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A study of the attitudes of the teacher educators towards secondary school teacher education programme in Pakistan

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Abstract

The study was aimed to find out the attitude and perception of teacher educators towards secondary school teacher training programme in Pakistan. To get the desired end an 82 items questionnaire was constructed. Questionnaire was divided into various areas of teacher training. Data were collected from 325 teacher educators from 26 institutions throughout the country. The study revealed that there is significant difference among the attitude and perception of teacher educators on selected variables i.e. age, gender, residence, institution, province, academic qualification, professional qualification, teaching experience, administrative experience. Besides it very interesting findings were found.

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Keywords: Objectives; facilities; content; methodology; evaluation; admission criterion

1. Introduction

The role of teacher and education in the reconstruction of society need no fresh emphasis. The teacher, the educational system and the society have seldom come to terms about their respective deal both independent and mutual. Nowhere, have the expectations been of a deeper and wider nature than in the case of an educator. Again, nowhere have they been so little explicit and undefined as in the case of teachers. Training colleges have conceived of or imagined a certain perspective in the functioning and behaviour of the teacher in a school. Teacher is building future citizens of the country. As he/she molds the children the country will be molded. From this point of view, a lot of responsibilities lie with the teacher to execute in day-to-day activities. But the teachers must be equipped to deal with children. They should develop necessary knowledge, skills, abilities and attitude to perform their duties effectively. It is in this context that education of teachers becomes most important in any country. It is so worthwhile to raise some issues in this regard and think of their solution. If we talk to average parents they will say that there is practically no teaching in schools so the child should be provided with private tuitions. Probably the same reply will

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be expected from the head of the educational institutions. Even if some teachers teach, that is more or less mechanical. Ask students; a good number of them will tell that they do not like the school. All these situations reveal that a good number of teachers are not interested to teach. They do not love students. If you ask them they will further add that they have joined this profession, as there was no other alternative. If this is the state of affairs with teachers, what type of learning will we expect from children? (Sing & Nath, 2005, p. 111). Attitude serves as an index of how we think and feel about people, objects and issues in our environment. In addition, they can provide clues future behaviors, predicting how we will act when encounter the objects of our beliefs. While according to Bem (1970) & Karlinger (1984) as quoted by Hussain (2004) that attitudes are likes and dislikes. It is tendency to act towards or against some thing.

According to Bem (1974) as quoted by Hussain (2004) it is a psychological construct, or latent variable inferred from observable responses to stimuli, which is assumed to mediate consistency and covariance. Anastasi (1990) is also of the view that attitudes can not be directly observed but must be inferred from overt behavior both verbal and non verbal. Generally when it is said that we have a certain attitude towards something or some one, is like a short hand way of saying that we have feelings or thoughts of like or dislike (affect), trust or distrust (cognition), attraction or repulsion (behavior) towards some thing or some one (Wittricks, 1974) as quoted by Hussain (2004).

The teaching profession demands a clear set of goals, love of profession and obviously the more favorable attitude towards the profession. If teachers are well trained and highly motivated, learning will be enhanced (Govt of Pakistan, 1979). According to Govt of Pakistan (1998) Pakistan needs well trained and professionally sound teachers and a lot of responsibilities falls on teacher training institutions in this perspective. These institutions should take pain taking efforts to equip the prospective teachers.

According to Glaser (1989) as quoted by Hussain (2004) for effective teaching learning process, a sound professional education and training is inevitable. Rasul (1992) is also of the view that a sound programme of professional education of teachers is essential for qualitative improvement of education. Teaching is an art and many are to be trained in this art. Anybody can become a teacher but everybody cannot become an effective teacher. In olden days the requirements in terms of teacher education were limited but the present system requires only well trained teachers. A comprehensive teacher education programme may help in producing quality teachers. At present the education colleges and some departments of education of public sector universities are given the responsibility of providing Pre Service training. Hence, there is every need to look into the status of T T Is at secondary level from various angles and to study the situation on the basis of perceptions of teacher educators, who form a part and parcel of the total training programme at the T T Is level. The present study will be an ardent effort in this direction.

