

A STUDY OF THE ATTITUDES OF THE TEACHER EDUCATORS TOWARDS SECONDARY SCHOOL TEACHER EDUCATION PROGRAMME IN PAKISTAN

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ABSTRACT

The success of any educational reform depends upon the quality of teachers and in turn the quality of teachers depends to a large extent on the quality of teacher education and quality of teacher education mainly depends upon the teacher training institutions. Education is a nation building activity and teachers are the pillars of the educational system. At present the education colleges and some departments of education of public sector universities are given the responsibility of providing Pre-service training, and within the institutions teacher educators have to play an important and vital role. The study was aimed to know the attitude and perception of teacher educators towards secondary school teacher training programme in Pakistan. To get the desired end a questionnaire of 75 items was constructed. Questionnaire was divided into sub sectors i.e. Admission criterion, Objectives of teacher training, Facilities available, Content of the courses, Methodology used by the teacher educators, Teaching practice and Evaluation procedure adopted by the teacher educators. Data were collected from 325 teacher educators from 26 institutions throughout the country and data were analyzed by using mean score 't' test and ANOVA by comparing different variables i.e. age, gender, residence, institution, province, academic qualification, professional qualification, teaching experience, administrative experience. 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, and administrative experience. Beside it very interesting findings were found.

Keywords: Attitude, Teacher Educators, Teacher Education Programme.

INTRODUCTION

The role of teacher and education in the reconstruction of society need no fresh emphasis. The trio, 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 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 one expect from children? (Sing & Nath, 2005, p. 111).

Attitude serves as an index of how one think and feel about people, objects and issues in their environment. In addition, they can provide clues on future behaviors, predicting how we will act when we 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 something.

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 cannot 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, it 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 (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 Teacher Training Institutes (TTI's) 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 TTI's level. So the present study will be an ardent effort in this direction.

Objectives of the study

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

Methodology

The study was descriptive in nature.

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. The total population was 431 in number.

Sample

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

Research Instrument

A 75 items questionnaire was constructed and divided into seven dimensions i.e. (admission criterion, objectives, facilities, content, methodology, teaching practice and evaluation). It was administered to the teacher educators and their opinion was received.

Before the administration of questionnaire, it was pilot tested and its reliability was calculated (Table 1).

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.

Findings

The findings of the study were as under:

It is evident from Table 2 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 Table 2 that female teacher educators are more positive and confident towards the teacher training of secondary school teachers.

It is evident from Table 3 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 counter parts 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 Table 3 that teacher educators from rural locality are more positive and confident towards the teacher training of secondary school teachers.

It is evident from Table 4 that there is a significant difference among the groups on the admission criterion

S.No	Dimension	Number of Items	Cronbach's Alpha
1	Admission Criterion	03	0.742
2	Objectives	16	0.836
3	Facilities	15	0.826
4	Content	13	0.814
5	Methodology	12	0.787
6	Teaching Practice	05	0.709
7	Evaluation	11	0.827
8	Over All		0.937

Table 1. Questionnaire dimensions & reliability

	Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
Admission Criterion	Male	174	2.9387	.82281	.06238	373	1.526	0.128
	Female	151	3.0728	.75119	.06113			
Objectives	Male	174	3.3287	.66053	.05007	373	2.961	0.003
	Female	151	3.5408	.62466	.05083			
Facilities	Male	174	3.1448	.63288	.04798	373	3.176	0.002
	Female	151	3.3863	.73798	.06006			
Content	Male	174	3.1919	.70223	.05324	373	1.996	0.047
	Female	151	3.3383	.60869	.04953			
Methodology	Male	174	3.2083	.67734	.05135	373	1.784	0.075
	Female	151	3.3361	.60311	.04908			
Teaching Practice	Male	174	3.5322	.82350	.06243	373	2.235	0.026
	Female	151	3.7377	.83080	.06761			
Evaluation	Male	174	3.3741	.76049	.05765	373	3.630	0.000
	Female	151	3.6623	.65562	.05335			

Table 2. Showing the mean difference between mean scores of male and female teacher educators on different parameters of teacher training

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

Table 3. Showing the mean difference between mean scores of urban and rural teacher educators on different parameters of teacher training

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. So it is decided to run POST HOC multiple comparisons on admission criterion and methodology parameters of the training.

