

Comparing Prospective Teachers' Performance and Satisfaction

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Abstract

The main purpose of the study was to analyze B. Ed honors program and the aspects of students learning including their satisfaction. The population of the study comprised of all prospective teachers enrolled in B. Ed. honors in different semesters at GC University Faisalabad. Two hundred prospective teachers contributed in survey willingly. Self-developed instrument, Students' Performance and Satisfaction Survey (SPSS) with 0.921 Cronbach Alpha reliability was used to collect data. Data were analyzed by applying ANOVA and t-test. Results of data analysis revealed that future teachers were satisfied with indicators of performance and satisfaction. There is a significant difference found in performance on the basis of gender. Female prospective teachers proved better on all indicators of performance and satisfaction except academic satisfaction that was better in males. Reflective competence is better in rural participants while urban participants perceived learning environment as better indicator. Urban students show more violent behavior and rural students showed more satisfaction towards their studies. On the factors of academic competence, cooperation, content clarity and achievement score, both genders have not shown any significant difference. There found significant impact of teaching methods at the performance and satisfaction of prospective teachers. They supposed lecture method as best teaching tool. Teaching subjects had significant impact on their performance and satisfaction. Female prospective teachers performed better in English subject as compared to male counterparts. Policy makers should accept the reality and provide justified recruitment procedures to entertain the prospective teachers as their academic right to choose teaching profession.

Key words: *Future teachers, performance and satisfaction, academic and reflective competence*

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Introduction

Self-reflection of teachers including interviews and observations exhibit how the outcomes change their views, which in turn changes the classroom practice (Girvan, Conneely, & Tangney, 2016). Head teachers criticize that novice teachers are proficient in academics but dearth in soft skills like ethics, professional and moral skills, critical thinking, and communication, problem solving abilities, group work and leadership (Tang & Tan, forthcoming). With the increased job market and work force, they are needed better competitive skills among (Shakir, 2009). Teachers' professional development is an important tool in improving content knowledge and instructional skills. Teachers' educational institutes are striving their best in provision of professional programs. Many strategies are used in long term as well as in short term programs where they get opportunities to increase their knowledge and skills. Teachers' professional capacity demanded them to increase the students' scholastic outcomes (Munshi, Bhatti, Mirza, & Chachar, 2015).

National Education Policy 2009 recommended changing PTC/CT programs as they do not fulfill the criteria of professional standards for teachers to meet the challenges for the 21st century. So it is recommended to phase out the current teacher programs of PTC and CT. It is replaced with two years Associate Degree in Education (ADE) and four years (B. Ed. Hons) undergraduate course of teacher education in RITEs, GCETs, and universities of teacher education departments (GoP, 2009). As a result of Teacher Education Reforms, new programs like Associate Degree in Education (ADE) and B.Ed. (Honors) are of great importance. These programs are implemented with the provision of Higher Education Commission (HEC) and USAID's Pre-STEP scheme. Universities are trying to ensure the operative implementation of these programs. Prime goal is provision of skillful teachers to enhance the quality of education at national level.

Future teachers enrolled in these programs are needed to apply learner-centered methodologies in classes. In last few decades, teachers' professional development has inconsistency between adopted practices (what teachers' report) and endorsed practices (what they exhibit) during teaching process . These discrepancies are examined during implementation of learner centered teaching practices in classroom (Polly & Hannafin, 2011). Teachers are demanded to change practices but they unable to do due to lack of knowledge (Jorgensen, Grootenboer, Niesche, & Lerman, 2010). Teaching profession is continuously facing criticism due to lack of teaching skills between future and in-service teachers. Hence, the need of teacher training is strongly criticized. Keeping in view the deterioration of education system government

took initiatives to implement student-centered teaching instead of teacher-centered. Associate Degree in Education (ADE) two years and Bachelor degrees in Education (B.Ed. Hons.) four year were launched in teacher training institutes to prepare qualified teachers with improved teaching skills. In collaboration with Higher Education Commission (HEC), teachers' training, support material, and curriculum revision was started (<http://www.pakteachers.org>). Curriculum for B Ed (Hons) and ADE approved by HEC (2010) emphasizes on proficiency of future teachers as well as in instruction to confirm attainment of predictable learning outcomes of students.

