Satisfaction of Prospective Teachers and Teacher Educators about the Quality of Teacher Education Programs

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Abstract

Present study was designed to compare the satisfaction level of prospective teachers and teacher educators regarding the quality of teachers' education programs. Population comprised of all teacher educators and prospective teachers of public and private teacher education institutions of Punjab and Islamabad, Pakistan. Stratified random sampling technique was used to select sample of 30 institution, 300 teacher educators and 890 prospective teachers from two strata, sector and teacher education program. Two research questionnaires were used for data collection. Results revealed that prospective teachers enrolled in Bachelor of Education (Honors) were dissatisfied with the institutional environment, practical work, assessment techniques and features of teacher education. Whereas prospective teachers enrolled in Bachelor of Education showed dissatisfaction with program duration. Results also indicated that teacher educators teaching at Bachelor of Education (Honors) were dissatisfied with physical resources, teachers' competencies, teaching strategies, assessment techniques, professional skills, appreciative features of programs and institutional efforts to raise quality of the programs. Prospective teachers and teacher educators associated with both sectors somewhat expressed similar opinions regarding quality of the programs. It is, therefore, recommended that teacher education institutions may improve the quality of both programs keeping in view the teacher educators and prospective teachers concerns about quality.

Key words: Teacher education, Teacher educators, Prospective teachers, Quality indicators, Teaching strategies, Professional development

Introduction

Teacher education is concomitant with the development of proficiency and competence among prospective teachers in order to

empower them to fulfill the requirements of the teaching profession and to face the challenges therein. “Professional development goes beyond the term ‘training’ with its implications of learning skills, and encompasses a definition that includes formal and informal means of helping teachers not only learn new skills but also develop new insights into the pedagogy and their own practices, and explore new and advanced understanding of content and resources” (Mohan, 2011).

The drive behind teacher education is “acquisition of certain competencies related to aspects of classroom management, lesson planning, recording and reporting students' work leading to the achievement of prescribed, assessable and (presumably) acquired-for-life 'standards” (Khan & Saeed, 2009). Well-aligned and properly planned teacher education adequately imparted not only endorses that teachers are and will remain skilled and competent, but it also ensures persistent motivation among them (Musset**,** 2010).

According to the National Education Policies (NEPs) (2009 & 1998 – 2010) quality is a major deficit in an overall education system and the reason is poor quality of teachers. Quality of teachers depends on the quality of teacher education programs generally and pre-service programs specifically. Keeping in view the significant position of a teacher, several pre-service teacher education programs are being offered in Pakistan for the professional preparation of those, who intend to pursue teaching career. These includes; Primary Teaching Certificate (PTC), Certificate of Teaching (CT), Diploma in Montessori, Associate Degree in Education (ADE) Program, B.Ed. (1 year), B.A. B.Ed. (2 years), B.S.Ed., M.Ed. (Elementary/ Secondary, 1 year), B.Ed. (Honors, 4 years) (http://www.studysols.pk/teacher-and-education-courses-in-pakistan/).

Current study aimed at making a comparative analysis of satisfaction level of prospective teachers and teacher educators regarding the quality of teacher education programs (B.Ed. & B.Ed. Honors). It would significantly help to identify quality deficits of pre-service teacher education programs and to determine satisfaction level of teacher educators and prospective teachers about the quality of these programs. It would also provide an insight about the strengths and weaknesses of current teacher education programs and suggest measures to improve the quality. This study would contribute to make improvements in B.Ed. program generally and in B.Ed. (Honors) specifically as it is supposed to be prevalent in future. Therefore, at this stage identification of weak areas

and determining satisfaction of concerned parties regarding the quality of B.Ed. (Honors) program would help to make it more strengthen.

Objectives

1. To compare the satisfaction level of prospective teachers enrolled in teacher education institutions of both public and private sectors about the existing quality of teacher education programs (B.Ed. and B.Ed. Honors program)

2. To compare the satisfaction level of teacher educators affiliated with teacher education institutions of both public and private sectors about the existing quality of teacher education programs (B.Ed. and B.Ed. Honors program)

Review of the Literature

Teacher education is being greatly argued since years and deliberated as an important field of research. Poor quality of teacher preparation program directly affects the education process as it fails to deliver skills in the best way to learners. Naturally teachers cannot impart quality education to learners if they themselves are not trained through quality oriented professional training programs. Teaching is a very intricate and challenging job like engineering, medicine, surgery, etc., which cannot be performed well unless proper professional training and education is provided. Teacher quality is illustrious as the most persuasive single element related to school education for academic achievements of learners than other variables like content, class size, physical facilities etc. thus quality teacher education is imperative to ensure quality teaching (OECD, 2005).

