

## A STUDY TO ANALYZE B.ED GRADUATES' PERFORMANCE IN SECONDARY SCHOOLS REGARDING PR-SERVICE TRAINING IN PUNJAB, PAKISTAN

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### ABSTRACT

*The purpose of this study was to analyze B.Ed graduates' performance functioning in secondary schools to check the relevance and effectiveness of accessible B.Ed curriculum by taking views from stakeholders (principals and SSTs) to give viable recommendations for improving it on the basis of their feedback. A sample of three hundred and sixty (ninety principals and two seventy SSTs) was selected. One self developed validated questionnaire was used to collect required data. The results concluded that the existing B.Ed curriculum is not capable to equip potential teacher according to the ambitions, wants and demands towards schools and society while it has no representative association with the school education. On the basis of results and feedback from stakeholders and on the whole review of curriculum is suggested to be commenced by involving stakeholders to build connections between it and the school curriculum. An adequate length of practicum element is suggested to powerfully bridge the gap between the theory and the practice to help latent teacher to reinforce the concerns which are crucial for the qualitative perfection of the whole range of education. These recommendations might be helpful for authorities to revamp relevant and effective teacher education curriculum as well as to elevate the standards of teaching and assessment at secondary level.*

**Keywords:** Secondary schools; performance-standards; Stakeholders; principals; SSTs

### INTRODUCTION

The teachers play an important part in the life of learner's. So it is incredibly essential to pledge the usefulness of the teacher training program so that it may adequately furnish eventual teachers with the resources that will make them ideal paradigm to the learners. The resurrection of knowledge and the acceleration of scientific and technical unearthing necessitate the steady modernizing of instruction. It is in the community's inquisitiveness that teachers get hold of high-quality documentation in education to instruct supplementary efficiently. It is in the public concentration to build up a superior complex of educators' qualification with enhanced curricula and learning methodologies that can steer to enhanced classrooms.

Reddy (2004) accomplished that teaching is an activity and teacher education is a procedure of specialized training of teachers. Preparing a personage for a craft is a difficult job and it occupies action from assorted faces and views. Foote (2009) accepting Reddy's viewpoint mentioned that an employment is distinguished by an adequately extended era of scholarly teaching, a premeditated body of knowledge on which the liability is based, a suitable span of formal and clear-cut practiced grounding in rotation with practical understanding in the field and a composition of proficient ethics that amalgamates its members into an alliance. He further envisioned that when the career apprehension is teaching these scales attain significant importance in vision of a number of factors.

Cao and Nietfeld (2005) investigated that the competence of any instructional curriculum toughens when teachers slot in reflection on instructional goals, learners' distinctiveness and requirements, coaching strategies, content intensity and progressions, materials, and other matters attached to curriculum, schooling, and measurement prior to, in, and subsequent to the lesson. No doubt, the practice of erecting the teacher education curriculum is elite to any national background. It is convoluted of the views and justifications that key stakeholders bloom for society's desires and necessities. Abundant reorganizations and developments in the teacher education curriculum stress on an exacting field and the implement of the core knowledge curriculum where essential teacher information is presented prior to any abstract concepts, foremost to a hub on the mastery of essentials, but there are no thriving national models to mock-up. Therefore, it was essential to conduct a study to analyze new teachers' performance in secondary schools in the context of their pr-service training. It might be helpful for the colleges of education and universities to improve training program and other procedural matters as well as make sure the quality of secondary teachers. It might also be significant for the schools to raise the standards of teaching and assessment at that level.

## REVIEW OF RELATED LITERATURE

### Teacher Education

The teacher education and the school education have a delegate rapport. Alawiye, & Williams (2001) pointed out that enlargements in both these segments uniformly reinforce the concerns, critical for the qualitative expansion of the intact array of education. In Isani, & Virk's (2005) point of view, teaching is an activity and the teacher education is a procedure of specialized grounding of teachers. Therefore, organizing one for a trade is a severe obligation and it rivets action from plentiful faces and angles.

