



Original Article

Teachers' Perspective on Teacher Education Program in Pakistan



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Abstract

This study aimed to understand teachers' perceptions about the impact of teacher education programs (B.Ed.) on their teaching practices in their classrooms. The study implied a qualitative approach, and the data collection was done through semi-structured interviews with 14 secondary school teachers. The data were analyzed using thematic analysis. The findings of the present study suggest that formal teacher education is helpful and progressive for teachers to gain practical pedagogical skills during their teacher education. Their learning during teacher education increased their confidence in teaching in the classroom. It also emphasizes that pre-service teacher education is essential for all teachers as it provides a valuable experience of teaching, and equips teachers with the tools and techniques to teach well. It helps them to be confident as a professional teacher. The study suggests an updated teacher training syllabus, which would include the development of teachers' soft skills and the opportunity to practice the methodology and skills they learned.

Keywords: Pre-service teacher education, Teacher education program, Teacher perspectives, Trained teachers

INTRODUCTION

The current study aims to investigate teacher perceptions about the pre-service teacher education program. According to research, the main goal of any institute that trains teachers is to provide them with the abilities, skills, and information they need to teach effectively in the real world. Thus, education may help people acquire the skills, knowledge, and habits they need to function productively in society (Amankwah, et al., 2017). Education is crucial to the growth of any culture, community, or country. Since the teacher is the central figure in education, their abilities, expertise, and attitude toward their jobs play an important role. Since the primary goal of teacher training programs is to prepare teachers with the necessary skills and knowledge, pre-service training is beneficial for everyone looking to become a teacher. The instructor significantly influences the success of educational goals and objectives. This implies that professional training should be provided to school teachers to ensure quality instruction.

Ndebele and Legg-Jack (2022) mention that after completing pre-service training, the teacher gets ready to teach the students effectively in the class. The acquisition of pedagogical knowledge had the most significant favorable influence on pre-service teachers, followed by system needs, character traits, modeling, and feedback. It enlightens the effectiveness of the pre-service teacher education. The teacher education institutions in Pakistan, under the guidance of HEC (Higher Education Commission of Pakistan) is educating future teachers through various teacher education programs. The purpose of conducting these programs is to produce quality teachers for better provision of education. Teachers get a chance to practice their learning during their instruction to become well-trained and qualified teachers. It is essential to review and find the impact of teacher education. This study aimed to present a review of the importance of teacher education programs. It mainly focuses on knowing the effectiveness of teacher education programs especially in the context of pre-service teacher training.

Problem Statement

The statement about how teachers perceive the outcomes of pre-service teacher preparation is what motivated me to do the research. Given that school administration frequently demands that teachers hold valid credentials, the question at hand is whether or not these metrics represent good teaching. The educational system may or may not be significantly improved by teachers having B.Ed. degrees. In this study, we will investigate the impact of pre-service teacher education on their capacity to instruct.

This study aims to ascertain the impact of a teacher-training educational program, as was clearly stated above. The current study will be helpful to teacher education institutions, people interested in educational policy, school administrators, and supervisors. Additionally, the curriculum wing will gain from this study. The study would inspire more research on the pre-service teacher training program.

Research Objective

The study will consider the following objectives for the study:

- To analyze pre-service teachers' education on teaching in order to understand the teachers' perspectives.
- To assess the difficulties the teacher educators must overcome.
- To differentiate between trained and untrained teachers.

Research Question

What do the teachers perceive of pre-service training programs?

LITERATURE REVIEW

A key component of improving teacher effectiveness to assess educational standards is their continuing education. To fulfil the high requirements of teaching, teachers must get training to function effectively in classrooms or schools. Without a doubt, the programs for teacher education have been created with the same goals in mind. To determine whether or not these programs are meeting the demand, it is also necessary to assess their efficacy. These programs have a specific objective, and understanding it is essential to evaluate their effectiveness.

