Gaps in Teaching Learning Theories in Pakistani Teacher Education Programs: Bridging Paradigm and Reality

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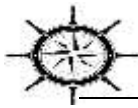*athar.hussain@iub.edu.pk*

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Abstract

This study was conducted to find out how and why learning theories are taught in current Pakistani teacher education programs: identifying a gap between paradigm and reality in teacher education. The objectives of the study were: to investigate how and why learning theories are taught in current Pakistani teacher education program, to identify the gap between paradigm and reality in teacher education, to ascertain the differences between teachers' opinions regarding the gap between paradigm and reality in teacher education on the base of demographics, to ascertain the difference between students' opinion on the base of demographic variables. All (44) male and female teachers, (26 males and 18 females) and 1247 students (626 males and 621 females) from the Department of Education at the IUB Bahawalpur, IUB (RYK Campus), and KFUEIT were the populations of the study. The quantitative survey method was utilized and the data was collected by using stratified random sampling. A self-structured questionnaire containing fifty (50) questions for teachers and forty-five (45) questions for students was used. Twenty-five questionnaires for teachers and 621 questionnaires for students were distributed among the participants. The data from 646 participants were analyzed by utilizing SPSS for descriptive statistics and inferential statistics. The results revealed that the majority of the teachers taught learning theories in their regular lessons, and it is endorsed by the students. It is suggested that learning theories may be implemented practically to enhance the expertise of teachers.

Keywords: *Learning Theories, Teacher Education Program, Paradigm, Reality*

Introduction

Since 1947, Pakistan has trained educators. Teacher education was a subsidiary sector in the National Education Policies and Five-Year Plans for 65 years. Public sector development programs have given less importance to pre-service teacher training, even though it improves teacher quality (Hattie, 2009).

Theories describe why and how things happen (Harasim, 2017). Learning theories "explain how information is stored and how people acquire new information". Learning theories "systematize and organize what is known about human learning" (Lefrançois, 2019). He thinks a good learning theory should address student behavior in all three ways. Chunck (2012) defines a theory as any scientifically sound explanation for a phenomenon. A theory bridges academic study and practical application by offering conceptual frameworks for environmental observation. Academics must discuss learning theory. Learning theories inspire most education research and development. Theories explain occurrences. Theories help to explain the universe and scientific facts (The Merriam-Webster Dictionary, 2016). Theories, learning, student growth, and the teacher's role provide theoretical frameworks. Learning theories help, but they don't cover everything.

Several educational theorists believe there are only two epistemologically unique learning theories. Behavioralism, Cognitivism, and Connectivism are constructivist theories, while Neo-Kantianism is objectivist (Constructivism and Online Collaborative Learning). Harasim (2017) says there are two types of theories: science-based (hypothesis-driven or experimental) and society-based (or critical). The separations reflect the theoretical disagreement between "hard" sciences (STEM) and "soft" social science ideas and the gap between quantitative and qualitative research in the natural and social sciences. The educational discourse divide persists despite efforts. Any teacher education program must teach subject matter and assist students in teaching (Darling-Hammond, 2012). Localized and culturally relevant teacher education programs may help pre-service and in-service teachers. "Teacher education programs are worldwide" (Urevbu, 2017). Teacher training, one of the numerous national professional development programs, measures social sector progress. So it fulfills the most important occupation, teaching. Education majors have real-world teaching experiences. The hardest part of teacher preparation for most students is applying university concepts in traditional classrooms (Loughran et al., 2001).
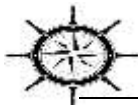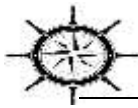
"Teacher education" doesn't entail "training teachers how to teach", according to Shahid (2007). We mean 'training teachers to nurture the growth of their inherent talents and potentials, to make them more active, and to equip them to achieve good pedagogical outcomes with minimal work, time, and materials'. It's this: "Teaching teachers to develop their abilities". According to Chen et al. (2010), teacher educators can help students and teachers bridge the gap between theory and practice by helping them identify theoretical gaps in their curriculum and offering ongoing classroom opportunities to apply what they've learned.

