

**A COMPARATIVE STUDY OF TEACHING SKILLS OF TEACHER  
EDUCATORS OF TWO WOMEN UNIVERSITIES**



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**2015**

Accession No TH-16711 <sup>VC</sup>

MS  
371.102  
SAC

skills - 1 Teaching - classroom management

**THESIS SUBMISSION**

**A COMPARATIVE STUDY OF TEACHING SKILLS OF TEACHER  
EDUCATORS OF TWO WOMEN UNIVERSITIES**

By

**Samina Shakoor**

**108-FSS-MSEDU/F10**

A thesis submitted in partial fulfillment  
of the requirements of the degree of  
**Master Studies (MS)**  
**Education**

Department of Education  
Faculty of Social Sciences  
International Islamic University  
Islamabad  
2015

## **AUTHOR'S DECLARATION**

It is hereby declared that the author of the study has completed the entire requirement for submitting this research work in partial fulfilment for the degree of MS in Education. This thesis in its present form is original work of the author except those which are acknowledged in the text. The material included in this thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

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## CERTIFICATE

The Thesis entitled "A comparative study of teaching skills of teacher educators of two women universities" Submitted by Samina Shakoor in partial fulfillment of the requirement of MS degree in Education has been completed under my guidance and supervision. All the viva voce observations are carried out under my supervision. I am satisfied with quality and originality of students' research work and allow her to submit this thesis for further process as per IIUI rules and regulation.

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(Dr. Samina Malik)

## **DEDICATION**

*After Thanking Almighty Allah*

*This work is dedicated to my great parents who preferred pen upon any other tool to adorn my life and to those all wonderful teachers who, sincerely give their precious time to their pupils for making them something from nothing*

**Approval Sheet**

**A comparative study of teaching skills of teacher educators of two women universities**

**By**


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**'MASTER STUDIES (MS) EDUCATION'**

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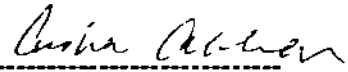
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## ACKNOWLEDGEMENT

The researcher acknowledges the sincere encouragement and guidance of venerable Dr Samina Malik, chairperson of department of education at IIUI, female campus especially, and Madam Fouzia Ajmal, Madam Alina Raza and Madam Saima for their kind and consistent support, for their thought-provoking and highly valuable input, without their enthusiastic interest and unrelenting follow up this work would not have been materialized

The researcher pays a special reverence to Mrs Imtiaz Bano, senior subject specialist at PITE, Quetta Baluchistan, for her polite and cooperative behavior in researcher's first attempt of conducting research

She also acknowledges Mr Addel Anjum, faculty member of Balochistan University of Information Technology & Management Sciences for his valuable effort to give direction towards meaningful analysis

The researcher acknowledges the efforts of her parents brothers and sisters and all fellows of university and hostel who never disappointed her in any type of need

Samina Shakoor



## ABSTRACT

A comparative investigation was conducted in this study, about the teaching skills of teacher educators' involved in building teaching skills in prospective teacher of two women's universities

The objectives of the study (1) To investigate the teaching skills of teacher educators of FJWU used for developing teaching skills in prospective teachers, (2) To investigate the teaching skills of teacher educators of SBKWU used for developing teaching skills in prospective teachers, (3) To find out the differences between the teaching skills of teacher educators of FJWU and SBKWU in perspective of a model 'A Teacher Education Model For 21st Century'

The teaching skills were specified through a model 'A Teacher Education Model For 21st Century' The ten different skills were identified essential for a teacher educator for shaping the future education of the nation. These essential skills are named as (1) Innovation and entrepreneurship skills, (2) Pedagogical skills, (3) Technological skills, (4) Social and emotional intelligence, (5) Facilitative skills, (6) Self-management skills, (7) Student management skills, (8) Admin & management skills, (9) Communication skills, (10) Reflective skills and thinking disposition

The population of the study comprised of education departments of two women's universities located in two different provinces of Pakistan, Fatima Jinnah Women University, Rawalpindi and Sardar Bahaudur khan Women University, Quetta. All the 13 teacher educators were taken as universal population and 183 students of education departments were selected through random sampling. 90 students were selected from FJWU and 93 were selected from SBKWU.

