

AN EVALUATION OF PUBLIC SECTOR TEACHER
EDUCATION PROGRAM IN KHYBER PAKHTONKHWA



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Ph.D

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PROGRAM IN KHYBER PAKHTONKHWA



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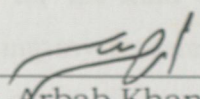
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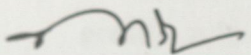
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APPROVAL SHEET

The thesis titled "**An Evaluation of Public Sector Teachers Education Program in Khyber Pakhtunkhwa**" submitted by Mr. Amjad Reba is accepted in partial fulfillment of the requirement for the Degree of **Doctor of Philosophy in Education** with specialization in **Teacher Education**.


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DEDICATION

*This Thesis Is Dedicated To My family Who's Love, Trust
& Encouragement at Every Point Made Me Able to
Complete This Work, ..*

AMJAD REBA

ACRONYMS

ACTE	Accreditation Councils for Teacher Education
ACEID	Asian Conference of Educational Innovation Development
ADP	Asian Development Bank
ADO	Assistant District Officer
AED	Academy for Educational Development
AEPAM	The Academy of Educational Planning and Management
AIOU	Allama Iqbal Open University
AKU	Aga Khan University
B.Ed.	Bachelor of Education
CIDA	Canadian International Development Agency
CT	Certificate of Teaching
D.Ed	Diploma in Education
DCTE	Directorate of Curriculum and Teacher Education
DFID	Department for International Development
DSD	Directorate of Staff Development
DO	District Officer
EDO	Executive District Officer
EFA	Education for All
ESR	Education Sector Reforms
FA	First of Arts
FBT	Field Based Training

F.Sc.	First of Science
GCET	Government College for Elementary Teachers
GTZ	German Agency for Technical Cooperation
HEC	High Education Commission
IED	Institute for Educational Development
IER	Institutes of Education and Research
INSET	In-Service Education and Training USAID
KPK	Khyber Pukhtunkhwa
M.Ed.	Masters in Education
M.Phil	Masters of Philosophy
MA	Masters of Education
NAP	National Action Plan
NCTAF	National Commission on Teaching and America's Future
NEPs	National Education Policies
NEAS	National Education Assessment System
NITE	National Institute of Teacher Education
NGOs	Non Governmental Organizations
OECD	Organization for Economic Cooperation and Development
Ph.D	Doctor of Philosophy
PITE	Provincial Institute for Teacher Education
PRP	Provincial Reform Program
PTAs	Parent-Teacher Associations
PTC	Primary Teaching Certificate
rites	Regional Institutes of Teacher Education

TTIs	Teacher Training Institutes
TOs	Training Outposts
TRCs	Teacher Resource Centers
UNDP	United Nations Development Program
UNESCO	United Nations Education, Scientific and Cultural Organization
UNO	United Nations Organization
USAID	United States Agency for International Development
USDOE	U.S. Department of Education

Abstract

The purpose of this study was to evaluate the teacher education program in Khyber-Pakhtonkhwa based upon a survey and interview of the directors, principals, teachers and trainees perceptions, so as to identify the effectiveness and expected benefits of the program. The objectives of the study were, to point out perception of the trainees of different programs related to different aspects of teacher education institutes, to compare the perception of elementary and secondary trainee teachers related to different aspects of teacher education institutes and to suggest a ten year action plan for teacher education institutes in Khyber-Pakhtonkhwa. To obtain quantitative and qualitative data in the study, mixed methodology was used which employed a survey questionnaire with 72 items and interview contained 20 items grouped under seven broad categories that is learning aids/technology, curriculum & courses, admissions, teaching & learning, evaluation, research activities and teaching practice. Ten regional institutes for teacher education (RITEs), five each male and female and five institutes of education and research (IERs) Similarly, 50 trainees and 05 teachers' from each institute were also selected randomly. The total sample includes 750 trainees, 75 teachers and 15 principals/ directors. Survey questionnaires received from trainees were 600 with 60 from teachers and 16 from directors and principals. The data were collected through survey questionnaires from the teachers, trainees' responses. Interviews from directors and principals focused on the different aspects of teacher training institutes program in Khyber-Pakhtonkhwa. The data gathered through these various sources were triangulated to enhance the quality or the reliability of the data. To analyze quantitative data, statistical procedures were run using SPSS version 16.0. Teachers and trainees perceptions about the teacher education program were analyzed by using descriptive statistics (% , frequency). Secondly, the Kruskal Wallis H test was implemented to examine the difference between different programs trainee teachers and elementary and secondary level respondents. It was also used to examine the difference in the teacher's status and about different aspects of teacher education program. The Mann-Whitney U test was used to test the difference of different aspects regarding teacher education program such as gender and between teachers and trainees. As for as qualitative data analysis is concerned, the results from the interview with directors and principals were documented, while taking notes by the researcher. With some adaptation, the analytic approach was used for the analysis of qualitative data in this study.

It was found that up to 47% trainees and 33% teachers do not have internet facility in their institutes. Nearly 40% of the trainees revealed that seminar, work shop and conferences were not carried out in the institutes. Half of the teachers and trainees responded that curriculum can not accommodate individual differences and aims can not be achieved through the present curriculum. Most of the 78.5% trainees and 78.3% teachers admitted the fact that faculty members were cooperative. Approximately 61.7% teachers and 47.7% trainees reported that there were hindrances in the teaching learning process. According to 35.3% of trainees 46.7% teachers malpractices were observed in examination. As far as the procedure of the lesson plans is concerned 47.3% trainees and 70.3% teachers admitted that they were outdated and about 70% trainees and teachers responded that lesson plan need modification. It is concluded that there was a difference between different aspects of programs. There was a difference between different aspects of programs and different

levels (ie elementary and secondary) for admission and research activities scales and levels among the respondents with marginal significance for evaluation.

The qualitative data reflect broad consensus that access for every learner to modern technology could be made possible. There is always a strong base for the argument about the need for allocation of budget to education. As reflected by the respondents, curriculum must be equipped with the national and international requirements. The curriculum of all teacher training institutes needs proper modifications. The situation is further compounded by the fact that many teachers join teaching by chance not by choice. So it is obligatory to conduct aptitude tests before admission. The data reflect broad consensus that trainees need active participation so passive listening on the part of the learner may be avoided. The teacher should take initiative to use the learning aids properly and activate the learner. Most of the participants of this study tend to concentrate upon the use of assessment in different ways and before assessing the learner have to know about the nitty gritty of assessment. The data reflect broad consensus that a teacher may be a good researcher and must be able to tackle classroom problems. There is a need to link research with practice in order to facilitate learning and school life as a whole. It is recommended that all vacant posts in teacher training institutes may be filled, to introduce modern assessment techniques, to strengthen teaching practicum and improve research activities in teacher education institutes. An action plan was launched for further implementation.

TABLE OF CONTENTS

CHAPTER	PAGE
I INTRODUCTION	
1.1 Introduction	1
1.2 Theoretical framework	6
1.4 Significance of the study	8
1.5 Statement of the problem	10
1.6 Objectives of the study	10
1.7 Delimitation of the study	10
II REVIEW OF LITERATURE	
2.1 Review of Literature	11
2.2 Teacher Education in global perspectives	13
2.3 Teacher education in Pakistan	20
2.4 The Decline of status	29
2.5 Education policies & Teacher Education	34
2.6 Critical analysis of Teacher education	41
III METHODOLOGY	47
3.1 Method and Material	47
3.2 Research Population/ Sample	47
3.3 Instruments used	50

3.4	Procedure	51
3.5	Pilot testing	52
3.6	Ethical consideration	53
3.7	Data Analyses	53
3.8	Hypotheses Tested	54
IV	METHOD & PROCEDURE	56
4.1	Trainees Perception	57
4.2	Teachers Perception	70
4.3	Director/Principal Perception	90
4.4	Results from qualitative data	104
V	FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	114
5.1	Findings	114
5.2	Conclusions	1
5.3	Discussion on qualitative data	117
5.4	Recommendations	126
5.5	Action Plan	128
	BIBLIOGRAPHY	134
	APPENDICES	
A	Interview schedule for Director/Principal	146
B	Survey questionnaire for Teachers	156
C	Survey questionnaire for Trainees	160
D	Consent Letter	164
E	Mann-Whitney Test by sex	165

F	Mann-Whitney Test by profession	168
G	Kruskal Wallis test by taking program as grouping	171
H	Kruskal Wallis test by taking level of course	175

LIST OF TABLES

TRAINEES PERCEPTIONS

PAGE

Table 4.1. Distribution of the respondent student's regarding learning Aids/technology and Teacher Education Program	57
Table 4.2 Distribution of the respondent student's regarding curriculum and Teacher Education Program	59
Table 4.3 Distribution of the Respondents Student's regarding Admissions and teacher education program	61
Table 4.4: Distribution of the Respondent Student's regarding Teaching Learning and Teacher Education Program	63
Table 4.5: Distribution of the Respondents Student's regarding Evaluation and Teacher Education Program	65
Table 4.6: Distribution of the Respondent Student's regarding Teaching Practice and teacher education program	67
Table 4.7: Distribution of the respondents student's regarding research activities and teacher education program	69
Teacher's Perceptions	
Table 4.8: Distribution of the Respondent Teacher's regarding Physical Facilities and Teacher Education Program	70
Table 4.9: Distribution of the Respondent Teacher's regarding Curriculum and Teacher Education Program	72
Table 4.10: Distribution of the respondent teacher's regarding admissions and teacher education program	74
Table 4.11: Distribution of the Respondent Teacher's regarding Teaching learning and teacher education program	76

Table 4.12: Distribution of the respondent teacher's regarding evaluation and Teacher Education Program	78
Table 4.13: Distribution of the respondent teacher's regarding teaching practice and teacher education program	80
Table 4.14: Distribution of the respondent teacher's regarding research activities and teacher education program	82
Table 4.15: Independent-sample t-test and Mann Whitney u test of scales and profession among the respondents.....	83
Table 4.16: Independent-sample t-test and Mann Whitney u test of scales and gender among the respondents	84
Table 4.17: kruskal wallis u test of scales and different programs among the respondents	85
Table 4.18: kruskal Wallis u test of scales and different status among the respondents	87
Table 4.19: Kruskal Wallis U Test of Scales and Different Levels among the Respondents	88

CHAPTER I

INTRODUCTION

Education is to develop the mind and equip the learner to deal with reality. This is a sort of training to think, to understand, to integrate and to prove. The knowledge of the past has to be transmitted to the learner so as to gain knowledge of the present and future. The central task of education is providing facilities to the child. The purpose of education is to teach, to think rationally and to leave a man in condition of continuously asking questions (Teacher mind.com, 2002). According to article A of the constitution, every child has the right to education, so opportunities for education would lead towards the socioeconomic development of the country. The Government has emphasized not only on the quantitative expansion but also on quality of education (Shah, 2003). The Government education policy (1998-2010) and the education sector reforms (ESR) action plan 2002 – 2006 endorsed that quality of education as the key to success. They linked quality of education with teacher training. The world education Forum, Dakar Framework of Action (2000), stated that:

“Improving all aspects of the education and ensuring their excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, and essential life skills”. Article 7(vi).

The education commission 1964-66 observed that there are so many factors which affect the quality of education and its contribution to socioeconomic development. It is obligatory to improve the criteria for appointment in education. Teacher education provides an opportunity to the teachers to minimize the evils of “hit and miss” process; and save time, energy, money and trouble of the teacher and the taught. It is that knowledge, skill and ability which are relevant to the life of “Teacher as a Teacher”. A course in teacher education should seek to reshape the attitudes, remodel the habits and, in a way, to reconstitute the personality of a teacher (AIOU, 2007). It is very important for an individual joining the teaching profession to be properly trained in order to perform efficiently according to expectations and the duration of the training must be for a long enough period of time. Very few of those wishing to join the profession are gifted teachers, whereas the majority of the recruits need proper training in order to act purposefully. Existing training facilities to the

teacher are to be remedied. Since 1947 all education policies emphasize on the improvement of education institutes. National education policy (1970) emphasized on decentralization in education to make sure the academic excellence and financial freedom which is needed for the smooth running of educational institutes at all levels.

National education policy 1998-2010 pointed out that the teacher education institutes are lacking of facilities, equipment, furniture, learning materials and updated technology, books and other helping aids. The trainers require these facilities for effective teaching learning process. These institutes also need accurate supervision. This policy further emphasized that the teacher education institutes are having financial problems and are not properly equipped to fulfill the needs of a quality teacher training program. National action plan 2002-2006 established National Education Assessment system, the main objectives of this project was to assess performance of teachers and educational institutions by relating it to the learning achievements of students. The action plan expressed the need of those international, national and regional institutes having the expertise in assessment to be linked with the Pakistani institutes for the capacity building.

The Higher education commission (2005) aimed to encourage institutions to enhance the quality of education, promote the prevailing teacher training programs and conduct research for the promotion of education in Pakistan. National Action Plan (2002- 2006) focused on institutionalizing the incentives and accountability of the system for teachers to improve their performance. In order to achieve quality education, the teacher training program, particularly, teacher education institutes need to be equipped and improved. Teacher education universally recognizes that the quality of education is dependent upon the quality of teaching. If the teachers are well-trained and highly motivated, learning will be enhanced. Conversely, if the teachers are ill-trained and poorly motivated, learning will be diminished. Acceptance of this linkage often results in emphasis on teacher education. But teacher training is not a cure all for educational ills.

Hayes (1987) argued that it is unreasonable to expect that teacher education will be better than that support by other elements of the system. To improve upon the quality of education, educational planners often stress the need for better pre and in-service training of teachers. Different types of institutions in the public and private

sector are involved in imparting pre-service and in-service education to prospective and serving teachers in Khyber-Pakhtunkhwa.

According to the Directory of Teacher Education Institutions in Pakistan (USAID & UNESCO, 2009), altogether there are 83 institutions (28 in public sector and 55 in private sectors) providing teachers education in KPK. Pakistan Education Statistics 2008-2009 (AEPM, 2009) reports 33 teacher training institutions (27 public sector and 7 private sector) working for teacher education in the province. The Bureau of curriculum was established in 1972. In 1983 the status of the institute was raised to Bureau of curriculum and Education Extension services. In 2001, the status was revised as Directorate of curriculum and Teacher Education (DCTE). One of the primary functions of DCTE is to assist in development and review of curriculum and textbooks from early childhood to grade 12. DCTE manages 20 Regional Institutes for Teacher Education (RITE) and two specialized institutions spread through out KPK. The planning, management, supervision and assessment of RITEs are a regular feature of DCTE's annual scope of work. DCTE is the examining body for Diploma in Education, Certificate in Drawing Master, Junior Diploma in Physical Education, and Certificate in Agro Technical. The conventional PTC and CT courses have been abolished recently and the ADE associate degree in Education is introduced for which RITE affiliated with their respective universities. Originally, Regional institutes for teacher Education (RITE) were established as government colleges of Elementary Teachers (GCET). The institutes underwent a restructuring process and were converted to (RITE) in 2002. The RITE serves as the extension arm of the DCTE reaching out to the teacher at the district level. Their main responsibility is teacher training (Documentation & Institutional Assessment of DCTE, 2008).

The Provincial Institute of teacher education (PITE) in Khyber-Pakhtunkhwa provides in-service training to teachers. The government of Pakistan launched "Teachers Training Project" in all the four provinces of Pakistan including KPK in 1979. The teacher training project with the name of Provincial Institute of Teacher Education (PITE) was established in Khyber Pakhtunkhwa in October 1993 with the main aim to assist Government of Khyber Pakhtunkhwa to improve the access and quality of teachers, education. PITE has started its journey with launching of the Diploma in Education (10+3 and 12+11/2) which will bring a revolutionary change in

the pre-service of teacher education in Pakistan. As an action research completed, Diploma was replaced by PTC&CT in the Government Colleges for Elementary Teachers throughout the province. Alongwith the experimentation in pre-service, PITE is busy imparting in-service training to all the categories of teachers, i.e, primary, middle, secondary teacher educators and administrators in the province. Wherever required, PITE utilizes the services of renowned educationists (retired) and visiting professors in the activities performed on its premises. The other institutions responsible for the provision of graduate and post graduate level teacher education are the Institutes of Education and Research (IERs) located in Peshawar, Mansehra, Dera Ismail Khan, Bannu and Kohat and constituent institutions of Peshawar, Hazara Bannu, Kohat and Gomal Universities respectively (USAID & UNESCO, 2009). Now recently, Mardan, Swat and Malakand universities also started B.Ed programs. IER's are plying a major role in providing both pre-service and in-service trainings. The degrees offered in these institutes are B.Ed, M.Ed, M.Phil and Ph.D. except B.Ed all other degrees are research-based. As far as in-service teacher education or training (INSET) is concerned, generally there are four different types of in-service education opportunities available for practicing teachers in Khyber-Pakhtunkhwa. These include in-service training of untrained teachers by providing three months training; refresher courses for existing staff, nongovernmental organizations and private sector started funded projects for in-service training of government teachers (Shah, 2000; UNESCO, 2008; USAID & UNESCO, 2005).

The poor quality of training is also evident from the fact that the participants of this study who have participated in the courses offered by public sector teacher training institutions are of the view that, in terms of learning and professional development the courses, particularly pre-service courses such as PTC, CT, B.Ed. are not very much beneficial since they do not prepare them for the work and the complex situations they face in the classroom. However, the only rationale or attraction for attending these conventional courses is the label of "being trained" which increases the likelihood of employment for beginners, offers upward movement opportunity for and brings monetary benefits to increase in salary is linked with acquisition of training certificate to in-service teachers. Thus, the need is to redefine or reorient the underlying purpose of teacher education making it a true means of teachers' learning

and development in Khyber-Pakhtunkhwa.

AED (2006) & Hayes (1987) were are view that there is hue and cry for putting an accountability system in place. There is a distinct lack of public accountability in how education and continued professional development of teachers' and other education professionals are managed. Unfortunately, there is no intention to bring various public and private sector teacher training institutions under the influence of a centralized policy regime. Thus, as pointed out by the teachers, the distinct lack of public accountability in the teacher education system in Khyber-Pakhtunkhwa has led to substandard teacher education programs offered by different institutions in the public as well as in the private sectors.

The teachers' experiences seem to be consistent with the opinions expressed in various government reports about the quality of teaching at training institutions. The report describes teaching in the main teacher preparation classrooms as being predominantly conventional requiring learners to memorize information from course books to produce it in the examination. The dominance of theory and exam-oriented teaching characterized by lecturing and dictation persist at teacher preparation courses. It implies that modern and interactive teaching methods that may involve group work, presentations, literature review, discussions and project or research type activities or problem solving are almost non-existent. The theories of learner-centered learning such as group work, cooperative learning and problem-solving are taught to the trainees through lecture instead of practicing by the instructors. The trainee teachers, when they go to their classrooms, teach the way they were taught through lecture and didactic (Government of Pakistan, 2007).

The National Educational Policy 2009 underscores the need for seeking innovative, cost effective ways to grapple with the demand of quality and accessibility in the context of teacher education. Therefore, expansion of education provision with corresponding emphasis on the need to reduce cost and increase access and enhance quality of teacher education system inevitably requires adopting unconventional approach to teacher education and professional development. It is perhaps due to this lack of policy framework that teacher education programs lack teaching standards. The lack of standard for education in fact creates difficulties in harmonizing school education with teacher education. There is an urgent need to bring the operation of

various teacher training institutions in the province and their programs under a viable and a well-defined policy framework enacted and enforced by the provincial government.

1.2 THEORETICAL FRAMEWORK

Education For All (2003) reported the quality of education is difficult to define; its clear definition is difficult largely due to a large number of stakeholders' alongwith the complexities of the teaching-learning process all of which need to be addressed. Educationists view quality of education as the learning outcomes of learner which are the basic concern of all stakeholders and, as ongoing process, the quality of education can be achieved through an effective teaching learning process. The output in quality could be attained by maintaining the quality of education at all circles of influence.

Adams (1993) included six elements of quality. These are: reputation of the institution, resources and inputs, process, content, output, outcomes, and value added. The educational planners define the quality out-put and are searching for quality correlates. The quality out-put is refers to learning achievement in three domains are cognitive, affective and psychomotor. Other indicators of quality output include the numbers which complete the program cycle, gender and social equality. Lockheed (1991) identified various inputs of educational output. These are environment, academic emphasis in the form of clearly defined learning outcomes and standards, curriculum, proper use of time and trained teachers. Education can be enhanced by updating curriculum, and setting standards required from the learner at the end of the session (Paliakoff and Sehwarizbeck, 2001). Farguson, as cited in Paliakoff and Schwartz (2001) concluded that the quality of teachers is the most critical aspect of institutes and that it has a direct impact on student learning. Education for All (2002) includes teacher training, updated curricula, society participation and checks and balances as the needed education reforms. The USAID also mention checks and balances, trained staff at all levels, well managed institutions, and involvement of community as important parameters for program funding.

Inputs model includes policy administration, ie, aims and objectives, administrative authorities, power sharing, decentralization, curriculum and physical

facilities. Other very important inputs are teachers' academic professional qualifications, career ladder, in-service training, professional development, accessibility, fee structure, gender and equity. Process includes institute environment, teachers, and job assignment of teachers, compatibility with qualifications, workload and relations and important is the teaching-learning process which contains teaching learning strategies, evaluation learner feedback, and character building activities, remedial instruction and society relationships. Quality output include participation, retention, and completion rates, academic achievement, knowledge, skills and attitudes measured against set standards linked to national goals. Other output may be personality traits such as healthy and well nourished confident, curious and creative learners and the community's perception. Learner achievement as an indicator of quality output achieved global recognition when the International Consultative Forum on EFA included it as an indicator to be used for the year 2000 EFA.

Quality of education can be achieved through quality inputs. As mentioned in education policy 1998-2010, the role of teachers is very important to transform reforms in the classroom context. Education For All (1990) also endorsed the fact that the teacher is key to implement reforms mention it as:

"The pre-eminent role of teachers as well as of other educational personnel in providing quality education needs to be recognized and developed to optimize their contribution improve their working conditions and status notably in respect to the recruitment, initial and in-service training, remuneration and career development possibilities" (article 1.6 para 33, p58).

The Dakar Framework of Action for EFA, 2000 also states as under:

"Enhance the status, morale and professionalism of teachers" (Article 8-ix).

The ACEID (1995) conference stated that education always needs reforms as highlighted in the recommendation on the status of teachers of 1966. The initial step 30 years later, proved to be very relevant, to catch-up. There is a view they will not, because it shows that these reforms being introduced are not in proper sequence. They need to be addressed properly such as education for durable progress power shifting at the grassroots level; implement reforms in collaboration; improving teacher training to signify the part played by the teacher; adopting certain criteria recognizing that the

teacher is an agent of change and coordination among different aspect of education. Reengineering focuses on future goals. It initiates innovations and explores ways, keeping in view the hindrances which mislead the path to reach the desired goals.

Ordonez (1995) suggests that teacher education institutes do not reflect improvement in pedagogy. Now it is obligatory to ensure the quality of education at all levels and to improve the quality of teacher education in teacher training institutes. To ensure and enhance the quality of education, the HEC has constituted the National Accreditation Council for teacher education (NACTE) 2009 as an autonomous body to accredit all teacher education programs offered in public and private sector institutes, which initiated National Standards for accreditation of teacher education programs. These standards are related to: conceptual framework, curriculum, evaluation, physical infrastructure, human resources, finance and management and community links. The study focuses on the three public sector institutes providing teacher training in KPK. RITE (Regional Institute of Teacher Education), PITE (Provincial Institute of Teacher Education) Providing training at elementary level and IER (Institute of Education & Research), providing training at the secondary level, to integrate or create link between these institutes, to restructure teacher education at all three levels. i.e. Elementary teachers (From grade 1-8) and secondary teachers (From grade 9-12). The study also initiates an action plan to design a program for the teachers of Khyber-Pakhtonkhwa.

1.3 SIGNIFICANCE OF THE STUDY

This study intended with the purpose of generating useful knowledge about teachers' professional competencies in the KPK province of Pakistan. The knowledge contributed by this study could help to seek plausible answers to some questions. The significance of the study thus can be explained in term of the useful knowledge that can contribute to our enhanced understanding of teachers' existing level of professional competence and the essential competencies they are required to effectively performing their job-related responsibilities as well as excelling beyond what is expected of them in KPK. However, specifically, the study's significance can be explained in the light of the foreseeable implications the findings of the study. It can contribute for framing the policies and practices

concerning education and professional development of teachers in KPK and in Pakistan at large. The study has identified gaps in teachers' existing professional competencies and examined the conditions responsible for these gaps. It has also highlighted important areas of general competence and indentified the most desired competencies to be necessarily acquired and practiced by teachers in KPK. The most important outcome of the study is developing of a comprehensive action plan for seeking improvement in conditions for teachers' learning, development and work in KPK. The recommendation presented in the form of a framework in fact provides a new direction for enhancing teachers' effectiveness and virtually the students. The results of this study can also be used to suggest any model(s) of in-service and pre-service teacher education that suit the needs of the province and as well as the country. Evaluation here means to know the existing teacher training programs in different institutes of KPK and whether the training programs are relevant to the level of trainee and fulfill the societal needs. The issue is very important for teacher trainees, teacher educators, curriculum developers and planners. This investigation can be justified on the following grounds:

- i. Though the government is fully committed to develop and improve teacher training by suggesting recommendation in most of the policies, yet little has been achieved so far despite high expectations. This study will suggest a practical plan of action for the promotion of teacher education in Pakistan.
- ii. Teacher training is confronted with lots of problems such as outdated curricula, short duration, lack of teacher educator training and poor physical facilities. This study will highlight all those problems and will provide guidelines to all stakeholders.
- iii. It is hoped that this study will help foreign agencies and other researchers to undertake studies.
- iv. It will help to develop a workable plan for the improvement of teacher training programs in Khyber-Pakhtunkhwa, thereby to be adapted in other regions of Pakistan.

1.4 STATEMENT OF THE PROBLEM

The problem under investigation was "AN EVALUATION OF PUBLIC SECTOR TEACHER EDUCATION PROGRAMS IN KHYBER-PAKHTUN KHWA"

An evaluation here means to know the existing teacher education program in different institutes of KPK whether the training programs are relevant to the level of trainees and fulfill the societal needs. The issue is very important for teacher trainees, teacher educators, curriculum developers and planners.

1.5 OBJECTIVES OF THE STUDY

The following were the main objectives of the study:

- i. To point out perceptions of the trainees of different programs related to different aspects of teacher education institutes.
- ii. To find out teachers perceptions related to different aspects of teacher education programs in different teacher training institutes.
- iii. To compare gender perceptions related to different aspects of teacher education programs in teacher training institutes.
- iv. To compare the perceptions of elementary and secondary trainee teachers related to different aspects of teacher education programs.
- v. To suggest a Ten Year Action Plan for teacher education institutes in KPK.

1.6 DELIMITATION OF THE STUDY

Due to limited time and resources available at the disposal of the researcher, the study was delimited to public sector universities in Khyber-Pakhtunkhwa. The institutions in the private sector were not involved in the study. Due to the interest in knowing about the teachers' current programs of professional development to be reflected in their careers the study was also delimited to in-service and pre-service teachers training institutes.

CHAPTER II

LITERATURE REVIEW

This chapter presents the related studies conducted in Pakistan and abroad. The review of literature provides orientation about the research project under study and eliminates the possibility of unnecessary efforts. The Literature review explains the background of the problem. This chapter includes review of literature, teacher education in global perspective, teacher education in Pakistan, the decline of status, reason of decline, education policies and teacher education and critical analyses of teacher education program.

Skill for learnability differentiates humans from animals. Education is an instrument of cultural change. Education can impart knowledge, training and skills as well as inculcate new ideas and attitudes among the masses. The institutions are not an image of society where the virtues and vice of society are reflected. Instead should serve them as laboratories for testing the traditions, values, beliefs, and attitudes, prevailing in a particular society and taking upon them self the task of making the society a better one, thereby bringing us to the problem of removal of social lags and planning of model society. Fromm (1955) argued that education is an obvious reflection of the social, cultural and political conditions. It reflects the society but it has within it seeds and dynamics of change and thus can keep pace with the fast changing world. The future of the teaching profession will depend on the decision which teachers make on vital questions relating to social change. It is further emphasized most of our teachers are unaware of, or indifferent to, the social and economic evolution that is taking place in our society. A real understanding of the critical problems confronting teacher education in country comes only with recognition of the combination of factors responsible for the changes in the larger society-changes which will ultimately affect the teacher. The preoccupation with economic and technological advancement in developing countries has led to a neglect of the "human aspect" of development. Economic development, however, is dependent upon changes taking place in the behavior patterns and attitudes of the people.

Hodgkin (1957) stated that value choices must be deliberate and conscious

because education as an institution should be subject to the divergent ideas, values, and techniques to reflective, imaginative, and questioning powers. Every society in the making is actually in the elusive rush for so called modernity in education. While exercise of individuality and freedom is reduced to a minimum extent, subjective interpretation and appreciation are becoming alien factors not essentially because teachers or teacher-educators but more practically because the roles of automation and high technology been given undue weightage. This has brought forth social imbalance and social inconsistency. At the same time, a gradual and alarming erosion of values in the society has allowed a thriving breeding ground of immorality and violence where teacher-educators, teacher-trainees and pupils all remain silent spectators.

Shrimali (1962) stated that to cope up with the changing situation and to the needs of the society, teacher training programs should emphasize the evolutionary trends of social and moral development. Apart from the fact that education has become too experimental and definitive in approach, a reorientation of teacher education responding to the evolutionary ethos of social development becomes very necessary. A certain approach to teacher education obviously demands a free assessment of teachers' own involvements in socialization of pupils side by side with involvements in a changing attitude towards both individualization and socialization where teacher education fails to do appropriate justice to both? In fact, the roles of advanced science and technology had already threatened a vacuum in education, whereby the harmonious blend of relationship between teacher-education and the teacher-trainee, or between the teacher-trainee and the pupil has been severely damaged. In the changing scenario of teacher's education in the context of the society, teachers hardly succeed in negotiation constraints consequential to over-application of gadgets which terribly affect the talent of pupil subjectivity so vital to the advancement of their all around development together with the development of the society. Perhaps it is high time for teacher education to suggest and introduce the alternative model for development of education in the context of worthwhile socialization.

It is indeed the challenge to the present day teacher-educators to revive and retain traditional values in teacher-education against all prolific constraints of mega science and super technology which have created a shock-wave in the name of social

change. To explore and expand teacher education for emergence of a new social order are already overdue. Saiyidain (1963) noted that education of empathy and sympathy as an inseparable part of education for real socialization has now become the most essential end-in-view of teacher education which is greatly concerned with the union of man in the society. As teacher education cannot but conform to the fundamental needs of making a successful synchronization between cyber, native and social change, there should be an approach to orientation of teachers in the importance of imparting instructions in the education of loving and being by eliminating as far as possible the education of how to become citizens of an affluent society. The thrust for socialization as a marked progress of society or, for that end-in-view, social change, demands focus on individuality for emancipation of goodness to one and all. This also necessitates education for excellence of each individual teacher where teachers play the pivotal role to enkindle the best of our social development.