Pakistan prioritizes teacher training. Schools and organizations that value education provide a variety of programs for teachers in many professions (Aziz & Akhtar, 2014). "Teacher education" involves "organized actions in the disciplines of education, including training professionals to teach at all levels", from the elementary level to the university level (Osler & Starkey, 2017). One of Darling-Outdoor Hammond's challenges (2006); the field's biggest challenge is combining theoretical knowledge from college-level studies, practical knowledge through teaching practice, and school-taught truths. Teachers need theoretical and practical training. Student instructors use theoretical concepts from teacher education during instruction. It helps teachers reflect on educational conditions (Hagevik et al., 2012). The "practical component" of a profession is called "practice" (Southgate et al., 2013). Both sections matter. Marais and Meier say teachers require classroom experience (2012).

The four pillars of teacher education are universal. First, increase instructors' education. Second, promote research—third, pedagogy. The fourth and last skill is agility improvement. Day (2002) states that teachers must be trained to properly teach and contribute to society. One definition of teacher education is "A person's ability to carry out his duties as an educator is increased by all experiences, both formal and informal, that prepare him to do so". Sultana's (2007) overview of effective teacher education includes "a rigorously organized curriculum, a futuristic character, well-defined professional standards, strong ties with neighborhood institutions, constant and thorough assessment of educational results, and a mix of theory and practice, problem-based learning, rigorous assessment of learning outcomes, and a competitive admissions procedure for students".

Significance of the Study

This study investigates how and why learning theories are taught in current Pakistani teacher education programs, identifying a gap between paradigm and reality in teacher education.

Therefore, this study may be beneficial for teachers and higher authorities in understanding the learning theories taught in current Pakistani teacher education programs and identifying gaps between paradigm and reality in teacher education. This study might also be useful for educational leaders, managers, and educational policymakers in understanding the role of leadership in promoting elementary-level quality education. This research may also benefit students and parents. This study may also prove useful to future researchers.
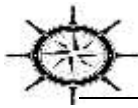
Research Objectives

This study had the following objectives:

1. To investigate how and why learning theories are taught in current Pakistani teacher education programs.
2. To identify the gap between paradigm and reality in teacher education.
3. To ascertain the differences between teachers' opinions regarding the gap between paradigm and reality in teacher education on the base of demographics, i.e. gender, locality, designation, qualification, and teaching experience.
4. To ascertain the differences between students' opinions regarding the gap between paradigm and reality in teacher education on the base of demographics, i.e. gender, locality, discipline, and semester.

Literature Review

While Pakistan faces difficulties in many areas, many of them are directly related to the quality of its educational system and the preparation of its teachers. Incorporating and strengthening global developments within the context of students' own culture, tradition, and aspirations is a central goal of teacher preparation for the knowledge economy. That alone should serve as the driving force behind reforms in teacher training. It's a lot of work, but there's nothing else that can be done. Quality educators, a well-designed curriculum and pedagogy, well-written textbooks, innovative methods of evaluation, a conducive learning environment, and enough facilities are essential to raising the bar on education. They proposed a strategy and set of steps to take and to raise educational standards. It was also suggested that the country create a body responsible for accrediting and certifying teacher preparation programs. Accreditation Council for Teacher Education (ACTE) was formed as the planning and policymaking arm of the organization, and it is responsible for the creation of the curriculum now known as Professional Standard Teacher Education (National Accreditation Council for Teacher Education, 2009).

The purpose of education is not to fill a pail, but to ignite a fire within. The instructor is the candle that lights the way for the students, and the influence will be felt far and wide. Consequently, the development of teachers and their ability to effectively instruct students are also of paramount importance. It is a well-known truth that high-quality teacher training is one of the best and most vital prerequisites for promoting, upgrading, and growing education. This is because it is one of the greatest and most crucial prerequisites. The upshot of a system that does a good job of preparing teachers is a workforce that is committed, pedagogically sound, and concerned about the expansion and maturation of the children they teach (Mulenga, 2020).

Dilshad (2010) has detailed some systemic problems within Pakistan's educational system that affect the training of teachers. There is a failure to instil a love of learning in children, a failure to provide appropriate quality instruction, a failure to provide adequate in-service training for teacher educators, and a failure to coordinate efforts between education departments and training institutions. The failure to instil a love of learning in today's youth is at the root of all of these issues. Some of the drawbacks are legitimate, but more often than not, they are the direct outcome of them. I feel that if (QAD) were to provide integrated quality assurance, both teacher education and other forms of education could benefit.

