

Prospective Teachers' Perceptions on Performance of Teacher Educators

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ABSTRACT

Teacher is the core to achieve quality education. Quality in education identifies with the nature of the work embraced by a teacher, which has noteworthy impacts upon his or her students or scholars. At teacher training institutions, teacher educators facilitate the training and development of pre-service teachers. The assurance and enhancement of the quality of teacher educators is also very important. Quality certification requires professional standards of educator training and a successful system of accreditation of teacher education institutions and programmes. At present there are numbers of activities seem to be taken from different forms for getting qualitative change in teacher training in Pakistan. There are several accreditation bodies present in Pakistan in different fields as like this there is also accreditation body in field of teacher education. Its standards are fast becoming the national norm. The study is based on selected standards for teacher educators derived from National standards for Accreditation of Teacher education programmes. The study was descriptive in nature. The population comprised of teacher educators and students of six public and private universities of Rawalpindi and Islamabad. The sample size of study was 300 students of M.A. Education, M.Ed and B.Ed. Proportionate random sampling technique was used to select sample and equal representation of 50 students from each university. This study found that there were lacks of proper training of teacher educators towards their profession and have no idea of those standards which were presented by national accreditation council of teacher education in Pakistan. After conducting this study it was come to know that there are some issues still present in accreditation process of teacher education institutions and programmes. Overall the study found that most of the teacher educators performing well in their field however proper accreditation of teacher educators is still needed.

Keywords: Accreditation, teacher educators, quality certification

INTRODUCTION

Teaching has been called the noblest profession and it is profession of Prophets. It is the profession that teaches all the other professions i.e. business, medical, law and engineering etc. Teaching is a demanding, but rewarding profession. History proved that great teachers helped to create extraordinary students. Indeed, research shows that a motivated, dedicated and educated teacher is the most important school-related factor affecting student achievement, so it is vital to pay close consideration to how we train and support both new and experienced teachers.

Teacher education is associated to the development of teacher expertise, command and capability that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

The National Accreditation Council for Teacher Education has defined teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level. According to standard dictionaries of education Teacher Education means, all the formal and non-formal activities and experiences that help to qualify a person to

believe responsibilities of a member of the educational profession or to discharge his responsibilities more effectively and dynamically.

The excellence of teachers' proficiency directly affects entire education system. So the competencies and his professional performance of teachers is the most important factor in the field of education. Their professional growth plays the most remarkable role in the development and progress of educational system. The teaching requires not only the mastery of the subject matter but also a good knowledge of the psychology of the students, teaching techniques, assessment techniques. His knowledge of research methods and data handling should be such that they may guide students in undertaking required research activities (Dessler, 2004).

The ultimate purpose of teacher education and planning is to augment the student' educator capacities, disposition and conduct towards wanted bearing. There are various elements that are connected with education and preparing of teachers however educator's responsibility and his competency in substance and instructing approach is generally paramount (Dilshad, 2010). All the characteristics of teachers may be produced and polished through well trained and proficient teacher educators. Teacher educators themselves are an essential part of instructive change and advancement. (Bandura, 2001)

As expressed by NACTE (1998) in Quality Concerns in Secondary Teacher Education, The educator is the pivotal part in any instructive arrangement whereas teacher is ordinarily liable for usage of the instructive improvement at any focus. Educator is an individual who teaches and trains future teachers. Educators are distinguished as the individuals who provide suitable tool to lead research and improvement for teachers (Berry, 2008). The educator concentrates on issues, research, and programs development that identify with pre-service teacher's grooming and to proceeded specific advancement of teachers. They accelerate the preparation and improvement of teachers. They work in all divisions public and private for teacher preparing foundations. (Grauwe and Varghese, 2000).

The quality of teachers' is determined by their level of education and training. Well educated and properly trained teachers would find their work interesting and meaningful. The quality of teachers' contribution would, therefore, depend upon opportunities they are provided for their training and professional development. There are three major components that have to be assessed in evaluating the nature of the procurement of training: the teacher/educator, the student/learner, and the educational module. Quality in education includes improving the training of educators instructing and student studying and giving an educational program more applicable to customer needs (Dimmock, 1990).

To guarantee, upgrade and attain a high caliber of educator training the Higher Education Commission HEC has constituted the National Accreditation Council for Teacher Education (NACTE) as an autonomous body that accredit all teacher education programs offered in public and private sector institutions in the country. NACTE has defined National Standard for Accreditation of Teacher Education Programs. These standards support teacher education programs particularly (NACTE, 2009). The Council has also an important role in approving quality programmes for initial teacher education. The Council has essential part to uphold excellent teaching practice and significant techniques for development of teachers (ATEE, 2006).

