An Exploratory Overview of Teacher Educators’ Demographic Based Insight Regarding Standards of Quality of Teacher Education in Public Sector Universities of Pakistan

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Abstract

The quality of teacher education is highly contingent on professional standards and teachers’ firm belief in these standards. By following the standards, teacher education can be revolutionized. Keeping in view this utmost need of standards, the present study was envisioned to review teacher educator’s insight regarding standards of quality of teacher education. For this purpose, an exploratory survey was conducted with the help of an open ended questionnaire based on ten national professional standards. Two demographics gender and teachers’ designation were focused. Questionnaire was administered over 55 teacher educators out of which 49 questionnaire were returned. These teacher educators were purposively selected as they were teaching to preservice teachers in teacher education departments of various public sector universities of Punjab, KP and Federal. There were total 15 questions in this questionnaire. Results of the study concluded that majority of teachers
were well aware of these standards. In all standards data showed a marginal gender based difference. However, in terms of training teachers revealed that there is lack of training regarding implementation of these standards. Teachers were found weak in standard of professional code of conduct and assessment techniques. Half of the majority of teachers were hopeful that standards can improve quality of teacher education. The study recommends training program for teachers for teachers’ continuous professional development and to empower them for using ICTs and for opting diverse assessment techniques.

**Keywords:** Teacher Education, Quality, Teacher Educators, Professional Standards

**Introduction**

Quality teaching has prime importance in education to achieve desired academic outcomes across the world. Concern over quality of teacher education has increased over the last few decades because quality teaching is vital for a quality education system (Brooks, 2021). Teachers’ belief in standards for teaching practices enhances their quality of teaching which in turn affects students’ learning process. Teachers are responsible to produce proficient and skillful students by imparting quality teaching to the future generation. Therefore, they need extensive and advanced training along with professional knowledge according to a set of standards under teacher education programs (Angaiz, Kanwal & Jan, 2021). Keeping in view the dynamic role of teacher in education system all countries are focusing on the development of the standardized teacher
education programs. The trend of quality enhancement has been observed over the decades across the globe. This movement also prevails in Pakistan and the teacher education programs are being accredited with the purpose to produce teachers with high quality of teaching skills. Quality of teaching is broadly reliant on the quality of teacher’s own education, enriched field experiences, robust training opportunities, availability of in-service training, refresher courses and set of professional standards on which he has strong belief and his performance be evaluated accordingly. Teacher education has a strategic role to transform and strengthen the education system of any country (Sahito & Vaisanen, 2017).

Teacher education in Pakistan is facing new challenges in form of low quality curriculum, lack of advanced training practices, less use of technology based teaching techniques and incompetency of teachers for using advanced and quality pedagogy. Overall, teacher education is striving for quality teacher education (Deeba, Saleem & Raza, 2022). In Pakistan, to strengthen the education sector, various efforts were made. All education policies emphasized that effective subject knowledge along with suitable teaching techniques, teachers’ commitment to quality teaching are pillars for quality teacher education. No education system can be elevated without its teachers. There was a general consensus in education policy 2009 that teacher quality in the public sector is inadequate.
The system's large number of poor-quality teachers are product of outdated pre-service and in-service training systems. Improvement is mandatory in all fields and disciplines of education at all levels from primary to higher education (Khan, 2015).

The quality of teacher education is highly dependent on devotion, knowledge, skills and dispositions of teachers and a set of standards. The status of teachers’ professional standards work as an educational reform which can bring revolution in teacher education system (Ahmed, Mahmood & Ishaq, 2020). For teaching profession when we have external norms it ensure that teachers will be more responsible for looking outward for a challenging practice mentioned in norms and standards while aligning it with their own values and competencies. Therefore, the movement for developing teaching quality standards has started across the world. Standards are being set to attract teachers for appealing career pathways. Such initiatives have been taken to uplift the existing stereotyped status of teaching profession (Ingvarson, 2019). Keeping in view the global trend of quality assurance and current status of teaching quality in Pakistan, the idea of introducing national professional standards was emerged in Pakistan also. Because our teachers needed uniform profession standards delineated by the government. The Ministry of Education, in collaboration with UNESCO and USAID developed ten National Professional Standards for Teachers in Pakistan with following nomenclature 1) Subject Matter Knowledge, 2) Human Growth and Development, 3) Knowledge of Islamic/ Ethical