Australian Quality Training Framework (AQTF) (2007) results showed that learner involvement, employer approval, and successful completion of competencies were all significant quality markers. All three of these factors—learner engagement, employer satisfaction (as unsatisfied employers will look elsewhere), and competency must be factored into the evaluation performance. According to Thaung (2008), the six factors of students; faculty, course materials, instructors, course delivery, classroom atmosphere, and student achievement are important. Focusing on these, he continued to raise educational quality on a global scale. Countries that have made these issues, a top priority have seen fast changes in their social structures and have emerged as regional leaders. The rivals can't keep up with them because they are well-educated and prosperous.

Teacher Education

Effective teacher education, according to Sultana (2007)'s review, includes future-focused teacher preparation programs that will feature: an articulated body of professional standards; a carefully crafted, challenging curriculum; solid partnerships with area schools; continuous,
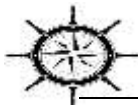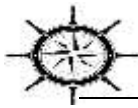
in-depth assessments of student learning; a blend of theory and practice. Pupils are subjected to a stringent admissions process; theory coupled with practice; problem-based methods of learning.

To train and prepare teachers to teach effectively and efficiently, teacher education programs must have clear goals and objectives. There are three broad areas into which these objectives can be broken down: teachers' content area of knowledge, their pedagogical and interpersonal abilities, and their ability to help students can develop emotional intelligence and self-awareness. Teachers' knowledge and skills, students' awareness and emotional reactions, and teachers' capacity to respond to these factors are all given equal weight in this concept. Pakistan is home to 275 different schools dedicated to educating future educators. These schools provide a wide variety of Pre-Service Teacher Education (P.T.C.) and Career and Technical (C.T.) programs for future elementary school teachers. There are 16 colleges that provide secondary school teachers with advanced degrees (B.Ed., M.Ed.) in education. Nine (9) schools provide courses leading to a bachelor's degree and higher education, and all of them are affiliated with public universities. There are also great deals of education hubs that offer courses for already-employed educators. Islamabad's Allama Iqbal Open University runs several TESOL courses for aspiring educators. Different programs of an international standard are offered by private institutions that train teachers. Karachi is home to some notable educational institutions.

Teacher Education in Pakistan

The education system relies heavily on teachers, who also act as agents of social change. Quality education in a country can only be achieved through the cultivation of dedicated individuals, and teacher preparation programs produce just that. Quality, in its broadest sense, refers to where an aspect of a "product" or "process" falls on a good/bad scale. It's commonly tied to problems with the quality of a product or the execution of a procedure. Isani and Virk (2005) saw teaching as an activity and understood the essence of teacher education as providing instructors with a specialized foundation. For the betterment of Pakistan's educational system as a whole, nearly all educational strategies and plans have recognized the necessity of investing in teacher education (Ranjha et al., 2013).This agenda would address not only the existing situation in Pakistan's educational system for training teachers but also the potential expansion of the teaching profession in Pakistan. The educational system of a nation evolves as a direct result of how that nation's history,

geography, economics, society, and government interact with one another. As a result, it is essential to offer background information regarding the teaching profession in Pakistan.

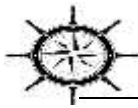**Factors Affecting Pakistan's Teacher Education**

The quality and quantity of teacher training in Pakistan face obstacles from the following sources:

- Failing to see the big picture
- Being unmotivated
- New technological developments
- A lack of communication between those who make decisions and those who carry them out.
- Unprofessionalism
- Inconsistency in Policy

- Money and Finances
- The Internet
- Insufficient study
- Educators' resistance to change
- Unwanted political meddling
- Curriculum that is separate and out of date (Ali, 2011).

Concept of Teacher Training and Development in Pakistan

Training and development from an Islamic perspective is highly valued in Pakistan due to the country's large Muslim population. Human flourishing, according to Islam, means "the cultivation of spiritual and human virtues" (Yasin & Jani, 2013). Since every individual has their own set of motivations and resources, Islam places a premium on those who strive for and achieve excellence in their training. Islam began a system of education and improvement that has persisted for the past 1400 years. Established first as madras, these schools eventually evolved into colleges and universities. Individual and societal growth was especially noticeable at universities in Fez, Cordoba, Tunis, Cairo, Baghdad, Damascus, and Jerusalem (Hassi, 2012). Having access to high-calibre instructors with just rudimentary formal training allowed these colleges to generate outstanding intellectuals who went on to make significant contributions to both the academic institutions and the larger society.