Nature of Teacher Education

Teacher education is considered as a process of professional development of prospective teachers aiming at preparing them to handle theoretical and practical requirements of the profession. It is presumed that trained teacher can better comprehend organization of educative process within the classroom as well as can appreciate all theoretical aspects of learning and development of children. Teacher education is associated with the roles expected from future teachers to perform, teaching learning process they are supposed to encounter with, professional requirements to be met and pedagogical and psychological developments of upcoming teachers (Yogesh & Nath, 2008).

Malik and Urooj (2012) cited Good (1973) who defined teacher education "as the process of providing skills and knowledge to potential and confident teachers that is essential to educate successfully and efficiently in the classroom and wider community". Teacher education generally encompasses teaching skills, pedagogical theory and professional skills.

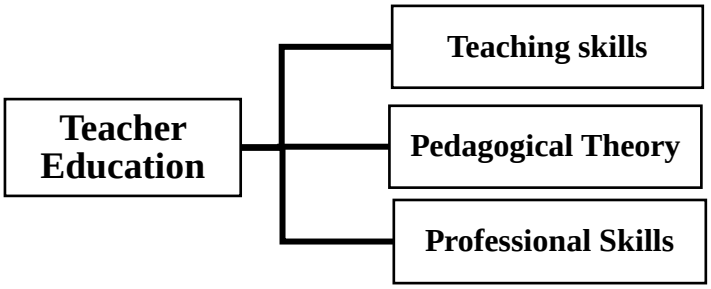

Figure 1

Elements of teacher education (Malik & Urooj 2012)

(a) Teaching skills involves provision of training and practice of various teaching approaches, techniques and strategies to potential teachers to enable them to plan and communicate instruction, reinforce and motivate learners and to conduct effective evaluation and assessment. It encompasses managerial skills (classroom management, time management etc.), preparation and employment of pedagogical material, and interpersonal skills.

(b) Pedagogical theory involves the sociological, philosophical and psychological contemplations intend to provide rigorous basis to prospective teachers for execution of teaching skills in classroom setting. Theory discusses the reasons, needs and requirements of particular situation in classroom.

(c) Professional skills adhere to teaching strategies, techniques and approaches, which are beneficial for teachers to excel in respective profession. It comprises soft skills, computer skills, information retrieving and management skills, interpersonal and counseling skills and above all lifelong learning skills.

Quality Indicators

Term "Quality" is very popular especially in relevance to education. It contained two concepts: *relative* and *absolute*. Relative quality is concerned with the assessment of something with reference to the satisfaction level of customers whereas absolute concept of quality deals with the goodness and the highest potential of unbeatable standards. Both concepts of quality are included in education generally and professional development courses specifically. Demands and requirements of customers should be given preference while planning any course for professional education. Moreover maximum perfection, excellence and high standards should also be focused (McCain & Mustard, 1999).

Teacher is responsible to impart quality education, values and profound sense of commitment among students' thus prospective teachers needs to be equipped with strong professional competencies (Salandanan, 2009). All attributes and components that are related to the effectiveness of teacher education program may be denoted as quality indicators in teacher education. Across the globe significance of quality assuring indicators may differ.

Dilshad and Iqbal (2010) identified various indicators of quality including a well-defined set of professional standards, carefully designed rigorous curriculum, partnerships with local schools, comprehensive and continuous assessment of learning outcomes. They further explained that theory coupled with practice, rigorous admission process, problem-based methods of learning and field experiences are also important for quality assurance of teacher education. Similarly, they believe that alignment with the structure and organization of the school system, collaboration with all the important stakeholders, deliberative and thoughtful conceptual framework and continuous professional development also needs to be considered as quality indicators.