Table 5 shows that at the students' admission criterion group having 26-30 years age is significantly better than having age of 41-45 years. Group having 31-35 years is significantly better than having the age of 41-45 years. Group having age of 46-50 years is significantly better

		Sum of Squares	df	Mean Square	F	Sig.
Admission Criterion	Between Groups	9.423	6	1.571	2.577	.019
	Within Groups	193.798	318	.609		
	Total	203.222	324			
Objectives	Between Groups	3.736	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			

Table 4. Showing the ANOVA on all the parameters of teacher training regarding age of teacher educators.

S.No	Pairs	Mean Difference	p-value
1	26-30 Years vs 41-45 Years	.44550	.008
2	31-35 Years vs 41-45 Years	.28554	.040
3	46-50 Years vs 41-45 Years	.32491	.028
4	Above 50 Years vs 36-40 Years	.33382	.030
5	Above 50 Years vs 41-45 Years	.51553	.001

Table 5. Showing the Multiple Comparisons on Admission Criterion

than having the age of 41-45 years. Group having age of above 50+ years is significantly better than having the age of 36-40 years. Group having age of above 50+ years is significantly better than having the age of 41-45 years. So, it can be concluded from Table 5 it shows that group having the age above 50+ years is significantly better among the groups and group having the age 41-45 years is significantly lower among the groups.

Table 6 shows that on methodology adopted by the teacher educators group having 26-30 years age is significantly better than having age of 31-35 years, 36-40 years, 41-45 years, 46-50 years and above 50+ years. So, it can be concluded from Table 6 that group having the age 26-30 years is significantly better among the groups and group having the age 31-35 years is significantly lower among the groups.

According to Table 7 there is a significant difference among the various groups on all the parameters of teacher training except contents taught during the training. So, it is decided to run POST HOC multiple comparison on all the parameters of the training except contents taught during training.

Table 8 shows that the students' admission criterion at NWFP is significantly better than Balochistan, Punjab and Sindh. Punjab is significantly better than Balochistan and Sindh is significantly better than Balochistan and Punjab. So it is concluded that NWFP is significantly better and Balochistan is significantly lower among the provinces on admission criterion of the teacher training institutions of the secondary school teachers.

Table 9 shows that the objectives of training at NWFP are significantly better than Balochistan, Punjab is significantly better than Balochistan and Sindh is significantly better than Balochistan. So it is concluded

S.No	Pairs	Mean Difference	p-value
1	26-30 Years vs 36-40 Years	.30079	.029
2	26-30 Years vs 36-40 Years	.45653	.001
3	26-30 Years vs 41-45 Years	.50667	.000
4	26-30 Years vs 46-50 Years	.34153	.018
5	26-30 Years vs Above 50 Years	.32104	.028

Table 6. Showing the Multiple Comparisons on Methodology

		Sum of Squares	df	Mean Square	F	Sig.
Admission Criterion	Between Groups	23.721	3	7.907	14.140	.000
	Within Groups	179.501	321	.559		
	Total	203.222	324			
Objectives	Between Groups	6.185	3	2.062	5.034	.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	129.348	321	.403		
	Total	135.252	324			
Teaching Practice	Between Groups	7.931	3	2.644	3.923	.009
	Within Groups	216.340	321	.674		
	Total	224.271	324			
Evaluation	Between Groups	10.966	3	3.655	7.321	.000
	Within Groups	160.273	321	.499		
	Total	171.239	324			

Table 7. Showing the ANOVA on all the parameters of teacher training regarding provinces

S.No	Pairs	Mean Difference	P-value
1	NWFP vs Balochistan	1.20525	.000
2	NWFP vs Punjab	.64620	.000
3	NWFP vs Sindh	.43423	.005
4	Punjab vs Balochistan	.55905	.001
5	Sindh vs Balochistan	.77101	.000
6	Sindh vs Punjab	.21197	.005

Table 8. Showing the Multiple Comparisons on Admission Criterion

S.No	Pairs	Mean Difference	p- value
1	NWFP vs Balochistan	.62178	.000
2	Punjab vs Balochistan	.45223	.001
3	Sindh vs Balochistan	.52994	.001

Table 9. Showing the Multiple Comparisons Objectives

that from Table 9 Balochistan is significantly lower among the provinces on objectives of the teacher training institutions of the secondary school teachers.