Pakistan, like many other countries, provides formal training for future educators. For aspiring educators, the Pakistani Ministry of Education's Curriculum Branch developed detailed course outlines for both the Certificate of Teaching (CT) and the Primary Teaching Certificate (PTC). The Higher Education Commission (HEC) in Islamabad is responsible for developing the coursework for all three levels of the master's degree in education: degrees like the Master of Arts in Education, the Master of Science in Education, and the Master of

Education. The minimum educational prerequisite for PTC was the completion of 12th grade and two years of college. The completion of intermediate education is necessary for admission to either the Bachelor of Education (B.Ed.) or the Master of Education (M.Ed.) programs in Pakistan. These prerequisites are identical (Farah et al., 2016).

Around two hundred and three (203) teacher training institutes are consistently and effectively operating in Pakistan. The government of Pakistan has also established about three hundred (300) teacher resource centres. In addition to public institutions, private organizations offer programs to prepare individuals for careers in teaching. Graduates of these programs are eligible for professional certification. According to studies, about 40,000 educators participate in these intensive, time-limited courses annually (Farah et al., 2016). At the moment, there are more than two hundred colleges and universities dedicated to preparing educators to work in the formal education system (Government of Pakistan, 2017).

Issues in Teacher Training

In terms of academic initiatives, Pakistan has several problems. Institutes of teacher training are experiencing a serious scarcity of services, including classroom resources, buildings, libraries, furniture, textbooks, and other relevant instruments, which is a major and growing problem in the field. One difficulty is that examinations at these schools are not rigorous enough; another is that teacher absenteeism, bad management, and inefficient administration are pervasive issues (Farah et al., 2016). It has also been found through research that teacher education programs in Pakistan have struggled greatly due to issues of quality, policy, and lack of resources (Jumani & Abbasi, 2015). Some issues are mentioned below:

- Poor Induction
- Low Levels of Education
- Infrequent and Inadequate Training Sessions
- Lack of Resources
- Lack of Motivation among Teachers
- Ineffective Distribution of Teachers
- Dual Training Systems

Research Methodology

A quantitative survey method was employed to conduct the study. A questionnaire was constructed on a five-point Likert scale and validated by expert opinion and pilot study. This study aimed to discover the comparison of students' satisfaction regarding blended learning and classroom learning.
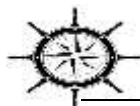
Sample of Study

Table 1
Gender wise and University wise Distribution for Sample

University	Department	Teachers		
		Male	Female	T
IUB Bahawalpur	Education	5	5	10
IUB RYK Campus		4	2	6
KFUIT RYK		5	4	9
Total		14	11	25

Table 1 demonstrates that the sample was selected using a stratified random sampling technique. As a result, a representative sample included 25 teachers (14 males and 11 females) from the Department of Education.

Table 2: *Gender wise and University wise Distribution for Sample*

University	Department	Students		
		Male	Female	T
IUB Bahawalpur	Education	103	102	205
IUB RYK Campus		105	103	208
KFUIT RYK		103	105	208
Total		311	310	621

Table 2 demonstrates that the sample was selected using a stratified random sampling technique. As a result, a representative sample included 621 students (311 males and 310 females) from the Department of Education.
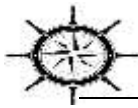
Data Analysis

Software application (SPSS 20.0) was used to analyze the data. The percentages and frequencies of solutions have been computed. The findings have been expressed as a proportion of entire replies. Conclusions have been reached, and guidelines have been given as a result.

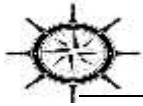**Findings of Teachers' Data Regarding Curriculum Development**

The findings of this research study are given below.

1. Majority of 92% respond that a curriculum development committee decides the university curriculum.
2. Mostly, the participants (96%) respond that I take part in decision-making about curriculum design.
3. Many of the 88% of teachers responded to the statement I develop the curriculum of
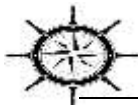
my teaching subject myself in university.

4. Many respondents, 96% responded that teachers of the content are involved in the curriculum design at my university.

5. Majority responds that only university management decides the curriculum is either agree or strongly agree by (92%) respondents.

6. Mostly, the participants respond that only educational experts decide on curriculum is either agree or strongly agree by (88%) respondents.

7. Many teachers responded that learning theory behaviourism is included in teacher education programs either agree or strongly agree (84%).

8. Most participants respond that cognitive learning theory is part of the curriculum of teacher education programs either agree or strongly agree with (84%) respondents.

9. Many respondents responded that constructivism include in the curriculum of the teacher education program either agree or strongly agree with (76%) respondents.

