

# **A Study of ADE Program Introduced at Elementary Level with the Support of USAID-HEC In The Light of Graduated Students of the Institutions in Khyber Pakhtunkhwa**

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## **Abstract**

*The study is survey type in nature. The study aimed to find out the effectiveness of ADE program in respect of its curriculum, teaching methodologies and assessment techniques. The RITE offers newly introduced program ADE and previously Elementary Colleges for Teacher Education were offering CT/PTC program. All teachers and students of RITE constituted the population of the study. Similarly the teachers who were teaching in Elementary Colleges at that time and those students who were graduated from those Elementary Colleges for Teacher Education in Khyber Pakhtunkhwa constituted the population of the study. The total numbers of sampled respondents were (n = 500; 250 respondents were taken from RITE colleges and 250 graduated teachers from Elementary Colleges offering CT/PTC programs. Questionnaire of five points Likert scale was used for data collection. The study was carried out in twenty RITE and twenty Elementary Colleges in the province (Khyber Pakhtunkhwa).Pakistan. Data were analysed through SPSS (Version 16.0). Mean was used for the purpose of comparison between ADE and CT/PTC programs. The findings and results clearly showed that ADE program was far better than CT/PTC programs on the basis of its three main components curriculum, teaching methodologies and assessment techniques. At the end, some recommendations were also given for the purpose of further improvement.*

**Keywords:** Comparison, CT/PTC, ADE, HOIs, Khyber Pakhtunkhwa, USAID-HEC

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### **Introduction**

Teachers' professional attitudes are highly essential for effective teaching and teachers' professional competencies which are associated with social and technological awareness, communication and pedagogical skills, research, international needs and eternal learning (Selvam, 2009). Basically quality education is possible, if there are quality based teaching learning environment at all levels (Ministry of Education, 2002). Skilful teachers lay emphasis on time management, learning outcomes, standard curriculum and involvement of society (Lockheed, 1991). Teachers play a vital role in the bringing new change in educational set up (Government of Pakistan, Ministry of Education, 1998- 2010). It is mandatory for every teacher to follow the curriculum properly and focus on lesson planning, interests, and needs of the learners (Paine, 1990). It is the responsibility of a teacher to develop him as one of the competent instructional personality in order to enhance instructional skills which meet the interest as well as needs of students or learners (Nicol, 1995). As the social and academic problems are inter-related, therefore, the curriculum must highlight it and teacher has a special role in the community to bring positive change and reduce these problems at all because the teacher is the only person who is accepted everywhere (Kathleen, 2008). Keeping in view, the importance of both types of training, pre-service and in-service, NEP, 2009 highly focuses on the professional grooming of teachers for bringing quality and creditability in Elementary and Secondary education throughout the country. The Higher Education Commission of Pakistan in collaboration with the USAID took serious concern on the issue and proposed new road map of teacher education across the country after getting valuable suggestions from all the stakeholders. PTC/CT program was phased out and ADE was launched which is a 02 years degree program. The PTC/CT programs were offered in Government Elementary Colleges for Teacher Education which was only nine months duration based program. These were offered in these Elementary Colleges. These colleges were named as Regional Institute of Teacher Education (RITE). Various educationists pointed out the deficiencies in teachers training program. Purifying educator excellences and value by new and advanced tactics have become the requirement and apprehension at global level (Akiba & Tendre, 2009). America is the only well advanced country where teachers have been given high preference and respect (Khamsi and Stope, 2006; Khan, 2012). (NEP, 2009) emphasizes on refining the worth of governmental areas where teachers can teach peacefully Teachers have no manpower capabilities in their teaching to attain the target and there is no such plan for teachers; the teaching span or duration for teachers in Pakistan

throughout the year is just 9-12 months which is quite insufficient as compared to the well advanced countries in the world; in developed countries teachers' training duration is 2 to 5 years while in Pakistan the duration for teachers training is not more than one year as routine such as "PTC, CT, B. Ed and M. Ed" etc.(PPAEFA, 2003; & Rizvi, 2004).