Purpose of Teacher Training

The necessary elements of teaching programs are the techniques and methods of instruction. Programs for teacher training are established to help teachers become more confident while also giving them access to new information, abilities, and teaching strategies. According to D'Intino and Wang (2021), pre-service teachers who are hired in the workforce will probably need more professional training and assistance to successfully differentiate their education to suit the requirements of various student groups. According to Masood, et al. (2022), the number of students in a class, teaching a subject that is unrelated to the major, availability of furniture, using methods for students with different abilities, identifying and dealing with individual differences, demands from the cooperating school teaching extra classes outside the regular class periods. While instructing in the classrooms, teachers face several difficulties. The teacher education program aims to provide teachers with the skills they need to deal with these issues. Here, we can state that research demonstrates that classroom management training programs for teachers were created.

In the opinion of Nadeem, et al., (2013), teacher training programs are believed to aid teachers in developing their skills and subject-matter knowledge. Teachers must recognize and learn about a variety of areas, such as discipline upkeep, preparing lessons, teaching strategies, children's psychological needs, classroom management, societal impact on education, developing curriculum, pedagogies, student counselling, and assessment procedures. The three main areas include student counselling, teaching, and leadership skills, where teachers should specialize are listed in the article. These are the primary techniques and considerations for developing teacher training programs.

Role of Teachers

Javed, et. al. (2012) contend that it is necessary to recognize the contribution that teachers make to bring improvement in education since they provide high-quality instruction to uphold the standard of education. In this regard, the teacher training program should follow the targeted level of instruction before delivering the training to the teachers. The essential education will depend on the demands of the country or the moment. Due to the fact that teachers are members of a society that is concerned with the welfare of the next generation, preparing before teaching is essential. According to Armstrong (2007), it is crucial to understand teacher perspectives on the training programs. As a result, training should prepare teachers to instruct while considering academic requirements. Supporting teachers is crucial (Kayode & Ayodele, 2015) to provide children social, physical, and cerebral skills they require. Teachers in Pakistan are expected to perform tasks other than teaching as per the local conditions. As a result, the emphasis of the training is on preparing teachers for not just the demands of the classroom, but also for the requirements of the students and the society at large.

Professional knowledge, professional skills, and professional attitude are the three main facets of a teacher's job. Teacher education curricula should be developed and implemented at the state level, and all institutes that educate teachers should adhere to them (Armstrong, 2007). To instruct their pupils in a subject, teachers must possess the necessary subject-matter expertise. To develop assessments and reports for successful learning, teachers must have an understanding of how students learn. It has been noted that teacher training programs assist teachers in maintaining their professional level of knowledge, abilities, and tactics in response to demanding expectations. To manage their classes and successfully interact with students' issues and concerns, teachers need to have a professional level of experience. The goal of educational institutions across the world is to generate skilled and well-equipped individuals. Therefore, the purpose of the teacher preparation programs is to develop teachers according to demand. Understanding how teacher training programs assist them in understanding what makes a successful teacher is essential. Schacter and Thum (2005) claim that to overcome obstacles and achieve exceptional teaching, teachers should be able to manage classroom activities to attain educational objectives.

Scholarly Review

According to Killion and Gudmundsen (2005), it is erroneous for teachers to think that altering the teaching and learning process can be accomplished by a single-teacher training course. According to Pianta, et al., (2005), an appropriate and standardized method of teacher preparation should help determine the real needs for effective classroom operations. In addition to acting as training sessions, it should help the teachers with their continuing concerns with instruction. In addition, the goal of teacher education should be to provide teachers with the knowledge and abilities necessary to manage the challenges they encounter daily in the process of learning and teaching. In addition, individuals get prepared for their responsibilities as teachers, which aids in developing positive habits. Teacher education includes developing a teaching and experience-oriented mentality. It also helps a teacher develop as a teacher-learner. As a result, teachers are helped to learn and practice teaching via professional educational training. A teacher who follows the teacher training course will be able to meet the needs of the classroom and society. A teacher who has successfully finished a suitable curriculum for teacher preparation may also maintain academic quality. Examining how a teacher training course affects their professional growth is the primary goal of this study.

