Further, teachers' methodology is largely limited to Grammar Translation Method. Based on the findings, it is recommended that the English language teachers need to interact with students in English more frequently. It is also recommended that English language may be used as a medium of instruction at the HSSC level. Further, it is recommended that English language teachers may be given both pre- and in-service trainings about new trends in ELT methodology.

Keywords: Teaching learning, mother tongue, higher secondary level, second language learning

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Introduction

The use of mother tongue as a medium of instruction is an important issue and it has been debated enormously. There are supporters as well as opponents of using the mother tongue as a medium of instruction in teaching and learning of second/foreign language. The supporters claim that it facilitates the learning process while the opponents invalidate its facilitative role and claim that it is detrimental to the learning process and should be avoided in teaching a second or foreign language.

The opponents of using mother tongue (L1) in teaching and learning a second language hold that the mind grows accustomed to the rules, system and mechanism of L1 acquisition and "[t]his specialization makes L1 processing efficient, but can cause problems when there is an attempt to process an L2 in the same way, even though the two languages may have different characteristics" (Schmitt, 2008, p. 336). The researcher feels that it is possible that the schemata, which are automatically developed for L1 do not allow L2 processing. The mismatches between processing of L2 linguistics features and L1 automatic processing make L2 learning difficult (Cutler & Noris, 1988 & Koda 1997, 1998 as cited in Schmitt, 2008). The researcher feels that as the learners of L2 cannot make association, which is a good mnemonic aid, because of these mismatches, it becomes difficult for the learners to learn L2.

Literature Review

Current research has corroborated the opinion that mother tongue has a strong impact on the learning and teaching of L2. The mother tongue does interfere the process of learning L2 but research has found that there are intricacies within the language system, which is being learned, which can cause confusion:

> not all cross linguistic differences cause learning problems, and some things turn out to be more difficult than predicted by contrastive analysis. The notions of cross linguistic influence and learning difficulty later came to be more clearly distinguished, and learners' errors were seen as falling into two possible categories: 'interlingual' confusions, caused by interference or transfer from the mother tongue, and 'intralingual' confusions, caused by complexities in the second language itself (Swan, 1997, pp.4-5)

This indicates that learners have not only to struggle to overcome the intralingua difficulties but also they have to put extra efforts to lower the resistance of the mother tongue to learning L2. "Independently of the intrinsic ease or difficulty of items, however, a learner's mother tongue can greatly affect the way he or she is able to approach them" (Swan, 1997, p. 5). The literature shows that the situation aggravates even further when the whole part of speech of the target language is missing from the mother tongue, for example, the Finnish speakers use "case-endings to express the meanings which are communicated by prepositions in most European languages. Consequently Finnish learners of English have substantial trouble with prepositions as a class: they find them not only difficult to learn, but difficult to notice" (Swan, 1997, p. 6). The prepositions may look surplus to them but they make a necessary class of English.

Harmer (2001) points out the confusions caused by the mother tongue in learning English as a second language. These confusions occur at the level of sounds when the sounds of English language do not exist in the mother tongue, at the level of grammar when the two languages have different structures, and the false cognates also cause confusions. But even then there are various reasons for students' use of the mother tongue in learning English. The first reason is the inappropriate level of difficulty of the tasks for students. If the beginners are given a topic which is linguistically difficult for them to deal with, in such case they can talk about the topic in their mother tongue. Another reason is that it is natural for learners to think in the mother tongue when they learn a second language particularly at the intermediate level. Students also use mother tongue in the classroom when they perform 'pedagogical tasks' or when their teachers talk to them in their mother tongue. It shows that students get encouraged to use their mother tongue when a teacher himself uses it.

Cultural differences and language family relationship also affect the learning process of L2. "Where the first and second languages are closely related, there may be fewer errors resulting from the intrinsic difficulty of what has to be learnt, since the mother tongue will provide support in more areas" (Swan, 1997, p. 7). In case of similarities between the mother tongue and L2, perhaps the linguistic items of the L2 fit into the automatic process of L1 with less struggle. This connection between the mother tongue and L2 facilitates the learning process.

Munawar (2007) suggests two stages of teaching a second or a foreign language ie "Oral Expression" and "Oral Comprehension". At

the oral expression level students are made to "talk to each other in the target language in whatever vocabulary they have" (p. 33). She recommends role play activities and gives a golden rule for teaching oral expression successfully that is "I hear only in the target language. I speak only in the target language. For any other language I am deaf and dumb!" (p. 35). When it comes to oral comprehension, she suggests learning by doing or learning by acting approach of teaching helpful. The move should be from familiar to unfamiliar expressions. She leaves some room for the use of mother tongue especially when they are stuck. This strategy seems similar to the teaching practice in which teachers move from difficult to easy expressions.

The use of mother tongue has positive effects on students' learning of the second language or a foreign language. Code-switching is developmental (Atkinson, 1987). Harbord (1992) on the other hand suggests that student-teacher communication in the target language can provide a best source for students' learning of the target language (as cited in Schmitt, 2008). It implies that teachers' talking with students should be in English. This will not only encourage students to use English but also will help them improve their English.

Harmer (2001) suggests that the acceptability depends on the nature of activity of the students. If they are reading a text in pairs and use L1 to enhance their understanding, it will be quite acceptable to use L1. But if students are doing an 'oral fluency activity' the use of L1 will mar the purpose of the activity. According to him the use of English should be promoted in English language classrooms particularly in the oral production activities, and students should be encourage to use English more frequently. He further emphasizes the importance of TTT (teacher talking time) as an important source of language learning. Therefore, teachers should speak in English in the class for most of the time. Nonetheless, the use of L1 can facilitate the teaching and learning of English at the 'lower level'.

Bawcom (2002) in her action research found more progress in those students who used English language in class than the one who was more 'offender' of using L1 in the class. She suggests that L1 and L2 should be combined together in a harmonious way in which the importance of the use of both is taken care of.

The Use of L1 in Pakistani Context

In Pakistan, Urdu is largely used as the medium of instruction. Students, whose mother tongue is other than Urdu, have to learn Urdu first and then English. This makes their job two fold that is they have to learn two languages at the same time. Learning Urdu and English at the same time slows down the learning of English language. Students learn English through Urdu and then translate Urdu into their mother tongue. The researcher has also gone through the same experience in his school and college days. He did not have any opportunities of speaking in English, which affected his speaking so adversely that he could not utter a single sentence without thinking about it for a long time and without structuring and restructuring it before speaking it. Therefore, the researcher feels that using Urdu as a medium of instruction all the time may affect the learning of English adversely especially at the Higher Secondary level.

The school system have been classified into three different categories in Pakistan. The first category relates to English medium schools which use English as a medium of instructions. The second category focuses more on Urdu and the third category uses regional or provincial languages such as Pashto, Bahravei and Sindhi. In the second and third categories English is not given much weighting at SSC level. These three types "serve as feeding institutions to the intermediate level. At this level, learners from different backgrounds as mentioned above, face different problems, as they have to switch over from various mediums of instruction to English Medium" (Shah, Jumani, & Khan, 2009, p. 59).

In Pakistan, Grammar-Translation Method is mostly used in the government schools and colleges. It is the earliest method of 'Modern Foreign Language' teaching based on the method of teaching Latin and Greek in the Middle Ages. It focuses on "the teaching of formal grammatical rules and translating foreign language written texts into one's mother tongue" (Weihua, 2000, p. 250). Mother tongue is used as the medium of instruction and there is hardly given any attention to speaking or listening (Richards & Rodgers, 1995). However, it has been observed generally that Grammar–translation method does not meet the growing needs of second language learning. Therefore, the researcher feels that innovation needs to be brought in the teaching methodology

and dependence on the mother tongue only in teaching and learning of English should be reduced. This research aims at investigating the situation in government colleges and schools in terms of the use of the mother tongue.

Research Methodology

This research was both qualitative and quantitative in nature. The researcher used questionnaires for teachers and students and classroom observation sheet for the collection of data. This study is a part of a larger project for which the research instruments were piloted and made valid and reliable. The teacher and student questionnaires consisted of open ended questions and closed ended items. The classroom observations were conducted by the researcher and other observers from the institutions. The sample of the study consisted of 100 English language teachers and 400 Intermediate students. Thirty classroom observations were also included. The sample was selected using random sampling technique from the Federal Government Educational Institutions in the capital territory of Islamabad. The questionnaires were retrieved from 79% teachers, 90.25% students and 96.6% observations were also conducted, which show that the response rate was quite high.

Data Analysis

The data were analyzed using Microsoft Excel, SPSS, and MSTAT software. The researcher used chi-square goodness of fit test, z- test for proportion for a single population and the significance value for these inferential tests was kept 0.05.

Students' Responses

The student questionnaires were retrieved from 361 participants out of 400 students. The questionnaires consisted of both closed ended items and open ended questions. The percentages of the data are shown in tabular form. The values of the inferential statistical measures are also given in the tables.

Table 1
Results of Students' Responses about Language of Interaction with Teachers

A	B	C	E
Scales	Frequency	Percent	Cumulative percent
Never	50	13.9	13.9
Seldom	234	64.8	78.7
Sometimes	14	3.9	82.5
Often	53	14.7	97.2
Very often	10	2.8	100
Total	361	100	

Chi-square= 118.695, P-value 0.000; Z= -13.29, P-value= 0.000

Results about the teachers' language of interaction are displayed in the Table 1. The mode of responses is 'Seldom'. The results are (i) 13.9% respondents opted for the option 'Never', (ii) 64.8% reported that their teachers 'Seldom' talked to them in English, (iii). 3.9% reported 'Sometimes', (iv) 14.7% said that their teachers 'Often' talked to them in English, (v) 10 students opted for the option 'Very often' having percentage 2.8 of the total responses.

Chi-square test was used to know the difference in the proportion of the positive and negative responses. Its value is 118.695 and its corresponding p-value 0.000 is significant which shows that the proportions are highly significantly different from each other. The z-test for proportions was used to compare proportion of the positive responses with 50 % of the total population. The z-value is -13.298. Its low p-value 0.000 shows that the result is significant. It means that the positive responses are significantly smaller. It shows that the English language teachers do not talk to students in English.