Hamid Ullah, et.al. in their study "Analysis of Quality Indicators of Higher Education in Pakistan" categorized quality indicators in to three parts. Firstly, the Input (physical resources, financial resources, and human resources); secondly, the Process (all educational activities and processes initiated from curriculum development to finalized assessment, admission criteria, and teaching learning activities) and finally, there is the Output (attained knowledge, learning of pedagogical skills and values learnt by prospective teachers during teacher education program).

Pre-Service Teacher Education in Pakistan

In Pakistan variety of initial teacher education programs (PTC, CT, Diploma in Montessori, ADE, B.Ed. (1 year), B.A B.Ed. (2 years), B.S.Ed., M.Ed. (Elementary/ Secondary, 1year), B.Ed. Honors etc.) are being offered in higher secondary education sector and tertiary or university sector through Government Colleges of Elementary Teachers (GCETs), Government Colleges of Education, Institute of Education and Research (IER) and Departments of Educations in Universities. Professional education of teachers is mainly the responsibility of provincial government. However, the Federal government contributes through its curriculum wing. In each province, distinctive organizational structure works for the preparation of teachers for primary, middle and secondary school levels.

History of teacher education development in Pakistan indicates that progress made in this regard is only restricted to the quantitative expansions through establishing teacher education institutions over a period of time and allowing a large number of individuals to acquire degrees and certificates in teacher education. However, the focus on the quality of teacher education has been very limited in the past.

According to USAID and UNESCO (2009) there are about 300 public and private institutions where several teacher preparation programs ranging from Primary teachers certificate to Ph.D. in education are being offered. Ostensibly, it is a noteworthy quantitative development but in fact qualitative aspect of teacher education process is critically deteriorated over a period of time because of using traditional and outdated instructional methods and styles, incessant practice of communicating subject based knowledge and poor enactment of teachers at classroom level (Akhter, 2013).

Quality of Teacher Education Programs in Pakistan

In Pakistan quality of teacher education is confronted with several challenges including “lack of consistent policy, inconsistency in curriculum, low resources, lack of quality teachers, low quality of teaching process, lack of standards, etc.” (Ali, 2006; Bilal & Khan, 2012; Council on Foreign Relations, 2011; Farooq, 1994; Haider, 2008; Saeed, 2007; UNESCO, 1990). Public institutions are known as the prime source of providing teacher education in Pakistan but unluckily less attention has been paid towards the endowment of required resources (Mahmood, 2014).

Teachers being the revolutionary agents are imperiled to face numerous challenges expectations and uncertainties existent with in the internal or external environment where professional responsibilities have to be carried out by them. Role of a teacher is not restrained to mere classroom teaching but he is committed to perform expanded responsibilities. Thus, it is inexorable to adequately educate future teachers on such lines that help them to survive proudly in professional field by being able to manage anticipated imminent challenges and can integrate modern pedagogical trends in their teaching (Cheng et.al, 2004). According to Mohan (2011) teacher education should essentially be redesigned and updated thus teacher education institution need to look beyond the prevailing paradigm of education in order to upraise the effectiveness of teacher education programs.

Methodology

Present study was descriptive in nature in which comparison on the satisfaction level of prospective teachers and teacher educators regarding the quality of both teachers' education programs B.Ed. and B.Ed. (Honors) was carried out. Population of the study was comprised of all prospective teachers and teacher educators of B.Ed. and B.Ed. (Honors) of all teacher education institutions in public and private sectors in the province of Punjab and Islamabad, Pakistan.

Sample

Stratified random sampling technique was used to determine sample of the study. Sampling strata were established on the basis of teacher education programs (B.Ed. and B.Ed. Honors) and public and private sectors. Data was collected from 30 teacher education institutions of public (21) and private (09) sectors. A stratified random sample of 300 teachers' educators was selected among them 176 were teaching in public sector and 54 in private sector teachers education institutions, whereas 177 teacher educators were affiliated with B.Ed. program and 53 were affiliated with B.Ed. (Honors).

890 prospective teachers were contacted for data collection (from 30 private and public teachers' education institutions). Among 890 prospective teachers, 540 were enrolled in B.Ed. program offered by public sector institutions and 170 were enrolled in the private sector institutions. 180 prospective teachers were selected from B.Ed. (Honors) in public sector institutions (as B.Ed. Honors was not being offered in private sector).