10. Respondents either agree or strongly agree with the statement humanism learning theory is included in the curriculum of the teacher education program (96%).

11. Mostly, the participants respond that learning theory connectivism includes in the curriculum of teacher education programs is either agree or strongly agree by (88%) respondents.

12. Many of the teachers responded that transformative learning theory includes in the curriculum of the teacher education program are either agree or strongly agree with (96%) respondents.

13. Respondents either agree or strongly agree with the statement that social learning theory includes in the curriculum of teacher education programs (92%).

14. Most participants responded that experiential learning theory includes in the curriculum of teacher education programs is either agree or strongly agree by (100%) respondents.

15. Majority responds that the Trial and Error Theory of Learning includes the curriculum of teacher education programs is either agree or strongly agree by (96%) respondents.

16. Mostly, the participants responded that, from my point of view, conditioned Response Theory included in the curriculum of teacher education programs either agree or strongly agree with (96%) respondents.

17. Many teachers responded that learning by Insight Theory includes the curriculum of the teacher education program either agree or strongly agree (88%).

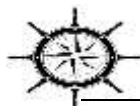**Findings of Teachers' Data Regarding Teaching of Learning Theories in Teacher Education Program**

1. Most of the participants respond that I have taught behaviourism to my students either agree or strongly agree with (92%) respondents.

2. I have taught cognitive learning theory, is either agree or strongly agree with (96%) of respondents.

3. Respondents either agree or strongly agree with the statement that has taught constructivism learning theory (100%).

4. Mostly, the participants respond that I have taught humanism learning theory is either agree or strongly agree by (92%) respondents.

5. Many teachers responded that I had taught connectivism learning theory either agreed or strongly agreed with (96%) respondents.

6. Many teachers responded that I had taught connectivism learning theory either agreed or strongly agreed with (96%) respondents.

7. Most participants responded that they had taught social learning theory either agree or strongly agree with (88%) respondents.

8. Mostly, the participants respond that I have taught experiential learning theory is either agree or strongly agree by (64%) respondents.

9. Many teachers responded that I had taught the Trial and Error Theory of Learning either agree or strongly agree with (72%) respondents.

10. Majority responded that I had taught Conditioned Response Theory either agree or strongly agree with (100%) respondents.

11. Mostly, the participants respond that I have taught Learning by Insight Theory is either agree or strongly agree by (72%) respondents.

12. Many teachers responded that I practice the above theories in teaching and either agree or strongly agree (60%).

13. Most participants responded that learning theories are offered once in an academic session are either agree or strongly agree by (64%) of respondents.

14. Many respondents responded that learning theories are offered repeatedly in an academic session are either agree or strongly agree by (56%) of respondents.

15. Respondents either agree or strongly agree with the statement theories of learning discussed in regular lessons (64%).

16. Mostly, the participants respond that learning theories used by their colleagues either disagree or strongly disagree (52%) of respondents.

17. Many teachers responded that learning theories used in internships disagreed or strongly disagreed with (80%) of respondents.

18. Respondents either agree or strongly agree with the statement; students referred to learning theories in their daily work (96%).

19. Majority of respondents respond that knowledge of learning ideally is taught inductively is either agree or strongly agree by (96%) respondents.

20. Majority of respondents respond that knowledge of learning ideally is taught deductively is either disagree or strongly disagree by (80%) respondents.

Findings of Teachers' Data Regarding Principles/Laws of Learning taught in Teacher Education Program

1. Mostly, the participants respond that I have taught principles/laws of learning is either agree or strongly agree by (92%) respondents.

2. Many teachers responded that the focus law of readiness in teaching either agree or strongly agree (80%).

3. Most participants respond that I practice the law of exercise in my teaching is either agree or strongly agree by (60%) respondents.

4. Most respondents respond that I practice the law of effect in my teaching is either disagree or strongly disagree by (32%) respondents.

5. Respondents either agree or strongly agree with the statement I have taught secondary laws of Thorndike (60%).

6. Mostly, the participants respond that I practice scientific research in my teaching is either disagree or strongly disagree by (60%) respondents.

7. Many teachers responded that I had taught research paradigms to my students either agree or strongly agree, with (76%) of respondents.

8. Respondents agree or strongly agree with the statement that they have taught contemporary research practices (72%).

9. Majority responded that they had taught modern trends in education and either agreed or strongly agreed with (84%) of respondents.