The student-centered learning was adopted under the idea of Froebel that teachers should act as a guide (Simon 1999). It is a flexible learning (Taylor, 2000), based on experience (Burnard 1999). According to Weimer (2002) learner-centered teaching method has five key features: balance in teaching and learning, build knowledge oriented content, teacher works as facilitator, prioritize learners rather than teachers; and use of effective assessment. Teacher educators face difficulties in applying activity based and student-centered learning (Ayub & Khan, 2013). Student-centered approach is a modern learner expansion theory that focuses on fostering scholars' personal abilities to improve concrete thinking (Higbee, Arendale, & Lundell, 2005). It is the study of student-centered approach supporting students matter (Schlossberg, et al., 1990). Students know the requirement of applying pedagogical skills and engage in student center activities to some extent but lack of academic, financial and physical resources is a problem in teacher education institutions. They find it challenge to use ICTs successfully. They are unable to choose relevant teaching method for specific content (Ayub & Khan, 2013). Teacher educators revealed that lesson planning; sharing lesson objectives with students; orientation of lesson; student-centered approaches are vital features for teaching (Akbar, Akhtar, Hussain, & Abiodullah, 2013). Teachers' pedagogical belief about teaching in classrooms validated in selecting the content, planning the lesson, methods of teaching, use of A.V. Aids, management of classroom, and students' evaluation (Borg, 2001; Handal & Herington, 2003). Based on researches a variety of opinions teachers possess about learning and teaching that affect students' performance (Gabrys-Barker, 2010).

Reflective Competence

Most of the future teachers considered that experiment is a helpful tool for teaching reflection (Smith & Lev-Ari, 2005). Reflective competence in the form of teaching practice (practicum) is a dynamic part of teaching reflections (Smith, 2010; Goh, Wong, Choy, & Tan, 2009; Smith & Lev-Ari, 2005), beginner teachers (Hascher, Cocard, & Moser, 2004), and future

teachers (Smith & Lev-Ari, 2005). Teaching practice covers the gap between practicum and theory (Ngidi & Sibaya, 2003) if it is made congruent with methodology (Goh et. al., 2009). It provided the real academic competence among future teachers (Smith & Lev-Ari, 2005).

Academic Reflection

Practicum is the quality determinant for teacher education program (Nancy, 2007). It assists in lesson planning, students' performance, and teachers' retaining (American Association of Colleges for Teacher Education (AACTE), 2010). It is the guarantee of satisfaction in teaching profession (Kiggundu & Nyimuli, 2009). The practicum increases future teachers' professional assurance (Caires & Almeida, 2005), promotes self-esteem (Hascher et al., 2004), and improves students learning (Oh, Ankers, Llamas, & Tomyoy, 2005). Future teachers have not yet achieved the quality results of practicum (Kiggundu, 2007; Hill, Ball, & Schilling, 2008). Researches did not integrate and align the practicum educational programs (Samaras & Gismondi, 1998).

Violent Behaviour among Students

The violent behavior of students comprised of scholastic piracy, misconduct during exams, forgery of assignments, rebellious, impolite dress, coming late, harassment and cheating (Adeniyi & Taiwo, 2011; Bello, 2012; Ibok, 2012; Omede, 2011; Osogbo, 2012). Whitley, Nelson and Jones (1999) found academic deceit that males showed more cheating behavior than females. Same findings were revealed from the study of, Newstead, Franklyn-Stoke and Armstead (1996). On the other hand, Jordan (2001) observed that female students were expressively more likely to involve in cheating behaviors than male students. These findings were also confirmed by other studies (Gesinde, Adejumo, & Odusanya, 2011), that investigated female scholars were more aggressive in academic dishonesty than male students.

Statement of the Problem

The problem under investigation was to compare prospective teachers' performance and Satisfaction enrolled in B. Ed (Hons.) Program.