Kayler (2009) stated that all educational configuration in any standard human society calls for exceedingly veteran teaching staff to lift up the values of education. He further stated that Commission on National Education, 1959 and National Education Policy, 1998 - 2010 hinted that no education coordination can climb its values above the excellence of its teachers. He indicated that the Report of the Commission on National Education, 1959 further inserts that "the teacher should be mentally well qualified in subjects he / she teaches and have had resonance specialized training to teach his / her subjects". The talent of preparation of the graduates in assorted educational programs is cherished by the diverse authors.

Riaz (2000) described that the education of teachers makes possible excellence of school education by training resourcefully adroit teachers and purposes as a correspondence between coaching and the higher education. Hanif, & Saba's (2000) further explained this point that the teacher education harmonization through its beginning and ongoing specialized enlargement programs is predictable to make sure sufficient contribute of efficiently talented teachers to run the schools.

In Jenkins, & Clinton's (2006) point of view, superlative renovation in the teacher education program is firm by ideas, values, morals and suppositions regarding principles of coaching, the collective and pecuniary expectations of a nation, and the responsibility of public education in a sovereign country. Preferably, a curriculum work of teacher education must be projected in consonance with the curriculum configuration of the school education. Accordingly, teacher education program composition will need to hook up with questions of the students, the erudition procedure and the content and pedagogy of auctioning teachers.

Farooq, Husain, & Mehmood (2005) pointed out that Pakistan's schools can not more continue cut off from life, so those who work in them must be taught with this in mind.

Therefore, a tie must be reputable in the framework of school curriculum, with the life of humankind and with its socio-cultural and cost-effective activity. As an end result, the school will be progressively more interlinked with new educational and social institutions as well as organizations. These enlargements can only be distorted into accomplishment with the alliance and certified abilitied of the teachers.

Khan, & Saeed (2009) investigated that unluckily Pakistan has no precise policy agenda, which absolutely tackles teacher training and professional enlargement. They pointed out that no doubt, this concern has been uncovered in frequent education policies but the core focus of the education policies has apparently continued on enhancing access to education. By and large, the policy announcements are restricted in different Commission and Conference reports, Five Year Plans, National Education Policies, other nationally applicable improvement credentials, and regional level policy announcements.

### **Expansion of the Teacher Education in Pakistan**

Siddiqui (2009) described that teacher preparation in Pakistan happening in 1804 (pre-partition) when two teacher training institutions were recognized at Karachi and Lahore and they presented non-formal teacher preparation programs. In 1854, the teacher training institute of Karachi was rehabilitated into a normal school and it started to present J.V. (Junior Vernacular) certificate. In 1856, the teacher training institute of Lahore was also rehabilitated into a normal school and it started to proffer J.V. certificate.

He explained in detail that in 1947 the subsequent were the courses for training of the teachers for varied stages:

1. J.V. (Junior Vernacular) 8+1 for primary classes (1 -5)
2. S.V. (Senior Vernacular) 10+1 for class 1-8
3. C.T. (Certificate in Teaching) 12+1 for class 1-8 with English
4. O.T. (Oriental Teacher) One year training subsequent to a certificate in oriental language for the teaching of oriental languages
5. B.T. (Bachelor in Teaching) 14+1 for classes (6-10)

According to him, the Education Conference (1947) articulated apprehension about teacher education curriculum and recommended reconsideration of the teacher education programs to make them companionable with up to date wants and large-scale changes. The Commission on National Education (1959) revealed the reality that teacher education course participated an incomparable role in an educational coordination received, "No system of education can be higher to the teachers who serve it".

Saeed (2002) viewed that the Education Policy 1972-80 recommended that so as to meet up the substantial rations of teachers at all intensities, services for teacher education program would be bloated by reordering the teacher education programs and by initiating novel methods. It was furthermore suggested that all teacher training courses must be enhanced and redesigned. Therefore, as a former step, the curriculum for the elementary and secondary stage was amended. The responsibility of supplying the teacher education by via the pioneering technique of distance education was allocated to Allama Iqbal Open University (AIOU). In 1976, the National Committee of Experts on Secondary School Teacher Education rephrased on the curriculum for the secondary school teachers and commenced one year B.Ed program. The scheme of studies was unmitigated over 48 week length and was pedestaled on the semester system.