Findings of Teachers' Data Regarding Assessment of Learning of Students about Learning Theories

1. Most of the participants respond that I assess students' learning of theories through written tests is either agree or strongly agree by (76%) respondents.

2. Most respondents respond that I assign a project to assess the learning of theories is either agree or strongly agree by (68%) respondents.

3. Respondents either agree or strongly agree to the statement, I take presentations to assess the learning of theories (56%).

4. Mostly the participants respond that I give an assignment to students to assess the learning of theories is either agree or strongly agree by (68%) respondents.

Analysis of Difference between Teachers' Opinions Regarding Gaps in Teaching Learning Theories in Pakistani Teacher Education Programs: Bridging Paradigm and Reality

In this section, we present the results of an analysis to determine whether or not there are significant differences in the educators' perspectives concerning gender, place of residence, designation, level of education, and years of experience in the classroom. One-way ANOVA and independent sample t-tests use to analyse the data.

Table 3: *Difference between Male and Female Teachers' Opinions*

Variables	Category	N	Mean	SD	Df	*T*	Sig.
Gender	Male	14	205.2143	12.91498	23	.463	.648
	Female	11	203.1818	7.48088			

The disparity in opinion between male and female educators is displayed in Table 3. The computed significance value (.64) is larger than the significance level (0.05), indicating that there is no statistically significant difference in teachers' perspectives on the subject of gender (male vs. female).

Table 4

Difference between Teachers' Opinions by Locality

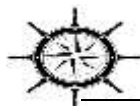| Variables	Category	N	Mean	SD	Df	*T*	Sig.
Locality	Urban	14	202.3571	12.39483	23	1.035	.311
	Rural	11	206.8182	7.96013			

Table 4 shows the difference between teachers by locality and the computed statistical significance. In other words, the value of 31 is larger than the 0.05 threshold, indicating that No discernible gap exists between the views of urban and rural teachers.

Table 5: *Difference between Teachers' Opinions by Designation*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	107.581	2	53.791	.447	.645
Within Groups	2645.859	22	120.266		
Total	2753.440	24			

Table 5 indicates the difference between teachers' opinions by designation qualification. The significance level (.64) is higher than the minimum acceptable value (.05). As a result, we conclude that there is no split in opinion among instructors based on their professional titles. The claim supports by the F value (.44).

Table 6

Difference between Teachers' Opinions by Academic Qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	802.495	2	401.247	4.525	.023
Within Groups	1950.945	22	88.679		
Total	2753.440	24			

Table 6 shows how teachers' perspectives vary depending on their level of education. The .02 significance value determined is lower than the.05 threshold, shown in the table. It demonstrates that there is no discernible difference in teachers' perspectives according to the level of education. The hypothesis supports by the F-value (4.52).

Table 7

Difference between Teachers' Opinions by Teaching Experience

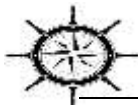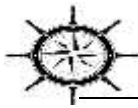|	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	590.248	3	196.749	1.910	.159
Within Groups	2163.192	21	103.009		
Total	2753.440	24			

Table 7 suggests that there is a distinction between teachers' views based on years of experience in the classroom. The p-value (.15) is larger than the.05 threshold for statistical significance (0.05). The results reveal that there is no discernible variation in teachers' perspectives across years of service. F-value (1.91), likewise, bolsters the case.

Findings of Students' Data Regarding Curriculum Development

The findings of this research study are given below.

1. Majority of respondents, 77.6%, responded that there is a curriculum development committee that decides the curriculum in the university.

2. Mostly, the participants (73.9%) responded that teachers of the content are involved in the curriculum design at my university.

3. 68.9% of students responded to the statement only university management decides the curriculum.

4. Many respondents, 71.0%, responded that only educational experts decide on a curriculum.

5. Majority of respondents that learning theory behaviourism is taught in teacher education programs either agree or strongly agree with (69.7%) respondents.

6. Mostly, the participants respond that cognitive learning theory is part of the curriculum of teacher education programs is either agree or strongly agree by (81.2%) respondents.

7. Many students responded that constructivism is included in the curriculum of the teacher education program either agree or strongly agree (75.3%).

8. Most participants responded that the humanism learning theory included in the curriculum of teacher education programs is either agree or strongly agree by (74.9%) respondents.

9. Many students responded that learning theory connectivism is included in the curriculum of the teacher education program either agree or strongly agree with (74.2%) respondents.

10. Respondents either agree or strongly agree that the transformative learning theory is included in the curriculum of teacher education programs (71.3%).