Table 2
Results of Students' Responses about Giving Students Exercises about Translation from Urdu into English and Vice Versa

A	B	C	D
Scales	Frequency	Percent	Cumulative percent
Never	63	17.5	17.5
Seldom	73	20.2	37.7
Sometimes	55	15.2	52.9
Often	96	26.6	79.5
Very often	74	20.5	100
Total	361	100	

Chi-square= 21.94, P-value0.000;   Z= 4.83, P-value=0.000

The Table 2 summarizes the responses about translation from English to Urdu and vice versa. The mode of the responses is 'Often'. The results about translation from English to Urdu and vice versa are (i) 17.5% respondents reported that they never did activities about translation from English to Urdu and vice versa, (ii) 73 students selected the option 'Seldom' having percentage of 20.2, (iii) 26.6% respondents reported that they often did activities about translation, (iv) 74 students opted for the option 'Very often' having the percentage of20.5.

Chi-square test was used to identify the differences in the proportions of the responses of the different categories. The chi-square value 21.94 with its p-value 0.000 shows that the differences of the proportions are highly significant. To compare the positive responses with the half of the total population z-test for proportions was used. The z-test value 4.83 and its corresponding p-value 0.000 show that the positive responses are significantly large in number. It suggests that Urdu is used in the classrooms as a significant number of teachers give exercises about translations from Urdu into English and vice versa.

Table 3
Results of Students' Responses about teachers' Instruction in Urdu

A	B	C	D	E
Scales	Frequency	Percent	Valid Percent	Cumulati Percen
Never	79	21.9	21.9	21.9
Seldom	61	16.9	16.9	38.9
Sometimes	88	24.4	24.4	63.3
Often	68	18.8	18.9	82.2
Very often	64	17.7	17.8	100
Total	360	99.7	100	
Missing Responses	1	0.3		

Chi-square= 17.78, p-value=000;   Z= 4.32, p-value=0.000

The Table 3 summarizes the information about the medium of instruction collected from the respondents. The mode of the responses is 'Sometimes'. The results about the medium of instruction are (i) 21.9 percent of students replied that their teachers never delivered instructions in Urdu, (ii) 16.9 percent of the participants opined that their teachers seldom delivered instructions in Urdu, (iii) 24.4 % of the participants said that they sometimes had their instructions in Urdu, (iv) 18.9% of the students said that their teachers of ten delivered instruction in Urdu, (v) 17.8 % of students reported that their teachers delivered instructions in Urdu very often.

Chi-square test was used to identify the differences in the positive and negative responses. Its p-value 0.000 is significantly smaller than the level of significance. It shows that the results are significant suggesting that they are considerably different. To know whether the proportion of the positive responses is equal to half of the total population z-test for proportions was used. Its value 4.32 with its corresponding p-value 0.000 means that the positive responses are significantly more in number than the half of the total responses, which shows that teachers deliver their instruction in Urdu.

Results of the Open Ended Questions from the Student Questionnaire

A small percent i.e. 1.6% students reported that their teachers corrected their mistakes and that they liked their teachers' combination of English and Urdu as a medium of instruction.

Also, 2.5% of the respondents suggested that a mixture of both Urdu and English should be used as a medium of instruction

Teachers' Responses

Table 4
Teachers' Responses about Giving Students Exercises about Translation from Urdu into English and Vice Versa

A	B	C	D	E
Scales			Valid	Cumulative
	Frequency	Percent	percent	percent
Never	2	2.5	2.6	2.6
Seldom	8	10.1	10.3	12.8
Sometimes	9	11.4	11.5	24.4
Often	38	48.1	48.7	73.1
Very often	21	26.6	26.9	100
Total	78	98.7	100	
Missing Responses	1	1.3		
Total	79	100		

Chi-square= 43.13,p-value= 0.000;   z= 9.82, p-value=0.000

The Table 4 shows there sponses of the participants of the research about giving students exercises about translation from Urdu into English and vice versa. The results are: (i) 2.6 % of the participants reported that they never gave students exercises about translation from Urdu into English and vice versa, (ii) 8 respondents said that they seldom gave students exercises about translation and their valid percentage is 10.3, (iii) 11.5 % of the teachers reported that they sometimes gave students exercises about translation, (iv) 48.7 % of the teachers said that they often gave students such activities, (v) 26.9 % of the teachers told that they gave students exercises about translation very often, (vi) out of 79 respondents only 1 did not reply.

To identify the differences in the proportions of the different responses chi-square test was used. Its value 43.13 and its p-value 0.000<0.05 show that the differences in the proportions of the different responses are significant. In order to find out whether the proportion of the positive responses is equal to the half of the total population z-test for proportions was used. Its z-value 9.82 and its p-value 0.000 mean that the positive responses are significantly large. It shows that English language teachers give activities concerning translation from Urdu into English and viceversa.

Table 5
Teachers' Responses about Speaking Urdu with Students

A	B	C	D	E
Scales	Frequency	Percent	Valid percent	Cumulative percent
Never	14	17.7	17.9	17.9
Seldom	21	26.6	26.9	44.9
Sometimes	33	41.8	42.3	87.2
Often	5	6.3	6.4	93.6
Very often	5	6.3	6.4	100
Total	78	98.7	100	
Missing responses	1	1.3		
Total	79	100		

Chi-square= 0.82, p-value= 0.365

The Table 5 shows the responses of the participants of the research about the language of interaction with students. The results from the table are: (i) 17.9 % of the participants told that they never interacted with students in Urdu, (ii) 26.9 % of the respondents said that they seldom interacted with students in Urdu, (iii) 42.3 % of the teachers reported that they sometimes interacted with students in Urdu, (iv) 6.4 % of the teachers said that they often interacted with students in Urdu, (v) 6.4 % teachers told that they interacted with students in Urdu very often , (vi) out of 79 respondents only 1 did not reply.

To identify the differences in the proportions of the different responses chi-square test was used. Its value 0.82 and its p-value 0.365>0.05 show that the differences in the proportions of the different

responses are insignificant. It shows that the researcher's interact with students in English.

Results of the Open Ended Questions from the Teacher Questionnaire

The responses from the open ended questions show that 60% of the teachers use GTM whereas a small percent of the teachers said that they used other methods.

As suggested by 51% of the teachers, GTM is the most effective teaching method for students in achieving their goals of learning English language. A small number of teachers reported Communicative Approach, Direct Method and the Eclectic Approach.

Classroom Observations

Table 6
Results of Observation Sheets about Teachers' Language of Interaction

A	B	C	D
Scales	Frequency	Percent	Cumulative percent
Never	1	3.4	3.4
Little	8	27.6	31
Somewhat	6	20.7	51.7
Much	11	37.9	89.7
A great deal	3	10.3	100
Total	29	100	

Chi-square=4.17,p-value=0.041;   z= 2.21, p-value=0.014

The Table 6 displays the data about teachers' language of interaction with students collected through observations. The results of the observers are (i) the teachers who 'Never' interacted with students in English are 3.4%; (ii) teachers who interacted with students in English 'Little' are 27.6%; (iii) teachers who interacted with students in English 'Somewhat' are 20.7%; (iv) teachers who interacted with students in English 'Much' are 37.9%; (v) teachers who interacted in English 'A great deal' are 10.3%.

To identify the differences in the different categories, chi-square test goodness of fit test was used. Its p-value=0.041 is smaller than the level of significance, which means that the differences are significant. The *z*-test was used to check whether the proportion of the positive data isatleast50%ofthetotalpopulation.Itsz-valueis2.21.Itsp-value 0.014 shows that the result is significant. It shows that the research hypothesis, which states that the current teaching activities of English language teachers do not align with the given objectives set by the Federal Government of Pakistan at the Higher Secondary level, is not supported, as the proportion of positive responses is significantly large.

Results

There is a mixed reaction about the medium of instruction amongst students and teachers. The results of the responses are:

i.   The students' responses show that the English language teachers do not talk to them in English in the English language classes. The results from the students' responses are highly significant as 78.7% (13.9% never and 64.8% seldom) show that the teachers interact with students in Urdu. However, the teachers responses do not support this claim as 44.8% of (17.9% never and 26.9% seldom) have refused the statement that they interact with students in Urdu which means that they interact with students in English. Also, the classroom observations show that 68.9% (20.7% Somewhat, 37.9% Much, 10.3% A great deal) of the teachers interact with their students in English.

ii. The frequency of exercises about translation from Urdu into English and vice versa is quite high as 62.3% (15.2% Sometimes, 26.6% Often, 20.5% Very often) of the students which is a significantly high percentage support this statement. This is also supported by the English language teachers as 87.1% (11.5% Sometimes, 48.7% Often, 26.9% Very often) of the responses are positive.

iii. The teachers use Urdu as a medium of instruction. This has been supported by students' responses as 61.1% (24.4% Sometimes, 18.9% Often, 17.8% Very often) of the students report in favor of this statement. This is supported by the teachers' responses as 60% of the teachers employ Grammar Translation Method in which most of the interaction takes place in the students' language which is Urdu in our case.

iv. The responses show that the focus is mostly on the GTM in English

language teaching as 60% of teachers use this method and 50% of the teachers find it most effective in teaching English.

Discussion

Mother tongue could be used to some extent but its more frequent use could be detrimental to students' proficiency in the target language. The use of the mother tongue can both facilitate and or hinder the teaching and learning of a second language because of the true and or false cognates in the mother tongue as pointed out by Swan (1997). But researcher felt that the teachers should initially utilize the positive role of Urdu for a brief period of a week or two but should withdraw from its use as students at HSSC level (grades 11 and 12) have already studied English for almost ten years and the teachers can build on this prior knowledge. There are a number of factors such as 'difficulty in determining the mother tongue', and social and ethnic divisiveness of mother tongue education' that may not favor the use of mother tongue (L1) (Gupta, 2010, p. 496) in language teaching. Therefore, dependency on the L1 should be reduced over the time as students make progress in English learning as L1 may not be good for developing students' fluency in English language.

