

Students' Satisfaction Regarding the Curricular Practices: A Comparison of Formal and Non Formal System of Teacher Education

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Abstract. The overwhelming majority of men and women can only become good teachers if their training programs are built on a sound foundation of theoretical knowledge and supervised practical work. Believing in this a study was designed to find out the level of satisfaction of the students of Formal and non formal system of teacher education regarding different aspects such as contents of the course, methodologies of teaching and assessment techniques/process of their curriculum. Total one hundred and twenty students of B.Ed program studying in formal and non-formal education system were selected for data collection. Data were personally collected through researchers' developed questionnaire on five point rating consisted upon 30 items and analyzed by applying t-test. The main results of the study show that the students of formal system of teacher education programs were more satisfied than the students of non formal distance education system programs. Few recommendations are being given for the improvement of non formal distance education system of teacher education

Keywords: Students' Satisfaction, Teacher Education, Formal & Non Formal Systems of Education, Curriculum, Distance Education.

1. Introduction

The quality of education depends on the ability, hard work and dedication of a teacher. If a teacher fails to abreast himself with the rapid educational developments he would become ineffective. Therefore, the teacher is considered the most crucial factor in implementing policies of desired instructional reforms at the classroom level. It is also a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching along with the commitment of the teacher have effective impact on the teaching learning process (MoE 1998).

Many factors are responsible for shaping the quality teaching. These apart from Teacher Education programs may include ideological, socio-economical, structure of educational system and practices of well-defined theories along with their implications for teaching and learning. Teacher education program are an integral part of any education system and teacher training institutions tailor these programs according to the needs and requirements of the society. These programs may be offered in traditional and formal face-to-face education or in Non formal distance education way in which students and teachers are separated by distance and time therefore they use different Medias for interaction, often connecting synchronously in flexible time frames. This is in contrast with traditional concepts of education in which teacher and individual learner met at the same time and place which has become an accepted mode of education.

Frank and Wagnalls (1987) defines teacher education as education and preparation of individuals enabling them to become professional teachers while according to Aggarwal (1993) teacher education is that knowledge, skill and ability which is relevant to the life of teacher as a teacher. These definitions imply that teacher education is a multidimensional activity and encompasses various aspects of teacher's life and work. Its aim is not to teach the teacher how to teach, but to make an effort to enkindle his initiatives, to reshape his attitude and to remodel his habits in such a way that personality of a teacher is molded in a right form.

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Bennet (2000) emphasize the need for making teacher education more dynamic and vibrant to keep pace with scientific and technological changes in the society, So that Teacher Education programs of all levels in a country must be planned in such a way that the teachers produced as the product of these programs must be broadly educated as to make them scientific minded, quality conscious, innovative, courageous but at the same time sympathetic and helpful towards students. In a way the Teacher Education Programs should be multi-dimensional and capable for serving multifarious purposes, besides being compatible with the values and norms of the society.

Pakistan being a developing country having low literacy ratio is facing a challenge of massive expansion of education system both quantitatively and qualitatively. Quantitative expansion of an education system is fruitful only when qualitative aspects which are largely dependent on the competencies and the capabilities of the teachers are fully taken care of. Farooq (1983) comments the situation and asserts that the due status of teachers in society and acceptance of teaching as a profession by the people is mandatory and fundamental before any re –organization of educational services are adopted to meet the challenges of technological and scientific developments and to improve the quality of instructions at various levels of education system. Further, Siddique (1984) speculated that because of the magnitude of the problem and scarcity of resources, it does not seem to be feasible to meet the education of the masses on modern lines in immediate future through exclusive reliance on the formal system.

Psacharopolous (1987) is of the view that quality of education is directly related to the quality of instruction and the teacher is the most critical factor in implementing education reforms in any country of the world. It means that the teacher education must be efficient as well as effective. Efficiency refers to the relationship between inputs and outputs of a process and effectiveness is related with the quality of outputs and has two aspects; first that the output may be employable in the society or that the output is commensurate with the needs of society; secondly that the output may be of a high quality and in teacher education high quality means teacher's competencies, skills and command over the subject matter to be taught. According to Gupta (1997) education improves productive skills and increases the national product and wealth. So it can be said that education produces a society which has more productive power therefore it is the responsibly of teacher education institution to produce such teachers who can explore the potential of students and direct this potential towards appropriate channels.

In Pakistan there are different teacher training programs offered in colleges, Institutes and Department of Education of the universities. These programs include the training of primary school teachers, secondary school teachers and educational supervisors offered at various levels including undergraduate programs like B.Ed., leading to post graduate programs i.e. M.Ed., M.Phil., and Ph.D, available both in formal and non – formal distance education models.

Pakistan's non-formal distance education system approaches the students at their door step and work place with the concept of lifelong education and complementing the gaps left by formal teacher education system largely involving disadvantage areas and groups. As there are different methodologies and techniques of teaching, content delivery and assessment for non formal distance education systems as compared to formal teacher education system so the students trained as future teachers under non-formal distance education system would be having different opinions and level of satisfaction regarding their education and training. A need was therefore felt to elicit the difference between the two cohorts of teacher education.

This comparative study was therefore designed to find out the level of satisfaction of the students of Formal and non formal system of teacher education regarding different aspects such as course contents, teaching methodologies and assessment techniques.

2. Methodology

For this study total 120 male and female students of B.Ed. level in formal and non-formal education system of the capital of Pakistan, Islamabad were contacted for data collection. Half of these were studying in formal and other half were in non formal teachers' education system.