Admittedly, teacher education is yet to open newer dimensions of education of loving and being where teachers await concise specialization in dealing with the finer sensibilities inside and outside classrooms. Let every teacher entrusted with the modern changing society running at the pace for comfort, ease and sacrificing, whatever, contributes to the healthy development of the individual and to the society. Teacher education should take up a concerted effort at restoring and boosting inner discipline which should enrich the society by eliminating education of mere fulfillment of immediate desires for materialistic advancement. However, the preceding sketch should be sufficient to make clear that the development of teacher-education practice was influenced by a number of factors. Proper development of teacher training institutes is one of the important factors, which will try to be addressed in this study. It will be exemplify intervention for teacher education to meet national and international standards. It will develop into the apex teacher education institutes capable of a multi modal delivery system in teacher education institutes.

2.2 TEACHER EDUCATION IN GLOBAL PERSPECTIVE

Quality of education is the focus in many countries and particularly the focus on improving teacher quality. Around the world there is a growing concern among researchers to understand what makes a 'good' teacher or what constitutes a

'competent' teacher. Globally, most of the studies have investigated teachers' professional competencies. However, much of these researches have concentrated on individual elements of effective teaching rather than placing greater emphasis on understanding of teachers' professional competencies from the perspective of multiple stakeholders and the complex process leading to development and promotion of these competencies in teachers. Competencies as generic qualities have variously been defined. Gupta (1999) defines competencies as

"Knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job".

Selvam (2009) has identified a wide range of teachers' professional competencies that are important or desirable for effective teachers, in their particular contexts. It associates the common understanding related to teachers' competencies with three main areas including 'field' competencies, 'pedagogical' competencies and cultural competencies. However, others have defined teachers' professional competencies across multiple dimensions (e.g., Bulajeva, 2003; Carlgren, 1999; National Board for Professional Teaching Standards, 1998). Generally, teachers' professional competencies have been associated with the major areas such as pedagogy, reflection, analytical skills, communication, social awareness/justice, technology, global perspectives in education, educational research, cultural awareness, self-directed life long learning, information and communication technology (Pearson, 1989; Selvam, 2009; Taylor & Coll, 2002; Valli, 1990; Zeichner, 2009).

The United States System of Education (1986) reported that all states require a license or certificate to teach in the public primary and secondary schools. All states require a bachelor degree for teaching elementary grades. Many local systems set standards that are higher than the minimum state requirements. At the undergraduate level, the duration of teacher education program is 4-5 years. It contains a combination of traditional academic subjects and professional courses such as method of teaching and educational psychology. Teaching practice for four to six months in the laboratory school is often included. American people agree upon the fact that teachers role is indispensable and teacher training needs a range of reforms launched by expert groups such as the Holmes Group and the National Network for Educational

Renewal, these upgrading include of licensing and accreditation standards in most states, the development of professional teaching standards and assessments for advanced certification by the National Board for Professional Teaching Standards contended that schools hire "highly qualified teachers" in the 2002 No Child Left Behind Act.

The National Commission on Teaching and America's Future (1996) mentioned that these reforms have worked to initiate innovations. In this connection nearly three hundred schools have introduced new programs which replaced the existing four year program, providing more elaborative academic focus which is linked with longer more practica. There are two years program for the purpose of providing training to new graduate or to those with some experience. On the other hand, four years program provide more time for new entrants who join under graduate program. This long term duration program allows trainees to spend more time and energies for the purpose of integrating theory with practice. Like teaching hospitals for doctors, these schools enable them to have teaching practice with the purpose to help trainees, to promote the pedagogical skills of the newcomers.

Darling (2005) argued that in the standard institutes, programs are organized by school and university teachers. Beginning trainees receive fuller and more relevant teaching skills when they are jointly stimulated by the two levels of teaching faculty. Experienced faculties provide in depth knowledge and act like mentors, researchers and teacher educators. Recent data show that most of these schools have high quality of practicum and learner learnability while improving pedagogical skills. The U.S. Department of Education (USDOE), (2002) mentioned that the National Board's standards and portfolio assessments of practica created interest in the in the changing world and most of the nations are adopting the same approach for providing more extensive teaching learning process. Moreover, there is political opposition that can not accept teaching as profession and stressed that there should be no restrictions or ban on recruitment which are imposed by the agent of authorities for maintaining standards in the field of education field.

Darling & Sykes (2004) claimed that financial crises have created many states to recruit newcomers in teaching by lowering standards, especially for those who teach low- socio-economic and migrated students in under-developed areas. Thus,

during the last few years there is a vast gap between teachers and knowledge, learner and skill full teachers. Most of the teachers ready to participate in extensive programs of teacher education. Some are treated very rote in low funded-teacher training programs. At least fifty thousand newcomers join teaching each year without proper training, with the majority of them supposed to teach to the slow learner who needs remedial teaching.

The Organization for Economic Cooperation and Development (OECD) (1995) & The National Commission on Teaching and America's Future (1996) revealed that some states have invested in sustained professional development that provides teachers with in-depth knowledge of content pedagogy like that offered through the National Writing Project, Reading Recovery, and subject matter projects offered through intensive institutes in some states. Most of them join the teaching with improper skills and have few chances to improve their knowledge and skills during the course of time. However, the decentralized system of U.S. education tends to produce both exciting innovations and enormous inequality. On the other hand, some countries adopt appropriate methods to improve knowledge and skill equips teachers at all levels. Recently, many countries including Australia, France, Finland, Germany, Hong Kong, Ireland, Italy, Luxembourg, the Netherlands, New Zealand, Portugal, and Taiwan have started teacher training after 14 years of education, with the focus on teaching skills and teaching practice in institutes

Waldrop (1991) reported that in Germany, for example, prospective teachers get degrees in two subjects and undertake a number of subjective and practical examinations before they shift to practicum. Two years of teaching practice include teaching seminars combined with classroom experience first observing and then beginning to practice in a classroom with a supervisor. Over the two years of internship, supervisors observe and grade at least twenty five lessons. At the end of this period, trainees design, teach, and evaluate a series of lessons, design a curriculum analysis, and undertake another series of examinations before; now they are ready to teach.

Holyoake (1993) mentioned that in 1989, France undertook an initiative in teacher education at all levels with the consideration that academic and teaching skills need more attention, so that the learner can cope according to the situation. Now after

having intermediate level education the newcomer can select two year degree programs at higher levels. So that they can equip themselves with pedagogical skills, curriculum design, learning theory, and child development, while they undertake research and participate in practicum. Trainees are provided government scholarships, and they receive incentives in their final year of training, during which they take on a teaching position under the supervisor. Japan introduced main reforms of teacher training in 1989. Taiwan also follows this particular program. Both countries focused on reforms with the purpose of improving graduate teacher training programs and providing one year internship to university teachers training. By fulfilling the criteria of selection, the newcomers are sent to schools to work with mentors who are freed from their duties for mentoring the trainees.

In most of the countries, training is provided and funded by the state at no cost to trainees. Moreover, there is no shortage of teachers where the incentives are equal to other professions. Teaching practice is usually supported by the state in Japan. They also provided twenty days of in-service training in the first year for newcomers; sixty days are allocated for the capacity building of faculties in the areas like class room management, computer technology, planning teaching and guidance and counseling. Teaching classes of new entrants in Japan is reduced with the focus on teaching support in guidance twice a week, out of site training once a week including seminars, school visits with learner centered approach. In Taiwan, teachers' basic pay scale is mentioned above that. Teachers receive a research allowance, as well as 13.5 monthly payments even though they don't teach during vacations. Also, primary and middle school teachers earn tax-free income for working in the compulsory education system until grade nine. In Japan, teachers' salaries are nationally decided and are equal to those of engineers. The national government eliminates local disparities by providing 50% of teachers' salaries to bring them to the national level. Consequently, there are few shortages of teachers and seats in teacher education are highly competitive (Shimahara & Sakai, 1995; Darling, Cobb, & Murangi, 1995).

Paine (1990) mentioned that similar first year internships are available in China, where newcomers start out after their teacher preparation as apprentices, working with minimum teaching loads, observing other teachers and preparing under the supervision of mentors. They work in teaching teams together for planning

lessons and peer observation

In New Zealand it is considered that the first years in the classroom are a continuation of the pre-service training students received in college, and the first stage of their ongoing professional development (Darling-Hammond, Cobb, & Murangi, 1995). In New Zealand guidance and counseling courses are started for all newcomers in their first and second years, Different schools have different courses in this regard. But it needs the approval by the board.

New Zealand (1999) Teachers' Registration Board Resources and personal support from the faculty members are provided in curriculum, school organization; classroom visits and written appraisals regarding the beginning teacher's progress toward meeting registration criteria, a program of visiting and observing experienced teachers, meetings with senior staff and beginning teachers to and a written record of the induction program with the advice and guidance received and the extent of participation in planning the activities in school. In addition, primary schools that employ beginning teachers receive an additional teaching entitlement per week for each new teacher's first year to facilitate released time for the beginning teachers or senior staff working with the beginning teachers. At the secondary level, released time is for the beginning teacher only who has a workload that of a fully registered teacher.

In Britain in 1989 all new teachers have special schools to complete the compulsory course work of teacher education program. Intermediate trainees select four years which is an honor degree program. In order to maintain quality, they focus on selection criteria, transfer of entrants and they provide more chances for refresher courses. For principals and head teachers of the institutes different managerial courses are arranged. The stress is on sustainable development of the teacher to make sure that training would be on regular basis. For curriculum development and to enhance pedagogical skills trainings are provided with the consultation of district management. In Japan and China, teachers regularly teach with their fellows on developing curriculum, preparing lessons, observing each others' teaching, participating and undertaking research on teaching (ibid).

Sato & McLaughlin, (1992) and Stigler & Stevenson (1991) mentioned that in

Japan extra time for at least twenty hours are allocated for research, planning regarding teaching and learning, observing colleagues and present the different teaching approaches. Schmidt & et al (1996) in comparison indicated that the American system does not allocate separate times for these activities. That's why the Japanese and Taiwan lessons are very well designed, because they adopt an effective approach to transmit teaching skills during the practicum. The new entrants are provided equal chances to consistently focus on teaching practice and to guide them by the colleagues who lead to their improvement.

According to Paine & Ma (1993) all the practices are arranged according to the curriculum provided, which is a vital tool emphasized on every aspect of learning and the rest of the arrangement in lesson planning because the learner depends upon the teacher. Schmidt & Et al (1996) by comparison reported in America provides frequent coverage of almost all lessons more superficially. So did the other countries. Teachers have both a curriculum context and regular time to compare notes about particular lessons and problems, conduct demonstration lessons for one another, discuss how their students respond to specific tasks, and develop plans together.

Paine & Ma (1993) argued that teachers usually set up frequent times to transform the text by organizing learning aids, adjusting problems, discussing the learner expected responses and planning the lesson with each others.

Organization for Economic Cooperation and Development (1995) agreed upon the fact that teaching aids must be provided to the teachers. American teachers' spent 52 % on facilitating these aids for instruction and only 43 % for the staff and teaching and learning. In some countries three fourths are allocated to instruction and 60-80 to teaching learning. Darling-Hammond (1997) Miles & Darling-Hammond (1998) noticed that most of the countries spend more funds on teacher's pedagogical skills that can be improved through discussion with other fellows. In some American schools they immediately provide more funds to improve teaching and learning so that they can spend more time and work together with their colleagues in order to fulfill the needs of the learner and seek the knowledge of different disciplines. By providing these opportunities to teachers, it will enable them to master the techniques and boost up the morale of teachers so that learners can learn in conducive learning environment.

2.3 TEACHER EDUCATION IN PAKISTAN

Kathleen (2008) argued that the teacher as a professional cannot remain indifferent to the events that are taking place in society. Academic and social issues are interrelated and interdependent. The role of the teacher is not confined to teaching only. The teachers are expected to play a key and active role in the development of the society. So the role of teacher education program which is considered an island of isolation must have linkages with schools, college, universities and other higher institutes. The breaking of isolation is essential for enabling teachers and teacher educators to reconstruct pedagogical and educational principles and practices in the light of experiences gained from mutually beneficial interactions. Through teacher education, the improvement occur preparation of graduates to take informed, reflective, active leadership and professional development. These graduates will work in institutes such as schools, colleges and universities. Such preparations recognize the value of individual work and the importance of collaboration within the university and between the university and schools as well as other educational institutes. The study seeks to integrate evolving technology at all three levels, which will develop approaches to teacher education and professional development, with the emphasis on working collaboratively with all to create share vision, team building, delegation, mediation and problem solving (Teachers and Change, 2009).

The Asian Conference of Educational Innovation Development (1995) in Pakistan teacher education has faced so many problems. Importantly, teachings have been taken interchangeably with teaching training skills. Every teacher educator is teacher in a sense, but every teacher can not be a teacher educator. Teaching as a profession has not been recognized. There is a controversary whether teaching is a profession or not? As a result, teachers and teacher trainers become interchangeable; even trained teachers teach as they were taught initially from their school days onwards and not as they were taught in their teacher training programs to teach. No program or institution exists in the country to train professional teacher trainers except short and largely sterile training programs for the so-called master trainers on an adhoc basis and no professional cadre of teacher trainers has been created nor has any professional society or organization of teacher trainers has come into being. The subject content knowledge of teachers, particularly at the primary school level, is

weak so that no teacher training program can meet the general education deficiencies of teacher trainees. The teaching skills of teachers and use of different methods of teaching, assessment and evaluation techniques, multi-grade teaching, identification of learning difficulties of pupils, development and use of teaching learning materials and teaching kits are extremely weak. The training programs teacher trainers rarely try to develop these skills among the trainees because of lack of their own expertise and they treat the pedagogical parts of the training course purely theoretically. In other words, they only teach but fail to train. The hold of faculty members with subject based M.A/M.Sc (without any qualification in teacher education) further reinforces their tendency to engage in abstract treatment of pedagogical content in the secondary school teacher training programs delivered in colleges of education.

According to Teacher Education Asia and the Pacific Program of Educational Innovation for Development (1996) has firmly accepted the crucial role of teachers in the successful implementation of the education system. It has been envisaged that every teacher will have to undergo one in-service course during five years of his service. A system of national awards for best teachers will be instituted. Every years hundred of teachers of various levels and categories will be given these awards by the President of Pakistan at the national level. Similar awards will also be given to selected teachers by the respective Provincial Governors. They also enlisted some critical deficiencies in Teacher Education: Short duration of teacher training program, shortage of audio-visual aids and other educational equipment in teacher training institutions, deficiencies of supplementary reading materials / guide books / journals, lack of co-ordination among training institutions, outdated methods of teaching, evaluation and absence of incentive for prospective teachers.

2.3.i Training of Elementary School Teacher Conventional Training Programs

Allama Iqbal Open University (2007) revealed that teacher training courses are design to equip prospective teachers with the basic knowledge, teaching skills, educational theories and principles necessary for effective development of teaching learning process. The course components consist of five academic and six professional courses of equal weightage. It is followed by Practical teaching comprising 32-36 planned lessons and delivered under the guidance of the staff of the training colleges and supervision of the participating school teachers. Evaluation of

theory work is 25 percent internal and 75 percent external. Evaluation of teaching practice is 50 percent external and internal. A final examination is conducted at the end of the academic session. For quantitative expansion and qualitative improvement of teacher, the institutions preparing secondary school teachers are known as colleges of education. Presently there are 11 colleges of education. Advanced training and professional growth by awarding M.A education /M.ED is the task of institutes of education and research (IERS) or departments of education. Some colleges of education also offer the degree programs. There are two types of programs being offered for the training of secondary school teachers namely the B.S. education known as a concurrent program where prospective teachers are admitted after passing the higher secondary school certificate or intermediate. This program comprises academic courses of 9 credits hours, specialization of 45 credits hours, elective courses of 6 credit hours, six professional courses of 18 credit hours and practical teaching of 13 credit hours. The other program is the B.Ed where the prospective teachers are admitted after training at the first degree level. The program consists of five professional courses of equal weight, two special methods courses comprised of content and methodology of equal weighting, one research-based individual project at the M.Ed level. Also practical teaching at the B.Ed. level is compulsory. At elementary and secondary levels, teacher training such as PTC, CT and B.Ed are compulsory for entry. These entry qualifications are also called professional qualification prerequisites for appointment but, on the other hand, no professional qualification is required to teach at college and university levels. There are nearly four thousand institutes providing teacher training at all levels, which are more than enough to cater to the need of the state. Also the focus is on quantitative expansion rather than qualitative. Some private sector institutes are providing training just to provide degree and certificates with no focus on professional development and practicum. A ban on recruitment from the last six years caused problems with the result these approximately 65,000 teachers are waiting for their turn to enter the profession. There are currently 66,7272 teachers in Pakistan working in the public sector, Primary (37,3300), middle (93,300), high (15,8800), secondary / vocational (9,253), tertiary (42,619) (Economic survey, 2001-02). There are 11,5714 teachers in the public sector working in Khyber-Pakhtonkhwa, primary (71,003), middle (14,843), high (21,965) and higher secondary (7,903), (economic survey. 2002).

The government of Pakistan in 2007 mentioned that educationists consistently focused facts in teacher education programs and this is not appropriate, as it does not meet the challenges around the world also there is no recognition of these degrees and certificates globally. In order to strengthen the primary level teacher training programs, it is proposed to start a three years Diploma in education program for matriculates. Through this diploma, the teacher can reach up to the higher secondary level as well as learn pedagogical skills at the primary level. A three years program in teacher education provides, an opportunity to the students to obtain two degrees at a time. On one hand, they will receive a B.Sc. academic degree and on the other, they will get B.Ed. professional degree. The trainee will also have an opportunity to improve further qualification. They can continue to avail M.Sc. and M.Ed. degrees. This program has an attraction for students, because they will have the benefit of two degrees at the same time. The teacher training program is strengthened through this open ended facility to provide two degrees under one program so that students can earn a master in the area of interest and can equip themselves with teaching skills. This training will provide them the opportunity to teach at grade levels 6- 10. Some colleges of education have started this program keeping in view the needs and interests of learners. Presently, it is started under US aid PRE-STEP program in all provinces. During the first phase B.Ed.(Hon) elementary was started in September 2010. Initially, two universities and two RITES were selected to initiate the program. In Khyber-Pakhtunkhwa IER University of Peshawar and University of Hazara and RITE male Peshawar and RITE female Abbotabad have started the program in their institutes.

The National Education Policy (2009) mentioned that B.Ed. will be compulsory for teaching at all levels. The Alama Iqbal Open University in Islamabad has launched various programs for the training of elementary school teachers through distance education. These include primary teachers orientation courses (PTC) and certificate in training (CT). The PTC Program of AIOU is a popular program among the untrained teachers working in the primary schools of different parts of the country. Thousands of teachers get enrolled each semester in these programs. Because the teachers are not required to leave their schools, they can easily take advantage of the training expenses. Although PTC and CT programs are abolished by the KPK

government in their RITES, AIOU is still providing these trainings. The Allama Iqbal Open University has introduced a Bachelor of Education degree program through distance education. Thousands of students are enrolled in each semester. This program consists of two major components of theory and practice. In addition to assignment and final examination the students are required to teach at minimum from their areas of specialization. The field- based training FBT program is a compensatory and innovative program with proven success in northern areas. It aims at: training the teachers to give up some of the traditional practices prevalent in rural primary school; and adopting a new approach in teaching so that emphasis is shifted from the teacher to the students centered teaching-learning process. The trainees are required to appear for PTC (conventional) examination at the end of the program. The most important feature of FBT program is its relationship with real life situations through on-the-job training. The planners of the program were particularly concerned that the training should be imparted in a situation which is very close to the actual work of the teachers, and that the teacher should practice the concepts that were being taught in the classroom. It was assumed that this program would ensure a proper understanding of the concepts as well as desirable changes in the behavior of the teacher.

USAID & UNESCO (2009) indicated that teachers' managers (Principals), administrators (EDOs, DOs, ADOs) researchers and curriculum designers also need proper training. There is no such program to provide them training. Master in education level programs need improvement in order to equip the educational administrators, EDOs, Dos, ADOs and principals for leadership role to play in our school system. Some special institutes are needed to fulfill the need of administrators. The National Education Policy 2009 recommends that the management and teaching cadres shall be separated. Now there is a dire need to restructure the institutes to provide managerial training in order to prepare teacher managers and administrators for future challenges. It is estimated that presently about 200,000 headmasters/headmistresses and supervisory personnel are working in the country from primary up to higher secondary levels. There is no institutionalized arrangement for providing in-service training to these educational administrators and supervisors. Invariably, they belong to the teaching cadre and possess a teaching certificate or a degree which does not provide them suitable training for managing the schools and

supervising them in an effective manner. Since the basic thrust of this policy is on good governance, which can be ensured through effective management and supervision, it is planned to launch a three months intensive training program for all the educational administrators and supervisors in the country both through the newly established provincial institutes of teacher education (P.I.T.Es) as well as the existing education extension centers in the provinces. Senior level administrators and planners will, however, continue to be trained through the academy of educational planning and management at the national level. Henceforth, newly appointed headmasters and members of supervisory staff will be confirmed on their positions only after obtaining the proposed certificate of educational management and supervision from these institutions. At present about 4,000 teacher educators are working in the existing 125 teacher education institutions both in provinces and at the federal level. Whereas, we continue to stress effective training of teachers at the PTC, CT (replaced by Diploma in Education) B.Ed and M.Ed levels, there is no mechanism to continuously upgrade and strengthen the abilities and skills of teacher educators who are responsible to provide training to a vast number of teachers every year. Hence, this policy provides for the establishment of a national institution of teacher education (N.I.T.E) at the federal level which will continuously provide opportunity to the teacher educators to improve their academic background as well as keep themselves abreast of the innovative pedagogical developments at the international level. The National Institute of Education would have different centers, i.e, Center of English Language, Urdu language, Arabic social studies, Math, Agro-Tech, Physics, Chemistry, Biology, Computer science, Geography, etc. The center would give subject related content and pedagogical training with a focus on research carried out up-to-date in the relevant areas and motivate the concerned teachers to continue research in their subjects. Regular in-service courses would be launched through NITE both in the academic and pedagogical subjects. About 300 teacher educators would be enabled to improve their professional qualifications through this institute every year.

The PITE (2002) stated that provincial institutes for teacher education (PITEs) are being setup in the four Provinces under Teacher Training Projects. The PITEs arrange the training programs for teacher educators. The Institute conduct evaluative and action research for the improvement of the teacher education programs in the

country. In PITE and Rites the teacher educators have no special pre- service training. There is no separate cadre of teacher trainees. School teachers at secondary levels can be selected or transferred to these institutes. The M.A/ M.Sc and M.Ed. are book requirements for adjustment of the teachers to teacher educators. At present, the teacher education system provides the worst example of anomalies and paradoxes. There are no identified frontiers of this profession and any teacher belonging to the college and school cadre can become a teacher educator and join or leave the teacher education institution either at his own initiative or at the directive of the higher authorities. Many teacher educators who have received higher training in teacher education skills through various projects and programs have already left the teacher education institutions and join as administrators in general education institutions. Similarly, many head masters/ head mistresses, as well as, EDOs and DOs (administrators), who are not able to successfully cope with their administrative responsibilities, are transferred to these institutions making the teacher education institution as a dumping place for unsuccessful administrators.

As mentioned in the education policy of 2009 the situation can be corrected by teacher education as a separate cadre in itself where the teacher educators must be in a position to adopt teacher education as a profession and serve the system on longitudinal bases. All professional educators belonging to the teacher education system must have their identified cadre and sufficient chances of promotion and upward mobility within this cadre up to the level of the principal of the college/institute. Beyond this level, the principals may be appointed as directors of school and college education.

2.3.ii. In-Service Training

According to the teacher education position paper in 2004 in-service teachers training or professional development is the important component of teacher education program. Due to the explosion of knowledge, teachers need to be equipping themselves to rise to the international level. In-service training and refresher courses are the only way to update the knowledge of the teacher so that he/ she can satisfy the learner. In our country there are so many institutes providing in- service training such as NITE, PITEs, IERs etc. There are so many models of in-service training. They are:

i. **Generational Model:**

This is the most widely used model. The transformation of knowledge or training provide in a sequence to three or four different generations (groups). As the name suggests, it is shifted from one generation to other. Initially some teachers develop the teaching skills they will pass on to the next generation so and so forth.

ii. **Mentor model:**

According to this model one or two teachers within the group are selected as mentor based on their performance. They shift this skill to the other trainees.

iii. **Reflective Model:**

Teachers' experiences are catching due attention. Based on learner interest, teachers develop their skills wit commitment and support. Focus is on learners to reflect purposefully in order to motivate them for further learning. The teacher role is very important because he/she has to act as a practitioner so that the learner can perform according to his/her ability, capability, capacity and tendency.

vi. **Whole School Improvement:**

This model refers to faculty development, physical facilities, uplifting the spirit and emphasis on teaching and work to gather to improve pedagogical skills. It is helpful to bring innovations to the school environment with the support of society. WISP improves school management systems in order to use different approaches for better outcomes.

v. **Cluster Based Professional Development Model:**

GTZ, USAID/ESR, UNICEF, DFID (1998) supported this model which refers to cluster to be created locality wise managed by the professional development centers. Presently this model is introduced in Khyber -Pukhtonkwa. The Principals of high/higher secondary schools look after the primary and middle schools in the locality. They also provide guidance for the professional development of the teachers.

vi. **In-Service Training Placements outside Pakistan:**

It is not a specific model but it is supported by ADB, DFID, USAID. These are different types of trainings provided out- side Pakistan such as Pakistani

Educational Leadership Institute (PELI) at Plymouth State University in the U.S. that provides a cross-cultural educational exchange program, the training related to leadership in education, environmental education and a master action plan (MAP) to be implemented backing the institute. This in-service training extended from four weeks to four months. Teachers from different levels are given the opportunity to be exposed globally with the aim of capacity building and enhancing pedagogical skills.

UNESCO (2006a) reported that framework does not exist either at national or provincial level to guide in-service professional development opportunities for practicing teachers. Unlike the pre-service education INSET, activities are conducted in a completely ad-hoc and uncoordinated manner. One of the reasons behind this situation is the apparent lack of focus on INSET, while the other reason is said to be the weak governance of the practices and activities surrounding INSET throughout the country. Thus, in the absence of a centralized mechanism, practicing teachers are forced to individually seek opportunities for on-going professional growth and increasing qualifications. The in-service training opportunities available to these teachers, however, lack consistency in curricula and quality of training, which results in highly diversified learning for these teachers.

The World Bank (2004) reported that in-service trainings have so many drawbacks, which really hamper the efficiency of the teacher. For example, inconsistency in curriculum and quality of training provided are major concerns. Government supervision is therefore very obligatory with the purpose of considering teachers as important cases throughout their career. To restructure the pre-service program the curriculum needs to be updated with the view to meet the national and international needs and to integrate pre and in-service trainings for qualitative expansion. Teachers as life long learners can meet the challenges of the world. It is important to ensure that education is received well in a sense that it will cover all ranges of teachers' lives. There are seven Institutes of Education Research (IERs) in Khyber-Pakhtunkhwa attached to public sector Universities. These are IER University of Peshawar, Gomal University DI Khan, IER Hazara University, IER Kohat University, IER Bannu University, IER Abdulwali Khan University, IER Swat University, IER Malakand University. In addition, there are twenty Regional Institutes for Teacher Education (RITE), one Provincial Institute for Teacher

Education (PITE) and twenty two teacher resource centers (TRCs).

2.4 THE DECLINE OF STATUS

Teacher quality is determined by the level of professional competencies which is inclusive of knowledge, understanding, skills, and attitudes that teacher bring to the profession. Teacher lacking the required level of professional competence is attributed, albeit partly, to the functional teacher education system in the country (USAID, 2004; Nizamani, Manzoor-ul-Haque, 1998; Siddique, 2007; World Bank, 2006).

Saleem (2009) and Butt & Shams (2007) stated that the deficiencies in Pakistan's teacher education system have been highlighted consistently in various reports and national education policies, including the most recent National Education Policy 2009. The teacher education programs such as Primary Teaching Certificate and Certificate in Teaching (now being replaced by a Diploma in Education), B.Ed., BS.Ed. and M.Ed. currently being offered by the government educational institutes are not in line with the standards required to enhance teachers' knowledge, understanding and skills and inculcate in them positive attitudes towards the teaching profession. This deficiency in part has contributed to the failure of the programs to have measurable impact on student learning outcomes in schools. Furthermore, the growing trend of commercialization of teacher education apparently has led to creation of non-standardized and deficient teacher education programs in the country. There has been a mushroom growth of teacher education institutions in the private sector. These institutions, driven by commercial motives, thus fail to provide acceptable levels of teacher education. Unfortunately, there is no centralized ruling authority to provide proper guidance and direction to these (Asian Development Bank, 1992; Government of Pakistan, 2007, Jamil, 2004; UNESCO, 2006; UNESCO & USAID, 2005).

Though the Higher Education Commission (2005) has created Accreditation Council for Teacher Education (ACTE), which has developed competency standards for primary teachers yet the ACTE does not seem to have a well-established institutionalized mechanism to enforce these standards across public and private sector teacher education institutions. After the 18th Constitutional Amendment,

education has become entirely a provincial subject. It is not known what will happen to the institutions that HEC and ACTE (2005) argued about once the constitutional amendment regarding transfer of the education portfolio to province takes effect. Consequently, there is debate going on about what makes a good teacher in Pakistan, how teachers' professional competencies can be enhanced. There is also little research in Pakistan to determine the existing level of teachers' professional competence as well as the desired vital professional competencies of teachers and how these competencies can be developed and sustained. The literature that deals with teachers' professional competencies is either theory-based or the models of effective teaching and teacher emerging from outside Pakistan are being used to define standards for teachers' professionalism in the country. This approach not only fails to give sufficient emphasis to many important aspects of effective teachers in the local context but also falls short of efforts to integrate various interactive components of teachers' professional competence into a coherent whole so as to provide a language for discussion and a conceptual framework for developing or reforming teacher education in Pakistan. There is an overall view in the region, repeated with considerable vigor at the ACEID conference that the status of teachers has declined since the 1966 recommendation. The strength of feeling was expressed by Ramanathan (1995) in the following terms: -

"What is the Status of Teacher after 30 years? Today the great promise of teaching, the reward of personal satisfaction and the sense of accomplishment in increasingly being unfulfilled. The joy of teaching and the pride in teaching is dampened by growing stress, tension, stultifying conditions and unrealistic demands on the teaching profession." (pp. 214-5)

This view from the perspective of the teaching profession was supported by others. Some spoke of a gradual decline and one stated that the decline was of more recent origin; still other considered it in comparison with other professions.

