

IMPACT OF USAID TEACHER EDUCATION PROJECT ON THE DEVELOPMENT OF TEACHER EDUCATION AT ELEMENTARY LEVEL

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ABSTRACT

The present study was conducted to see the effect of teacher education project on the development of teacher education at elementary level. The study compares the old PTC/CT programs with the newly launched ADE program. Two components of the new program were focused i.e., the curriculum and assessment methods. The objectives of the study were to find out the effectiveness of the new curriculum and assessment techniques introduced in ADE program. Population of the Present study was the students and teachers of ADE in RITE colleges (Male and Female) of KPK. A cluster sample of TWO RITE colleges (One male and one female) was selected. A questionnaire was used in the present study for the collection of data from teachers and students. The result shows that both the curriculum and assessment methods of ADE are much better than the old PTC/CT programs. Therefore it is concluded that teacher education project has impact on the development of teacher education regarding the two important areas i.e. the curriculum and assessment methods

Keywords: *USAID, Teacher Education Project and Teacher Development & Elementary Level*

INTRODUCTION

The USAID Teacher Education Project was launched for the promotion of teacher education across the country. It was the joint venture of Higher Education Commission and the federal education ministry. The reason behind was that the teacher education was given not due importance since creation of Pakistan, Farooq (2004). There were various programs of teacher education were in vogue and no proper linkages with each other. In order to make the teacher education program according to international standards, this project was initiated with the joint consensus of all four provinces including AJK and even in the first meeting all of the education sectaries agreed that these new program would be given preference in recruitment. The old programs PTC, CT and DIE would be replaced by the ADE (two years) in phase wise and up to 2018, the old programmes would be phased out. Similarly B.Ed (one year) after BA and B.Ed (three years) after FA / Fsc and M.Ed would be replaced by B.Ed (Hons) 4 years. As per international standard all 4 years programmes in all disciplines have already been started in the universities across the country. So there was dire need that teacher education program should be updated according to the international standard and marketable needs.

The education policy 2009 has already supported that the all the teacher programmes should be kept on international standard. Moreover, the graduates of teacher education facing problems in getting higher education abroad due to having no proper equivalence in curriculum and duration in teacher education programmes. So these need and demand based programmes were started in 2011 for the first time in 15 partner universities and 99 RITEs across the countries. Later on other universities took interest and started B.Ed (Hons) program in their campuses. USAID also started scholarship to make it successful, USAID Teacher Education Masters Scholarship Program (2014). ADE program were initiated for uplifting the standard of Elementary education across the country. This is university degree program and it is initiated according to the system in vogue in those universities. The affiliated RITE Colleges have to take proper affiliation with those particular universities and have to follow the rule and regulation of the same universities. The present study focuses on the impact of two components (curriculum and assessment) of the USAID teacher education project on the development of teacher education at elementary level

Objective of Study

Following were the main objective of study:

- To find out the effectiveness of the new curriculum introduced in ADE program.
- To find out the effectiveness of assessment techniques of the ADE program.

Hypothesis of Study

Ho₁. There is no significant difference between the curriculum of PTC/CT and ADE.

Ho₂. There is no significant difference between assessment techniques of PTC/CT and ADE.

Significance of Study

- The study is of significance in nature as it reveals the impact of newly launched program of ADE. As these programmes have to be set as standard for the recruitment of teacher across the country at elementary level. This study will show the effectiveness of this programmes whether these are need & demand based & suit to be adopted across country.
- This study depicts the effectiveness of the curriculum and assessment of the ADE program whether it suits to international and marketable need or not.
- This study also helpful for the donors to know whether their money is properly utilized in these program or not.

LITERATURE REVIEW

Eligibility Criteria of ADE

Associate Degree in Education (ADE) is a Two Years Scheme of Studies. The Eligibility Criteria of ADE is FA/F.Sc/ A levels with minimum 2nd Division. The duration of the program is 2 years

(4 Semesters), Semester Duration: 16-18 weeks, total Semesters are 4 and the Course Load per semester: 15-18 Cr hr, whereas Number of Courses per semester: 5-6 (not more than 3 lab/practical courses).