Tools for Data Collection

In this study, two distinctive research questionnaires entitled as Satisfaction of Prospective Teachers (SPT) and Satisfaction of Teacher Educators (STE) were used to collect data. Respondents were requested to give their opinion on five point Likert scale. Research questionnaire for prospective teachers (SPT) was comprised on 10 subscales including physical resources (item no. 1-17), curriculum (item no. 18-22), teaching strategies (item no. 23-29), time duration (item no. 30-31), institutional environment (item no. 32-41), practical work (item no. 42-44), assessment techniques (item no. 45-49), output of the program (item no. 50-56), features of teacher education (item no. 57-59) and weaknesses of the program (item no. 60) whereas research questionnaire for teacher educators (STE) included 16 subscales comprising physical resources (item no. 1-16), human resources (item no. 17-22), incentives (item no. 23-24), admission criteria for prospective teachers (item no. 25), curriculum (item no. 26-33), teaching strategies (item no. 34-37), time duration (item no. 38-39), institutional environment (item no. 40-43), assessment techniques (item no. 44-47), professional skills (item no. 48-49), problems (item no. 50), quality indicators (item no. 51), trends at teacher education (item no. 52), prominent features of teacher education program (item no. 53), satisfaction with the quality of program (item no. 54-55) and institutional efforts to raise quality of teacher education programs (item no. 56-67).

Validity of research questionnaires was determined through expert opinions. Reliability of the questionnaires was determined through statistical techniques Cronbach's Alpha. Alpha Coefficient for SPT was .73 and for STE ·88.

Results

Analysis based on Mean, SD, T-Test and ANOVA are being given below:

Table 1
Comparison of Prospective Teachers about the Quality of B.Ed. and B.Ed. (Honors) (N=890)

Subscale	B.Ed. (N-710)		B.Ed. Honors (N-180)			
	M	SD	M	SD	t	sig.
Physical resources	57.71	10.67	59.26	8.85	3.22	.073
Curriculum	18.70	3.24	18.70	4.43	.000	1.00
Teaching strategies	36.00	10.06	35.58	11.71	.233	.630
Time duration	2.77	.92	3.68	1.44	107.83	.000
Institutional environment	38.54	4.98	37.21	5.26	10.0	.002
Practical work	7.43	1.68	6.84	1.75	17.2	.000
Assessment techniques	31.24	9.09	29.76	9.48	3.72	.050
Output of the program	87.74	4.64	87.27	3.60	1.57	.210
Features of teacher education	23.73	12.26	21.30	6.80	6.55	.011
Weaknesses of the program	7.18	9.52	4.07	5.47	17.74	.000
Total	311.04	33.44	303.67	32.92	7.017	.008

Table 1 indicates program wise comparison of satisfaction level of prospective teachers on the research scale SPT. It is explored that prospective teachers of B.Ed. (Honors) are comparatively dissatisfied with the institutional environment (37.21), practical work assigned to them (6.84), assessment techniques used by their teachers to assess their performance (29.76), features of teacher education program (21.30). Moreover, they find more weak areas in the program B.Ed. (Honors) (4.07). Whereas, prospective teachers enrolled in B.Ed. program are dissatisfied with the duration of the program (2.77).

Table 2

Sector wise Comparison of Prospective Teachers about the Quality of B.Ed. and B.Ed. Honors (N= 890)

Subscales	Public (N-720)		Private (N-170)			
	M	SD	M	SD	t-value	p-value
Physical resources	58.03	10.018	57.96	11.68	.007	.933
Curriculum	18.51	3.556	19.52	3.21	11.52	.001
Teaching strategies	35.38	10.306	38.18	10.59	10.04	.002
Time duration	3.00	1.142	2.76	.950	6.35	.012
Institutional environment	38.16	5.070	38.73	5.03	1.74	.187
Practical work	7.19	1.705	7.85	1.66	20.70	.000
Assessment techniques	30.22	8.909	33.98	9.74	23.53	.000
Output of the program	87.62	4.470	87.75	4.40	.11	.737
Features of teacher education	22.68	10.520	25.59	14.42	8.98	.003
Weaknesses of the program	5.82	7.716	9.66	12.46	26.23	.000
Total	306.61	31.333	321.97	38.96	29.93	.000