Overall, these standards were developed to foster the professional knowledge, skills and disposition of teachers of all levels. These standards were developed to enhance the teachers’ competencies, skills and attributes for their teaching profession. Standards for teacher education in Pakistan will show a landmark in the advancement of education. These initiatives are important to enhance the teaching style and technique of each instructor. The professional standards for teachers came forward as driven and evolving document as to develop the world class teachers’ professional standard knowledge is essential (Policy and Planning Wing, MOE, 2009). Standard based teacher education was the need of hour in Pakistan to be part of international campaign of quality assurance. Teachers are assumed as focal person in guaranteeing
quality and productivity in learning and in setting the structure for learning. To fulfill the increasing need of the teaching profession, teachers are intended to grow professionally. The concept of empowering teachers has been updated globally and the teacher assessment and accreditation scheme have been implemented to evaluate teachers' personal and professional skills. In order to ensure optimum quality in education and learning, professional standards have been set for this purpose. (Shakir, Hussain & Zaffar, 2011).

Various research studies have been conducted to highlight teachers’ insight regarding quality of teacher education based on standards of teacher education in which quantitative or qualitative data have been collected. The results of the study by Altaf and Saeed (2019) revealed that most of the secondary teachers during observation were found to be unable to integrate almost all standards however teachers’ performance was poor in standard of “human growth and development” and “instructional planning and strategies”. Shakir & Adeeb (2011) determined that more than half of the teachers have poor knowledge about continuous professional development and code of conduct and even they do not acknowledge use of advanced teaching skills by the teachers. However, regarding standard of code of conduct, results showed that secondary school teachers have knowledge of code of conduct. They were aware of their professional responsibilities. They knew how to formulate rules for students and the disciplinary rules of their schools. Prospective teachers who were respondents of the study by Tariq, Hina and
Arshad (2020) found to be well aware of national professional standards and their importance to uplift the quality of teacher education in Pakistan. According to meta-analysis by Aajiz, Raza and Niazi (2019) across the world, professional standards are being designed and all the countries are striving to meet the goal of world class teacher education. Standards have been set keeping in view those areas which have been deteriorated so that these areas be focused to uplift.

**Rationale of the Study**

Keeping in view the above stated scenario, the researcher thought appropriate to explore teacher educators’ insight regarding professional standards as their teaching practices, disposition and delivery of content knowledge are based on their values, beliefs regarding quality. Although a critical background of the study was available in form of numerous research studies based on standards however, after review of the literature a study gap was found in form of lack of research based on teacher educator’s insight regarding quality standards as most of the work has been conducted on school teachers in Pakistan. Present study is unique in its nature that it is blend of reviewing all standards of quality rather taking any few of them as previous studies and reviewing insight of teacher educators who are directly involved in teacher education. To conduct a study based on evaluating all quality standards of teacher education with
respect to teachers’ own belief in quality standards and their practices accordingly was the crucial need of time as teacher education is being reshaped as per professional standards.

**Research Objectives**

The study was designed to meet the following objectives.

- To explore teacher educators’ insight concerning standards of quality of teacher education
- To highlight teacher educator’s insight on the basis of their gender and designation
- To suggest measures for enhanced integration of standards of quality into teacher education on the basis of teachers’ insight

**Concept of Quality of Teacher Education**

Quality of teacher education denotes to accomplishment of goals of teacher education. Teacher education involves various academic practices as a goal of quality teacher education which are executed for pre-service teachers. They are trained through teacher education to play their role as a future teacher. If teacher education prefers applying advanced pedagogy and professional skills along with theory into practice then it can claim of quality teacher education. For improved and strong education system, quality of teacher education is crucial. Inclusion of knowledge, understanding, skills and attitudes as conveyed by teachers in his teaching profession under professional competencies is considered as teachers’ quality (Tahira, Hassan, Malik & Yousuf, 2020). To maintain quality in teacher education, teacher education should emphasize a holistic development of its prospective teachers as their development is
rooted in overall quality of education. Therefore, teacher educators are expected to have robust teacher training which may enable them to provide a productive classroom environment (Aajiz et al., 2019).

