

Analysis of the learning outcomes among prospective teachers of the teacher education program in Karachi

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Abstract: The purpose of the study was to analyze the Learning outcomes among the Prospective Teachers of Teacher Education Program in Karachi. The scope of the study was limited to the Teacher Education Institutes of Karachi. Two Hypotheses were formulated. An in-depth analysis of the literature was done. The strategy of research surveyed. All the Teacher Education Institutes were part of the population sample of 300 Prospective Teachers was drawn through stratified random sampling. A questionnaire was used to collect data and data was analyzed statistically and it is found that learning outcomes of private institutes are better than public institutes and it is also concluded that learning outcomes of female Prospective Teachers are better than male Prospective Teachers.

Keywords: Learning outcomes; Prospective teachers; Teacher education program

1. Introduction

Teacher Education Programs are the backbone of teaching force throughout the world. Since independence all Education policies emphasize the importance of Teacher Education Program in Pakistan. There are many Teacher Education Institutes have been functioning throughout Pakistan. Specially in Karachi city, there are 4 to 5 public institutions, number of private institutions and A.I.O.U. also providing these programs must be evaluated scientifically to produce quality oriented teachers.

The Teacher Education Program has adopted goals and each goal has been articulated into a series of performance based standards or Learning Outcomes that all students must achieve before completing the program. In Teacher Education Program Learning Outcomes are valuable for Prospective Teachers, Instructors and Administration of the Outcomes Network explain that Learning Outcomes are more than simply several sentences appeared to existing lessons plans or curriculum: instead the development of Learning Outcomes and their use within a unit of instruction shape learning and assessment activity and can enhance student engagement and learning.

Learning Outcomes are very demanding for prospective Teachers because Prospective Teachers always know that they want a degree. The challenge is to help Prospective Teachers to become highly intentional about the forms of learning and accomplishment that the degree should represent.

In Teacher Education good Learning Outcomes emphasize the application and integration of knowledge instead of focusing on convey the

material. Learning Outcomes articulate how students will be able to employ the mutual both in the context of the class and more broadly.

The general purpose of the research was to analyze the Learning Outcomes among Prospective Teachers in Teacher Education Program in Karachi.

The specific purpose was to determine the loop of hole of curriculum in Teacher Education Program. To assess the academic standards of prospective Teachers. To find out the teaching competencies in Teaching Practicum.

Hypotheses: Two major hypotheses were formulated:

There will be no significant difference in the academic standards of Teacher Education Programs in Public and Private Institutions in Karachi.

There will be no significant difference in the Teaching competencies of male and female Prospective Teachers.

The study will be useful because Prospective Teachers will focus on the application of knowledge and skills learned in a course on the integration of knowledge and skills with other areas of their lives, students are connected to their learning and to the material of the course.

The Teacher Education Program is a standard-based model of Education. Students Learning Outcomes and the foundation of the program upon which the curriculum, instruction and assessment are aligned and implemented based on its mission to produce Teachers of quality and distinction.

The study revolved around Teacher Education institutions and key terms used in the study are:

Learning Outcomes: Learning Outcomes and statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of the course or program.

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Prospective Teachers: Teacher candidates who were enrolled in a Teacher Education Program and in their final year of Education.

Teacher Education Program: The Program of activities and experiences developed by an institution responsible for the preparation and growth of persons preparing themselves for their educational work on engaging in the work of educational professions.

2. Literature review

Teacher Education in Pakistan is witnessing a visible change and concern for quality assurance and enhancement (National Accreditation Council for Teacher Education 2009). Pakistan aspires to develop a world class education system which is not possible without competent and quality teacher dedicated to their profession.

The improvement of Teacher Education refers to initiative taken by all stake holders of the education system to raise the standards and meet global standards. (Mohan 2013). Competency standard can enlighten the work of curriculum development as well as serve as a means through which good teaching can be identified practice and rewarded. There are four career dimensions for Teacher Education, these includes graduation, competence, accomplishment and leadership. Each of these dimensions is defined through four professional components of Prospective Teachers which are professional knowledge, professional practice, professional values and professional relationship (Furniss, 2005). In general there are three types of Teacher Education standards including standards for Teacher Educator, Prospective Teachers and Teacher Education Program with subject area (Levy, 2004).

