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**Exploring the Challenges and Issues in Implementation of B.Ed. (Hons) Elementary 4 Years Programme at Government Elementary Program: A Case Study of GECES in Sindh**

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**Abstract**

This study was planned to explore the challenges and issues in implementation of B.Ed. (hons) elementary 4 years programme at government elementary program: a case study of GECES in Sindh. These programs are implemented throughout the province. In 2006 the HEC prepared a standardized format of studies for a four-year bachelor's in education degree. In the context of the later adopted Education Policy (2009), this proposed program is being revisited and reconsidered as guiding document for the basis of formulating new 4-year B.Ed. (Hons) and 2-year ADE. The objective of the study was to find accessibility of curriculum and learning resources that support learning of prospective teachers. The population of study was comprised of all elementary colleges of Hyderabad division. Hyderabad division comprises of 9 districts, district Hyderabad, Badin, Thatta, Sajawal, Tando Muhammad Khan, Tando Allahyar, Matiari, Jamshoro, Dadu. The elementary colleges were only in four districts Dadu, Badin, Thatta and Hyderabad. College principals, students, and teachers were the population of the study. Through random sampling method, 70 prospective teachers were selected. Data was collected through questionnaire, for the students of elementary colleges. Data which had been collected from prospective teachers was on 5-point Likert scale parameters. Data was analyzed by using SPSS data analysis sheet. Percentage, mean score, standard deviation. Findings were drawn on the basis of data analysis and it was recommended that for improvement in new teacher education programs bureaucrats of 20 grades should be hired so that problems may resolved in better way. Teacher's quality assurance cell should be established. Follow up should be on regular basis. Quality assurance mechanism should be introduced as it is also mentioned in Sindh Education Sector Plan 2014-118 that the new program initiated (e.g. ADE) for having any meaningful impact needs strong Quality Assurance mechanisms Previously those commissions who have worked their reports should revisited and their strengthening reviews may be incorporated Third party or other sectors like STEDA who is responsible for QA should be called for evaluation as it is mentioned in sector plan that internal and external evaluations of ADE and B.Ed. should be done. For strengthening the system biometric system should be introduced. Standard of Entry test should be revised as students come from low academic background. Science lab should be reestablished with latest equipment. New teaching and non-teaching staff should be hired as there was shortage of staff mostly observed. Transport facility should be given so that student's enrollment ratio may increase. Subject support forum trainings should be introduced so that teachers may take related trainings and enhance their capacity. Trainings related to practicum should be given so that practicum teacher should be aware of all challenges and needs. Resource material and books in

the library should be updated so that teacher educators and prospective teachers may be benefited. Fees structure should be re structured as students are not able to pay. Medium of instruction should be in both language English and mother tongue so that students easily understand and actively participate. Coeducation system should be optional as female students come from various back grounds and their family does not allow for coeducation. Trainings should be arranged in vacation breaks so that academic session may not affect from it. There should be flexible or moveable furniture so that seating arrangement may change according to need of classroom. Administration should provide AV aids and other material to teachers and students so that they take benefit from it.

### **Introduction**

Teacher education program is concerned with improvement in potential and abilities which results in strengthen to the teachers to meet their professional requirements and challenges faced in their profession in Pakistan teacher education is an important sector for improving quality of schools. Teacher education is directly connected with teacher educators. The quality of program relies on educators educate teachers. integration of effective pedagogy with its successful utilization in the preparation of teachers is very much productive. The whole process depends on the professional skills of teacher educators, teaches prospective teachers in present time. In past different teacher certification programs like primary teacher education PTC, certification of teaching CT and B.Ed. programs with different time duration and ineffective curriculum, methods, pedagogy, and less quality skills. (Naheed 2017).

### **Statement of the problem**

Education policy 2009-2015 has launched new programs for compatibility without suitable analysis of ground realities. This most important shift of conduct and pedagogy has brought a lot of new challenges and difficulties to address the system at elementary colleges in terms of administrative and teaching practice. This study aims at to explore administrative and educational challenges faced by prospective teachers, Sindh, Pakistan. In the Sindh province the Government Elementary Colleges of Education were offering PTC and CT programs before 2011. After 2011 instead of these programs, new teacher education programs Associate Degree in Education (ADE) two years and 4 new B.Ed (Hons) Elementary four years were launched through the affiliation to the various universities. These semesters based programs with new curriculum has been launched. The teacher educators have pertained new and novel methodologies and instructions to teach new curriculum. Elementary Colleges of Education in the province are facing many issues and challenges in the proper implementation of new teacher education programs. Thus the topic titled as Exploring the Challenges and Issues In Implementation of B.Ed. (Hons) Elementary 4 Years Programme at Government Elementary Program: A Case Study of GECES in Sindh selected to evaluate the implementation of the new teacher education programs at Elementary Colleges of Education in Sindh.