1.1. Objectives of the study

1. To measure the opinion of teacher educators regarding secondary school teacher's training programme
2. To compare the opinion of teacher educators on different variables i.e. (gender, residence, age, province, teaching experience, academic qualification and professional qualification).

1.2. Research Methodology

The study was descriptive in nature.

1.2.1. Population

All the teacher educators of teacher training institutions where B.Ed programme to secondary school teachers is offered are considered the population of the study. Which were 431 in number.

1.2.2. Sample

All the 431 teacher educators were taken in sample but only 325 (75.04%) responded.

1.2.3. Research instrument

A 73 items questionnaire was constructed and divided into seven dimensions i.e. (admission criterion, objectives, facilities, content. Methodology, teaching practice and evaluation) was administered to the teacher educators and

there opinion was got. Before the administration of questionnaire, it was pilot tested and its reliability was calculated, the reliability of the questionnaire was 0.937.

1.2.4. Data Analysis

After collecting data the data was fed into SPSS spread sheet and verified. Then data was analyzed by using mean, independent sample t-test and ANOVA at 0.05 significant level.

1.3. Findings

The findings of the study were as under:

Table: 1 Showing the mean difference between mean scores of male and female teacher educators on different parameters of teacher training

Dimensions	Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
Admission Criterion	Male	174	2.9387	.82281	.06238	323	1.526	0.128
	Female	151	3.0728	.75119	.06113			
Objectives	Male	174	3.3287	.66053	.05087	323	2.961	0.003
	Female	151	3.5408	.62466	.05083			
Facilities	Male	174	3.1448	.63288	.04798	323	3.176	0.002
	Female	151	3.3863	.7379	.05006			
Content	Male	174	3.1919	.7022	.05324	323	1.996	0.047
	Female	151	3.3383	.60869	.04953			
Methodology	Male	174	3.2083	.7734	.05135	323	1.784	0.075
	Female	151	3.3361	.60771	.04908			
Teaching Practice	Male	174	3.5332	.62350	.06243	323	2.235	0.026
	Female	151	3.737	.7080	.06761			
Evaluation	Male	174	3.5741	.76049	.05765	323	3.630	0.000
	Female	151	3.2623	.65562	.05335			

It is evident from above table that there is significant difference between the mean scores of female teacher educators and male teacher educators on objectives of teacher training being achieved, facilities provided in the teacher training institutions, contents taught during training, teaching practice component of the training and evaluation process of the training. Female Teacher educators are more confident and more positive on objectives of teacher training being achieved, facilities provided in the teacher training institutions, contents taught during training, teaching practice component of the training and evaluation process of the training. While on the other parameters i.e admission criterion of the institutions and methodology adopted by the teacher educators there is a difference but that difference is not significant statistically. So it can be concluded from the above table that female teacher educators are more positive and confident towards the teacher training of secondary school teachers.

Table: 2 Showing the mean difference between mean scores of urban and rural teacher educators on different parameters of teacher training

Dimensions	Residence	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
Admission Criterion	Urban	286	2.9662	.77637	.04591	323	-2.159	.032
	Rural	39	3.2564	.86674	.13879			
Objectives	Urban	286	3.3681	.62812	.03714	323	4.569	.000

Facilities	Rural	39	3.8615	.66586	.10662	323	0.432	0.666
	Urban	286	3.2632	.67210	.03974			
Content	Rural	39	3.2120	.84090	.13465	323	0.717	0.474
	Urban	286	3.2501	.63048	.03728			
Methodology	Rural	39	3.3314	.87513	.14013	323	3.232	0.001
	Urban	286	3.2255	.62203	.03678			
Teaching Practice	Rural	39	3.5769	.73880	.11830	323	1.878	0.061
	Urban	286	3.5958	.82589	.04884			
Evaluation	Rural	39	3.8615	.84996	.13610	323	0.577	0.499
	Urban	286	3.4979	.72125	.04265			
	Rural	39	3.5821	.77353	.12386			