Teacher has to become more sensitive to the emerging demands from the school system for this it has to prepare teachers for dual role encouraging, supportive and human facilitator in teaching learning situations who enable the prospective Teachers to discover their talents, to realize their physical and intellectual potentialities to the fullest (Hussain, 2008). The Learning Outcome of prospective Teacher consists of to develop character and desirable, social and human values to function as responsible citizen and an active member of the group of person who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing social needs and personal need of Prospective Teachers (Sultana, 2007).

It is difficult to define quality of Education precisely mainly because of complex nature of teaching learning process and large number of stake holders involve in schooling (Mirza, 2003). Various authors/ researchers have identified different determinants of Education quality (Cheng and Cheung 1997). Define quality of Teacher Education with respected to Learning Outcomes.

The new Education policy (2009) aim and revitalizing the present Education system with

particular focus on increasing access and improving education quality by making it relevant to economic need (Govt of Pakistan, 2009).

The components and characteristics of effective Teacher Education Program may be considered for identification of quality indicators in Teacher Education (Dilshad and Iqbal, 2010).

Teacher Education plays a vital role to improve the Learning Outcomes of Prospective Teachers, teachers must prioritize the material they address to ensure that it must the course Learning Outcomes (Pololini, 2014).

They assigned students activities and promote understanding of skills and knowledge (MacSuga and Gage, 2012).

Prospective Teacher who face that their instructors, understanding and communicate frequently will be more likely to succeed in term of Learning Outcomes academically (Bain, 2004).

Developing a strong rapport with students stimulate, students' motivation, classroom discussion and rates of satisfaction better communication and trust. Teacher Educators who take the time to know their students create a more productive and proactive class room experiences. (Weimer, 2010). Differentiation is an aspect of teachers' professional pedagogical competence that ensures each student achieves the intended Learning outcomes (Burton, 2003).

The notion of Learning Outcomes has always been at the heart of Teacher Education Program. Institutes have from the outset had an implicit notion of the wanted students to learn in them and they have incorporated these objectives with various degrees of consciousness into what the teacher, how they teach and the way they assess students' performance. But it is only recently that extensive and visible attention has been paid to identifying in operational terms what students at various stages of their educational careers should know and be able to do (Ewell, 2014)

Relevant and valuable Outcomes are not confined to learn because students can benefit from their engagement in post-secondary study in many other ways. Additional behavioral Outcomes or experiences that may result include employment and increased career mobility, enhanced incomes and life styles, the opportunity to enrolled to more advanced educational studies, or simply a more fulfilled and reflective life. Presumably these are related to learning in some way, and evidence that students have obtained such benefits is often used by institutions as a proxy for instructional effectiveness. But the Learning Outcomes literature emphasizes such subsequent experience should not be confused with actual mastery of what has been taught, although equally an outcome and frequently examine by institutions, students' satisfaction with the institute experience should not be confused with learning.

Students' Learning Outcomes, then are properly defined by this tradition in terms of particular level of knowledge, skills and abilities that a student has

attained at the end (or as a result) of her/his engagement in a particular set of Teaching Learning experiences.

A final key concept of the Learning outcomes tradition is assessment, which refers primarily to the methods that an institution or program employs to gather evidence of student learning to certify attainment.

It is clearly observed that in private institutions student Outcomes are better than public sector students. Comparisons of students Outcomes for private and public institutes are very important in Teacher Education Literature, both outcomes are very complicated because private institutes have better organized program as compare to public institutions (Frenette and Ching, 2015).

An institution will want to know whether a course's learning outcomes are being achieved. This will be apparent from the results of assessments and reports of external examiners. Many institutions review Tripos results and other statistics annually to determine whether there are trends in achievement and if so whether they require further investigations. This coupled with students' feedback and annual review of courses may enable institutions to assess whether the Learning outcomes are appropriate, and allow consideration of increased support or revision of the course.