METHODOLOGY

The qualitative research approach has been used to perform a thorough analysis of the issue. We may follow a process with the qualitative research approach that enables us to gain a thorough understanding of the topic or problem. In-depth perceptions of the trainees would reaffirm the findings of other studies. Professionally qualified teachers from various schools in Karachi were selected to gain data. Usually, it is possible to find trained teachers from the schools of Karachi. The researcher was purposively required to analyze the data thematically, so he chose to interview the secondary school teachers. The purposive sampling method was used to collect data efficiently. Teachers gaining at least four to five years of teaching experience with a B.Ed. qualification from private schools in three towns of Karachi were selected to collect the data.

The sample size comprised 14 primary and secondary school teachers with training from various Pakistani institutes of education. The demographic characteristics of the teachers who were interviewed are listed in Table I. Two (42.8%) male teachers and 14 (57.14%) female teachers made up the entire group. Most (71.42%) were between the ages of 30 and 36. They were all certified B.Ed. teachers. All teachers mentioned their schools in the surveys.

Table I
Demographic Characteristics of the participants

Code for Participants	Years of Teaching Experience	Male/Female	Age
R-1	6	Male	48
R-2	5	Female	39
R-3	5	Male	29
R-4	7	Female	34
R-5	6	Female	38
R-6	6	Male	40
R-7	6	Male	38
R-8	5	Male	39
R-9	6	Female	36
R-10	6	Male	43
R-11	6	Female	38
R-12	6	Female	38
R-13	5	Female	35
R-14	5	Male	38

Twenty B.Ed. teachers from 16 secondary schools, both urban and rural, large and small, situated in three locations in Karachi, Pakistan, were requested to participate in the study. These teachers had finished their B.Ed. degrees one to two years prior to the study date. Participants in the research ranged in age from 28 to 47, with an average age of 34 years, and included 8 women and 6 men. The researcher conducted interviews with all 14 agreed-upon teachers from 11 schools in the towns mentioned above in Karachi as part of the study ranging from November 14 to November 24, 2022. The respondents' current place of employment, the school, served as the setting for the interviews. Both Urdu and English were used for the interviews.

Tool for Research

The interview guide was used to conduct interviews, which the author piloted.

The interview guide carried the following questions:

1. Describe your experience of doing B.Ed.
2. How did your B.Ed. training help you in your teaching career?
 - How did B.Ed. improve your teaching?
 - How did B.Ed. improve your teaching methodology?
 - How did B.Ed. improve your classroom management?How did B.Ed. improve your lesson planning?
 - How did B.Ed. improve your confidence as a teacher?How did B.Ed. improve your counseling to students?
 - How did B.Ed. improve your assessment methods, for example, test or exam preparation?
3. What difference did you feel in yourself after doing B.Ed.?
4. What problems have you faced related to your classroom teaching?
5. Are there any aspects of your education for which your B.Ed. has not prepared you?
6. Do you feel that you need further training to improve your teaching? If yes, please explain the areas.
7. Would you recommend the B.Ed. program to others?
 - If yes, why?

Or

- If not, why not?

Data Collection

The participants were interviewed face-to-face at their schools at a time and place that worked for them. The researcher conducted the interviews, which usually lasted 45 to 60 minutes. These were later recorded and transcribed. After 10 interviews, the researcher detected data saturation. The researcher used inductive thematic analysis to analyze the data. The researcher first listens to the audio of the interviews, prepares and carefully reads the transcripts, takes meticulous notes on the thoughts, and then begins to analyze the data by creating preliminary codes. Multiple coding was used by the researcher to increase credibility. The researcher initially independently coded each interview. To create and organize a coding framework, he improved the codes. After the entire set of data was coded, he came up with 14 acceptable themes. The four final key topics provided here were developed by the researcher from these initial ideas.

RESULTS & FINDINGS

The study reveals the following results:

Focused Summary Themes

The focused four themes are:

- Experience attending pre-service training
- Benefits of pre-service teacher training in the profession
- Problems Faced after the pre-service training
- Suggestions for improvement of pre-service teacher training.

Table 2 represents the summarized themes. The experience of the teacher has also been quoted.

Review of pre-service training. The theme Experience of attending pre-service Training captured what experience the teachers had through teacher training programs and how they got prepared to teach in the classroom.