Courses Credit Hours

The course credit hours are Compulsory Courses 16 credit hours, Professional Courses 21 credit hours, Foundation Courses 15 credit hours, Content Courses 09 credit hours, Teaching Practice 06 credit hours. In this way Total Credit Hours are 67, Curriculum of Education, COE (2012).

B.Ed (Hons) Introduction

The USAID Teacher Education Project (which is known as Pre-Service Teacher Education Program or Pre-STEP) works with the Higher Education Commission, Government of Pakistan, and the provincial government education departments, universities to bring reforms in teacher education, USAID Teacher Education Project (USAID TEP (2010). B.Ed (Hons/4years) Elementary and B.Ed (Hons/4years) secondary have been started under the USAID teacher education project. The criterion of admission in these programmes is 12 year education. B.Ed elementary (2 years) and B.Ed Secondary (2 years) were also in continuation of the same project. The prerequisite criteria for admission in these program was Bachelor (14 years education). USAID has the major objective of helping the Government of Pakistan in teacher education and to develop various parameters of teacher education across the country. It was also meant to introduce and implement effective curricula for a new four-year bachelor's degree in education and a two-year associate degree in education. To achieve this goal, the project helps provincial governments create systems, policies and standards that ensure the effective execution of these degree programs.

The project's assistance is adapted to support pre-service education priorities as determined by each province, and to enhance capacity and strengthen systems that will remain once the project ends. The project team has initiated various useful programmes for introducing and making it implementable in the colleges and universities. They have to support the faculty staff in their professional development across the country as well as abroad. Universities teachers were provided scholarships of Doctorate in order to strengthen the faculty of teacher education of various universities have also arranged short visits of staff of RITE in universities abroad in order to keep them updated about the new trends of teacher education abroad. Similarly the higher education commission with the support of teacher education provided opportunity to the teacher education faculty members to sit together and update the curriculum of ADE and B.ED (Hons) programmes. It was totally streamlining efforts for every subject's relevant teachers were involved in preparing and developing the required curricula of the relevant subject. Then the updated curriculum was formally presented before NCRC for getting proper approval, in order to

include formally in the courses. The current study is under taken in order to find out the impact of this project on the development of elementary education Pakistan (COE, 2010)

RESEARCH METHODOLOGY

Research Design

The research is survey in nature. The questionnaire was used for the collection of data. The quantitative approach was used for the analysis of data.

Population

All the teachers and students of RITE colleges offering ADE program were included in the population of the study. The population chart is shown below:-

Estimated population chart of RITE Colleges

No of College	Teachers		Students	
	Male	Female	Male	Female
RITE College 1	10	10	40	40
RITE College 2	10	10	40	40
RITE College 3	10	10	40	40
RITE College 4	10	10	40	40
RITE College 5	10	10	40	40
RITE College 6	10	10	40	40
RITE College 7	10	10	40	40
RITE College 8	10	10	40	40
Total	80	80	320	320

Sample of Study

In the present study cluster sampling is used. A cluster of two colleges (one male and one female) of Dera Ismail Khan was selected. From the Govt: RITE (Male) college a sample of 30 students and 10 teachers whereas from Govt: RITE (Female) college a sample of 30 students and 10 teachers was selected.

Instrument

The present study is a survey type & a questionnaire was used for the collection of data from RITE colleges (Male and Female) of Dera Ismail Khan.

Reliability of Instrument

A questionnaire was made reliable through experts view and using the Chronbasch alpha reliabilities (reliability when item deleted method). The coefficient of reliability through Chronbasch alpha method was 0.93.

Data Analysis

Data collected through questionnaires was put to data matrix in SPSS (version 16.0). The descriptive statistics Mean, SD, and inferential statistics t– test were used for the analysis of data.