(Safdar, 2010) says that "The educational process is built around the transfer of knowledge from the head of the teacher (with help from textbook etc.) to the heads of the young learners. It ignores the innate ability of learners to construct their own understandings. It leads to memories/knowledge where ideas are not linked together; where most of what is learnt is quickly forgotten simply because there are few links between ideas to enable the learner to recall after a period of time."

The research was based on the achievement of the following objectives:

1. To compare the program of ADE with CT/PTC programs in the light of Heads of the Institutions in Khyber Pakhtunkhwa, Pakistan in respect of curriculum.
2. To compare the program of ADE with CT/PTC programs in the light of Heads of the Institutions in Khyber Pakhtunkhwa, Pakistan in respect of teaching methodology.
3. To compare the program of ADE with CT/PTC programs in the light of Heads of the Institutions in Khyber Pakhtunkhwa, Pakistan in respect of assessment techniques.

#### **Research Hypotheses**

1. There is no significant difference between ADE and CT/PTC programs regarding curriculum.
2. There is no significant difference between ADE and CT/PTC programs about teaching methodology.
3. There is no significant difference between ADE and CT/PTC programs regarding assessment techniques.

#### **Significance of the Study**

This study reveals the impact of newly launched program i.e. ADE and such types of programs have to be set as a standard for the recruitment of teachers throughout Pakistan at Elementary level. Novel educational programs like ADE are the need and demand of the day to adopt in Pakistan in order to bring educational improvement at international standard. The study depicts the effectiveness of ADE curriculum (A new curriculum) as compared to other old concepts or programs of the curriculum such as CT or PTC. The study throws light on the new teaching strategies and presentation skills adopted in the current courses of teacher education program. The study is very significant for

policymakers, curriculum planners, and govt. machinery. The study is highly useful for bringing improvement in educational programs at the elementary level by launching new program ADE instead of CT/PTC programs in Khyber Pakhtunkhwa, Pakistan.

### **Literature Review**

There are eighty-three institutes providing teachers' training at various angles out of which 28 institutes are public while 55 private sector institutes; "Curriculum Bureau" was properly established in 1972 and then promoted to "Bureau of Curriculum and Education Extension Services but later on raised to the Directorate of Curriculum and Teacher Education (DCTE) in 2001; 20 Regional Institutes for Teacher Education (RITE) and 02 agro-technical institutes are working in KPK under the control of Directorate of Curriculum and Teacher Education. Initially RITE was started as Government Colleges of Elementary Teachers (GCET). In 2002 these colleges were converted to RITEPTC and CT programs at the Elementary level have been phased out and the Associate Degree in Education (ADE). The earlier programs confined one year training whereas the novel or fresh program is of 2 years. It is a shift from annual to semester system (USAID & UNEESCO, 2009; Documentation & Institutional Assessment of DCTE, 2008)". "Currently, different universities have initiated B. Ed (HONS) properly financed by USAID in order to bring quality improvement in education; In-service Training (INSET) provides four types of training for working teachers (Shah, 2000; UNESCO, 2008; USAID & UNESCO, 2005)". There is a need of the day to initiate latest educational training programs and courses like ADE in order to meet international challenges and such training programs and courses must enhance teachers or modern trainees' pedagogical skills to teach at the elementary level. (Government of Pakistan, 2007). There is need of quality education for which quality training is highly essential in order to further strengthen education (NEP, 2009; & NACTE, 2009). "There is a clear gap between practice and theory; CT/PTC can be phase out by 3-4 years degree program and research should also be given priority; RITE provides training at the Elementary level while IER at Secondary level (Jamil, 2006)".

### **Methodology**

The study design is survey in nature.

### **Population**

All teachers and students of RITE and Elementary Colleges offering ADE and CT/PTC programs in Khyber Pakhtunkhwa were included in the population of the study.

