

## Implementation of The B.Ed. (Hons) Program curriculum at post graduate levels; Problems And Prospects

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### ABSTRACT

*This study aimed to explore the Implementation of B.Ed. (Honors) curriculum at University of Education and affiliated colleges: Problems and Prospect. The population of the study were teacher educators and prospective teachers who were the part of University of Education and affiliated colleges for the B.Ed. (Honors) program. The sample comprised of 300 participants including 200 students and 100 teachers from University of Education and affiliated colleges of Lahore. Convenient sampling technique was used for data collection. The researcher developed two questionnaires for data collection from teachers and students with the help of supervisor. These instruments were pilot tested for checking of reliability. The Reliability was found 0.82 and 0.83 respectively. The Mean and standard deviation, t test were calculated for finding the problems of student and teacher and prospects the programme. The study revealed that teachers of the institution are facing more problems than the student during implementation of curriculum. It was also found that students of affiliated colleges faced more problems as compared to the University of the Education's Students. This study revealed too that there was no gender wise difference regarding problems faced by the students and teacher, the students of affiliated colleges faces more problems as compared to the university students.*

### Introduction

The curricular plan is a coordinated mastermind obviously spread out with the targets and learning experience to be utilized for the accomplishment of these destinations. From a more extensive perspective, it could be a method of getting ready individuals to become helpful residents and important people of the general public to which they have a place. Along these lines, the curricular program is a device of instruction to teach and refine the entire humanity. Progressed understanding believes that all information and knowledge youth acquire within educational institutions' limits, either on time-table otherwise separately, for instance experiences understudy has paying little heed to at what time as well as in what way they happen (Akinsola and Abe, 2006). The prescriptive perspective on a curricular plan is portrayed as an organize movement or made record that joins strategies for achieving wanted objectives or closes. At the end of the day, a curricular plan infers a made portrayal out of what occurs inside the course of think about. Considering curricular plan as course of encounters that shape human creatures to individuals, Kelly (2008) confirmed curricular program is collection of learning activities learners study due to manner designed in institution is orchestrated as well as coordinated unmistakably included inside masterminding otherwise undoubtedly inside attention to individuals careful for institutional strategies.

USAID has the significant goal of aiding Pakistani Government in instructor training as well as to make various considerations of educator instruction over the state. For a modern 4-year bachelor's degree as well as a 2-year relate degree in instruction, presentation and execution of successful curriculum was too implied. For realization of stated objective, extend makes a difference common governments make frameworks, arrangements, and benchmarks that guarantee the compelling execution of these degree programs. Lubna A Baig and Syeda K Ali (2012) in a study "Problems and issues in implementing innovative curriculum in the developing countries: the Pakistani experience" opined that the curricular plan plays important role in execution of curriculum because it leads the real outcome, in addition, neither just setting objectives nor organizational process, provided that the effect of a plan is determined. The decision of the curriculum developer could not be effectively implemented without effective implementation. As USAID Teacher Education Mission is engaged in new curriculum development in Pakistan for Educator Training and Instruction, the analysis of this mission's implementation procedures in different provincial contexts is relevant.

The Economic Survey of Pakistan (2011) distinguishes a significant number of the difficulties confronting the educational system. These incorporate an intense deficiency of educators causing enormous classes, an absence of sufficient instructor preparing and lacking assets. School educational plans are frequently content-ruled, making encouraging predominantly an information move process, while there is endemic tricking in the assessment framework which seldom remunerates something besides repetition review. Curriculum development / Educational plan improvement process isn't static rather it is nonstop and cyclic and experiences consistent procedure of change in the light of input acquired through steady observing of existing educational program. It doesn't prompt a completed last item and interest for proceeds with progress in the light of persistently changing needs of society. It implies that consistent observing and assessment ought to be embedded as indispensable parts in educational plan advancement process. Lamentably, this part of educational plan advancement was seen feeble in Pakistan. Checking and assessment of educational plan component either not exist or don't work appropriately in Pakistan. Because of this explanation, legitimate criticism was not accessible for the improvement of existing educational program or to give strong establishment to new educational plan change. Monitoring is important to improve educational plan, printed material, instructors' conveyance and approach detailing.