2.4.i The Reasons for the Decline

The reasons for the decline in the status of teachers may be confined to four namely: government teachers' social conditions and teacher educators.

The failure of governments to deal properly was widely criticized by Ramanathan (1995) in two aspects - lack of consultation and government will. In terms of the latter, he asserted that

"figures over the last five years have shown that teacher' require salaries in many developing countries have declined, and were sometimes not even paid regularly with delays up to several months reported". And "The morale of teachers is degenerating everywhere. Standards are lowering. Commitment and dedication are slowly disappearing from the four corners of the classroom. How can these be arrested? How best can these situations be improved and the status of teachers restored to its highest pedestal" Ramanathan (at p. 216)

Due the present deteriorating situation in the teaching profession it has no attraction. Teaching therefore, is by chance, not by choice. Most of them are ready to leave the profession; others are working with lack of commitment and dedication, which really affect the quality of education.

Dulykasem (1995) revealed that there is a lot of criticism from the society that teachers and administrators are responsible for the decline of status. In most of the countries teacher unions utilized nearly 90% of their budget. Ghost schools and ghost teachers are also blamed on the administrators and teachers. Conferences in the report stressed upon the teachers to look into the matter by themselves, because they are held responsible for the low status of teachers. Social status of the teacher is not up to the standard. The materialistic world makes life miserable for the teachers in the society. Socioeconomic status of teachers is lowering down day by day; therefore, the profession is unable to attract the masses towards education. For maintaining the quality of education at all levels there is a need to address the problems of the teachers by considering them as agents of change in the society and promoting standards of life.

The Asia-Pacific Centre of Educational Innovation for Development (1989) emphasized the teaching skills of the teacher. Teachers also lack the skills which really needed in any educational system. Society members agree upon that teachers' methodology is not up to the mark. They are using traditional approaches to teaching rather than modern approach to teaching. Selection of teacher and teacher education programs also needed to be addressed properly. Now there is a dire need to improve the quality of education programs at all levels such as incentives for teachers to attract the masses towards the profession. Selection criteria need improvement so that the best corps of students can be selected and stipends for the students will attract them towards the profession.

Nicol (1995) stated that the status of the teacher can be linked with

professional responsibility and autonomy. Teacher should have to develop themselves as competent teacher, in a position to make decisions and develops pedagogical skills according to the needs and interests of the learner. Then they will achieve professional excellence and personal identity. Contrary to that, if the situation is totally opposite with some external pressure outside interference and forces compel teachers to be limited and confined to certain obligations. Then teachers will be demoralized and the opinions regarding their status will be ambiguous. In very extreme situations teachers would be working like robots rather than with free minds in modern organizations. Moreover, as mentioned, the status of the teacher is not refers to the teachers' perceptions, opinions and understandings of themselves or to the issue of self esteem, personal identity and freedom in decision taking. Teacher status is more obviously recognized by the society, political forces, parents and professional development.

The opinion of the parents and all stakeholders regarding child development and achievement, teacher status is strongly related to the competency of the teacher with reference to child learning. But such opinions are totally referred on what expectations these and some other parents have with respect to the role played by the teachers, which should be taken with the teacher personal opinion. Teacher education programs need improvement, which is a difficult task. To provide opportunity to teachers must be shifted on the power at grass roots level. Teachers need learning materials, feedback and proper monitoring system to put all changes in to practice. They also need to focus on continuous evaluation in order to provide regular feedback. The schools also play a very important role in this regard to impart new knowledge or desired changes in teachers, in order to improve teaching and learning (Edgerson & Kritson, 2006; Khoso 2007; Walsh, 2005;and Gimbel; 2003).

The teacher education needs a conducive learning environment, practicum and provision of various teaching aids for the teacher and to redesign the teaching learning process. (Fullan & Horsley. (1987) cited in Nicholls, 1997; p.42). Thus teachers need help in providing the teaching aids, time and continuous feedback. Professional development is possible through consistent support and followup. Teachers need support in guidance and counseling to make the teaching-learning process effective. To ensure the teacher that hurdles can tackle through guidance services available to them and some time failure leads to the success (Cogan, 1975 cited in Guskey, 1995;

p.59).

According to Mohammad (2002), teacher development needs regular support in term of teachers' requirements and training provided at a higher level with help of institutes where they teach. Trainees are supposed to be interacting with each other with the intention that they can design strategies through discussion. Teachers require cooperation and coordination in their classrooms during the teaching-learning process, especially, the newcomers at the start of their career to strive for improvement and develop innovative approaches.

ACEID (1995) identified that proper line of action and innovations for the changing situations. The management needs to be shifting the power at the grass roots level, to have more cooperation to ensure the participation of teachers to implement changes. Public/ private partnerships should be involved in these changes to be more effective. This process needs serious attention with the commitment of shifting the powers in a real sense at the grass roots level to insure democracy is the basic principle. Pre-service and in-service teacher training programs should be restructured and redesigned. The purpose of this restructuring is to make sure that learning is a life long process. Teachers are supposed to be learners for the dynamic role they play. So refresher courses and in-service training should be a continuous process. Most importantly, the use of two words "education" and "training" are taking interchangeably with each other. It should be crystal clear that education refers to "organized and sustained communication design to bring about learning", while training refer to "education that is directed mainly towards the acquisition of skills". New technologies also affect the teacher role. This is the responsibility of the state to provide latest technologies to the teachers at all levels, with the purpose to deliver appropriate teaching methodology. The need is to ensure the use of these technologies and to provide training regarding the use of innovative approaches. Teachers should be computer literate to deliver with effectiveness and according to the needs and demands of the modern world.

The Ministry of Education 2002 stressed implementation of the National Education Assessment System for standardized assessments at elementary level reliable testing, curriculum modification and the Teacher Resource Centers (TRCs) as an innovative program.

2.5 EDUCATIONAL POLICIES AND TEACHER EDUCATION

Mitchell, Salman and Mujaffar (2005) observed that since 1947 there are fifteen education policies with the aim to improve education in Pakistan. Every policy document has significant recommendations to be implemented but fail to be implemented due to in- consistency in governments.

The Aga Khan Foundation (1998) claimed that education policy the 1992 addressed teacher education program in detail. They also mentioned that international support provided by different countries and agencies has failed to improve and bring changes in the education system. Social action program funds were utilized to enhance the literacy rate and improve basic education but it had the effect that almost 327 million was invested but with no result. These days most of the nations linked education with socioeconomic development and they introduced reforms in educations because they consider the teacher as an agent of change as he/she can effectively change the social and political culture through students.

The report of the Commission on National Education Government of Pakistan 1959 has analyzed the position it found that no system of education is better than its teachers. The report stressed throughout the pivotal role of a teacher. The reforms proposed will succeed unless they are able to recruit in the teaching profession at all levels men and women of the highest abilities, and can train them and those already in service to provide them refresher courses that will give them that status in our society. The central role of education needs to be stressed in developing our national talents and in the release of the energies, skills and genius of our people. It is obvious that our education will fall short of these goals if our teachers fall below the standards. It is essential for successful teachers to have the following characteristics; to be academically well trained in their subjects; to have had sound professional training in how to teach subjects and to know the psyche of the learner and to possess a deep sense of professional dignity. It is also essential for teachers to have the security of tenure and a scale of pay according their status. They should also work in an environment which honors them for the contribution they make to society. The amount and quality of a teacher's pre-professional education determine his professional competence. What to teach is as important as how to teach and it is the responsibility of the training institution to ensure that prospective teachers are

properly equipped to teach the subjects required at the level for which they are teaching. This means not only a broad knowledge of a subject, but also an understanding of its basic principles, knowledge of what aspects of the subject can be understood by learners at different age levels and what should be the objectives in teaching the subject at each level. Above all, the student must be led to understand that the task on a teacher is not be simply to transform knowledge into unwilling learners, but through knowledge of subjects to develop their intellectual curiosity, understanding of nature, society, and for certain subjects, how their knowledge can be applied in specific situations. The quality of training given to our teachers will obviously depend largely on the professional competence of the teachers of the training institutions. Up to the present, however, this professional competence has not received proper attention and so often been content simply to transfer teachers from high schools to serve in the training establishments without giving them any due attention for their work.

The report of the commission on student problems and Welfare (1966) disagreed with extension in the duration of the professional course.

“While in other countries the character and quality of teacher training has recently been greatly improved in a variety of ways and its duration necessarily extended in view of the desperate shortage of teachers from which we suffer and for other compelling reasons we do not unlike the commission on national education favour an extension of the certificate or degree course for the present”.

The Education policy in 1970 laid great emphasis on decentralization of administration of educational institutions in order to allow society participation. It was proposed that all institutes will have own governing bodies which will have representatives of school, parents, government and founders. The focused will be on the quality of education and the improved role of the teacher.

The Education policy 1972-80 viewed teacher education from another angle:

It is recommended that male primary teachers will be replaced with female teachers with the purpose of increasing female education because girls will be permitted to boys' schools if the teachers are female. The major hindrances in female education will be removed. In this connection, some boys schools will be converted in to girls' schools.

The National Education Policy and Implementation Program in 1979 focused on the qualitative aspect of teacher education:

There are so many factors responsible for the low standards of education in the society. The focus will be on improving pre and in- service training to meet the challenges and up-lift the quality of education at all levels. The policy recommended education planning and management to be created in order to train to administrators and supervisors serving at the different levels in our educational system.

The National Education Policy (1992) stressed the universalization of basic education by 2002. Literacy rates will be increased to seventy percent by 2002. Female education will get prime attention and improving in-service training will enhance the quality of education at all levels. In this regard, curriculum will be revised, physical facilities will be provided and computer literacy will be enhanced at the school level. The teacher, who carries the major responsibility for implementing education policies, is needs to be equipped and motivated to bring about the required change. It is, therefore, obligatory that as reforms are introduced for widening the base of education and for improving curricula, textbooks and evaluation mechanisms, the motivation of the teacher is enhanced to participate in the teaching-learning process. This could be done through a system of rewards, incentives, career opportunities, training facilities, and prominent status in society, yet subjecting them to a system of accountability through the process of performance evaluation. And, it is in the rise of teacher alone that the quality of education will rise to the expected heights. Accordingly, the policy provides guidelines for close association for teachers and scholars with the process of educational reforms. There is little hope of advancing the quality aspects of education unless the teacher revives commitment to his profession.

The National education policy 1998 – 2010 recommended that balance between demand and supply of the teachers should be maintained. The efficiency of the teacher can be improved by updating in-service training programs at all levels. The teacher educators and administrators also need proper professional development. The quality of education can be linked with the pre-service teacher training, by increasing the duration of the courses after FA/FSc 4 years, BA/BSc 2 years programs should be initiated to restructure and redesign the pre-service and in-service teacher

training and managerial skills be enhanced through proper educational trainings.

The National Education Policy Review (2006) mentioned broad-based evaluation of teacher education problems and made recommendations to remedy these problems. Most of the problems were focused properly as the teacher was considered as the agent of change to maintain the quality and transform the new changes in real classrooms. The officials of government are responsible to put recommendations into practice and if there are hindrances they need to be addressed. This will reflect regulated approach rather than a controlling structure.

The National education policy in 2009 suggested that reforms in pre-service training program should be implemented. The focus should be on qualification, capacity building, incentives, career opportunities, proper supervision and management of teachers. The mushroom growth of private education creates hurdles in teacher development and it needs to be addressed appropriately. The B.Ed. degree with B.A. /B.Sc. shall be the criteria to teach at the elementary level. The M.A./M.Sc. with B.Ed shall be the criteria to teach at the secondary and higher secondary levels. The training programs and the accreditation degree process should be properly managed.

Maaz (2010) viewed the government as having made an effort to introduce effective education policy, and the aims of the government are at increasing the literacy rate of the country and development of education sector within five years. The government has made targets and defined the policy to be implemented. The major problem which the government faces is the implementation process. The implementation of policies is not up to the mark and the main reason for poor implementation is the lack of institutions. The implementation process of the government is ineffective which makes the policies of the government ineffective and the desired results are not achieved. The policy designed is good and will only be successful if it is implemented as it desired.

2.5.i Education Sector Reforms Action Plan 2001-2005-06

Education Sector Reforms (2001) was introduced in 2001 with the aim to implement National Education policy 1998-2010. It was introduced to bring improvement in education. It also addressed the issue to achieve education for all

goals. Resolving these problems in education will ultimately reach to the fruition. The National action plan does not make recommendations or line of action to be followed. There is no feedback system to provide proper guidelines in order to achieve the desired goals.

Education sector reforms provided nearly twenty five million rupees for establishing five hundred teacher resource centers during 2001-05. Teacher resource centers will play a very important role by providing in-service training with the focus to shift power at the grass roots level and provide facilities to local teachers. In those districts where there is no government elementary college, the teacher resource centre will provide the substitute for these institutes. Nearly four hundred were created at the secondary level. The proper implementation and smooth running of TRC need funds and staff to complete the operations. The role of TRCs should be properly identified. TRC can help to improve in- service training with the spirit of decentralization and cluster based professional development in different districts. But it needs to be implemented with full letter and spirit (Jamil, 2004).

2.5.ii. National Accreditation Council and Teacher Education

Accreditation in teacher education is a system for ensuring the quality of academic programs offered and graduate produced by teacher education institutes. Accreditation in teacher education refers to a peer reviewed in assessment based formal judgment by an external agency, that the quality of a programs an institutes meets pre-set standards and that it is able to produce graduates who meet the standards for entry to teaching profession and are competent to begin teaching. It is a continuous process of quality assurance whereby an institute evaluates itself, is evaluated by third party and develops to plan to improve in relation to predetermined standards, Registration, licensing and certification are alternatives terms used for allowing the teacher to teach. Eight standards develop by NACTE serve as the bedrock for internal academic evaluation by the program and external academic audit by NACTE 2009.

2.5.iii. Education Sector Reforms in KPK

Education sector reforms were carried out properly by provinces. KPK in 2002 initiated these reforms with the aim to keep the pace of human development and

improve the delivery services at the grass roots level. The reforms are implemented to achieve the objectives in focused areas of enhancing the quality of education at primary level and to ensure the access to this level and to minimizing disparity regarding gender and rural, urban and improving the quality of education at secondary and higher levels. Keeping in view the national action plan, the provincial action plan was launched to tackle the issue under consideration. It was designed to achieve the goal of universal primary education by 2015. KPK government created a consultative committee for providing opportunities to all concerns, to discuss and organize the matter with the aim to provide services regarding resources and their utilization, consultations, guidance, feed back and reporting on education for all.

The Provincial Plan of Action for Khyber-Pakhtonkhwa 2002-2015 was revised in 2003. The core objectives of the plan consist of reforms, resource mobilization, quality enhancement and access. Consultative sessions have been organized for all concerns to discuss matters regarding this plan. Hindrances occur due to the shortage of funds, which results in failure. It also did not work as it was planned. Therefore this plan was discontinued. The budget of the education sector reforms was not flexible, so the problem occurred in the process that cannot move money from one head to another. Each year there was considerable shortfall in budget allocation. No proper checks and balances system was organized for education sector reforms. The KPK government after a few years gap initiated education sector reforms five year plans in 2006. The main purpose of this plan was to ensure the achievements of long term goals in education. To improve the quality of education at all levels was the key component of this plan. It focuses on the achievement and performance of the students which will determine the quality of education provided.

According to Department of School and Literacy KPK, (2006) research conducted by GTZ mentioned that there is a gradual increase in achievement by the primary school students between 1999 and 2005 in Khyber-Pukhtonkwa. The action plan further emphasized professional development, curriculum, evaluation and quality management.

Jamil (2004) revealed that the plan focused on the development of pre and in-service training in KPK. A comprehensive strategy to develop training at all levels with the suggestion that autonomous body will set standards for the teachers and they

will be the authority of accreditation, certification, management institutions, modification of curriculum, provision of teaching aids and the integration of all teacher education institutes. Teacher development programs should have uniformity while setting and organizing teaching skills. The role will be clearly identified, in order to minimize the hit and miss process. Computerized data are to be established for administrators and managers at provincial levels regarding in-service training, to provide access for information technology and to use the technology in teacher training programs.

The report of the KPK Education Commission (1985) presented recommendations:

The candidates, before joining the department or taking admission the training classes, shall be required to pass the standardized aptitude and psychological tests. The candidates shall be required to appear before a medical board to ensure the selection of healthy individual. The duration of training should be increased for various professional courses so that the trainees are acquainted with the pedagogical skills. The teacher's training institutions should be made residential for both teachers and the taught. The present semester system in the elementary colleges has not proved fruitful and therefore recommended that there should be internal and external assessment. The regional institute for teacher education be properly managed with qualified staff and given all the facilities so that they are able to function well and fully concentrate on the all around development of the teachers.

According to the Provincial Education Council KPK (1989), the role of the teacher in all academic fields can hardly be over emphasized. No change whatsoever can take place effectively unless and until our teachers are fully committed to their profession? This makes it imperative to pay great attention to their selection procedure, their pre-service and in-service training. At present selection for admission in different elementary colleges of Education is made on merit-cum-quota basis. Colleges of Education / IERs have their own criterion / procedure of selection & there is no co-ordination between the education department and the IERs. Teachers, once entered in this profession, can hardly be removed from service irrespective of the fact that they are fit or misfit. There is a shortage of trained teachers especially in the field of science education and female education. The training which is being imparted is

not up to the mark and has failed in bringing about the desired behavioral change in the trainees. The present system of allowing the working teachers to appear as private candidates has not proved to be fruitful.

2.6 CRITICAL ANALYSIS OF TEACHER EDUCATION PROGRAMS

Report of the national training workshop for principals of teacher training institutes (AEPM). Government of Education (2005) commented that consensus was develop regarding teacher educations that the short period of one year's training which actually amounts to 8 or 9 month's training is insufficient to develop insight, interest and maturity in educational theory and practice. In such a short duration, the trainee is not in a position to bring improvement in the field. Increased duration will provide greater opportunities to inculcate proper professional attitudes among prospective teachers and develop maturity and insight in the process of education. The four-year college would not only be a larger period over which could develop the necessary professional attitudes and interest but also be in a position to establish healthy conventions and traditions and provide a continuing educational environment in the institution. As things stand at present the entire student population changes completely every year. Consequently the teachers colleges lack, by and large, an individuality of their own.

Education policy (1998-2010) observed that many individuals decide to enter the teaching profession after completing their degree course and after having failed to secure jobs elsewhere. It is difficult to raise the level of teacher education with the help of "left overs" who join the training college. An attempt should, therefore, be made to attract the right type of students quite early to the teaching profession and provide them sufficient opportunities to develop proper attitudes towards the profession which will go a long way in improving education. The four-year program would widen the scope of selecting students of the desired quality and caliber. The students would be selected after they complete the pre-university or higher secondary course. Provision could also be made to select some prospective teachers even at the time they enter the pre-university course. Teaching as a profession occupies a very low priority in the order of references of our school and college graduates. The best students prefer to join medicine, engineering, business, commerce, international

affairs, computer science and other professions. Hence, the teaching profession does not attract suitable number of talented students to join the fast expanding educational institutions of the country. Unfortunately, mediocrity has become the norm of most of our educational institutions. In order to attract talented students to the teaching profession, a stipend scheme to attract these students during their studies at the intermediate and degree levels. Those having higher qualification during the service adequate incentives of advance increments as well as rapid promotion should be given to retain them in profession.

According to Kimbal (no date) teacher education needs to be focused on institutes and teacher, to equip them properly. This will determine the standard of the teaching program provided that institutes are providing all the available facilities needed by the teachers during the teaching. Proper planning and integration among all the institutions will make the process of training more and more feasible for the teacher. Credit hours allocated to each discipline should be according to the importance of the subject. Curriculum planners and subject specialists must design the content of the subjects in such a manner that obligatory creative and investigative skills can be developed. When the trainees complete the desired courses, they should know the dimensions of the discipline to connect it in the classroom related to the course with special reference to the generalizations of the course. Teacher training need multidimensional material in the professional sequences. In these courses, the basics of training have to be developing for effective teaching-learning process. Foundation courses for the newcomers are communication skills, relationships, group discussion, inter-group inter-action leadership, community power structures and personality dynamics. Administrators and principals should be aware of what the trainee is learning. All responsibility will be shouldered by the supervisor during the trainee period particularly in practicum so the supervisor with the aim, to guide the newcomers in teacher education program. Continuous planning with discussion in or out side is required for teacher education institutes. A committee should be constituted with the consultation of all stakeholders to see to the matters of the new entrants. The representative of the education department could provide feedback for maintaining high quality.

Amin (No date) visualized that in education systems, the teacher is key at any

level. The standard of education depends entirely on the capability and the inspiration provided by the teacher. The level of achievement of a pupil is directly proportional to the ethical values of the provider. The content of instructional guidance is overshadowed by the philosophy and character of the teacher. The teacher during the course of study, to familiarize the idea of good character and to understand the purpose of education is the inculcation of good moral values. Without the full development of intellect, the teacher cannot guide the students towards the realization of the goal of education in the attainment of knowledge to contribute to the society. If a teacher does not have command on the subject, he/she will be unable to impart it properly. It is the teacher who comprehends the relationship of excellence in a branch of knowledge and makes scholars out of his students. Unfortunately, enough attention and effort have not been given in creating a sufficient number of good teachers to meet the demand of education in the society. With the best of buildings, books and keen students, the standard of education cannot be improved if the teacher is not competent with the pedagogical skills. It is a matter of great concern that the majority of the teacher community need to be did not meet the challenges and competed for rising to the level of good teachers. This situation can be corrected if the whole structure of educational reforms could be implemented properly.

Said (1992) observed that the decline of the teacher started soon after 1947 in Pakistan. With the coming of independence, a large number of government jobs offering better salary, status and authority became open to the 21th century students. The profession of teaching, therefore, was joined only by the individuals, unable to run the administrative post smoothly. The teacher was also low paid in comparison with other professions. Frustration, leading to evaporation of dignity in the teachers and community was the natural consequence. The teachers started to get organized into trade unions. The trade unions of teachers had to use political methods for the achievement of their objectives. After using the political method, they also became aware of the commanding political power. Because of this being against the terms of his employment, he prefers the role of the manipulator of the political power of the students. A working political relationship exists between the teachers and students in all universities and colleges. The student protects the teacher and the teacher protects the student. A similar relation also develops between the incompetent teacher and the

bad student. During the process the good teacher and the good student suffer. The environment in the universities is such that unless a teacher joins a group and is ready to be the supporter, he/s has to leave. The political parties of the country have also appreciated the strength and value of the political influence and the universities have on the political direction of the province, region or a country. The teacher-particularly at the University level-has gained much during the last five years in terms of income. But the position in society and the adverse working conditions created by the teachers themselves by their own conduct, still keeps the profession of teaching unattractive. There seems to be little chance of improving the quality of teachers even though it now offers the fastest route to earning higher grades of pay by merit alone. Some challenging measures would be necessary for the development of teacher education.

The Asia-Pacific Centre of Educational Innovation for Development (1989) stated that the terms 'professional' in present scenario need to be redefined as far as the implementation is concerned. Teaching, on the other hand, is directly involved with regard to status, incentive and freedom. Professional is a term which leads to separate the things in educational settings in which collaboration is focused. Professionalism refers to Para professionalism which is not only to complete the duty but the achievement of status. It can be considered that teaching like professionalism is a divisive term as it separates trained and untrained teachers, elementary and secondary teachers, general and vocational teachers. So looking for a desirable profession and rise of teaching up to some extent has not been favored, either in comparison to other professions. In education, teaching at university, college or school levels are the same and are underestimated. The existing system of teacher training for primary and secondary teachers has remained isolated from the mainstream of academic life of the university, as well as from the daily affairs of the school. The quality of training institutions remains with a few exceptions either mediocre or poor. Competent staff is not attracted: realism is lacking and set patterns and rigid techniques are followed in practice.

A study on the status of teachers (no date) noted that the pre-service curriculum in teacher education is one area which needs a lot of attention. The four major policy documents presented by the government of Pakistan over the last more than 30 years, emphasized the important issues of education. Each one of these

documents contains provisions for better teacher education programs, by introducing new ideas and by restructuring pre-service and in-service training. Consistent efforts were made, all along the way to revise and update curriculum, but it fail to do so. It brings a little change. The main problem in the process of reform has been the duration of training. Pakistan is one of those countries where the duration of training has been very short. Even in countries of Asia, the pre-service training ranges from 2-4 years. An increase in the duration of training has been a big problem in Pakistan. It needs sincere efforts to resolve the issue. The pre-service curriculum needs changes, because most of the educationists are agreed upon the fact and suggested in almost all the education policies that curricula is outdated and needs revision. Moreover, it does not meet the challenges of the changing world. The emerging global trends in teaching skills need to shift from teacher-centered approach to learner centered approach, from an annual system to a semester system, discipline from order to cooperation, from reading , writing arithmetic to recreation, rights, responsibilities and relationships. There is no proper system for teacher selection. The need is to establish a selection board for teachers with the purpose to have employment criteria and fair selection. There is a vast gap between public and private sectors, which needs to be addressed with the proper delivery system at provincial and national levels. There is a dire need to properly overhaul the assessment system in order to allocate appropriate weightings to theory and practicum.

The IED, AKU (2003) stressed that some private institutes are deteriorating the quality of education by appointing part-time faculty. This really hampers the efficiency of the institutes, because learners need proper time. Teacher training programs appear to be for the sake of degree and certificate not for the sake of learning. There appear to be no link between theory and practice; it should be strengthened by giving proper weighting to the practicum and by creating links between theory and practice. Practica at the school level needs proper attention to be appropriately managed. There is a need to abolish P.T.C. and C.T. and replace it with Diploma in education, with no recognition at provincial level. This may be due to the total lack of planning. Another important area which needs proper attention is research. The dire need is to conduct research in the targeted areas to focus on the problems. Low standards of research, is really hampering the efficiency of teacher

education programs. High level degrees are provided by some private sector institutes without taking in to consideration the standard, which affects the quality of education at all levels.

Within this context, to improve the quality of pre-service and in-service teacher education programs an agreed upon framework needs to be developed that can influence and form decisions at all levels relating to education and professional development of teachers. Very few research studies have been conducted in Pakistan to assess teacher education programs from the perspectives of elementary and secondary levels, the most important parts of education. Against this backdrop, this research study was conducted, with the aim to initiate action plan for improvement of education and highlight the conditions in which teachers acquire and sustain their tendencies and abilities and can applied them accordingly in KPK province of Pakistan.

CHAPTER III

METHODOLOGY

This chapter include: research design, research population/ sample, sources and nature of data, pilot test, research instrument, description and administration of the survey questionnaires, interview, ethical considerations, data analysis and hypotheses. The main purpose of the study is to determine the perceptions of directors/principals, teachers and trainees regarding teacher education program in Khyber-Pakhtonkhwa.

3.1 RESEARCH DESIGN

To obtain qualitative and qualitative data in the study, mixed methodology was used which employed a survey questionnaire with 72 items grouped under 07 broad categories (See Appendix A, B, C), also the interview contained 20 items to collect information's from directors and principals. Collection of data through survey questionnaire from trainees and the teachers' responses to open-ended questions, asked at the end of the survey questionnaire, interview and checklist, focused on the different aspects of teacher training institutes in order to evaluate teacher training programs in Khyber-Pakhtonkhwa.

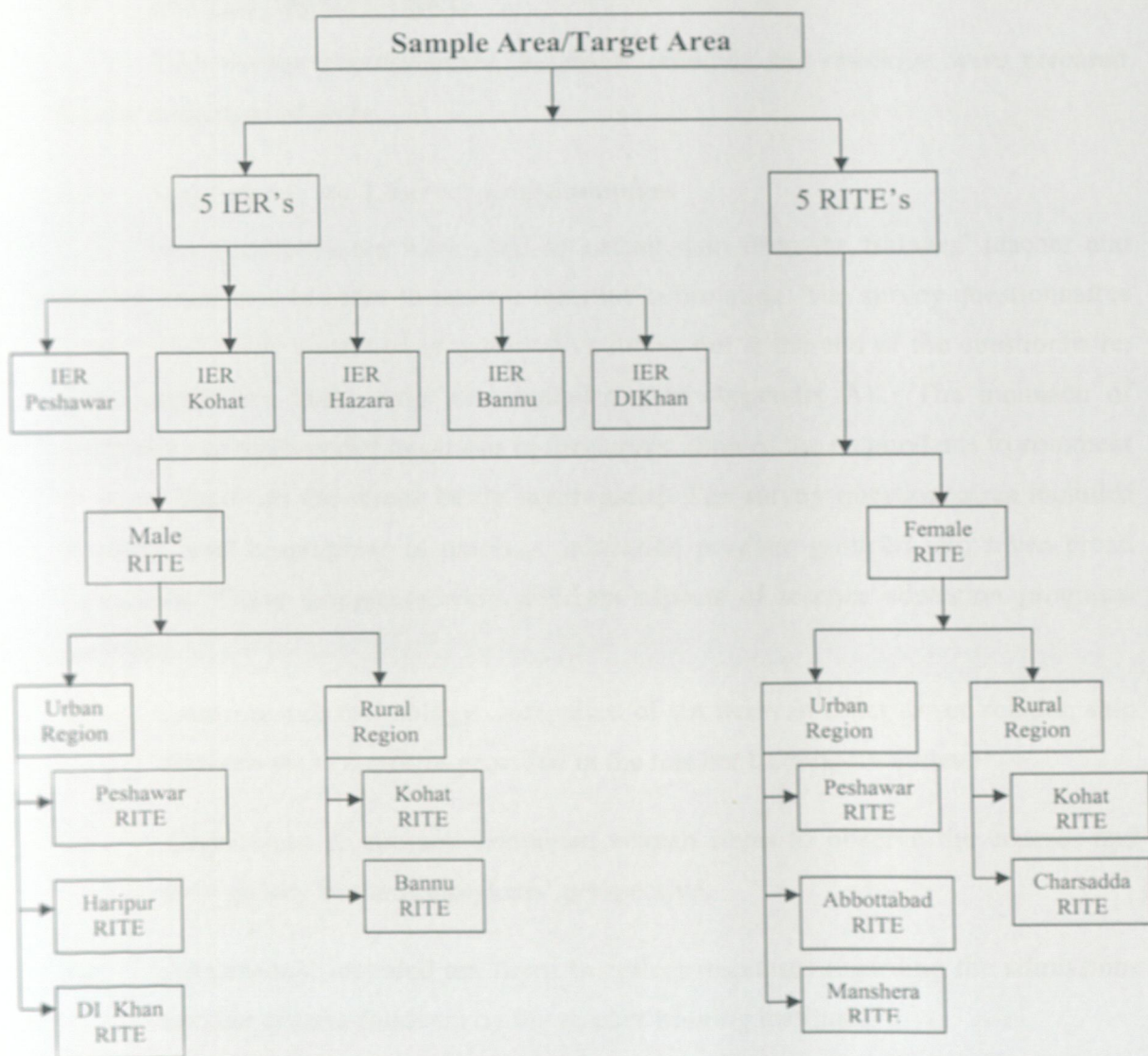
3.2 POPULATION

All teacher education institutes providing teacher training, teachers and trainees at all levels in KPK constituted the population of this study. There are five IER's (Institutes of Education and Research) in KPK. Besides there are 20 RITE's (Regional Institute of Teacher Education) providing teacher trainings at different levels.

