



Leadership Management

Elixir Leadership Mgmt. 48 (2012) 9405-9409

Elixir
ISSN: 2229-712X

Prospective teacher's satisfaction with the quality of teachers training program

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ARTICLE INFO

Article history:

Received: 16 May 2012;

Received in revised form:

15 June 2012;

Accepted: 9 July 2012;

Keywords

Satisfaction level,
Prospective Teachers,
Training Program & Quality,
Education.

ABSTRACT

This study was intended to investigate the satisfaction level of prospective teachers towards their training course and in this regard relevant literature was searched and required data was collected from the sample of 100 prospective teachers (only B.Ed. student,) through administration of questionnaire. After analysis of data it was disclosed that all factors including curriculum, teaching methodology, library and physical facilities and assessment have correlation with each other as well as great influence on quality of education and if all these components are considered while planning training program for prospective teachers than it will surely enhance satisfaction level among student teachers and quality of education in teacher training institutes will also raise.

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Introduction

Education is an energizing force for the development of nation. Process of education includes numerous components required for the successful progress of formal education but most important elements are only three those support the whole process of education; teachers curriculum and learner. All the three components are equally significant and any deficiency among these may harm the entire process severely but if teacher is well trained, equipped with requisite skills, knowledge and attitude (keeping in view the quality education) than it serves as the force that can rectify and overcome even rigorous deficiencies in curriculum and learner so it is indispensable to arrange teacher training program to train the teachers properly according to the measure of quality education that can satisfied student teachers about their training and can let them proud their selves as capable teacher because teachers' satisfaction regarding their training program can facilitate them to accomplish their professional obligations.

Education is an important part of life. It is a self-enlightening process which carries out an understanding about the world around us. Many people say that education simply presents the practice of an advance data concerning the world, we live in. It is the procurement of knowledge. Education is significant equally to personal and professional life of the learner. Education is the great source to get success in every field of life. It enables the individuals to use his abilities to achieve his goals in life. It enables the man to think rationally and make him a wise decision maker.

It is a crystal clear fact the development of any nation depends upon the development in education because it is the only way that leads nation to prosperity. There is no single profession that can deny the importance of education. It is actually an energizing force for the progress and due to its great significance in every field of life; the role of teacher cannot be undermined. Teacher has pivotal and central role to play because the entire responsibility of education is assigned to him. The standards and professional competencies of an educator are of great concern and needs to be given upmost priority in order to gain best out of education. Educators are torch bearers striving

for the national integration, cohesion, development and prosperity. Teachers are of supreme and paramount significance in education process because entire system of education revolves around them so keeping in view such a dominant role of teachers it is indispensable to equip and train them appropriately, so that they can do justice with their job. Teacher is considered as builder of the nation and expected to fulfill the demands of students, parents and society so to meet such challenging roles he must be fully trained (Naseer, et al, 2010).

Teacher education refers to the inculcation of the procedures, measures and the policies to the student teachers to equip them with necessary skills, attitudes, knowledge, information and behavior that are required by them to perform their roles effectively as teachers not only in the classroom and school but also in a huge community. (Retrieved from <http://en.wikipedia.org/wiki/teacher-education>, on 15th May) For the reformation of education process, teacher education and training is imperative. Positive change in education process depends upon the quality and worth of teacher education. Teacher education requires the efforts of the same level and extent as needed for other elements of the education system i.e curriculum, standards, assessment and evaluation. It is a great challenge for any society to equip its teachers with new and modern educational technology and advancements.

Although teacher education is a broad spectrum comprise of numerous goals but generally there are five major categories of teacher education intended to produce such as good teachers, people who are good at teaching, professionals, reflective practitioners and technicians.

Producing good teachers is a one of teacher education goals, focusing on the development of an identity of an individual as teacher'. Through teacher training program one can have confidence to feel like a teacher who is capable enough to stand in the classroom as teacher. So teacher education should be imparted to enable them;

❖ To pay attention to the interests and emotions of his students, especially with reference to confidence building.

❖ Identifying qualities, skills, potential and competencies of an individual those are required for teaching.

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- ❖ To recognize their interpersonal skills and conflict resolution.
- ❖ To identify their presentation skills and body language.

Developing good teaching put emphasis on the teaching learning activities and how these are carried out. People who are affiliated with teacher education can better understand that only one teaching method cannot be useful always in various types of classroom environment. An art of good teaching must be equipped with following points;

- ❖ Provision of opportunities that will enable student teachers to make personal choices and can bring novelty in doing things.
- ❖ Enable student teachers to access other experienced people of relevant field.
- ❖ Development of ability to get access to new educational approaches and researches.
- ❖ Provision of opportunities in a safe environment in which student teacher can practice what they learnt and can get guidance to improve.
- ❖ Provision of opportunities to student teachers in which they can learn how to manage complex situations that may encounter in a real classroom situation.