The present expressed issue researched by tending to following purposes:

1. To determine problems of teachers faced by them during implementation of B.Ed. (Hons) curricula at University of Education and affiliated colleges.
2. To investigate the problems faced by the students of B.Ed. (Hons) with regards to the curriculum implementation at university of Education and affiliated colleges.
3. To find out the prospects to improve the implementation procedure of B.Ed. (Hons) curriculum at university of Education and affiliated colleges.

To attain the objectives of this research study research questions outlined to address the following issues.

1. Are there any problems of teachers faced by them with regards to implementation of B.Ed. (Honors) curriculum at university of Education and affiliated colleges?
2. What are the problems faced by the students during B.Ed. (Honors) with regards to the curriculum implementation at university of Education and affiliated colleges?
3. What are the prospects reported by teachers which should be followed to have a betterment in implementation of B.Ed. (Honors) curriculum at university of Education and affiliated colleges?

Education is a basic human action as "interest in training is fundamental for both expert development and monetary advancement" (Anderson, 2004, p.19). Teaching and learning won't ever achieve as well as never be finished its inspiration devoid of instructors and implementers. As stated by David and Macayan (2010, p.74) "responsible in the instructive procedure" and instructors overcome the most noteworthy part in the instructive advancement. Education is a significant speculation intended for humans as well as for monetary advancement. According to National Education Policy (2009), Pakistani constitution stresses upon significant procedures and measures for continuity of the training structure of Pakistan, in addition, makes the state responsible it is the responsibility of the government to provide an even-handed as well as viable instruction framework. An additional (article 25a) successful from April 2010 included Region 9 of Constitution (18<sup>th</sup> Amendment) Act (2010). According to Khan and Saeed (2009, 2010), changes and developments in training in Pakistan are straight forward surveyed on achievement otherwise disappointments relevant to specific programs or reflection of general improvements in training problems that focus more on non-attendance of duty, lack of competence, lack of monetary assignments, etc (Memon, Joubish, and Khurram, 2010). We didn't go through a solitary successful perception about normal practices as well as ways through that educators respond equally to alteration as well as tradition all the while. This investigation will fill this hole in both our insight just as in strategy arranging and usage. The discoveries of the investigation on holes between instructor instructors convictions and their genuine practices are useful for organizers in the arena of instructor training to change their preparation to address the issues of instructor teachers and are additionally helpful for educator instructors to return to their showing rehearses in study hall. This investigation depends on the reason that individual instructor's convictions are solid markers of his/her study hall rehearses. It is said that what teachers do in the study hall is reflected by what they accept, and these values regularly fill in as a medium by which educational choices as well as judgments are made (Pajares, 1992; Cantu, 2001).

As per Aggarwal (1988), the points and targets of teacher training are as under;

1. To create of instructor's capacity to deal with himself so he might have the option to change himself with various physical conditions and social environment.
2. To create of the educator's capacity to turn into a kid with youngsters and a grown-up with grown-ups.
3. To build up the educator's capacity to be a capable resident.
4. To build up the educator's capacity to have great direction and command over content substance given to himself/herself in institution.
5. Building up abilities, capacities and interactions of instructors and educators.
6. Building capacities of the instructor to do, to mention objective data, to extract and to sum up.
7. To build attention and knowledge to increase equally the attainments of human as well as material properties.

Pakistani government in 1995 announced following points as well as targets for educator training:

1. Acquaintance of prospects teachers with development of training and speculative learning.
2. To train and empower future educators for applying teaching abilities in addition to enable educators acquainted for the planning as well as arrangement of the basic educational program.
3. Familiarizing future educators within current as well as up-to-date techniques plus standards by way of an outstanding focus proceeding the interest of learners.

In Pakistan, there are numerous problems and issues identified with quality and training access in instruction division. Significant difficulties create hindrance in the improvement of schools' terrible circumstances as well as nonattendance in open segment. The major problem is coherent aptitudes improvement of understudies instead of scarcely increment nature of knowledge. Significant causes for lower levels of education as well as for excellence training exist study hall the board, satisfactory school condition, and poor capability of instructors, content information, and old educating strategies. A study demonstrated that in Pakistan 7,000,000 kids stay unable to go to school. Thusly, Pakistani administration, various non-govt. organizations as well as universal improvement accomplices proceed toward numerous endeavours for tackling stated issues (MOE, 2005). USAID's Instructor Teaching Mission prior recognized by Pre-STEP is assisting execution of B.Ed. (respect) in colleges through Higher Education Commission as well as commonplace divisions of instruction. It is helpful for educators to update their knowledge and capacities according to new instructive program that incorporate innovative promising strategies using during instruction as differentiation with ancient as well as standard procedures (MOE, 2009).