Faculties and departments have access to various kinds of data, some of which is published by the university for example statistics of application and acceptance, class list, student numbers, annual reports and destination information produced by carrier service.

The Learning Outcomes tell Teacher Educators and Prospective Teachers the kind of knowledge that they will be given the opportunity to acquire during the courses. Actually Learning outcomes are distinct from Program or course aims since they are concerned with the achievement of the learners, rather than the intention of the teacher and included in the program specification at the level of award or at major sub-division.

Individual teaching officers will also be able to articulate them for specific lecture courses. These will normally be publicized to students through course material. There are so many reasons to articulate Learning outcomes for example promote the development of coherent learning programs, help to guide students through the program, enable an institution to demonstrate how a particular lecture course or paper contributes to the overall aims of its teaching (Educational and student policy, 2015).

3. Methodology

The strategy of research was survey. The population is large and diverse therefore stratified random sampling was used to draw sample of 300 prospective teachers. Data was collected through questionnaire and analyzed statistically.

4. Data analysis

4.1. Composition of the sample on the basis of control and gender

Table 1: Distribution of teacher education institutes by control

CONTROL	FREQUENCY	PERCENTAGE
Public	140	47%
Private	160	53%
Total	300	100%

It is clear from the table that 47% of the Prospective Teachers belong to Public institutes and 53% belong to private institutes.

Table 2: Distribution of prospective teachers by gender

GENDER	FREQUENCY	PERCENTAGE
Male	74	25%
Female	226	75%
Total	300	100%

It is clear from the table that out of 300 Prospective Teachers 25% were male and 75% female.

Hypothesis testing

All the hypotheses were analyzed through the application of t-test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2 + S_2^2}{n_1 + n_2}}}$$

Decision Rule: Reject the null hypothesis if computed $t \geq$ tabulated t :

1. There will be no significant difference in the learning outcomes of prospective teachers among public and private institutes of Teacher Education Program.

Conclusion: By the application of t-test, it was found that tabulated value of $t = 1.968$ with $df = 298$ of a $\alpha = 0.05$ is greater than calculated value of $t = 1.985$ therefore null hypothesis is rejected. It is concluded that there is a significant difference in the mean score regarding Learning Outcomes of prospective teachers among public and private institutes of Teacher Education Program.

It is cleared that the Learning Outcomes of private institutes are better than public institutes.

2. There will be no significant difference in the learning outcomes of male and female prospective teachers in Teacher Education Program.

Conclusion: By the application of t-test, it was found that tabulated value of $t = 1.968$ with $df = 298$ of a $\alpha = 0.05$ is greater than calculated value of $t = 1.990$ therefore null hypothesis is rejected. It is concluded that there is a significant difference in the mean score regarding learning outcomes of male and female prospective teachers in Teacher Education Program.

It is cleared that the Learning Outcomes of female prospective teachers are better than male prospective teachers.

Item wise analysis

All the items were analyzed through the application of chi-square (Test of goodness of fit), one variable case.

Analysis of the problem

1. $H_0 : f_1=f_2=f_3=f_4=f_5$

2. $H_1: f_1 \neq f_2 \neq f_3 \neq f_4 \neq f_5$

3. $\alpha = 0.05$

4. Test statistics: $\chi^2 = \sum (f_o - f_e)^2 / f_e$

Decision rule: Reject the Null hypothesis if computed $\chi^2 \geq$ tabulated χ^2

Item No.01: The curriculum content enhances professional skills of Prospective Teachers

There will be no significant difference in the Learning Outcomes among Prospective Teachers.

Conclusion: By the application of chi-square the computed value $\chi^2 = 339.56$ according to table of chi-square tabulated value $\chi^2 = 9.488$ with $df = 4$ at 0.05 is smaller than the computed value.

Therefore H_0 is rejected and it is concluded that there is a significant difference in Learning outcomes of Prospective Teachers and it is cleared that curriculum content enhance professional skills of Prospective Teachers.