Rasool (2007) pointed out that the National Education Policy (1978) also talked about that teacher was the axle of the intact educational system and suggested to reinforce the teacher education all through the country. In this education policy all the primary teacher training institutes and the normal schools were upgraded to elementary colleges of education for elementary teachers. He concluded that bulk of teachers was contented with the contents of the course, but were of the observation that teacher education curriculum required amendment.

### **Components of Teacher Education Program**

What does student teacher have to learn so as to turn into successful teacher in the situations in which he / she will be engaged? This question requires a lot as teacher is expected with the transmission to students of society's beliefs, ethics and information, advice and perception, and with facilitating students' attainment of the key knowledge, ethics and behaviors that they will desire to be energetic in community and the financial system. In Siddique's (2009) opinion, usually, teacher Education curricula can be broken into the following blocks:

#### **General Education**

Siddique states that the General Education element comprises the study of the fine arts, history, literature philosophy / religion, the social sciences, mathematics, the natural sciences, and physical education. It endeavors to guarantee that intending teachers have a well-built grounding in the main knowledge, thoughts, and values of the cultures in which they are getting ready to instruct.

#### **Specialist Subjects**

In Siddique's opinion, specialist subjects take up studies in depth, which succeed learners to teach scrupulous areas of knowledge. Literature and literacy, geography, mathematics, science, computing, domestic science, languages, history, physical education, and industrial arts are examples. Student teachers preparing to instruct in elementary schools are generally expected to coach a broader succession of content, while secondary teachers are generally additional specialized. Subject-matter specialization proposes prospects for the learner to comprehend the academic basis upon which subject content is urbanized and premeditated.

#### **Education foundation studies**

According to Siddique, education foundation studies involve studies of the history of educational thought, human growth and development, principles of learning and teaching, comparative education, and sociology of education. Curriculum and instruction subjects must propose units on principles and practice of forecast, distributing and assessing learning experiences for learners and restrain such matters as: programming, test construction, individualizing instruction, classroom management skills, laboratory instruction, small group teaching methods and, cooperative learning techniques

#### **Professional studies / Content Pedagogy**

Siddique admitted Calderhead's (2001) investigations that the content pedagogy ingredient is planned to help out the student teacher learn how to inculcate content to public school students at the under attack age as well as grade stage. He concluded that the concluding professional growth experience for future teachers is the higher-ranking placement under the direct assistance of a master teacher in experimental setting. Content phase and methods repeatedly also comprise ways of teaching and evaluating an explicit subject. According to Moon, Mayes, & Hutchinson's (2004) conclusions that teaching involves the appliance of a wide organization of content knowledge about the subject being educated, and an

supplementary set of knowledge about the majority efficient ways to educate that subject to dissimilar kinds of learners.

### **Practicum**

Siddique pointed out that the practicum comprising practice coaching bridges the break connecting theory and practice, when the two might be educated more competently if incorporated. Practice at class lessons or at some other kind of learning practice-generally administered and supported in precise way, although not always. Practice can take the sort of field observations, placement or student teaching.

### **Relevance of Existing Teacher Training To Classroom Learning**

Khan (2004) indicated that an immense deal of the teacher training in Pakistan stay detached to the classroom wherever beginners have to make use of their skills. The motive is that, assorted functionaries are liable for emergent curricula. At the provincial stage, departments are in charge for commerce with school based apprehensions for meticulous school levels, and have no alliance with teacher training activities. Active interaction between training bodies and schools where prospective teachers are employed are too absent. Furthermore, no means is present so as to make possible such connections.

Khan also pointed out Sridhar, & Badiei's (2008) investigations that no obtainable policy agenda allows for teacher involvement on training requirements and privileged methodologies. The import of head teachers or senior teachers as drivers of adaptation in learning eminence is largely overlooked. Whereas the principals / head teachers are an imperative foundation who could execute an helpful role in teacher professional expansion planning, managing and encouraging teachers, local districts and other interrelated stakeholders. He concluded that dissimilar studies have uncovered school endings to be beneficial in cases where principals or head teachers carry out a key role in overall school enlargement. Such coordination if reputable could be crucial in relating school-based teaching experiences with requirements in teacher training classes.

