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PRINCIPALS' PERCEPTIONS: TEACHING EFFECTIVENESS OF B.ED GRADUATES OF FORMAL AND NON-FORMAL SYSTEMS

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KEYWORDS	ABSTRACT
Formal Teacher & Non-Formal Teacher Education System, Teaching Effectiveness, Bachelor Of Education	<p>There are two recognized systems of the education. One is called formal system where face to face teaching- learning process is arranged in the classroom under prescribed scheme of studies for prescribed time. Other is known as non-formal system, which is delivered outside the framework of formal educational institutions. Both systems provide not only academic but professional programmes also, such as PTC, CT, B.Ed and M.Ed etc. This study is designed to compare the pedagogical expertise of graduates who have received B.Ed degree from these two systems. Further, results of this study may motivate heads of schools to arrange teacher training workshops for those teachers who have less command on teaching competencies. This study used Survey Research Methodology. Sample of study included 20 schools purposively selected. Data for the study were collected through questionnaire that consisted of 12 questions for heads of the schools. After analysis, the data revealed that B.Ed graduates of conventional system of teacher education were pedagogically more capable in comparison with B.Ed graduates of non-formal system of teacher education. However, B.Ed graduates of both systems were equally fair and impartial in giving rewards to their students.</p> <p style="text-align: center;"> 2023 Gomal University Journal of Research</p>
<div style="background-color: #00a651; color: white; padding: 2px;">Article History</div> <p>Date of Submission: 14-09-2022 Date of Acceptance: 25-06-2023 Date of Publication: 30-06-2023</p>	
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INTRODUCTION

Education can be considered as a plant which has its various parts like fruit, leaves, branches and flowers. The tree would not be able to bear fruit until quality and quantity of nourishment given to roots is made better (Cilliers, Fleisch, Kotze, Mohohlwane & Taylor, 2022). Similarly basic education largely depends upon the roots of the education which is necessary to evolve healthy personality and stimulate growth and public weal. Basic education starts at home and at elementary level and plays key role in physical, intellectual, social and spiritual improvement

of the child (Phillips, Ferguson & Rowley, 2021). If our basic education fails to achieve the goal of personality development, our youth will stay frail both mentally and physically. Further, they will be socially reserved and morally ruined (Ahmad, 2005). As cultivation is necessary for the plants, so is education for men. The large size and strength of man is useless until he learns to use it. Education is strength, assistance and judgment. Education has three sources. The nature itself, the other men and circumstances. The development of organs and abilities is education provided by nature, how to use organs is education provided by other men, and lesson taught by experiences is education provided by circumstances. If these three sources do not contradict and go in the same direction, person is well educated (Steeg, 2009; Jadhav, Gaikwad & Patil, 2022).

Teacher education is necessary for polishing prospective teachers' capabilities to overcome the political, ethical and instrumental complexities that are met in daily life (Picton, Greenfield & Parry, 2022). Therefore, in every country of world Teacher education is provided by different modes. Modes of education can be seen in two perspectives: The first one is formal, where face to face interaction is necessary for teaching learning in classroom with prescribed lesson plan. The second one is know is non-formal where no class room and direct interaction is needed. As formal method alone cannot cope with all demands, therefore non-formal mode was necessary to fill the space. The later mode provides academic as well as professional programmes, such as B.Ed, PTC, CT and M.Ed etc. Both the modes of education should aim at producing skilled manpower, educated individuals and leaders with much competency. This work is a possible endures to have analysis and comparisons of the instructional competence of B.Ed graduates of both the above mentioned modes of teacher education across Peshawar. This paper will focus upon the principal perceptions regarding the formal and non-forma graduates and teaching effectiveness.

Objective & Hypothesis

1. To find out teaching effectiveness of B.Ed graduates serving in the public and private schools of Peshawar.
2. There is no significant difference in teaching effectiveness of formal and non-formal B.Ed graduates serving in public and private schools of Peshawar.

LITERATURE REVIEW

Importance of education in country's development has been acknowledged by every developing country in globe. All residents of any country receive education from both formal and informal educational establishments. Term "education" itself highlighted that education should apply to a person's entire life. Education is based upon two concepts i.e. narrow and broad concept. The narrow concept confined the education to academy and institutions while the broader concept of education is associated with evolution of potentials like, apprehension, insight and reflective thinking (Purwanto, Asari & Maruf, 2021; Matosas & Cuevas, 2022). Education in its real sense should bestow the students with abilities to have the questions, seek knowledge, to have perception of the surroundings, good and bad and to be an advocate of civilization and balance in life. Education is what an individual experiences and gains in his entire life (Simonson, Earl & Frary, 2022). Education could utilize various sources for personality development. Principals in formal education systems typically have certain expectations from B.Ed. graduates who have completed training in recognized institutions. These graduates have undergone structured and standardized curriculum, which includes theoretical and practical components. These sources

are family, neighborhood, house of worship recreation areas & theatres (Rather, 2004; Sahudin, 2021). This fact cannot be denied by anybody that teacher has important place in any system of education.