Triangulation method was established, where an adapted observation checklist was employed to measure the teaching skills of teacher educators in classroom study hours and

questionnaires for teacher educator and for prospective teachers were distributed among teacher educators and students respectively, to take their the perception about the teaching skill of teacher educators

The data obtained were tabulated and analyzed through SPSS statistics 21 software to compute mean, standard deviation, t-value and p-value (significance) level T-test was applied to measure the significance of difference between the means of both types of groups' teaching skills. Significance was seen at 05 levels as criterion for the confirmation of the presence of a specific teaching skill

The findings of the study were, among the ten (10) described teaching skills, technological skills are the most compromised skills leading social and emotional intelligence, facilitative skills, and reflective skills and thinking disposition. The self-management skills, student management skills and admin and management skills were comparatively at a higher level while communication skills were at a lower level with significant difference between teacher educators of the both women's universities

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## **DEFINITIONS OF TERMS**

ANTA	Australian National Training Authority
FJWU	Fatima Jinnah women university Rawalpindi
LPET	London Pharmacy Education & Training
NEAS	National Education Assessment System
SBKWU	Sardar Bahadur khan Women University Quetta
USAID	United States Agency for International Development
UNESCO	United Nations Educational, Scientific and Cultural Organization

# CHAPTER I

## INTRODUCTION

### Introduction

“Teaching is the profession on which all other professions depend. Indeed, everybody who is anybody was enabled to become somebody by a teacher.” Prof Linda Darling – Hammond

Skilled practitioners make teaching apparently easy, but it takes time, training, practice and evaluation to be skilled and expert. Teaching being a creative job demands intellectual inputs and needs a high standard for joining. Professional and career development has its roots in Initial training (Sarita & Tomar, 2004)

Educational change and development take the efforts of teachers and decisive role of teacher education in a society. A paradigm shift has occurred due to enormous socioeconomic changes in, political, cultural, economic, demographic and technological arenas, influencing reforms in teacher education particularly (R. Amin, 2006)

Teacher training can ensure that the key subject knowledge is in place and is understood. It can develop the basic teaching skills so that the new teacher can function effectively in the classroom. It can set standards, lay out the research evidence which underpins the most effective teaching approaches and allow trainee teachers to practice the skills which will enable them to cope at the outset of their careers. Developing attitudes and ideals and establishing the moral and ethical responsibility for young people’s learning is much more difficult to achieve. This requires on-going support and encouragement when in a post as a teacher. The key to this is an affirmation and support without which little will be achieved.

In recent times, Singh and Sudershan (2005) have noted a move away from an emphasis on ‘teaching’ to place the emphasis on ‘learning’. This is welcome in that it places

the students at the center of the process of learning. However, while learning can take place without any teacher, it will not happen spontaneously much with young people of school age. The role of the teacher is critical to enable learning to take place and the place of initial teacher education is of vital importance, so that this may happen (Singh & Sudershan, 2005)

Qualitative improvement only can be initiated through teacher education. Any program of qualitative changes in education pre-requires the improvement of teachers. The teacher has the crucial role in the country's development. Indeed, there is a strong tendency for schools to be expected to address and solve all kinds of societal problems, placing more demands on the teaching profession. In the field of teacher-education, many new trends and innovations have emerged. These are new practices, procedures and policies in the area of teacher-education (Rao & Rao, 2005)

Quaid-E-Azam in an Educational Conference in December 1947 noted,

"There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is an immediate and urgent need to give a scientific and technical education to our people in order to build up our future economic life."

