

## PERCEPTIONS REGARDING TEACHER EDUCATION PROGRAM

### Perceptions of the Trainee Teachers Regarding Teacher Education Program in KPK Pakistan

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The purpose of this study was to evaluate the teacher education program in Khyber-Pakhtunkhwa viz-a-viz perception of the trainees related to different aspects of teacher education institutes. A survey questionnaire with 72 items grouped under seven broad categories was used to compare the perception of elementary and secondary trainee teachers related to different aspects of teacher education institutes. To achieve this objective, ten regional institutes for teacher education (five male and five female) and five institutes of education and research (IERS) were selected. From each institute 50 trainees were selected randomly. Thus the total number of respondents was 750. Although the questionnaire was administered to the whole sample, only 600 participants returned the questionnaire after completion. Most of the respondents reported a wide gap between theory and practices.

*Key Words:* trainee teacher, IERS, survey questionnaire

The National Education Policy (1998-2010) and the Action Plan (2002 – 2006) have explicitly linked quality of education with the quality of teacher training. National Action Plan (2002-2006) recommended the establishments of a National Education Assessment System (NEAS). The main objectives of this project were assessment of performance of teachers and educational institutions by relating it to the learning achievements of students. The action plan expressed the need of those international, national and regional institutes having the expertise in assessment to be linked with the Pakistani institutes for the capacity building.

National education policy (1998-2010) pointed out that the teacher education institutes are lacking facilities, equipment, furniture, learning materials and updated technology, books and other helping aids. The trainers require these facilities for an effective teaching-learning process and these institutes also need accurate supervision. This policy further indicated that the teacher education institutes are having financial problems and are not properly equipped to fulfill the needs of a quality teacher training program.

#### **Nature of Training Institutes**

According to Pakistan Education Statistics 2008-2009 (AEPM, 2009) there are 33 teacher training institutions (27 public sector and 7 private sector) working for teacher education in KPK. The planning, management, supervision and assessment of RITEs are a regular feature of DCTE's annual scope of work. Originally, Regional institutes for teacher Education (RITE) were established as government colleges of Elementary Teachers (GCET). The institutes underwent a restructuring process and were converted to (RITE) in 2002. The RITE serves as the extension arm of the DCTE reaching out to the teacher at the

district level. Their main responsibility is teacher training (Documentation & Institutional Assessment, 2008).

The other institutions responsible for the provision of graduate and post graduate level teacher education are the Institutes of Education and Research (IERS) located in Peshawar, Mansehra, Dera Ismail Khan, Bannu and Kohat and constituent institutions of Peshawar, Hazara Bannu, Kohat and Gomal Universities respectively (USAID & UNESCO, 2009). These IER's are playing a major role in providing pre-service and in-service training to teachers. As far as in-service teacher education or training (INSET) is concerned, different types of in-service education opportunities are available for teachers in Khyber Pakhtunkhwa, e.g. three months in-service training for untrained teachers; refresher courses for existing staff etc. Besides, some NGO's and private sector organizations also offer projects for in-service training of government teachers (Shah, 2000; UNESCO, 2008; USAID & UNESCO, 2005).

The National Educational Policy (2009) underscores the need for seeking innovative, cost effective ways to grapple with the demand of quality and accessibility in the context of teacher education. Therefore, expansion of education provision with corresponding emphasis on the need to reduce cost and increase access and enhance the quality of the teacher education system inevitably requires adopting an unconventional approach to teacher education and professional development. It is perhaps due to this lack of policy framework that teacher education programs lack teaching standards. The lack of standard for education in fact creates difficulties in harmonizing school education with teacher education. There is an urgent need to bring the operation of various teacher training institutions in the province and their programs under a viable and a well-defined policy framework enacted and enforced by the provincial government. To ensure and enhance the quality of education, the HEC has constituted the National Accreditation Council for teacher education (2009) as an autonomous body to accredit all teacher education programs offered in public and private

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sector institutes, which initiated National Standards for accreditation of teacher education programs. These standards are related to: conceptual framework, curriculum, evaluation, physical infrastructure, human resources, finance management and community links.