Producing, teaching professionals

It refers to developing such qualities among student teachers that are socially expected from teachers as nation builders. Professionals are self-directed and suppose to use their knowledge, cognition, reflective thinking and skills to make practical decisions in inconstant situation. If education system intends to produce professional than student teachers must be given incentives in form of respectable social status, high salaries, inculcation of sufficient professional training, provision of opportunities to be acquaint with new developments, chances to contribute in publications of relevant fields in order to groom themselves professionally but at the same time teachers should also be accountable to the clients so that they can strive for the better. Following steps are required in order to produce professional teachers;

- ❖ Student teachers have clear understanding that how and to whom they are answerable.
- ❖ Inculcate sense that they should strive throughout their career to achieve specialization in relevant field.
- ❖ They must be aware that how to get access to the journals for publications.
- ❖ They should enable themselves to participate in professional debates regarding the relevant profession.
- ❖ They should be affiliated with some professional body.
- ❖ Decision making skills must be developed among student teachers.

Student teachers are expected to join teaching profession after getting training in teaching profession so in this regard an important element is development of reflective thinking. Various researches disclosed the fact that the behavior usually involved in professional practice, depends on the higher order thinking. This term is relevant in the sense that like many other concept, the concept of reflective practitioner again vary person to person. Few points which are involved in reflective thinking are given below;

- ❖ Realization regarding what is to be thought.
- ❖ To what depth an idea is to be thought about.
- ❖ Considering relationship between idea and reality.
- ❖ Integration of others experiences and thinking into personal point of views.
- ❖ Awareness about the strategies that may help to strengthen thinking process.

A technician refers to the person who utilizes the plans, thoughts and ideas of some other person like a builder who uses the plans of architecture to make building. This term can truly be used for teachers because they are not completely free to do everything at their own but expected to follow the directions given by relevant authorities, like following already planned syllabus. To fulfill this task teachers have to use certain techniques and skills to incorporate preplanned plans into teaching so learning of these techniques require teacher training program. So following points should be considered to train teachers in this regard;

- ❖ Student teachers should be given acquaintance about the syllabus being taught in particular society and the ways of thinking of curriculum developers and the process they use to design any syllabus.
- ❖ Techniques and skills should be taught to achieve preplanned outcomes.

Actually teacher training program are like other technical courses in which teachers are taught how to provide their best services to the learners. teachers are responsible to build whole nation and a mistake of any builder of building can be forgiven because its loss can be remunerated and overcome but for teachers there is no choice less than best because collapse of whole nation can never be compensated .

Teacher training is usually delivered in three categories or stages. Initial teacher education implies to the training that an individual acquire before joining any institution as teacher. It is also termed as pre service teacher training course. In this regard the best teacher training program focus on the command over subject matter and the provision of such opportunities in which student and teacher may directly interact in real classroom setting but under the guidance and supervision of well trained and experienced teachers.

Induction refers to the provision of training regarding teaching during the first few years of the service. It is to help and support teachers who are just entered in the teaching profession, so that they can easily get adjusted with school environment.

Satisfaction level refers to the satisfaction of goal. To postsecondary institutions it is very important to measure satisfaction level it is also necessary to understand the factors which contribute to understand the satisfaction level of students. Students' satisfaction is associated with the program completion rate and grade achievement of the students. students who have higher level of satisfaction they get higher grade and students who have lower level of satisfaction get lower grade regardless gender, program, age location of school or institution. The students who are satisfied with their education or institution they achieve their objectives and studies prepare them for employment.

Quality education deals with discovering aspirations of the learners. In spite that there are authority advisers who choose what children require and what aspects should be considered to develop practicality among individuals and to groom them enough to be fit for the system, so in this regard teacher plays a very important role in education. They have great impact on the learners. So they should adopt such techniques which should be beneficial for the learners.

They should be role model for the students. They should have the command on their subject and should be aware of the innovations regarding to the subject. So they can share the new technologies to the students and teacher can only meet these

expectations when he is given sufficient training according to the national standards and quality education. Teacher training program must be well structured and well designed so that student teachers feel satisfaction regarding their training program.

Satisfaction of the student teachers can be gained through various ways like by provision of relevant and most recent curriculum, by innovative teaching strategies, by providing necessary facilities, by using most appropriate assessment techniques etc. Considering student teachers as future nation builders, it is imperative to review the entire process of teacher training program so that prospective teachers can be satisfied with their professional training and fulfill their responsibilities as teachers.