It is evident from above table that there is significant difference between the mean scores of teacher educators from urban and rural on admission criterion of the institutions, objectives of teacher training achieved and methodology adopted by the teacher educators during the training. Teacher educators from rural locality are more confident and more positive on admission criterion of the training institutions, objectives of training are being achieved as well the teacher educators adopt good methodology while their counterparts from urban locality are significantly less confident than them. While on all the other parameters there is a difference but that difference is not significant statistically. So it can be concluded from the above table that teacher educators from rural locality are more positive and confident towards the teacher training of secondary school teachers.

Table: 3 Showing the ANOVA on all the parameters of teacher training regarding age of teacher educators.

Dimension	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Admission Criterion	Between Groups	9.427	6	1.571	2.577	.019
	Within Groups	197.998	318	.609		
	Total	207.422	324			
Objectives	Between Groups	2.736	6	.623	1.479	.185
	Within Groups	133.911	318	.421		
	Total	137.647	324			
Facilities	Between Groups	2.285	6	.381	.790	.579
	Within Groups	153.413	318	.482		
	Total	155.699	324			
Content	Between Groups	2.313	6	.386	.874	.514
	Within Groups	140.305	318	.441		
	Total	142.618	324			
Methodology	Between Groups	7.027	6	1.171	2.905	.009
	Within Groups	128.225	318	.403		
	Total	135.252	324			
Teaching Practice	Between Groups	2.671	6	.445	.639	.699
	Within Groups	221.599	318	.697		
	Total	224.271	324			
Evaluation	Between Groups	4.259	6	.710	1.352	.234
	Within Groups	166.980	318	.525		
	Total	171.239	324			

It is evident from above table that there is a significant difference among the groups on the admission criterion of the training institutions and methodology adopted by the teacher educators during training according to the age of the teacher educators. While on the other parameters objectives of the teacher training, facilities provided during training, contents taught during training, teaching practice component of the training and evaluation process of the training, there is no significant difference among the groups age wise.

Table: 4 Showing the ANOVA on all the parameters of teacher training regarding provinces

<i>Dimensions</i>	<i>Source of Variation</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Admission Criterion	Between Groups	23.721	3	7.907	7.140	.000
	Within Groups	179.501	321	.559		
	Total	203.222	324			
Objectives	Between Groups	6.185	3	2.062	5.141	.002
	Within Groups	131.462	321	.410		
	Total	137.647	324			
Facilities	Between Groups	3.778	3	1.259	2.661	.048
	Within Groups	151.920	321	.473		
	Total	155.699	324			
Content	Between Groups	3.047	3	1.016	2.336	.074
	Within Groups	139.571	321	.435		
	Total	142.618	324			
Methodology	Between Groups	5.905	3	1.968	4.884	.002
	Within Groups	129.48	321	.403		
	Total	135.283	324			
Teaching Practice	Between Groups	7.93	3	2.644	3.923	.009
	Within Groups	116.340	321	.367		
	Total	124.27	324			
Evaluation	Between Groups	10.966	3	3.655	7.321	.000
	Within Groups	160.273	321	.499		
	Total	171.239	324			

According to the above table there is a significant difference among the various groups on all the parameters of teacher training except contents taught during the training.