DATA ANALYSIS

Table 1 T-test analysis for mean difference in curriculum of PTC/CT and ADE program

Program	N	Mean	SD	t-value	df	p
PTC/CT	30	2.76	2.99	6.62	58	0.000*
ADE	30	4.98	4.09			

* Significant at 0.05 level

The above table shows that $t=6.62$, $p=0.000 < 0.05$, which indicates that there is difference between the two programs. The Mean of the ADE program is greater than the Mean of the PTC/CT. Therefore it is concluded that curriculum of ADE is better than the PTC/CT programs as perceived by the students.

Table 2 T-test analysis for the mean difference in curriculum of PTC/CT and ADE program

Program	N	Mean	SD	t-value	df	p
PTC/CT	10	2.55	2.99	5.43	18	0.000*
ADE	10	4.76	4.09			

* Significant at 0.05 level

The above table shows that $t=5.43$, $p=0.000 < 0.05$, which indicates that there is difference between the two programs. The Mean of the ADE program is greater than the Mean of the PTC/CT. Therefore it is concluded that curriculum of ADE is better than the PTC/CT programs as perceived by the teachers.

Table 3 T-test analysis for the mean difference in Assessment of PTC/CT and ADE program

Program	N	Mean	SD	t-value	df	p
PTC/CT	30	2.1	2.99	7.32	58	0.000*
ADE	30	4.99	4.09			

* Significant at 0.05 level

The above table shows that $t=7.32$, $p=0.000 < 0.05$, which indicates that there is difference between the two programs. The Mean of the ADE program is greater than the Mean of the PTC/CT. Therefore it is concluded that assessment of ADE is better than the PTC/CT programs as perceived by the students.

Table 4 T-test analysis for the mean difference in Assessment of PTC/CT and ADE program

Program	N	Mean	SD	t-value	df	p
PTC/CT	10	2.43	2.99	6.0	18	0.000*
ADE	10	4.32	4.09			

* Significant at 0.05 level

The above table shows that $t=6.0$, $p=000 < 0.05$, which indicates that there is difference between the two programs. The Mean of the ADE program is greater than the Mean of the PTC/CT. Therefore it is concluded that assessment of ADE is better than the PTC/CT programs as perceived by the teachers.

FINDINGS OF STUDY

- Data analysis regarding the curriculum shows that $t=6.62$, $p=000 < 0.05$, which indicates that there is difference between the two programs. The Mean of the ADE program is greater than the Mean of the PTC/CT. Therefore it is concluded that curriculum of ADE is better than the PTC/CT programs as perceived by the students (Table 1).
- Analysis of data regarding the curriculum shows that $t=5.43$, $p=000 < 0.05$, which indicates that there is difference between the two programs. The Mean of the ADE program is greater than the Mean of the PTC/CT. Therefore it is concluded that curriculum of ADE is better than the PTC/CT programs as perceived by the teachers (Table 2).
- Analysis of data regarding the assessment methods shows that $t=7.32$, $p=000 < 0.05$, which indicates that there is difference between the two programs. The Mean of the ADE program is greater than the Mean of the PTC/CT. Therefore it is concluded that assessment of ADE is better than the PTC/CT programs as perceived by the students (Table 3).
- The data analysis shows that $t=6.0$, $p=000 < 0.05$, which indicates that there is difference between the two programs. The Mean of the ADE program is greater than the Mean of the PTC/CT. Therefore it is concluded that assessment of ADE is better than the PTC/CT programs as perceived by the teachers (Table 4).

CONCLUSION

The present study was conducted to see the effect of teacher education project on the development of teacher education at elementary level. The study compares the old PTC/CT programs with the new launched ADE program. Two components of the new program were focused i.e., the curriculum and assessment methods. The result shows that both the curriculum and assessment methods of ADE are much better than the old PTC/CT programs. Therefore it is

concluded that teacher education project has impact on the development of teacher education regarding the two important areas i.e. the curriculum and assessment methods. The present study focused on the two important areas of teacher education i.e., curriculum and assessment, the other areas may be explored like the infrastructure, teaching methodologies and practicum. Similarly, the current study will help the future researchers regarding the issues analyzed in the current research study to practically apply the research methodology for their research projects.

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