"Pakistan aspires to develop a world class education system which is not possible without competent and quality teachers dedicated to their profession" (NACTE, 2009)

Quality of teachers is a determinant of the progress of a country, therefore teaching occupies the noblest position among all professions. Contrary to its noble position it is an unattractive profession and teacher has no the desired honorable position in the society. It needs new aspects of initiation and efforts to uplift this profession to its former noble status. Of course, remuneration will need reviewing extensively as well. However, the whole

process of teacher education requires that there are high standards of entry to courses, high standards expected of all the learning experiences, and high standards expected of those students who will be given a pass. A traditional method perpetuates when other influences do not interrupt and novice teacher tends to teach the way he/she was taught. Such an attitude can become a major obstacle in enabling potential teachers to change their approaches to those which have been found to be more effective (Rao & Rao, 2005)

‘Qualities and competencies in teaching are related to performance and productivity. For any training program in teacher education to guarantee the quality or competent teacher, is only when that teacher demonstrates the skills once out there in the field’ (Ilukena, 1998)

Education for teacher means to make them able to teach effectively. Command of teaching skills eschew the loss of time of students and enhance their learning in minimum time period. Infact sometimes the content taught by the teacher to the prospective teacher for implementation in their classes is not implemented by the teacher educators their selves. A teacher is a role model and many times the beginning teachers follow the patterns of their favorite teacher and get a good reputation for their performance without any training or teacher education program awarded the degree. Teachers directly and indirectly influence the student mental process and try to achieve the aims and objectives through their presentation and the content they present before the student teachers. Teaching skills, i.e. skills of communication, technological, facilitative, self management, reflective skills and thinking disposition, people management skills changed into students’ management skills according to the situation need, innovation and entrepreneurship skills, administrative and management skills and social and emotional intelligence are those skills tried to inculcate in future teacher for producing more competent and genius generation for the future.

Students in the 21st century need to build those skills, knowledge, and dispositions which can guarantee individuals’ successes and survival community. Only a skilled and

competent teacher can cover all morally, intellectually, physically, socially and aesthetically aspects of a child nurture Education has a special function of imparting knowledge development of skills and understanding But who are those good teachers who bring a bright future for their youth is a big question for teachers' hiring, training and retaining authorities What the characteristics/qualification should such teacher possess? How much that teacher can be expected to have more impact on students' performance? If a teacher is the backbone of all teaching and learning activity, how it can be assured that all students get the benefit of good teachers?

Reg and Leighton Dena (1981) defined a good teacher as "A good teacher is someone who is willing to help you more when you need it most" along with the statement, they also raised a question whether good teachers are born or trained?

Researcher had selected the 10 subjective skills mentioned in V3SK model presented in "A Teacher Education Model For 21st Century" by NIE, Singapore for comparison of teaching skills of two different women universities of Pakistan Fatima Jinnah Women University Rawalpindi (FJWU) and Sardar Bahdur khan women university (SBKWU) both the universities are striving to give good professional teacher to the society in major fields and disciplines and one of the most important target is the achievement of competent and skilled teachers for the schools, colleges and universities through teacher education programs Both of universities offer diverse courses and programs to attain the best teachers for the future

### **1.1 Statement of the problem**

The purpose of this study was to investigate the skills of the teachers of International Islamic University (FJWU) and Sardar Bahadur Khan Women University (SBKWU) developing teaching skills in prospective teachers in the context of a model "A Teacher Education Model for 21st Century" The study was about to investigate the teaching skills of

the teacher educators and compare them, in the light of required criteria mentioned in “A Teacher Education Model for 21st Century”

### **1.2 Objectives of the study**

The objectives of the study were,

- 1 To investigate the teaching skills of teacher educators of FJWU used for developing teaching skills in prospective teachers
- 2 To investigate the teaching skills of teacher educators of SBKWU used for developing teaching skills in prospective teachers
- 3 To find out the differences between the teaching skills of teacher educators of FJWU and SBKWU in perspective of a model “A Teacher Education Model For 21st Century”

### **1.3 Research questions**

The following inquiries guided the investigation

- 1 What are the teaching skills of teacher educators of FJWU for developing teaching skills in their prospective teacher?
- 2 What are the teaching skills of the teacher educators of SBKWU for developing teaching skills in their student teacher?
- 3 What are the differences of teaching skills of teacher educators of FJWU and SBKWU in accordance with the skills mentioned in “A Teacher Education Model For 21st Century?”