Item No.02: The proper feedback is provided to the Prospective Teachers regarding their teaching practice

There will be no significant difference in the Learning Outcomes among Prospective Teachers.

Conclusion: By the application of chi-square the computed value $\chi^2 = 225.6$ according to table of chi-square tabulated value $\chi^2 = 9.488$ with $df = 4$ at 0.05 is smaller than the computed value.

Therefore H_0 is rejected and it is concluded that there is a significant difference in Learning outcomes of Prospective Teachers and it is cleared that proper feedback is provided to the prospective Teachers regarding their teaching practice.

Item No.03: Teacher Educators use teaching learning approaches that enhance desirable values among Prospective Teachers.

There will be no significant difference in the Learning Outcomes among Prospective Teachers.

Conclusion: By the application of chi-square the computed value $\chi^2 = 190.36$ according to table of chi-square tabulated value $\chi^2 = 9.488$ with $df = 4$ at 0.05 is smaller than the computed value.

Therefore H_0 is rejected and it is concluded that there is a significant difference in learning outcomes of Prospective Teachers and it is cleared that Teacher Educators use teaching learning approaches that enhance desirable values among Prospective Teachers.

Item No.04: Content is concerned with literacy, numeracy and life skills.

There will be no significant difference in the Learning Outcomes among Prospective Teachers.

Conclusion: By the application of chi-square the computed value $\chi^2 = 324.6$ according to table of chi-square tabulated value $\chi^2 = 9.488$ with $df = 4$ at 0.05 is smaller than the computed value.

Therefore H_0 is rejected and it is concluded that there is a significant difference in Learning outcomes of Prospective Teachers and it is cleared that content is concerned with literacy, numeracy and life skills.

Item No.05: The program gives learners a wider choice of learning activities according to their interest.

There will be no significant difference in the Learning Outcomes among Prospective Teachers.

Conclusion: By the application of chi-square the computed value $\chi^2 = 335.21$ according to table of chi-square tabulated value $\chi^2 = 9.488$ with $df = 4$ at 0.05 is smaller than the computed value.

Therefore H_0 is rejected and it is concluded that there is a significant difference in Learning outcomes of Prospective Teachers and it is cleared that the program gives learners a wider choice of learning activities according to their interest.

5. Conclusion

This study focus on analysis the Learning Outcomes among Prospective Teachers in Teacher Education Program in Karachi. In Teacher Education Learning outcomes are valuable to Prospective Teachers, Teacher Educator and Administration, they itself offer and opportunity for reflection on the content of the course in the context of its potential application. The findings of this study will be helpful to identify that grooming of professional skills of Prospective Teachers. Development of pedagogical skills through teaching practicum. Content is appropriate for the enhancement of literacy, numeracy and life skills. It has been found that Teacher Education Program develop the variety of learning activities of Prospective Teachers. It is also found that Teacher Education Program enhances desirable values among Prospective Teachers.

The result of hypothesis testing shows that the Learning Outcomes of Prospective Teachers of private institutes are more effective and successful than the Prospective Teachers of public institutes because the implementation of Teacher Education Program in private sector is more organized as compare to private sector.

The second hypothesis testing shows that female Prospective Teachers are more serious and competent as compare to male Prospective Teachers because female choose their fields by choice and interest and male choose this profession by chance.

6. RECOMMENDATIONS:

These recommendations are as follow;

- Authority must intentionally chose those goals that are the most important for achievement by all students.
- Learning Outcomes should based on knowledge and best articulated in course, syllabus and individual Teacher Education Program Outcome.
- Learning Outcomes are not only the domain of the curriculum rather they must be integrated in curricular, co-curricular, and independent and collaborate contacts across the campus.
- Create, evaluate and revise policies and practices that encourage Prospective Teachers to engage in professional learning related to Teacher Education.
- Create professional development and opportunities that promote collaboration among Prospective Teachers.
- Use information and communication technology (ICT) to provide access to content professional development and professional learning communities.

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