Objectives of the Study

Following objectives of the current paper were designed;

1. To find out difference between male and female prospective teachers' performance and satisfaction enrolled in B. Ed (Hons) program
2. To find out difference between urban and rural prospective teachers' performance and satisfaction enrolled in B. Ed (Hons) program
3. To explore difference among prospective teachers' performance and satisfaction aspects

with respect to teaching methodology

4. To measure difference among prospective teachers' performance and satisfaction aspects with respect to teaching courses

Hypotheses

Following were the research hypotheses to achieve objectives of study:

Ho1: There exists no significant difference among students' performance and satisfaction aspects with respect to gender.

Ho2: There exists no significant difference among students' performance and satisfaction aspects with respect to location.

Ho3: There exists no significant difference among students' performance and satisfaction aspects with respect to teaching methodology.

Ho4: There exists no significant difference among students' performance and satisfaction aspects with respect to teaching courses.

Delimitations of the Study

The study was delimited to prospective teachers enrolled in B.Ed. (Hons) programme offered at Government College University Faisalabad, Punjab Pakistan.

Methodology

By method, it was a survey type research. It was the continuation of the prior study conducted on the previous semesters.

Population of the Study

The population of the study was the prospective teachers enrolled in B. Ed. (Hons) in different sessions and semesters.

Sample of the Study

Two hundred prospective teachers were nominated enrolled in different semesters. Most of respondents belonged to 5th, 6th, 7th, and 8th semesters.

Instrument of the Study

A self-developed instrument was used for data collection named, Students' Performance and Satisfaction Survey (SPSS). The questionnaire contained the aspects like academic competence, reflective competence, cooperation, learning environment, violent behavior, content clarity, and students' satisfaction.

Data Collection Procedure

The prospective teachers selected the prevalent teaching methods used by the teachers in classrooms as lecture method, activity method, question answer method and discussion method.

The results of the four subjects were taken as performance of prospective teachers (Educational Psychology, Teaching of English, Teaching of Urdu, and Comparative Education). The Cronbach Alpha Reliability of the instrument was computed as .921.

Data Analysis

Analysis of the data was made using SPSS version 20. Both types of statistics (Descriptive as well as Inferential) were used for testing the research hypotheses.

Table 1

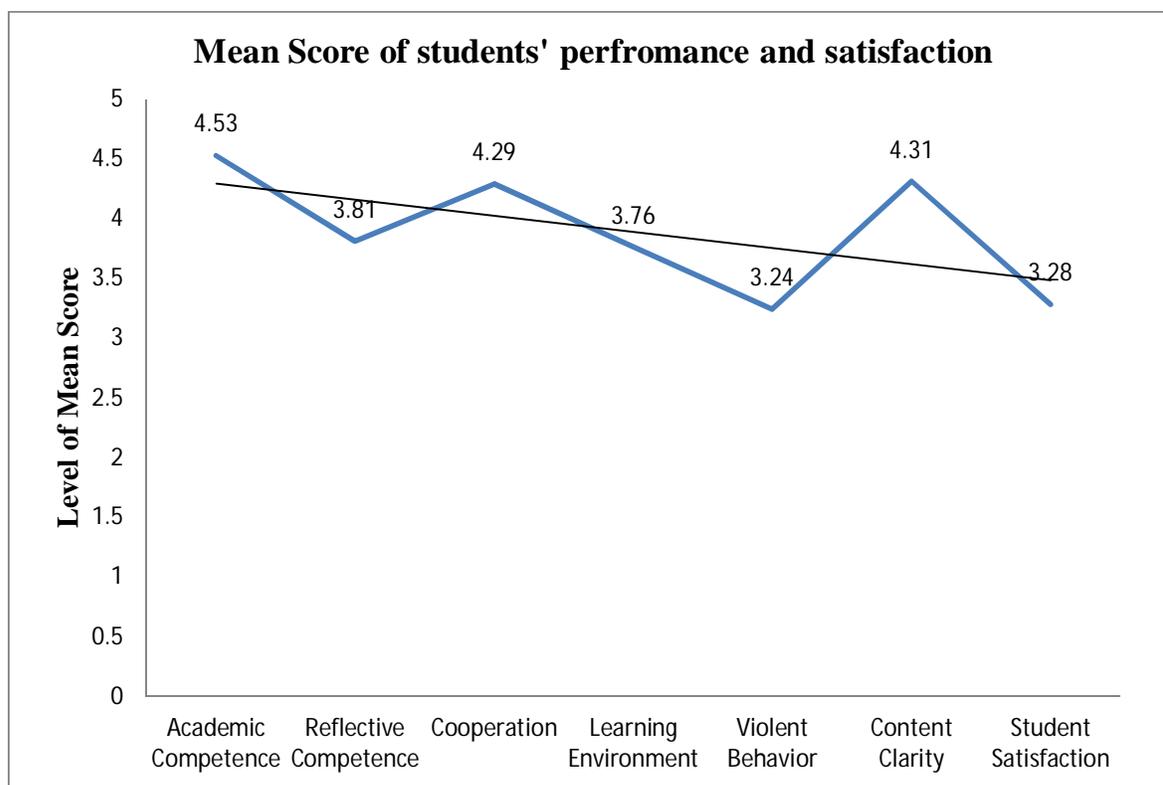
Performance and Satisfaction Indicators(Mean Values and Standard Deviation)