Statement of the Problem

The problem investigated was to measure the the satisfaction level of prospective teachers with the quality of their training program.

Objectives of the Study

Following were the objectives of the study:

- To investigate satisfaction level of prospective teachers about their teacher training program.
- To explore the facilities affecting the quality of education at the level of prospective teachers program.

Hypotheses of the Study

Following were the hypotheses of the study:

H1- If the teachers training courses are well structured than prospective teachers will be more satisfied. (Selection of relevant content, manageable workload, timely feedback, extent of practical work)

H2- If qualified teachers, teach prospective teachers than it will enhance their satisfaction level.

H3- If experienced teachers, teach prospective teachers than it will enhance their satisfaction level and quality of education.

H4 - Well-structured and well-designed teacher training courses will raise quality of education.

Methodology

Population

Population included all the prospective teachers studying in B.Ed. and M.Ed. courses at teacher training institutions in Islamabad.

Sample

The convenient sample of 100 B.Ed. students were collected from the following organizations of Islamabad, students of National University of Modern Languages H/9 Islamabad and students of F.G Elementary College of Teacher Education H/ 9 Islamabad.

Research Instrument

Researchers had developed a 36 items research questionnaire with five subscales such as curriculum, Teaching methodology, library facility, assessment and physical facilities to collect data from sampled prospective teachers.

Research Design

This study was descriptive quantitative research that was designed to measure present condition of students' satisfaction level regarding their training program.

Data Analysis technique

The major purpose of the study was to investigate the effect of facilities on the quality of education and on the satisfaction level of prospective teachers about their training program.

Table 1 Inter Scales Correlation of Research Questionnaire CTLAP (N=100)

	Curriculum	Teaching Methodology	Library Facility	Assessment	Physical Facilities
Curriculum					
Teaching methodology	.47				
Library	.369	.45			
Assessment	.37	.37	.39		
Physical	.46	.36	.25	-.16	
Total	.74	.738	.58	.148	.749

Table 1 describes the inter correlation among the subscales of total scale of CTLAP. The results revealed that the subscales CTLAP have positive correlation with each other and with total scale of CTLAP.

Table 2 Percentile Ranks of CTLAP (N=100)

Percentiles	Scores
0.5	103.05
10	105.10
15	107.15
20	109.20
25	111.00
30	112.00
35	113.35
40	115.00
45	115.45
50	116.00
55	117.00
60	118.00
65	119.00
70	120.00
75	123.00
80	127.60
85	130.00
90	134.90
95	137.90

Table 2 shows the percentile ranks of satisfactory level of prospective teachers. The percentile ranks were calculated in order to identify the satisfactory level of prospective teachers. The three percentile ranks including mild, moderate and high on satisfaction level were calculated. The score ranged from 103.05 to 137.90. The score of 111.00 falls on 25th percentile, indicates mild satisfaction level, the score of 116.00 falls on 50th percentile, indicates moderate satisfaction level and the score of 123.00 falls on 75th percentiles that indicates the high satisfaction level.

Table 3 Comparison of Mean and SD of factors for Gender (N=100)

	Male (N= 04)		Female (N=96)	
	M	SD	M	SD
Teaching methodology	50.5	5.2	47.2	4.1
Curriculum	12.0	2.1	11.2	3.1
Library	5.5	1.1	5.0	2.1
Assessment	3.5	1.2	3.1	1.2
Physical	19.0	4.1	19.3	4.2
Total	90.5	13.7	85.8	14.7

Table 3 shows the score of satisfaction level of prospective teacher training program for the variable *gender*. The results reflect that male have high satisfaction level than female (Male M=90.5, Female M=85.8). Mainly male students are more satisfied with the teaching methodologies as compared with their female counterparts.

Table 4 Comparison of Mean and SD of factors for Age (N=100)

Age	20 – 25 years (N=96)		26 – 30 years (N=04)	
	M	SD	M	SD
Teaching methodology	48.1	4.9	43.1	4.2
Curriculum	11.1	3.5	11.1	3.2
Library	5.3	2.5	6.0	1.2
Assessment	3.1	1.6	3.4	1.1
Physical	19.2	4.0	14.2	2.2
Total	86.8	15.6	77.8	11.9

Table 4 illustrates the results for satisfaction level on the variable *age*. It indicates that age influence the satisfaction level of prospective teachers as the younger learners are more satisfied with quality of education than the older ones (younger M=86.8, older M= 77.8).