### Objectives

The following were the main objectives of the study:

1. To explore the effectiveness of Teacher Training program in KPK.
2. To find out the sustainability of curriculum in providing relevant knowledge.
3. To search the effectiveness of teaching learning process in different teacher education programs.
4. To analyze the admission procedure in different teacher education programs.
5. To investigate the adequacy of teaching practice in teacher education programs.
6. To find out the relevancy of assessment procedure in teacher education programs.

### Hypotheses

There will be a significant difference between the perceptions of trainees of various programs regarding different aspects of teacher education institutes.

There will be a significant difference in perception of elementary and secondary level trainee teachers about different aspects of teacher education institutes.

### Method

#### Sample

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

A stratified random sampling technique was used in the present study. So, the whole population was divided into various strata. As there are five male and five female Regional Institutes for Teacher Education (RITE), one district (called stratum) from each group was randomly selected. The two samples were split into urban and rural regions. Again five RITE's from each urban regions and five RITE's from each rural regions were selected purely on random basis. In this way there were ten sub strata. A

list of all the trainees in ten RITE's was prepared and 50 trainee teachers from each RITE and IER were chosen randomly. Thus, the total sample included 750 trainee teachers.,

#### Instrument

A self devised questionnaire comprising 72 items, grouped under seven broad categories, was used to collect data for the present study which employed survey technique.

The questionnaire included eight items to elicit demographic information. The items concerning respondent's description of teachers' education program were 72 in number. The questionnaire was a 5- point Likert Type Scale ranging from **Strongly Disagree** to **Strongly Agree**. The items were grouped into seven broad categories: Learning aids/technology (10items); Curriculum & Courses (15items); Admissions (10 items); Teaching & Learning (10 items); Evaluation (11 items); Research Activities (5 items); Teaching practice (10 items).

#### Procedure

The participants were provided detailed information about the study explaining the focus, significance and demands of the study. Then, the participants' informed consent was obtained on consent form provided by the researchers before collecting the data.

Participation in the study was declared voluntary. Furthermore, every participant had the right to withdraw from the study at any stage without notifying the researcher about his/her decision. The participants were assured about the confidentiality of information collected by the researcher for the present study. The questionnaire was distributed amongst homogenous groups according to researcher's convenience.

### Results

To score the responses frequencies and percentages of given responses by each participant were calculated. To analyze the data, SPSS (version 16.0) was used. Kruskal Wallis H test was applied to examine the difference between the elementary and secondary level respondents about the different aspects of teacher education program. The results are presented in the following tables

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**Table 1**

*Frequencies of the preferred responses of trainees regarding Learning Aids/technology and Teacher Education Program*

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

Note. SDA=Strongly DisAgree;DA=DisAgree; UN= Uncertain; AG=Agree;; SAG=Strongly Agree Figures given within parentheses represent percentages.

It can be observed from table 1 that the combined categories of "Agree" and "strongly agree" by the respondents indicate that 64.5% trainees were satisfied with the activities executed as scheduled in their institutes. Approximately 52% of respondents reported that internet facility was provided to them whereas 47% claimed that the facility was not available in their institutes. Nearly 65% trainees were of the opinion that furniture, reading materials and classrooms were adequate enough, while about 40 % trainees were not satisfied with the available facilities. Table further shows that seminars, workshops and conferences are carried out in 50% of the institutes.