Need of Standards for Quality of Teacher Education

Quality assurance agenda is pre-requisite for quality teacher education which measures teachers’ competency, ethical standards and professionalism. Hence, to assess quality of teacher education, professional standards are devised as a benchmark. (Ministry of Education & Sports, 2019). Teacher quality relies enormously on the professional standards. Teacher is right now the top academic and technical individual in the pyramid. Without good teachers, even the best educational system is failed, although the system flaws can largely be solved with good teachers (Singh, Allan & Rowan, 2019). Teacher education needs some sort of standards on which quality of teachers’ performance could be assessed because quality and standards should be treated as the degree of compliance with the product, service and process as per certain norms and standards. In this way, the quality of teacher education gets aligned in a balanced way with all aspects of teacher education to meet certain goals, needs, requirements, norms and standards (Baitanayeva, Aubakirova, Aitbembetov & Sansyzbayeva, 2020)

Pre-Requisite Components for Standards

Mohamed (2006) has proposed the following pre-requisites to be blended into standards while designing them.
Standards which clarify what the teachers should know and can do by preparing and thus direct the planning of teacher education programs.

A consistent professional education curriculum in which each course in the program can be justified in terms of how the students can meet clear teaching expectations and the courses cover all standards together.

Program success and graduation based on a series of authentic performance reviews that, together, show consistently that students meet all expectations.

Accreditation of teacher education programs by an independent professional body and based on credible and reliable proof that graduates meet certifying and complete entry requirements.

Similarly, Joram & Gabriele (1998) suggest these three prerequisites that teaching standards developers must address:

What kind of information do successful teachers need about their content and about their students' learning and development?

What qualifications do teachers need to provide students with positive learning opportunities, to provide information on the ideas of students and to analyze their own teaching activities?

What are the professional commitments teachers need to help each child excel and grow own knowledge and skills, both as individuals and as collective workers?

Together, these components form a system of elements that collectively support teacher education programs. Their effect on education services for teachers alone would be negligible. It is time to finally take a sustainable approach to teachers' training: by taking steps to recognize universal expectations in the profession, align
preparations to these standards and enable the profession itself to ensure that candidates comply with them (Ingvarson, Reid, Buckley, Kleinhenz & Masters, 2014).

**Significance of Standards of Quality of Teacher Education**

Teachers’ professional standards are a public declaration of the competence of the teacher. They describe teachers' work and make clear the quality, efficient education elements in schools of the 21st century that enhance educational outcomes for students. The standards achieve this by offering a structure that clarifies the expertise, practice and professional dedication needed during teaching careers (Portrt, Fursarelli & Fursarelli, 2015). Standards present the basic information, and skills needed to effectively perform a certain capacity. They depict the core pillars of progress rather than a total rundown of duties. Likewise, they determine what performance or activities are needed. They explain what teachers have to know and do to provide learners and groups with meaningful and useful learning experiences. The degree to which professional requirements have been met may be measured by the authorities using performance metrics. (Shakir et al., 2011).

According to Shakir (2017) teaching standards are the key elements in reforming the existing frameworks of training, licensing, qualification and ongoing growth to provide clarification and focus
on a sequence of tasks which are actually loosely connected and often poorly organized. Standards offer a vision of high-quality education. They are also indicators or 'signs of reference.' They aim at clarifying the awareness, skills and principles that future teachers should learn from their teacher training programs. Standards thus offer teaching professionals specific guidelines as recommending how teachers should be trained. A teacher shows the students what they are required to do and know before they can enter the teaching profession. Professional standards set the parameters before teachers to be practiced and adopted in teaching profession. Standards challenge them that what is expected regarding their professional knowledge, teaching skills and dispositions.