Table 2

Summarized Themes After Analysis

Concise Themes	Codes Focused
Review attending pre-service training	<ul style="list-style-type: none"> • Gained experience of learning to teach • Gained different teaching techniques. • Got help to manage class activities.
Benefits of pre-service teacher education in the profession	<ul style="list-style-type: none"> • B.Ed. is helpful for teaching career. • Confidence level increased • Teaching improved
Problems faced by the trained teachers during teaching	<ul style="list-style-type: none"> • Time management problems • Soft skills were not developed in the training.
Suggestions for improvement of pre-service teacher education program	<ul style="list-style-type: none"> • Revised teacher training syllabus as per modern needs • Increase the duration to practice learnt methodologies and techniques during training • Plan to work on soft skills of teachers during training

Experience in Attending Pre-Service Training

The pre-service training gave the teachers significant hands-on instruction experience. They felt the difference in their own lives. As the three respondents revealed, "I learned new ways of teaching and evaluation. We were astonished in several areas as we learned how different strategies would be employed to encourage the kids. Working on these items was a worthwhile experience, especially when applying methods to teach various courses. Some people also considered it to be a challenging experience, as respondent one stated, "It was a difficult period. Yes, we had to endure challenging coursework." People

gained experience with self-confidence in different ways when engaging in instructional activities and learning new abilities, as respondent number six replied, "I found myself courageous, confident, and my motivational skills were improved." It seems through this reply that pre-service training increased self-confidence and inspired the person to develop as a capable teacher.

Benefits of Teacher Education to Become Professional

Teachers shared their views about the various advantages of the pre-service teacher training program, with one of them saying, "I got help in my career because of B.Ed. training." Getting a job was beneficial for teachers and aided them in their regular teaching practices, it was discovered throughout the study. Teachers often prepare lessons and the training has given them a variety of ways for doing so. Another respondent stated, "I feel proud when I plan my lessons and before I go to my class," while one of the respondents stated, "We did not know about lesson planning before B.Ed." Lesson planning skills are taught throughout the program, and teachers use them to create engaging lessons that have positive effects on their students. The teachers were able to competently manage their classes by using the classroom management strategies they had learned and practiced throughout the training. According to one of the responders, "We learned to get students' attention through classroom activities, it helped us to preserve discipline in the classroom." Additionally, training helped to counsel the students, and teaching methodology improvement, thus gaining support for evaluation and assessment procedures.

One of the responders commented, "I learned various teaching techniques, and we learned various teaching philosophies." In a similar vein, another responder noted, "We improved our counselling skills," adding that "it was complicated before B.Ed. to tackle different behaviours in the class." Another person noted, "Learning how to assess students using different methods for different manners was learned through B.Ed." In light of the information given above, we can conclude that pre-service training offers teachers a variety of methods for handling problems that arise regularly when teaching while still achieving the desired results.

Problems Faced by The Trained Teachers During Teaching

Teachers discussed several challenges faced by them during their teaching. For instance, they found themselves unprepared for the necessary soft skills. One respondent stated that "Soft skills should be improved in B.Ed. training." Through these remarks, we can see that throughout the training, there was less effort put towards enhancing the trainees' soft skills. Additionally, it was found that teachers were given less chance to apply the skills they had learned during their training. During the investigation, it was discovered that management and leadership skills were two areas for which teachers had not received the necessary training. One of the participants mentioned, "There were no implementations of learned techniques during training," Another teacher chimed that "I need more training in leadership, management, and development." Thus, according to the respondents, the leadership and management area was not entirely addressed throughout the training.

Suggestions for Improvement of Pre-Service Teacher Training

Although the teacher training program is beneficial to teachers, it can constantly be improved. This study offered insightful recommendations for enhancing pre-service teacher preparation programs. According to one of the respondents, "In this modern and fast era of technology the B.Ed. courses should be revised." The primary recommendation was to update the B.Ed. curriculum to reflect contemporary demands. Another person who responded in the same manner said, "I feel the B.Ed. syllabus should be revised because many outfit topics have no grace." According to the majority of respondents, the curriculum matters. There was one further recommendation that more practice time be provided throughout the teacher training program. One of the students stated, "There was no implementation of learnt methods during the short span of training."