Table: 5 Showing the ANOVA on all the parameters of teacher training regarding teaching experience

<i>Dimension</i>	<i>Source of Variation</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Admission Criterion	Between Groups	13.935	6	2.322	3.902	.001
	Within Groups	189.287	318	.595		
	Total	203.222	324			
Objectives	Between Groups	4.680	6	.780	1.865	.086
	Within Groups	132.967	318	.418		
	Total	137.647	324			
Facilities	Between Groups	6.351	6	1.059	2.254	.038
	Within Groups	149.348	318	.470		
	Total	155.699	324			
Content	Between Groups	4.641	6	.773	1.783	.102

	Within Groups	137.977	318	.434		
	Total	142.618	324			
Methodology	Between Groups	10.872	6	1.812	4.632	.000
	Within Groups	124.381	318	.391		
	Total	135.252	324			
Teaching Practice	Between Groups	9.195	6	1.532	2.266	.037
	Within Groups	215.076	318	.676		
	Total	224.271	324			
Evaluation	Between Groups	6.862	6	1.144		.042
	Within Groups	164.378	318	.517		
	Total	171.239	324			

According to the above table there is a significant difference among the various groups on all the parameters of teacher training except objectives of the teacher training and contents taught during the training and objectives of the training.

Table: 6 Showing the ANOVA on all the parameters of teacher training regarding professional qualification of teacher educators

<i>Dimensions</i>	<i>Source of Variation</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Admission Criterion	Between Groups	3.213	6	.536	.851	.532
	Within Groups	199.561	317	.630		
	Total	202.775	323			
Objectives	Between Groups	3.177	6	.529	1.249	.281
	Within Groups	137.447	317	.423		
	Total	137.547	323			
Facilities	Between Groups	4.127	6	.687	1.440	.199
	Within Groups	137.447	317	.477		
	Total	155.240	323			
Content	Between Groups	2.494	6	.416	.941	.466
	Within Groups	140.046	317	.442		
	Total	142.540	323			
Methodology	Between Groups	2.850	6	.475	1.140	.339
	Within Groups	132.082	317	.417		
	Total	134.931	323			
Teaching Practice	Between Groups	4.314	6	.719	1.037	.401
	Within Groups	219.817	317	.693		
	Total	224.132	323			
Evaluation	Between Groups	4.020	6	.670	1.271	.270
	Within Groups	167.134	317	.527		
	Total	171.154	323			

It is evident from the above table that there is no significant difference among the mean scores of teacher educators on all the parameters of teacher training i.e. admission criterion adopted by the training institutions, objectives of the teacher training, facilities provided in the training institutions, content taught during training, methodology adopted by the teacher educators, teaching practice component of the training and evaluation process of the training. So, it can be concluded from the above table that all the teacher educators are having the same opinion about the all parameters of the teacher training regarding professional qualification.

Table: 7 Showing the ANOVA on all the parameters of teacher training regarding academic qualification of teacher educators.

Dimensions	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Admission Criterion	Between Groups	4.002	4	1.001	1.607	.172
	Within Groups	199.220	320	.623		
	Total	203.222	324			
Objectives	Between Groups	2.568	4	.642	1.521	.196
	Within Groups	135.079	320	.422		
	Total	137.647	324			
Facilities	Between Groups	1.053	4	.263	.545	.703
	Within Groups	154.646	320	.483		
	Total	155.699	324			
Content	Between Groups	1.548	4	.387	.876	.477
	Within Groups	141.070	320	.441		
	Total	142.618	324			
Methodology	Between Groups	1.868	4	.467	1.121	.347
	Within Groups	133.384	320	.417		
	Total	135.252	324			
Teaching Practice	Between Groups	1.929	4	.482	.694	.597
	Within Groups	222.342	320	.695		
	Total	224.271	324			
Evaluation	Between Groups	1.929	4	.482	1.736	.142
	Within Groups	167.092	320	.524		
	Total	171.235	324			

It is evident from the above table that there is no significant difference among the mean scores of teacher educators on all the parameters of teacher training i.e. admission criterion adopted by the training institutions, objectives of the teacher training facilities provided in the training institutions, content taught during training, methodology adopted by the teacher educators, teaching practice component of the training and evaluation process of the training. So, it can be concluded from the above table that all the teacher educators are having the same opinion about the all parameters of the teacher training regarding academic qualification.