Implementation of standards of quality of teacher education is largely dependent on teachers’ firm belief in quality. These beliefs can be termed as insight, perspective and perception. Teacher's beliefs can be viewed as a collection of conceptual representations comprising general information, feature and relations of objects, events and people. The teacher's beliefs in teaching and learning are relational, multifaceted principles of education and teaching which influence their pedagogical goals and values. These pedagogical convictions of quality are reflected in the choices of content, preparation of lesson, teaching methods and use of technology resources, class management techniques and classroom assessments. Their beliefs not only influence teaching but also contribute in processing new feedback, which have major impact on
the implementation and advancement of educational standards (Call, Christie & Simon, 2021)

**Teacher Education and its Standards in Pakistan**

It has been well-documented that teacher education programs in Pakistan are turning out educators with inadequate training. Concerned stakeholders and interest groups have long been criticized Pakistan's teacher education system (Akram & Zepeda, 2015). According to Sahito & Vaisanen (2017) a large number of pre-service teachers graduate each year with insufficient professional knowledge and mastery in both subject and delivery. As a result, Pakistan's 2017 Education Policy (Government of Pakistan, 2017) calls for an increase in the quality of teacher education. By revising and replacing the existing teacher education programs with new ones, and by providing in-service teachers with professional development courses to satisfy the need of quality professional standards for teachers fulfill the need (Tahira et al., 2020).

The National Professional Standards for Teachers guide the preparation, accreditation, and certification processes. Teachers' professional knowledge, material, and abilities were the primary focus of the government's efforts to implement the National Curriculum. Using these concepts, educators can devise lesson plans
and lesson execution strategies that are both productive and considerate to all pupils. One of the key objectives of the National Professional Standards for Teachers was to have the standards reflected in the curricula of teacher training programs (NACTE, 2009).

Professional standards have redefined teaching as a profession (Singh et al., 2019). Therefore, worldwide efforts are in trend to improve teachers' education and teaching methods as well as developing robust policy on teacher education. There is a lot of controversy about the significance of university teachers' professional knowledge and training when it comes to teaching future teachers, particularly in developing nations. High-quality, continuous teacher professional development is linked to professional teaching standards is essential to improve students’ learning outcomes. (Santoro & Kennedy, 2016).

World class education is beyond the realm of imagination without world class teachers. The government of Pakistan is also dedicated to elevate the standard of education. For this purpose, training of teachers can play its vital role in improving the standard of education. Pakistan has to reconstruct a world-class education system from initial to higher education levels. Ultimately, it will transform its young generation’s crude ability into a productive asset. The National Professional Standards for Teacher Education (NPSTE) were designed to serve as a framework for developing professional competences in teachers. Additionally, the
implementation of categorical structures for high-quality teaching is delegated by these Professional Standards for Teachers. The standards might theoretically be used to standardize the profession and raise its profile (Shakir & Adeeb, 2014).

Methodology
The present study was descriptive in nature and to meet the objective of the study a survey was conducted through an open ended questionnaire based on questions reflecting national professional standards for teacher education in Pakistan. Qualitative data has least coverage of respondents however, it is always considered authentic for in depth investigation of data which is rare in quantitative data although quantitative has large coverage area.

Overall, 55 open ended questionnaires were sent out via google form to 10 randomly selected universities of Punjab, KP and Federally administered universities out of which 49 responses received. All of these universities were selected on the basis of existence of teacher education department offering B.Ed. Hons and BS Education programs. These teachers were selected purposively as they were teaching to preservice teachers in in teacher education departments. The open ended questionnaire was developed by reviewing the literature regarding national professional standards concerning quality of teachers’ education. The open ended
questionnaire was self-developed. It was got validated by expert opinions and after that irrelevant questions were removed. Initially there were twenty questions but after scanning of questions of total 15 questions were confirmed.

This open ended questionnaire was set on National Professional Standards in Pakistan. These open ended questions were augmented part of the closed ended questions of this study. In order to elicit more information that is not possible in a multiple choice or other closed-ended format, open-ended questionnaire invite respondents to explain their responses in their own words. The coding of open ended questions is slightly complicated (Pallant, 2020). For coding such questions, there is need to scan through the questionnaire and look for common themes. Open ended questionnaire was also used to collect qualitative responses of teacher educators. The open ended questionnaire have three level are as follows:

- No Success
- Success to Some Extent
- Very Successful

Each theme was categorized into three-point scale according to requirement. First statement was related to awareness of National Professional Standards for the Quality of Teacher Education, the main theme of this statement was awareness of National Professional Standards, it was categorized into three categories i.e. No awareness, to some-extent awareness and well aware. Similarly, all fifteen statements were categorized according to themes.
Responses of all participants were analyzed regarding demographic information and presented in the following graphs.