	Academic Competence	Reflective Competence	Cooperation	Learning Environment	Violent Behavior	Content Clarity	Student Satisfaction
Mean	4.53	3.81	4.29	3.76	3.24	4.31	3.28
Std. D.	2.00	1.67	1.70	1.67	1.57	1.62	1.33

n=200

The table 1 displays the mean and standard deviation values for the subscales of Students' Performance and Satisfaction Survey [SPSS]. The comparison of mean scores for all the subscales, it reveals that future teachers have shown better in the academic competence at B. Ed honors level. They claimed that the content was clear. The next highest factor was cooperation among future teachers at university level concerning the academic skills in the class. The fourth highest mean score is found for subscale 'Reflective Competence' i.e. competence about the subjects they have studied during the session. They also agreed upon the positive learning environment in class. However, they admitted to practice violent behavior at university level. They were also pessimistic about their future career and job placement. The following figure represents the whole picture of results.

Figure 1



H₀₁: There exists no significant difference among students' performance and satisfaction aspects with respect to gender.

Table 2

Comparison between Males and Females about "Students' Performance and Satisfaction"

Indicators	Gender	N	Mean	Std. D.	t-value	P
Academic Competence	Female	121	4.38	.771	107.84	.001**
	Male	79	3.54	1.28		
Reflective Competence	Female	121	4.29	.161	136.93	.005**
	Male	79	3.69	.72		
Cooperation	Female	121	4.20	1.46	97.84	.002**
	Male	79	3.62	.84		
Learning Environment	Female	121	4.17	1.47	140.97	.001**
	Male	79	3.72	1.80		
Violent Behavior	Female	121	3.54	1.41	203.02	.005**
	Male	79	3.28	1.67		
Content Clarity	Female	121	4.26	1.50	134.62	.002**
	Male	79	3.37	1.70		
Student Satisfaction	Female	121	3.26	1.28	129.62	.426
	Male	79	3.31	1.41		
Achievement	Female	121	63.55	1.01	212.191	.015*
	Male	79	67.86	1.32		

**p<0.01 and *p<0.05

Table 2 reveals a remarkable variance in all the indicators except for students'

satisfaction between male and female students. It is obvious that there exists a noteworthy variance between the two groups. The mean of achievement score of all the indicators was high for female students when compared with male students. It is evident that female students have performed well in every indicator than for male students. However there is no significant difference in the satisfaction level of male and female students. Female students have shown better academic and reflective competence as well as content clarity during their studies. They are cooperative with their colleagues and perceived positive learning environment. One important factor is regarding the violent behavior. Mean score for subscale 'Violent Behavior' is higher for females that shows females behave more aggressively as compared to male students. On the other hand the academic performance of male students was better as compared to female students.

Ho2: There exists no significant difference among students' performance and satisfaction aspects with respect to location.