Table 2 indicates sector wise comparison of satisfaction level of prospective teachers on the research scale SPT. It is explored that prospective teachers studying in public institutes are comparatively dissatisfied with the curriculum (18.51), teaching strategies (35.38), practical work (7.19) assigned to them and assessment techniques (30.22). They believe that teacher education programs being offered in public sector institutions are not conforming to the appreciative features of teacher education programs (22.68) with respect to skill learning, use of ICT, merging upcoming educational trends and adequate planning. Thus, they see more quality concerning weakness in the program (5.82). Prospective teachers enrolled in teacher education institutions of private sector shown no major concern except time duration allocated for the program (2.76).

Table 3

Comparison of Teacher Educators about the Quality of B.Ed. and B.Ed. (Honors) (N=230)

Subscales	B.Ed. (N-177)		B.Ed. Honors (N-53)			
	M	SD	M	SD	t-value	p-value
Physical Resources	59.7	10.6	55.8	10.3	2.36	.019
Human Resources	60.0	13.0	55.5	3.8	2.22	.027
Incentives	3.3	4.0	2.8	5.1	.92	.361
Admission criteria for prospective teachers	3.7	3.8	3.2	9.6	.71	.481
Curriculum	39.0	4.4	39.0	1.1	-.07	.946
Teaching strategies	33.4	9.8	30.6	4.0	1.81	.050
Time duration	3.7	1.2	3.7	6.0	.02	.983
Institutional environment	28.9	4.3	28.0	7.6	1.41	.161
Assessment techniques	38.2	5.7	35.0	8.8	1.34	.042
Professional skills	37.6	6.7	35.9	12.4	1.63	.014
Problems	45.4	9.4	48.4	5.0	-2.10	.037
Quality indicators	85.5	11.3	84.0	5.2	.811	.418
Trends at teacher education	31.5	5.8	32.7	1.0	-1.29	.198
Prominent features of Teacher Education Programs	21.3	4.9	19.9	4.1	1.77	.047
Satisfaction with the quality of program	149.4	1.1	149.4	43.4	.083	.934
Institutional Efforts to raise Quality of Teacher Education Programs	6.9	9.7	2.30	3.8	3.36	.001
Total	648.3	47.9	628.9	5.15	2.636	.009

Table 3 shows satisfaction of teacher educators on STE concerning the quality of Teacher Education programs being offered in their institution either B.Ed. or B.Ed. (Honors). Significant difference of opinion among teacher educators exists on over all research scale STE (.009). It is explored that Teacher educators associated with B.Ed. (Honors) are comparatively dissatisfied with the physical resources (55.8), competencies of human resources (55.5), teaching strategies (30.6), assessment techniques (35.0), professional skills (35.9), appreciative features of teacher education programs (19.9) and institutional efforts to raise quality of teacher education programs (2.3). Moreover, they see more quality-threatening problem in B.Ed. (Honors) (48.4). Whereas, teachers teaching to B.Ed. students shown no major concern about the quality of the program.

Table No 4

Sector wise Comparison of Teacher Educators about the Quality of B.Ed. and B.Ed. (Honors) (N=230)

Subscales	public (N 176)		private (N 54)			
	M	SD	M	SD	t-value	p-value
Physical Resources	57.6	10.6	62.9	9.8	-3.26	.001
Human resources	59.7	12.2	56.7	15.6	1.50	.036
Incentives	3.4	3.8	2.5	3.5	1.50	.034
Admission criteria for prospective teachers	3.6	3.8	3.5	3.7	.12	.907
Curriculum	38.8	4.7	39.6	3.8	-1.05	.296
Teaching strategies	33.0	9.8	32.2	10.1	.51	.609
Time duration	3.7	1.2	3.7	1.0	-.14	.892
Institutional environment	28.8	4.5	28.5	3.3	.45	.657
Assessment techniques	38.3	5.2	36.8	7.4	1.60	.012
Professional skills	37.3	7.0	37.1	6.7	.19	.849
Problems	46.3	9.7	45.3	7.8	.68	.496
Quality indicators	84.2	12.5	88.2	7.1	-2.20	.029
Trends at teacher education	31.9	6.0	31.6	4.3	.347	.729