### **Teacher Performance – Standards (Competencies)**

Aly (2006) quoted subsequent performance standards of Hawaii Teacher in his study:

#### **Learner Development**

The effective teacher comprehends how learners grow and expand, recognizing that patterns of learning and development vary independently within and crossways the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and tricky learning experiences.

#### **Learning Differences**

A successful teacher uses understanding of individual differences and diverse cultures and communities to ensure broad learning environments that enables each learner to meet high standards.

#### **Learning Environments**

A booming teacher works with others to generate environments that hold up individual and mutual learning, and that persuade positive communal interaction, energetic commitment in learning, and self incentive.

## **Content Knowledge and its Application**

A blooming teacher recognizes the central concepts, tools of inquisition, and configurations of the discipline(s) he or she edifies and creates erudition experiences that make these aspects of the discipline reachable and evocative for learners to guarantee mastery of the content. He or she has a comprehensive knowledge and understanding of the discipline so that he or she is proficient to recommend the appropriate content for the students.

## **Assessment**

An Effective teacher assists his / her learner accomplishment by assessing as well as examining student presentation and by this information to determine student expansion and articulate instructional planning. He or she comprehends and uses manifold methods of assessment to keep learners in their own growth, to supervise learner progress, and to steer the teacher's and learner's decision making.

## **Planning for Instruction**

The effectual teacher plans teaching that chains every student in meeting detailed learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context. He or she facilitates pupil accomplishment by ascertaining appropriate extensive range and small range learning goals and by distinguishing the instructional, assessment and management strategies crucial to help all students' progress.

## **Instructional Strategies**

The capable teacher knows and uses a variety of instructional strategies to persuade learners to build up deep understanding of content areas and their relatives, and to put together skills to be valid knowledge in evocative ways. He or she promotes learner learning through the competent apply of appropriate instructional strategies. The instructional strategies are the methods, techniques, technologies, measures and assignments that an effectual teacher exercises to assist his / her students so that they can attain the erudition objectives.

## **Professional Learning and Moral Practice**

A successful teacher is an ethical, contributing, responsible, and ever-learning component of the profession. He / she engages in ongoing professional erudition and uses confirmation to continually evaluate his / her practice, mostly the effects of his / her choices and procedures on others (learners, family units, other professionals, and the community), and adapts practice to gather the wants of each learner. Professional learning connects teachers in working with others to expand their content knowledge, whet their instructional skills, and build up their capacity to use data for consequential decision making.

## **Leadership and Collaboration**

The successful teacher inquires about appropriate leadership roles and prospects to take responsibility for student knowledge, to collaborate with learners, families, colleagues, other school professionals, and community members to make certain learner growth, and to move forward the profession.

## **The Need to Redesign Teacher Training Program**

Marri (2005) described that teacher education has come in strict condemnation and its weaknesses have been tinted. Some educationists detect that it does not totally address the requests of present day schools and society and it fails to put in order teachers who can instruct quality education in schools. Principals of some schools also embrace the view that

there is a minor difference amid the presentation of taught and untaught teachers because of irrelevant curricula. The renovating of teacher education has turned into the necessity of the time as the blueprint and practice of present teacher education is based on some suppositions, which hold back the evolution of thoughts and the professional as well as personal enlargement of the teacher.

Veer (2004) investigated that teacher education has also been failed to authorize the teacher as an ambassador of adjust because it does not provide places for prospective teachers to contemplate their practices and assumptions as part of classroom conversation and investigation. In the present teacher education numerous actions (theoretical and practical) have to be carried out and practiced by student teachers for enhancing their professional capability. He further indicated that the theory courses have no comprehensible expression with practical work and actual certainties whereas the methods courses are typical and are distanced from existent classroom locations. Practice schooling is understood as a formality and its carry over potential in the enlargement of a vibrant approach for managing teaching matters and problems in authentic classrooms is not enough.

In Black, et al.'s (2002) accomplishments, the 21<sup>st</sup> century teacher will have to be trained to break, through his / her aloneness, to team up with the colleagues, parents, other members of the society and, very last but not slightest, with the pupils. Therefore, the teachers must be proficient and equipped to adapt methods and to take part to improve the interest of the school and the learners. However, this cannot be completed without an extensive allotment of time, aptitude and recourses to the teachers' pre-service learning and training.