11. Most participants responded that social learning theory includes in the curriculum of teacher education programs is either agree or strongly agree by (79.6%) of respondents.

12. Many respondents responded that experiential learning theory includes in the
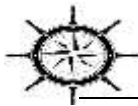
curriculum.

13. Mostly, teacher education programs either agree or strongly agree with (72.0%) of respondents.

14. Respondents either agree or strongly agree to the statement Trial and Error Theory of Learning is included in the curriculum of the teacher education program (76.8%).

15. Mostly, the participants responded that conditioned response theory is included in the curriculum of teacher education programs is either agree or strongly agree by (81%) respondents.

16. Many of the students responded that learning by insight theory is included in the curriculum of teacher education programs are either disagree or strongly disagree by (78.2%) respondents.

The Findings of Students' Data Regarding Learning Theories in Teacher Education Program

1. Respondents either agree or strongly agree with the statement "I have learned behaviourism" (73.9%).

2. Majority of the respondents respond that they have learned cognitive learning theory either agree or strongly agree with (82.6%) respondents.

3. Mostly, the participants who respond that they have learned constructivism learning theory is either agree or strongly agree by (65.1%) respondents.

4. Many of the students responded that they had learned humanism learning theory either agree or strongly agree (66.9%).

5. Most of the participants responded that they had learned connectivism learning theory either agree or strongly agree with (72.9%) respondents.

6. A lot of respondents respond that they have learned transformative learning theory and either agree or strongly agree with (70.8%) of respondents.

7. Respondents either agree or strongly agree with the statement I have learned social learning theory (78.5%).

8. Mostly, the participants respond that they have learned experiential learning theory is either agree or strongly agree by (69.7%) respondents.

9. Respondents either agree or strongly agree with the statement I have learned the Trial and Error Theory of Learning (75.2%).
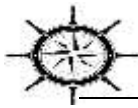
10. Majority of respondents responded that they had learned Conditioned Response Theory either agreed or strongly agreed by (73.6%) respondents.

11. Most of the participants respond that I have learned Learning by Insight Theory is either agree or strongly agree by (80.4%) respondents.

12. Many respondents responded that Learning theories are offered once in an academic session are either agree or strongly agree by (80.2%) respondents.

13. Respondents either agree or strongly agree with the statement Learning theories are offered repeatedly in an academic session (70.4%).

14. Mostly, the participants respond that the Theories of learning discussed in regular lessons either agree or strongly agree with (73.2%) respondents.

15. Participants either agree or strongly agree with the statement Learning theories are used in internships (71%).

16. Many of the students responded that students referred to learning theories in their daily work either agree or strongly agree (79.8%) of respondents.

17. Mostly, the participants respond that knowledge of learning ideally is taught inductively is either agree or strongly agree by (82.8%) respondents. Mostly, the participants respond that knowledge of learning ideally is taught deductively is either agree or strongly agree by (82.1%) respondents.

The Findings of Students' Data Regarding Principles/Laws of Learning Taught in Teacher Education Program

1. Mostly, the participants respond that they have learned principles/laws of learning either agreed or strongly agree by (76%) respondents.

2. Respondents either agree or strongly agree with the statement I have learned the law of readiness (75.2%).

3. Majority respond that they have learned the law of exercise either agreed or strongly agreed (72.5%) respondents.

4. Most of the participants responded that they had learned the law of effect and either agreed or strongly agreed with it (74.9%) of respondents.

5. Mostly, the participants respond that they have learned the secondary laws of Thorndike either agreed or strongly agree by (68.8%) of respondents.

6. Participants either agreed or strongly agree with the statement I have learned scientific research is (73.1%).

7. Many of the students responded that they have learned research paradigms either agreed or strongly agree with (71.6%) respondents.

8. Mostly, the participants respond that they have learned contemporary practices of research either agreed or strongly agree by (74.1%) respondents.

9. Respondents either agreed or strongly agree with the statement I have learned modern trends in education (73.8%).

The Findings of Students' Data Regarding Assessment of Learning Theories

1. Mostly, the participants respond that teachers give written tests to assess students' learning of theories is either agree or strongly agree by (53.8%) respondents.

2. Respondents either agree or strongly agree with the statement. I was assigned a project to assess my learning of theories (56%).

3. Majority respond that teachers take presentations to assess the learning of theories is either agreed or strongly agreed (47.7%) of respondents.