### **1.4 Significance of the study**

This study is beneficial to all education departments of universities, teacher education institutes, and other related research bodies who try to probe into the problems for restructuring and revamping education sector. This study is helpful in directing training institutes for setting goals for pedagogical purposes. Teachers of any cadre can get benefit through research findings. This research provides a

beneficial judgment to teacher educators as well as student-teachers of FJWU, Rawalpindi and SBKWU, Quetta

### **1.5 Delimitation of the study**

The study was delimited to two women universities of Pakistan, their education departments and permanent faculty members

### **1.6 Methodology**

This was a comparative study conducted to investigate and compare teaching skills of teacher educators used to develop teaching skills in prospective teachers

#### **1.6.1 Population**

All 13 permanent faculty members and prospective teachers of the education departments of FJWU and SBKWU were included in the Population of the study

#### **1.6.2 Sample**

13 permanent faculty members as universal sampling and 183 prospective teachers of the education departments of FJWU and SBKWU were included in the sample of the study

#### **1.6.3 Instruments**

In this study the data were collected with the help of a combination of instrument and tools observation checklist, questionnaire for teacher educator, questionnaire for prospective teacher

#### **1.6.4 Data collection**

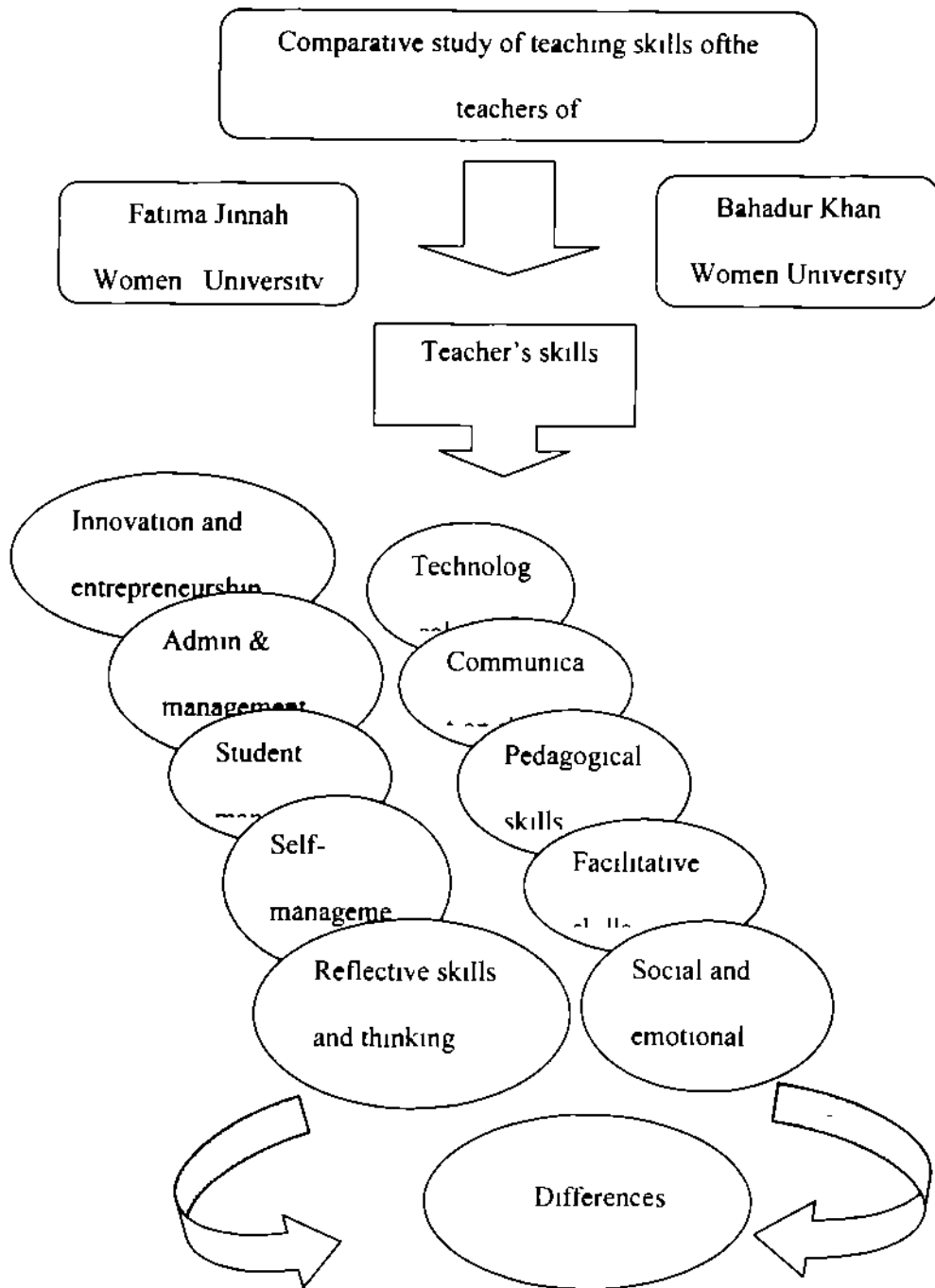
The data was collected through personal visits and direct observation of teacher educators during class hours