### **OBJECTIVES OF THE STUDY**

The objectives of the study were:

1. To get the perceptions of stakeholders about B.Ed graduates in the context of B.Ed curriculum
2. To critically analyze their perceptions
3. To give practicable recommendations for improving B.Ed curriculum

### **RESEARCH METHODOLOGY**

The design of the study was descriptive in nature so the survey technique was used.

#### **Population**

The population of the study was comprised the head teachers (principals) and the senior school teachers (SSTs) of all secondary schools situated in the province of Punjab (Pakistan).

#### **Sample**

A sample of three hundred and sixty was selected by using three-stage sampling technique. At the first stage, nine districts (out of 36) of Punjab (three districts each from upper, central and lower Punjab) were conveniently selected. At the second stage, ten secondary schools (five males, & five females) from each district were conveniently selected. At the third stage, the principal (total 90) and three SSTs (total 360) having at least five years of teaching experience (from each school) were randomly selected.

#### **Research Instrument**

Keeping in view the study objectives, teacher's performance-standards and extensive literature review, one questionnaire ( which was applicable for both stakeholders) addressing four performance-standards of effective teachers to check their performance namely content knowledge ability, assessment ability, collaboration ability, and learner development ability

was constructed. The questionnaire was comprised two parts. Part I contained demographic information while part II comprised twenty positive statements on five-point Likert Scale. Five items were related to each performance-standard.

### Validation and Data Collection

A pilot study was made to check the validity of research instrument prior to actual data collection on a large scale. For this purpose ten institutions (five male & five females) which were not included in main study sample from Rawalpindi District were selected. Ten principals and thirty SSTs having at least five years of teaching experience (principal and three SSTs from each school) were selected for pilot study. Some items of instrument were modified and improved in terms of language, format, and content in accordance with respondents' opinions. The reliability of questionnaire was established at 0.844 Cronbach's Alpha, which was considered acceptable to launch the study at large scale.

### Data Analysis

The data obtained from questionnaires was tabulated, analyzed by applying frequency and percentage technique (for demographic analysis) and mean, standard deviation and Chi-Square (for main body) through SPSS Version 16.

### Discussion of Result

This segment of the study is divided into three following parts:

**Part 1** In the first part, reply rate and analysis of demographic information have been explained.

**Part 2** The second part deals with analysis of main body (opinions of respondents about new teachers regarding four performance standards) and interpretation.

**Part 3** The third part involves discussion, findings and recommendations.

### Part I: Response Rate and Analysis of Demographic Information

The return rate of questionnaires remained 100% because the researcher visited the sampled secondary schools with the help of assistants for the distribution and collection of the study data. During that face to face meeting, the researcher had informal discussions with most of the respondents which proved valuable for the study. The obtained data was arranged and scored before applying the statistical techniques.

**Analyze of demographic information to describe the composition of principals and SSTs.**

**Table 1. Demographic information of the Principals**

<i>Variable</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Gender</i>	Male	45	50
	Female	45	50
	Total	90	100
<i>Age</i>	Less than 30 years	04	4.4
	30-40 years	36	40.0
	41 years and above	50	55.5

(Continued...)



**Table 1. Demographic information of the Principals (...continued)**

<i>Variable</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Academic Qualification</i>	B.A	02	2.2
	B.Sc	09	10.0
	M.A	71	78.9
	M.Sc	06	6.7
	M.Phil	02	2.2
<i>Professional Qualification</i>	B.Ed	81	90.0
	M.Ed	9	10.0
<i>Teaching Experience</i>	Less than 10 years	11	12.2
	11-15 years	22	24.5
	16 years and above	57	63.3
<i>Administrative Experience</i>	Less than 5 years	23	25.5
	6-10 years	22	24.5
	11 years and above	45	50.0