**Table 2**

*Frequencies of the preferred responses of trainees regarding Curriculum and Teacher Education Program*

Item#	Curriculum & Courses	SDA f (%)	DA f (%)	UN f (%)	AG f (%)	SAG f (%)	n f (%)
1.	The curriculum is balanced.	75 (12.5)	58 (9.7)	105 (17.5)	272 (45.3)	90 (15.0)	600 (100.0)
2.	The curriculum makes reasonable provision to accommodate learner individual differences.	81 (13.5)	96 (16.0)	123 (20.5)	237 (39.5)	63 (10.5)	600 (100.0)
3.	The curriculum needs modification/moderation.	35 (5.8)	50 (8.3)	58 (9.7)	233 (38.8)	224 (37.3)	600 (100.0)
4.	The aims of national education can be achieved by the present curriculum.	85 (14.2)	107 (17.8)	101 (16.8)	171 (28.5)	136 (22.7)	600 (100.0)
5.	The text books have low quality paper, printing etc.	96 (16.0)	116 (19.3)	160 (26.7)	149 (24.8)	79 (13.2)	600 (100.0)
6.	The subject matter included in the course is adequate for increasing knowledge of the subject	59 (9.8)	106 (17.7)	73 (12.2)	257 (42.8)	105 (17.5)	600 (100.0)
7.	The syllabus clearly statesgrading criteria	52 (8.7)	91 (15.2)	142 (23.7)	197 (32.8)	118 (19.7)	600 (100.00)
8.	The syllabus clearly states course requirements.	65 (10.8)	70 (11.7)	95 (15.8)	274 (45.7)	96 (16.0)	600 (100.0)
9.	The syllabus clearly states course	65	68	114	245	108	600

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	procedures.	(10.8)	(11.3)	(19.0)	(40.8)	(18.0)	(100.0)
10.	The course integrates theoretical course concepts with practical application.	73	101	100	233	93	600
		(12.2)	(16.8)	(16.7)	(38.8)	(15.5)	(100.0)
11.	The course material is updated.	105	95	112	204	84	600
		(17.5)	(15.8)	(18.7)	(34.0)	(14.0)	(100.0)
12.	The course objectives are achievable.	40	56	91	310	103	600
		(6.7)	(9.3)	(15.2)	(51.7)	(17.2)	(100.0)
13.	The course is well organized.	78	64	101	252	105	600
		(13.7)	(10.7)	(16.8)	(42.0)	(17.5)	(100.0)
14.	The pace of the course is appropriate.	45	74	126	292	63	600
		(7.5)	(12.3)	(21.0)	(48.7)	(10.5)	(100.0)
15.	Duration of the courses is appropriate.	44	67	86	262	141	600
		(7.3)	(11.2)	(14.3)	(43.7)	(23.5)	(100.0)

Note. S=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree Figures given within parentheses represent percentages

Table 2 indicates that 60.3% of the trainees consider curriculum as balanced where as 76.1% of the respondents agreed that the curriculum needs modification according to the changing situation. Half of the trainees responded that the curriculum accommodated individual differences and that aims could be achieved through present curriculum; 38% respondents agree that quality of materials used in printing books is low; 60.3% of trainees believe that the subject matter included in the course is adequate for increasing knowledge of the subject.

Approximately 54.3% respondents agreed upon the fact that the course integrates theoretical course concepts with practical applications, whereas 29% denied it. Most of the trainees (68.9%) were of the view that objectives of the course are achievable. As far as the pace and duration of the course is concerned, nearly 60% of respondents favoured these responses. The one response is observed as the least frequently in the combined categories of "Uncertain" by the respondent students in almost all the items.

**Table 3**

*Frequencies of the preferred responses of trainees regarding Admissions and Teacher Education Program*

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

Note. S=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree Figures given within parentheses represent percentages

Table 3 shows that 83.3%, trainees reported that merit was observed during admission which is a good indicator of quality education. Nearly 81% were satisfied with the reasonable admission criteria. IERs, M.Phil. and Ph.D. students favored NTS test for their admission, whereas RITEs trainees were admitted through departmental test indicated in item 3 and 4 respectively. Approximately half of the respondents agreed upon fee structure. Approximately 64.5% trainees responded that admission was a centralized process, whereas 54.6% considered it as decentralized process. About 35% respondents reported that there is no interference in admission whereas 54.7% believe that there is interference in admission policy. An equal number of respondents

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(35.1%) believe that gender disparity is encouraged/ discouraged in admission. Half of the respondent trainees agreed that special seat or quota was observed during admission.