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for Accreditation of Teacher Education Programs. These standards support teacher education programs particularly (NACTE, 2009).

Teachers are one of the central leaders of a society. It is significant to take into consideration that how both new and experienced educators can be train and support (Panda, 2009). Educational thinkers and writers have variously emphasized different aspects of the teaching role the teacher as expert in their subject; the teacher as facilitator of learning; the teacher as a motivator and source of inspiration; the teacher as upholder of moral standards (Calderhead & Shorrock, 2005). Training of the practitioners is considered to be one of the important characteristics of a profession. Therefore, in order to become the teachers to their roles, a sound professional training is needed (Frank and Ann, 2001). The term professionalism is used to describe the methods, manner, and spirit of a profession and of its practitioners. Professional development in teacher education has attracted increasing attention in recent years (Anna, 2000).

For training of teachers there are teacher educators who facilitate the training and development of pre-service teachers. The quality of teaching and learning is one of the major issues in higher education. Quality in education relates to the quality of the work undertaken by a teacher, which has significant effects upon his or her pupils or students. The assurance and enhancement of the quality of teacher educators is also very important (Anderson, 2009). To maintain the quality of teacher educators, quality assurance is required (Knight & Nestor, 2000). In Pakistan, the quality and relevance of teacher education programme are assessed on the basis of several predefined standards and the accreditation method involves a direct assessment of whether a study programme or an institution meets a number of predefined quality criteria. The Accreditation Councils are serving the purpose of ensuring quality of the programs offered at institutional level. NCATE seeks to provide assurance to the public that graduates of accredited institutions have acquired the knowledge, skills, and dispositions necessary to help all students learn. Accreditation is the ultimate measure of quality in new teachers, like a professional seal of approval, because it assures the public across the board parents, business leaders, and policymakers that candidates coming out of a particular institution have been prepared to teach using precise national standards that have been designed by the profession.

An effort was made to conduct the study to see the performance of teacher educators according to some selected standards related to teacher educators derived from National standards for accreditation of teacher education programmes. Yet the results could be inefficient in some areas. Realities about the research in Pakistan are still debatable because some of the respondents would not give sufficient time for filling the questionnaire and they only tick the questionnaire without considering it, or concealed the facts and figures due to various personal or professional reasons.

Objectives of the Study

1. Explore the extent to which teacher educators meet the standards of curriculum and instruction, as a standard of accreditation.
2. Investigate the extent to which teacher educators meet the standards of assessment and evaluation as a standard of accreditation.

METHODOLOGY

Research Design

The design of study was descriptive in nature and the study was a survey study using a questionnaire developed by researcher according to standards which are predetermined

National standards for Accreditation of Teacher education programmes. Researcher was interested to see whether teacher educators fulfill those standards or not. It was analyzed by using appropriate statistical techniques.

Population

First of all the target population of this study was identified as students of teacher education institutions located in Rawalpindi and Islamabad. The accessible population was the students of 6 teacher education institutes of Islamabad and Rawalpindi.

Sampling

The accessible population was used to draw out the sample of the study. 300 students of B.Ed, M.Ed. and M.A. education from universities of Rawalpindi and Islamabad were selected as sample by using proportionate random sampling.

Research Instrument

In order to evaluate teacher educators self-developed questionnaire based on predetermined National standards for Accreditation of Teacher education programmes, was used as a tool of research. The questionnaire was comprised of 27 structured questions and a five point Likert scale (1 = Never, 2 = Not often, 3 = Some times, 4 = Most of time, and 5 = All of time) was used. This tool seemed more appropriate because it was easy to respond and analyzed.

Pilot Testing of the Instrument

Pilot study for validation of the instrument was conducted sample size for pilot consisted of 50 students from university other than included in population. After data collection problems identified: Difficult items were identified through items analysis of collected data. Ambiguous and confused language was improved; some simple items were integrated into new items. Researcher consulted experts throughout the pilot study and validation process of the instrument. After validation the reliability of final questionnaire was checked by test re test method. The reliability coefficient was found to be .81 which is considered to be quite suitable. Therefore, a questionnaire comprised of 27 items was used as tool for data collection of the study.

Data Collection

The researcher was personally administering the questionnaire in the organized and structured manner in the selected universities of Islamabad. The responses were taken individually by researcher visiting those individuals personally in the class rooms and provide help where the individual find any difficulty to understand questions in questionnaire. Questionnaire, were administered to all students included in the sample which we had proportionate random selected.