Table 1 revealed that inclusion of male and female principals was the same. The age of 55.5% principals was 41 years and above, 40% were from 31-40 years and only 4.4% were less than 30 years. 78.9% principals had M.A, 10% had B.Sc, 6.7% had M.Sc, and 2.2% had B.A and M.Phil qualifications. 90% principals were M.Ed whereas only 10% were B.Ed which shows their professional capability. 63% principals had 16 years and above teaching experience and 24.5% had 11-15 years whereas only 12.2% had less than 10 years. 50% principals had 11 years and above experience of administration, 25.5% had 6-10 years whereas only 24.5 % had less than 5 years. It clearly reveals that majority of principals (50) was age-wise matured with adequate academic qualification (71 principals were M.A), ample professional qualification (81 principals were M.Ed), satisfactory teaching experience (57 principals had 16 years and above) and sufficient administrative experience (45 principals had 11 years and above) to evaluate new teachers' performance in the perspective of their pre-service training and to give valued opinions for improving it.

**Table 2. Demographic information of the SSTs**

<i>Variable</i>	<i>Category</i>	<i>Frequency</i>	<i>Percent</i>
<i>Gender</i>	Male	135	50
	Female	125	50
	Total	270	100
<i>Age</i>	Less than 30 years	45	16.7
	30-40 years	142	52.6
	41 years and above	83	30.7
<i>Academic Qualification</i>	B.A	13	4.8
	B.Sc	30	11.1
	M.A	168	62.2
	M.Sc	56	20.7

(Continued...)

**Table 2. Demographic information of the SSTs (...continued)**

<i>Variable</i>	<i>Category</i>	<i>Frequency</i>	<i>Percent</i>
<i>Professional Qualification</i>	M.Phil	03	1.1
	B.Ed	211	78.1
	M.Ed	59	21.9
<i>Teaching Experience</i>	Less than 10 years	11	12.2
	11-15 years	22	24.5
	16 years and above	57	63.3
<i>Administrative Experience</i>	Less than 5 years	81	30.0
	6-10 years	92	34.1
	11 years and above	97	35.9

Table 2 revealed that composition of male and female SSTs was the same like principals. The age of 52.6% SSTs was from 31-40 years, 30.7% were 41 years and above and only 16.7% were less than 30 years. 62.2% SSTs had M.A, 20.7% had M.Sc, 11.1% had B.Sc, and 4.8% had B.A and 1.1% had M.Phil qualifications. 78.1% SSTs were M.Ed whereas only 21.9% were B.Ed which shows their professional capability. 35.9% SSTs had 16 years and above teaching experience, 34.1% had 11-15 years whereas 30% had less than 10 years. It obviously reveals that majority of SSTs (142) was age-wise matured with adequate academic qualification (168 SSTs were M.A), sufficient professional qualification (211 SSTs were M.Ed), satisfactory teaching experience (97 SSTs had 16 years and above) to assess new teachers' performance in the viewpoint of their pre-service training and to give valued opinions for improving it like principals.

## Part II: Response Rate and Analysis of Main Study

**Table 3. Respondents' opinions for content knowledge ability of a new teacher**

<i>Sr. No</i>	<i>Statement: Does present B.Ed curriculum equip prospect teacher to</i>	<i>Mean</i>	<i>St. Dev</i>	$\chi^2$ <i>Value</i>	<i>P-Value</i>
1	Have command on subject matter.	3.22	1.51	20.197	.000
2	Have satisfactory up-to-date general knowledge.	3.02	1.47	15.045	.005
3	Have knowledge of content-related teaching practices.	2.89	1.54	10.576	.032
4	Have knowledge of students' experiences.	3.17	1.52	35.955	.000
5	Have ability to create relationship among topics.	3.27	1.48	25.500	.000

Note. \*P<.05, df= 4

Table 3 illustrates the  $\chi^2$  values of content knowledge ability of a new teacher (holding all items). It designates that p-values corresponding all  $\chi^2$  values are less than 0.05 level which concludes that there is significant difference in the content knowledge ability of B.Ed graduates working in secondary school.

These findings reinforce Moon, Mayes, & Hutchinson's (2004) conclusions that teaching involves the application of a wide organization of content knowledge about the subject being educated, and an additional set of knowledge about the most efficient ways to teach that subject to diverse kinds of learners.