Difficulties of Teacher Education in Pakistan are

1. Quality of Instructing, as indicated by report of Agha Khan Foundation (1998), nature of associations in addition to educator training comprehensively effect on organization's improvement and understudy learning.
2. Segregated Educational Program the draft of situation examination of educator instruction in Pakistan (2006) indicates "the present educational plans being instructed doesn't concentrate on encouraging a basic and imaginative reasoning and learning condition. We can say that educational plan of instructor training in Pakistan is secluded from substances of study hall".
3. Instructor is a significant part of training program, however numerous issues identified with this movement. It has been seen that imminent educators and administrators don't give more regard for showing practice of understudies. Educators of along these lines receive the uncalled for significance and start instructing as evidence of the educating of endorsements
4. Insufficiency in Physical Framework Instructors' instructive organizations don't have physical assets, for example, labs and libraries. Schools are blemished to giving valuable and suitable sound video helps in study halls, which made the future instructor increasingly on edge and arranged. Study halls are not completely outfitted with present day materials and gear's (Hussain,2010)
5. Absence of Research and Advancement, as indicated by look into report of USAID in addition of UNESCO (2006), a huge concern regarding instructor training looked by educators in Pakistan is that no supported as well as subsequent meet-ups examination considers. For the most part establishments have not improved

their academic aptitudes and procedure of educators, course substance which is utilized or looked into all inclusive.

6. Absence of Polished Methodology expressed that "if an instructor has not a perfect point he/she would be advised to take to shop keeping without a moment's delay, he/she will their surely locate a perfect inside his ability". Instructors' instruction organizations ought to understand the noteworthiness of their work, however many preparing establishments in Pakistan absence of enthusiasm need by educator training as well as in proficient effort.
7. Low section level and absence of legitimacy needs to make a significant issue. An exact concern is that the degree of section for essential/basic educators as of now is low. Also, there is no norm for evaluating intrigue as well as bent in such calling. Particularly on centre as well as essential levels, this has built up the common thought of worse levels inside prerequisites of instructing. In some cases this calling is considered as 'low maintenance' work. (Andrabi, 2002).

Implementation of Curriculum, Usage implies putting a course of action, plot, decision, recommendation, point, an agreement, procedure or contemplations into power. It is the foundation of any plan or procedure, the confirmation of a course of action's flourishing or disillusionment. It is the affecting force of any plan or procedure without which a course of action is simply an extraordinary intension. Instructive program execution is as such, the dispersing of information on a wide reason, after pilot-test, on an as of late organized instructive arrangement or a changed or refreshed instructive program. It finds the chance, sufficiency or relevance of instructive program plans towards the accomplishment of anticipated learning results. It is like manner fills in as linkage work among thought about instructive arrangement theory as well as practices, which restore instructive arrangement report and without which an altogether thought out documentation is insignificant non-utilitarian work area work.

### Method and Procedure

The study was quantitative and descriptive in nature. Survey (Questionnaire) technique was utilized for data collection from sampled teachers who taught the course of B.Ed. (Hons) program and students who were admitted in B.Ed. (Hons) program. For this purpose 200 students and 100 teachers of university of education and its Government affiliated colleges were selected as sample. Closed ended questionnaire which was developed by the researchers, used to collect the data to evaluate the implementation of B.Ed. (Hons) program in university of education and affiliated colleges after reviewing the previous literature. Items were generated by the researcher and scrutinized by the supervisor of the researcher. Then, back to back translation was done and after finalizing the questionnaires both student and teacher version, the pilot study was conducted to on 30 students and 15 teachers and reliability test was conducted in SPSS. The reliability of the student questionnaire was .92 whereas the value of Cronbach's alpha for teacher questionnaire was .81 which was above the threshold value i.e., .60. For the introduction of the B.Ed Honors program, researchers need to know about the various problems they face. The researchers consulted the B.Ed. Honors 2012 curriculum for this reason. The researcher also presented the expert opinion of the closed-ended questionnaire process and discussed it with his supervisor as well.