3.3 SAMPLE SIZE AND ITS DISTRIBUTION

The whole population was divided into various strata in such a way that the basic characteristics of the participants within each stratum were homogenous. It was therefore assumed that a small sample from each stratum will be fairly representing the whole population. So far as distribution of the sample size is concerned, a

stratified random sampling technique was used for the allocation of sample size to each stratum. The whole province was classified into two broad groups on the basis of male and female (RITE) districts. One district (called stratum) each from the two groups was randomly selected. The two samples were split into urban and rural regions. Again, five RITE's from each urban region and five RITE's from each rural region were selected on random basis. In this way there were ten sub strata. A list of all the students and teachers in ten RITE's was prepared. This list was serving as a Sampling Frame. The sample size of 500 trainee teachers and 50 teacher educators distributed among these sub-strata. Thus, 50 trainee teachers and 5 teachers' educators from each RITE and IER were chosen randomly. Directors and principals of all these institutes were interviewed and the relevant information's were obtained directly from the respondents. As there are five IERs in KPK so all these institutes were comprised as sample institutes. Similarly, the selection of the trainee teachers and teachers' educators, i.e, 50 trainee teachers and 5 teachers' educators from each institute, were also selected randomly. The total sample included 750 trainee teachers, 75 teacher educators and 15 principals/ directors. The sample selection as discussed above is shown in the form of the flowing chart.



3.4 INSTRUMENTS USED

Two survey questionnaires, interview schedule and checklist were prepared for the collection of data.

3.4.i Instrument 1& 2 Survey questionnaires

Two questionnaires were used to collect data from the trainees' teacher and teacher educators in order to receive relevant information. The survey questionnaires used in this study consisted of quantitative items, but at the end of the questionnaire, some qualitative items were also included (See Appendix A). The inclusion of qualitative or open-ended questions in the survey allowed the respondents to comment in some depth on the issues being investigated. The survey questionnaires included eliciting brief biographies of teachers' education program grouped into seven broad categories. These categories were different aspects of teacher education programs such as:

- i. Learning aids/technology: comprised of ten items in order to see relation ship between these facilities provided in the teacher training institutes.
- ii. Curriculum & courses: contained sixteen items to observe the courses and their quality in the respondents' perspective.
- iii. Admissions: included ten items to collect responses regarding the admissions and the criteria followed by the teacher training institutes.
- iv. Teaching & learning: There were ten different items to test the quality of teaching-learning process in these institutes.
- v. Evaluation: contained eleven different responses to collect information regarding evaluation criteria and assessment procedures in teacher training institutes.
- vi. Research Activities: included five items to collect data from the respondents about research activities carried out in sample institutes.
- vii. Teaching practice: contained ten different items to find out the teaching

practice activities in sample institutes.

3.4.ii Instrument 3: Interview and checklist

The interview was conducted to get relevant information from the directors / principals of sample institutes.

The interview and checklist constituted the third important source of data generation in this study. The Interview aimed at capturing a detailed picture of what is taking place in the teacher training institutes of Khyber-Pakhtunkhwa. The researchers visited the selected sites on randomly selected days and completed the Interview and checklist (see Appendix B) which is structured on the following general aspects:

- i. Year of establishment of the institutes
- ii. Teacher education programs offered by the institute
- iii. Admission criteria in different institutes
- vi. Different teaching methods used in sample institutes
- v. Instructional facilities provided in the sample institutes
- vi. Enrollment of students in different programs (current batch & five years enrolment of each program run by the sample institutes)
- vii. Characteristics of the faculty members
- viii. Marks breakup of different programs
- ix. Educational conferences, seminars and training workshops attended by institute faculty members/ books published during last five years
- x. Research project / thesis supervised during last five years
- xi. Check list showing different requirements in sample institutes

3.5 PILOT TESTING OF RESEARCH INSTRUMENTS

Prior to conducting the main survey, a pilot survey was conducted with sample of teachers, trainees and principals from some teacher training institutes in Khyber-Pakhtunkhwa with the following purposes: To test and improve the planned

data collection techniques and instruments; to test the suitability of the above first three instruments; to make sure that the instruments are simple to use; the researchers and respondents to understand and answer the question in desirable way; identify weaknesses that might creep into the method used in analyzing the data collected; and to recognize any unforeseen problems with regard to data collection through using the above instruments and finding ways to address them. It was discussed with supervisor and experts. All the suggestions were incorporated and the instruments were finalized.

3.6 PROCEDURE

The data were collected from all teacher education institutes providing teacher training at all levels in KPK. There are five IERs' (Institutes of Education and Research) in KPK besides this; there are 20 RITES providing teacher training at different levels. Survey questionnaires and interview were prepared for the collection of data. The questionnaires were used to collect data from the trainee teachers and teacher educators in order to receive relevant information. Interviews were conducted to get relevant information's from the directors / principals of these institutes.

QUALITATIVE DATA

The major strengths and weaknesses of the teacher training program in the following aspects such as:

Learning aids/technology, curriculum & courses, admissions, teaching & learning, evaluation, research activities and teaching practice.

3.7 DATA TRIANGULATION

As pointed earlier, three types of instruments, including two survey questionnaires, and an interview were used to generate data in the study. The data gathered through these various sources were triangulated to enhance the quality or the reliability of the data.

3.8 ETHICAL CONSIDERATION

All research studies conducted with humans need to follow an ethical procedure to protect the participants from any moral deflection. As this study

involved human subjects, it was required to follow these ethical procedures:

- i. Seek informed consent from the participants of the study. The participants were provided detailed information about the study explaining the focus, significance and demands of the study.
- ii. The participants' informed consents were obtained on consent form provided by the researcher before collecting the data.
- iii. Participation in the study was declared voluntary; all participants invited for the research had the choice whether or not to participate in the study. They also reserved the right to withdraw from the study at any stage without notifying the researcher about their decision.
- iv. Confidentiality was maintained; participant's and institution's identity such as name, location, etc. will not be revealed in any form such as report, publication or conference presentations.
- v. The research data and documents obtained from institutions have been stored in confidential and secure places. No one except the research team has access to the data. The data are to be destroyed soon after completion of the research report.
- vi. The researcher respected the rule, regulations and norms in the institutions during field work in research site and avoided actions and any behaviour that potentially might have caused discomfort or inconvenience for individuals or institutions.
- vii. During the course of study, the researchers verified data with the participants to check for omissions, clarifications and extensions.

3.9 DATA ANALYSIS

This was a mixed type of study. Both quantitative and qualitative paradigms were used for the collection of data. Primary data were collected from the field, while secondary sources were libraries, newspapers and internet etc. Data was fed into SPSS and analyses of quantitative data were performed, to obtain, an evaluation of teacher education program in Khyber-Pakhtunkhwa as provided by the respondents. To

analyze quantitative data, statistical procedures were run using SPSS version 16.0. To begin with, data were obtained by using instruments. Teachers and trainees perceptions about the teacher education program was analysed by using descriptive statistics (% , frequency). Secondly, the Kruskal Wallis H test was implemented to examine the difference between different programs trainee teachers' and elementary and secondary level respondents about the different aspects of the teacher education program. It was also used to examine the difference in the teachers' status and about different aspects of teacher education programs. The Mann-Whitney U test was used to test the difference of different aspects regarding teacher education programs for gender, and also between teachers and trainees.

As far as qualitative data analysis is concerned, the results from the interview with principal respondents were documented while taking notes by the researcher. With some adaptation, the analytic approach was used for the analysis of qualitative data in this study. This included the following steps: Coding data into predetermined categories (the seven key questions in this study); developing sub categories based on the data using coding; and using the data as bases of summary statements that capture the main ideas of the respondents. An interview was used to analyze the qualitative data recorded principal extended responses to an open-ended question asked in the end of desired interview, Thus, by applying the above procedures, key themes relating to each of the seven aspects were identified and suggestions from the participant's response to open-ended questions asked in the end of survey questionnaires and interview were used to support the categories, main ideas, and launched action plan under the main findings.

3.10 HYPOTHESES TESTED

The following are the hypotheses of the study:

- i. There is no significant difference between the teachers and trainees in their perceived views of teacher education institutes related to different aspects of teacher education programs.
- ii. There is no significant difference between gender in their perceived views of teacher education institutes related to different aspects of teacher education programs.

- iii. There is no significant difference between the trainees of different programs in their perceived views of teacher education institutes related to different aspects of teacher education programs.
- iv. There is no significant difference between the teacher status in their perceived views of teacher education institutes related to different aspects of teacher education programs.
- v. There is no significant difference between the elementary and secondary trainee teachers in their perceived views of teacher institutes related to different aspects of teacher education programs.

CHAPTER IV

INTERPRETATION AND ANALYSES OF DATA

Analysis is the produce of insight into the total situation playing upon the assembled facts and giving them a general significance. Analysis is the process of organizing and verifying the data while, interpretation provides values, perspectives and conceptual frame work to support conclusions. The focus of data analyses were on reducing and describing large volumes of data to produce information that is useful and meaningful for discussion and interpretation. This chapter is about the data analyses which included, trainees and teachers perceptions and as well as the principals and directors perceptions.

TRAINEES PERCEPTIONS

4.1 LEARNING AIDS/TECHNOLOGY

The public and private sector teacher training institutions are having the same problems such as lack of physical facilities/ learning aids, lack of maintenance, repair etc. These facilities are either available up to the extent or even missing. The quality of these materials are most of the time not up to the standard, therefore, these are damaged very soon. The public sector has so many restrictions to purchase the material, the autonomy should be provided to them to purchase the needful which would be durable. There is always a financial constraint which needs to be addressed properly.

Table 4.1: Distribution of the Respondent Trainees regarding Learning Aids/technology and Teacher Education Program

Item #	Learning aids/technology	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	N f (%)
4.1.i	The activities are executed as schedule in the institute.	67 (11.2)	67 (11.2)	79 (13.2)	249 (41.5)	138 (23.0)	600 (100.0)
4.1.ii	All the activities are discussed with all concerned.	31 (5.2)	101 (16.8)	109 (18.2)	244 (40.7)	115 (19.2)	600 (100.0)
4.1.iii	Internet facility is available in the institute	133 (22.2)	96 (16.0)	52 (8.7)	161 (26.8)	158 (26.3)	600 (100.0)
4.1.iv	Internet access is available in the institute.	160 (26.7)	122 (20.3)	58 (9.7)	147 (24.5)	113 (18.8)	600 (100.0)
4.1.v	Photo copy, printing services are available.	211 (35.2)	112 (18.7)	30 (5.0)	135 (22.5)	112 (18.7)	600 (100.0)
4.1.vi	The class rooms provided are adequate.	66 (11.0)	51 (8.5)	77 (12.8)	225 (37.5)	181 (30.2)	600 (100.0)
4.1.vii	Furniture facility is available in the institute	29 (4.8)	21 (3.5)	57 (9.5)	201 (33.5)	292 (48.7)	600 (100.0)
4.1.viii	Books and other reading materials are available in the library.	82 (13.7)	69 (11.5)	79 (13.2)	182 (30.3)	188 (31.3)	600 (100.0)
4.1.ix	AV aids are provided in the class rooms.	140 (23.3)	102 (17.0)	91 (15.2)	190 (31.7)	77 (12.8)	600 (100.0)
4.1.x	Seminar, workshops and conferences are encouraged in the institute.	109 (18.2)	103 (17.2)	91 (15.2)	210 (35.0)	87 (14.5)	600 (100.0)

¹Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

It can be observed from table 4.1 that two responses rated the most frequently in the combined categories of "Agree" and "strongly agree" by the respondent trainees responses related to physical facilities provided in the institute. Financial constraints also impact availability of learning aids/technology, supplementary teaching material, reference materials, maintenance and monitoring services in the training institutes. Item 4.1.i indicates that trainees were satisfied 64.3% from the activities executed as schedule in their institutes which shows that learning aids were available so that there were no hindrances in the schedule activities whereas 22.4% were claiming otherwise. Approximately 52% of respondents reported that internet facility was provided to them whereas 47% claimed that the facility was not available in their institute. Nearly 65% trainees were of the opinion that furniture, reading materials and classrooms were adequate enough, while about 40% trainees were not satisfied with the available facilities. Item 4.1.x shows that seminars, workshops and conferences were carried out in 50% of the institutes but nearly 40% disagreed. Only one response is observed as the least frequently in the combined categories of "Uncertain" by the respondent trainees.

4.2 CURRICULUM AND COURSES

Curriculum is one of the core constituents of the system of teacher education. According to our general understanding of curriculum, it subsumes all experiences a trainee teacher undergoes during a pre-service or an in-service training program. Teacher education curricula need a big time overhauling.

Table 4.2: Distribution of the Respondent Trainees regarding Curriculum and Teacher Education Program

Item #	Curriculum & Courses	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	N f (%)
4.2.i	The curriculum is balanced.	75 (12.5)	58 (9.7)	105 (17.5)	272 (45.3)	90 (15.0)	600 (100.0)
4.2.ii	The curriculum makes reasonable provision to accommodate learner individual differences.	81 (13.5)	96 (16.0)	123 (20.5)	237 (39.5)	63 (10.5)	600 (100.0)
4.2.iii	The curriculum needs modification/ moderation.	35 (5.8)	50 (8.3)	58 (9.7)	233 (38.8)	224 (37.3)	600 (100.0)
4.2.iv	The aims of national education can be achieved by the present curriculum.	85 (14.2)	107 (17.8)	101 (16.8)	171 (28.5)	136 (22.7)	600 (100.0)
4.2.v	The text books have low quality paper, printing etc.	96 (16.0)	116 (19.3)	160 (26.7)	149 (24.8)	79 (13.2)	600 (100.0)
4.2.vi	The subject matter included in the course is adequate for increasing knowledge of the subject	59 (9.8)	106 (17.7)	73 (12.2)	257 (42.8)	105 (17.5)	600 (100.0)
4.2.vii	The syllabus clearly states grading criteria	52 (8.7)	91 (15.2)	142 (23.7)	197 (32.8)	118 (19.7)	600 (100.00)
4.2.viii	The syllabus clearly states course requirements.	65 (10.8)	70 (11.7)	95 (15.8)	274 (45.7)	96 (16.0)	600 (100.0)
4.2.ix	The syllabus clearly states course procedures.	65 (10.8)	68 (11.3)	114 (19.0)	245 (40.8)	108 (18.0)	600 (100.0)
4.2.x	The course integrates theoretical course concepts with practical application.	73 (12.2)	101 (16.8)	100 (16.7)	233 (38.8)	93 (15.5)	600 (100.00)
4.2.xi	The course material is updated.	105 (17.5)	95 (15.8)	112 (18.7)	204 (34.0)	84 (14.0)	600 (100.0)
4.2.xii	The course objectives are achievable.	40 (6.7)	56 (9.3)	91 (15.2)	310 (51.7)	103 (17.2)	600 (100.0)
4.2.xiii	The course is well organized.	78 (13.7)	64 (10.7)	101 (16.8)	252 (42.0)	105 (17.5)	600 (100.0)
4.2.xiv	The pace of the course is appropriate.	45 (7.5)	74 (12.3)	126 (21.0)	292 (48.7)	63 (10.5)	600 (100.0)
4.2.xv	Duration of the courses is appropriate.	44 (7.3)	67 (11.2)	86 (14.3)	262 (43.7)	141 (23.5)	600 (100.0)

¹Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

Table 4.2 indicates that the two categories rated the most frequently in the combined categories of "Agree" and "strongly agree" by the trainees responses, related to the subject matter or curriculum, which is essential to have a suitable teacher education program so that trainees could get a broad vision in their curriculum areas as well as in their daily lives. Results indicates that 60.3% of the trainees responded regarding curriculum found it balanced and at the same time 76.1% of the respondents agreed that the curriculum needs modification according to the changing situation. Half of the trainees responded that the curriculum accommodated individual differences and that aims could be achieved through present curriculum. Split responses are shown in item 4.2.v related to the low quality of materials used in printing books. "The subject matter included in the course is adequate for increasing knowledge of the subject" was reported by 60.3% of trainees. The syllabus clearly states grading criteria; course requirements and procedure in item 4.1.vii, viii and ix respectively indicated by nearly 65% positive responses. Approximately 54.3% respondents agreed upon the fact that the course integrates theoretical course concepts with practical applications, whereas 29% denied it. Most of the trainees (68.9%) were of the view that objectives of the course are achievable. As far as the pace and duration of the course is concerned, nearly 60% of respondents favoured these responses. The one response is observed as the least frequently in the combined categories of "Uncertain" by the respondent students in almost all the items.

4.3 ADMISSIONS

Admission at public sector university level is very tough. Some students on the top of the merit are getting admission. Teacher training institutes strictly follow the merit criteria. However, students of top merit did not prefer education as profession. Table 4.3.i mentions some very important facts regarding admissions in teacher training institutes.

Table 4.3: Distribution of the Respondents Trainees regarding Admissions and Teacher Education Program

Item #	Admissions	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	N f (%)
4.3.i	Merit is observed during admission.	26 (4.3)	32 (5.3)	42 (7.0)	230 (38.3)	270 (45.0)	600 (100.0)
4.3.ii	Admission criteria are reasonable.	35 (5.8)	33 (5.5)	46 (7.7)	287 (47.8)	199 (33.2)	600 (100.0)
4.3.iii	NTS is compulsory for admission.	152 (25.3)	77 (12.8)	75 (12.5)	157 (26.2)	139 (23.2)	600 (100.0)
4.3.iv	Departmental test is compulsory for admission	104 (17.3)	70 (11.7)	56 (9.3)	200 (33.3)	170 (28.3)	600 (100.0)
4.3.v	Admission fee is appropriate enough.	112 (18.7)	105 (17.5)	76 (12.7)	210 (35.0)	97 (16.2)	600 (100.0)
4.3.vi	Admission is centralized process.	58 (9.7)	59 (9.8)	96 (16.0)	267 (44.5)	120 (20.0)	600 (100.0)
4.3.vii	Admission is decentralized process.	181 (30.2)	147 (24.5)	92 (15.3)	131 (21.8)	49 (8.2)	600 (100.00)
4.3.viii	Any interference in admission.	127 (21.2)	131 (21.8)	131 (21.8)	152 (25.3)	59 (9.8)	600 (100.0)
4.3.ix	Gender disparity is encouraged in admission.	101 (16.8)	104 (17.3)	184 (30.7)	140 (23.3)	71 (11.8)	600 (100.0)
4.3.x	Special seats or quota system is observed during admission.	96 (16.0)	81 (13.5)	117 (19.5)	186 (31.0)	120 (20.0)	600 (100.0)

¹Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

It is obvious from table 4.3 that admission criteria are different in different educational programs at different educational institutes and referring to item 4.3.i 83.3%, trainees reported that merit was observed during admission which is a good indicator of quality education. Nearly 81% were satisfied of the reasonable admission criteria. IERs, M.Phil. and Ph.D. students favoured NTS test for their admission, whereas RITEs trainees were admitted through departmental test indicated in item

4.3.iii and 4.3.iv respectively. Half of respondents agreed upon fee structure whereas the same number of the respondents was in opposite categories. Approximately 64.5% trainees responded that admission was a centralized process, whereas 54.6% considered it as decentralized process. Item 4.3.viii shows "any interference in admission" disagreed category was 43%, Agreed category was 35.1% and 21.8% uncertain. "Gender disparity is encouraged in admission" was favoured by 35.1% trainees, while nearly 65% falls in the categories of strongly disagree, disagree and uncertain. Half of the respondent trainees agreed that special seat or quota was observed during admission and half of them thought otherwise.

Table 4.4: Satisfaction of the Respondent Trainees regarding Teaching Learning and Teacher Education Process

Item	Strongly Disagree	Disagree	Agree	Strongly Agree
4.3.i Teaching & Learning	14.5	29.1	44.2	12.2
4.3.ii Faculty of the Institution	14.5	29.1	44.2	12.2
4.3.iii Quality of the Institution	14.5	29.1	44.2	12.2
4.3.iv Faculty of the Institution	14.5	29.1	44.2	12.2
4.3.v Quality of the Institution	14.5	29.1	44.2	12.2
4.3.vi The teaching-learning process	14.5	29.1	44.2	12.2
4.3.vii The teaching-learning process	14.5	29.1	44.2	12.2
4.3.viii The teaching-learning process	14.5	29.1	44.2	12.2
4.3.ix The teaching-learning process	14.5	29.1	44.2	12.2
4.3.x The teaching-learning process	14.5	29.1	44.2	12.2
4.3.xi The teaching-learning process	14.5	29.1	44.2	12.2
4.3.xii The teaching-learning process	14.5	29.1	44.2	12.2
4.3.xiii The teaching-learning process	14.5	29.1	44.2	12.2
4.3.xiv The teaching-learning process	14.5	29.1	44.2	12.2
4.3.xv The teaching-learning process	14.5	29.1	44.2	12.2
4.3.xvi The teaching-learning process	14.5	29.1	44.2	12.2
4.3.xvii The teaching-learning process	14.5	29.1	44.2	12.2
4.3.xviii The teaching-learning process	14.5	29.1	44.2	12.2
4.3.xix The teaching-learning process	14.5	29.1	44.2	12.2
4.3.xx The teaching-learning process	14.5	29.1	44.2	12.2

4.4 TEACHING LEARNING PROCESS

Learning is a life long process. There are so many opportunities for formal, informal and non formal learning in one's life. It depends upon the individual about what kind of learning he/she prefers. Essential elements for learning are readiness, interest, motivation and a conducive environment, etc. Effective teachers usually create such situations in the classroom which are favorable for learning. These need pedagogical skills providing to the teacher. The following table shows different aspects of the teaching learning process which can improve the quality of education.

Table 4.4: Distribution of the Respondent Trainees regarding Teaching Learning and Teacher Education Program

Item #	Teaching & Learning	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	N f (%)
4.4.i	Faculty in the institute is appropriate enough.	79 (13.2)	106 (17.7)	89 (14.8)	228 (38.0)	98 (16.3)	600 (100.0)
4.4.ii	Faculty members are cooperative.	25 (4.2)	33 (5.5)	71 (11.8)	273 (45.5)	198 (33.0)	600 (100.0)
4.4.iii	The teaching-learning process encourages participation.	16 (2.7)	35 (5.8)	63 (10.5)	287 (47.8)	199 (33.2)	600 (100.0)
4.4.iv	The teaching-learning process encourages Lecture.	46 (7.7)	64 (10.7)	82 (13.7)	268 (44.7)	140 (23.3)	600 (100.0)
4.4.v	The teaching-learning process encourages Activity based learning.	67 (11.2)	54 (9.0)	71 (11.8)	262 (43.7)	146 (24.3)	600 (100.0)
4.4.vi	The teaching-learning process encourages questions answers.	32 (5.3)	30 (5.0)	53 (8.8)	314 (52.3)	171 (28.2)	600 (100.0)
4.4.vi i	Learning materials are relevant and useful.	55 (9.2)	54 (9.0)	111 (18.5)	279 (46.5)	101 (16.8)	600 (100.0)
4.4.vi ii	The provision of learning resources on the web is adequate and appropriate.	75 (12.5)	77 (12.8)	162 (27.0)	233 (38.8)	53 (8.8)	600 (100.0)
4.4.ix	The environment is conducive for learning.	48 (8.0)	81 (13.5)	111 (18.5)	283 (47.2)	77 (12.8)	600 (100.0)
4.4.x	There are hindrances in teaching learning process.	58 (9.7)	101 (16.8)	149 (24.8)	203 (33.8)	89 (14.8)	100 (100.0)

¹Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

Table 4.4 is related to teaching and learning, by developing a progressive environment which help trainees to learn and build self-confidence and a sense of accomplishment. It maximizes the educational experience of each trainee. Results indicate that 54.3% of trainees reported that faculty members were enough in number in their institutes, whereas 30.9% disagreed. Most of the respondents (78.5%) admitted that faculty members were cooperative, while nearly 10% disagreed and approximately 12 % were uncertain. Items 4.4.iii, 4.4.iv, 4.4.v and 4.4.vi refer to the teaching-learning process as encouraging participation, lecture, activity based and question answer were the methods applied in the classroom and trainees agreed responses were 81%, 68%, 68% and 80.5% respectively. Nearly 63.3% considered that learning materials used in the teaching learning process was relevant and useful. The provision of learning resources on the web was seen as adequate and appropriate relative to item 4.4.viii and favoured by 46.7% trainees, whereas 25.7% disagreed and 27% were uncertain. Approximately 60% of respondents agreed with the fact that the learning environment was favourable for learning in their institutes, while 22% disagreed and 18.5% uncertain. On the other hand, 46.7% considered that there were hindrances in the teaching-learning process, whereas, 26.3% thought otherwise and 24.8% were uncertain to the item.

4.5 EVALUATION

Evaluation is a broad cumulative term to measure the learners, which need to be conducted properly in order to judge or measure the students, teachers and program. Moreover, on the basis of assessment, the decision must be made well regarding the promotion and failure of the students in a particular program. It also provides feedback to students and teacher.

Table 4.5: Distribution of the Respondents Trainees regarding Evaluation and Teacher Education Program

Item #	Evaluation	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	N f (%)
4.5.i	The evaluation is based on the material presented in the course.	23 (3.8)	48 (8.0)	81 (13.5)	312 (52.0)	136 (22.7)	6 (100.0)
4.5.ii	The methods of assessment are reasonable.	22 (3.7)	47 (7.8)	92 (15.3)	309 (51.5)	130 (21.7)	600 (100.0)
4.5.iii	Assessment criteria are properly observed.	39 (6.5)	59 (9.8)	100 (16.7)	308 (51.3)	94 (15.7)	600 (100.0)
4.5.iv	The method of assessment is annual.	118 (19.7)	71 (11.8)	62 (10.3)	215 (35.8)	134 (22.3)	600 (100.0)
4.5.v	The method of assessment is semester.	178 (29.7)	82 (13.7)	66 (11.0)	167 (27.8)	107 (17.8)	600 (100.0)
4.5.vi	The assessment clearly states procedure.	49 (8.2)	52 (8.7)	123 (20.5)	287 (47.8)	89 (14.8)	600 (100.0)
4.5.vi i	Both external & internal assessment is carried out.	59 (9.8)	50 (8.3)	68 (11.3)	259 (43.2)	164 (27.3)	600 (100.0)
4.5.vi ii	The assessment is external.	107 (17.8)	93 (15.5)	121 (20.2)	195 (32.5)	84 (14.0)	600 (100.0)
4.5.ix	The examination is centralized.	58 (9.7)	59 (9.8)	96 (16.0)	267 (44.5)	120 (20.0)	600 (100.0)
4.5.x	The examination is decentralized.	181 (30.2)	147 (24.5)	92 (15.3)	131 (21.8)	49 (8.2)	600 (100.00)
4.5.xi	The malpractices are observed in examination.	127 (21.2)	131 (21.8)	131 (21.8)	152 (25.3)	59 (9.8)	600 (100.0)

¹Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

It is evident from table 4.5 that two responses rated the most frequently in the combined categories of "Agree" and "strongly agree" by the trainees responses related to student assessment; ideally the assessment process informs the teacher and the learner about learner progress and at the same time, contributes to the learning

process. According to the results, 74.7% of trainees reveal that evaluation was based on the material presented in the course; whereas 11.3% denied it and 13.3% were uncertain. Nearly 73.3% accepted that the methods of assessment were reasonable, while 11.7% disagreed and 15.3% were uncertain. As can be seen from item 4.5.iii, 67% trainees viewed the criteria of assessment as properly observed, whereas approximately 17% each disagreed and were uncertain. Nearly 60% of trainees were having an annual system of examination and about 40% had a semester system of examinations in their institutes. Most of the trainees (64.3%) claimed that assessment follows clear procedures, while 17.7% and 20.7% disagreed and were uncertain, respectively. Nearly, 70.3% were assessed both externally and internally. Trainees responded positively, (60%) to having a centralized system of assessment in their institutes, whereas 40% had a decentralized system of assessment. According to 35.3% of trainees, malpractices were observed in examinations, while 43% did not observe them and 21.7% were uncertain about the issue.

4.6 TEACHING PRACTICE

Practica in our system are not given a due weighting because of some loopholes in teaching-learning institutes. This is an important component of teacher-education programs. It needs to be addressed appropriately. Otherwise our teachers will be unable to deliver effectively and it will directly affect the quality of our teaching.

Table 4.6: Distribution of the Respondent Trainees regarding Teaching Practice and Teacher Education Program

Item #	Teaching practice	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	N f (%)
4.6.i	The teaching practice is executed as schedule in the institute.	43 (7.2)	53 (8.8)	95 (15.8)	263 (43.8)	146 (24.3)	600 (100.0)
4.6.ii	Both short & long term teaching practice is observed in the institute.	44 (7.3)	59 (9.8)	91 (15.2)	258 (43.0)	148 (24.7)	600 (100.0)
4.6.iii	The teaching practice is properly supervised in the institute.	36 (6.0)	49 (8.2)	72 (12.0)	273 (45.5)	170 (28.3)	600 (100.0)
4.6.iv	The teaching practice is important component of the course.	27 (4.5)	38 (6.3)	63 (10.5)	238 (39.7)	234 (39.0)	600 (100.0)
4.6.v	Duration of the teaching practice is appropriate.	26 (4.3)	56 (9.3)	95 (15.8)	266 (44.3)	157 (26.2)	600 (100.0)
4.6.vi	The Teaching practice needs improvement.	33 (5.5)	58 (9.7)	106 (17.7)	244 (40.7)	159 (26.5)	600 (100.0)
4.6.vi i	The Teaching practice assessment criteria is clear.	81 (13.5)	109 (18.2)	113 (18.8)	196 (32.7)	101 (16.8)	600 (100.0)
4.6.vi ii	The Lesson plan is outdated.	69 (11.5)	116 (19.3)	132 (22.0)	181 (30.2)	102 (17.0)	600 (100.0)
4.6.ix	The lesson planning needs modifications.	34 (5.7)	57 (9.5)	89 (14.8)	235 (39.2)	185 (30.8)	600 (100.0)
4.6.x	The Teaching practice removes the hesitance of the learner.	27 (4.5)	43 (7.2)	59 (9.8)	205 (34.2)	266 (44.3)	600 (100.0)

¹Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

As can be seen from table 4.6, most of the responses were related to the categories of "Agree" and "Strongly agree". The trainees mostly agreed that teaching practice was running as schedule in their institutes (67.3%) whereas 16% disagreed and 15.7% were uncertain because in some of the courses in RITEs teaching practice was not an integral part of their courses such as drawing masters (teaching a subject of drawing) etc or some trainees did not reach to that semester where teaching practice is compulsory. Nearly 67.7% trainees reported that both long and short-term teaching practices were observed in the institutes, while 17.3% and 15.3% were in the categories of disagreed and uncertain. Approximately 73.7% reveal that teaching practice was properly supervised in the institutes. On the other hand, only 14.3% and 12% disagreed and were uncertain. Most of the trainees (78.7%) considered that teaching practice is an important component of the courses, while the rest of the figures were equally divided into disagreed and uncertain. As far as duration of teaching practice is concerned 78.5% agreed and 13.7% disagreed and 15.7% were uncertain. Most of the trainees (67.7%) needed modification in teaching practice, whereas, 15.3% were not in favour of improvement in teaching practice and 17.7% were uncertain. Nearly half of the trainees agreed that criteria for the teaching practice were clear and 50% were distributed among strongly disagree, disagree and uncertain categories. As for as lesson plans are concerned, 47.3% admitted that they were outdated, and 70% responded that lesson plans need modification. On the other hand, respondent (78.7%) considered that teaching practice removes hesitance of the learner, whereas 11.7% thought otherwise.