**Results**

Graph 1

*Awareness of National Professional Standards for the Quality of Teacher Education*

Graph 1 shows the responses of participants about awareness of National Professional Standards for the quality of teacher education. There are three levels related to awareness of standards for the quality of teacher education. Majority of teacher educators (53.1%) were aware to some extent while (38.8%) teacher educators were well aware and (8.1%) teacher educators were not aware of National
Professional Standards for the quality of teacher education. A gender based difference of awareness emerged as male teachers were more aware (57.1%) as compared to female teachers (50%). Designation based difference of awareness showed a marginal difference in Assistant Professors and Lecturers as 59.1% and 60% respectively.

Graph 2

*Successfulness in teaching subject knowledge as per the requirement of the relevant quality standard*
Graph 2 shows the responses of participants about successfulness in teaching subject knowledge as per the requirement of the relevant quality standard. There are three levels related to the successfulness; no success, success to some extent and very successful in teaching subject knowledge as per the requirement of the relevant quality standard. Majority of teacher educators (53.1%) were successful to some extent while (40.8%) teacher educators were very successful and (6.1%) teacher educators were not successful in teaching subject knowledge as per the requirement of the relevant quality standard. Gender based difference of rate of success of subject knowledge was marginal as of 50% and 57% for females and male teachers respectively. Not a major designation based difference was found in Assistant Professors and Lecturers as of 50% and 60% for subject knowledge as per the quality of relevant quality standard.

Graph 3

Successful in assuring growth and development of students by means of various teaching strategies
Graph 3 shows the responses of participants about successful in assuring growth and development of students by means of various teaching strategies. There are three levels related to successful in assuring growth and development of students by means of various teaching strategies; no success, success to some extent and very successful. Majority of teacher educators (81.6%) were successful to some extent while (12.2%) teacher educators were not successful and (6.1%) teacher educators were very successful in assuring growth and development of students by means of various teaching strategies.

Majority of female teacher educators (85.7%) were successful to some extent while (76.2%) teacher educators were successful to
some extent in assuring growth and development of students by means of various teaching strategies. Majority of Assistant Professors (86.4%) were successful to some extent while (80.0%) Lecturer teacher educators were successful to some extent in assuring growth and development of students by means of various teaching strategies.

Graph 4

*Successful in practicing Islamic ethical values/social life skills in performing your professional duties*
Graph 4 shows the responses of participants about successful in practicing Islamic ethical values / social life skills in performing your professional duties. There are three levels related to successful in practicing Islamic ethical values / social life skills in performing your professional duties. Majority of teacher educators (46.9%) were very successful while (42.9%) teacher educators were successful to some extent and (10.2%) teacher educators were not successful in practicing Islamic ethical values / social life skills in performing their professional duties.

There was a marginal difference of success in male and female teacher educators as (53.6%) female teacher educators were very successful while (52.4%) male teacher educators were successful to some extent in practicing Islamic ethical values / social life skills in performing your professional duties.

Designation based difference of success showed equal percentage 50% for both Assistant Professors and Lecturers as both were very successful in practicing Islamic ethical values / social life skills in performing their professional duties.

Graph 5

*Success in planning instructional strategies to achieve the set objectives in the relevant standard of quality.*
Graph 5 shows the responses of participants about the success in planning instructional strategies to achieve the set objectives in the relevant standard of quality. There are three levels related to success in planning instructional strategies to achieve the set objectives in the relevant standard of quality. Majority of teacher educators (51.0%) were successful to some extent while (38.8%) teacher educators were very successful and (10.2%) teacher educators were not successful in planning instructional strategies to achieve the set objectives in the relevant standard of quality.

Majority female teacher educators (50.0%) very successful while (61.3%) male teacher educators were successful to some extent in
planning instructional strategies to achieve the set objectives in the relevant standard of quality.

Majority of Assistant Professors (63.3%) were successful to some extent while (55.0%) Lecturer were successful to some extent in planning instructional strategies to achieve the set objectives in the relevant standard of quality.