### **1.6.5 Data analysis**

Data were analyzed by applying T-test through SPSS statistics 21 and differences between the means of two groups of teacher educators was seen at 05 levels as the criterion for identification of presence of the specific skill



**1.7 Theoretical framework based on “A teacher education model for the 21st century” by NIE, Singapore**



## Chapter 2

### LITERATURE REVIEW

“To know how to teach is the great art of teaching” (Reg & Dena, 1981)

A famous quote by Donald D Quinn (1943) is “If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job ”

Fatima (2010) posited that “Children learn about their environment with the help of others in the process of socialization. Adults are said to provide a scaffold of help upon which children can accomplish tasks that they would not be able to accomplish on their own”

Doyle (2012) holds that “These fruits of education have been materialized by the facilitators of education, known as teachers. Had it not been the teachers and formal system of education, people would not have been able to achieve what had been practically harnessed and accomplished by them up till now”

The abilities and devotion of teachers directly affect the student behavior and achievement, while the trainings and professional development, mold the behavior skills and attitude of teachers by considering students' needs and requirements. Expectations of a teacher have great impact on pupil performance. Thus, teacher entails a crucial role in the education system at any level. Children learn what they see or hear from their teacher. Therefore, it is necessary to have role models in the form of teachers. Making teachers effective role models and enhancing the quality of education, the teachers' professional development programs play a crucial role which ensure the quality of teachers by making them more curious, creative communicators, patient, flexible, and tireless (Fatima & Naseer-ud- din, 2010)

## 2.1 What is teacher education?

“Teacher-education refers to all these programs, strategies, tactics as a result of which a prospective teacher is able to help his pupil to acquire learning – cognitive, psychomotor and affective (Rao & Rao, 2005) ”

As Shah (2002), quoted Aggarwal (1990) “teacher education is that knowledge, skill and ability which is relevant to the life of ‘teacher as a teacher’ The teacher education should emphasize the development and character building of a teacher” (Shah, 2002)

Smith (1969) has given a statement to underpin the meaning of teacher-education,

“One of the chief differences between a theoretically trained and untrained teacher is the performance with a set of sophisticated concepts taken from the underlying disciplines of pedagogy as well as from the pedagogical field by theoretically trained one The teacher who is not theoretically trained will interpret events and object in terms of common sense concepts that have come from the experience of the race permeated with outmoded ideas about human behavior” (Rao & Rao, 2005)

The overall development of cognitive and effective abilities of an individual is characterized by education Utmost effective teachers are prepared through the teacher-education program designed to provide theoretical awareness of teaching and develop competency and ability of teaching All those theoretical aspects which are covered by teacher-education which entail knowledge, pertaining to specific subjects and transmitted to students and teachers, is prospected The theoretical aspects involved in the knowledge of specific subjects and its transmission to students and teachers are prospected by teacher education All those measures, actions and operations, which help in giving awareness to the prospective teachers about the theory related to the behavioral changes and behavioral management of learners, the latest trends of subjects and teaching, and informal dealing with the development of communication of teaching skills As a result, prospective teachers

develop an interest in teaching Teacher education does not only serve the purpose of acquainting them with certain skills and abilities about teaching, it develops the teachers' interest in teaching as well The interest and commitment of a teacher towards his/her subject and to young people, causes strong internal motivation to learn more and develop ever more effective strategies of teaching (Rao & Rao, 2005)