### Results

The quantitative method of research is used for the data analysis. The quantitatively collected data were analyzed as well as calculated descriptively through average scores, frequencies and rates presented using tabulation. Independent sample t test was utilized to discover the problems faced by the students and teachers.

**Table1: Our institutional needs are sufficient for our needs**

Responses	F	%	Mean	SD
No	0	0	1.00	.000
Yes	100	100		
Total	100	100		

Table 1 demonstrates that the 100% of them answered yes, showed that their institutional needs are adequate for their needs. Values of mean as well as standard deviation for the response are 1.00 as well as .000 correspondingly.

Table 2: *Trained I.T professionals are available to teach I.T courses*

Responses	F	%	Mean	SD
No	0	0	1.00	.000
Yes	100	100		
Total	100	100		

Table 2 demonstrates that the 100% of them answered yes, showing trained I.T professionals be there for teaching of I.T subjects. Average score for current item is 1.00 while standard deviation value is .000 respectively.

Table 3: *Availability of suitable and sufficient I.T facilities at our institution.*

Responses	F	%	Mean	SD
No	0	0	1.00	.000
Yes	100	100		
Total	100	100		

Table 3 demonstrates that the 100% of them answered yes, indicated the suitable and sufficient I.T facilities are available at institution. Mean value as well as standard deviation score for current item is 1.00 and .000 respectively.

Table 4: *Availability of latest equipment and supports.*

Responses	F	%	Mean	SD
No	0	0	1.00	.000
Yes	100	100		
Total	100	100		

Table 4 demonstrates that the 100% of them answered yes, to the questionnaire item as newest tools in addition assistances remain accessible for learners in the institute. Average as well as standard deviation values are 1.00 and .000 correspondingly.

Table 5: *Accessibility /Availability of sufficient library book and journals.*

Responses	F	%	Mean	SD
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No	0	0	1.00	.000
Yes	100	100		
Total	100	100		

Table 5 demonstrates that the 100% of them answered yes, to the statement as sufficient library books as well as journals are available in the institution. The mean as well as standard deviation values for the response are 1.00 and .000 correspondingly.

Table 6 *Higher education commission (H.E.C) approved B.Ed (Hons) Program*

Responses	F	%	Mean	SD
No	6	6	1.06	.239
Yes	94	94		
Total	100	100		

Table 6 demonstrates that the 94% of them answered yes, whereas 6% of the respondents gave negative response to the questionnaire item as B.Ed (Hons.) program is higher education commission's authorized. The average as well as standard deviation score is 1.06 and .239 respectively.

Table 7: *The guidance and monitoring for teaching practice provided by supervisors during school visit.*

Responses	F	%	Mean	SD
No	9	9	1.09	.288
Yes	91	91		
Total	100	100		

Table 7 demonstrates that the 91% of them answered yes, 9% of them put forward negative remarks to the survey question as supervisors visit institute for prvision of direction along with observation of instruction practices. Average plus standard deviation values for the question are 1.09 as well as .288 correspondingly.

Table 8: *The needs of the B.Ed (Hons) program is considered while giving research topics.*

Responses	F	%	Mean	SD
No	0	0	2.00	.000
Yes	100	100		
Total	100	100		

Table 8 demonstrates that the 100% of them answered yes, in response of the questionnaire item, research topics are assigned to learner in relation to requirements of Bed (Hons) program. Average in addition standard deviation values are 2.00 as well as .000 correspondingly.

Table 9: *Competences in research are providing to the students of the B.Ed (Hons.)*

Responses	F	%	Mean	SD
No	6	6	1.94	.239
Yes	94	94		
Total	100	100		

Table 9 demonstrates that the 94% of them answered yes, whereas 6% negatively responded towards survey item as research competences are provided in students of B.Ed Hons. Mean along with standard deviation values of responses are 1.94 as well as .239 correspondingly.

Table 10: *The supervisors provide the guidance is provided by the supervision while conducting research.*

Responses	F	%	Mean	SD
No	0	0		
Yes	100	100		
Total	100	100		

Table 10 demonstrates that 100% of them answered yes to the questionnaire item as supervisors provide guidance to students for conducting research. Mean value along with standard deviation value for indicated responses are 1.00 as well as .000 correspondingly.