Analysis of Difference between Students' Opinions Regarding Gaps in Teaching Learning Theories in Pakistani Teacher Education Programs: Bridging Paradigm and Reality

This section illustrates the analysis of data to find the difference between students' opinions based on their gender, locality, discipline in which they are studying, and semester. One-way ANOVA and independent sample t-test were used to analyze the data.

Table 8

Difference between Male and Female Students' Opinions

Variables	Category	N	Mean	SD	df	*T*	Sig.
Gender	Male	311	173.8842	16.76631	619	1.203	.229
	Female	310	175.3065	12.35818			

The disparity between male and female students' perspectives is depicted in Table 8. The estimated significance value (.22) is greater than the significance threshold (.05), indicating that the views of male and female pupils do not differ from each other in a way that can be measured statistically.
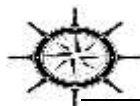
Table 9

Difference between Students' Opinions by Locality

Variables	Category	N	Mean	SD	df	*T*	Sig.
Locality	Urban	255	174.8353	16.18119	618	.321	.749
	Rural	365	174.4493	13.67282			

Table 9 shows the difference between students by locality—the computed value of statistical significance. As .74 is more than the 0.05 threshold for statistical significance, it may be concluded that by comparing the views of students in urban and rural areas, we find no discernible pattern.

Table 10

Difference between Students' Opinions by Discipline in Which Studying

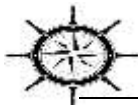|	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1178.243	3	392.748	1.816	.143
Within Groups	133471.497	617	216.323		
Total	134649.739	620			

Table 10 indicates the difference between students' opinions by discipline in which studying. The .143 significance value computed is larger than the.05 threshold shown in the table. This demonstrates that there is no discernible variation in students' perspectives across academic majors. Furthermore, the F value (1.81), which was previously mentioned, bolsters the argument.

Table 11

Difference between Students' Opinions by Semester

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	247.118	3	82.373	.378	.769
Within Groups	134402.621	617	217.832		
Total	134649.739	620			

Table 11 indicates the difference between students' opinions by semester. The calculated value of significance (.76) is larger than the minimum acceptable value of 0.05, as determined by the tabled significance test. This demonstrates that there is no discernible pattern in student feedback terms. The claim is also supported by the F value (.378).
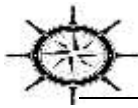
Conclusion

The first objective was to investigate how and why learning theories are taught in current Pakistani teacher education programs. The teachers revealed that their pupils had been exposed to a wide variety of learning philosophies and theories, including behaviourism, cognitivism, constructivism, humanism, connectivism, transformational learning, social learning, experiential learning, and the other ten listed above. They include the theories of trial and error learning, conditioned response learning, and insight learning in my lessons. Some learning theories are presented just once over a semester, whereas others are presented multiple times. Discussions of various learning theories throughout the class, in a perfect world, students would be taught inductively and deductively and would regularly draw on learning theories in their daily work. Learning should ideally be taught both inductively and deductively, and the students were overjoyed to have picked up on all of the aforementioned theories and practice through continuous discussion in class.

The second objective of the research was to identify the gap between paradigm and reality in teacher education. It has been established with educators that all major learning theories are covered in the course of their training and are routinely implemented in the classroom. The students were informed that their instructors used standardized tests, projects, and oral presentations to evaluate students' theoretical knowledge.

The study's third objective was to ascertain the differences between teachers' opinions regarding the gap between paradigm and reality in teacher education based on characteristics such as gender, location, occupation, education level, and years of teaching experience. There is no statistically significant variation in teachers' opinions by gender, location, job title, level of education, or years of experience in the classroom.

The fourth objective of the study was to ascertain the differences between students' opinions regarding the gap between paradigm and reality in teacher education by socioeconomic factors such as gender and location, discipline, and semester. It is found that the differences in opinion amongst educators are not statistically significant on the base of gender, locality, discipline, and semester.
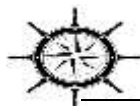
Recommendations

1. In light of the research results, most of the respondents are of the view that they do not practice the law of effect in their teaching. It's recommended that there should practice the law of effect in their teaching.

2. It is highly recommended that learning theories should practice in class.

3. Learning theories may repeatedly offer in an academic session.

4. There should be assigned a project to assess the learning of theories.

5. It is recommended that learning theories should implement practically.

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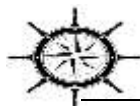
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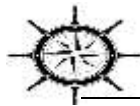
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