Prominent features of training program at bachelors level (B.Ed./B.Ed. honors)	20.3	5.0	23.2	4.1	-3.87	.000
Satisfaction with the quality of program	145.3	1.1	149.7	.92	-2.72	.007
Quality efforts	6.5	9.3	3.7	7.3	2.04	.043
Total	643.3	48.3	645.8	45.4	-.34	.734

Table 4 indicates comparison of satisfaction level of teacher educators associated with teacher education institutions of public and private sectors on the research scale STE. Table reveals that teacher educators working in public sector institutions are comparatively dissatisfied with the physical resources (57.6) available to them. Similarly, they believe that teacher education programs being offered in public sector institutions are not compliant to the appreciative features of teacher education programs (20.3), therefore, they are not satisfied with the quality of the teacher education programs (145.3) being offered there. Whereas, teachers affiliated with the institutions of private sector are dissatisfied with the competencies of human resources (56.7), incentives provided to them for encouragement by their institutes (2.5), assessment techniques (36.8) and efforts of their institutions in order to raise quality of teacher education programs (3.7). They were also not satisfied with the amalgamation of quality enhancing indicators (84.2) in teacher education system that is needed to raise its quality.

Discussion and Conclusions

This study was aimed at comparing the satisfaction level of prospective teachers and teacher educators regarding the quality of B.Ed. and B.Ed. (Honors) programs in public and private sectors in the province of Punjab and Islamabad. Responses of the prospective teachers of B.Ed. (Honors) revealed their dissatisfaction with the institutional environment, practical work assigned to them, assessment techniques used by their teachers to assess their performance, and features of teacher education program with respect to skill learning, use of ICT, merging upcoming educational trends and adequate planning. Therefore, they find more quality threatening problems related to the program. Though B.Ed. (Honors) is launched with anticipation to make teacher education more quality oriented and effective and to overcome shortcomings which are commonly associated with B.Ed. program but yet there are certain areas

highlighted in the current study need to be focused to ensure the quality in B.Ed. (Honors).

Results revealed that prospective teachers studying in teacher education institutes of public sector are comparatively dissatisfied with the curriculum, teaching strategies being used by their teachers to teach them, practical work assigned to them and assessment techniques, features of teacher education programs, therefore, they see more quality related weaknesses in teacher education program being offered in public sector institutions. In contrast prospective teachers studying in teacher education institutes of private sector showed dissatisfaction regarding the duration of the program.

It was discovered that teacher educators of B.Ed. (Honors) program are comparatively dissatisfied with the availability of sufficient physical resources. Further they have also expressed dissatisfaction of the professional competence of teacher educators, especially with teaching strategies and performance assessment techniques of prospective teachers. Along with this, teacher educators show concerns on inadequately planning, ICT skill orientations and effective tutorial support. However, teacher educators affiliated with B.Ed. program showed no major concern regarding the quality of the program. Sector wise comparison of teacher educators indicates that teacher educators teaching in public sector institutions are dissatisfied with the availability of physical resources. Similarly, they believed that teacher education programs being offered in public sector institutions are not compliant to the appreciative features of teacher education programs with respect to skill learning, use of ICT, merging upcoming educational trends and adequate planning. In contrast, teachers educators affiliated with the private sector institutions are relatively dissatisfied with the competencies of human resources, incentives provided to them for encouragement by their institutes, assessment techniques used to assess the performance of prospective teachers and efforts at institutional level in order to raise quality of teacher education programs.

Results make it clear that teacher' educators working in the private sector institutions were also not satisfied with the amalgamation of quality enhancing indicators in teacher education programs. They supported the perception that provision of physical resources, conducive institutional environment and well-designed curriculum is significant to ensure quality of teacher education. They also believe that continuous professional development of teachers' educators can ensure effective teaching practice.

Decisions regarding various matters of teacher education require to be made with collaboration of administration of teacher education institutions, teacher educators and apex bodies. In addition, regular assessment of teacher education programs by the home institution and concerned apex bodies, continuous improvement of academic and administrative activities, appraisal of teacher educators' performance, feedback from stakeholders and their satisfaction about the quality of teacher education program need to be ensured. In order to meet the educational requirements of 21st century, teacher education programs needs to be incorporated with emerging trends and appreciating use of modern instructional and assessment techniques.