4.7 RESEARCH ACTIVITIES

Research in teacher training institutes is a question mark. It should be a continuous process during the program, so that the root cause of the problems can be identified and desirable improvements can be made. The following table mentions some very obligatory questions to be answer.

Table 4.7: Distribution of the Respondents Trainees regarding Research Activities and Teacher Education Program

Item #	Research Activities	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	N f (%)
4.7.i	Research activities are encouraged in the institute.	92 (15.3)	91 (15.2)	109 (18.2)	210 (35.0)	98 (16.3)	600 (100.0)
4.7.ii	Research journal and publications are executed properly.	120 (20.0)	110 (18.3)	146 (24.3)	154 (25.7)	70 (11.7)	600 (100.0)
4.7.iii	Research thesis is compulsory at master level.	96 (16.0)	70 (11.7)	152 (25.3)	153 (25.5)	129 (21.5)	600 (100.0)
4.7.iv	Research supervisors are available at M.Phil & Ph.D level.	106 (17.7)	76 (12.7)	152 (25.3)	162 (27.0)	104 (17.3)	600 (100.0)
4.7.v	Research room is available in the institute.	138 (23.0)	99 (16.5)	135 (22.5)	150 (25.0)	78 (13.0)	600 (100.0)

¹Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

A close look at table 4.7 shows that trainees' responses were equally divided in almost all categories. One of the reasons may be that research activities were lacking in most of the regional institutes for teacher education. For item 4.7.i, "Research activities are encouraged in the institute", approximately half of the trainees responded positively, whereas half of them were distributed among other categories such as strongly disagree, disagree and uncertain. Nearly 37.3% trainees agreed that research journals were executed in the institutes, while 38.3% denied it and 24.3% were uncertain. About 47% respondents reported that a research thesis was compulsory at masters level and the rest of the trainees were from RITES and were supposed to run the program at the elementary level. Research supervisors were available at M.Phil & Ph.D. level (40.7%) trainees claimed, while others were excluded from that particular level. Nearly 38.0% agreed that research rooms are available to them whereas 39.7% disagreed and 22.5% were uncertain.

TEACHER'S PERCEPTIONS

4.8 LEARNING AIDS/TECHNOLOGY

In order to improve the quality of education being imparted and to enhance their professional competency, the teachers emphasize the need for having adequate structural and educational resources. A.V. aids alongwith other structural resources such as library, internet access, and separate study room for teaching staff are identified as vital resources. Teachers need to learn new things and become more competent in their subjects. To get updated about global changes, teachers should get books, magazines and access to inter-net or other source of information's. School authorities should provide sufficient budgets to those schools which do not have these facilities.

Table 4.8: Distribution of the Respondent Teacher's regarding Learning aids/technology and Teacher Education Program

Item #	Learning aids/technology	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	N f (%)
4.8.i	The activities are executed as schedule in the institute.	3 (5.0)	1 (1.7)	8 (13.3)	30 (50.0)	18 (30.0)	60 (100.0)
4.8.ii	All the activities are discussed with all concerned.	5 (8.3)	13 (21.7)	3 (5.0)	30 (50.0)	9 (15.0)	60 (100.0)
4.8.iii	Internet facility is available in the institute	17 (28.3)	3 (5.0)	5 (8.3)	18 (30.0)	17 (28.3)	60 (100.0)
4.8.iv	Internet access is available in the institute.	17 (28.3)	3 (5.0)	10 (16.7)	16 (26.7)	14 (23.3)	60 (100.0)
4.8.v	Photo copy, printing services are available.	9 (15.0)	9 (15.0)	5 (8.3)	13 (21.7)	24 (40.0)	60 (100.0)
4.8.vi	The class rooms provided are adequate.	1 (1.7)	8 (13.3)	4 (6.7)	27 (45.0)	20 (33.3)	60 (100.0)
4.8.vi i	Furniture facility is available in the institute	1 (1.7)	2 (2.1)	4 (6.7)	26 (43.3)	27 (45.0)	60 (100.0)
4.8.vi ii	Books and other reading materials are available in the library.	5 (8.3)	4 (6.7)	4 (6.7)	24 (40.0)	23 (38.3)	60 (100.0)
4.8.ix	AV aids are provided in the class rooms.	3 (5.0)	15 (25.0)	10 (16.7)	21 (35.0)	11 (18.3)	60 (100.0)
4.8.x	Seminar, workshops and conferences are encouraged in the institute.	6 (10.0)	5 (8.3)	10 (16.7)	24 (40.0)	15 (25.0)	60 (100.0)

¹Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

Table 4.9 indicates that the two categories rated the most frequently in the combined categories of "Agree" and "strongly agree" by the respondents related to the subject matter or curriculum, which is essential to have a suitable teacher education program so that students could get a broad vision in their curriculum areas as well as in their daily life. Result indicates that 53.3 % of the teachers responded regarding curriculum as balanced and the same time 70 % of the respondents agreed that the curriculum needed modification according to the changing situation. Nearly 46.7% teachers responded that the curriculum can accommodate individual differences and aims can be achieved through the present curriculum. Respondents (41.3%) agreed on item 4.9.v as to low quality of materials used in printing books, whereas 28.3% disagreed and 30.7% were uncertain. "The subject matter included in the course is adequate for increasing knowledge of the subject" was favoured by 51.3% of respondents, while 20% denied it and 28.3% were uncertain. The syllabus clearly states grading criteria and the course requirements and procedure in item 4.1.vii, viii and ix respectively indicated 41.3%, 53.3% and 46.7% positive responses. Approximately 40% of respondents agreed that courses integrate theoretical course concepts with practical applications, whereas 31.7% denied it. Most of the respondents (46.7%) were of the view that objectives of the course were achievable, whereas 30% disagreed, 23.3% uncertain. As far as the pace and duration of courses are concerned, 56.7% and 70% respondents respectively favoured these responses. The one response is observed as the least frequently in the combined categories of "Uncertain" by the respondent students in almost all the items.

4.10 ADMISSIONS

There have been many efforts to attract new students in the field of education. Admission to the teacher training institutes is the least priority of the students. Aptitude test should be conducted to know the interest of the students' in the teaching profession. Admission in teacher education program should ensure the students the job availability with proper incentives and career map.

Table 4.10: Distribution of the Respondent Teacher's regarding Admissions and Teacher Education Program

Item #	Admissions	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	n f (%)
4.10.i	Merit is observed during admission.	2 (3.3)	6 (10.0)	10 (16.7)	18 (30.0)	24 (40.0)	60 (100.0)
4.10.ii	Admission criteria are reasonable.	2 (3.3)	6 (10.0)	5 (8.3)	22 (36.7)	25 (41.7)	60 (100.0)
4.10.iii	NTS is compulsory for admission.	10 (16.7)	5 (8.3)	9 (15.0)	19 (31.7)	17 (28.3)	60 (100.0)
4.10.iv	Departmental test is compulsory for admission	9 (15.0)	8 (13.3)	10 (16.7)	15 (25.0)	18 (30.0)	60 (100.0)
4.10.v	Admission fee is appropriate enough.	8 (13.3)	7 (11.7)	10 (16.7)	20 (33.3)	15 (25.0)	60 (100.0)
4.10.vi	Admission is centralized process.	10 (16.7)	8 (13.3)	6 (10.0)	23 (38.3)	13 (21.7)	60 (100.0)
4.10.vii	Admission is decentralized process.	14 (23.3)	13 (21.7)	8 (13.3)	17 (28.3)	8 (13.3)	60 (100.0)
4.10.viii	Any interference in admission.	13 (21.7)	12 (20.0)	9 (15.0)	15 (25.0)	11 (18.3)	60 (100.0)
4.10.ix	Gender disparity is encouraged in admission.	15 (25.0)	12 (20.0)	7 (11.7)	18 (30.0)	8 (13.3)	60 (100.0)
4.10.x	Special seats or quota system is observed during admission.	8 (13.3)	11 (18.3)	7 (11.7)	23 (38.3)	11 (18.3)	60 (100.0)

¹Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

It is obvious from table 4.3 that admission criteria as different in different educational programs at different educational institutes. Referring to item 4.10.i, 70 %

of respondents reported that merit was observed during admission which appears to be good indication of quality education. Nearly 78.3% were satisfied about the reasonable admission criteria. Admissions in IERs for M.Phil. and Ph.D. favoured the NTS tests for their admission, whereas RITEs teachers used departmental tests as indicated in item 4.3.iii and 4.3.iv, respectively. Approximately half of the respondents agreed upon fee structure whereas the same number of the respondents reported in opposite categories. Approximately 60% teachers responded that admission was a centralized process whereas 30% considered it as decentralized process. Item 4.3.viii shows "any interference in admission". Agreed categories (43.3%) disagreed categories, 41.7% and 15% were uncertain. "Gender disparity is encouraged in admission" was reported by 43.3% teachers, while nearly 56.7% fell in the categories of strongly disagree, disagree and uncertain. Nearly 56.7% of the respondents agreed that special seats or quota was observed during admission, whereas 43.3% thought other wise.

Table 4.11 is related to teaching and learning, developing a progressive environment where students can learn and helps to build self-confidence and a sense of accomplishment that maximizes the educational experience of each student. Results indicate that 66.7% respondents reported that faculty members were enough in number in their institutes, whereas 23.3% disagreed. Most of the respondents (78.3%) admitted the fact that faculty members were cooperative enough, while nearly 11.7% disagreed and approximately 10 % were uncertain. Items 4.4.iii, 4.4.iv, 4.4.v and 4.4.vi refer to the teaching-learning process that encourages participation, lecture, activity-based and question-answer as methods of teaching and teachers agreed responses were 80%, 78%, 78.3% and 71.7%, respectively. Nearly 65% considered that learning materials used in the teaching-learning process was relevant and useful. The provision of learning resources on the web was seen as adequate and appropriate in item 4.4.viii was favoured by 65% teachers, whereas 21.7% disagreed and 13.3% were uncertain. Approximately 61.7% of respondents agreed that the learning environment was favourable for learning in their institutes, while 26.7% disagreed and 11.75% uncertain. On the other hand, 61.7% considered that there were hindrances in the teaching learning process, whereas 25% disagreed and 13.3% uncertain to the response.

4.12 EVALUATION

Ideally the evaluation process informs the teacher and the learner about learner progress and at the same time, contributes to the learning process. Evaluation has an impact on class activities includes individual and on the whole class and also how teachers understand the characteristics, uses, advantages and limitations of different types of assessment. The teachers can monitor his/her own teaching strategies in relation to student success.

Table 4.12: Distribution of the Respondent Teacher's regarding Evaluation and Teacher Education Program

Item #	Evaluation	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	n f (%)
4.12.i	The evaluation is based on the material presented in the course.	2 (3.3)	9 (15.0)	11 (18.3)	31 (51.7)	7 (11.7)	60 (100.0)
4.12.ii	The methods of assessment are reasonable.	2 (3.3)	8 (13.3)	7 (11.7)	30 (50.0)	13 (21.7)	60 (100.0)
4.12.iii	Assessment criteria are properly observed.	11 (18.3)	6 (10.0)	9 (15.0)	28 (46.7)	6 (10.0)	60 (100.0)
4.12.iv	The method of assessment is annual.	8 (13.3)	7 (11.7)	4 (6.7)	30 (50.0)	11 (18.3)	60 (100.0)
4.12.v	The method of assessment is semester.	6 (10.0)	8 (13.3)	5 (8.3)	25 (41.7)	16 (26.7)	60 (100.0)
4.12.vi	The assessment clearly states procedure.	10 (16.7)	5 (8.3)	6 (10.0)	27 (45.0)	12 (20.0)	60 (100.0)
4.12.vii	Both external & internal assessment is carried out.	7 (11.7)	8 (13.3)	7 (11.7)	22 (36.7)	16 (26.7)	60 (100.0)
4.12.viii	The assessment is external.	8 (13.3)	9 (15.0)	9 (15.0)	22 (35.0)	13 (21.7)	60 (100.0)
4.12.ix	The examination is centralized.	5 (8.3)	6 (10.0)	10 (16.7)	27 (45.0)	12 (20.0)	60 (100.0)
4.12.x	The examination is decentralized.	9 (15.0)	14 (23.3)	6 (10.0)	20 (33.3)	11 (18.3)	60 (100.0)
4.12.xi	The malpractices are observed in examination.	13 (21.7)	10 (16.7)	9 (15.0)	18 (30.0)	10 (16.7)	60 (100.0)

¹Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

It is evident from table 4.5 that two responses rated the most frequently in the combined categories of "Agree" and "strongly agree" by the respondent teachers

responses related to student assessment; ideally the assessment process informs the teacher and the learner about learners' progress and at the same time, contributes to the learning process. According to the results, 63.3% respondents reveal that evaluation was based on the material presented in the course; whereas 18.3% each denied the fact and were uncertain. Nearly 71.7% accepted that the methods of assessment were reasonable, while 16.7% disagreed and 11.3% were uncertain. As can be seen from item 4.5.iii, 56.7% teachers viewed the criteria of assessment as properly observed, whereas approximately 28.3% disagreed and 15% were uncertain. Nearly 68.7% of respondents were having an annual system of examination and 67.3% had a semester system of examinations. Most of the teachers (65%) claimed that assessment has clear procedures, while 25% and 10% disagreed and were uncertain, respectively. Nearly 63.7% were using both external and internal assessment. Teachers responded positively (65%) to having a centralized system of assessment, whereas 51.7% were having decentralized systems of assessment. According to 46.7% of teachers, malpractices were observed in examination, while 38.3% did not observe them and 15% were uncertain about the issue.

4.13 TEACHING PRACTICE

Teachers who use a range of instructional strategies in presenting material and facilitating student interaction have greater success in meeting the range of student needs within their classrooms. The instructional strategies they use should encourage students to be active participants in the learning process. Making adaptations can become a natural part of the teacher's planning as they develop skills in using different techniques within the same lesson plan. In order to be a successful teacher in the class, teachers need to know about learning theories, curriculum development and human development. An effective teacher not only makes the plans but also is aware of the importance of implementation of those plans (Pearson, 1989).

Table 4.13: Distribution of the Respondent Teacher's regarding Teaching Practice and Teacher Education Program

Item #	Teaching practice	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	n f (%)
4.13.i	The teaching practice is executed as schedule in the institute.	8 (13.3)	7 (11.7)	3 (5.0)	19 (31.7)	23 (38.3)	60 (100.0)
4.13.ii	Both short & long term teaching practice is observed in the institute.	5 (8.3)	6 (10.0)	3 (5.0)	21 (35.0)	25 (41.7)	60 (100.0)
4.13.iii	The teaching practice is properly supervised in the institute.	3 (5.0)	5 (8.3)	5 (8.3)	23 (38.3)	24 (40.0)	60 (100.0)
4.13.iv	The teaching practice is important component of the course.	3 (5.0)	6 (10.0)	7 (11.7)	18 (30.0)	26 (43.3)	60 (100.0)
4.13.v	Duration of the teaching practice is appropriate.	3 (5.0)	4 (6.7)	5 (8.3)	27 (45.0)	21 (35.0)	60 (100.0)
4.13.vi	The Teaching practice needs improvement.	3 (5.0)	9 (15.0)	7 (11.7)	20 (33.3)	21 (35.0)	60 (100.0)
4.13.vii	The Teaching practice assessment criteria is clear.	1 (1.7)	8 (13.3)	12 (20.0)	21 (35.0)	18 (30.0)	60 (100.0)
4.13.viii	The Lesson plan is outdated.	4 (6.7)	4 (6.7)	8 (13.3)	26 (43.3)	18 (30.0)	60 (100.0)
4.13.ix	The lesson planning needs modifications.	4 (6.7)	6 (10.0)	7 (11.7)	21 (35.0)	22 (36.7)	60 (100.0)
4.13.x	The Teaching practice removes the hesitance of the learner.	1 (1.7)	4 (6.7)	5 (8.3)	30 (50.0)	20 (33.3)	60 (100.0)

Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

As can be seen from table 4.13 most of the responses were related to the categories of "Agree" and "Strongly agree", the respondent teachers mostly agreed that teaching practice was executed as scheduled in their institutes (70%) whereas 25% disagreed and 5% were uncertain because in some of the courses in RITEs teaching practice was not an integral part of their courses such as drawing master (teaching drawing as a subject) etc or some trainees yet to reach to that semester where teaching practice is compulsory. Nearly 76.7% teachers reported that both long and short term teaching practice were observed in the institutes, while 18.3% and 5% were in the categories of disagree and were uncertain. Approximately 78.3% reveal that teaching practice was properly supervised in the institutes. On the other hand, only 13.3% and 8.3% disagree and were uncertain. Most of the teachers (73.3%) considered that teaching practice is an important component of the course, while the rest were equally divided into disagree and uncertain. As far as duration of teaching practice is concerned 80% agreed and 17% disagree and 8.3% were uncertain. Most of the respondents (68.3%) needed modification in teaching practice, whereas 20% were not in favour on improvement in teaching practice and 11.7% were uncertain. Nearly 65% of the teachers agreed that criteria for the teaching practice were clear and 35% were distributed among strongly disagree, disagree and uncertain categories. As far as lesson plans are concerned, 70.3% admitted that they were outdated and 71.7% responded that lesson plan need modification. On the other hand, respondents (83.3%) considered that teaching practice removed hindrances of the learner, whereas 17.7% thought otherwise.

4.14 RESEARCH ACTIVITIES

A research based degree should be provided in teacher training institutes. Practical research in the educational settings will focus the attention to apply a scholarly approach to teaching and learning. This is the age of research, so it is very obligatory to initiate research in all teaching institutes.

Table 4.14: Distribution of the Respondent Teacher's regarding Research Activities and Teacher Education Program

Item #	Research Activities	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	n f (%)
4.14.i	Research activities are encouraged in the institute.	18 (30.0)	5 (8.3)	11 (18.3)	15 (25.0)	11 (18.3)	60 (100.0)
4.14.ii	Research journal and publications are executed properly.	23 (38.3)	9 (15.0)	8 (13.3)	13 (21.7)	7 (11.7)	60 (100.0)
4.14.iii	Research thesis is compulsory at master level.	29 (48.3)	3 (5.0)	8 (13.3)	13 (21.7)	7 (11.7)	60 (100.0)
4.14.iv	Research supervisors are available at M.Phil & PhD level.	22 (36.7)	5 (8.3)	6 (10.0)	14 (23.3)	13 (21.7)	60 (100.0)
4.14.v	Research room is available in the institute.	16 (26.7)	6 (10.0)	8 (13.3)	12 (20.0)	18 (30.0)	60 (100.0)

Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree

A close look at table 4.12 shows that respondents were equally divided in almost all categories. One of the reasons may be that research activities were lacking in most of the regional institutes for teacher education. As for as item 4.12.i is concerned, "Research activities are encouraged in the institute", approximately half of the teachers responded positively, whereas half of them were divided among other categories such as strongly disagree, disagree and uncertain. Nearly 33.3% of teachers agreed that a research journals were executed in the institutes, while 53.3% denied it and 13.3% were uncertain. About 33.3% of respondents reported that a research thesis was compulsory at the masters level. The rest of the teachers were from RITES they are supposed to run the program at the elementary level. Research supervisors were available at M.Phil. & Ph.D. levels (45 %) teachers claimed, while others are excluded from that particular level. Nearly 50.0% agreed that research rooms are available to them whereas 36.7% disagreed and 13.3% were uncertain.

Hypothesis i. There is no significant difference between the Teachers and trainees in their perceived views of teacher education institutes related to different aspects of teacher education programs.

Relationship between profession and competency scales was analyzed by the t-Test and Mann-Whitney test. These tests were used to determine the significant difference between mean of profession, i.e, group of teachers and trainees with respect to competencies scales.

Table 4.15: Independent-Sample t-Test and Mann-Whitney U test of Scales and Profession among the Respondents

Scales	Profession	Mean	P - value
Learning aids/technology	Teacher	404	.002*
	Trainees	323	
Curriculum & Courses	Teacher	304	.260
	Trainees	333	
Admissions	Teacher	353	.331
	Trainees	328	
Teaching & Learning	Teacher	373	.065*
	Trainees	326	
Evaluation	Teacher	345	.516
	Trainees	328	
Teaching practice	Teacher	381	.029*
	Trainees	325	
Research Activities	Teacher	279	.031*
	Trainees	335	

*Mann-Whitney U Test

Table 4.15 shows that significance in curriculum courses, admission and evaluation scales for the teachers and trainees so it support null hypothesis. However, there is a significant difference among teachers and trainees, i.e, profession and learning aids/technology, teaching learning process, teaching practice and research activities so it rejects null hypothesis in these aspects (see results in appendix D).

Hypothesis ii. There is no significant difference between the gender in their perceived views of teacher education institutes related to different aspects of teacher education programs.

Relationship between gender and competency scales was analyzed by the t-Test and Mann-Whitney test. These tests were used to determine the significant difference between mean of gender, i.e., groups of male and female with respect to competencies scales. The results from the gender survey regarding their perceived views of teacher education program related to different aspects of teacher education institutes are presented in table 4.16.

Table 4.16: Independent-Sample t-Test and Mann-Whitney U test of Scales and Gender among the Respondents

Scales	Gender	N	Mean	P - value
Learning aids/technology	Male	295	273	.000
	Female	365	376	
Curriculum & Courses	Male	295	295	.000
	Female	365	359	
Admissions	Male	295	340	.222
	Female	365	322	
Teaching & Learning	Male	295	318	.136
	Female	365	340	
Evaluation	Male	295	304	.002
	Female	365	351	
Teaching practice	Male	295	323	.414
	Female	365	335	
Research Activities	Male	295	326	.647
	Female	365	333	

Mann-Whitney U Test

Table 4.16 shows non significance for admission, teaching learning, teaching practice and research activities scales shows that it is non significant in the mean of scales for the male and female teachers, so hypothesis is supported However, there is a significant difference in curriculum, evaluation and learning aid/technology scales and gender so it rejects the null hypothesis (See results in appendix E).

Hypothesis iii. There is no significant difference between the trainees of different programs in their perceived views of teacher education institutes related to different aspects of teacher education programs.

The results from the trainees of different programs survey regarding their perceived views of teacher education program related to different aspects of teacher education institute is presented in table 4.17.

Table 4.17: Kruskal Wallis U Test of Scales and Different Programs among the Respondents

Scales	Programs	N	Mean	P - value
Learning aids/technology	D.Ed	218	272	.000
	DM	59	352	
	ADE	51	373	
	B.Ed	166	338	
	M.Ed	74	324	
	M.Phil	19	450	
	Ph.D	13	266	
Curriculum & Courses	D.Ed	218	305	.000
	DM	59	425	
	ADE	51	342	
	B.Ed	166	342	
	M.Ed	74	300	
	M.Phil	19	355	
	Ph.D	13	224	
Admissions	D.Ed	218	329	.000
	DM	59	400	
	ADE	51	417	
	B.Ed	166	315	
	M.Ed	74	231	
	M.Phil	19	238	
	Ph.D	13	300	
Teaching & Learning	D.Ed	218	299	.000
	DM	59	382	
	ADE	51	372	
	B.Ed	166	343	
	M.Ed	74	304	
	M.Phil	19	379	
	Ph.D	13	165	
Evaluation	D.Ed	218	324	.100
	DM	59	392	
	ADE	51	288	
	B.Ed	166	337	
	M.Ed	74	302	
	M.Phil	19	271	
	Ph.D	13	230	
Teaching practice	D.Ed	218	357	.000
	DM	59	402	
	ADE	51	252	
	B.Ed	166	280	
	M.Ed	74	315	
	M.Phil	19	251	
	Ph.D	13	297	
Research Activities	D.Ed	218	260	.000
	DM	59	358	
	ADE	51	323	
	B.Ed	166	390	
	M.Ed	74	433	
	M.Phil	19	487	
	Ph.D	13	302	

*Significant at $\alpha = 0.05$ level

Table 4.17 indicates the nonparametric test, Kruskal-Wallis, yielded statistical significance ($P < .05$) for different scales and programs among the respondents. Scales given in the questionnaire were highly significant within the programs and in between RITE and IER as well, so null hypothesis is rejected. It is non significant in evaluation and it support the null hypothesis. Diploma in Education (DEd), Drawing Masters/Mistress (DM) were programs run by Regional Institutes for Teacher Education (RITE) at the elementary level, whereas Bachelor of Education (B.Ed), Master of Education (M.Ed), M.Phil. and Ph.D. were run by the Institutes of Education and Research (IER) and Associate Degree in Education was a new program in its first phase launched by IER Peshawar, Hazara and RITE male Peshawar, RITE female Abbottabad in KPK. (See results in appendix F).

Hypothesis iv. There is no significant difference between the teacher status in their perceived view of teacher education institutes related to different aspects of teacher education programs.

Relationship between the teachers status was analyzed through Spearman Rank Order Correlation Analysis. Significant or no significant relationship/association with working experience was identified by five scales, as shown in Table 4.18; of competencies scales. The overall competency which was combined with the seven scales was analyzed with teacher's working status to determine the relationship after part analyses for seven scales.

Table 4.18: Kruskal Wallis U Test of Scales and Different Status among the Respondents

Scales	Status	N	Mean	P - value
Learning aids/technology	Professor	04	418	.000
	Asso.Prof	05	396	
	Asstt.Prof	07	400	
	Lecturer	11	440	
	Instructor	30	491	
	Others	03	463	
Curriculum & Courses	Professor	04	467	.000
	Asso.Prof	05	306	
	Asstt.Prof	07	372	
	Lecturer	11	472	
	Instructor	30	336	
	Others	03	123	
Admissions	Professor	04	359	.000
	Asso.Prof	05	371	
	Asstt.Prof	07	366	
	Lecturer	11	469	
	Instructor	30	328	
	Others	03	402	
Teaching & Learning	Professor	04	231	.000
	Asso.Prof	05	406	
	Asstt.Prof	07	321	
	Lecturer	11	374	
	Instructor	30	398	
	Others	03	346	
Evaluation	Professor	04	384	.100
	Asso.Prof	05	366	
	Asstt.Prof	07	344	
	Lecturer	11	420	
	Instructor	30	343	
	Others	03	323	
Teaching practice	Professor	04	519	.000
	Asso.Prof	05	405	
	Asstt.Prof	07	399	
	Lecturer	11	400	
	Instructor	30	322	
	Others	03	343	
Research Activities	Professor	04	479	.000
	Asso.Prof	05	204	
	Asstt.Prof	07	388	
	Lecturer	11	464	
	Instructor	30	258	
	Others	03	265	

*Significant at $\alpha = 0.05$ level

Table 4.18 indicates that the nonparametric test, Kruskal-Wallis, produced statistical significance ($P < .05$) for different scales and programs among the respondents. Scales given in the questionnaire were highly significant within the programs and in between RITE and IER as well, so it rejects null hypothesis, but non significance in evaluation. Professor, Associate Professor, Assistant Professor and Lecturer were professional statuses in IER at university level, whereas instructors and the category of others which may be drawing master/mistress or physical education teacher at RITE. So these are the different teaching statuses of the teachers at the elementary and secondary levels teaching in universities and in RITE. (See results in appendix G)

Hypothesis v. There is no significant difference between the elementary and secondary trainee teachers in their perceived views of teacher institutes related to different aspects of teacher education programs.

The results from the trainees of elementary and secondary trainee teachers survey regarding their perceived view of teacher education program related to different aspects of teacher education institutes are presented in table 4.17.

Table 4.19: Kruskal Wallis U Test of Scales and Different Levels among the Respondents

Scales	Levels	N	Mean	P - value
Learning aids/technology	Elementary	298	330	.679
	Secondary	156	337	
	Both	203	319	
Curriculum & Courses	Elementary	298	341	.324
	Secondary	156	321	
	Both	203	317	
Admissions	Elementary	298	373	.000*
	Secondary	156	262	
	Both	203	315	
Teaching & Learning	Elementary	298	332	.849
	Secondary	156	330	
	Both	203	322	
Evaluation	Elementary	298	340	.060*
	Secondary	156	297	
	Both	203	335	
Teaching practice	Elementary	298	334	.220
	Secondary	156	306	
	Both	203	337	
Research Activities	Elementary	298	299	.000*
	Secondary	156	406	
	Both	203	312	

*Significant at $\alpha = 0.05$ level

Table 4.19 indicates that the nonparametric test, Kruskal-Wallis, produced statistical significance ($P < .05$) for admission and research activities scales and levels among the respondents with marginal significance for evaluation ($p = 0.60$). RITEs are providing elementary level training, whereas IERs are imparting secondary level and in some institutes both elementary and secondary levels trainings are provided by IER. As mentioned above, there is significant difference in admission at both RITE and IER levels where admission criteria are separated. At IERs admission were mostly decentralized, whereas at RITEs they followed the government criteria. Similarly evaluation is also centralized in RITEs and decentralized in IERs and RITEs had an annual system mostly, while IERs mostly followed a semester system. Research activities were mostly followed in IERs at the university level whereas RITEs have no research activities in their institutes (See results in appendix G).

DIRECTOR/PRINCIPAL PERCEPTIONS

4.1 Year of Establishment:

There were Five IERs and ten RITEs as a sample institutes. First query was about the year of establishment.