## 2.2 Skills for Teacher Educators

If we seek a positive outcome for students entailing the 21<sup>st</sup> century skills, we have to support and enable the teacher educator in mastering the skills and competencies as required

Gorde (2008) argued that Teacher Educators are key actors for quality in education, as pointed out

“When the general consensus is that teachers are the most important in-school factor influencing the quality of their pupils' learning, it seems appropriate to assume that teacher educators are an important factor influencing the quality of the learning of student teachers The issue of the quality of the teacher educator, then becomes an issue of paramount importance ” (Gorde, 2008)

The PLA (Peer Learning Activity) concluded that the skills required by Teacher Educators include

<b>Skills For Teacher Educators</b>
First order teacher skills (competence in teaching learners)
Second order teacher skills (competence in teaching about teaching)
Knowledge development (research)
System skills
Leadership skills
Competences in collaborating and making connections with other areas

American Association of Colleges of Teacher Education (AACTE) identified the following skills essential for teacher educators

### **2.3 New Concept of Teaching**

Definition of good teaching has been revolutionized for last three decades. A teacher bears the role of a facilitator, or expert of conducting discussions, dialogues, debates and group work. In this way, the interaction between students gets strengthened and related terminology and concepts of the discipline are rehearsed. Learning becomes a community effort, not an individual competition (Sadker & Sadker, 2003).

Teaching is an influential profession which brings huge differences to children's lives. Teaching curriculum, directly, influences the learners while indirectly the behavior, attitudes, values, relationships with and interest of the teacher in his/her pupils bring changes in their personality. Good teachers do not condition background or circumstances of pupils with their achievement. They expect a significant progress and high potential for learning for all their pupils. "But teaching involves more than care, mutual respect and well placed optimism. It demands knowledge and practical skills, the ability to make informed judgments, and to balance pressures and challenges, practice and creativity, interest and effort, as well as understanding of how children learn and develop" (Sarita & Tomar, 2004).

Teacher-preparation programs serve the purpose of inculcating personal culture and general education in each student and develop their ability for teaching and educating others. The principles of good human relationships and the sense of responsibility is contributed through teacher education programs and raise the capacity of students for cultural, social and economic progress (Status of Teacher UNESCO Resolution) (Rao & Rao, 2005).

### **2.4 Teacher education in Pakistan**

Ahmed (2012) pointed deteriorating quality of teacher education in Pakistan. He stressed upon the need for intensifying and giving adequate priority to the effectiveness of

teacher education programs. A bleak picture of the quality of teacher education is exhibited through the various surveys and studies undertaken in Pakistan (World Bank & NEAS, 2005 & UNESCO/ USAID & ITA, 2008)

Policy and planning wing of Pakistan under a strong consideration of the Ministry of Education and Government of Pakistan and foreign support of USAID and UNESCO assigned a set of standards for the development of a skilled and competent teachers to strengthen education in Pakistan and provided a theoretical framework for educational institutes to bring up the student teacher up to the required level. According to the It stated that "If Pakistan aspires to compete successfully in the global knowledge economy and convert the raw talent of its people into a productive asset it has to create a world class educational system for pre-school to postgraduate levels. A world class education is not possible without a world class teacher."

National professional standards for teachers (2009) added that "Quality learning is contingent upon quality teaching by professional who are dedicated to the principles of continuous professional development in the following areas

"Acquisition of current and recent content of knowledge of the subjects they teach,  
Use of broad knowledge of instructional tools, strategies and pedagogical skills,  
"Monitoring and assessing of student learning outcomes and cultivating the ethical, scholarly disposition in students."