Table 11: *Proper supervision is given to students by supervisor.*

Responses	F	%	Mean	SD
No	0	0	1.00	.000
Yes	100	100		
Total	100	100		

Table 11 demonstrates that the 100% of the teachers answered yes to the questionnaire item as supervisors be responsible for accurate regulation of learners. Scores of average along with standard deviation against this response are 1.00 as well as .000.

Table 12: *Results are appropriately imported to the students properly and within time*

Responses	F	%	Mean	SD
No	9	9	1.91	.288

Yes	91	91
Total	100	100

Table 12 demonstrates that the 91% of the teachers answered positively for questionnaire item which states results are communicated to students timely and properly, whereas 9% teachers respond in negative. The mean score along with standard deviation value for stated item are 1.91 as well as .288.

Table 13: *Orally & written assessment is done by teachers along with feedback for students.*

Responses	F	%	Mean	SD
No	0	0	2.00	.000
Yes	100	100		
Total	100	100		

Table 13 demonstrates that the 100% of the teachers answered yes to the statement that orally & written assessment is done by teachers along with feedback for students. The score of Mean is 2.00 and standard deviation is .000.

**Ho: Is there any gender wise difference in relation to the problems faced by the students enrolled in B.Ed. (Hons) program?**

Table 14: *Gender based difference in comparison of problem facing.*

Gender	No. of students	Mean	Std. Deviation	t-value	Sig.(2 tail )
Male	51	144.56	20.95	-.300	0.764
Female	149	145.53	19.30		

The opinions of male and female students were not significantly different regarding problems faced due to curriculum of B.Ed. (Hons). Although, a difference was shown in the gender based mean values, which were 144.56 for male students whereas 145.53 was for females but it was found not significant difference statistically, as the value of t test were not significant ( $t(198,2) = -.300, p = .746$ ).

**Ho: Is there any gender based difference in problem facing by the teachers who are teaching B.Ed. (Hons) curriculum?**

Table 15: *Gender based difference in comparison of problem faced by teachers.*

Gender	No. of teachers	Mean	Std. Deviation	t-value	Sig.(2 tail )
Male	28	156.25	2.56	-.544	.588



Female 72 156.56 2.66

Male as well as female teachers' opinions were not significantly different from each other regarding the problems faced while teaching the curriculum of B.Ed. (Hons). The mean values were 156.25 for male teachers whereas 156.56 was for females but it was found not significant difference statistically, as the value of t test were not significant ( $t(98, 2) = -.544, p=.588$ ).

**H: Is there any difference in the problem faced by students as compared to teacher?**

**Table 16: Comparison between teachers and students with regards to the problem facing in B.Ed. (Hons)**

	No. of teachers	Mean	Std. Deviation	t-value	Sig.(2 tail )
Teachers	100	156.48	2.62	7.901	.000
Students	200	145.28	19.69		

A highly significant difference was found between teachers and students' opinions about the problems faced while teaching and studying the curriculum of B.Ed. (Hons). The mean values were 156.48 for teachers whereas 145.28 was for students which means that teachers face more problems while teaching B.Ed. (Hons) curriculum in universities as compared to the students who enrolled in this program with a value of t test ( $t(298,2)= 7.901, p=.000$ ).

**Ho: Is there any difference in problems faced by the teachers of universities as compared to those off affiliated colleges?**

**Table 17: Comparison between teachers of universities and affiliated colleges with regards to the problem facing in B.Ed. (Hons)**

	Mean (N=100)	Std. Deviation	t-value	Sig.
Teachers of University	156.84	2.59	1.377	.172
Teacher of Affiliated colleges	156.12	2.63		

No significant difference was found between teachers teaching in university and affiliated colleges with regards to the problem facing while teaching and studying the curriculum of B.Ed. (Hons). The mean values were 156.84 for teachers of university whereas 156.12 was for teachers of affiliated colleges ( $t(98, 2) = 1.37, p=.172$ ).