Graph 6

*Successfully adopting the assessment techniques for quality assessment*

![Graph showing responses of participants about successfully adopting the assessment techniques for quality assessment.](image)

Graph 6 shows the responses of participants about successfully adopting the assessment techniques for quality assessment. There
are three levels related to successfully adopting the assessment techniques for quality assessment. Majority of teacher educators (51.0%) were successful to some extent while (36.8%) teacher educators were very successful and (12.2%) teacher educators were not successful in adopting the assessment techniques for quality assessment.

Majority of male teacher educators (57.1%) were successful to some extent while (42.9%) female teacher educators were very successfully adopting the assessment techniques for quality assessment.

Majority of Assistant Professors (50.0%) were successful to some extent while (55.0%) Lecturers were successful to some extent in adopting the assessment techniques for quality assessment.

Graph 7
Successful in creating the conducive learning environment for creative learning environment.
Graph 7 shows the responses of participants about successful in creating the conducive learning environment for creating learning environment. There are three levels related to successful in creating the conducive learning environment for creating learning environment. Majority of teacher educators (40.8%) were very successful while (40.8%) teacher educators were successful to some extent and (18.4%) teacher educators were not successful in creating the conducive learning environment for creating learning environment.

Majority of female teacher educators (46.4%) were very successful while (47.6%) male teacher educators were successful to some extent in creating the conducive learning environment for creating learning environment.
Majority of Assistant Professors (50.0%) were successful to some extent while (45.0%) Lecturers were very successful in creating the conducive learning environment for creating learning environment.

Graph 8
*Using ICT for effective communication in the teaching learning process*

Graph 8 shows the responses of participants about using ICT for effective communication in the teaching learning process. There are three levels related to using ICT for effective communication in the teaching learning process as no use, use to some extent and very successful use. Majority of teacher educators (42.9%) were using ICT to some extent while (36.7%) teacher educator were using ICT.
very successfully and (20.4%) teacher educators were not using ICT for effective communication in the teaching learning process.

Majority of male teacher educators (42.9%) were using ICT very successfully while (42.9%) female teacher educators were using ICT to some extent for effective communication in the teaching learning process.

Majority of Assistant Professors (50.0%) were using ICT to some extent for effective communication in the teaching learning process while (45.0%) Lecturer teacher educators were using ICT very successfully for effective communication in the teaching learning process.

Graph 9
Successful in developing collaboration between institution and community.
Graph 9 shows the responses of participants about successful in developing collaboration between institution and community. There are three levels related to the successful in developing collaboration between institution and community. Majority of teacher educators (63.3%) were successful to some extent while (30.6%) teacher educators were not successful and rest of the (6.1%) teacher educators were very successful in developing collaboration between institution and community. Majority of female teacher educators (64.3%) were successful to some extent while (61.9%) male teacher educators were successful to some extent in developing collaboration between institution and community. Majority of Assistant Professors (68.2%) were successful to some extent while (65%) Lecturers were successful to some extent in developing collaboration between institution and community.

Graph 10

*Involvement in continuous professional development in terms of availing necessary opportunities and practices*
Graph 10 shows the responses of participants about involvement in continuous professional development in terms of availing necessary opportunities and practices. There are three levels related to involvement in continuous professional development in terms of availing necessary opportunities and practices. Majority of teacher educators (40.8%) were not successful while (36.7%) teacher educators were used to some extent and (22.4%) teacher educators were very successful involvement in continuous professional development in terms of availing necessary opportunities and practices.

Majority of female teacher educators (39.3%) were found very successfully involved in continuous professional development in terms of availing necessary opportunities and practices while (47.6%) male teacher educators were used to some extent involvement in continuous professional development in terms of availing necessary opportunities and practices.
Majority of Assistant Professors (45.5%) were found in to some extent involvement while (45%) Lecturers were found very successful involvement in continuous professional development in terms of availing necessary opportunities and practices.

Graph 11

Following the professional code of conduct

Graph 11 shows the responses of participants about following the professional code of conduct. There are three levels related to following the professional code of conduct. Majority of teacher educators (44.9%) were found following successfully the professional code of conduct while (44.9%) were following the professional code of conduct to some extent and (10.2%) were not successful in following the professional code of conduct. Majority of male teacher educators (61.9%) were following the professional code of conduct to some extent while (53.6%) female teacher educators were very successfully following the professional code of conduct.
conduct. Majority of Assistant Professors (45.5%) were very successfully following the professional code of conduct while (55%) Lecturers were following the professional code of conduct to some extent.