It was found that a significantly large number of teachers use GTM in teaching English at the HSSC level in Islamabad. One reason of the significant use of GTM is the requirement of the examination, in which students are required to translate from English into Urdu and vice versa, and another reason may be teachers' lack of awareness of the other modern approaches and methods of teaching second or foreign languages. The researcher feels that using GTM alone is not sufficient to meet the objectives because it basically lays emphasis on "the reading and writing aspects of the foreign language being taught without paying much attention to the SPEAKING and LISTENING" (Weihua, 2000,p. 250) and more importantly its main objectives are to help "students read and appreciate foreign language literature" (Larsen-Freeman, 2000, p. 11), which are in dissonance with the objectives set by the Curriculum of the Federal Government of Pakistan for students at the Higher Secondary level.

The effectiveness of GTM may be due to the fact that Teachers' and students' feel more conversant with this method. Another reason for the effectiveness of GTM may be based on students' compulsion to translate from L1 into L2 and vice versa in the final examination. There is a

compulsory question in the final examination in which students have to translate from L1 into L2 and vice versa, as far as the researcher knows. This effectiveness may be with regard to the final examinations in which students are required to show the competence of some grammar rules and have to translate from Urdu into English and vice versa. But the researcher feels that GTM may not be that much effective to meet the objectives and to help students improve their oracy skills as the competence in oracy skills is not addressed in the GTM which are part of the objectives to be achieved by the students. Besides, "the habit of translating is now felt to impede the proper learning of a foreign language" (Harris, 1969, p.5). However, Harris's view needs to be further probed into. Therefore, teachers are required to get a sound training in the field of ELT which may make them familiar with other approaches and methods. This may improve the pedagogical practices of ELT teachers.

Conclusions

The use of the mother tongue as a medium of instruction is an important issue. The objective of the study was to investigate the use of mother tongue at HSSC level at educational institution in Islamabad. The related reviewed literature and the data analysis show that there should be a balanced approach to using the mother tongue as a medium of instruction particularly in teaching and learning of a second language. The reviewed literature shows that L1 might be used in the beginning levels when the language learners are stuck and cannot express themselves in the target language. However, its use should be reduced when students make progress and advance in the target language. Likewise, the result show that majority of the English language teachers use Grammar Translation Method for teaching English in which the use of mother tongue is unavoidable. Teachers give students activities related to translation from Urdu into English and vice versa. These activities are a part of GTM, and secondly translation skills are tested in the annual exams. Teachers have reported that the use of GTM is more effective in the teaching and learning of English at the Higher and Secondary level. However, researcher felt that this efficacy may be in terms of getting marks and passing examinations. It may not be as much effective with regard to teaching English language proficiency as the purpose of the GTM is to appreciate the target language literature in the mother tongue. It does not focus equally on the four major language skills. Therefore, it may not be as much helpful to improve students' oral proficiency skills.

Therefore, its use should be discouraged when the purpose is to improve spoken language of students.

Recommendations

- The English language teachers interact with students in English but it is recommended that they interact with their students in English more often inside and outside the classroom
- It is recommended that the frequent use of the mother tongue at HSSC level be avoided in the classrooms unless it is direly needed.
- It is recommended that English may be used as the medium of instruction in teaching English at the HSSC level. However, the teachers may switch over to Urdu when it is unavoidable.
- Most of the teachers use GTM which suggests that there is lack of awareness of the other modern approaches and methods of teaching second or foreign languages. Therefore, it is recommended that teachers may be given pre- and in-service trainings to keep them abreast with the new trends in ELT methodologies.

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Teacher Educators' Attitudes towards Personalized Learning: A Comparative Study

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Abstract

This study was designed to assess and compare teacher educators' attitude towards personalized learning at higher level in Pakistan. It was a descriptive study done in the Pakistani context. Sample included teacher educators serving in two public and two private sector universities situated in Islamabad. Results obtained from a 26 item 5 point Likert scale questionnaire revealed that teacher educators of both the sectors were using five aspects of personalized learning namely access to technology, student involvement, teacher as a facilitator, two way collaboration and manageable class size as per Basye Model. But it was concluded that effective implementation of personalized learning environment was possible only if the teacher educators of both the sectors co- designed curricula with cooperation of the learners and incorporate technology as well. Manageable class size of 15-20 students was suggested in order to give personalized attention to each student. The management of higher education institutions has to support and facilitate teachers to attain the goals of personalized learning in effective and efficient manner.

Keywords: Higher level, personalized learning, teacher educators' attitude, comparative study

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Introduction

University education is a critical component of education because human capital is formed at this stage. It not only provides necessary high level skills for the labour market but also gives a chance to teachers to develop their attitudes towards new trends in teaching learning process. It has been proved through various researches that university graduates have better access to jobs, greater work motivation and improved work place relations. Higher education in Pakistan is the responsibility of universities. In Pakistan, universities are functioning in two sectors, namely public and private sector. Public sector universities are funded by government whereas private sector universities are run through private funding agencies. Higher Education Commission (HEC) in the governing body of universities functioning in both the sectors. HEC provides all the criteria related to curricula and full facilitation for the usage of ICT but as teaching is considered to be an art, so faculty handles the curricula in their own teaching learning style. Due to globalization and excessive impact of information and communication technology (ICT), it becomes vital for teachers of both the sectors to catch up with shifting paradigm of education (Keeley, 2007).

It is an admitted fact that we are now living in an era of fundamental economic and social shift from mass production towards customized and personalized products. The field of education has also to survive in this changing era by adopting newer philosophies of personalization in teaching learning domains. Contemporary educational institutions including HEIs (Higher Education Institutions) still adopt the philosophy of '*one size fits all*'. This approach had been working effectively and efficiently since long but now a days, single model approach is handicapped in achieving best student learning outcomes. This situation can be addressed by providing flexibility and greater choices to students in the curricula so that each student gives out his/ her best result. This argument leads towards personalization of higher education. The idea is simple; to enable the university faculty to correlate what is taught and how it is taught to the individual needs of every student sitting in the class room.

Personalized learning is based upon the concept that it is a highly structured and responsive approach towards learning of every individual. Personalized learning is about creating an ethos in which learners are able to participate, progress and achieve the learning outcomes at their own pace (DfES, 2006).

Personalized learning model is about fostering a collaborative learning partnership between teacher and the learners in which choice, flexibility and recognition of individual learning needs are fostered. Key components of personalized learning includes student involvement, smaller class size, more student- teacher interaction on one-on-one basis, easy access to technology and flexibility in curricula for catering to individual needs of students. One – to – one personalization is not a simple patch between traditional education system and modern trends in education but it is a newer path of enhancing and expanding learning of students regardless of their circumstances. To label personalized learning as conversion of traditional learning as its digitization is a wrong concept. Actually it starts from differentiated learning, moves towards individualized learning and ends up at personalized learning (Lambert and Lowry 2004; Keenoy, Levene and de Freitas 2007).

Differentiated learning is that type of learning in which instruction goes through the process of tailoring it to the learners' needs, goals and preferences. Differentiation is actually the awareness and response to students' varying learning styles. It involves variation in assessment methods, flexibility in instruction to give best learning experiences to the learners. This process can be exemplified as connecting the dots, i.e.; linkage between academic goals and students' diverse capabilities. Individualized learning is that teaching learning situation which is designed to meet individual needs and pace of every student. If differentiated learning takes into account "how" then individualized learning focuses upon "when" of the learning situation. The curriculum goals in individualized learning remain same for all students but they progress through their own pace. Such type of learning helps students cover material at their own pace, thus those students who have already covered some concepts do not wait for other to attain those objectives but move further in learning. The third concept, personalized learning; the independent variable of this study means that whole learning situation is tailored to the needs of learners. Personalized learning involves students in the creation of knowledge and this is the main objective of university level teaching. Instead of education being something that is happening for the student, it becomes a resultant of what a student does. Since it is considered that in personalized learning, one- to- one tutoring is the basic step so the teachers have started taking help of technology. Technology cannot be considered as the replacement of a teacher in the classroom but it serves as an aid to teaching in 21st century class rooms (O'Connor, T.O. 1999 and Basye 2014).

Basye, 2014 state that successful personalized learning is characterized by following factors:

- Access to technology is easy for both, teachers as well as the students. The technology is integrated as integral part of the whole curricula. Technology is also used in formative assessments thus enriching the assessment system.
- The concept of "teacher" expands as a "facilitator" who facilitates students rather than dispensing knowledge.
- Student involvement is manifested through engagement in real world activities, thus connecting theory with the practice.
- Two way collaboration, interaction and spontaneous feedback on part of teacher and students are the major structural factors on which personalized classroom are built.
- Class size is manageable for the teacher ranging from 15-20 students at higher level.

Personalized learning environment can be easily build up with the usage of technology tools through which students can collaborate, conduct research, communicate with other concerned people outside their institutions. In addition to this, technology also provides an ample opportunity for students to involve and get engaged with the curricula in newer and efficient ways. Internet makes it easier for the students to use various tools according to their research needs and interests. Similarly, educational websites offer a wide array of choice for students. It becomes the responsibility of the teacher who has to facilitate the students in making right choice and selection of technology tools (Meoller and Reitzes, 2011). It can be admitted that proper and guided usage of technology equips the students to organize their learning independently at their own pace. So, instead of being passive learners, they can become active users of knowledge with the added use of technology under the supervision of teacher.

Rationale

Transformation of Higher Education Sector has been a continuous focus in the history of education policies in Pakistan. National Education Policy (2009) emphasizes on transformed graduates who become well educated human resource in the form of flexible, articulate and competent potential employees. Policy provision also includes integration of technology in teaching learning process though this has been a slow

process at all levels of education in Pakistan. Technology serves as the strongest aid to personalized learning but certain barriers exist for its integration into curricula at all levels. Some of the most considerable barriers are organizational support, teacher educators' attitudes towards use of technology, and the technology itself. HEC has helped in overcoming these barriers through provision of on campus and off campus internet access and faculty development trainings frequently. But the most important point of consideration is integration of technology in curricula at university level in order to achieve the objectives of personalized learning.