### **Research Objective**

1. To find out the accessibility of curriculum and learning resources that support learning of prospective teachers

### **Research Question**

1. Curriculum and learning resources are not enough to support learning of prospective teachers.

### **Significance of the study**

The first beneficiaries of this research will be the teacher educators and administrators. The identification of gaps which will be found out in view of the results of this research will strengthen the efforts of learners; they will easily consolidate the understanding and knowledge which have been fetched from their actual classrooms. In addition, solutions will ensure active learning along with freedom and autonomy of the learners. These facilities will not only be helpful for teacher educators but also in prospective of teachers and administration. Most likely for this chronic problem of New Teacher Education Programs (B.Ed Hons) GECEs Sindh this research study will bring a solution. In view of the findings and recommendations of this research study, teachers can also be beneficiaries for modification of methods and approaches of teaching and completing their targets, as this is a new paradigm and so many teachers at our institutes are not familiar with it. Therefore, they mostly do not possess expertise in their educational work. This research study will tell them what their actual field needs are for developing and strengthening educational capacity and making their work comfortable and effective; it will provide great support with prepared activities.

### **Review of Related Literature**

Teacher education centres and teacher education curriculum in the present education system have very little focus on modern education trends. NCTE's statement on quality improvement concerns in secondary teacher education programme, teachers are the key component of any educational programme that can be held responsible for the implementation of the educational process of any stage" (Rani, 2017). This shows that investing in teacher preparation is essential to securing a nation's future. The leading role of teachers in the development of an inclusive education system is well-known. Highly motivated, well personalized, well mannered, competent, and well-educated teachers are essential factors for realizing the original meaning of education (Akhter & Mir, 2018). Enabling and empowering teachers through teacher education as a process of developing their skills and competencies to meet the needs, issues, and challenges of educational profession in present times. (Paul, 2023) the teacher-training in Pakistan is responsibility of provincial stakeholders. Therefore, the overall responsibility of teachers' training is towards the PITE, Nawabshah, Sindh and primary school teachers are offered trainings by Government Elementary Colleges as well as 'Allama Iqbal Open University' as distance training programs. According to Samo (2008) unlike data indicated that the teacher training programs are not par excellence in terms of substandard teacher curricula, teaching-learning process, and non-practicum aspects. He also draws special attention towards socio cultural, political, religious, ethical, economic and regional need-based teacher training curriculum contents. (Naheed, 2017) According to W.H. Kilpatrick (1993) Training is essential for brutes and circus performers and the education is for mortals. Teacher education consists of teaching techniques, theory and research skills. He recommended the following equation for teacher education: 'Teacher Education = Teaching Skills Pedagogical theory + Professional skills'. Fate of academic training and practice relies on pedagogical techniques, such skills assist the teachers for result oriented classroom learning, motivation and assessment (pp. 345, Samo, 2008). application The trainings may include effective class control with sound management, making and of materials and communication techniques Kilpatrick (1993). Teaching methodology postulation consists of rational and psychosocial elements for result oriented trainings for teachers. According to Harian (2012) the teaching profession is the fourth one in the list of stressful professions. For that reason, this profession, mainly in the first years, needs more efforts from the teacher in order to keep away from any frustrating experience and to build awareness of school environment. The NEP (2009) suggests the dire need for improvement in all spheres, including 'pre-service training,

qualification related progress; enhancement in professionalism; remuneration for teachers, career development and raised status of teachers. Thus Government Pakistan brought in field two new teacher training programs in 2011 (Bachelor of Education Honors (B. Ed. Hons.) and Associate Degree in Education). These programs were considerably different from the earlier teacher education program. These programs were made to depiction of prospective teachers. The pedagogies contained in these modules were related with hierarchical learning based in terms of subject matter as well as content knowledge to be provided to the teachers. These programs in Education encourage evolution in teaching methods and learning patterns focusing on active learning ways, student centeredness and character building. This brought revolutionary evolution in prospective teachers through the semester system.