**Table 4**

*Frequencies of the preferred responses of trainees regarding Teaching Learning and Teacher Education Program*

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

Note. S=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree Figures given within parentheses represent percentages

Data presented in table 4 show that 54.3% of trainees reported that faculty members were enough in number in their institutes. Items 3, 4, 5 and 6 refer to the teaching-learning process aimed at encouraging participation of students. Nearly 63.3% considered that learning materials used in the teaching learning process are relevant and useful. Approximately 60% of respondents agreed with the fact that the learning environment was favorable in their institutes. On the other hand, 46.7% considered that there were hindrances in the teaching-learning process.

**Table 5**

*Frequencies of the preferred responses of trainees regarding Evaluation and Teacher Education Program*

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

Note. S=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree Figures given within parentheses represent percentages.

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It is evident from table 5 that 74.7% of trainees report that evaluation was based on the material presented in the course. Nearly 73.3% agreed that the methods of assessment were reasonable. Responses to item 3 show that 67% trainees viewed the criteria of assessment as properly observed. Nearly 60% of trainees were having an annual system of examination and about 40% had a semester system of examinations in their institutes. Most of the trainees (64.3%) claimed that assessment follows clear procedures. About 60% trainees were in favor of centralized system of assessment in their institutes. According to 35.3% of trainees, malpractices were observed in examinations.

**Table 6**

*Frequencies of the preferred responses of trainees regarding Teaching Practice and Teacher Education Program*

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

Note. S=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree Figures given within parentheses represent percentages.

As evident from table 6, majority of the trainees agreed that teaching practice was running as schedule in their institutes (67.3%) whereas 16% disagreed and 15.7% were uncertain because in some of the courses in RITEs teaching practice was not an integral part of their courses such as drawing masters (teaching a subject of drawing) etc or some trainees did not reach to that semester where teaching practice is compulsory. Nearly 67.7% trainees reported that both long and short-term teaching practices were observed in the institutes. Approximately 73.7% reveal that teaching practice was properly supervised in the institutes. Most of the trainees (78.7%) considered that teaching practice is an important component of the courses. However, 67.7% trainees consider that modification in teaching practices is required. As far as lesson plans are concerned, 47.3% admitted that they were outdated, whereas 70% responded reported that lesson plans need modification. Furthermore, 78.7% respondents argued that teaching practice is helpful in overcoming hesitance of the learners.

**Table 7**

*Frequencies of the preferred responses of trainees regarding Research Activities and Teacher Education Program*

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

Note. S=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree Figures given within parentheses represent percentages.

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Table 7 shows that 37.3% trainees agreed that research journals were executed in the institutes, about 47% respondents reported that a research thesis was compulsory at masters' level and the rest of the trainees were from RITES and were supposed to run the program at the elementary level. Research supervisors were available at M.Phil & Ph.D. level (40.7%). Nearly 38.0% agreed that research rooms were available to them

**Table 8**

*Kruskal Wallis U Test of Scales and Different Programs among the Respondents*

Scales	Programs	n	Mean	P - value
Learning aids/technology	D.Ed	218	272	.000
	DM	59	352	
	ADE	51	373	
	B.Ed	166	338	
	M.Ed	74	324	
	M.Phil	3	450	
	Ph.D	13	266	
Curriculum & Courses	D.Ed	218	305	.000
	DM	59	425	
	ADE	51	342	
	B.Ed	166	342	
	M.Ed	74	300	
	M.Phil	3	355	
	Ph.D	13	224	
Admissions	D.Ed	218	329	.000
	DM	59	400	
	ADE	51	417	
	B.Ed	166	315	
	M.Ed	74	231	
	M.Phil	3	238	
	Ph.D	13	300	
Teaching & Learning	D.Ed	218	299	.000
	DM	59	382	
	ADE	51	372	
	B.Ed	166	343	
	M.Ed	74	304	
	M.Phil	3	379	
	Ph.D	13	165	
Evaluation	D.Ed	218	324	.100
	DM	59	392	
	ADE	51	288	
	B.Ed	166	337	
	M.Ed	74	302	
	M.Phil	3	271	
	Ph.D	13	230	
Teaching practice	D.Ed	218	357	.000
	DM	59	402	
	ADE	51	252	
	B.Ed	166	280	
	M.Ed	74	315	
	M.Phil	3	251	
	Ph.D	13	297	
Research Activities	D.Ed	218	260	.000
	DM	59	358	
	ADE	51	323	
	B.Ed	166	390	
	M.Ed	74	433	
	M.Phil	3	487	
	Ph.D	13	302	