DISCUSSION

This qualitative research emphasizes how B.Ed. training affects teachers. While learning how to teach, the teachers obtained helpful experience. Their confidence level grew as a result of practising what they

had learned throughout training. In the training process, they acquired valuable talents. The training process, in the opinion of the professors, was distinct from other academic disciplines. The teachers found this to be a lot more practical, simple, and knowledgeable while they were studying. Learning methods for teaching various subjects was a worthwhile experience. These findings are similar to that of Suleman, et. al. (2011), who claimed that the B.Ed. program material is straightforwardly stated and written in an instructional style for easy comprehension. On the other hand, some B.Ed. training components were challenging due to limited time. The data also indicates that some people found the training program to be challenging since they had trouble managing their time. This conclusion is similar to that of Hobson (2002), who discovered that while a decent course has been developed for teacher education, it still needs some attention because it is challenging to schedule enough time to complete it.

The B.Ed. program is advantageous for teachers, according to the study. Findings led to the realization that training makes everyday classroom activities feasible. The instruction enables the teachers to devise efficient lesson plans, run orderly classrooms, set up efficient assessments, and employ efficient teaching strategies. The teachers believed they had gained practical abilities and information to use in their pedagogical practices. The results of this research are similar to the findings of Nadeem, et. al. (2013), who discovered that this program assisted teachers in developing and utilizing new teaching techniques. In order to successfully prepare their lessons, teachers might use information technology to further their professional knowledge. The study also brought to the limelight that teachers benefit from training when providing student counselling. Teachers get skills via training. Well-trained teachers who are equipped better deal skillfully with the challenges they experience daily in the classroom. This conclusion is similar to that of Subedi (2015), who discovered that training programs aid teachers in increasing their degree of self-assurance when carrying out instructional activities in classrooms.

Teachers lack the necessary skills in various areas. For instance, the primary issue that teachers identified was the growth of soft skills. Since the importance of soft skills was not addressed during training, teachers had challenges when they entered the classroom. They experienced difficulty dealing with the senior staff members' ignorance as well as managing their concerns and challenges while educating. The lack of practice time during training is another issue that has been identified. This finding is similar to that of Gujjar, et. al. (2010), who discovered that effective teaching practice should be used during the training program to develop a professional attitude in the teachers. They also found that as modern educational trends are introduced, it is essential to extend the amount of time practiced on newly acquired skills. This is a significant problem that was clearly identified throughout the research. In reality, the teacher training program is not competently run.

The analysis also offers some recommendations for enhancing the B.Ed. training program. The subject of the B.Ed. curriculum came up in the conversation. The B.Ed. curriculum does not meet contemporary standards. Any training program's curriculum is crucial and should occasionally be changed. It was discovered during the research that the B.Ed. syllabus is out of date. This conclusion is similar to that of Malik and Urooj (2012), who found that since curriculum reform is not completed on time, we are moving away from successful growth. Additionally, they are adamant about making improvements to the courses.

Given that current trends in schooling have been measured, periodic modifications are actually necessary. Through research, specific perspectives have been discovered that could improve B.Ed. Based on the teacher's perceptions, the present study suggests the following ideas:

- Updated teacher training syllabus to reflect current requirements.
- Extend the time spent using the approaches and procedures that were learned throughout training.
- During training, make plans to build on the soft skills.

Implications of the Study

This research is beneficial for learning more about institutions of teacher training and curriculum for government, HEC, curriculum wing, and institutions that educate teachers. This study will offer up-to-date information on the problems encountered by B.Ed. program's current state and their potential

remedies.

Recommendations

The analytical results and study findings led to the following recommendations:

- HEC should assess the efficacy of the training provided by the teacher training institutes.
- In order to maintain the calibre of training, teacher training institutes should try to meet the training requirements in accordance with contemporary needs.
- Policymakers can encourage a more extensive discussion of such fundamental ideas inside the industry.
- Schools ought to encourage teachers to pursue professional teacher education or training.
- Schools should draw attention to problems that arise in the classroom and whose solutions should be taught to teachers.
- The education sector should revise the curriculum for teacher education programs.
- The education sector has to act quickly to address the current demands placed on teacher preparation programs.

Competing Interest

The author had no competing interests.

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