Data Analysis

The data collected by the researcher through survey method by using questionnaire as a tool of research. The items of the questionnaire responses were analyzed and interpreted in different standards. Quantitative data were analyzed using the Statistical Package for the Social Sciences. Descriptive statistics including frequencies, percentages, means, and standard deviations, were used to summarize different variables. Chi-square, were used to find out the relationship between observed and expected values.

RESULTS

Table 1. Standard of Curriculum and Instruction

Item No.	Items	Responses					χ^2 Value
		Never	Not Often	Sometime	Most of the time	All of the Time	
1	Clear course objectives	5	10	59	136	90	203.22
2	Follow course outline schedule	5	18	57	110	110	163.3
3	Comprehensive curriculum content	5	140	29	82	44	197.4
4	Well organized course	2	26	86	122	64	135.01
5	Appropriate and relevant curriculum content	10	21	80	109	80	120.36
6	Content provide variety of learning experiences	13	19	75	114	79	109.21

df= 4 0.05= 9.488

Table 1 is based on the responses of prospective teachers about their teacher educators for six aspects related to standard of curriculum and instruction. Almost 75 percent students admit that their teachers have clear course objectives and the chi-square value 203.3 is also significant at 0.05 level. From the responses of students it is showed that 73.4 percent of teacher educators have course outline schedule to follow it and value of chi-square 163.3 also support this with its significance. About 42 percent responses are in favor of that teacher educators have comprehensive curriculum content but other 58 percent cannot be neglected because it also shows that greater percentage is not in favor of teacher educators although the chi-square value 197.4 is significant. Almost 61 percent responses of student's supports teacher educators have well organized course. The chi-square value 135.01 is also in support of that percentage. Very nearly 63 percent responses admitted that teacher educators have relevant curriculum content. The value of chi-square 120.36 is also significant. About 69 percent responses of students confess to be true about teacher educators that they have curriculum content to provide variety of learning experiences and chi square value 109.21 also support this percentage of responses of students.

Table 2. Standard of Class Room Management

Item No.	Items	Observed Frequencies					χ^2 Value
		Never	Not often	Sometime	Most of the time	All of the Time	
1	Update attendance record	8	21	36	79	156	239.64
2	Interact students during teaching learning	11	15	41	111	122	207.24
3	Attention to classroom activities	7	23	73	110	87	119.58
4	Use appropriate teaching methods and techniques	10	18	81	118	73	137.31
5	Provide flexible learning environment in the classroom	10	31	72	107	80	101.58
6	Appreciate critical thinking	15	33	82	93	77	63.65
7	Follow the planned instructional procedure	18	24	85	114	59	110.09
8	Promote analytical problem solving skills	105	35	93	12	55	111.24

df= 4 0.05= 9.488

Table 2 established upon the responses of students about teacher educators for eight elements being connected to the standard of classroom management. Approximately 78 percent responses are in favor of use of attendance record by teacher educators. This is also supported by significant chi square value of 239.64. Almost 77 percent of the students admit that their teachers interact with students during their teaching process and chi-square significant value also in favor of this percentage of responses. Relatively 64 percent of the responses are in favor of teacher educators in sense of using appropriate teaching method and significant chi-square value 119.58 also assists this percentage. It is clearly sighted in table that 4th, 5th and 6th item's responses are not in favor of teacher educators. In spite of the facts the chi-square value 137.31 is significant. With the percentage of 66 percent and 62 percent the responses of last two items in some extent are in favor of teacher educators and chi-square values 110.09 and 111.24 also provide support to these percentages of responses.

Table 3. Standard of Teaching Practice and Internship

Item No.	Items	Observed Frequencies					χ^2 Value
		Never	Not often	Sometime	Most of the time	All of the Time	
1	Availability of manual	9	26	109	110	46	160.63
2	Manuals for guidance	16	39	97	100	48	71.51
3	Deficient technical support	30	35	71	111	53	71.61

df= 4 0.05= 9.488

Table 3 constitute on responses of student teachers about their teacher educators for three aspects that comes under the standard of teaching practice and internship. Only the 15 percent, 16 percent and 17 percent responses all three items under the standard of teaching practice and internship are little in favor of teacher educators and admits that their teachers have teaching practice manuals, deficiency in technical support during internship although the value of chi square 71.5 is significant.