Table 10 shows that on the facilities in the teacher training institutions NWFP is significantly better than Balochistan,

and Sindh is significantly better than Balochistan. So it is concluded from Table 9 that Balochistan is significantly lower among the provinces on facilities of the teacher training institutions of the secondary school teachers.

Table 11 shows that at contents taught during training in the teacher training institutions NWFP is significantly better than Balochistan, and Sindh is significantly better than Balochistan. So it is concluded that Balochistan is significantly lower among the provinces on contents taught at the teacher training institutions of the secondary school teachers.

Table 12 shows that on methodology adopted by the teacher educators during training NWFP is significantly better than Balochistan, Punjab is significantly better than Balochistan and Sindh is significantly better than Balochistan. So it is concluded that Balochistan is significantly lower among the provinces on methodology adopted by the teacher educators of the teacher training institutions of the secondary school teachers.

Table 13 shows that on teaching practice component of the teacher training NWFP is significantly better than Balochistan, Punjab is significantly better than Balochistan and Sindh is significantly better than Balochistan. So it is concluded that Balochistan is significantly lower among the provinces on teaching practice component of the teacher training.

Table 14 shows that on evaluation process of the teacher training NWFP is significantly better than Balochistan,

S.No	Pairs	Mean Difference	p- value
1	NWFP vs Balochistan	.49362	.007
3	Sindh vs Balochistan	.36836	.027

Table 10. Showing the Multiple Comparison on Facilities

S.No	Pairs	Mean Difference	p- value
1	NWFP vs Balochistan	.35994	.041
3	Sindh vs Balochistan	.34797	.029

Table 11. Showing the Multiple Comparison on Contents

S.No	Pairs	Mean Difference	p- value
1	NWFP vs Balochistan	.59479	.000
2	Punjab vs Balochistan	.48281	.001
3	Sindh vs Balochistan	.52552	.001

Table 12. Showing the Multiple Comparison on Methodology

S.No	Pairs	Mean Difference	p- value
1	NWFP vs Balochistan	.64536	.003
2	Punjab vs Balochistan	.37182	.041
3	Sindh vs Balochistan	.56845	.004

Table 13. Showing the Multiple Comparisons on Teaching Practice

Punjab is significantly better than Balochistan and Sindh is significantly better than Balochistan. So it is concluded that Balochistan is significantly lower among the provinces on evaluation process of the teacher training.

According to Table 15 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 16 shows that at the students' admission criterion group having 25+ years experience is significantly better than having experience of 0 year and 11-15 years. Group having 20-25 years is significantly better than having the experience of 0 year, 6-10 years and 11-15 years. Group having experience of 16-20 years is significantly better than having the experience of 0 year. Group having experience of 6-10 years is significantly better than having the experience of 0 year. Group having experience of 1-5 years is significantly better than having the experience of 0 year and 11-15 years. It can be concluded from Table 16 that group having the experience 20-25 years is significantly better among the groups and group having the experience 0 year is significantly lower among the groups.

It is evident from Table 17 that at facilities provided in the institutions, group having experience of 6-10 years is significantly better than having the experience of 1-5 years. The group having the experience of 20-25 years is significantly better than having the experience of 1-5 years, 11-15 years and 16-20 years. So, it can be concluded from Table 16 that group having the

S.No	Pairs	Mean Difference	p- value
1	NWFP vs Balochistan	.83196	.000
2	Punjab vs Balochistan	.66535	.000
3	Sindh vs Balochistan	.59019	.001

Table 14. Showing the Multiple Comparisons on Evaluation

		Sum of Squares	df	Mean Square	F	Sig.
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	2.212	.042
	Within Groups	164.378	318	.517		
	Total	171.239	324			

Table 15. Showing the ANOVA on all the Parameters of Teacher Training Regarding Teaching Experience

S.No	Pairs	Mean Difference	p-value
1	25+ Years vs 0 year	1.38889	.014
2	25+ Years vs 11- 15 years	.49074	.004
3	20-25 Years vs 0 year	1.46078	.010
4	20-25 Years vs 6-10 Years	.35326	.033
5	20-25 Years vs 11-15 Years	.56264	.001
6	16-20 Years vs 0 year	1.15497	.038
7	6-10 Years vs 0 year	1.10753	.047
8	1-5 Years vs 0 year	1.30882	.019
9	1-5 Years vs 11-15 years	.41068	.002