**H: Is there any difference in problems faced by the students studying in universities and affiliated colleges?**

**Table 18: Comparison between students studying in universities and affiliated colleges with regards to the problem facing in B.Ed. (Hons)**

	Mean	Std. Deviation	t-value	Sig.
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University students	142.01	21.03		
Affiliated college Students	148.56	17.75	-2.38	.01

A significant difference was found between students studying in universities and affiliated colleges regarding the problems faced while studying the curriculum of B.Ed. (Hons). The mean values were 142.01 for students studying in universities whereas 148.56 was for affiliated colleges' students which means that students of affiliated colleges face more problems studying B.Ed. (Hons) curriculum as compared to the students who enrolled in this program in universities with a value of t test ( $t(198,2) = -2.38, p=.01$ ).

**Ho: Is there any gender based difference in prospects by the teachers who are teaching B.Ed. (Honors) curriculum?**

**Table 19: Gender based difference in comparison of prospects by teachers.**

Gender	No. of teachers	Mean	Std. Deviation	t-value	Sig.(2 tail )
Male	28	1.43	.504	1.603	.112
Female	72	1.26	.444		

The opinions of male as well as female teachers were not significantly different from each other about prospects while teaching the curriculum of B.Ed. (honors). The mean values were 1.43 for male teachers whereas 1.26 was for females but it was found not significant difference statistically, as the value of t test were not significant ( $t(98, 2) = 1.603, p=.112$ ).

**Ho: Is there any prospects difference between teachers of universities and affiliated colleges?**

**Table 20: Comparison between teachers of universities and affiliated colleges with regards to the prospects in B.Ed. (Honors)**

	Mean (N=100)	Std. Deviation	t-value	Sig.
Teachers of University	1.77	0.425	1.603	.112
Teacher of Affiliated colleges	1.61	0.495		

No significant difference was found between teachers teaching in university and affiliated colleges regarding the prospects while teaching and studying the curriculum of B.Ed. (Honors). The mean values were 1.77 for teachers of university whereas 1.61 was for teachers of affiliated colleges ( $t(98, 2) = 1.603, p=.112$ ).

### Conclusions

The underlying conclusions are centered about findings of this investigation;

Current investigation indicates the institution's teachers face multiple problems towards implementation of curriculum as compared to the students of the institutions. The main problems faced by the teachers and students

under this study are Teaching practices, duration of teaching practices, allotment of the research supervisor, supervision of the student during thesis and research concept /skills through research course . The most key aspect of the training program for teachers is teaching practice. The central pivot in professional training should be this. The realistic element of teacher training is teaching practice and it is an assortment of factual and dramatic characteristics by this study more teachers are agree this statement that the reaching practice and research are not possible within the semester.

Research work provides them with new knowledge and skills that are important in their career. It has also increased their education's overall efficiency. The thesis work, as well as group management, promotes student influence when the interests of students are taken into account. In this study, most of the teachers are not agreed with this statement Research supervisor are allotted according to interest of students. But the students are agreed with this statement. In this study, more teachers are neutral about the statement Supervisors supervise students regularly to complete the thesis and as well as Students are enable to describe research concept /skills through research course.

In this study the teacher (professional) of the sample are agreed with the prospects of the B.Ed (Honors) program. B.Ed.(Hons) program is compulsory for the teaching of the prospect students, make the students more reflective , capable students to become independent learner, helps students for future Research ,develop professionalism in the students and this Program has the same duration like other degrees in Pakistan and as well as all over the world .This study also revealed that the teachers of this research are agreed about the facilities that are provided to the student during their studies .Teachers said that the institution is sufficient for our needs ,availability of the trained I.T teachers for I.T courses ,suitable and sufficient I.T facilities availability, Availability of newest tools along with assistances for learners in institute, sufficient library resources, guidance as well as monitoring for teaching practice provided by supervisors during school visit, research competences provision, supervision during thesis and teaching practice, timely and proper result conveyance and assessment is done orally and written by teachers along with feedback for students.

### Recommendation

The following suggestions are given for the better implementation of the B.Ed. (Honors) curriculum.

1. The Higher Education Commission (H.E.C) should provide the equal facilities to the students in university level as well as affiliated colleges.
2. The college administration should notice the problem of the students and removed their problems faced during learning.
3. The committees of curriculum and the Higher Education Commission should remove the problems of the teachers in university level as well as affiliated college level.
4. In this study, it may be enhanced by population and sample. Study may be carried out using mixed research methods at public and private universities as well as affiliated colleges.

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