Only teachers are key elements who are playing a pivotal role in running of any system. Success of any system in field of teacher education depends upon the well trained teachers (Khamroev, 2021; Ozyurt & Kiyikci, 2021). Competent teachers are the nation builders in true sense. Such teachers not only impart the knowledge in the effective way but also inculcate cultural heritage, social norms and above all national harmony (Khan & Islam, 2015; Magyar & Habók, 2021). Thus, teacher education program is mandatory to make them professional teachers as later on they become supervisors, administrators, trainers and to do so, practical and activities must be included in teaching program. Ideal teacher should perform different duties i.e. management, designing, research, novelty, planning, organizing co-curricular activities, control, counseling, curriculum developing and to provide his services for general community and parents (Verma, 2006; Munuyandi, Husain, Abdul & Jusoh, 2021). The teaching profession enjoys a distinctive position in society, therefore, teachers need to be equipped with the modern teaching learning strategies to satisfy the sprouting demands of the current scenario. Throughout the world, bold steps have been taken to meet multiplying demands of this profession (Khan & Islam, 2015). Similarly, the Govt of Pakistan formulated National professional standards in 2009 to make teachers aware of their professional responsibilities and to check the level of their professional development.

In this linking, numerous standards have been recommended by researcher where some ideals are: acquaintance with subject matter, human advancement, consociate with religious ethics, instructional designs, evaluation learning domain, impressive communication and skillful use of ICT, partnerships and alliance, unceasing professional development, teaching of English as a second language (Govt of Pakistan, 2009). It's important to recognize that perceptions can be influenced by various factors, like reputation of institution or program, personal experiences with graduates, and the specific context of school or educational system. Additionally, ongoing professional development and support provided to teachers can significantly impact their effectiveness in classroom, regardless of their educational background. These standards glorify, enunciate and assist complicated and diverse nature of a teacher's work. Non-formal education systems, such as the alternative certification programs or distance learning courses, provides avenues for individuals to become teachers without completing a traditional formal education program. Principals' perceptions of the non-formal system graduates may vary more widely, as these graduates have taken the different pathways to acquire their teaching qualifications. They explain what teachers should learn and do to arrange the appropriate and useful activities to prepare learners for healthy contribution to society. Through these standards, the teachers are provided a platform to recognize needs for professional development, to propel their continued learning and represent hopes of this profession (Education Department, State of Queensland, 2005).

RESEARCH METHODOLOGY

This study used Survey Research Methodology. The purpose of survey study is to have a report, analysis and interpretation of institute, cohort, sector with aim to lead practices in near future and to ascertain suitability of status by having a comparison with standards already established (Koul, 1988).

Sample

Those schools were selected for sampling where graduates of B.Ed (both formal & non formal) were present. That is how total 20 schools, 10 each from private and government sectors were randomly selected. The figure of formal B.Ed graduates superseded the non formal graduates. Moreover, total 120 teachers (60 formal graduates and 60 non formal graduates, 6 teachers per school) were randomly selected. Head of schools were given questionnaire about every teacher that made 120 questionnaires. The number of the heads was 20 according to the number of schools.

Data Collection Tool

Data for the study were collected through questionnaire for heads of schools. The questionnaire consisted of 12 questions that were related to teaching methodology, classroom management, and educational psychology and evaluation techniques. Four general questions were included in questionnaire.

Administration of Questionnaires

The researcher personally visited the sampled schools, handed over all three questionnaires to heads of schools who distributed them among teachers and students. Data were collected over repeated contacts with the heads of the schools.

DATA ANALYSIS

Descriptive statistics was used for organizing and interpreting collected data statistically. For comparing teaching effectiveness of teachers (graduates of both systems), Independent Sample T-Test was used through SPSS.

H01: There is no significant difference in the teaching effectiveness of formal and non-formal B.Ed graduates serving in public and private schools of Peshawar.