S.#	Name of institute	Year of establishment
i.	IER Peshawar	1964
ii.	IER DI Khan	1974
iii.	IER Kohat	2002
vi.	IER Hazara	2005
v.	IER Bannu	2005
vi.	All RITEs	2002

The IER University of Peshawar is the pioneer institute followed by Kohat and recently established institutes such as Hazara and Bannu. IERs are imparting pre-service and in-service training at the B.Ed. M.Ed. M.Phil. and Ph.D. levels. Originally regional institutes for teacher Education (RITE) were established as government colleges of Elementary Teachers (GCET). The institutes underwent a restructuring process and were converted to (RITE) in 2002. The Provincial Institute of teacher Education (PITE) in Khyber-Pakhtunkhwa provides in-service training to teachers. The government of Pakistan launched the "Teachers Training Project" in all of the four provinces of Pakistan including KPK in 1979. The teacher training project with the name of Provincial Institute of Teacher Education (PITE) was established in Khyber Pakhtunkhwa in October 1993, with the main aim to assist the government of Khyber-Pukhtunkhwa to improve the access and quality of teacher education. PITE has started its journey with launching of the Diploma in Education (10+3 and 12+11/2) which will bring a revolutionary change in the pre-service training of teachers in Pakistan. As an action research completed, Diploma will replace P.T.C.& C.T. in the government college for elementary teachers throughout the province. Along with experimentation in pre-service PITE is busy imparting in-service training to all the categories of teachers e.g primary, middle, secondary teacher educators and administrators in the province.

4.2 Educational Program offered by sample institutes are shown in table 4.2

Table 4.2: Teacher Education Programs Offered by Different Institutes

Institutes	B.Ed		Diploma In Edu		ADE/B.Ed (Hon) Elementary		M.Ed		DM		JDPE		M.Phil (Edu)		Ph.D (Edu)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
IER Peshawar	✓	-	-	✓	✓	-	✓	-	-	✓	-	✓	✓	-	✓	-
IER Kohat	-	✓	-	✓	-	✓	✓	-	-	✓	-	✓	✓	-	✓	-
IER DI Khan	✓	-	-	✓	-	✓	✓	-	-	✓	-	✓	✓	-	✓	-
IER Bannu	✓	-	-	✓	-	✓	✓	-	-	✓	-	✓	✓	-	✓	-
IER Hazara	✓	-	-	✓	✓	-	✓	-	-	✓	-	✓	✓	-	✓	-
RITE(Male) Kohat	-	✓	✓	-	-	✓	-	✓	✓	-	-	✓	-	✓	-	✓
RITE(Male) D.I Khan	-	✓	✓	-	-	✓	-	✓	✓	-	-	✓	-	✓	-	✓
RITE(Male) Haripur	-	✓	✓	-	-	✓	-	✓	✓	-	-	✓	-	✓	-	✓
RITE(Male) Peshawar	-	✓	✓	-	✓	-	-	✓	✓	-	-	✓	-	✓	-	✓
RITE(Male) Bannu	-	✓	✓	-	-	✓	-	✓	✓	-	-	✓	-	✓	-	✓
RITE(Female) Charsadda	-	✓	✓	-	-	✓	-	✓	✓	-	✓	-	-	✓	-	✓
RITE(Female) ATD	-	✓	✓	-	✓	-	-	✓	✓	-	-	✓	-	✓	-	✓
RITE(Female) Mansehra	-	✓	✓	-	-	✓	-	✓	✓	-	✓	-	-	✓	-	✓
RITE(Female) Kohat	-	✓	✓	-	-	✓	-	✓	✓	-	✓	-	-	✓	-	✓
RITE(Female) Peshawar	-	✓	✓	-	-	✓	-	✓	✓	-	-	✓	-	✓	-	✓

RITE is running Diploma in Education, Certificate in Drawing Master, Junior Diploma in Physical Education, Certificate in Agro Technical and now, recently, PTC and CT courses are abolished and ADE associate degree in Education is introduced for which RITEs are affiliated with their respective universities. This can be converted into B.Ed (Hon) Elementary. Only Mansehra, Charsadda and Kohat Female RITEs were imparting JDPE courses. ADE were launched by RITE male Peshawar and RITE female Abbotabad, whereas B.Ed (Hon) elementary were started by IER Peshawar and IER Hazara Universities which are four year programs funded by PRE STEP US Aid program. All RITEs were providing pre-service training in the morning shift while IERs were imparting pre-service and in-service training in both morning and evening shifts.

4.3 Admission Criteria: Different institutes have different criteria for admission shown in table 4.3.

Table: 4.3: Indicating Admission Criteria in Sample Institutes

Eligibility	Programs						
Academic Qualification	DE	JDP E	DM	B Ed	M Ed	M phil	PhD
A. Level: S.S.C.							
F.A./F.Sc.	✓	✓	✓				
B.A./B.Sc.				✓	✓		
M.A./M.Sc.							
B.Ed.					✓		
M.Ed.						✓	
M.Phil.							✓
B: 1 st Division						✓	
2 nd Division	✓	✓	✓	✓	✓		
CGPA: 3.0							✓
NTS						✓	✓

In RITEs eligibility criteria for DE were FA/Fsc at least second division, for DM admission criteria were FA/FSc (intermediate or having 12 years of education) 2nd division with drawing as a subject was at the SSC (matric or having 10 years of education) level. For JDPE, admission criteria were FA/FSc 2nd division with physical education as a subject. In IERs for B.Ed. admission criteria were B.A./B.Sc. (bechelor degree or having 14 years of education) at least 2nd division and for M.Ed. the criteria were B.A./B.Sc. 2nd division with B.Ed. For M.Phil. Criterion was M.Ed. first class and to qualify NTS test, whereas for Ph.D., M.Phil. with at least 3.0 CGPA and to qualify subject GRE test.

4.4 Teacher Training Institutes used variety of methods to impart knowledge to the perspective teachers shown in table below.

Table 4.4 Showing Different Teaching Methods used in Sample Institutes

Teaching Methods	Always	Often	Some Times	Rarely	Never
Lecture Method	16	---	---	----	--
Lecture Demonstration	16	--	--	--	--
Pair work	02	03	05	04	02
Group discussion	05	03	03	02	03
Question Answer	10	03	03	-----	-----
Activity based	06	03	04	03	-----
Micro Teaching	n/a	n/a	n/a	n/a	n/a
Project	n/a	n/a	n/a	n/a	n/a

There is an overwhelming emphasis on the need for a professionally competent teacher to develop mastery of pedagogy in that he or she is capable of using different pedagogical techniques in the classroom appropriate to the situation in hand. The kind of knowledge of pedagogy and classroom-based educational process the teachers consistently refer to are awareness about different and modern techniques used in teaching of the subjects; skills in planning good lessons, setting worthwhile and achievable lesson objectives; using ways, techniques and activities focused on these objectives; assigning purposeful tasks to students individually, in pairs or in groups, engaging students in practical/experimental work; knowledge of different educational resources; using teaching aids suiting the lesson; using new equipment and technologies such as computer and internet; involving individual students in the teaching and learning process and using innovative ways to evaluate student learning during and at the end of lessons. The expertise of a competent pedagogue needs to combine a wide range of teaching and manipulative skills, deeper understanding of teaching methodologies, approaches and knowledge of the theories underlying these approaches. Mastery in pedagogy can come through genuine engagement with pedagogical practices and constant reflection on these practices. The above table shows traditional approaches used by the teacher in the classroom. But being unable to withstand the challenges arising from the transition from a lecture mode of teaching to activity-based teaching, they tend to use challenges related to students' attitude, resources, syllabus, examination, and parents as legitimate excuses to continue with or return to lecturing, forcing memorization or reading from textbooks. There is a need to develop attitudes in teachers so that they are persistent in their efforts towards implementing ideas, techniques and strategies they learn from trainings programs.

4.5 Instructional facilities are very important for any institute to be provided shown in table 4.5

Table 4.5 Indicating Instructional Facilities Provided in the Sample Institutes

Options	Availability		If Yes, Utilization				
	Yes	No	Always	Often	Some Times	Rarely	Never
	16	00	09	07	-----	-----	-----
Digital Library	02	14	02	-----	-----	-----	14
Computer facility	16	00	08	04	04	-----	-----
Science equipments	10	06	08	03	02	03	06
OHP (Over head projector)	13	03	08	03	03	02	03
Multimedia	13	03	08	03	03	02	03
A.V Aids	16	00	07	04	03	02	00

In order to improve the quality of education being imparted and to enhance teachers' professional competency, the teachers emphasize the need for having adequate structural and educational resources. Audio-visual-aids alongwith other structural resources such as library, internet access, and separate study rooms for teaching staff are identified as vital resources teachers need to learn new things and become more competent in their subjects. The above table indicates the lack of resources in the teacher education institutes, which really create hurdles in teaching learning process.

4.6 Enrollment of students for session 2010-11 is shown in table 4.6.

Table 4.6: Showing Enrollment of Students in Different Programs (Current Batch)

Programs	No. of male students	No. of female students	Total No. of students in
B.Ed.	138	290	428
M.Ed.	90	127	217
M.Phil.	62	38	100
P.hD.	33	17	50
D.Ed.	157	415	572
P.E.T.	00	94	94
D.M.	145	178	323
B.Ed.(Hon) Elementary	61	63	124
Total	706	1222	1928

It is obvious from table 4.6 that the number of enrolled students in sampled institutes for session 2010-2011 was 1928, the number of girls, 1222 and boys, 706. The ratio of girls, was high compared to boys. One of the reasons may be that society accepts this profession for their females. Boys are not attracted towards the profession because this is considered to be the lowest profession in the society. The real concern is that the teaching profession is going through an identity crisis in the contemporary Pakistani society.

4.7 Category-wise strength of faculty members working in the sample institutes are shown in the table below

Table 4.7: Category-Wise Strength of the Faculty Members

Posts	Professor	Associate Professor	Asstt. Prof	Lecturer	Instructor	Any other
Sanctioned	15	14	18	13	70	05
Filled	08	10	15	07	58	05
Vacant	07	04	03	06	12	00
Permanent	08	05	11	11	70	05
Contract	02	04	04	04	00	00
Visiting	00	00	00	00	00	00
TTS	00	00	04	00	00	00
Need of posts	07	04	03	06	12	00

As mentioned in the above table vacant posts are always a problem in the public sector institutes. As can be clearly seen, from professor to instructor posts are lying vacant which not only create hurdles in the teaching-learning process but also the directors and principals face difficulties to manage the institutes properly.

4.8 Marks break in different institutes are given below.

Table 4.8: Showing Marks Breakup of Different Programs of Semester / Annual System

Term / Semester				Annual					
Internal Marks	Mid Term Marks	Final Term Marks	Assignment/ Presentation	Total	Internal Marks	External Marks	Total		
B.Ed.	30	50	20	100	-	-	100	200	1000
M.Ed.					25	75	100	100	1100
M.Phil.	30	50	20	100					
Ph.D.	30	50	20	100					
D.Ed					40	60	100		
P.E.T					40	60	100		
D.M					40	60	100		
A.D.E.	30	50	20	100					

Most of the institutes still follow an annual system of assessment, whereas a few programs such as M.Phil./Ph.D., B.Ed.(Hon) and A.D.E. are having semester system.

- 4.9 Conferences, Seminars and workshops provide updated knowledge to the teachers shown in the table below were attended by the teachers of sample institutes.

Table 4.9: Educational Conferences, Seminars and Training workshops attended by Faculty members/ Books Published During last Five Years

Activities		2006	2007	2008	2009	2010
		Year: i)	Year: ii)	Year: iii)	Year: iv)	Year: v)
		08	06	04	03	01
		03	00	02	01	01
Educational Conference						
		02	04	02	03	02
Seminars						
		07	04	03	06	03
Teacher Training workshops						
		05	06	19	14	13
Books Published						
		04	03	03	02	02
Total		29	23	33	29	22

Table 4.9 clearly points out that for the professional growth of the teacher, seminars, workshops and conferences are very obligatory. Besides this, article publication and book publication are very important for university teachers for upward mobility.

4.10: A research thesis is compulsory at the masters' level shown in table below and is supervised by the faculty members of sample IERs.

Table 4.10: Research Project / Thesis Supervised During Last Five Years

M. Ed	M.Phil (Edu)	Ph.D (Edu)	Total
580	24	10	614

A research thesis/project is usually conducted at the masters' level in universities. This is for the partial fulfillment of the masters' degree and students learn the ways and means to conduct research.

4.11: M.Phil and PhD Programs are run by IERs as Shown in table 4.11 with Five Years Enrollment.

Table 4.11: Indicating Enrolment of the Students During last Five years in Ph.D/ M.Phil Programs

Program	Year	Enrolment	Dropout
M.Phil/Ph.D	2006	26	00
M.Phil/Ph.D	2007	35	00
M.Phil/Ph.D	2008	45	00
M.Phil/Ph.D	2009	45	00
M.Phil/Ph.D	2010	32	00
Total		183	00

As shown in table 4.11 M.Phil/Ph.D. programs were launched by IERs at the university level. The post masters' degree holders will be able to perform their duties at the university level; however, some schoolteachers were also enrolled in order to equip themselves with the higher level academics. This degree is also the criterion to be qualified for supervisory /administrative posts at school level.

4.12: M.Ed Program is run by IERs Shown in table 4.12 with Five Years Enrollment

Table 4.12 Showing Enrolment of the Students During Last Five years in M.Ed Programs

Program	Year	Enrolment	Dropout
M.Ed	2006	140	00
M.Ed	2007	179	00
M.Ed	2008	176	05
M.Ed	2009	208	03
M.Ed	2010	182	09
Total		885	17

As shown in table 4.12, the M.Ed was launched by IERs at the university level. The masters degree holders will be able to perform their duties as secondary or higher secondary school teachers responsible in schools teaching different subjects from grade IX-XII. This degree is the criterion to be qualified for supervisory /administrative posts at all school levels.

4.13: B.Ed Program is run by IERs Shown in table 4.13 with Five Years Enrollment

Table 4.13: Showing Enrolment of the Students During Last Five years in B.Ed Programs

Program	Year	Enrolment	Dropout
B.Ed	2006	548	03
B.Ed	2007	524	06
B.Ed	2008	534	07
B.Ed	2009	518	09
B.Ed	2010	411	01
	Total =	2565	26

As shown in table 4.13, the B.Ed was launched by IERs at the university level. The Bachelors degree holders will be able to perform their duties as secondary or higher secondary school teachers' responsible teaching different subjects in schools from grades VI-XII.

4.14: D.Ed Program is run by RITEs Shown in table 4.14 with Five Years Enrollment

Table 4.14: Indicating Enrolment of the Students During Last Five years in D.Ed Programs

Programme	Year	Enrolment	Dropout
D.Ed.	2006	386	07
D.Ed.	2007	377	09
D.Ed.	2008	376	06
D.Ed.	2009	349	07
D.Ed.	2010	513	11
	Total =	2301	40

As indicated in table 4.14, the D.Ed, was launched by Regional Institutes to replace PTC and CT programs. The diploma holders will be able to perform their duties as elementary or secondary school teachers teaching different subjects in schools from grade I-VIII.

4.15: DM Program is run by RITEs Shown in table 4.15 with Five Years Enrollment

Table 4.15: Indicating Enrolment of the Students During Last Five years in DM Programs

Programme	Year	Enrolment	Dropout
DM	2006	318	02
DM	2007	335	02
DM	2008	295	05
DM	2009	329	06
DM	2010	346	09
	Total	1413	24

As mentioned above in table 4.15 the DM (drawing master/mistress) training program was started by Regional institutes. The diploma holder will be able to perform their duties as drawing masters/mistresses teaching drawing as a subject in schools from grade VI-X.

4.16: SDPE Program is run by only three RITEs shown in table 4.16 with five years enrolment.

Table 4.16: Showing Enrolment of the Students During Last Five years in JDPE Programs

Program	Year	Enrolment	Dropout
JDPE	2006	100	00
JDPE	2007	100	00
JDPE	2008	95	00
JDPE	2009	139	00
JDPE	2010	95	00
Total =		529	00

As mentioned above the JDPE (Junior Diploma in Physical Education) was started by only three institutes. The diploma holders will be able to perform their duties as (PET) physical education teachers responsible in school for administering morning assembly, PT, sports and overall discipline of the school.

4.17: Five years enrolments in different programs in all sample institutes are shown in table below.

Table 4.17: Showing Enrolment of the Students During Last Five Years in Different Institutes

Program	Year	Enrolment	Dropout
M.Phil/PhD	2006- 2010	183	00
M.Ed	2006- 2010	885	21
B.Ed	2006- 2010	2565	26
D.Ed	2006- 2010	2301	40
DM	2006- 2010	1413	24
JDPE	2006- 2010	529	00
Total		7876	111

As can be seen in table 4.17, that the enrolment in different teacher education programs were sufficient. Students are attracted towards the profession. Now it is a dire need to update the learner according to the changing situations around the world, for which new pedagogies are transmitted.

4.18: A check-list of different requirements provided in the institutes are shown in table below.

Table 4.18: Check List Showing Different Requirements in Sample Institutes

Options	Yes	No	Remarks
Prospectus	06	10	
Time table	16	00	
Scheme of studies	16	00	
Course outline	16	00	
Result Gazette	16	00	
News letters	06	10	
Research journals	05	11	
Annual budget	16	00	
Recurring (i)	16	00	
Developmental (ii)	05	11	
Equipments	07	09	
Non Teaching staff	16	00	

Table 4.18 clarifies that most of the materials required for the smooth running of schools were available in the institutes. RITEs have no prospectus in their institutes which is considered as the most important prerequisites in the institute for the guidance of students. The research journals and the News letter were other deficiencies in RITES which are obligatory in the context of 21th century learner.

RESULTS FROM QUALITATIVE DATA

4.19 PLEASE HIGHLIGHT THE MAJOR STRENGTHS AND WEAKNESSES OF THE TEACHER TRAINING PROGRAMS IN THE FOLLOWING ASPECTS IN THE INSTITUTES

Collection of qualitative data using the interview schedule helped to carry out a multidimensional analysis of teachers' education programs in Khyber-Pakhtunkhwa. This multidimensional analysis drawing on methodological triangulation helps not only to authenticate the results but also to see the subtle and visible connections between various aspects of teachers' education programs. The analysis focused on seven distinct yet interlinked aspects of teachers' educational program:

- i. The respondents' (Principals/Directors) perceptions about learning aids/technology;
- ii. The respondents' (Principals/ Directors) perceptions of curriculum;
- iii. The respondents' (Principals/ Directors) perceptions of admissions;
- iv. The respondents' (Principals/ Directors) perceptions of teaching & learning;
- v. The respondents' (Principals/ Directors) perceptions of evaluation;
- vi. The respondents' (Principals/ Directors) perceptions of teaching practice;
- vii. The respondents' (Principals/ Directors) perceptions of research activities;

In the following, each of the above dimensions is examined with the help of data collected through various sources including interview, survey questionnaires from teachers and trainees responses to an open-ended question asked in the survey questionnaire. The main findings emerging from the qualitative data are explained in relation to each of the above dimensions of the framework used to guide the study.

4.19.i The Respondents' Principals/ Directors Perception about Learning Aids/Technology

Lack of resources is a big issue in teacher training institute. Particularly, in public sector the procedure is totally deficient, which really causes problems and hindrances in the teaching-learning process. The procedure should be flexible and

according to the needs of the institute. The training institutes can develop by providing the facilities. Financial constraints should also be addressed appropriately. Provision for these learning aids will facilitate learning and improve the standards of the institute. Two main areas have been identified where to situate the various perceived characteristics of a learning aids/technology. These include strengths and weaknesses in their institutes.

The data reflect a wide agreement that learning aids and technology cannot be separated from the institutes. Being a teacher, one needs these aids for professional development; students need them for quality education and institutes need them for maintaining standards and identities.

Another group of directors makes similar comments: The institute having access to latest technology can cope up with the situation accordingly and can fulfill the demands of the students and society by and large.

Yet another group of principals argues, that The quality of education directly depends upon the quality of aids and technology provided which make an institute distinct from the other institutes. Due to lack of resources and minimum allocation of budget to education, it is almost impossible to equip our learners with modern technology. They recommended computer education as a compulsory subject in all training institutes.

The above perspectives emphasize the need of having proper aids and technology in the institute to equip learners with updated knowledge. It also confirms the quantitative data that nearly 47% of respondent trainees and 33% respondent teachers have no access to the internet. It also confirms the objectives of the Provincial Plan of Action for KPK: 2002.

4.19.ii The Respondent Principals/ Directors Perception About Curriculum

Curriculum planners, subject specialists, psychologists, philosophers, researchers and statisticians are group of experts needed to update the curricula in order to keep up nationally and internationally. The teacher should be equipped with the necessary pedagogical skills so that he/ she can play a role as an agent of change. Similarly, ITA (2004) argued that alteration in curriculum need to be done in

accordance with the requirements and interests of the learner and the teacher needs proper training before implementing the curriculum changes in the classroom context.

CIDA (2005) added that curricula can be modified so that the focus will be on the knowledge and teaching skills of the trainees that teachers can be life long learners. Integration of the subjects is the key for teachers to learn, because this is the most recent approach to teaching and very helpful for the learner.

A group of directors, for example, view the curriculum as:

While designing or developing curricula the students need, interest and demand of the societal expectations should be kept in mind. The curriculum development process should be easy and convenient so that the changing situation can keep up with the explosion of knowledge and can easily be accommodated in the curriculum". It should be a continuous process to meet the call of the time.

Another group of Principals visualizes curriculum as:

We need up-to-date curriculum: courses should be so designed that fulfill the requirements and needs expressed by the teachers. Pre-service and in-service curricula need total revision so that can improve and enhance content knowledge and pedagogical skills of the teacher trainees. Overlapping content in most of the subjects needs proper modification.

According to yet another group of directors/principals, there should be uniformity in the curricula in all teacher training institutes. We need integration of the institutes from higher to elementary levels so that there can be horizontal and vertical alignment in the courses and the trainee should have clear vision. The private sector may be encouraged to follow the same curriculum so that there should be single curriculum for all students.

All the above perspectives and arguments illuminate some of the fundamental characteristics of a curriculum such as producing life long learner. Creating critical thinking and learner diversity may also be included. Besides, this also matches the quantitative data that 76.1% of the respondent students and 70% teachers agreed that curriculum needs modification according to the changing situation.

4.19.iii The Respondent Principals/ Directors Perception About Admissions

It is widely believed that the social status of teachers is deplorably low in Pakistan. This is due largely to the fact that teaching itself is considered to be a low profile profession in the country. This is why it does not attract talented people; instead people with inadequate or mediocre educational backgrounds and who have poor self-images join teaching thus causing erosion to the status of teaching profession (Ali, 2007). Raising the status of the teaching profession needs efforts on multiple fronts, including adopting merit-based recruitment policy, provision of quality education programs and proper criteria for admission in teacher training institutes (Khan 2000; UESCO, 2003; UNESCO, USAID & Idara-e-Taleem- Aagahi, 2008). To enhance the status of the teaching profession, talented and better caliber students, who have aptitude for teaching profession, could be attracted to pre-service teacher education programs. We must recruit teachers at all levels (pre-school, primary/elementary and secondary on the basis of their academic and professional qualifications and aptitude. The prospective teachers who do not qualify for the Provincial Teacher Certification Examination should not be allowed to practice the teaching profession within the public or private school systems. The education commission KPK report (1985) focused on the candidates and concluded that before joining the Department or taking admission to the training classes, candidates shall be required to pass the standardized aptitude and psychological tests, and a written test in the subjects of their fields.

A group of directors/principals presented these views: admission in the teachers training institutes are purely on merit. Merit policy set by the director admissions are properly implemented in the universities and for RITEs policy is set by the government. We never observe violation of merit in our admissions.

A group of directors and principals, for example, agreed to describe an 'admission':

In our society, material well-being is highly recognized; the teaching profession with low incomes is becoming less and less attractive to the younger generation. It is therefore a low profession for the talented students so gifted students or students on the top of the merit are not attracted towards the teaching profession; therefore, merit for admission is very low as compared to other professions.

Another group of directors/principals makes similar comments: Criteria for admission are not inline with the requirements of the profession. That's why teachers are always by chance in the profession which really causes problems at all levels. For quality of education, particularly in the teacher training institutes, aptitude tests should be conducted in order to have teachers by choice in the profession.

The above perspectives emphasize the need for having good solid criteria for admission in teacher training institutes. It also confirms the quantitative data of 83.3% respondent students and 70% teachers who reported that merit was observed during admission. It is also supported by education policy 1998-2010. However, none of them discusses admission fee which is a major problem at university level.

4.19.iv The Respondent Principals/ Directors Perception Regarding Teaching Learning Process

Teaching learning process needs modification. A teacher-centered approach need to be shifted to learner-centered approach. Effective teaching includes cooperative teaching, activity-based teaching, group discussion, project methods, etc. These are very helpful to activate learners in the class. Different teachers used different methodologies, but varying methods are considered to be very effective in the teaching and learning process. These methods are like vehicle which can carry a lot of burden easily.

There appears to be a complete agreement among the directors and principals about a certain set of pedagogical skills, knowledge and attitudes essential to be acquired or displayed by professionally competent teachers. The kind of knowledge of pedagogy and classroom based educational processes the teachers consistently refer to are awareness about different and modern techniques used in teaching of the concerned subject, skills in planning good lessons, setting worthwhile and achievable lesson objectives, using ways, techniques and activities focused on these objectives, assigning purposeful tasks to students individually, (in pairs or in groups), engaging students in practical/experimental work, knowledge of different educational resources, using teaching aids suiting the lesson, using new equipment and technologies such as computer and internet, involving individual students in the teaching and learning process, and using innovative ways to evaluate student learning during and at the end of lessons.

Similarly, another group of directors and principals argues, that the teacher should have deep and broad knowledge about instructional strategies and active learning methods so that he or she can promote effective learning in the classroom.

Yet another director' and principals' group stresses, "Teacher should have the ability to relate the topic with daily life examples and make connections with different experiences students gained outside classroom"

One of the Principal reflects

"I think teachers and students should form a friendly environment in their learning and teaching process. More activities should be there. More A.V. aids should be used. Children should be given more importance and their opinion should be valued. Lessons should be made effective through group discussion".

According to the general opinion of directors and principals, teaching and learning practices we use in the classroom are traditional; we depend solely on transmission of knowledge through lecture; the main thrust of our teaching is on getting students to memorize information, which does not help them understand the basic concepts of their subject; students neither can correctly answer our questions nor fully participate in learning process. The quantitative data (46.7%) respondent trainees and 61.7% teachers considered that there were hindrances in teaching-learning process.

The teachers' perspectives about essential professional competencies suggest that the expertise of a competent pedagogue needs to combine a wide range of teaching and manipulative skills, deeper understanding of teaching methodologies and approaches and knowledge of the theories underlying these approaches. Mastery in pedagogy can come through genuine engagement with pedagogical practices and constant reflection on these practices.

4.19.v The Respondent Principals/ Directors Perception Regarding Evaluation

A uniform performance appraisal mechanism must be devised at each level and its implementation ensured. The appraisals would be valuable to the recommended information feedback loop. The existing traditional methods of

assessment are predominantly based on written examinations. Assessment should not simply cover knowledge but also should focus on deeper understanding of the subject knowledge, organization of knowledge, higher-level cognitive processes and changes in behaviours and disposition. A variety of process-oriented assessment practices, such as learning projects, course assignments, and reflective journals, action research dealing with real problems, seminars/workshops, peer evaluation, and portfolios should be used by educators. Selection among these various methods should be most suited to verifying the learning outcomes set out in the course or module.

The data reflect a wide agreement on the fact by the directors and principals that the teachers, evaluation of class activities of an individual and as a whole class', 'the teachers understanding of the characteristics, uses, advantages and limitations of different types of assessment' and 'the teacher's monitoring his/her own teaching strategies in relation to student success' are the essential competencies to be acquired by teachers in order to be able to use authentic assessment practices with their students. The teachers must be aware of the need for adapting innovative techniques to assess students' learning and use classroom assessment as a tool to trace students' progress on regular bases.

Some directors and principals add' that evaluation should not be considered as students evaluation only, it is the evaluation of teacher, program and of the institute. Both formative and summative evaluations should be used for overall evaluation which results in proper feedback. Another point of view regarding evaluation was' that The existing evaluation are not carried out in accordance with the principles of modern education. The evaluation mostly followed by our teachers, which are based on rote memorization, which is not compatible with the needs of present educational trends. So these methods should be added or replaced by innovative practices. These methods are essential for stimulating inquiry and inquisitive attitude in our trainees.

It is obvious from the above reflections shared by the directors and principals that they are well aware of the weaknesses inherent in traditional evaluation practices. Yet another dimension of an evaluation was focused in quantitative data. According to 35.3% of respondent students and 46.7% of teachers malpractices were observed in examination.

4.19.vi The respondent Principals/ Directors Perception Regarding Teaching Practice

Teaching practice, which provides the most powerful learning opportunity for teachers to learn about professional practice, seemed to be the most neglected area in terms of effective practice of supervision, teaching, learning and assessment. Shared development and understanding of the purposes of practicum facilitates, smooth implementation of the teaching practicum, hence a need to negotiate, develop, document and share the purposes and processes with all stakeholders. There is a need to undertake multiple initiatives with the key Teacher Education Institutions in Pakistan. There is a great need to develop the faculty in innovative teaching, learning and assessment approaches in order to harness and develop the perspective teachers.

The directors and principals unanimously agree on the need for bringing about radical changes in teaching practices in the institutes. They point out various conditions or indicators by which to judge the quality of the total learning environment prevalent in our contexts. Some of the recurring themes emerging from respondents' reflections relate to students' overall learning outcomes, certain critical deficiencies reflected in students' learning such as lacking conceptual understanding, critical thinking and power of self-expression. Improved learning environment in schools and transmission-based instructions adopted by the majority of teachers in the classroom are held responsible for deficiencies in students' learning.

Directors and principals share that, teaching practices we use in the classroom are traditional; we depend solely on transmission of knowledge through lecture; the main thrust of our teaching is on getting students memorized information, which does not help them understand the primary concepts of their subject; students neither can correctly answer our questions nor fully participate in learning process. And trainee teachers are learning the old methods of teaching.

The majority of respondents have provided information that portrays a quite negative picture regarding teaching practices in the institutes. The negative posture of the teaching and learning processes or the classroom environment depicted in these data relate to physical, social and psychological environments of the classroom,

teachers' personality, motivation, teaching methods, subject matter, and teacher-students relationships. Lesson plans are outdated and both teachers and students have no clear directions regarding marking.

There is a clear emphasis on the need for modification in teaching practice and to update lesson plans. According to quantitative data, respondent teachers (68.3%) and respondent students (67.7%) stressed the need for the modification in teaching practice and lesson planning.

4.19.vii The respondent Principals/ Directors Perception Regarding Research Activities

If laboratory schools cease to exist two major unsolved problems in education remain. One is the ever-widening gap between knowledge generated by educational research and practice in the classroom. The other problem is the critical need for an experimental laboratory to refine or field test theory in an environment uncontaminated by the very necessary restrictions imposed on public schools. There is a dire need to train committed and motivated teachers. Highly motivated and inspiring trainees can conduct research for further improvement and progress. Implementation of research needs research-based administration in order to support and implement the findings of research in the classroom context and field.

A group of directors, for example, view the research as a continuous process in order to improve the teacher education program. Universities role may to identify problems and conduct research to find out solutions for the problems. Research is totally practical and it needs continuous monitoring process. All teacher training institutes need integration through research activities.