\*Significant at  $\alpha = 0.05$  level

Table 8 presents the results of a nonparametric test, Kruskal-Wallis, applied to the present data. The results yielded significant statistical differences within the programs and between RITE and IER as well.

**Table 9**  
Kruskal Wallis U Test of Scales and Different Levels among the Respondents

Scales	Levels	n	Mean	P - value
Learning aids/technology	Elementary	298	330	.679
	Secondary	156	337	
	Both	203	319	
Curriculum & Courses	Elementary	298	341	.324
	Secondary	156	321	
	Both	20	317	
Admissions	Elementary	298	373	.000*
	Secondary	156	262	
	Both	20	315	
Teaching & Learning	Elementary	298	332	.849
	Secondary	156	330	
	Both	20	322	
Evaluation	Elementary	298	340	.060*
	Secondary	156	297	
	Both	20	335	
Teaching practice	Elementary	298	334	.220
	Secondary	156	306	
	Both	20	337	
Research Activities	Elementary	298	299	.000*
	Secondary	156	406	
	Both	20	312	

\*Significant at  $\alpha = 0.05$  level

Table 9 presents the findings based on the nonparametric test, Kruskal-Wallis. The results show significant differences in admission at both RITE and IER levels where admission criteria are separated. At IERs admission were mostly decentralized, whereas at RITEs they followed the government criteria. Similarly evaluation is also centralized in RITEs and decentralized in IERs. Furthermore, RITEs mostly have an annual system, while IERs follow the semester system. Research activities also revealed significant differences as these are mostly followed in IERs at the university level whereas RITEs have no research activities in their institutes.

### Discussion

Learning is a life long process. Although, there are many opportunities for formal, informal and non formal learning in one's life, yet it depends upon the potential abilities and the environmental opportunities available to individuals that determined the kind of education they pursue. Educationists believe that the essential elements for learning are readiness, interest, motivation and an environment conducive to learning. It depends on the efficacy of teachers and their pedagogical skills to create such situation in the classroom which is favorable for learning. The National Education Policy (1998-2010) and the Action Plan (2002-2006) endorsed that quality of education is the key to socio economic development and is linked with quality of teacher training.

The government of Pakistan launched "Teachers Training Project" in all the four provinces of Pakistan including KPK in 1979. The teacher training project with the name of Provincial Institute of Teacher Education (PITE) was established in Khyber Pakhtunkhwa in October 1993 to assist the Provincial Government to improve the quality of teacher's education.

As an action research completed, Diploma was replaced by Primary Teaching Certificate (PTC) and Certificate in Teaching (CT) in the Government Colleges for Elementary Teachers

throughout the province. The other institutions responsible for the provision of graduate and post graduate level teacher education are the Institutes of Education and Research (IERs) located in Peshawar, Mansehra, Dera Ismail Khan, Bannu and Kohat IER's are playing a major role in providing both pre-service and in-service trainings. Diploma in Education (DEd), Drawing Masters/Mistress (DM) are programs run by Regional Institutes for Teacher Education (RITE) at the elementary level, whereas Bachelor of Education (B.Ed), Master of Education (M.Ed), M.Phil. and Ph.D. are run by the Institutes of Education and Research (IER) and Associate Degree in Education is a new program in its first phase launched by IER Peshawar, Hazara and RITE male Peshawar, RITE female Abbottabad in KPK.