Table 4. Standard of Assessment and Evaluation System

Item No.	Items	Observed Frequencies					χ^2 Value
		Never	Not often	Sometime	Most of the time	All of the Time	
1	Based on program objectives	15	33	80	103	69	84.73
2	Timely feedback	11	20	95	95	79	113.55
3	Feedback during internship	26	39	91	90	54	58.23
4	Maintain record	14	29	67	115	75	106.91
5	Use information technology in assessment	14	30	93	101	62	113.51

df= 4 0.05= 9.488

Table 4 is based on the responses of students about their teacher educators for three items connect to the standard of assessment and evaluation system. 65 percent responses given by

students negates that teacher educators provide feedback during internship. This percentage of responses is not in support of teacher educators but the value of chi square 84.73 is significant and shows positive results towards the item of providing feedback during internship. As like item 1 the 48 percent of responses shows that teacher educators are not fulfilling the standard of using assessment system according to objectives. Although the chi square value 113.55 support teacher educators. Almost 54 percent of responses are in support of teacher educators in terms of providing timely feedback and chi square value also support this favour being significant. Further it depicts that the responses of student teachers about their teacher educators for two aspects related to standard of maintenance of assessment system. About 63 percent and 54 percent of responses are in favor of teacher educators that they maintained attendance record and use of technology in assessment. Chi-square values 106.91 and 113.51 also support percentage of responses of students view about their teacher educators. After seeing the extent in table 9 in which chi square value are significant.

Table 5. Standard of Assessment and Monitoring of Prospective Teachers

Item No.	Items	Observed Frequencies					χ^2 Value
		Never	Not often	Sometime	Most of the time	All of the Time	
1	Performance throughout the year	99	98	72	13	18	118.04
2	Circulate assessment to stakeholders	110	63	95	10	22	123.78
3	Using reference books and other materials in library	89	82	73	18	38	62.38
4	Valid and reliable assessment tools	100	83	66	10	41	83.78
5	Use of assessment data for improvement	110	77	46	21	46	84.71

df= 4 0.05= 9.488

Table 5 is based on responses of students about their educators for five components associated to standard of assessment and monitoring of prospective teachers. About 66 percent of responses are not in support of teacher educators in terms of assessment and monitoring prospective teachers throughout year although the chi-square value 118.04 appeared significant at 0.05 level. It is also observed that 57 percent of responses are in against of teacher educators and shows, mostly the students have negative views about their educators in terms of circulating results to all stake holders but the value of chi- square value was found 123.78 which is significant at 0.05 level. About 57 percent of responses are not in favor of item related to Encourages prospective teachers in using reference books and other materials in library in spite of the facts chi-square value 62.38 at 0.05 level is significant. Almost 61 percent of the responses confer to be false that their teachers use systematic assessment procedure and value of chi-square 83.78 also shows its significance in against of this percentage 61 percent of students declared as false that their teachers are using assessment data systematically and regularly although the value of chi-square 84.7 is significant at 0.05.

CONCLUSIONS

Teacher educators, being key stakeholders, assume vital part in changing and enhancing quality of educator education programmes. Hence their judgment and discernments of change program are exceptionally discriminating for execution of diverse quality change measures.

This study was based on National standards of Accreditation of Teacher Education programs. In the light of analysis of the results following major conclusions were drawn.

1. Majority of the teacher educators follow the standards which were predetermined National standards for Accreditation of Teacher education programmes but the classroom management need more attention. There is need to encourage analytical problem solving skills among prospective teachers.
2. Teaching practice and internship process need interest in use of technical support during internship because most of the results were in the fever of deficiency in providing technical support during internship. .
3. Assessment and monitoring system of prospective teachers need some consideration. Monitoring of prospective teacher is neglected throughout the years. Lack of encouragement in using reference books is exposed. There is no use of assessment data systematically and regularly for improvement of prospective teachers.

RECOMMENDATIONS

No education program can achieve its targets unless supported by devoted teachers. Teachers play a vital role in the development of students. The preparation of individual teachers demands special training and professional educators for professional guidance and support. Keeping in view the findings and conclusions, the researchers make some recommendations which are described as under:

1. Teacher educators must have proper in service training refresh courses to enhance the ability of classroom management and educational planning. For this the responsibility of teacher education institutions is to provide proper planners to teachers and ensure the use of those planes during education.
2. A comprehensive program of faculty development is launched for enhancing teacher educators' classroom management skill.
3. Teacher education programme may be made more effective by increasing its quality and effectiveness. It is suggested to manage seminars and workshops on professional development of teachers' course should be reviewed and redesigned to include comprehensive training.
4. There may be a mechanism for prospective teachers to experience regular teaching practice and internship to improve learning experiences of prospective teachers and provide them adequate technical support during internship.

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