Graph 12
Successful in adopting English as a second / foreign language in teaching

Graph 12 shows the responses of participants about successful in adopting English as a second / foreign language in teaching. There are three levels related to successful in adopting English as a second / foreign language in teaching. Majority of teacher educators (49%) were successful to some extent while (28.6%) teacher educators were very successful and (22.4%) teacher educators were not successful in adopting English as a second / foreign language in teaching.

Gender based difference of adopting English as second language showed that male and female teachers were at the same level of agreement that is to some extent (57.1%) male teachers and (48.2%) female teachers.
Majority of Assistant Professors (40.9%) were successful to some extent while (65.%) Lecturers were successful to some extent in adopting English as a second / foreign language in teaching.

Graph 13

Standards can measure and improve the quality of teacher education

Graph 13 reveals the responses of participants about the extent of standards can measure and improve the quality of teacher education. There are three levels related to standards can measure and improve the quality of teacher education. Majority of teacher educators (47%) were agreed that very successfully standards can measure and improve the quality of teacher education while (40.8%) teacher educators were agreed to some extent and (12.2%) teacher educators
were not agreed that standards can measure and improve the quality of teacher education successfully

Both female and male teacher educators (46.4%) (47.6%) and male teachers agreed that very successfully standards can measure and improve the quality of teacher education.

Assistant Professors (50%) agreed that very successfully standards can measure and improve the quality of teacher education while (50%) Lecturers were agreed that to some extent standards can measure and improve the quality of teacher education.

Graph 14
Adopt and implement standards in teaching and fulfilling other relevant professional responsibilities

Graph 14 shows the responses of participants about adoption and implementation of standards in teaching and fulfilling other relevant
professional responsibilities. There are three levels related to adopt and implement standards in teaching and fulfilling other relevant professional responsibilities. Majority of teacher educators (55.1%) were successful to some extent while (38.8%) teacher educators were very successful and (6.1%) teacher educators were not successful to adopt and implement standards in teaching and fulfilling other relevant professional responsibilities.

 Majority of female teacher educators (46.4%) were very successful while (66.7%) male teacher educators were successful to some extent in adopting and implementing standards in teaching and fulfilling other relevant professional responsibilities.

 Majority of Assistant Professors (54.4%) were successful to some extent while (65%) Lecturers were successful to some extent in adopting and implementing standards in teaching and fulfilling other relevant professional responsibilities.

Graph 15
Participate in training regarding implementing and adopting the National Professional Standards for quality of teacher education.
Graph 15 shows the responses of participants about participate in training regarding implementing and adopting the National Professional Standards for quality of teacher education. There are three levels related to participate in training regarding implementing and adopting the National Professional Standards for quality of teacher education. Majority of teacher educators (53.1%) were not successful while (32.6%) teacher educators were found to some extent and (14.3%) teacher educators were very successful to participate in training regarding implementing and adopting the National Professional Standards for quality of teacher education.

Majority of female and male teacher educators (53.6%) and (52.4%) respectively were not successful in participating training regarding implementing and adopting the National Professional Standards for quality of teacher education.

Majority of Assistant Professors (63.6%) were not successful while (45%) Lecturers were successful to some extent in participating in
training regarding implementing and adopting the National Professional Standards for quality of teacher education.

**Discussion and Conclusion**

The main purpose of the present study was to highlight demographic based insight of teacher educators on standards of quality of teacher education. For this purpose qualitative data were gathered from 49 participants teaching in teacher education department of public sector universities; focusing two demographics gender and designation. Data revealed that majority of teachers were aware of the national professional standards for teacher education and for each standard they showed a positive attitude. Majority of teachers were following these standards in their classroom practices. Results are aligned with study results by Altaf and Saeed (2019) whose study was also qualitative in nature and study participant had partial understanding of subject knowledge. However, female teachers were found more successful in subject knowledge standard like female teachers of present study. Although in terms of awareness about national professional standards study participants of current study were found well aware as compared to participants of study by Altaf and Saeed.