Statement of the Problem

Personalized learning helps in achieving individual learning milestones of students at higher level. This study was designed to explore and compare teacher educators' attitudes towards personalized learning at higher level in public and private sector.

Objectives of the Study

1. To investigate teacher educators' attitudes towards five aspects of personalized learning at higher level in public sector as per Basye Model.
2. To assess teacher educators' attitudes towards five aspects of personalized learning at higher level in private sector as per Basye Model.
3. To compare teacher educators' attitudes towards personalized learning at higher level in public and private sector as per Basye Model.

Hypotheses

1. There is no significant difference between various aspects of personalized learning being practiced in classrooms at higher level in public and private sectors.
2. There is no significant difference between teacher educators' attitudes towards personalized learning at higher level in public and private sector universities.

Conceptual Framework

Personalized learning is taken as the outcome variable of this research study. Personalized learning can be defined as such an instruction that offer varied learning experiences tailored to meet individual learning needs

of students. Personalized learning is dependent on various factors that combine together to create a conducive environment for it. Basye, 2014 stated five aspects of personalized learning. These five aspects namely access to technology, teacher as a facilitator, student involvement, two way collaboration and feedback and manageable class size have been taken as determinant variables of the study.
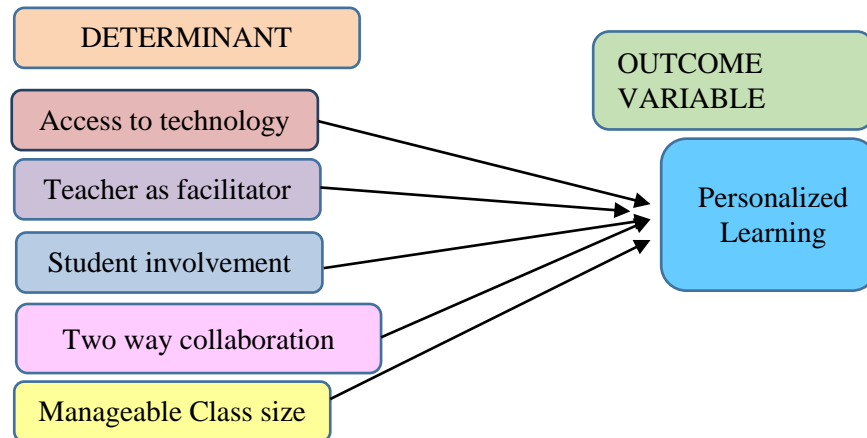
Fig 1:   Conceptual Framework of the study

Research Design

Descriptive survey research methodology was used to assess and compare teachers' attitudes towards personalized learning in higher education institutions functioning in public and private sector.

Population and Sample

All teacher educators working in 7 public sector universities and 3 private sector universities of Islamabad region were taken as population of the study. Since the researcher had less time and resources so 2 universities from each sector were conveniently selected. Random sampling technique was used to select 100 teacher educators from both sectors as the research sample.

Instrument

A questionnaire having 26 items on 5 point Likert scale was constructed after exhaustive literature review in order to collect the required data. Its psychometric properties were developed by determining the validity and reliability. Face validity was taken from three experts of the field. Reliability analysis was taken through pilot testing (n=50) Cronbach's Alpha and split half reliability were used as statistical techniques Results of both are given below:

Table 1
Alpha Reliability Coefficient of Questionnaire

Subscales	Items	Alpha Coefficient
Access to technology	06	.90*
Teacher as facilitator	05	.86*
Student involvement	05	.89*
Two way collaboration & feedback	05	.85*
Manageable class size	05	.88*
Overall Reliability (Cronbach's Alpha)		.92*

*p<0.05, **p<0.01*

Table 1 indicates that overall reliability of the research instrument is .92, thus making it a highly reliable tool for data collection. Whereas highest internal consistency among the items of subscale "Access to technology" was .90 at p<.05 level.

Table 2
Split Half Reliability Analysis

Cronbach's Alpha	Part 1	Value	.881*
		N of Items	13
	Part 2	Value	.898*
		N of Items	13
	Total N of Items		26

*p<0.05, **p<0.01*

Table 2 shows the split half reliability of research questionnaire. First part constituted of 13 items and its reliability was .881 whereas second part had a reliability of .898 on 26 item statements. Result shows that two parts of the instrument are highly consistent with each other, thus making it highly reliable for collection of the required research data.

Analysis and Results
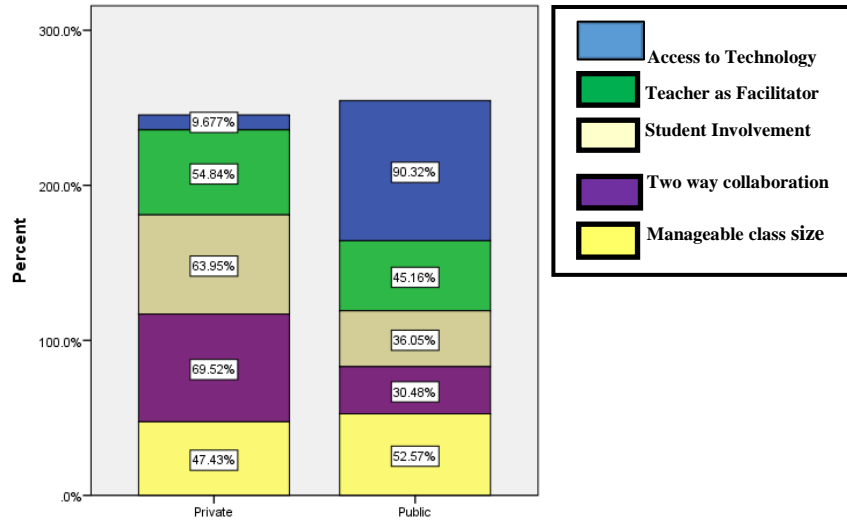
Fig 2: Teachers' Attitudes towards Personalized Learning in Public & Private Sector Universities

Figure 2 indicates that the five aspects of Personalized Learning being practiced in the classrooms of public and private sector universities show a contrasting difference. The graphs indicate that 90.32% teacher educators of public sector universities agreed to it that students have free internet access and also enjoy free on- campus and off- campus digital facility whereas 9.67% private sector university teachers agreed that their students have such facility on-campus and off- campus. 54.84% public sector teacher educators agreed that they served as facilitators and were empathetic listeners and active guides for their students. Whereas 45.16% private sector teacher educators agreed to this aspect of Personalized Learning. Perceived Student Involvement was manifested at 63.95% by private sector university teacher educators and at 36.05 among public sector university teacher educators. Two way collaboration, interaction and feedback was the fourth aspect of Personalized Learning explored among teachers of public and private sector universities. The results show that 69.52% private sector university teachers and 30.48% public sector teacher educators focused on collaboration, interaction and student feedback. Teachers of both sectors differed in their opinions about manageable class size. 47.43%

private sector university teachers agreed that manageable class size was an important aspect contributing towards Personalized Learning whereas 52.57% public sector teachers agreed that manageable class size has effective contribution towards Personalized Learning.
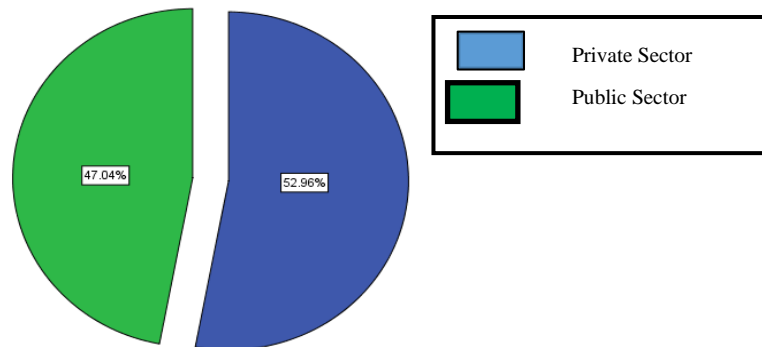
Fig 3: Manageable Class Size

Figure 3 illustrates that public sector university teacher educators were agreeing more (52.96%) towards the contribution of manageable class size in effective implementation of Personalized Learning as compared to private sector university teacher educators (47.04%). Teacher educators serving in public sector universities indicated that average class size was 15-25 students whereas private sector teacher educators responded that they have 10-15 students on average in a class. In this respect, a public sector teacher educator spends about 5-8 minutes per student in a class period whereas a private sector teacher educator spends 10-12 minutes per student in a class period. Teacher educators working in public sector universities were of a stronger view that manageable class size has a positive effect on student academic achievement as compared to private sector teacher educators.

Table 3

Comparison of Five Aspects of Personalized Learning being practiced by teacher educators in Public and Private Sector Universities (n= 100)

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	*Sig.*	*t*	*df*	*Sig. (2-tailed)*	Mean Diff	Std. E. Diff	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	102.98	.000	13.204	198	.000	30.43	2.151	34.90	26.196
Equal variances not assumed			15.047	132	.000	30.43	2.146	34.98	26.121

Table 3 indicates that an Independent Samples t- test was conducted to test the null hypothesis that there is no significant difference between the five aspects of Personalized Learning being practiced by teacher educators of public and private sector universities. Results indicate that a difference is present between five aspects of Personalized Learning being practiced by teacher educators of both sectors. So the null hypothesis is not accepted as the t value is highly significant at .000. It is concluded that a significant difference prevails between the five aspects namely access to technology, teacher as a facilitator, student involvement, two way collaboration and manageable class size being practiced by teacher educators at higher level in public and private sector.

Table 4

Comparison of Teacher educators' Attitudes towards Personalized Learning in Public and Private Sector Universities

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	*Sig.*	*t*	*df*	*Sig. (2-tailed)*	Mean Diff	Std. Error Diff	95% Confidence Interval of the	
								Lower	Upper
Equal variances assumed	113.18	.000	14.621	198	.000	28.542	3.253	26.873	26.149
Equal variances not assumed			16.031	132	.000	29.371	3.044	26.873	26.122

Table 4 indicates the result of Independent Samples t-test for testing the null hypothesis that there is no significant difference between teacher educators' attitudes towards Personalized Learning at higher level in public and private sector. The results indicate that this null hypothesis is not accepted as there is a significant difference between the mean values and t value is highly significant at .000. So it is concluded that a significant difference is present between teacher educators' awareness about personalized learning in both the sectors.