Table 1

Classroom Management

Teacher Type	N	Mean	Std. Deviation	Std. Error Mean
Formal Teachers	60	1.7389	.55605	.07179
Non-Formal Teachers	60	2.1556	.72995	.09424

Table 1a

Independent Samples T test

Group	Mean	Std. Error	d.f	t	F	Sig.
Formal Education	-0.416	0.11846	118	-3.5	6.983	0.009
Non-Formal Education	-0.416	0.11846	110.2	-3.5		

The Levene Test for equal variances yields significance value of .009 which is smaller than .05, therefore, it is assumed that group variances are unequal and second row of results needs to be used. The two tailed significance value .001 is less than .05, thus, the null hypothesis that there is no considerable difference between the teaching efficiency of B.Ed graduates of both systems is rejected. This result is similar with results of a study conducted by [Anwar \(2009\)](#) and [Jumani \(2007\)](#).

Table 2
Teaching Methodology

Teacher Type	N	Mean	Std. Deviation	Std. Error Mean
Formal Teachers	60	1.4667	.50310	.06495
Non-Formal Teachers	60	2.2333	.54824	.07078

Table 2a
Independent Samples T test

Group	Mean difference	Std. Error	d.f	t	F	Sig.
Formal Education	-0.766	0.09606	118	-3.5	1.062	0.305
Non-Formal Education	-0.766	0.09606	117.12	-3.5		

The Levene's Test for Equal variances yields significance value of .305 which is greater than .05, therefore, it is assumed that group variances are equal and the first row of t test results needs to be used. The two tailed significance value .000 is less than .05, therefore, the null hypothesis that there is no considerable difference between the teaching efficiency of the B.Ed graduates of both systems is rejected. This result is in line with a study conducted by Jumani (2007) whose data revealed that the teachers were trained using various methods but they did not apply these in their classroom instructions. This result is also supported by a study conducted by Khan (2008).

Table 3
Educational Psychology

Teacher Type	N	Mean	Std. Deviation	Std. Error Mean
Formal Teachers	60	2.2167	.41545	.06495
Non-Formal Teachers	60	2.3667	.57392	.07078

Table 3a
Independent Samples T test

Group	Mean difference	Std. Error	d.f	t	F	Sig.
Formal Education	-0.150	0.091	118	-1.640	4.34	0.037
Non-Formal Education	-0.150	0.091	107.52	-1.640		

The Levene's Test for Equal variances yields significance value of .037 which is smaller than .05, therefore, it is assumed that group variances are unequal and second row of results need to be used. The two tailed significance value .104 is greater than .05, therefore, null hypothesis that there is no considerable difference amid teaching efficiency of B.Ed graduates of both systems is accepted.

Table 4
Question Related to Evaluation Techniques

Teacher Type	N	Mean	Std. Deviation	Std. Error Mean
Formal Teachers	60	1.9500	.50169	.06477
Non-Formal Teachers	60	2.2333	.59280	.07653

Table 4a*Independent Samples T test*

Group	Mean difference	Std. Error	d.f	t	F	Sig.
Formal Education	-0.28333	0.10026	118	-1.640	8.596	0.004
Non-Formal Education	-0.28333	0.10026	114.5	-1.640		

The Levene's Test for Equal variances yields significance value of .004 which is smaller than .05, therefore, it is assumed that group variances are unequal and second row of results needs to be used. The two tailed significance value .006 is less than .05, thus, null hypothesis that there is no considerable difference amid teaching efficiency of B.Ed graduates of both systems is rejected.

Table 5*General Questions*

Teacher Type	N	Mean	Std. Deviation	Std. Error Mean
Formal Teachers	60	1.8417	.41672	.05380
Non-Formal Teachers	60	2.0042	.38645	.04989

Table 5a*Independent Samples T test*

Group	Mean difference	Std. Error	d.f	t	F	Sig.
Formal Education	-0.16250	0.07337	118	-2.215	2.477	0.118
Non-Formal Education	-0.16250	0.07337	117.5	-2.215		

The Levene's Test for Equal variances yields significance value of .118 which is greater than .05, thus, it is assumed that group variances are equal and the first row of results needs to be used. The two tailed significance value .029 is less than .05, therefore, the null hypothesis that there is no considerable difference between the teaching efficiency of B.Ed graduates of both systems is rejected. This result is in line with results of [Anwar \(2009\)](#) who concluded that the in-service teachers who got B.Ed degree from formal system of teacher education show very high level of instructional self-efficacy. In a similar study conducted by [Lodhi, \(2000\)](#) it was found that the heads of the private schools were satisfied with the performance of their teachers whether trained or untrained. On the other hand heads of the govt schools expressed totally different view.