2.1. Instrument

In order to explore the students' satisfaction about their system of teacher education a 30 itemed researcher's developed instrument was used. There were 11 statements related with content of the courses, 13 with methodology of teaching and rest were about assessment techniques. The students were required to rate their level of satisfaction on a five point rating scale ranging from highly satisfied to highly dissatisfied. Data were collected personally and data analysis was done through Spss by applying various statistical tool / commands including t-test.

3. Analysis of Data

Area	Group	N	Mean	df	t	p – Value
Content	Formal	60	47.533	118	8.33	0.000
	Non Formal	60	37.916			
Methodology	Formal	60	56.05	118	8.729	0.000
	Non Formal	60	45.18			
Assessment	Formal	60	25.03	118	6.17	0.000
	Non Formal	60	19.71			
Over all	Formal	60	132.90	118	9.169	0.000
	Non Formal	60	106.45			

Summary of t-test presented in the above table indicates that p-value (.000) is less than 0.05 for all the comparisons hence it is concluded there is a significant difference between the satisfaction level of the students studying in formal and non formal systems of teacher education regarding content, methodology and assessment. High mean scores of the formal system of education indicates their high level of satisfaction as compare to those of non formal system.

4. Findings

- 1) There is a significant difference between the satisfaction level of the students of formal and non formal systems of teacher education regarding the course contents of their respective curriculum
- 2) There is a significant difference between the satisfaction level of the students of formal and non formal systems of teacher education regarding the methodologies used for teaching in their respective curriculum
- 3) There is a significant difference between the satisfaction level of the students of formal and non formal systems of teacher education regarding the assessment techniques used in their respective curriculum
- 4) There is a significant difference between the overall satisfaction level of the students of formal and non formal systems of teacher education
- 5) Mean score of the students in formal system of teacher education is higher than those of non formal which show that students in formal system are more satisfy about the course content of their curriculum as compare to students of non formal system of teacher education.
- 6) Mean score of the students in formal system of teacher education is higher than those of non formal which show that students in formal system are more satisfy about the methodologies used for teaching in their curriculum as compare to students of non formal system of teacher education.
- 7) Mean score of the students in formal system of teacher education is higher than those of non formal which show that students in formal system are more satisfy about the techniques of assessment used in their curriculum as compare to students of non formal system of teacher education.
- 8) Mean score of the students in formal system of teacher education is higher than those of non formal which show that students in formal system are more satisfy about the overall system of their education as compare to students of non formal system of teacher education.

5. Conclusion

On the basis of finding of the study it can be concluded that level of satisfaction of the students of formal system of teacher education is high than those of the students of non formal system of teacher education regarding the main components of curriculum i.e course contents, teaching methodologies and assessment techniques.

6. Discussion

The purpose of study was to explore the level of satisfaction of the students in two systems of teacher education i.e. formal and non formal regarding their course contents, methodology of teaching and techniques and process of assessment.

According to students of formal system of teacher education B.Ed. program has potential to meet future needs, course contained enough practical work, face to face teaching was found to be necessary for effective learning, teachers use A.V aids and emphasized more upon practical work, students assignments were helpful for preparation of final exams, the method of evaluation for students performance in theory and practical course component was appropriate. The above mentioned results are in line with previous studies conducted by Anees (2005), Iqbal (1996), and Akhtar, Naseer & Munshi (2011).

Students of non-formal system were not much satisfied with the methodology of teaching being used. Practical work was missing in their system. Concept and ideas are not presented clearly before them. Modern methods were not used for the delivery of the contents.

Results also show that students of non formal system were not clear about their curriculum, they were not well aware of the objective of the B.Ed. program; recommended reading material was not relevant and was not easily available. According to results students of non formal system were also confused about their assessment process (proper reading material was not available for annual papers and enough time was not given for solving assessment projects.). Previous research studies like Anees (2005), also explored that instructional material of non-formal B.Ed. program did not help to enhance professional skills. It did not develop creative thinking. Tutors casually took their tutorial and did not use innovative methods. They did not return student assignments in time after evaluation. Examination system of non formal B.Ed. program did not produce better teacher. Similarly the study of Yang and Cornelius (2004) shows that students became frustrated when their courses were not poorly designed, and when instructors did not participate in discussions or responded to questions within a very limited time.

The socio economic condition of Pakistan demand more competitive and skilled teachers. For this purpose, training for using educational technology is essentially needed that is not provided to student teacher of non-formal B.Ed. program. Moreover, training to manage co-curricular activities is also missing in non-formal system, which is the main root cause of indiscipline, poor quality and unstable institutional environment. Lack of incentives, encouragement, guidance and cooperation are the key cause of failure of teacher education.

7. Recommendations

Result of this study showed that students in formal system of teacher education are more satisfied than those in non formal system so it is recommended that educational planners and administrators should pay special attention to the needs of students in non formal system of teacher education

Modern and innovative methods of teaching should be introduced in non formal system of teacher education

- 1) Proper and relevant teaching material should be made available.
- 2) Designed activities should be related to the course content.
- 3) More emphasis should be given to practical / practice work.
- 4) Objective of program and content be clear.
- 5) Modern and fair means of assessments should be use for measuring students learning in distance system of education.
- 6) During the workshops more emphasize should be given to interactive teaching rather than content delivery.
- 7) Content assessment should be according to the reading material.

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