Discussion and Conclusions

The present study aimed at investigating and comparing teacher educators' attitude towards personalized learning at higher level. Following interesting conclusions were made on the basis of the findings of this research study:

1. It was concluded that the five aspects of Personalized Learning were being practised in both the sectors and teacher educators realized the importance of these aspects but effective implementation was missing, especially in public sector. Technology serves a basic and inevitable tool to pursue personalized learning in class rooms. Its access to public sector is efficient but the teachers do not fully incorporate it in the teaching learning process. On the other hand, private sector higher education institutions have less access to latest technology. Private sector teachers have less job security so they get the students involved in the classroom activities so that a better feedback about their efficiency reaches the higher ups. The process of student involvement leads to collaboration, interaction and feedback. As the public sector teachers have job security and job

satisfaction, so they do not bother much about student involvement and collaboration.

2. On the basis of findings of this research study, it was concluded that public sector university teacher educators have a strong view that if classes have a manageable size i.e.; lesser enrolment in each class then the teachers would be more capable in attaining the goals of personalized learning. Private sector university teachers do not realize this as strongly as their counterparts because they already have lesser enrolments in each class.

3. Finally, it was concluded that public sector teacher educators of HEIs had a stronger perception as compared to their counterparts that all five aspects of personalized learning experiences could be implemented successfully if class size is manageable between 15-20 students so that each student gets a personalized time from his/her facilitator.

First objective of the study was to investigate teacher educators' attitude towards five aspects of Personalized Learning as per Basye Model in public sector universities. Teacher educators working at higher level in public sector are aware of the importance of personalized learning as it is the demand of 21st century learners. The learners need to be taught on their own pace and interests. Public sector HEI teachers agree that student involvement in class room instruction supports personalized learning but teacher- student ratio has to be maintained in this regard. Similarly teachers serving in public sector universities have to realize that trust, collaboration and immediate feedback motivate students towards meaningful learning. In addition to this, digital technology needs to be incorporated properly in order to personalize learning and it has to be done with immediate effect as this sector has easy and excessive approach to latest technology because Higher Education Commission has played a very supportive role in this aspect.

Second objective of this study was to assess private sector teacher educators' attitude towards personalized learning at higher level according to Basye Model. Private sector teachers were aware that this learning aspect is present day demand of teaching learning situation. But the teacher educators serving in this sector have lesser access to technology so they take an excuse of not incorporating it in effective learning. Technology has to be incorporated properly in order to assist the transitions required for 21st century students. Students already use some technological devices for enjoyment purposes. If these devices are used in class room, it can aid in personalized learning (Rubenstein, 2010).

Third objective of this research compared teacher educators' attitudes towards personalized learning at higher level in public and private sector universities. Teacher educators of both sectors are using the aspects of personalized learning to some extent. But public sector teacher educators still need to act as a facilitator and guide and give spontaneous feedback to students in order to incorporate personalize learning successfully. If teachers of public sector start adopting collaborative techniques, the class rooms will become more interactive and conducive. Private sector teacher educators have to realize that technology serves as an effective tool for implementing personalized learning, so they may involve the management in providing them and their students this facility.

Bray, 2016 has emphasized that the formula of "one size fits all" is failing now due to increased learning demands of 21st century learners. Learners of today need guidance to become owners of their personal learning. The paradigm shift from teacher centred curricula towards student centred curricula indicates that students are co- designers of their curriculum and teachers are co- learners in this process.

Teacher educators serving in higher education institutions in Pakistan need to accept this shift in paradigm. Teacher educators need to design learners' profiles and strategies in such a way that encourages learners to drive and own their learning experiences. Management of higher education institutes also has to play a vital role in implementing strategies linked with personalized learning. Some easy steps to adopt by the management are:

i.   Provide assistance to teacher educators to co-design curriculum with their students.
ii. Break down classes into manageable size so that learning is individualized. This individualization may lead towards personalization.
iii. Coach teachers to incorporate technology as a helpful aid and facilitate accordingly.
iv. Design post assessments to measure the success of personalized learning on experimental basis before finalized implementation of this strategy in order to avoid wastage of resources.

Some additional tips for the teacher educators serving in higher education institutions of both sectors are:

i.   Encourage students to bring out new ideas for co- designing the curricula.
ii. Brain storm questions and explore possibilities through student involvement.
iii. Motivate students to reflect upon their own learning.
iv. Engage students in conferences and seminars. Let them plan and coordinate such activities by incorporating technology.

Recommendations

Based on findings and conclusions of this study, following recommendations are being made:

1. Teacher educators of both sectors are aware of various aspects of personalized learning, but proper implementation of these aspects is missing from the class rooms. Teacher – student ratio has to be maintained between 15-20 students per one teacher in the class room so that goals of personalized learning are achieved.
2. Teacher educators need to be trained in devising student learning outcomes based on personalized learning using technology and collaborative projects.
3. Public and private sector teacher educators serving in HEIs may be provided frequent training sessions to develop a personalized curricula having well defined objectives.

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An Evaluative study of Faculty Members' Empowerment Practices at Higher Institution Level in Wah Cantt

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Maliha Hammad[***]

Abstract

Empowerment is essential element for an institution to reform and to cope with the changing demands at both national as well as global level as it occurs due to shared decision-making of authorized bodies and stake holders. It is an obvious expectation from the authorized body of the institution to play a vital role to promote empowerment in the institution to implement and support teacher leadership. The main objective of this study was to identify the empowerment practices of male and female faculty members at higher institutions. The study also aimed to evaluate the impact of male and female faculty members' empowerment practice on their teaching performance. The study was also conducted to identify the factors of empowerment practiced by faculty members at higher institutions. The hypothesis of the study addressed that there is no significance difference between empowerment practices of male and female faculty members in higher institutions. The population of the study were all faculty members of University of Wah and 80 faculty members include 40 male and 40 female were selected for data collection purpose. Data were collected from Empowerment Practices Questionnaire (EP Ques) that was designed on five point Likert Scale. t-Test was used to find out the difference between the male and female empowerment practices at higher education. It was analyzed from the result that the null hypothesis is supported as the p value is greater than 0.05 and it was found that there was no significance difference between male and female empowerment practices at higher education.

Key words: Male and Female Faculty Members, Empowerment Practices, Higher Education Institutions

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Introduction

The education system in Pakistan has been expanded by many folds. We have a wide number of students training and degrees programs that are considered central, State, and private universities which aim to provide is different and innovative individuals. Higher Education sector is generating a large amount of graduates every year, but their lack of skills is the quality of the graduates. Higher education is promoting socio-economic empowerment. This global investment is in the construction of human capital which is recognized as the way, the quality of higher education, the development of the nation and abide by the quality of the term development is important as well.

Stake holders of Higher Institutions include Heads, faculty members and students are all important part of academic infrastructure and contribute their role in supporting and empowering the leadership role. At both levels, university as well as global it has been becoming necessary to be well aware of the changing requirements in the world and these changes have been better communicated in the system to make new knowledge up to date. Short (1992), stated that empowering the teachers by giving them authority in decision making is a part of professional development process which provides professional ground level knowledge, make teachers more capable and efficient in teaching, and encourage them by promoting decision making to meet the requirement of educational process. He further explains three main issues that according to him are important for empowering the teachers. The first issue highlights the provision of effective and positive learning environment that can be possible by polish the teachers' abilities by providing them authority and empower them to take such decisions related to their teaching as well as students learning. The second issue deals with the needs of teachers that they should be highly trained in order to recognize about their self as it has been argued that self-awareness plays a vital role to enhance the learning environment, and the third issue is about empowering motivation as it is an important factor which can improve teacher's sense about the power and authority, therefore it increases their self-efficacy.

Research has been shown that empowerment includes the process, function and structure of the organization that proves helpful to enhance

the participation of the members and also it helps to improve the target achievement for any organization. According to Reitzug & Burrello (1995), empowerment is a process of enhancing the effectiveness and improving the outcomes of an organizations.

In order to impart quality in education by the faculty members it is needed to empower them with knowledge because it is a source which can brings empowerment. Teachers and faculty members should also have the ability of delivering the knowledge with solid content ,information and relevance toward the subject matter that is to be covered with in due time. When a teacher or a faculty member feels him/ herself empowered he/she will automatically feel a boost in their morale, efficiency, stay more collaborative with their colleagues and be more committed to the goals of the educational institution they are employed under.

Problem Statement

The study aimed to find out the 'Empowerment Practices' by faculty members at higher institution level.

Objectives of the Study

The objectives of the study were to:
- To find out the empowerment practices of male and female faculty members at Higher Institutions.
- To investigate the difference between male and female faculty members' empowerment practice on their performance.
- To identify the factors of empowerment practices by faculty members at higher institution level.

Null Hypothesis

The study set the following null hypothesis:
H0: There is no significant difference between the empowerment practices of male and female faculty members at higher education level.

Literature Review

Education is a formal and an ongoing process of attaining the knowledge. To enhance the effective learning process it is important to improve the Education Systems and provide quality education. The teacher or the faculty member is one of the variables of education system that need to be changed in terms of getting the set goals. (Enderlin, 2002). The skills, competency and knowledge of the teachers/ faculty members is becoming more advanced and up to date all over the world so that they can play their role according to that progressive system of education. Enderlin (2002) also stated that for the set traditions and norms of society it is important to consider the preparation of social lives by inculcating them dynamic individual responsibility and the sense of economic well-being as these important traits cannot be detached from our social life system. However, the same argument supports the preparation and role of teachers/ faculty members, as they would be the main contributor in society building because of their responsible behavior toward the education system and learning process as well.