Our first hypothesis assumed that a significant difference exists between the trainees of different programs regarding their perception of teacher education institutes and teacher education programs. As evident from table 8, the results obtained from the survey of trainees of different programs regarding their perceived views of teacher education program related to different aspects of teacher education institute show significant differences. These results are based on the nonparametric test, Kruskal-Wallis, that yielded statistical significance ( $<.05$ ) for different scales and within the programs and between RITE and IER as well, so it supports our hypotheses.

## PERCEPTIONS REGARDING TEACHER EDUCATION PROGRAM

Our findings demonstrate that, by and large, the respondents were satisfied about the activities executed as scheduled in their institutes suggesting that learning aids and physical facilities are adequate and relevant academic activities are carried out appropriately. Majority of the trainees (65%) were of the view that furniture, reading materials, classroom equipments, are adequate and academic activities like seminars, workshops and conferences are carried out regularly.

Nearly 63.3% considered that learning material used in the teaching learning process was relevant and useful. The provision of learning resources on the web was seen as adequate and appropriate relative to item 4.4.viii and favored by 46.7% trainees, whereas 25.7% disagreed and 27% were uncertain. Approximately 60% of respondents agreed with the fact that the learning environment was favorable in their institutes.

Curriculum is one of the core constituents of the system of teacher education that subsumes all experiences a trainee teacher undergoes during a pre-service or an in-service training program. Our findings suggest that teacher education curricula need serious efforts for revision in order to meet the demands and challenges of 21<sup>st</sup> Century.

Practicum in our system are not given due importance, though it is an important component of teacher-education programs. It needs to be addressed appropriately. Otherwise our teachers will be unable to deliver effectively and it will adversely affect the quality of our teaching. It seems that research in teacher training institutes must be obligatory and should be a continuous process during the program, so that the root cause of the problems can be identified and desirable improvement can be made.

Our second hypothesis assumed a significant difference between the elementary and secondary trainee teachers in their perceived views of teacher institutes related to different aspects of teacher education programs. Table 9 presents the findings based on the nonparametric test, Kruskal-Wallis. The results show significant differences in admission at both RITE and IER levels where different admission criteria are followed. At IERs admission were mostly decentralized, whereas at RITEs they followed the government criteria. Similarly evaluation is also centralized in RITEs and decentralized in IERs. Furthermore, RITEs mostly have an annual system, while IERs follow the semester system. Research activities also revealed significant differences as these are mostly followed in IERs at the university level whereas RITEs have no research activities in their institutes. Thus, the data partially support our second hypothesis.

### Conclusions

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

It is concluded that most of the respondents were inclined to believe that there is a vast gap between theory and practice. A sizeable number of trainees' in the study area reported that merit was observed during admission which is a good indicator of quality education. They also reported that criteria for admission were reasonable.

Nearly half of the trainees considered that there were hindrances in the teaching-learning process. Teachers of the institutes under study were short of teaching aids which can really create problems in the smooth running of the teaching-learning process.

A considerable number of trainees' revealed that evaluation was based on the material presented in the course. Most of the institutes had an annual system of examination which is a traditional system and mostly based on rote memorization. A number of trainees' observed malpractice in examinations which deteriorates the quality of education at all levels. There should be a proper remedy of these prevailing practices in examination.

Most of the trainees considered that teaching practice is an important component of the courses. A sizeable number of trainees reported that teaching practice removed hindrances of the learner. However, several trainees suggested that the outdated lesson plan need modification.

### Recommendations

Reasonable budget should be allocated for these institutions in each fiscal year to support ongoing activities and encourage development and innovations in teacher education institutions.

Computer and internet facility may be provided to all teacher training institutes in order to enhance quality of education.

Teacher education curricula may be modified so that it can accommodate individual differences, achieve the desired objectives and link theory with practice.

Learner-centered pedagogies that draw upon activity based approaches in teaching- learning process should be used.

A variety of process-oriented assessment practices, such as learning projects, course assignments, reflective journals, action research, assignments, presentations, peer evaluation, and portfolios should be used.

All academic and professional study programs should have a strong compulsory component of research in order to bring improvement in teaching.

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