Table 16. Showing the Multiple Comparisons on Admission Criterion

S.No	Pairs	Mean Difference	p- value
1	6-10 Years vs 1-5 Years	.31841	.009
2	20-250 years vs 1-5 Years	.43725	.003
3	20-25 Years vs 11-15 Years	.34782	.015
4	20-25 years vs 16-20 Years	.31225	.036

Table 17. Showing the Multiple Comparisons on Facilities

experience of 20-25 years is significantly better among the groups and group having the experience of 1-5 years is significantly lower among the groups.

It is evident from the above Table 18 that at methodology adopted by the teacher educators group having experience of 25+ years is significantly better than having the experience of 11-15 years. The group having the experience of 16-20 years is significantly better than having the experience of 11-15 years. The group having the experience of 6-10 years is significantly better than having the experience of 11-15 years. The group having the experience of 1-5 years is significantly better than having the experience of 11-15 years and 16-20 years. So, it can be concluded from Table 18 that group having the experience of 1-5 years is significantly better among the groups and group having the experience of 11-15 years is significantly lower among the groups.

It is evident from Table 19 that on teaching practice practiced in the training institutions the group having experience of 20 -25 years is significantly better than having the experience of 11-15 years and 16-20 years. The group having the experience of 6-10 years is significantly better than having the experience of 11-15 years and 16-20 years. The group having the experience of 1-5 years is significantly better than having the experience of 11-15 years and 16-20 years. So, it can be concluded from Table 19 that group having the experience of 20-25 years is significantly better among the groups and group having the experience of 11-15 years is significantly lower among the groups.

S.No	Pairs	Mean Difference	p-value
1	25+ Years Vs 11-15 Years	.46310	.000
2	16-20 Years vs 11-15 Years	.24793	.026
3	6-10 Years vs 11-15 Years	.31818	.004
4	1-5 Years vs 16-20 Years	.48638	.000
5	1-5 Years vs 11-15 Years	.23845	.035

Table 18. Showing the Multiple Comparisons on Methodology

S.No	Pairs	Mean Difference	p-value
1	20-25 Years vs 16-20 Years	.42859	.013
2	20-25 Years vs 16-20 Years	.41909	.019
3	6-10 Years vs 11-15 Years	.33163	.021
4	6-10 Years vs 16-20 Years	.32213	.034
5	1-5 Years vs 16-20 Years	.31615	.033
6	1-5 Years vs 11-15 Years	.32565	.020

Table 19. Showing the Multiple Comparisons on Teaching Practice

It is evident from Table 20 that on evaluation process adopted in the training institutions the group having experience of 20 -25 years is significantly better than having the experience of 11-15 years. The group having the experience of 6-10 years is significantly better than having the experience of 11-15 years. The group having the experience of 1-5 years is significantly better than having the experience of 11-15 years. So, it can be concluded from Table 20 that group having the experience of 20-25 years is significantly better among the groups and group having the experience of 11-15 years is significantly lower among the groups.

It is evident from Table 21 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 Table 21 that all the teacher educators are having the same opinion about the all parameters of the teacher training regarding professional qualification.

It is evident from Table 22 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 Table 22 that all the teacher educators are having the same opinion about the all parameters of the teacher training regarding academic qualification.

S.No	Pairs	Mean Difference	p-value
1	20-25 Years vs 11-15 Years	.42075	.005
2	6-10 Years vs 11-15 Years	.28271	.024
3	1-5 Years vs 11-15 Years	.33987	.005

Table 20. Showing the Multiple Comparisons on Evaluation

		Sum of Squares	df	Mean Square	F	Sig.
Admission Criterion	Between Groups	3.213	6	.536	.851	.532
	Within Groups	199.561	317	.630		
	Total	202.775	323			
Objectives	Between Groups	3.171	6	.529	1.249	.281
	Within Groups	134.147	317	.423		
	Total	137.318	323			
Facilities	Between Groups	4.120	6	.687	1.440	.199
	Within Groups	151.120	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			

Table 21. Showing the ANOVA on all the Parameters of Teacher Training Regarding Professional Qualification of Teacher Educators

		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	.878	.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	3.637	4	.909	1.736	.142
	Within Groups	167.602	320	.524		
	Total	171.239	324			

Table 22. Showing the ANOVA on all the Parameters of Teacher Training Regarding Academic Qualification of Teacher Educators.