Directors and principals add that a teacher should be a good researcher in order to tackle the classroom problems immediately. Classroom management, learner diversity, new approaches to teaching and assessments are the broader areas to conduct research and create conducive learning environment for the learner.

Yet another point of view of the respondents endorsed the fact that we are actually short of research. We are unable to link research with real life situations. At the university level students conduct research but for the partial fulfillment of the

degree, having no link with the reality of the situation and even if nobody can use it practically.

It is obvious from the above reflections shared by the directors and principals that they are well aware of the weaknesses inherent in our system with special reference to research. Research activities should be introduced in all the teacher training institutes as the quantitative data reported that there was no research in RITES. Even if there is any research that is also not up to the mark. It is rightly supported by education policy 1998-2010.

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes findings, conclusions and recommendations which were drawn from the analysis of the data.

5.1 FINDINGS

Information from the collected data about the teacher education program in Khyber-Pukhtonkwa led to the following findings:

- i. Most of the respondent trainees (64.3%) and respondent teachers (80%) were satisfied with the activities executed in their institutes.
- ii. More than half of the respondent trainees (52%) reported that the internet was provided to them, whereas 47% claimed that it was not available in their respective institutes. On the other hand, 58.3% respondent teachers believed that the internet was provided to them whereas 33% claimed that it was not available in their institutes and 8.3% were uncertain.
- iii. Half of the respondent trainees revealed that seminars, workshops and conferences were carried out in the institutes but nearly 40% disagreed. Contrary to those respondent teachers, 65% viewed these activities in the institutes but nearly 18.3% disagreed.
- iv. The majority of respondent trainees (76.3%) and 70% respondent teachers agreed that the curriculum needs modification according to the changing situation.
- v. Half of the trainees' responded that the curriculum accommodated individual differences and aims can be achieved through the present curriculum whereas nearly 46.7% teachers responded that the curriculum accommodated individual differences and that aims can be achieved through the present curriculum.
- vi. Approximately 54.3% respondent trainees agreed that the course integrates theoretical course concepts with practical application whereas 29% denied it. Contrary to those, 40% respondent teachers reported that course integrate theoretical concepts with practical application while 31.7% thought otherwise.
- vii. It was found that 83.3% respondent trainees' reported that merit was observed

during admission which is a good indicator of quality education. Nearly 81% were satisfied with the admission criteria. On the other hand, 70 % of respondent teachers admitted that merit was observed during admission and nearly 78.3% were satisfied with the reasonable admission criteria.

- viii. Results indicate that 54.3% respondent trainees reported that faculty members were enough in number in their institutes, whereas 30.9% disagreed. Also 66.7% respondent teachers reported that faculty members were enough in number in their institutes, whereas 23.3% disagreed.
- ix. Most of the respondent trainees' (78.5%) and 78.3% respondent teachers' admitted that faculty members were cooperative enough, while nearly 10% of trainees' and 11.7% of teachers' disagreed and approximately 12 % of trainees' and 10 % of teachers' were uncertain.
- x. Approximately 60% of respondent trainees and 61.7% respondent teachers' agreed that the learning environment was favourable in their institutes, while 22% trainees and 26.7% teachers disagreed and 18.5% trainees' and 11.7% teachers' were uncertain.
- xi. Results show that 46.7% trainees considered that there were hindrances in the teaching-learning process, whereas 26.3% disagreed and 24.8% were uncertain. Contrary to those, 61.7% teachers' reported that there were hindrances in teaching learning process whereas 25% disagreed and 13.3% were uncertain to the response.
- xii. According to the results 74.7% respondent trainees and 63.3% of teachers reveal that evaluation was based on the material presented in the course whereas 11.3% trainees' and 18.3% teachers' denied it.
- xiii. Nearly 60% were having an annual system of examinations and about 40% had a semester system of examination in their institutes.
- xiv. According to 35.3% of trainees' and 46.7% of teachers malpractices were observed in examination while 43% trainees and 38.3% teachers did not observe them and 21.7%, 15% trainees' and teachers' were uncertain about the issue.

- xv. The majority (67.7%) trainees' and 76.7% teachers reported that both long and short-term teaching practices were observed in the institutes while 17.3% and 15.3% trainees and 18.3% and 5% teachers were in the categories of disagreed and uncertain.
- xvi. Most of the trainees' (78.7%) and teachers' (73.3%) considered that teaching practice is an important component of the courses while the rest of figures were equally divided into disagreed and uncertain.
- xvii. Nearly half of the trainees' agreed that criteria for the teaching practice were clear and 50% were distributed among strongly disagree, disagree and uncertain categories. Contrary to those 65% of the teachers agreed that criteria for the teaching practice were clear and 35% were divided among strongly disagree, disagree and uncertain categories.
- xviii. As far as lesson plans are concerned 47.3% trainees and 70.3% teachers admitted that they were outdated and about 70% trainees and teachers responded that lesson plans needed modification.
- xix. The majority of the teachers (83.3%) and trainees (78.7%) considered that teaching practices remove hesitance of the learner.
- xx. Approximately half of the trainees and teachers responded positively, whereas half of them were distributed among other categories such as strongly disagree, disagree and uncertain to the issue that research activities are encouraged in the institute. Nearly 37.3% of the trainees and 33.3% of the teachers agreed that a research journal was executed in the institutes, while 38.3% of trainees and 53.3% teachers denied it.
- xxi. An independent sample t-Test and the Mann-Whitney U test show significant differences among teachers and trainees, i.e, profession and learning aids/technology, teaching-learning process, teaching practice and research activities; it rejects the hypothesis i.
- xxii. An independent sample t-Test and the Mann-Whitney U test show significant differences in curriculum, evaluation and learning aid/technology scales and gender; it rejects the hypothesis ii.

- xxiii. The nonparametric test, Kruskal-Wallis, yielded statistical significance ($P < .05$) for all different aspects of programs and among the different programs of the respondents except evaluation and it rejects the hypothesis iii.
- xxiv. The nonparametric test, Kruskal-Wallis, yielded statistical significance ($P < .05$) for all different aspects of programs and among the status of the respondents and it rejects the hypothesis iv, except evaluation.
- xxv. The nonparametric test, Kruskal-Wallis, produced statistical significance of aspects and different levels, i.e. elementary and secondary for admission and research activities scales and levels among the respondents with marginal significance for evaluation $p = 0.60$.

5.2 CONCLUSIONS

Based on the findings of the study, the following conclusions were made:

The majority of the trainees and teachers in the sample institutes were satisfied with the activities executed as scheduled in their institutes. More than half of the trainees and teachers reported that the internet was provided to them. On the other hand, nearly half of the respondents believed that the internet was not available in their institutes. Half of the trainees revealed that seminars, workshops and conferences were carried out in the institutes. Contrary to those, most of the teachers viewed these activities in their institutes. So it is concluded that facilities were provided to the teachers but trainees were deprived of these types of exposure opportunities. There was difference among teachers and trainee i.e. profession and learning aids/technology, teaching learning process, teaching practice and research activities, it rejects the hypothesis i.

The majority of trainees and teachers in the sample institutes agreed that curriculum needs modification according to the changing situation as admitted by most of our education policies. Half of the trainees responded that curriculum accommodated individual differences and aims can be achieved through the present curriculum whereas more than half of the teachers responded that the curriculum accommodated individual differences and that aims can be achieved through the present curriculum. It can be concluded that both trainees and teachers were admitted the fact that most of educationists and experts reported about curriculum. Approximately half of the trainees agreed that courses integrate theoretical course

concepts with practical application, whereas contrary to those, majorities of the teachers do not think so. It is concluded that most of the respondents were inclined to believe that there is a vast gap between theory and practice. There was a difference between curriculum, evaluation and learning aid/technology scales and gender, it rejects the hypothesis ii.

A sizeable number of trainees' and teachers in the study area reported that merit was observed during admission which is a good indicator of quality education. They also reported that criteria for admission were reasonable.

More than half of the trainees' and most of the teachers reported that faculty members were enough in number in their institutes. It also confirms the facts and figures provided by the directors/principals that some posts in every category are lying vacant in almost all of the institutes. Most of the trainees' and teachers' reported that faculty members were cooperative enough, which is a good sign and desired for the smooth running of the teaching-learning process which was confirmed by a considerable number of the trainees and teachers that learning environment was favourable in their institutes. The majority of the teachers and nearly half of the trainees considered that there were hindrances in the teaching-learning process. Teachers of the institutes under study were short of teaching aids which can really create problems in the smooth running of the teaching-learning process.

A considerable number of trainees' and teachers' revealed that evaluation was based on the material presented in the course. Most of the institutes had an annual system of examination which is a traditional system and mostly based on rote memorization.

A reasonable number of trainees' and teachers' observed malpractice in examinations which can deteriorate the quality of education at all levels. There should be a proper remedy of these prevailing practices in examination.

The majority of the trainees and teachers reported that both long and short-term teaching practice was observed in the institutes. Most of the trainees and teachers considered that teaching practice is an important component of the courses. A sizeable number of trainees and teachers reported that teaching practice removed hindrances of the learner. As far as lesson plans are concerned a reasonable number of the

trainees and teachers admitted that it was outdated and responded that lesson plan need modification.

Approximately half of the trainees and teachers responded positively, whereas half of them were distributed among other categories such as strongly disagree, disagree and uncertain to the item that research activities are encouraged in the institute. This is because the research activities in the elementary education institutes were negligible. There was a difference between all different aspects of programs and among the different programs of the respondents and it rejected the hypothesis iii. It was non significant in evaluation There was a difference between all different aspects of programs and among the status of the respondents and it rejected the hypothesis

There was a difference between aspects and different levels, eg., elementary and secondary, for admission and research activities scales and levels among the respondents with marginal significance for evaluation $p = 0.60$.

5.3 DISCUSSION ON QUALITATIVE DATA

The data collected across the four distinct yet interlinked aspects helped carryout out a multidimensional analysis of teacher education programs and their different aspects. The following paragraphs discuss findings formulated within each of these areas to reach conclusions and look through implications of these conclusions for policy and practice.

Learning Aids/Technology

The respondents have expressed their views about learning aids and technology to be provided in teacher education institutes of Khyber-Pukhtunkhwa. A closer look at the data suggests that the learning materials provided in the institutes are directly related to the standards of the institutes and the quality of education provided by them. The directors, and principals, views on the provision of these facilities could be not only benefit learners but also they would ultimately lead to the achievement of objectives and fulfill societal needs. The data reflect a broad consensus that access of every learner to modern technology could be made possible keeping in view the importance of computer education being compulsory at all levels. There is always a strong base for the argument about the need for allocation of budgets in education. The UNESCO recommendation is that 4% of the GDP of the

budget must be allocated to education, but since the inception of Pakistan we are not being able to allocate sufficient amounts to education resulting in a big hurdle in our development. The developed countries spend more funds on education and therefore the teachers are equipped with all possible resources. Developing countries have created 200 different low cost no cost materials in order to equip the teachers at the latest methods of how to design these materials at no cost. It is a common saying that "when there is will, there is a way", so teachers can develop as many helping aids as they need to make the learning process more effective. National Accreditation Council for Teacher Education (2009) focused on facilities that ensure a safe healthy and academic environment.

Curriculum and Courses

It is evident from the directors, and principals, reflections that they are not satisfied with the curriculum development process and they desire change. Especially, student needs and interests and societal demands are keys to be kept in mind while framing curriculum. Our curriculum development process is centralized so they demanded decentralization.

As reflected by the respondents, that curriculum must be equipped with national and international requirements so that every learner can get fresh knowledge and pedagogical skills. The curriculum of all teacher training institutes needs proper modification. The quantitative data also reflect that most of the trainees and teachers favored modification in curriculum. As explained by the participants, teacher education curricula desired uniformity at all levels not only between the public sector and private sector also would follow the same curricula. The process of curriculum development in our country is a centralized top down approach. This really creates hurdles in the process of designing a curriculum. As an agricultural country we need to develop curriculum to cater to the needs of the majority of the population which is directly related to agriculture. Rural areas problems are increasing day-by-day and there is urbanization. This can be minimized by developing curriculum in accordance with the needs and demands of the society. Curricula need serious modification at all levels to stop white collar general education which is the main cause of unemployment. Proper technical and vocational education need to be started in order to address the problem of unemployment. Teacher education curricula need

modification with the focus on four year programs rather than one year programs. It will strengthen the teacher training program and quality of education. National Standards for Accreditation of Teacher Education Programs (NSATEP) 2009 mention the first standard is curriculum which can be properly designed to attain the national professional standards for teacher, is approved by the competent authority and disseminated to all concerned.

Admissions

The data clearly reflect emphasize the admission criteria that were properly followed by the directors and principals in the teacher training institutes. Any negligence in admission can cause a big problem and violation of merit would certainly deteriorate the quality of education. The quantitative data collected through the survey questionnaires also supported this view. Another major problem pointed by the respondents is that top students on merit did not choose teaching as a profession; therefore, mediocre usually select teaching as profession. The situation is further compounded by the fact that many teachers join teaching by chance and not by choice. So it is obligatory to conduct aptitude tests before admission. Another problem faced by the trainees was the admission fee. The fee structure at the university level is very high and therefore trainees now prefer private institutes for their training. To attract the students towards teaching as a profession, incentives and attractive career opportunities should be provided. It is also mentioned in education policy (1998-2010) but with no implementation. The proper plans, implementation of these recommendations will make this profession acceptable to society. According to the Provincial Education Council KPK, the role of the teacher in all academic fields can hardly be over emphasized. No change whatsoever can take place effectively unless and until our teachers are fully committed to their profession. This makes it imperative to pay great attention to their selection procedure and their pre-service and in-service training. At present, selection for admission in different elementary colleges of education is made on merit-cum-quota basis. Colleges of Education / IERs have their own criteria / procedures of selection and there is no co-ordination between the education departments and the IERs. Teachers, once entered in this profession, can hardly be removed from service irrespective of the fact that they are fit or misfit. There is a shortage of trained teachers especially in the field of science education and

female education. According to National Accreditation Council for Teacher Education (2009) there are four issues in teacher education, the first is attracting suitable candidates to teaching profession, Secondly, developing teachers through in-service training. Thirdly, recruiting procedures to select suitable candidates and lastly, retaining the best teachers.

Teaching Learning Process

As stated in the findings, the respondents reported that the teaching-learning process should be in line with the latest pedagogical skills and that varying methodologies would help learners accordingly. They are also cognizant of the various formal and informal ways and means which are relevant and can be used to address the gaps in their critical professional competencies. The data reflect broad consensus that student needs active participation, so passive listening on the part of learners may be avoided. The teacher should take initiative to use the learning aids properly to activate the learner. It is evident from the directors' and principals' reflections that they are not satisfied with the existing teaching-learning process because it is mostly based on traditional methods which need to be improved. Given limited resources and rapid expansion in the teaching force, the traditional teacher education system in the province, which depends on the provision of centered-based pre-service and sporadic in-service training opportunities, would never be able to reach out to growing number of untrained teachers with quality education programs. This is echoed in the country's recent National Educational Policy 2009. The policy underscores the need for seeking innovative, cost effective ways to grapple with the demand of quality and accessibility in the context of teacher education. Therefore, expansion of education provisions with corresponding emphasis on the need to reduce cost and increase access and enhance the quality of teacher education system inevitably requires adopting unconventional approaches to teacher education and professional development. All public and private sector teacher education institutions in the province can be encouraged to develop institutional frameworks for innovative approaches to expanding in-service and pre-service training opportunities for teachers by developing infrastructure they may need to acquire and utilize the huge corpus of knowledge internationally available. According to National Accreditation Council for Teacher Education (2009) stress that teacher education creates conditions in the

classroom that ensure and facilitate frequent positive interaction among perspective teachers.

Evaluation

Most of the participants of this study tend to concentrate upon the use of assessment in different ways and they, before assessing the learner, have to know about the nitty gritty of assessment so that the desired goals can be achieved in a proper way. The participants of this study stressed the importance of evaluation and added that evaluation is a very broad term and we have to keep all aspects of evaluation. Some teachers, for example refer it to students only and do not provide proper feedback to the learner so that he/s is able to know his/her strengths and weaknesses. As reflected in the above finding, a significant majority of the teachers is not at all satisfied with the existing evaluation system because it is very much traditional. The student has to reproduce the material he/s has memorized and then get the degree. Evaluation is not for the sake of knowledge but the only aim is to get the degree and certificate.

Therefore, the directors and principals stressed the need to use various methods of assessment in order to facilitate the learner in his/her learning difficulties. A gap between theory and practice needs to be minimized. A semester system can be encouraged to replace annual system. For better results private and public sectors should have uniformity while assessing the learner. Practicum need more attention and due weighting will improve the efficiency of trainees. Practice for the teacher is very obligatory and how to assess this practicum is very important question. Different innovative practices such as the portfolio as an innovative practice can be used to enhance the quality of practical work, and ultimately the quality of teaching and learning will be improved. On the other hand, National Accreditation Council for Teacher Education (2009) is authorized to assess and evaluate the quality of teacher education programs conducted by public and private sector institutions.

Teaching Practice

The extraordinary emphasis on teachers' command over knowledge of subject content reflected in qualitative and quantitative data entails examination of the circumstances that shape directors and principals' opinions or experiences about the

role of knowledge of subject matter in teaching practice. Numerous factors are identified responsible for inadequate or substandard levels of teaching practice. As a matter of fact, the practical side of teaching which includes understanding individual students, dealing with issues pertaining to classroom management (e.g., dealing with overcrowded or large classes, teaching in multi-grade situation particularly in schools in rural and remote areas, engaging students) in in-depth learning, student assessment and knowledge of subject matter do not get adequate attention. Also, problem solving, discussion and inquiry-oriented learning, the vital elements of teaching, are not emphasized. The teachers unequivocally stated that prescription of readymade solutions and exposition to alien ideas and theories do not work in their context. Each school's context or classroom situation is different. This shifts the demand to development of teachers' capacity to act as problem solvers and change agents. The teaching skills of teachers and use of different methods of teaching, assessment and teaching practice, multi-grade teaching, identification of learning difficulties of pupils, development and use of teaching learning materials and teaching kits are extremely weak. The training programs' teacher trainers rarely try to develop these skills among the trainees because of lack of their own expertise and they treat the pedagogical parts of the training course purely theoretically. In other words, they only teach but fail to train. The preponderance of faculty members with subject based MAs / MScs (without any qualification in teacher education) further reinforces their tendency to engage in abstract treatment of pedagogical content in the secondary school teacher training programs delivered in Colleges of Education (Seminar on quality education, August 30-31, 1995). Teacher training is a professional discipline but is not recognized as such. As a result, teachers and teacher trainers become interchangeable; even trained teachers teach as they were taught initially from their school days onwards and not as they were taught in their teaching practice. No program or institution exists in the country to train professional teacher trainers except short and largely sterile training programs. If laboratory schools cease to exist, two major unsolved problems in education remain. One is the ever-widening gap between knowledge generated by educational research and practice in the classroom. The other thing is the critical need for an experimental laboratory to refine or field test theory in an environment uncontaminated by the very necessary restrictions imposed on public schools. Laboratory schools should serve an extremely important function in the preparation of future teachers; that is, of lifetime students of education. What better way to develop creative, knowledgeable teachers than to provide a stimulating

environment that emphasizes the systematic study of teaching and learning educational inquiry that involves both teacher educators and future teachers? National Accreditation Council for Teacher Education (2009) also emphasized on the opportunities provided for the supervision of teaching practice and internship through linkages with the school system.

Research Activities

As stated in the findings, the directors and principals stated that research activities are very important for the development of teacher training institutes. All teacher training institutes need to conduct research to resolve their problems on a priority basis. Research can activate and mobilize activities and close coordination can make them understand their problems. Collective efforts will not only strengthen the institutes but also will be able to bring innovations. The data reflect a broad consensus that a teacher should be a good researcher so he/s is able to tackle classroom problems related to learner diversity, classroom management, varying methodologies and guidance and counseling, etc. Another major problem pointed out by the respondents is that research conducted in these institutes is not applicable in real life. There is a need to link research with practice in order to facilitate learning and school life as a whole. The challenges facing teachers inside and outside classroom are complex i.e. they are multifaceted and intricately interlinked with research activities, and quality of education is directly related to the quality of research. Classroom research will enable the teacher and the taught to improve the efficiency of teacher training institutes. The teacher as an agent of change could conduct research for allowing the change in the classroom context. It will remove the previous errors and pave the way for the smooth running of all the activities accordingly. This would obviously require flexibility and adoption in the curriculum framing and changes in the teacher education programs. National Accreditation Council for Teacher Education (2009) aims to facilitates its educators and trainees to undertake research at the individual and institutional levels, to promote educational process.

5.4 RECOMMENDATIONS

As a result of the information obtained from the data analysis, the following recommendations are made:

i. Improving Infrastructure in Teacher Education Institutes

Based on the findings of the survey, the provincial government should launch a project to address the material and human resource needs of these institutions. Once these institutions are provided, reasonable budgets should be allocated in each fiscal year to support ongoing activities and encourage development and innovations in leading teacher education institutions. For example, this study recommends that computer and internet facility may be provided to all teacher training institutes in order to enhance quality of education in these institutes.

ii. Improving Functions of Teacher Education Institutes

Teacher education institutions should serve as places where ideas are discussed, educational theories are debated, practice are reflected upon, innovations are tested, knowledge is contested and new knowledge is generated and disseminated to influence policies and practices. Neither of these critical functions is reflected for what teacher education institutions are doing. This study suggests that seminars, training work shops and educational conferences may be conducted on regular basis.

iii. To update Teacher Education Curricula

Curriculum is one of the core constituents of the system of teacher education. According to our general understanding of curriculum, it subsumes all experiences a trainee teacher undergoes during a pre-service or an in-service training program. The study recommends that teacher education curricula may be modified so that it can accommodate individual differences, achieve the desired objectives and, most importantly, it can link theory with practice.

iv. To Introduce Modern Approaches in Teaching

Learner-centered pedagogies that draw upon activity-based approaches in teaching, learning for achieving the higher quality of knowledge and internalized and empirical knowledge, should be used in teacher education classrooms.

v. To Fill all Vacant Posts in Teacher Training Institutes

To provide quality education in training institutes, it is obligatory to fill all posts that are lying vacant in order to satisfy the learner in all sorts of all around skills.

vi. To Introduce Modern Assessment Techniques

The existing traditional methods of assessment, predominantly based on written examinations, need to be fleshed out. A variety of process-oriented assessment practices, such as learning projects, course assignments, reflective journals, action research, assignments, presentations, peer evaluation, and portfolios should be used by educators for better outcomes.

vii. To Introduce Semester System of Examination

Assessment should not simply cover knowledge but also focus on deeper understanding of the subject knowledge, organization of knowledge, change in behaviours and disposition. This study recommends a semester system to replace an annual system to eliminate malpractices from the system in teacher training institutes of Khyber-Pakhtonkhwa.

viii. To strengthen teaching practicum

As admitted in this study that practicum removes hindrances of the learner, the teaching practice period should include support and supervision from a mentor and some form of compulsory training and formal evaluation of their teaching skills. This study also suggests that lesson plans should be modified accordingly.

ix. Improving Research Activities Teacher Education Institutes

Research is one of most important but missing elements in the practices of teacher education institutes. This study recommends that all academic and professional study programs should have a strong compulsory component of research with emphasis on various research methods in order to bring improvement in teaching.

x. Consideration should be given to future studies which may examine the teacher education program in different perspectives.

Further recommendations are presented and discussed in the context of a comprehensive action plan based on the suggestions given by the respondents at the

end of two survey questionnaires and interview schedule through open ended responses which are multidimensional and encompass thematic areas that may be considered critical for improving the quality of teacher education program in Khyber-Pakhtonkhwa.

5.5 ACTION PLAN

Based on the findings and conclusions recommendations are presented in the context of a comprehensive action plan. The action plan is multidimensional encompassing main broad areas that may be considered critical for addressing issues, concerns related to teachers' education program and to improve quality of education in Khyber-Pukhtunkhwa.

i. Expanding the Capacity to Train Tutors and Teachers for Subjects in Work-Skills, and Life Skills. Curriculum should include work skills subjects (fine arts, physical education, home economics, technical education, agriculture and information technology) and life skills subject (environmental education, special needs education and computer education). Development trends all over the world demand greater awareness on the environment, information technology and impact of computer education and development. Currently there is a shortage of primary and secondary school teachers and tutors for these subjects. To address this problem there is a need to train more teachers and tutors for these subjects.

ii. Developing Communication Skills Programs in Both English and Urdu for Student Teachers

It is evident that student teachers lack adequate communication skills in both English and Urdu languages. The consideration may be that the medium of instruction for teacher education at certificate level is Urdu, while at diploma and degree level English is the language of instruction. A teacher who does not master the language of instruction properly cannot teach well. For effective teaching, student teachers must develop competence in effective communication.

iii. Developing and Implementing a Program of Regular Review of the Teacher Education Curriculum

Teacher education has been criticized for following a curriculum which is outdated and puts more emphasis on academic competence rather than professional

and pedagogical skills development. On top of that, the trainees graduating from teacher training institutions in KPK have been seen by inspectors and school management to be less competent in methods of teaching than would be expected. It has been observed that teachers often use the non-participatory and non-interactive methods of teaching. There is, therefore, a need to overhaul the teacher education curriculum so as to be able to strike a balance and place emphasis on pedagogy and academic knowledge. Regular review of the teacher education curriculum is needed to allow the inclusion of new knowledge, skills and disposition and new approaches to teaching.

iv. Developing and Establishing a Diploma Program for Schools Teachers

The bulk of primary and secondary school teachers are in line with minimum qualifications mentioned in the education policy. The purpose of the INSET program for teachers is to up-grade the academic and professional qualifications of the teachers so as to raise the quality of education. The diploma programs may be used as exits from primary to secondary education with graduates of the program demanding placement as secondary school teachers instead of going back to enhance the quality of teaching in primary and secondary schools. Engaging diploma teachers at this level would require establishing a program for the preparation of diploma teachers to teach at primary and secondary levels.

v. Developing and Instituting a Co-coordinating, Monitoring and Evaluation Mechanism for Pre-service Programs

Educational institutions which are responsible for developing, implementing and evaluating pre-service teacher education programs tend to work in isolation. Consequently, each institution makes its decisions on these programs without consultation with others. Lack of collaboration among these institutions inevitably affects the quality and effectiveness of pre-service teacher education programs. There is, therefore, a need to establish a mechanism which will enable the educational institutions to work together and acquire a common vision and mission on teacher education.

vi. Improving the System of Co-ordination, Monitoring and Evaluation of INSET Programs

To date, there is no clearly established system of networking INSET programs in KPK. Ongoing INSET activities are uncoordinated. Most of the actors in the field are uncoordinated and in most cases there are no formal communication channels of knowing what the other actors are doing. There is no coordination system within the information sharing on experiences gained by various groups already in the field. As such, there are chances of repeating mistakes that can be avoided. The system of information sharing is also poor. Therefore, there is a need for improving the system of co-ordination, monitoring and evaluation of INSET.

vii. Developing and Supporting Professional Development at District Level

After in-service teacher education, many teachers return to schools to find little professional support for implementing the newly gained skills or even receiving coaching and feedback on their professional practice. There is a need, therefore, to develop a district-based professional support program.

viii. Improving and Strengthening Teacher Education Program

Primary teachers are expected to teach all subjects at the primary school level including subjects they have not studied; consequently, their knowledge base is poor. Moreover, the teacher education curriculum compels students to study even the subjects in which they have no interest or ability. This makes their learning even more difficult. It is noted that most of the tutors in teachers colleges are former secondary school teachers. Thus, without undergoing rigorous training in primary teaching methods, they might be using secondary teaching methods for future primary school teachers.

ix. Operationalizing the Zonal Teacher resource Centers (TRC) System

Teacher resource centers are increasingly seen as one institution where teachers can develop their professional and academic competence. The TRC guidelines which will facilitate the operationalization of the TRC system should be prepared and will be shared with all those involved in TRC development. Zonal TRCs, based in TCs, are already constructed and to some extent well equipped.

However, most of these TRCs are not operational. There is need to install existing equipment such as communication. A need also exists to orientate TRC staff on their roles and responsibilities in operationalizing the TRC system.

x. Enhancing Regular and Timely Preventive Maintenance of Teacher Education Facilities

Under the current budgetary constraints there is a gradual deterioration of institutes' infrastructure. Specifically, water and electrical systems, roofing as well as sewage systems, including furniture, have deteriorated in a number of education colleges. Very little effort has been directed in regular preventive maintenance. If they are to take up their envisaged role effectively, rehabilitation of the structures is of prime importance.

xi. Building Capacity of Laboratory Schools and Teachers

Currently there are primary and secondary demonstration schools attached to teachers colleges for training teachers. The teachers in the practicing schools are expected to act as co-operating teachers during short Lesson Teaching Practice (STP) and LTP. Therefore, there is a need to empower them academically and professionally so that they can perform these functions effectively and efficiently. They should be attached to IERs and RITEs.

xii. Raising the Morale and Commitment of Educators in Education Colleges

While institute educator professional development is regarded as the role of teacher education, teachers' employment benefits are normally considered as a concern of the civil service. In practice it is difficult to separate the two. Attempts to improve tutors' performance without appropriate incentive packages have been unsuccessful. Incentive packages in broad terms include better working and living conditions. Specifically they refer to a range of requirements like attractive classroom situation, teaching-learning facilities, better housing and a sufficient salary for a decent life. Even more important, the job needs to be challenging. People tend to participate effectively in tasks in which provide direct benefits. Tutors are constrained by a limited capacity to perform, transport problems, low wages and lack of INSET. This situation needs to be rectified.

xiii. Developing and Strengthening Teacher Education Management Information System (TEMIS)

The Teacher Education Management Information System (TEMIS) is part of the larger Educational Management Information System (EMIS) which is supposed to pool together all the information about the education system in general. The current state of affairs is that no accurate data are available on teaching staff and on posting teachers. Neither are there accurate attrition rates, growth rates and other projected data available to help inform decision making. There is also inadequate data on INSET. There is, therefore, a need to have all these data so that decisions on training and deployment can be based on accurate information.

xiv. Enhancing Budgetary Allocation for Teacher Education

The financing of teacher education has predominantly remained dependent on the government sources for recurrent services, and donor assistance for development activities. This means that colleges have to do without basic training materials, skip practice teaching and shorten college terms. The result of this manifests itself in low quality teacher preparation. In order to improve provision of quality training, funding of the teacher education sub-sector needs significant improvement.

xv. Co-coordinating Donor Funding for Teacher Education

Teacher education has had a working relationship and support from donors in the form of funding especially the INSET programs. However, weak co-ordination among donors and the government has resulted in duplication of efforts in supporting teacher education. In this regard there is a need for co-coordinating donor funding of teacher education.

xvi. Mainstreaming Gained Knowledge, Skills and Dispositions From Educational Projects into Teacher Education Programs

There are some donor funded projects and programs which tend to function in isolation from the established departments of the Ministry of Education. As a result, the knowledge, skills and dispositions gained from such detached or isolated projects and programs are not adequately utilized and mainstreamed in teacher education programs. When the knowledge and skills developed in such projects and programs are needed for further use it became difficult to access the knowledge and skills of

ongoing projects and programs thus need to be identified so that the useful ones are mainstreamed into pre-service and in-service programs

xvii. Integration of Teacher Training Institutes at Level

Presently there is no link between the teacher training institutes in Khyber-Pakhtunkhwa. A step towards integration is needed with the aim to improve the pedagogical skills and to bring uniformity in teacher education institutes. The controlling institutes should also initiate step towards uniform policy to be adopted to promote education at all levels.

xviii. Uniformity in Public and Private Sectors

Quality of education can be maintained by adopting uniform system of teacher education program in Khyber-Pakhtunkhwa. Both public and private sectors should have uniformity in curricula, duration, teacher selection etc.

xix. Service Structure for RITE Teachers

The faculty and administrators of RITEs are to be carefully selected, provided with resources and incentives to build capacity of educational authorities and institutions to constantly strive for equitable and quality educational opportunities. A new service cadre needs to be approved in the KPK for teacher educators.