Literature also supports the results of the present study. Quality of teacher education in Pakistan is recognized poor (Ali, 2011; Jaffer, 2005). Several research studies argued that professional development of teachers, students' learning and academic achievement are interconnected (Halai et al., 2004; Guskey & Spark, 1996; Shah, 2000) yet quality of teacher education is usually affected due to shortage of facilities, budget constraints, ineffective managerial system, poor examination and assessment techniques and inappropriate supervision. Pre-service teacher education programs are of poor quality and directly affect the quality of education and cause its deterioration (Ahmed, 2009; Aga Khan University, 2002; Government of Pakistan, 2005 and 2002c; NEP, 2009). NEP (2009) has well captured the scenario: *"The reform of teaching quality is of the highest priority. There is a consensus amongst all stakeholders that the quality of teachers in the public sector is unsatisfactory"* (p.43).

Educational Statistics Pakistan 2008-2009 indicate that more than 90 percent teachers serving in public schools are professionally trained but unluckily the impact of training either pre-service or in-service is perceptible, neither in their teaching nor in students' achievement. Thus, it reveals poor capacity building of prospective teachers. Number of independent research reports, policy documents and Government reports, numerous researches and documents carried out by donor funded projects etc. on teacher education system in Pakistan reveals various quality related issues and breaches, which impede effectiveness of teacher education programs (Asian Development Bank, 1992; Academy for Educational Development, 2005; Barber, 2010; Government of Pakistan, 2002b; Hoodbhoy 1998).

Recommendations

Results of the study explored that there are certain areas concerning teacher education programs of B.Ed. and B.Ed. (Honors) that need to be focused in order to elevate its effectiveness and quality. On the basis of the findings of the study, it is recommended that:

1. Qualitative measures may be incorporated in order to make institutional environment of more innocuous, nonviolent, learning friendly and conducive where rules and requirements regarding program are catered adequately.

2. There is a need to make practical work more varied and extensive instead of traditional teaching practice.

3. Teacher educators to assess the performance of prospective teachers may practice alternative assessment techniques. Moreover, assessment of prospective teachers should be skill based and performance oriented.

4. Features of teacher education program like development of professional skills, use of ICT, incorporation of upcoming educational trends may be incorporated more extensively in B.Ed. (Honors) program.

5. Time allocation for the B.Ed. may be reconsidered.

6. Provision of required physical resources for public sector.

7. Pedagogical competencies of human resources/teacher educators may be updated according to the timely requirements through extensive in-service programs.

8. Teacher educators may use varied and diverse teaching strategies like group activities, problem solving, inquiry based, ICT based, micro teaching strategy along with traditional instructional methods like lecture, demonstration etc.

9. Professional skills like pedagogical skills, managerial skills, assessment and evaluation, diversity dealing, guidance and counseling, curriculum alignment, students' character building commitment towards job, innovation and creativity may be imparted to prospective teachers.

10. Teacher education institutions and relevant apex bodies may work in collaboration in order to improve quality of teacher education programs according to contemporary needs.

11. Extensive research studies need to be carried out, in order to determine problems and quality threatening discrepancies related to B.Ed. and B.Ed. (Honors) programs and how these can be weeded out so that the quality of these programs can be ensured.

12. Teacher education institutions of public sector needs to incorporate qualitative measure concerning curriculum, teaching strategies, practical work and assessment techniques in order to elevate the quality of the program. Moreover, appreciative features of teacher education programs with respect to skill learning, use of ICT, merging upcoming educational trends and adequate planning also needs to be incorporated.

13. Teacher education institutions of private sector may focus on the improvement of professional competencies of human resources, adequate incentives may be provided to them for encouragement and varied assessment techniques may be encouraged to be used by teacher educators. Additionally every institutions may strive individually and collectively to raise the quality of teacher education programs.

14. Quality assuring indicators and global requirements of education system of present century may be identified and incorporated while planning teacher education programs so that future teachers can successfully deal with professional challenges.

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