Majority of respondents of current work were found successful in assuring growth and development of students by means of various
teaching strategies. However, study participants of Altaf and Saeed (2019) were found poor in this standard. Respondents of Shakir and Lodhi (2016) and Shakir, Hussain and Jaffer (2011) also show that majority of study participant were not aware of national curriculum framework. Shakir and Adeeb (2014) used observation technique to derive teachers’ perspective and implementation of national professional standards for teachers. For this purpose, they observed teachers against various professional competencies. Results of observation exposed that most of the teachers were weak in all almost all standards however, teachers were found very much weak in effective communication and efficient use of information and communication and teaching of English as a second/foreign language.

The study by Shaukat and Chawdhury (2020) is about perceptions of teacher educators as similar to current study whose study participant were interviewed and majority of respondents were in favor of professional standards like the respondents of present study and female teacher educators were found more enthusiastic for the implementation of these standards to raise the quality of teacher education. However, they showed concerned about standard, based on ICT that it is not properly addressed in the classroom due to shortage of resources. Teacher educators of present study also were using ICT to some extent in their classroom practices. Study results by Shakir, Akhtar and Khan (2016) indicated that more than half of the teachers could not use information and communication
technologies (ICTs) which revealed that teachers did not demonstrate competence and they had inadequate growth towards the achievement of this standard. The reason behind this can be teachers’ insufficient training about technology integration along with digital tools to equip students with digital teaching in future.

Respondents of study by Shaukat and Chawdhury (2020) also complained about lack of any mechanism for conducting training sessions at provincial or national level to implement standards. Majority respondents of present study also did not participated in any trainings regarding professional standards. Contrary to it, the study by Mahmood, Syed, Iqbal, Asghar, Mahmood, Awan and Mahmood (2021) indicated that active use of ICT brought positive change in teachers’ performance Shakir & Adeeb (2011) revealed through their study that majority of teachers had poor knowledge about continuous professional development and code of conduct. Contrary to this result, teachers of present study especially females were following professional code of conduct successfully. However, similar to study results by Shakir and Adeeb (2011) teachers of present study were found poor in professional development. Study results by Tariq et al. (2020) showed majority of participants were well aware for most of the standards like present study. The results of the present study were found different from these previous studies as most of the studies were conducted in school set up in which
respondents were school teachers who have not attended any training workshops for the implementation of these standards. However, respondents of present study were teacher educators teaching in teacher education departments of public sector universities. They were directly involved in designing these standards and accreditation of programs of teacher education departments focuses implementation and integration of these standards in classroom practices. Therefore, a more positive, productive standpoint emerged in this study. It is evident that teachers’ pedagogical convictions of quality are reflected in the choices of content, preparation of lesson, teaching methods and use of technology resources, class management techniques and classroom assessments. Their insight not only influence teaching but also contribute in processing new feedback, which have major impact on the implementation and advancement of educational standards. On the whole, teachers' insights play an important role in influencing their classroom practices while achieving the goal of quality teaching. Moreover, teacher educator’s insight concerning their practices as per quality standards are helpful for policy makers to refocus mechanism of teachers’ training so that the needs of the teacher educators be addressed. Belief in quality standards are also helpful for teacher educators to reexamine their teaching practices as these standards set benchmarks for teachers on which they can remold their teaching, subject knowledge, professional development and code of conduct.
Recommendations

• Teachers training programs be introduced especially at school level to impart awareness for quality standards and equip them for implementing these standards in their classroom practices. Training sessions are needed especially for the use of ICTs and assessment as they do not use variety of assessment modes and they are outdated in using smart pedagogy and other digital devices and ed-tech in classrooms.

• Need of code of conduct for teachers and manual to give targets for quality education is undoubtedly vital. School authorities make sure the designing and implementation of code of conduct for teachers which may entail all curricular and co-curricular activities along with latest teaching and classroom management techniques.

• If we want to provide a conducive learning environment to our learners, then physical resources in form of digital tools and A.V.aids be provided to schools and other educational institutions.

• National professional standards be revised time to time by including urgently needed and excluding outdated one. These standards were set keeping in view a foreign context and models formulated by foreign countries. In future, these quality standards be set keeping in view the social, academic scenario of Pakistan.
References


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