Cited literature indicates that an active teacher/ faculty member has a positive influence on the student's academic learning and achievement at every level. At higher level it is important for a teacher to be very competent in terms of transmitting or transferring the knowledge to the students. It is the prior role of the teachers to understand about their self as well as their abilities as they are contributing in nation building. For every individual it is necessary to be flexible toward change according to the social needs, requirements and circumstances in the society and this major role is being played by an education process that is an important cycle where knowledge and skills, attitudes are transmitted especially in this new era. This path has been become easier by empowering the teachers at all the levels especially at higher institutions. Kouzes and Posner (1987), stated that for the development of intrinsic motivation of the students an empowering environment should be provided and supported at higher institutions as it has been very helpful in changing the practices of the teachers as well.

Whaley (1994) stated that in the institutions and educational setups, empowerment starts by empowering the teachers/ faculty members in their job decision making regarding to teaching in providing a healthy

learning environment. Research has shown that the empowerment is strongly correlated with the task motivation which means more you empowered the teachers the more they would be motivated toward their tasks and job roles. The author further stated that there is a need to provide the additional elements that includes rapid increase in knowledge, i. e, up to date knowledge and collaboration opportunities with their colleagues so that they would be able to understand their collective responsibilities and participations in mutual tasks and these are important for the teachers/ faculty member empowerment as well. This is one of the major reason that continued professional development (CPD) and updating knowledge is essential requirement and it will helps the teachers/ faculty members to understand their roles and responsibilities as an empowered teacher and it will also help them to enact instructional decisions timely that are appropriate to their educational situation.

According to Page and Cuzba (1999), faculty members who are seeking to be empowered can be able to take the following steps:

- They would be able to decide that they will be different than the norm and the expectations of others
- They should be well aware of their own abilities and do believe in teaching
- They must be pro-active in their personal and professional development
- They can be able to screen information against their belief system
- They should be focused, manage time and give attention to specific goals and objectives
- They can share current knowledge and information with their fellows

According to Page and Czuba (1999) empowering others is quite different from the administrative responsibilities as the role of teachers and administrative bodies are not same. Empowerment has many dimensions and aspects as it consists of three main features which include psychological dimensions that consists of development of self- efficiency, motivation and confidence; the purpose of opportunity and the demonstration of these aspects are important practicing decision-making, Job Enrichment and more challenges; training and development aspects that include competition, connection of knowledge, information, skills and

experience. Empowerment is considered as the distribution of authority, responsibility and unrestricted power of educational mediators to meet the pedagogical, educational, and instructional objectives of decided content that means the teacher must be empowered in his/ her decision making regarding to their student learning as well as providing best learning environment to the students. (Robbins, Odendaal and Rood, 2003).

According to Met Life Survey Report (2007) the empowerment is a core element in the readiness and great initiative for the students, teachers, principals and the staff of fundamental importance regarding to academia. If its main features are not delivered appropriately it might not work accordingly and does not show sustainability and because of this it becomes crucial part that teachers must empowered in all of its terms so that they would be able to highlight the learning problems and put forward better solutions to overcome them. Michele and Browne (2000) agreed that "empowerment is a cornerstone of the radical reform constructed can." (P.89). It indicates that to get the high achievements and targets it is important to give authority to the subordinates in decision making. In an education system the managerial tasks at different levels are responsible to create and maintain the conditions for the teachers and students so that they would be able to learn the different advanced ways of learning.

The trend of decentralization of administration of all the educational institutions has been increased and it would be great opportunity to become autonomous educational body (Lampe, 2002; Page and Czuba, 1999; and Sandy, 2004). Hurley Management Consultants (2004), emphasized that empowerment is suitable practice only in the environment where there is a desire for getting more power and authority and when the features of empowerment are not close ended and it has several directions to go on then it has a vital sustainability to survive in the educational set up. The achievement of an enactment of strategies and policies regarding empowerment is a process, it is not a single event that occurs only at once and ended, the process is always keep on working and occur different changes according to the requirements. The leaders Palm (2004) stated that Empowerment is a process that facilitates the essential basis of the educational institution. He further stated that many of the educational institutions bring changes but they are at superficial level only.

Steyn (2001) stresses that for the improvement of better socio economic situation and political and technological development the schools managers need to be prepared to face the changes and challenges for their prospective and well- being in the educational field. University management demonstrate the latest ideas and vision of rigid models relating to authority and power of taking decisions that are more collective teamwork in relationship with the distribution of roles between the high authority and the staff of the institutions. Archie (2004) stated that the decisions of traditionally education and public administrators concern for the faculty members and students to learn. The chains of the educational institution are the main indicator for the application of the variation of the educational institution. The sequence of command at higher institutional level are often perceived as social discrimination, which might hinder the effective application of the faculty members' empowerment at work place.

Approaches for Faculty Members' Empowerment

The main purpose of the training of faculty members is the maintenance of an institution which aim to achieve its goal by value on their basic resource and these faculty members are one of the important part of their goal achievement, for which the institutions will used to making the learning environment broader and powerful. So, the training is an investment in the faculty members for better implementation and to make best use of the institutional dimensions. The employees must receive training for their work correctly and effectively and this continuous practice can helps the employees/ teachers to come up with better solutions and output in their performance. (Uchefuna, 2001).

According to Locke (1990), the differentiated concept of education and development is helpful in teachers' professional development and growth in knowledge. The training of short duration workshops and their models designed to allow the teachers and the faculty members to acquire up to date knowledge and become skillful can provide them opportunities while taking decisions for an ongoing work and progress in the institutional development. On the other side the long duration trainings are also important for current and future employees/ teachers for their future work and also for the institutions with better solutions.

Bandura (2002) stated about the training and excessive exercise at administrative level of the institutions/ organizations that according to him can be used to get a place in teaching of technical skills for those who are not experts or other than managerial positions and these trainings will help them in their professional development, so it would be helpful to improve the relationships between the employees and the workers and also improve the conceptual competence of managers that is important to make success in any organization/ institution. Armstrong (2000) elaborate his opinion about the training that it is a pre- planned process to change the current scenario, knowledge, skills and behavior by experience to learn and to ensure the effective performance and role in an activity or a variety of activities. The training for each activity means that learning is depend on the acquisition of knowledge and skills to strengthen the staff and to carry out the efficient organizational/ institutional activities.

According to Cohen (2009), the higher authorities of any organization/institution who are seeking to retain staff who are competent and talented toward success and can contribute their positive role in achieving the set targets, must be encouraged and give them opportunities to participate in management. The decision-making dimensions of empowerment includes teacher participation in critical decision making regarding to their teaching and job related responsibilities that directly affect their work. According to MetLife Survey Report (2007), the employee involvement model of workplace governance has most beneficial impact on their work performance. This indicates that decentralized decisions and lenient rules may lead an increase to the employee's enactment. At University level, the teachers/ faculty members are responsible for taking decisions that are appropriate according to the academic conditions of students, therefore it is beneficial to have faculty members input in the decision-making process. In this way, faculty members may feel a sense of ownership and control over their work which would lead to a greater sense of responsibility for educational institutional improvement.

Cohen (2009) emphasized that the high authorities include Directors and staff that include faculty members and workers need to be involved in maintaining the participative management and that should be encouraged throughout the institutional level. Empowerment of faculty

members must be encouraged to participate in the adoption of important decisions regarding to academia and learning process of students which directly affect their performance. MetLife Survey Report (2007) stated that the participation of workers at the place is most of the positive effects on the outcome of their job task. This means that the decentralized decisions of greater flexibility to power may lead toward great success. The faculty members are responsible for the implementation of the decisions taken regarding to their teaching process and students' betterment therefore, positive faculty member's participation in decision making process is mandatory. In this way, faculty members can feel ownership and control over their work and this may promote the sense of responsibility in institutions and would be able to deliver better in terms of fulfill the institutional expectations.

Methodology

The study was conducted to find out the teachers' empowerment practices at higher institutions. Descriptive design was used to conduct this study. Likert Scale Questionnaire was used to collect data from the teachers at higher institutions.

Population

All faculty members of University of Wah were the population of the study.

Sample

Non probability sampling technique was used to select the sample. Eighty respondents were selected as sample of the study through convenient sampling technique which includes forty male and forty female faculty members.

Instrumentation

An 'Empowerment Practices Questionnaire' (EPQ) was designed on five point Likert scale and was used for data collection from the male

and female faculty members of University of Wah. The research instrument was validated from the experts' opinions and pilot testing was done to find out the scale reliability and that was 0.6 Cronbach alpha reliability.

Results

Female faculty members were more satisfied with the weekly meetings with the head of their departments, they feel much comfortable to discuss all the relevant information about their students and job role as compare to the male faculty members. Male respondents were less satisfied with the weekly organized meetings with the head of their departments. The results also indicates that the female respondents are more enthusiastic toward achievements and highlight issues and problems with their high authorities instead of male respondents. The male respondents bothered themselves least to share issues and problems. Moreover the male respondents timely interact with their high authorities about the assigned tasks as compare to female respondents. The result also shows that majority of the male respondents agree with it that their head teachers were hard worker, active and accommodating while the female respondents disagree with it. Most of the male respondents agree that their head teachers contribute in preparing the resource requirement plan as compare to female respondents as they were not much satisfied with their high authorities for preparing resource requirement plans for the departments. Most of the male respondents agree that their head of the departments conducted teacher satisfaction survey but the female respondents disagree with it. Most of the female respondents agree that they have been appreciated from their head of the departments on showing better performance as compare to male respondents. Male respondents agree that their head teachers make effective decisions and design strategies and plans for future as compare to female respondents. The t value is -1. 705 and the p value is greater than 0.05 that supports the null hypothesis that there is no significance difference between the male and female faculty members' empowerment practices.

Conclusions

The findings of the study concluded on the bases of result that female respondents were more satisfied with weekly meetings with their head of the departments to share relevant information, discuss innovative plans, achievements, issues and problems as compare to the male respondents. The female respondents viewed that their head of the department appreciate them on showing good performance and positively reinforce them on the assigned task. While on the other side the male respondents viewed that they had timely communication with their Head of the departments and their chairpersons were hard worker, energetic, cooperative and they prepare resource requirement plan to conduct teachers' satisfaction survey. On the basis of results, it is concluded that the male and female respondents have more or less different opinions and experiences about their head of departments but there is no significance difference between male and female faculty members' empowerment practices at higher institutional level.