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APPENDIX A

INTERVIEW FOR DIRECTOR/ PRINCIPAL REGARDING THE EVALUATION
OF PUBLIC SECTOR TEACHER TRAINING PROGRAM IN KHYBER
PUKHTUNKHWA**Asalamualikum!**

This survey will assist the researcher in investigating various programs in your institute. Items of this survey are concerned with the current programs in your institute. The responses to this survey will be confidential. Your and the name of your institute will not be mentioned or communicated to any person without your permission.

YOUR PARTICIPATION IS GREATLY APPRECIATED
AMJAD REBA LECTURER
IER UNIVERSITY OF PESHAWAR

Name: _____

Designation: _____

Institute: _____ University/ Institute Name _____

Years of Establishment of Institute: _____

Training Status: Pre Service In Service

Given below are some statements about different programs. Please fill/tick (✓) mark the most appropriate response

1. Teacher Education programs offered by your institute

	B.Ed		Diploma In Edu		ADE/B.Ed (Hon) Elementary		M.Ed		DM		JDPE		M.Phil (Edu)		Ph.D (Edu)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
IER Peshawar																
IER Kohat																
IER DI Khan																
IER Bannu																
IER Hazara																
RITE(Male) Kohat																
RITE(Male) D.I Khan																
RITE(Male) Haripur																
RITE(Male) Peshawar																
RITE(Male) Bannu																
RITE(Female) Charsadda																
RITE(Female) ATD																
RITE(Female) Mansehra																
RITE(Female) Kohat																
RITE(Female) Peshawar																

2. Training provided by your institute

Nature of training	Elementary Level	Secondary Level	Higher Secondary Level	Total

3. Shifts offered by the Institute

Degree	Morning	Evening	Both
BEd			
Med			
M Phil			
PhD			
DE			
PET			
DM			
Trainings			

4. Admission Criteria

Eligibility	Programs						
Academic Qualification	DE	JDPE	DM	B Ed	M Ed	M phil	PhD
A. Level: SSC							
FA/FSc							
BA/BSc							
MA/MSc							
B Ed							
M Ed							
M Phil							
B: 1 st Division							
2nd Division							
CGPA: 3.0							
NTS							

5. Teaching Methods used

Teaching Methods	Always	Often	Some Times	Rarely	Never
Lecture Method					
Lecture Demonstration					
Pair work					
Group discussion					
Question Answer					
Activity based					
Micro Teaching					
Project					

6. Instructional Facilities

Availability			If Yes, Utilization				
	Yes	No	Always	Often	Some Times	Rarely	Never
Digital Library							
Computer facility							
Science equipments							
OHP (Over head projector)							
Multimedia							
A.V Aids							

7. Enrollment of Students in different programs (Current Batch)

Total Enrollment	No. of male students	No. of female students	No. of students in science category
B.Ed			
M.Ed			
M.Phil			
Ph.D			
DE			
PET			
DM			
B.Ed(Hon) Elementary			
Total			

8. **Faculty Members**

Posts	Professor	Associate Professor	Ass. Prof	Lecturer	Instructor	Any other
Sanctioned						
Filled						
Vacant						
Permanent						
Contract						
Visiting						
TTS						
Need of posts						

9. **Marks Breakup of Different programs of Term/Semester/Annual system**

Term / Semester				Annual			
Internal Marks	Mid Term Marks	Final Term Marks	Assignment/ presentation	Total	Internal Marks	External Marks	Total
BEd							
MEd							
M Phil							
PhD							
DE							
PET							
DM							
ADE							

10. Educational conference, seminars, teachers, training workshops attended by Institute faculty/ Books published in last five years

Activities		Year wise			
		Year: i)	Year: ii)	Year: iii)	Year: iv)
		Year: v)			
Educational Conference					
Seminars					
Teacher Training workshops					
Books Published					

11. No. of Research Project / thesis supervised in last 5 years

M. Ed	M.Phil (Edu)	Ph.D (Edu)	Total

12. Enrolment of the Students in last Five years in Ph.D/ M.Phil Programs

Program	Year	Enrolment	Dropout
M.Phil/Ph.D	2006		
M.Phil/Ph.D	2007		
M.Phil/Ph.D	2008		
M.Phil/Ph.D	2009		
M.Phil/Ph.D	2010		
	Total		

13. Enrolment of the Students in Last Five years in M Ed Program

Program	Year	Enrolment	Dropout
M.Ed	2006		
M.Ed	2007		
M.Ed	2008		
M.Ed	2009		
M.Ed	2010		
	Total		

14. Enrolment of the Students in Last Five years in B Ed Programs

Program	Year	Enrolment	Dropout
B.Ed	2006		
B.Ed	2007		
B.Ed	2008		
B.Ed	2009		
B.Ed	2010		
	Total =		

15. Enrolment of the Students in Last Five years in DEd Programs

Program	Year	Enrolment	Dropout
D.Ed.	2006		
D.Ed.	2007		
D.Ed.	2008		
D.Ed.	2009		
D.Ed.	2010		
Total =			

16. Enrolment of the Students in Last Five years in DM Programs

Programme	Year	Enrolment	Dropout
DM	2006		
DM	2007		
DM	2008		
DM	2009		
DM	2010		
Total			

17. Enrolment of the Students in Last Five years in JDPE Programs

Program	Year	Enrolment	Dropout
JDPE	2006		
JDPE	2007		
JDPE	2008		
JDPE	2009		
JDPE	2010		
Total =			

18. Enrolment of the Students in Last Five years in Different Training programs

Year	Program	Enrolment	Dropout
2006- 2010	M.Phil/PhD		
2006- 2010	M.Ed		
2006- 2010	B.Ed		
2006- 2010	D.Ed		
2006- 2010	DM		
2006- 2010	JDPE		
	Total =		

19.

CHECK LIST

	Yes	No	Remarks
Prospectus			
Time table			
Scheme of studies			
Course outline			
Result Gazette			
News letters			
Research journals			
Annual budget			
Recurring (i)			
Developmental (ii)			
Equipments			
Non Teaching staff			

20. Please Highlight the Major Strengths and Weaknesses of the Teacher Training Program in the Following Aspects in Your Institution

#	Aspects	Strength and weaknesses
(i)	Learning aids/technology	
(ii)	Curriculum	
(iii)	Admission	
(iv)	Teaching learning Process	
(v)	Evaluation	
(vi)	Teaching practice	
(vii)	Research Activities	

Please add suggestions for Action plan which you would like to be included in the Teacher Training institute. (Please feel free to write either in English or Urdu).

APPENDIX B

**SURVEY QUESTIONNAIRE FOR TEACHERS REGARDING THE
EVALUATION OF PUBLIC SECTOR TEACHER TRAINING PROGRAM IN
KHYBER PUKHTUNKHWA**

Asalamualikum!

This survey will assist the researcher in investigating various programs in your institute. Items of this survey are concerned with the current programs in your institute. The responses to this survey will be confidential. Your and the name of your institute will not be mentioned or communicated to any person without your permission.

**YOUR PARTICIPATION IS GREATLY APPRECIATED
AMJAD REBA LECTURER
IER UNIVERSITY OF PESHAWAR**

Name (Optional): _____

Name of Institute: _____

Place: Urban Rural

Status: Professor Associate Prof. Lecturer

Sex: Instructor Other
 Male Female

Training Status: Pre Service in Service Both

Academic Qualification: _____

Professional Qualification: _____

Teaching experience in terms of years: _____

Teaching Subjects: _____

Level of Courses taught: Elementary Secondary Both

Strongly Disagree = 1

Disagree = 2

Neutral = 3

Agree = 4

Strongly agree = 5

Please encircle the number that best describes your opinion

Scales	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Learning aids/technology					
The activities are executed as schedule in the institute.	1	2	3	4	5
All the activities are discussed with all concerned.	1	2	3	4	5
Internet facility is available in the institute.	1	2	3	4	5
Internet access is available in the institute.	1	2	3	4	5
Photo copy, printing services are available.	1	2	3	4	5
The class rooms provided are adequate.	1	2	3	4	5
Furniture facility is available in the institute	1	2	3	4	5
Books and other reading materials are available in the library.	1	2	3	4	5
AV aids are provided in the class rooms.	1	2	3	4	5
Seminar, workshops and conferences are encouraged in the institute.	1	2	3	4	5
Curriculum & Courses					
The curriculum is balanced.	1	2	3	4	5
The curriculum makes reasonable provision to accommodate learner individual differences.	1	2	3	4	5
The curriculum makes reasonable provision to accommodate learner individual differences.	1	2	3	4	5
The curriculum needs modification.	1	2	3	4	5
The aims of national education can be achieved by the present curriculum.	1	2	3	4	5
The text books have low quality paper, printing etc.	1	2	3	4	5
The subject matter included in the course is adequate for increasing knowledge of the subject.	1	2	3	4	5
The syllabus clearly states grading criteria	1	2	3	4	5
The syllabus clearly states course requirements.	1	2	3	4	5
The syllabus clearly states course procedures.	1	2	3	4	5
The course integrates theoretical course concepts with practical application.	1	2	3	4	5
The course material is updated.	1	2	3	4	5
The course objectives are clear.	1	2	3	4	5
The course is well organized.	1	2	3	4	5
The pace of the course is appropriate.	1	2	3	4	5
Duration of the courses is appropriate.	1	2	3	4	5
Admissions					
Merit is observed during admission.	1	2	3	4	5
Admission criteria are reasonable.	1	2	3	4	5
NTS is compulsory for admission.	1	2	3	4	5
Departmental test is compulsory for admission	1	2	3	4	5
Admission fee is appropriate enough.	1	2	3	4	5
Admission is centralized process.	1	2	3	4	5
Admission is decentralized process.	1	2	3	4	5

Any interference in admission.	1	2	3	4	5
Gender disparity is encouraged in admission.	1	2	3	4	5
Special seats or quota system is observed during admission.	1	2	3	4	5
Teaching & Learning					
Faculty in the institute is appropriate enough.	1	2	3	4	5
Faculty members are cooperative.	1	2	3	4	5
The teaching-learning process encouraged participation.	1	2	3	4	5
The teaching-learning process encouraged Lecture.	1	2	3	4	5
The teaching-learning process encouraged Activity based learning.	1	2	3	4	5
The teaching-learning process encouraged questions answers.	1	2	3	4	5
Learning materials are relevant and useful.	1	2	3	4	5
The provision of learning resources on the web is adequate and appropriate.	1	2	3	4	5
The environment is conducive for learning.	1	2	3	4	5
There are hindrances in teaching learning process.	1	2	3	4	5
Evaluation					
The evaluation is based on the material presented in the course.	1	2	3	4	5
The methods of assessment are reasonable.	1	2	3	4	5
Assessment criteria are properly observed.	1	2	3	4	5
The method of assessment is annual.	1	2	3	4	5
The method of assessment is semester.	1	2	3	4	5
The assessment clearly states procedure.	1	2	3	4	5
Both external & internal assessment is carried out.	1	2	3	4	5
The assessment is external.	1	2	3	4	5
The examination is centralized.	1	2	3	4	5
The examination is decentralized.	1	2	3	4	5
The malpractices are observed in examination.	1	2	3	4	5
Research Activities					
Research activities are encouraged in the institute.	1	2	3	4	5
Research journal and publications are executed properly.	1	2	3	4	5
Research thesis is compulsory at master level.	1	2	3	4	5
Research supervisors are available at M.Phil & PhD level.	1	2	3	4	5
Research room is available in the institute.	1	2	3	4	5
Teaching practice					
The teaching practice is executed as schedule in the institute.	1	2	3	4	5
Both short & long term teaching practice is observed in the institute.	1	2	3	4	5
The teaching practice is properly supervised in the institute.	1	2	3	4	5

The teaching practice is important component of the course.	1	2	3	4	5
Duration of the teaching practice is appropriate.	1	2	3	4	5
The Teaching practice needs improvement.	1	2	3	4	5
The Teaching practice assessment criteria is clear.	1	2	3	4	5
The Lesson plan is outdated.	1	2	3	4	5
The lesson planning needs modifications.	1	2	3	4	5
The Teaching practice removes the hesitance of the learner.	1	2	3	4	5

Please add suggestions for Action plan which you would like to be included in the Teacher Training institute. (Please feel free to write either in English or Urdu).

APPENDIX C

**SURVEY QUESTIONNAIRE FOR TRAINEES REGARDING THE
EVALUATION OF PUBLIC SECTOR TEACHER TRAINING PROGRAM IN
KHYBER PUKHTUNKHWA**

Asalamualikum!

This survey will assist the researcher in investigating various programs in your institute. Items of this survey are concerned with the current programs in your institute. The responses to this survey will be confidential. Your and the name of your institute will not be mentioned or communicated to any person without your permission.

**YOUR PARTICIPATION IS GREATLY APPRECIATED
AMJAD REBA LECTURER
IER UNIVERSITY OF PESHAWAR**

Name (Optional): _____

Name of Institute: _____

Place: Urban Rural

Program: Diploma in Education DM B.Ed M.Ed

 M.Phil PhD

Sex: Male Female

Training Status: Pre Service In Service

Level of Course: Elementary Secondary Both

System of Edu: Annual Term Semester Other

Strongly Disagree = 1

Disagree = 2

Neutral = 3

Agree = 4

Strongly agree = 5

Please encircle the number that best describes your opinion

Scales	Strongly Disagree	Dis agree	Neutral	Agree	Strongly agree
Learning aids/technology					
The activities are executed as schedule in the institute.	1	2	3	4	5
All the activities are discussed with all concerned.	1	2	3	4	5
Internet facility is available in the institute.	1	2	3	4	5
Internet access is available in the institute.	1	2	3	4	5
Photo copy, printing services are available.	1	2	3	4	5
The class rooms provided are adequate.	1	2	3	4	5
Furniture facility is available in the institute	1	2	3	4	5
Books and other reading materials are available in the library.	1	2	3	4	5
AV aids are provided in the class rooms.	1	2	3	4	5
Seminar, workshops and conferences are encouraged in the institute.	1	2	3	4	5
Curriculum & Courses					
The curriculum is balanced.	1	2	3	4	5
The curriculum makes reasonable provision to accommodate learner individual differences.	1	2	3	4	5
The curriculum needs modification.	1	2	3	4	5
The aims of national education can be achieved by the present curriculum.	1	2	3	4	5
The text books have low quality paper, printing etc.	1	2	3	4	5
The subject matter included in the course is adequate for increasing knowledge of the subject.	1	2	3	4	5
The syllabus clearly states grading criteria	1	2	3	4	5
The syllabus clearly states course requirements.	1	2	3	4	5
The syllabus clearly states course procedures.	1	2	3	4	5
The course integrates theoretical course concepts with practical application.	1	2	3	4	5
The course material is updated.	1	2	3	4	5
The course objectives are clear.	1	2	3	4	5
The course is well organized.	1	2	3	4	5
The pace of the course is appropriate.	1	2	3	4	5
Duration of the courses is appropriate.	1	2	3	4	5
Admissions					
Merit is observed during admission.	1	2	3	4	5
Admission criteria are reasonable.	1	2	3	4	5
NTS is compulsory for admission.	1	2	3	4	5
Departmental test is compulsory for admission	1	2	3	4	5
Admission fee is appropriate enough.	1	2	3	4	5
Admission is centralized process.	1	2	3	4	5
Admission is decentralized process.	1	2	3	4	5
Any interference in admission.	1	2	3	4	5

Gender disparity is encouraged in admission.	1	2	3	4	5
Special seats or quota system is observed during admission.	1	2	3	4	5
Teaching & Learning					
Faculty in the institute is appropriate enough.	1	2	3	4	5
Faculty members are cooperative.	1	2	3	4	5
The teaching-learning process encouraged participation.	1	2	3	4	5
The teaching-learning process encouraged Lecture.	1	2	3	4	5
The teaching-learning process encouraged Activity based learning.	1	2	3	4	5
The teaching-learning process encouraged questions answers.	1	2	3	4	5
Learning materials are relevant and useful.	1	2	3	4	5
The provision of learning resources on the web is adequate and appropriate.	1	2	3	4	5
The environment is conducive for learning.	1	2	3	4	5
There are hindrances in teaching learning process.	1	2	3	4	5
Evaluation					
The evaluation is based on the material presented in the course.	1	2	3	4	5
The methods of assessment are reasonable.	1	2	3	4	5
Assessment criteria are properly observed.	1	2	3	4	5
The method of assessment is annual.	1	2	3	4	5
The method of assessment is semester.	1	2	3	4	5
The assessment clearly states procedure.	1	2	3	4	5
Both external & internal assessment is carried out.	1	2	3	4	5
The assessment is external.	1	2	3	4	5
The examination is centralized.	1	2	3	4	5
The examination is decentralized.	1	2	3	4	5
The malpractices are observed in examination.	1	2	3	4	5
Research Activities					
Research activities are encouraged in the institute.	1	2	3	4	5
Research journal and publications are executed properly.	1	2	3	4	5
Research thesis is compulsory at master level.	1	2	3	4	5
Research supervisors are available at M.Phil & PhD level.	1	2	3	4	5
Research room is available in the institute.	1	2	3	4	5
Teaching practice					
The teaching practice is executed as schedule in the institute.	1	2	3	4	5
Both short & long term teaching practice is observed in the institute.	1	2	3	4	5
The teaching practice is properly supervised in the institute.	1	2	3	4	5
The teaching practice is important component of	1	2	3	4	5

the course.					
Duration of the teaching practice is appropriate.	1	2	3	4	5
The Teaching practice needs improvement.	1	2	3	4	5
The Teaching practice assessment criteria is clear.	1	2	3	4	5
The Lesson plan is outdated.	1	2	3	4	5
The lesson planning needs modifications.	1	2	3	4	5
The Teaching practice removes the hesitance of the learner.	1	2	3	4	5

Please add suggestions for Action plan which you would like to be included in the Teacher Training institute. (Please feel free to write either in English or Urdu).

APPENDIX D

CONSENT LETTER

(Letter to the head of institute)

Dear Mr/Ms _____

Subject: Seeking Permission for Conducting a Research Study in Your Institution

My research scholar Mr. Amjad Reba is going to conduct to explore the question: "AN EVALUATION OF PUBLIC SECTOR TEACHER EDUCATION PROGRAMS IN KHYBER-PAKHTUN KHWA". We are glad to reveal to you that your institute has been selected as one of the research sites for this study. We humbly request your permission to conduct the research project in your institution. Your permission will enable us to gather information from trainees, teachers and yourself. Regarding the exact nature of the participation of your institution in the study, first, your trainees and teachers will be requested to volunteer to complete a survey questionnaire containing 71 items. Completing the survey questionnaire, at maximum, will take 30-45 minutes of their time. Secondly, your interview will be recorded.

We assure you that while collecting data we will strictly adhere to the principles of research ethics including seeking informed consent, and maintaining and anonymity throughout the process of data collection and reporting. The participation in the study is voluntary, the participants have the right to refuse participation in or withdraw from the study at any stage without fear of any negative consequence. All data will be kept confidential and the identity of the participants will not be revealed.

If you have any query about the study, we will be happy to respond to it. Thank you for your cooperation.

Sincerely yours,

Dr Arbab Khan Afridi

Supervisor and Director IER University of Peshawar

0919216756- 0915853900

Amjad Reba

Research Scholar

03329091575

APPENDIX E

By Sex:

Physical facilities:

Mann-Whitney Test

Ranks

SEX	N	Mean Rank	Sum of Ranks
PHYSICAL male	295	273.86	80788.00
female	365	376.28	137342.00
Total	660		

Test Statistics^a

	PHYSICAL
Mann-Whitney U	37128.000
Wilcoxon W	80788.000
Z	-6.868
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: SEX

Curriculum and course:

Mann-Whitney Test

Ranks

SEX	N	Mean Rank	Sum of Ranks
CURR male	295	295.13	87063.00
female	365	359.09	131067.00
Total	660		

Test Statistics^a

	CURR
Mann-Whitney U	43403.000
Wilcoxon W	87063.000
Z	-4.288
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: SEX

Admission:

Mann-Whitney Test

Ranks

	SEX	N	Mean Rank	Sum of Ranks
ADD	male	295	340.55	100463.50
	female	365	322.37	117666.50
	Total	660		

Test Statistics^a

	ADD
Mann-Whitney U	50871.500
Wilcoxon W	117666.5
Z	-1.220
Asymp. Sig. (2-tailed)	.222

a. Grouping Variable: SEX

Teaching & learning:

Mann-Whitney Test

Ranks

	SEX	N	Mean Rank	Sum of Ranks
TL	male	295	318.23	93876.50
	female	365	340.42	124253.51
	Total	660		

Test Statistics^a

	TL
Mann-Whitney U	50216.500
Wilcoxon W	93876.500
Z	-1.489
Asymp. Sig. (2-tailed)	.136

a. Grouping Variable: SEX

Evaluation:

Ranks

	SEX	N	Mean Rank	Sum of Ranks
EV	male	295	304.81	89919.00
	female	365	351.26	128210.99
	Total	660		

Mann-Whitney Test

Test Statistics^a

	EV
Mann-Whitney U	46259.000
Wilcoxon W	89919.000
Z	-3.118
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: SEX

Research activities:

Mann-Whitney Test

Ranks

	SEX	N	Mean Rank	Sum of Ranks
TPC	male	295	326.73	96385.00
	female	365	333.55	121745.00
	Total	660		

Test Statistics^a

	TPC
Mann-Whitney U	52725.000
Wilcoxon W	96385.000
Z	-.458
Asymp. Sig. (2-tailed)	.647

a. Grouping Variable: SEX

Teaching practice:

Mann-Whitney Test

Ranks

	SEX	N	Mean Rank	Sum of Ranks
TP	male	295	323.76	95510.50
	female	365	335.94	122619.51
	Total	660		

APPENDIX F

By profession:

Physical facilities:

Mann-Whitney Test

Ranks

profession of the	N	Mean Rank	Sum of Ranks
PHYSICAL student	600	323.07	193839.50
teacher	60	404.84	24290.50
Total	660		

Test Statistics^a

	PHYSICAL
Mann-Whitney U	13539.500
Wilcoxon W	193839.50
Z	-3.171
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: profession of the respondents

Curriculum:

Mann-Whitney

Ranks

profession of the	N	Mean Rank	Sum of Ranks
CURR student	600	333.14	199886.50
teacher	60	304.06	18243.50
Total	660		

Test

Test Statistics^a

	CURR
Mann-Whitney U	16413.500
Wilcoxon W	18243.500
Z	-1.127
Asymp. Sig. (2-tailed)	.260

a. Grouping Variable: profession of the respondents

Admission:

Mann-Whitney Test

Ranks

	profession of the	N	Mean Rank	Sum of Ranks
ADD	student	600	328.22	196932.50
	teacher	60	353.29	21197.50
	Total	660		

Test Statistics^a

	ADD
Mann-Whitney U	16632.500
Wilcoxon W	196932.5
Z	-.973
Asymp. Sig. (2-tailed)	.331

a. Grouping Variable: profession of the respondents

Teaching and learning:

Mann-Whitney Test

Test Statistics^a

	TL
Mann-Whitney U	15406.500
Wilcoxon W	195706.5
Z	-1.845
Asymp. Sig. (2-tailed)	.065

a. Grouping Variable: profession of the respondents

Evaluation:

Mann-Whitney Test

Research activities:

Mann-Whitney Test

Ranks

	profession of the	N	Mean Rank	Sum of Ranks
RA	student	600	335.56	201337.50
	teacher	60	279.88	16792.50
	Total	660		

APPENDIX G

Kruskal Wallis test:

By taking program as grouping:

Physical facilities:

Kruskal-Wallis Test

Ranks

	PROGRAMM	N	Mean Rank
PHYSICAL	diploma in educatio	218	272.06
	dm	59	352.98
	B.ed	166	338.60
	M.ed	74	324.38
	M.phil	3	450.83
	Ph.d	13	266.92
	ade	51	373.75
	professor	11	418.50
	asso professor	25	396.72
	lecturer	3	440.17
	instructor	33	491.00
	other	4	463.75
	Total	660	

Curriculum & course:

Kruskal-Wallis Test

Ranks

	PROGRAMM	N	Mean Rank
CURR	diploma in educatio	218	305.91
	dm	59	425.42
	B.ed	166	342.58
	M.ed	74	300.21
	M.phil	3	355.83
	Ph.d	13	224.69
	ade	51	342.27
	professor	11	467.00
	asso professor	25	306.56
	lecturer	3	472.33
	instructor	33	336.44
	other	4	123.50
	Total	660	

Admission:

Kruskal-Wallis Test

Ranks

	PROGRAMM	N	Mean Rank
ADD	diploma in educatio	218	329.97
	dm	59	400.40
	B.ed	166	315.75
	M.ed	74	231.59
	M.phil	3	238.83
	Ph.d	13	300.96
	ade	51	417.47
	professor	11	359.64
	asso professor	25	371.80
	lecturer	3	469.83
	instructor	33	328.21
	other	4	402.38
	Total	660	

Test Statistics^{a,b}

	ADD
Chi-Square	44.224
df	11
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: PROGRAMM

Teaching & learning:

Kruskal-Wallis Test

Test Statistics^{a,b}

	TL
Chi-Square	36.224
df	11
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: PROGRAMM

Evaluation:

Kruskal-Wallis Test

Ranks

	PROGRAMM	N	Mean Rank
EV	diploma in educatio	218	324.88
	dm	59	392.64
	B.ed	166	337.11
	M.ed	74	302.31
	M.phil	3	271.83
	Ph.d	13	230.85
	ade	51	288.34
	professor	11	384.09
	asso professor	25	366.28
	lecturer	3	420.33
	instructor	33	343.88
	other	4	323.88
	Total	660	

Test Statistics^{a,b}

	EV
Chi-Square	17.258
df	11
Asymp. Sig.	.100

a. Kruskal Wallis Test

b. Grouping Variable: PROGRAMM

Research activities:

Kruskal-Wallis Test

Test Statistics^{a,b}

	RA
Chi-Square	95.175
df	11
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: PROGRAMM

Teaching Practice:

Ranks

	PROGRAMM	N	Mean Rank
TP	diploma in educatio	218	357.01
	dm	59	402.35
	B.ed	166	280.97
	M.ed	74	315.46
	M.phil	3	251.67
	Ph.d	13	297.58
	ade	51	252.88
	professor	11	519.64
	asso professor	25	405.04
	lecturer	3	400.33
	instructor	33	322.47
	other	4	343.50
	Total	660	

Kruskal-Wallis Test

Test Statistics^{a,b}

	TP
Chi-Square	48.931
df	11
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: PROGRAMM

APPENDIX H

Taking level of course as Grouping:

Physical facilities:

Kruskal-Wallis Test

Ranks

	LEVELOFC	N	Mean Rank
PHYSICAL	elementary	298	330.88
	secondary	156	337.13
	both	203	319.99
	Total	657	

Test Statistics^{a,b}

	PHYSICAL
Chi-Square	.775
df	2
Asymp. Sig.	.679

a. Kruskal Wallis Test

b. Grouping Variable: LEVELOFC

Curriculum & Course:

Kruskal-Wallis Test

Ranks

	LEVELOFC	N	Mean Rank
CURR	elementary	298	341.09
	secondary	156	321.15
	both	203	317.28
	Total	657	

Test Statistics^{a,b}

	CURR
Chi-Square	2.252
df	2
Asymp. Sig.	.324

a. Kruskal Wallis Test

b. Grouping Variable: LEVELOFC

Admissions:

Kruskal-Wallis Test

Ranks

	LEVELOFC	N	Mean Rank
ADD	elementary	298	373.12
	secondary	156	262.76
	both	203	315.14
	Total	657	

Test Statistics^{a,b}

	ADD
Chi-Square	36.318
df	2
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: LEVELOFC

Teaching & learning:

Kruskal-Wallis Test

Ranks

	LEVELOFC	N	Mean Rank
TL	elementary	298	332.57
	secondary	156	330.24
	both	203	322.82
	Total	657	

Test Statistics^{a,b}

	TL
Chi-Square	.328
df	2
Asymp. Sig.	.849

a. Kruskal Wallis Test

b. Grouping Variable: LEVELOFC

Evaluation:

Kruskal-Wallis Test

Ranks

	LEVELOFC	N	Mean Rank
EV	elementary	298	340.92
	secondary	156	297.82
	both	203	335.46
	Total	657	

Test Statistics^{a,b}

	EV
Chi-Square	5.644
df	2
Asymp. Sig.	.060

a. Kruskal Wallis Test

b. Grouping Variable: LEVELOFC

Research activities:

Kruskal-Wallis Test

Ranks

	LEVELOFC	N	Mean Rank
RA	elementary	298	299.52
	secondary	156	406.31
	both	203	312.87
	Total	657	

Test Statistics^{a,b}

	RA
Chi-Square	34.719
df	2
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: LEVELOFC

Teaching Practice:

Kruskal-Wallis Test

Ranks

	LEVELOFC	N	Mean Rank
TP	elementary	298	334.93
	secondary	156	306.05
	both	203	337.93
	Total	657	

Test Statistics^{a,b}

	TP
Chi-Square	3.032
df	2
Asymp. Sig.	.220

a. Kruskal Wallis Test

b. Grouping Variable: LEVELOFC

Teaching Practice:

Kruskal-Wallis Test

Ranks

	LEVELOFC	N	Mean Rank
TP	elementary	298	334.93
	secondary	156	306.05
	both	203	337.93
	Total	657	

Test Statistics^{a,b}

	TP
Chi-Square	3.032
df	2
Asymp. Sig.	.220

a. Kruskal Wallis Test

b. Grouping Variable: LEVELOFC