**Table 4. Respondents' opinions for assessment ability of a new teacher**

<i>Sr. No</i>	<i>Statement: Present pre-service training equip prospect teacher to</i>	<i>Mean</i>	<i>St. Dev.</i>	$\chi^2$ <i>Value</i>	<i>P-Value</i>
1	Prepare assessment plan associated with the instructional goals.	2.96	1.51	11.712	.020
2	Establish assessment standards that reflect him / her as a professional teacher.	3.01	1.46	11.485	.022
3	Apply appropriate assessment system to tell students where they are in relation to others.	2.83	1.49	10.121	.038
4	Help students to understand the criteria by which their learning/ work is assessed.	2.98	1.47	15.045	.005
5	Use variety of methods to assess students' performance.	2.99	1.52	13.985	.007

Note. \*P<0.05, df= 4

Table 4 explains the  $\chi^2$  values of assessment ability of a new teacher (holding all items). It points out that p-value corresponding all  $\chi^2$  values are less than 0.05 level. Therefore, it is concluded that there is significant difference in the assessment ability of B.Ed graduates working in secondary school.

These findings also make stronger Aly's (2006) investigations that an effective teacher assists his / her learners' achievement by assessing their performance and by this information tries to calculate students' development and express his / her instructional planning. He or she understands and uses multiple methods of assessment to engage learners in their own growth and to monitor their progress.

**Table 5. Respondents' opinions for collaboration ability of a new teacher**

<i>Sr. No</i>	<i>Statement Present pre-service training equip prospect teacher to</i>	<i>Mean</i>	<i>St. Dv.</i>	$\chi^2$ <i>Value</i>	<i>P-Value</i>
1	Make regular discussions with the head teacher about the learning conditions of the students.	2.96	1.51	11.333	.023
2	Communicate with parents in an understandable manner about their children.	2.96	1.51	11.712	.020
3	Cooperate with colleagues to promote students' learning.	2.92	1.49	10.727	.030
4	Provide continuous feedback to the parents about their children's performance.	2.89	1.49	12.545	.014
5	Encourage teamwork among students.	2.89	1.45	9.91	.048

Note. \*P<.05, df= 4

Table 5 illustrates the  $\chi^2$  values of collaboration ability of a new teacher of anew teacher (holding all items). It indicates that p-values corresponding all  $\chi^2$  values are less than 0.05 level. Therefore, it is concluded that there is significant difference in the collaboration ability of B.Ed graduates working in secondary school.

These judgments are confirmed by Black, et al.'s (2002) accomplishments that the 21<sup>st</sup> century's teacher will have to learn to break, through his / her loneliness, to collaborate with colleagues, parents, other members of the society and, last but not slightest, with the pupils. These findings also strengthen their conclusions that a successful teacher seeks appropriate

leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Table 6. Respondents' opinions for learner development ability of the teacher**

<i>Sr. No</i>	<i>Statement</i>	<i>Mean</i>	<i>St. Dv.</i>	$\chi^2$ <i>Value</i>	<i>P-Value</i>
1	Play an important role in bringing a positive change in students' behavior.	2.90	1.45	12.318	.015
2	Try to develop cultural characteristics in students.	3.02	1.47	11.258	.024
3	Try to create passion in students about their country.	2.86	1.54	21.788	.000
4	Create a sense of respect for others in students.	2.88	1.51	10.197	.037
5	Play an important role in building a balanced personality of students as true Muslims.	2.89	1.45	9.92	.048

Note. \*P<.05, df= 4

Table 6 illustrates the  $\chi^2$  values of learner development ability of a new teacher (holding all items). It provides evidence that p-values corresponding all  $\chi^2$  values are less than 0.05 level. Therefore, it is concluded that there is significant difference in the learner development ability of B.Ed graduates working in secondary school.

Hartshorne, Ferdig, & Dawson's (2005) suggestions also confirmed these findings that as a facilitator, the teachers' goal should be to take part in the development of all phases of personality of the learners in the cognitive as well as the physical, emotional, societal, moral and innovative components of personality.