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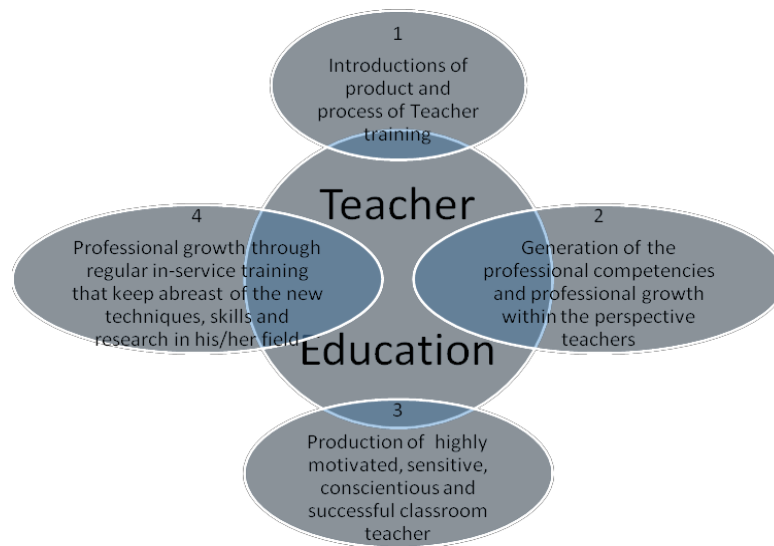
Fig.1: Teacher Education (Researcher's own description)

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.).
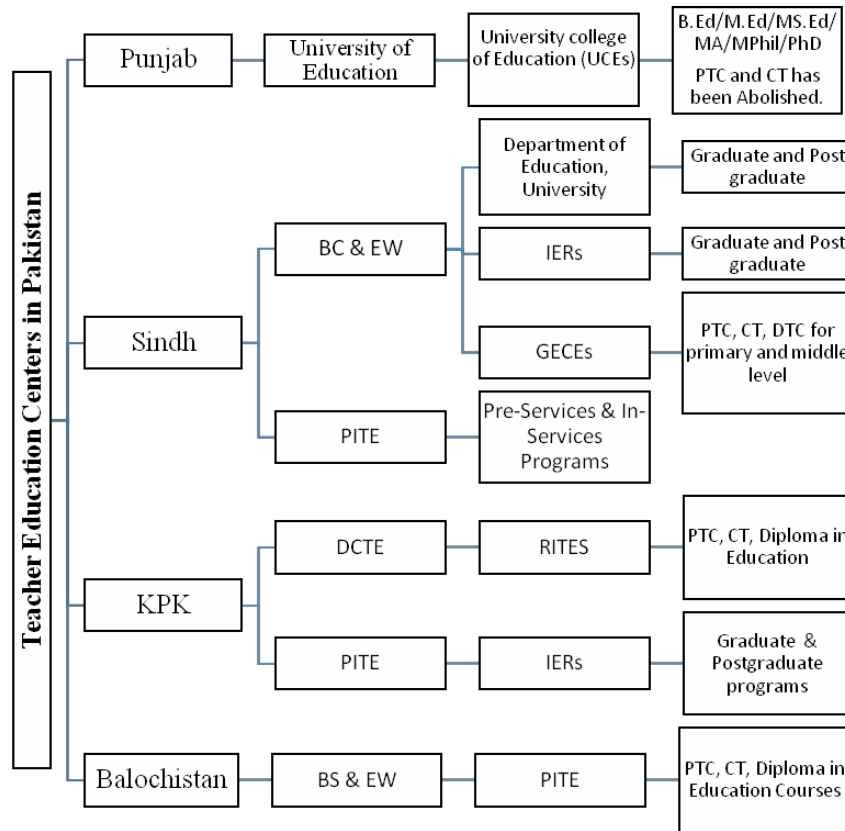

Fig.2: Diversity of Teacher Education Programs' Management in Pakistan

* 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 teach education programs which was found to be .581**. This relationship is statistical significant at 0.05 level of confidence. So there was 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	-.358	298	.723
	Female	170	73.88	3.789	.919			

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 Thaung, 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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Implementation of Quality Assurance and Accreditation Policy in Open Distance Learning Teacher Education Programs in Pakistan

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Abstract

The study aimed to explore the existing practices in the implementation of accreditation and quality assurance measures of teacher education programs running through open distance learning in Pakistan and to probe dichotomy or policy disconnects in proposed implementation of an external accreditation and quality assurance system for teacher education program through distance education institutions. Currently the Higher Education Commission (HEC), a regulatory body of higher education is responsible for accreditation and quality assurance in higher education institutions in Pakistan. The National Accreditation Council for Teacher Education (NACTE) has been given authority to develop certain mandatory standards to be practiced by all higher education institutions of the country. It is found that distance education institutions of the country are also governed by the same accreditation and quality assurance rules/regulations which are in vogue for other higher education institutions of the formal education system that indicates an enormous dichotomy or policy disconnect. This research guided appropriate direction towards the implementation of the quality assurance and the accreditation process for institutions running through open and distance learning system.

Keywords: Open Distance Learning, Quality Assurance, Accreditation

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Introduction

Countries world-wide are paying greater attention to the regulation and promotion of quality within their higher education sectors. They have good reasons to do so. According to Blackmur (2007), governments' regulation of higher education quality is often associated with policies aimed at promoting economic development and equity, increasing accountability and transparency, responding to public opinion, preventing market failure, or protecting consumers. Faced with rapid globalization and economic uncertainty, governments and educational leaders also endeavor to ensure that the quality of their higher education systems meets international standards, and does so at minimal cost. An in-depth study of distance education institutional perceptions and practices related to accreditation and quality assurance policy could help to create a better understanding of the possible opportunities and potential challenges to implementing an accreditation system or emergence of any other type of quality assurance system for distance learning programs. This study can help to guide stakeholders and policymakers in distance learning programs in deciding whether the accreditation and quality assurance system should be revoked, amended, or implemented as it is. Additionally, research findings show that aspects of institutional culture, such as leadership perceptions and actions, may be more important in bringing about change and improvements in quality than establishing or adopting external standards and processes, and that attitudes, beliefs, and actions of key institutional personnel play a central role in determining whether accreditation and quality assurance mechanisms succeed or fail (Brunetto & Farr-Wharton, 2005)It makes sense to resolve or at least become aware of these contextual issues prior to developing and implementing a quality assurance system. Mizikaci (2006) advocates at three-pronged model for developing and implementing quality systems in higher education institutions

A study on implementation of accreditation and quality assurance measures can prove to be valuable for policy makers to develop a completely different system for accreditation and quality assurance for non-formal/distance learning system in Pakistan. Additionally, the study can provide a starting point for Higher Education Commission (HEC) to develop a common position on the issue of quality assurance. Taken together with future studies involving other stakeholders and aspects of the issue, the study can contribute to the data needed by policymakers to develop and implement a workable and effective accreditation and quality assurance scheme for the distance education institutions of Pakistan Quality Assurance (QA) standards may be constructed on principles which apply generally to higher education, regardless of

approach and level, and relate those principles to distance learning provision. They are general statements of good practice made in such a way that they safeguard comprehensive coverage of relevant domains of quality in distance higher education institutions.

Statement of the Problem

Currently, the Higher Education Commission, (HEC) a regulatory body of higher education is responsible for accreditation and quality assurance in higher education institutions in Pakistan. The Quality Enhancement Cell (QEC) of the Higher Education Commission (HEC) has been given authority to impose certain mandatory standards to be practiced by all higher education institutions of the country. It may be highlighted that distance education institutions of the country are also governed by the same accreditation and quality assurance rules/regulations which are in vogue for other higher education institutions of the formal education system that indicates an enormous dichotomy or policy disconnect. There is a need to undertake research to guide policy makers and stakeholders to the best appropriate direction forward in this regard. The decision to amend, revoke or to implement accreditation and quality assurance policy needs to be informed by a clear understanding of how accreditation and quality assurance is currently perceived and practiced in distance education institutions, one of the major stakeholders in education in Pakistan.

The information can promote understanding of some of the key issues relevant to the design and implementation of a viable accreditation and quality assurance system for distance education institutions in Pakistan.

Objectives of the Study

1. To explore the existing practices for implementation of accreditation and quality assurance mechanism in open and distance education institutions in Pakistan.
2. To determine the efficacy of the prevailing accreditation and quality assurance system in open and distance education institutions in Pakistan.
3. To probe any dichotomy or policy disconnects in proposed implementation of an external accreditation and quality assurance system for distance education institutions.
4. To recommend measures to implement accreditation and quality assurance strategies in institutions of open and distance education.

Research Questions

1. How are accreditation and quality assurance conceptualized in Pakistan's distance education institutions?

2. How do Pakistan's distance education institutions currently implement accreditation measures and assure (assess, monitor, improve) quality?
3. How do academic leaders in Pakistan's the distance education institutions regard the proposed implementation of an external accreditation and quality assurance system?
4. What implications do these conceptual and contextual issues have for the implementation of accreditation and quality assurance measures proposed for distance education institutions by Pakistan's Higher Education Commission?

Methodology of the Study

This qualitative study used a case study approach. Multiple sites (individual cases/institutions) were studied to gain insight into the larger case which is Pakistan's distance education institutions. Pakistan's Allama Iqbal Open University (AIOU) was taken as the case study. The researcher used interviews of academic leaders and analysis of documents related to institutional policies and practices in this regard. The study has been designed as a multiple case study dealing with the distance education institutions of Pakistan, thus, the results of this study are only generalizeble to the Pakistan context and its unique political, socio-economic, and cultural realities, especially in distance education institutions. Furthermore, only academic administrators at the level of Deans, Heads of Departments, and persons directly involved in implementation of accreditation and quality assurance activities or initiatives were included in the population. Participation of other key stakeholder groups within institutions such as faculty, students, and staff were included in the study.