Discussion

The main focus of this study was to determine the relationship between various factors related with the students' satisfaction such as curriculum, teaching methodology, library and physical facilities and assessment, and quality of education. The objectives of the study were to investigate satisfaction level of prospective teachers about their teacher training course; to explore intensity of the facilities affecting the quality of education at the level of prospective teachers program. In order to achieve the objectives of the study, data were collected with the help of experimental research. The sample was chosen through convenient sampling technique, and the sample size was 100. For the measurement of variables the research instrument i.e. questionnaire was developed after conducting pilot testing. The questionnaire was composed of 36 items. The collected data was tabulated, interpreted and analyzed through SPSS program and findings were drawn by testing research hypothesis, in addition on the basis of findings suggestions were made for further research in the relevant field.

Findings

Following were the main findings of the study:

- All the respondents were agreed over one point that major factors; curriculum, teaching methodology, library and physical facilities and assessment have impact on quality of education. This finding provides supports to hypotheses no.1 and 4, and second objective of the study.
- Findings of table 4 support hypothesis no.1 and 2 and first objective of the research, which indicates that male learners' satisfaction level is depended on well-structured course and well qualified teachers.
- The over whelming majority of the sample were of the opinion that student teachers' confidence must be improved in order to enhance teaching skills.
- Table 1 and 2 illustrates and supports hypothesis no.2 that there is inter correlation among factors (curriculum, teaching methodology, physical and library facilities and assessment) of satisfactory level. Thus it interprets strong relationship between

facilities and quality of education and these facilities have significant impact over education quality.

- Hypothesis no.3 is upheld by table 4, that interprets that older learner are more satisfied than younger ones. They have the opinion that well experienced teaching staff serves as standard of quality education.

Conclusions

On the basis of findings of the study following conclusions were drawn:

- It is concluded that well-structured and well designed (teaching methodology, curriculum, assessment, library and physical facilities) teacher training courses affect teaching learning process and satisfaction level of learners.
- Experienced and well qualified teaching staff plays significant role to enhance the teaching skills and maintain quality of education.
- Major factors: teaching methodology, curriculum, physical and library facilities and assessment have powerful impact on trainees' satisfaction level and close relation with quality of education as they play vital role in the teaching learning process.
- Teaching methodologies also have significant role in the learning cycle and determining the students' satisfaction level.

Suggestions

Study explored that satisfaction level of student teachers and quality of education are affected by major factors: curriculum, teaching methodology, physical and library facilities and assessment, so it is suggested that following areas must be address:

- Attempts can be made to develop confidence among student teachers as well as to improve teaching skills.
- Program must be well planned in order to achieve determined objectives.
- May provide computer labs with internet facility.
- Cooperative attitude of teachers towards students' problems must be practiced.
- Emphasis should be given to research work, use of technology and co-curricular activities regarding training courses.
- Surety of provision of professional training in its true sense.
- Assurance of punctuality, devotion, hard work on the part of teachers.
- Attempts are made to enhance communicative skills among students.
- Attempts should be made to develop confidence among student teachers as well as to improve teaching skills and Attempts to improve communicative skills among students.
- Programmed must be well planned in order to achieve determined objectives.
- May provide computer labs with internet facility.
- Cooperation and consideration of teachers towards students' problems.
- Research work, use of technology and co-curricular activities.
- Provision of professional training in its true sense.
- Insurance of punctual and devoted and hardworking and well prepared before lectures.
- Each teaching learning activity must be given appropriate time and time management should be ensured.
- Library should be more equipped and Teaching methods, instructional material and teachers' behavior should be improved.
- Physical facilities i.e heaters, generators should be provided and Transport should be provided to students.

- Teachers should be well prepared before delivering lectures and should also use necessary instructional aides. Course needs more planning before starting session and teachers should be given proper training to teach prospective teachers. Duration of the course (B.Ed.) should be existence
- In-service trainings courses should be arranged for teachers and Curriculum should be revised because it does not meet the requirements of teacher training courses. Innovations should be brought in training courses.
- Evaluation system needs improvements.
- Library can be made better and more useful by arranging most relevant books.
- Questioning approach regarding lectures ought to be asked during teaching.

Significance Of The Study

Teachers are most important component of the entire education system. They are not only expected to transmit knowledge but also to transform it according to current requirements. Teachers of present age are expected to be aware of all new developments related to education system. To enable him to fulfill their responsibilities and to equip him with useful teaching strategies, appropriate training is very important. This study is significant in the following ways;

- ❖ It will help relevant authorities to improve teacher training courses in order to maintain quality of education and to make prospective teachers, satisfied with their training.
- ❖ It will help prospective teachers to get more relevant and sufficient training that will facilitate their teaching in future.
- ❖ It will also be advantageous for society because prospective teachers of today will educate the children of society, tomorrow. So keeping in view all the three purposes satisfaction of student teachers regarding their training program must be ensures.

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