### **Issues and Challenges in New Teacher Education Programs**

The major challenges included dealing with poor physical infrastructure, scarce and underused academic resources, inflexibility in classroom arrangement, non-professional attitude of school administration, and trying out innovation without challenging the prevailing school norms. Mahmood (2018). The major challenges included dealing with poor physical infrastructure, scarce and underused academic resources, inflexibility in classroom arrangement, non-professional attitude of school administration, and trying out innovation without challenging the prevailing school norms. Ahmad. M (2020). Kathleen (2008) asserts that educational sectors are filled with academic problems and social obstacles. Teacher educators play vital part for the development of student teacher education (Cin, 2012). Richardson (1996) believes that the three main aspects affecting future teacher development are their personal experience in school education and interaction, as well as knowledge based experience. Cool (1999) suggests that teacher educators tolerate many obstacles too, such as deficient teaching knowledge and research skills. This may be more challenging when the student-centered approach to teaching, especially active learning, is not available in the classroom without a large number of students and resources (U.S. Institute, 2012). Memon, Joubish, and Khurram (2010) also discussed the main challenges faced by teacher education, such as describing the general issues of education reform, the focus of which is lack self -accountability, dearth of efficiency, insufficient economic resources. The curricula of this course are very demanding, and interactive teaching methods are designed. By replacing the traditional teaching methods with interactive teaching methods, the existing old system is transformed into a modern education system. Study the relationship between learner achievement and teacher quality trainings (L. Darling. Hammond, 2009). These new educational programs should prepare future learner-centered environments for use by future teachers and apply activity oriented instruction in classroom. By learning and observing the teacher's educators' practice in the classroom in the teacher training institution, it is very important for future teachers to fully understand the activity-based teaching strategies. The fruitful implementation of the new curriculum demands teacher educators to behave as role models for future teachers for they must integrate innovation into the classroom culture. The teaching skills of teachers play a crucial role in their classroom and are demonstrated in the selection of content, curriculum planning, teaching methods, AV support, classroom, the lack of relevant teaching and learning materials, the overabundance of the curriculum and kind of the evaluation (DuPlessis & Muzaffar, 2010, p. 37). Wide gap between teacher education theory and implementation is also widespread in other development areas (Akyeampong, Ampiah Fletcher, Kutor, & Sokpe, 2000; Kanu, 2007).

Interested in making teacher education there are potential uses for more effective policy makers. Accomplishment of policies in education sector depends on how far is their ingredients are put into practice which again depends on how far the teacher educators could revolutionize their

methods in the classroom. Due to the disagreement between the expected teaching practice experienced by researchers during ADE classroom teaching and actual teaching practice, the researchers actively conducted this research. This model shifts from the traditional teaching model to evidence that the learner-centered teaching model is withdrawn from the system, which is also important for systematically investigating why the teacher educators in the ADE course do what they do in class. This shows the paradigm shift in teacher education.

### Research Methodology

The research study is evaluative survey type in nature. The method of study consisted of population, selection of sample, development of the tools, the administration of the tools and statistics technique used for data collection and analysis the researcher has collected data through questionnaires and interview. For this purpose, two questionnaires have developed one questionnaire for the students of elementary colleges, second for the teachers. For heads interview has conducted. Data which has been collected from these respondents analyzed by percentage, mean and standard deviation and chi square value. The population of study is comprised of all elementary colleges of Hyderabad division. Through random sampling method, 70 prospective teachers were selected from each of sampled GECE were selected.

### Data collection

The data was collected from all GECE colleges of Hyderabad Division. Data was collected from 7 government elementary colleges of education. The sample for data collection was 70 prospective teachers.

### Results and Discussion

Statement	N	Mean	St. Deviation
Getting sufficient trainings	70	2.0606.	93339.
use new teaching methods for teaching and planning process	70	1.4545	.50565
use of student-centered methods	70	1.5152	.05752
availability of sufficient and related books in college	70	2.0303.	46669.
availability of the teaching material easily in libraries	70	2.0000	.43301
Computer with internet facility is available in the college	70	1.7273	.57406
Frequent training programs during academic session causing academic disturbance and losses to the students	70	2.2727	.71906
Medium of instruction which is clear for students	70	1.6970	.52944
medium of instruction is problematic	70	2.2899	.74954
cooperative schools are facilitating for practicum	70	2.7391	.67850
administration of college provides AV aids and other material for teaching	70	1.7879	.64988
Medium of instruction (English) is causing difficulties for teachers and students	70	2.3636	.60302
Teachers are using technology and audio visual aids	70	1.5797	.71550
appropriate system of assessment in semester examination	70	1.6232	51739.