## DISCUSSIONS AND FINDINGS

It has been perceived that teacher education and school education encompass a representative correlation and developments in these regions equally make stronger the apprehensions that are important for the qualitative expansion of the total assortment of education. But the excellence of teachers is very poor in Pakistan because of shoddy teacher education as it does not totally address the desires of present day schools and the society. It does not noticeably raise the altitude of skills and knowledge of the student teachers. The time-span of this program (one year) is inadequate as put side by side to other countries in this district. One-year course of B.Ed is truly of 9-month's duration; with 6 weeks of teaching practice that is only 15% of the whole course extent. The available 33 weeks (just 7½ months) is scarce time for all subjects. Countless work remains disparate to the classroom wherever student teachers have to operate their skills. In addition, no presented policy schedule allows for teachers' involvement on training necessities and methodologies. The magnitude of school head teachers and senior school teachers as drivers of variation in educational excellence is also unnoticed. Whereas these two stakeholders are an essential source who can perform an effective role in making teacher edification more proficient. Plentiful studies have uncovered that school outcomes are the best where principals of training institutions' and principals of schools as well as senior teachers execute a key role in creating a sturdy relationship between school expansion and teacher education. Therefore, after knowing the importance of stakeholders, the foremost focus of the study was to analyze new teachers' performance in secondary schools regarding to their pr-service training by taking views from stakeholders to

give practical suggestions for improving it on the basis of their feedback. The results of demographic information revealed that majority of principals and SSTs were age-wise matured with adequate academic qualifications, sufficient professional qualifications, satisfactory teaching experiences and adequate administrative experiences to evaluate new teachers' performance in the context of their pre-service training and to give worthy opinions for improving it. The findings of main body (opinions on five-point scale) concluded that both stakeholders' perceptions about new teachers' performance regarding content knowledge ability, assessment ability, collaboration ability and learner development ability are not satisfactory. It is concluded that present teacher education curriculum is not correctly addressing the requirements of contemporary schools because it is not preparing teachers who can instruct eminence education in schools. It is not reasonably competent to outfit prospective teacher in relative to the demands and alterations taking place in the school and society because it has no delegate relationship with school education. Theory courses have no logical expression with practical work and actual realisms whereas the method courses are typical and are distanced from real classroom conditions. Their plan and practice is founded on sure assumptions which hold back the evolution of ideas and professional and personal enlargement of the future teacher. They coach prospective teachers only to fiddle with to a system in which education is observed as broadcast of information. The outcomes reflect that if the deficiencies present in pre-service training were removed it would be accommodating to progress the excellence and competence of teaching.

## RECOMMENDATIONS

On the basis of exceeding conclusions and feedback from both stakeholders, following recommendations are to provide minimum requirements for pre-service training to the colleges of education and universities.

1. A by and large review of the teacher education curriculum (school-based) is suggested to be commenced to build connections between the teacher education and the school curriculum.
2. Discussions with principals, SSTs and other relevant stakeholders are suggested as they are original source who could provide high-level consultations for designing a relevant and effective curriculum.
3. The curriculum studies courses are considered necessary to essentially embrace units of study that propose a critical study of the curriculum materials, syllabi and textbooks as they enterprise to create a strong base in the future teacher in the main content-knowledge, thoughts, and values of the civilization in which he is practicing to instruct.
4. Education foundation studies are looked-for to base on testing aspects integrating units on principles and practice of planning, delivering and assessing learning experiences for learners as they aid future teacher to be skilled in test production, individualizing instruction, classroom management skills, laboratory coaching, small group instruction methods and accommodating learning procedures.
5. The professional / content pedagogic studies courses are desired to be composed of units of study that provide the significant study of the content, an judgment of learners' thinking and learning.
6. An agreeable length (at least 8 weeks) of practicum module is needed to sturdily bridge the gap between theory and practice because well-organized assimilation of both these sectors would help the probable teacher to make stronger the concerns which are crucial for the qualitative enhancement of the whole array of education.

7. Systematic follow up with the teachers after trainings are vital to their professional extension.
8. More researches are looked-for in this area as this study was delimited to only four performance standards of an effectual teacher whereas literature indicated other dimensions like learning differences understanding capability, learning environment creating capability, planning for instruction capability, instructional strategies using capability, professional learning and ethical practice and headship etc.

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