Discussion

There were seven dimensions of teacher training on which the views of female and male teacher educators were taken. The results show that there is a significant difference between the mean scores of female teacher educators and male teacher educators on almost all dimensions 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 dimension 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 2).

There is a 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 dimensions 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 3).

When ANOVA was run regarding 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 4). In the multiple comparisons it is seen that the teacher educators having the age above 50 years are more positive that admission criterion is adequate while the teacher educators of the age group 41-45 years are the least confident about the admission criterion of the training institutions (Table 5). On methodology adopted by the teacher educators the youngest teacher educators having the age of 26-30 years are more confident and positive that reasonable methodology is adopted by the teacher educators while the teacher educators of the age group 31-35 years are the least confident and positive teacher educators regarding methodology adopted by the teacher educators (Table 6).

ANOVA results show that there is a significant difference among the various groups on all the dimensions of teacher training except contents taught during the training (Table 7). In multiple comparisons it is seen that teacher educators from NWFP are more confident about the admission criteria set by the teacher training institutions for secondary school teachers as compared to Balochistan (Table 8). Balochistan is significantly lower among the provinces on objectives of the teacher training institutions of the secondary school teachers (Table 9). As for the provision of facilities is concerned and contents taught NWFP is significantly better in providing facilities and contents taught to its teacher training institution and Balochistan is significantly lower regarding facilities and contents taught (Table 10 and 11). On methodology adopted by the teacher educators during training NWFP and Punjab are significantly better as teachers adopt proper methodology to teach their students. Balochistan is significantly lower in the same (Table 12). In NWFP, Sindh and Punjab teaching practice component and evaluation of the teacher training is strong when compared to Balochistan. As the teacher educators from Balochistan are not confident about teaching practice component and evaluation (Tables 13 and 14), Balochistan is significantly lower among the provinces on evaluation process of the teacher training (Tables 13 and 14).

ANOVA results on all the dimensions of teacher training regarding teaching experience show that there is a significant difference among the various groups on all the dimensions of teacher training except objectives of the teacher training and contents taught during the training and objectives of the training (Table 15). In multiple comparisons it is evident that group having the experience 20-25 years is significantly better among the groups and group having the experience 0 year is significantly lower among the groups regarding admission criteria (Table 16). As far facilities provided by the institutions are concerned it is evident by the results that that group having the experience of 20-25 years is significantly better among the groups and group having the experience of 1-5 years is significantly lower among the groups. They are not satisfied with the facilities provided at teacher training institutions (Table 17). On methodology adopted by teachers in teacher training institutions, group having the experience of 1-5 years is significantly better among the groups and group having the experience of 11-15 years is significantly lower among the groups. They think that methodology adopted by the teachers is not proper for the students (Table 18) regarding the component of teaching practice, group having the experience of 20-25 years is significantly better among the groups and group having the experience of 11-15 years is significantly lower among the groups. They are not satisfied with that component (Table 19). The multiple comparisons on evaluation process indicates that group having the experience of 20-25 years is significantly better among the groups and group having the experience of 11-15 years is significantly lower among the groups regarding evaluation process adopted by teacher training institutions (Table 20).

When ANOVA was run on all the dimensions 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 dimensions of teacher training So, it can be said that all the teacher educators are having the same opinion about the all dimensions of the teacher

training regarding professional qualification (Table 21).

ANOVA results on all the dimensions 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 dimensions of teacher training. In other words it can be said that all the teacher educators are having the same opinion about the all dimensions of the teacher training regarding academic qualification (Table 22).

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 dimensions 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 to each other on all the dimensions 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 all dimensions of the teacher training regarding professional qualification and academic qualification.

Recommendations

- Quality of male teacher training institutions should be improved regarding teacher educators and facilities provided at the institutions.
- Urban teacher training institutions should pay 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 Baluchistan teacher training institutions for secondary school teachers should be upgraded regarding their quality and standard because results show that Baluchistan 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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