Review of Related Literature

The Distance Learning /Online/Virtual system is being considered as an economical and convenient way of giving an obtaining education. Information and Communication Technologies (ICTs) enable teaching and learning is becoming an important component of higher education. A growing number of institutions and companies are providing education through the internet. This is giving rise to new providers of higher education and leads to a global market for online higher education. Education is becoming borderless, as it now no longer knows territorial or state boundaries. Communications have provided powerful tools of knowledge. Distance Learning (DL) focuses on teaching methods and technologies with the aim of delivering teaching, often on an individual

basis, to students who are not physically present in a traditional educational setting such as a classroom.

Comparatively dense populations in developing countries increasingly boost the need to explore unconventional solutions for education and, in this scenario, only distance education allows students from anywhere in the world to study at home. The main purpose of the institutions which started distance education is to deliver education at a distance to promote study.

The biggest and best example of a distance learning institution in Pakistan is the Allama Iqbal Open University (AIOU). In Pakistan the open and distance education system is growing rapidly. HEC has planned and developed distance education directorates[†]. The official letter gave many formal institutions the impetus to start distance education programs. The establishment of the Allama Iqbal Open University (1974) and the Virtual University (2002) by the Government of Pakistan has opened up vast opportunities to increase the number of students who cannot afford formal education because of family, age, monetary or other considerations.

Allama Iqbal Open University (AIOU, 2006) is the world's second Open University and the first of its kind in Asia. The idea of an open university in Pakistan was announced in the 1970-1980 Education Policy statement (Ministry of Education, 1972).

AIOU Regional Network

Regional Services are a unique feature of AIOU that make distance learning different from the formal system. The regional network consists of 48 Regional Campuses and centers with part time regional coordinating offices in different parts of the country to provide guidance to the regional centers. The Directorate of Regional Services established 105 Study Centers in collaboration with well-known private institutions where guidance is provided to students of Computer Science, IT, Business Administration, Physics, Mathematics and Chemistry. Gujjar, (2009). Rashid (2003) stated that study centers at different places help to meet student academic needs. Zaidi (2008) recommended that AIOU regional centers should appoint tutors on merit and should intimate tutors in time and there should be need of comprehensive training of tutors for the betterment of tutorial support system.

[†] via letter No-Ref. DG (QAA)/HEC/DDE/2015/392 Dated 9.7.2015.

Quality Enhancement Cell

The Quality Enhancement Cell (QEC) was established at AIOU, on 14 May, 2007.The purpose of this quality enhancement cell is to enhance education though active management of standards and quality of programs. Its mandate is to enhance quality assurance procedures and evaluation techniques so AIOU's quality may be developed. Quality assurance work entails curriculum development, course and staff development together with research and other activities. AIOU's quality Assurance Cell also use Academic Audits to check the content delivery process by the faculty members to provide quality education in a particular department (Awan & Ali, 2006).

E-Learning Framework

In AIOU, OLIVE is being introduced for distance learners. OLIVE is an online model which is developed to get the support of teaching and research faculty from abroad. Through OLIVE blended and e-learning is also being promoted. To make education more comprehensive and fruitful, multimedia courseware is seen as vital by OLIVE and multimedia CDs have been distributed in 25 cities where students are studying under various OLIVE delivery models. With the use of OLIVE multilingual multimedia content, the content many courses is now delivered. Three e-learning models are also being used on OLIVE framework for distance learners.

Self- Instructional Materials, Assignments and Final Examinations

Self-instructional materials include the following items: Course books/Reading material, Study guide, Assignment, Tutorial schedule, Radio/TV schedule, General student guide, and Assignments forms. AIOU's correspondence materials consist of a self-learning study package and supplementary study materials (Jumani, Rahman, Iqbal and Chishti, 2011).

In AIOU two methods of evaluation are being used, namely formative (assignments) and summative (final examination) evaluation. The weightage for course assignments and final examinations is 30:70 respectively and the minimum required marks to pass the assignments and final examination are 40 %. The tutors evaluate the student assignments and final examinations which are held at the end of each semester are marked by the faculty members related to the course (AIOU, 2007).

In the global scenario, the Massive Open Online Courses (MOOCs) is are recently introduced concept in distance learning. According to this concept, a distance learning program must be designed in a way that all stake-holders get maximum knowledge and benefit from it. Many universities in t h e USA, Canada, Mexico, Europe and Asia have offered partnership with MOOC providers. Including all other facilities, one of the special features of this program is to provide an interactive user forum that ultimately brings together all stakeholders. There are other initiatives in which distance education institutions assimilate virtual learning platforms into lesson plans and also work together with other universities to replicate this initiative at schools globally.

Distance education online/virtual offerings may have numerous dimensions. It may be material- based or entirely online. Education maybe provided by adjunct faculty or through franchised local institutions. There may be separation between instructor and learner, and between learner and learning resources. Interaction between learner and instructor may be conducted through one or more media. The process may employ a multiple set of delivery methods in learning, such as written material, interactive audio and video, computer, and other technologies. Teaching maybe 'off' or 'on' campus. Each of these may be used alone or in combination. It may also employ real-time interaction between learner and instructor. The institution may be totally virtual when it undertakes all its operations online. Traditional higher education institutions may operate a dual mode system combining the traditional system and the virtual modes.

As higher education shifts from being primarily a private enterprise to taking on significant public importance, countries world- wide are paying greater attention to the regulation and promotion of quality within their higher education sectors. They have good reasons to do so. According to Blackmur (2007), governments' regulation of higher education quality is often associated with policies aimed at promoting economic development and equity, increasing accountability and transparency, responding to public opinion, preventing market failure, or protecting consumers. Faced with rapid globalization and economic uncertainty, governments and educational leaders also endeavor to ensure that the quality of their higher education systems meets international standards, and does so at minimal cost.

Findings

This study explored the conceptual issues (e.g. the values, beliefs, and attitudes of major decision-makers with in institutions regarding the concept(s) of quality, purpose(s) of higher education, and approaches to quality assurance), as well as contextual issues (e.g. institutional infrastructure, guiding policies, current practices, and the historical, political and socioeconomic environment in which institutions operate).

This in-depth study of distance education institutional perceptions and practices related to accreditation and quality assurance measures helped to create a better understanding of the possible opportunities for and potential challenges to implementing an accreditation system or emergence of any other type of quality assurance system for distance learning programs. This study provided guidelines for stakeholders and policy-makers in distance learning programs to decide whether the accreditation and quality assurance system should be revoked, amended, or implemented.

Additionally, research findings showed that aspects of institutional culture, such as leadership perceptions and actions, may be more important in bringing about change and improvements in quality than establishing or adopting external standards and processes, and that attitudes, beliefs, and actions of key institutional personnel play a central role in determining whether accreditation and quality assurance mechanisms succeed or fail (Brunetto & Farr-Wharton, 2005).

It made sense to resolve or at least become aware of these contextual issues prior to developing and implementing a quality assurance system. Mizikaci (2006) advocates model for developing and implementing quality systems in higher education institutions. She recommends, as a first step, that the current state of the institution be described and that stakeholders' needs and expectations be assessed. This exercise entails an exploration of both conceptual issues (e.g. the values, beliefs, and attitudes of major decision-makers within institutions regarding the concept(s) of quality, purpose(s) of higher education, and approaches to quality assurance), as well as contextual issues (e.g. institutional infrastructure, guiding policies, current practices, and the historical, political and socioeconomic environment in which institutions operate).

It is found that the country's distance education institutions are also governed by the same accreditation and quality assurance rules/regulations which exist in other higher education institutions of the formal education system that indicates an enormous dichotomy or policy disconnect. There is a need to undertake research to guide policy makers

and stakeholders to the best appropriate direction forward in this regard. The decision to amend, revoke or to implement accreditation and quality assurance policy needs to be informed by a clear understanding of how accreditation and quality assurance is currently perceived and practiced in distance education institutions, one of Pakistan's major education stakeholders.

This study promoted understanding of some of the key issues relevant to the design and implementation of a viable accreditation and quality assurance system for distance education institutions in Pakistan.

The findings of study reflected that there was no instrument available with NACTE to evaluate the distance education institutions, and the existing evaluation tools are no fit for ODL institutions.

Recommendations

- The study recommended developing a separate tool for quality assurance and accreditation of ODL institutions. It is further recommended that a new tool for quality assurance and accreditation of teacher education programs may be developed by involving all the stakeholders of ODL system. There are some parameters provided by HEC for ODL directorates in terms of ODL facilities and practices.

- Quality Assurance is not a one-time action or set of one-time arrangements but it should entail constant self-assessment and enhancement. The existing QEC may also assume the QA responsibility for the distance learning programs and, in the rapidly evolving open distance education environment, policy must be constantly reviewed and adopted or new policies developed to accommodate changes in ODL practice, such as increased use of information technology and communication technologies (ICT). It is problematic to apply established educational policy to distance education environment without adapting it to be the context.

- It is important that the policy governing distance education and its operation in an educational system be kept consistent and up to date. Policies governing the use of distance and blended modalities should, therefore, be reviewed at the conclusion of each course offered through distance modalities, and adjustments/amendments to the distance courses offering(s) should be planned prior to the next courses offering.

- The decision to amend, revoke or implement an accreditation and quality assurance policy needs to be informed by a clear understanding of how accreditation and quality assurance is currently

perceived and practiced in distance education institutions, one of Pakistan's major education stakeholders in education.

- Prerequisite Facilities for ODL Programs should be made compulsory for any institution starting a program in the ODL system
- Standards for institutions to offer distance learning programs should be developed by the Higher Education Commission. Online/virtual programs should have standards for programs to be offered. Infrastructure and ICT Facilities standards for distance learning should be developed.
- Student support services for distance learning /online/virtual programs should be confirmed. Standards for distance program delivery should be developed and executed. Standards for student assessment/examinations/grading in the ODL system should be developed and implemented. Standards for faculty development in distance learning/online programs should be developed and implemented.
- Criteria for quality assurance and accreditation for distance learning/online programs should be developed according to the above-mentioned parameters and standards, and implemented in all ODL institutions in Pakistan.

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