Table 3

Students' Performance and Satisfaction in Rural and Urban Location

Indicators	Area	N	Mean	Std. D	t-value	P
Academic	Urban	96	4.31	1.78	.912	.353
Competence	Rural	104	3.66	1.24		
Reflective	Urban	96	3.65	1.54	-2.64	.011*
Competence	Rural	104	4.29	1.77		
Cooperation	Urban	96	4.18	1.59	1.96	.244
	Rural	104	3.83	1.78		
Learning	Urban	96	4.21	1.65	3.81	.005**
Environment	Rural	104	3.60	1.66		
Violent	Urban	96	3.55	1.42	4.25	.001**
Behavior	Rural	104	3.18	1.64		
Content	Urban	96	4.06	1.47	1.06	.140
Clarity	Rural	104	3.84	1.73		
Student	Urban	96	3.21	1.29	-2.131	.006**
Satisfaction	Rural	104	3.24	1.36		
Achievement	Urban	96	65.01	11.25	-.343	.515
	Rural	104	64.30	10.29		

**p<0.01 and *p<0.05

Table 3 revealed a significant difference in the indicators of Reflective Competence,

Learning Environment, Violent Behavior, and Student Satisfaction between urban and rural students. Reflective competence is better in rural students while urban students perceived learning environment as better indicator. Urban students show more violent behavior and rural students showed more satisfaction towards their studies. However, there exists no significant difference on academic competence, co-operation, content clarity and achievement scores of future teachers on the basis of locale.

Ho3: There exist no significant difference exists among students' performance and satisfaction aspects with respect to teaching methodology.

Table 4

Students' Performance and Satisfaction Indicators with Teaching Methods

		Sum of Squares	df	Mean Square	F	Sig.
Academic Competence	Between Groups	14.410	4	5.103	6.063	.001**
	Within Groups	182.112	195	1.312		
	Total	196.522	199			
Reflective Competence	Between Groups	6.291	4	2.067	5.326	.002**
	Within Groups	72.934	195	.421		
	Total	79.225	199			
Cooperation	Between Groups	12.117	4	4.322	9.333	.000**
	Within Groups	62.801	195	.236		
	Total	74.918	199			
Learning Environment	Between Groups	19.130	4	5.120	15.115	.004**
	Within Groups	56.234	195	.360		
	Total	75.364	199			
Violent Behavior	Between Groups	11.099	4	3.740	12.165	.002**
	Within Groups	34.300	195	.261		
	Total	45.499	199			
Content Clarity	Between Groups	14.102	4	5.047	15.142	.005**
	Within Groups	59.231	195	.313		
	Total	63.333	199			
Student Satisfaction	Between Groups	1.124	4	.534	3.631	.006**
	Within Groups	21.507	195	.108		
	Total	23.621	199			
Achievement score	Between Groups	17.000	4	5.813	2.533	.013*
	Within Groups	291.105	195	1.558		
	Total	308.145	199			

**p<0.01 and *p<0.05

ANOVA was used to explore the impact of teaching methods on students' performance and satisfaction indicators. The table 4 found that teaching methods had strong significant

impact on all the performance and satisfaction indicators.

Ho4: No significant difference exists among students' performance and satisfaction aspects with respect to teaching courses.

Table 5

Students' Performance and Satisfaction Indicators with Teaching Subjects

		Sum of Squares	df	Mean Square	F	Sig
Academic	Between Groups	13.700	6	3.213	3.210	.011*
Competence	Within Groups	186.422	193	1.245		
	Total	200.122	199			
Reflective	Between Groups	2.076	6	.317	.487	.443
Competence	Within Groups	87.190	193	.346		
	Total	89.266	199			
Cooperation	Between Groups	5.818	6	1.564	3.18	.015*
	Within Groups	79.000	193	.432		
	Total	74.818	199			
Learning	Between Groups	8.165	6	2.124	5.24	.001**
Environment	Within Groups	73.799	193	.423		
	Total	81.854	199			
Violent	Between Groups	6.091	6	1.007	5.567	.002**
Behavior	Within Groups	37.462	193	.246		
	Total	33.453	199			
Content	Between Groups	2.414	6	.654	2.234	.081
Clarity	Within Groups	61.109	193	.435		
	Total	63.513	199			
Student	Between Groups	.819	6	.325	2.515	.138
Satisfaction	Within Groups	11.121	193	.213		
	Total	11.930	199			
Achievement	Between Groups	10.562	6	4.190	1.134	.017*
score	Within Groups	295.481	193	1.166		
	Total	306.043	199			

**P<0.01 and *p<0.05

ANOVA was used to explore the impact of teaching subjects on students' performance and satisfaction indicators. The table 5 found that teaching subjects had strong significant impact on the performance and satisfaction indicators except for reflective competence, concept clarity, and students' satisfaction.