FINDINGS OF STUDY

1. Table 1 shows the greater efficiency of B.Ed graduates of the formal system in classroom management in comparison with B.Ed graduates of the non-formal teacher education system.
2. Table 2 shows greater efficiency of B.Ed graduates of formal system in preparing lesson plan and using instructional material.
3. Table 3 shows that B.Ed graduates of the formal system are assumed to be emotionally more stable than B.Ed graduates of non formal system of teacher education. Still, both types of graduates take part in students' counseling, and there is no significant change between their performances in this regard.

4. Table 4 shows greater competency of the B.Ed graduates of formal system in evaluation techniques.
5. Table 5 reveals that formally graduated teachers have more professional knowledge in comparison with non formally B.Ed graduated teachers. Also, they are more competent in performing non-instructional duties.
6. However, both types of graduates are assumed to be equally interested in professional growth and continuing education is seeking teaching advices from senior colleagues and there is no significant difference between them.

DISCUSSION

Different researches have explained the effects both type of education systems (formal and non formal) upon prospective teachers. A brief summary of these researches is as follow. [Jumani \(2007\)](#) in his study investigated about the use of different methods to enhance learning by the teachers (who had done B.Ed by means of non formal system of the teacher education). The principals, students and teachers were asked this question. Data collected from students revealed that teachers from Islamabad and Rawalpindi apply different methods in comparison with the teachers in Multan. Moreover, the teachers in remote areas of Multan don't practice what they have been taught. In this linking, the teachers were asked the same question whether they use different methods to enhance students' learning. Majority teachers from the aforementioned three areas provided answer in the affirmative. Only small chunk of teachers was not sure. The same question was posed to the principals about those teachers. They replied that the teachers were trained using various methods and practices but they did not apply these in classroom instructions.

[Lodhi \(2000\)](#) found that private schools' heads were happy with performance of their teachers (both trained and untrained). Contrary to this, government schools' heads response was quite opposite. According to their response, the performance level of the teachers differs at different times of the year, irrespective of training. [Anwar \(2009\)](#) in his study tried to find out significant differences in the in-service teachers' efficacy that passed their professional bachelor degree (B.Ed) from formal and non-formal (AIOU) teacher education systems. High level of discipline and self efficacy was observed in teachers who were in service with a B.Ed degree from formal system. High level of confidence was observed in provoking positive environment & influencing school resources. Moreover, stronger level of self efficacy was seen among the formal graduates as compared to non formal ones. [Khan \(2008\)](#) in his PhD thesis concluded that PTC trained teachers of both the systems answered in negative when asked about use of modern technology by tutors/supervisors during training that is why they are unable to use various methods during teaching.

CONCLUSIONS

This study concluded that teachers who graduated from formal system of teacher education have more subject knowledge as compared to the teachers who graduated from the non formal system of teacher education. In conclusion, principals' perceptions of the teaching effectiveness of B.Ed. graduates from the formal and non-formal systems can be diverse and influenced by various factors. Formal system graduates, who have completed their training in the recognized institutions, may generally be perceived as well-prepared due to their structured curriculum, theoretical knowledge, and practical experience. On the other hand, perceptions of non-formal system graduates may vary more widely as their training pathways and the backgrounds differ.

Some principals may value their real-world experience and diverse perspectives, while others may have concerns about their pedagogical knowledge and teaching techniques. The study also concluded that concerned teachers who graduated from formal system are instructionally more competent as compared to the teachers who graduated from the non formal system of teacher education.

Recommendations

1. Student teachers should be selected carefully using the translucent aptitude test. They should be evaluated at beginning, during and at the end of session. Moreover, student teacher interaction should be increased.
2. The tutors and educators must focus on creating and developing the ability of student teachers to structure curricular and co-curricular activities. They must give extensive training to student teachers in planning lessons, designing instructional strategies and using resources.
3. There should be separate marks for development of skills and use of modern teaching methods during teaching practice. For producing competent teachers, use of various teaching methods, techniques and activities is highly important.
4. Therefore, teaching practice in both systems should be taken seriously and it should be made activity based. Department should provide instructional material and modern technology during teaching practice.
5. The department should develop guidance and counseling centers in teacher training institutions where a specialist in child psychology train student teachers so that they may be able to diagnose and solve problems of their students in their schools.
6. Heads of the schools should ensure that their teachers regularly plan their lessons and assess students with different techniques. They should provide adequate audio visual aids to the teachers for effective teaching learning process.
7. Heads of the schools should arrange workshops for their staff to improve competency. Further they should create a cooperative environment in school where the staff guides each other, share their experiences and get feedback from each other.

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