### Findings

#### Challenges regarding curriculum and learning resources

In the table the data indicates that in the answer of the question about the getting sufficient trainings, 85% of teachers are disagreed, 9.1% agreed, and 6.1% said not applicable with the

statement in addition the mean score is found to be 2.0606 and standard deviation .93339. In the table the data indicates that in the answer of the question about the usage of new methods for teaching and planning process, 100% of teachers are agreed with the statement in addition the mean score is found to be 1.4545 and standard deviation .5056. In the table the data indicates that in the answer of the question about use of student-centered methods in new teacher education programs, 100% of teachers are agreed with the statement in addition the mean score is found to be 1.5152 and standard deviation .05752. In the table the data indicates that in the answer of the question about use of student-centered methods in new teacher education programs, 100% of teachers are agreed with the statement in addition the mean score is found to be 1.5152 and standard deviation .05752. In the table the data indicates that in the answer of the question about the availability of teaching material in libraries, 9% of teachers agreed,91% disagreed, with the statement in addition the mean score is found to be 2.0000 and standard deviation .43301. In the table the data indicates that in the answer of the question about the availability of computers with internet facility, 66.6% of teachers are disagreed,33.3% agreed, with the statement in addition the mean score is found to be 1.7273 and standard deviation.57406. In the table the data indicates that in the answer of the question about the Frequent training programs during academic session causing academic disturbance and losses to the students ,58% of teachers agreed,42.4% disagreed, with the statement in addition the mean score is found to be 2.2727 and standard deviation.71906. In the table the data indicates that in the answer to the question about” Medium of instruction, which is clear for students ,97% of teachers are disagreed,3% agreed, with the statement in addition the mean score is found to be 1.6970 and standard deviation .52944. In the table the data indicates that in the answer to the question about the medium of instruction it is problematic that 57% of students agreed, 44 % disagreed with the statement in addition the mean score is found to be 2.2899 and standard deviation .74954. In the table the data indicates that in the answer of the question about cooperative schools are facilitating for practicum 72.7% of students are disagreed 27.3% agreed with the statement” Cooperative schools are fully facilitating you for practicum in new teacher education programs in addition the mean score is found to be 2.7391 and standard deviation .67850. In the table the data indicates that in the answer to the question about the administration of colleges who provide AV aids and other material for teaching new ADE/B.Ed. courses, 88% of teachers agreed,12.1% disagreed, with the statement in addition the mean score is found to be 1.78791 and standard deviation 64988. In the table the data indicates that in the answer of the question about the Medium of instruction (English) is causing difficulties for teachers and 66 students, 64% of teachers are agreed,37% disagreed with the statement in addition the mean score is found to be 2.3636 and standard deviation .60302. In the table the data indicates that in the answer to the question about usage of technology and audio-visual aids, 90 %agreed, 10 %disagreed and with the 64 statements in addition the mean score is found to be 1.5797 and standard deviation .71550. In the table the data indicates that in the answer to the question about the appropriate system of assessment in semester examination 99% of students are agreed, 1 %disagreed, and with the statement in addition the mean score is found to be 1.6232 and standard deviation .51739.

### **Recommendations**

1. For improvement in new teacher education programs bureaucrats of 20 grades should be hired so that problems may resolved in better way.
2. Teacher’s quality assurance cell should be established.
3. Following up should be on regular basis.
4. Quality assurance mechanism should be introduced as it is also mentioned in Sindh Education Sector Plan 2014-118 that the new program initiated (e.g. ADE) for having any meaningful

impact needs strong Quality Assurance mechanisms Previously those commissions who have worked their reports should revisited and their strengthening reviews may be incorporated Third party or other sectors like STEDA who is responsible for QA should be called for evaluation as it is mentioned in sector plan that internal and external evaluations of ADE and B.Ed. should be done.

5. For strengthening the system biometric system should be introduced.
6. Standard of Entry test should be revised as students come from low academic backgrounds.
7. Science lab should be reestablished with latest equipment.
8. New teaching and non-teaching staff should be hired as there was shortage of staff mostly observed.
9. Transport facilities should be provided so that students enrollment ratio may increase .
10. Subject support forum training should be introduced so that teachers may take related training courses and enhance their capacity.
11. Training related to practicum should be given so that practicum teachers should be aware of all challenges and needs.
12. Resource material and books in the library should be updated so that teacher educators and prospective teachers may benefit.
13. Fee's structure should be restructured as students are not able to pay for them.
14. Medium of instruction should be in both language English and mother tongue so that students easily understand and actively participate.
15. Coeducation system should be optional as female students come from various back grounds and their family does not allow for coeducation.
16. Training should be arranged in vacation breaks so that academic sessions may not effect from it.

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