### **Sample**

The population was divided into two strata from respondents point of view i.e. 500 respondents were taken as samples from the whole population (n = 250 respondents from RITE Colleges [Offering ADE Programs] while n = 250 respondent from Elementary Colleges [CT/PTC graduates) in Khyber Pakhtunkhwa, Pakistan. Stratified random sampling technique was used.. The size of sample was taken according to L. R. Gay (2003) formula. .

**Instrument**

Data was collected through two questionnaires (one questionnaire of teachers and the other for students).

**Data Collection**

The data was collected by the researcher personally and it was analyzed with the help of Statistical package of social sciences (SPSS). Mean and test-test were used for data analysis. Some recommendations were suggested on the basis of findings.

**Data Analysis**

Research Objectives	Research Hypothesis	Analysis
To compare the program of ADE with CT/PTC programs in the light of Heads of the Institutions in KPK in respect of curriculum.	There is no significant difference between ADE and CT/PTC programs in its curriculum.	Mean and t-test
To compare the program of ADE with CT/PTC programs in the light of Heads of the Institutions in KPK in respect of teaching methodology	There is no significant difference between ADE and CT/PTC programs in its teaching methodology.	Mean and t-test
To compare the program of ADE with CT/PTC programs in the light of Heads of the Institutions in KPK in respect of assessment technique.	There is no significant difference between ADE and CT/PTC programs in its assessment techniques.	Mean and t-test

**Findings/ Results**

Table No. 1. Cronbach Alpha Reliability of the Scales

Variables	N of Items	Cronbach Alpha	Overall Cronbach Alpha
Curriculum	8	.89	.863
Teaching Methodology	8	.86	
Assessment Technique	8	.84	

Table No. 2. Comparison between ADE Program and CT/PTC (t test)

Variables	Program	N	Mean	t-value	df	Sig.
Curriculum	CT/PTC	250	4.2360	-2.965	498	.003

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	ADE	250	4.4840			
Teaching Methodology	CT/PTC	250	3.3200	-1.482	498	.139
	ADE	250	3.4920			
Assessment Technique	CT/PTC	250	3.3520	.771	498	.441
	ADE	250	3.4360			

\*P<0.05\*\*P<0.01

Table No. 4.2 revealed that there was statistically significant difference between CT/PTC and ADE with reference to all three sub variables (Curriculum, Teaching Methodology and Assessment Technique) because p-values of curriculum, teaching methodologies and assessment techniques were .003, .139 and .441 which are greater than 0.05 and ADE Program was better than CT/PTC because the Mean score of ADE Programs regarding curriculum, teaching methodology and assessment technique are 4.4840, 3.4920 and 3.4360 which are higher than the Mean values of CT/PTC i.e. 4.2360, 3.3200 and 3.3520.

### **Discussion**

ADE Program was found better and effective due to the reasons that ADE curriculum was more effective and better than CT/PTC. Teaching Methods used at ADE level were highly effective, novel and according to the standard of students and society as compared to CT/PTC. The assessment techniques were more useful and effective in ADE Program as compared to CT/PTC. Finally its was obviously discussed that the curriculum, teaching methodology and assessment techniques of ADE Program were good, up to date and effective as well as according to the mentality level of the students as compared to CT/PTC program. This fact has been already proved statistically in table 4.2.

### **Recommendations**

The necessary recommendations were:

1. The curriculum of ADE may be more useful and effective to improve the creativity of students at Elementary level Schools.
2. ADE Program may equip teachers with knowledge and skills as required by the National Professional Standards for Teachers in Pakistan (NPSTP) to become effective Elementary School teachers.
3. ADE program may be highly effective to enhance teachers' instructional or teaching capabilities and methods to transfer their knowledge to students.
4. The assessment techniques may be easily and fruitfully implemented in ADE Program i.e. Semester wise, both internal and external evaluation.

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