1.4. Discussion

There were seven parameters of teacher training on which the views of female and male teacher educators were taken. The results show that there is significant difference between the mean scores of female teacher educators and male teacher educators on almost all parameters as: achievement of objectives of teachers training, provision of facilities in teacher training institutions, relevance of contents, teaching practice and evaluation process of the training. Female Teacher educators are more confident and more positive on objectives of teacher training being achieved, facilities are provided in the teacher training institutions, relevant contents are taught during training, teaching practice component of the training and evaluation process of the training are effective. But on one parameter i.e. admission criterion of the institutions and methodology adopted by the teacher educators, there is a difference in teacher educators' views but that difference is not significant. So it can be said that female teacher educators are more confident and satisfied from the teacher training of secondary school teachers (table: 1).

There is significant difference between the mean scores of teacher educators from urban and rural on admission criterion of the institutions, objectives of teacher training achieved and methodology adopted by the teacher educators during the training. Teacher educators from rural locality are more confident and more positive on admission criterion of the training institutions, objectives of training are being achieved as well the teacher educators adopt good methodology while their counter parts from urban locality are significantly less confident than rural.

While on the other parameters as: provision of facilities in teacher training institution, relevance of contents and evaluation process of institution, there is a difference but that difference is not significant. So it can be said that teacher educators from rural locality are more confident towards the teacher training of secondary school teachers (table: 2).

When ANOVA was run according to the age of the teacher educators and it was found that a significant difference exist on the admission criterion of the training institutions and methodology adopted by the teacher educators during training (Table: 3). ANOVA results show that there is a significant difference among the various groups (province wise) on all the parameters of teacher training except contents taught during the training (table: 4).

ANOVA results on all the parameters of teacher training regarding teaching experience show that there is a significant difference among the various groups on all the parameters of teacher training except objectives of the teacher training and contents taught during the training and objectives of the training (table: 5).

When ANOVA was run on all the parameters of teacher training regarding professional qualification of teacher educators. The results show that there is no significant difference among the mean scores of teacher educators on all the parameters of teacher training So, it can be said that all the teacher educators are having the same opinion about the all parameters of the teacher training regarding professional qualification (table: 6).

ANOVA results on all the parameters of teacher training regarding academic qualification of teacher educators indicate that there is no significant difference among the mean scores of teacher educators on all the parameters of teacher training. in other words it can be said that all the teacher educators are having the same opinion about the all parameters of the teacher training regarding academic qualification (table: 7).

1.5. Conclusions

- Female teacher educators are more satisfied with the teacher training of secondary school teachers.
- Teacher educators from rural locality are more confident towards the teacher training of secondary school teachers.
- The teacher educators of Different age groups have different views about teacher training institutions.
- Significant difference exists among the various groups of various provinces on all the parameters of teacher training except contents taught during the training where there is no difference among the views of teacher educators.
- Teacher educators are significantly different with each other on all the parameters of teacher training except objectives of the teacher training and contents taught during the training and objectives of the training.
- All the teacher educators are having the same opinion about the all parameters of the teacher training regarding professional qualification and academic qualification.

1.6. Recommendations

- Quality of many teacher training institutions should be improved regarding teacher educators and facilities provided by the institutions.
- Urban teacher training institutions should pay their attention to improve the standards to satisfy their stakeholders.
- Methodology adopted by teacher educators should be effective as it's a great source of motivation for the students (secondary school teachers).
- In Balochistan teacher training institutions for secondary school teachers should be upgraded regarding their quality and standard because results show that Balochistan is significantly lower among all provinces.
- The teachers who are professionally qualified should be appointed as teacher educators in secondary school teacher training institutions. Because this is the level of education where personalities of students can be polished accordingly.
- Evaluation process of secondary school teacher educator institutions should be made effective by involving external evaluation policy to minimize the bias in process.

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