Results/Major Findings

On the basis of the mean value and standard deviation of the indicators under study, the students perceived better about the academic competence at B. Ed honors level. They claimed about the clarity of content. The next highest indicator was cooperation among students at university level regarding the academic activities in the classroom. The fourth highest mean score is found for subscale 'Reflective Competence' i.e. competence about the subjects they have studied during the session. They also perceived the positive learning environment. However, they used to practice violent behavior at university level. They also had shown low satisfaction about their career in future and job placement. They are pessimistic about their future.

A remarkable variance in all the indicators except for students' satisfaction between male and female students was found. It is obvious that there exists a significant variance between the two groups. The mean achievement score of all the indicators was high for female students when compared with male students. It is evident that female students have performed well in every indicator than for male students. However there is no significant difference in the satisfaction level of male and female students. They have shown equal level of satisfaction. Female students have shown better academic and reflective competence as well as content clarity during their studies. They are cooperative with their colleagues and perceived positive learning environment.

One important factor is regarding the violent behavior. Mean score for subscale 'Violent Behavior' is higher for females that shows females behave more aggressively as compared to male students. On the other hand the academic performance of male students was better as compared to female students.

Discussion

One important factor is regarding the violent behavior. Results of the study at hand revealed that female students have shown more violent behavior as compared to male students. On the other hand the academic performance of male students was better than female students. The results of the study by Olkaba (2013) supported the current study that there are statistically significant differences between male and female students in academic achievement. Male students are significantly performing better than female students. However it contradicts the differences between male and female students in institutional satisfaction. Institutional satisfaction and accommodation are significantly associated with female students' academic achievement (Olkaba, 2013).

Male and female students had a remarkable variance in all the indicators except for

students' satisfaction. The mean score of all the indicators was high for female students when compared with male students. It is evident that female students have performed well in every indicator than for male students. However there is no significant difference in the satisfaction level of male and female students. They have shown equal level of satisfaction. Female students have shown better academic and reflective competence as well as content clarity during their studies. They are cooperative with their colleagues and perceived positive learning environment. One important factor is regarding the violent behavior. Female students have shown violent behavior more aggressively as compared with male students. The current results contradicted the previous studies. The violent behavior of students comprise scholastic piracy, misconduct during exams, forgery of assignments, rebellious, impolite dress, coming late, harassment and cheating (Adeniyi & Taiwo, 2011; Bello, 2012; Ibok, 2012; Omede, 2011; Osogbo, 2012). Whitley, Nelson and Jones (1999) found that males showed more cheating behavior than females. Same findings were revealed from the study conducted by Newstead, Franklyn-Stoke and Armstead (1996). On the other hand, Jordan (2001) observed that female students were expressively more likely to involve in cheating behaviors than male students. These findings were also confirmed by results of many studies (Gesinde, Adejumo, & Odusanya, 2011; Walton, 2011) that claimed female scholars were more aggressive in academic dishonesty than male students. Academic performance of male students was better as compared to female students. The results supported the studies of (Lafontaine & Monsieur, 2009) that male students have high achievement score than female students. However, it is contrary to the study of Olkaba (2013) that female students have better institutional satisfaction and academic achievement.

A notable difference was found between urban and rural students for the indicators of reflective competence, learning environment, violent behavior, and student satisfaction. However, there exists no significant difference between academic competent and content clarity. Reflective competence is better in rural students while urban students perceived learning environment as better indicator. Urban students show more violent behavior and rural students showed more satisfaction towards their studies. On the indicators of academic competence, cooperation, content clarity and achievement score, both groups have not shown any significant difference.

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