## **2.5 Need for teacher education**

"The quality of teacher education institutes has a direct relation with the Quality of school education, among all other factors" (Dilshad, 2010)

Shah's study (2003) found that an adequate training is necessary for entering the teaching profession in order to perform all the expected functions of teaching. A long years is spent by the prospective recruits of the professions like law, architecture and medicine and

same criteria or professional course is required by the teaching as well Teachers' quality is a main wheel for accelerating education reform

"The abilities, skills, willpower and devotion of teachers are determinants of full proficiency, dexterity, contentment, and speediness in community" (Khan, 2011)

"The importance of good teachers is no secret" Teacher education programs are designed to foster theoretical awareness of teaching, teaching ability and teaching competency (Rao & Rao, 2005)

A report on reforming the nation's schools of America by "Teaching for America's future (1996)" stated three premises, 'teachers' learning influence students' learning The quality of our schools can only be enhanced through Recruitment, preparation, and retention of good teachers

Learning gains and added value for pupil are at the heart of a teacher's job Skills of teachers provide help in bridging up gaps between theory and practice while the teaching skills are defined as a group of teaching acts or behaviors intended to facilitate students learning directly or indirectly (Grift & Walls, 2010)

## **2.6 Determinants of teachers' effectiveness on student achievement**

A teacher's primary job is to improve student learning In the past, student achievement was not considered as a factor in a teacher's evaluation After a long, a positive conclusion resulted as student mastery in core subjects, learning higher order skills and score consistency over a long period ( wrong, 2012)

These were the efforts of economists who provided a compelling evidence for the importance of teaching by using value-added models from business for measuring the teacher's effect on student learning A change in test scores of students revealed the effectiveness of the teacher assigned to them

## **2.7 Improving Teacher Education, Increasing Student Achievement**

Qureshi and Dean (2006) posited that good learning is possible only when good teacher education gives rise to good teaching. Their argument is somewhat naive. There is, of course, no guarantee that every student will gain the benefits of good teacher education and there is certainly no certainty that good teaching will automatically generate better learning. However, the reverse argument is stronger. Bad teaching will almost inevitably hinder learning. Lack of good teacher education may well lead to poorer quality teaching.

The professionally trained teachers are a key ingredient in student achievement in terms of understanding, skills of critical thought, balanced reflection, love of learning, maturity, effective relationship development, examination grades, etc. Study after study Yousufzai (2003) has shown that students struggle to learn if they do not have properly prepared teachers. So what needs to be done to prepare better the students who are seeking a profession in classroom teaching?

## **2.8 An overview of the model used in this research**

A Teacher Education Model for the 21st Century (TE21) is, NIE devised a document of 128 pages, based on extensive literature review, understanding of existing and emerging trends, local profile, changing landscape in policies and initiatives, and research data. TE21 posits: "The adoption of the university-based model demonstrates that teaching is a profession where the development of teachers is underpinned by evidenced-based learning, and where teachers require the award of a degree as a pre-requisite for joining the profession."





The V3SK represents 3 values (i) Learner-centered, (ii) Teacher Identity, and (iii) Service to the Profession and Community

The V3SK model also underscores the requisite knowledge and skills that teachers must possess in light of the latest global trends, and to improve student outcomes

Performance Dimensions Core Competencies Professional Practice

TE21 is a holistic approach to revamp teacher education program and specifies the following 10 skills utmost necessary for teachers or prospective teachers

### **2.9 Skills Mentioned In Te21**

- 1 Innovation and entrepreneurship skills
- 2 Pedagogical skills
- 3 Technological skills
- 4 Social and emotional intelligence
- 5 Facilitative skills
- 6 Self-management skills
- 7 Student management skills
- 8 Admin and management skills
- 9 Communication skills
- 10 Reflective skills and thinking disposition

### **2.10 Innovation and Entrepreneurship Skills**

“Innovation consciously exploits new ideas, or new uses for old ideas, to add social or economic value (IBSA, 2007)

The innovation skills are practically the types of skills that allow individuals to become innovative in what they do. These are usually a combination of cognitive skills (e.g. The ability to think creatively and critically), behavioral skills (e.g. The ability to solve problems, to manage risk), functional skills (e.g. Basic skills such as writing, reading and

numeracy) and technical skills (e.g. Research techniques, project management, or IT engineering) ”

### **2.10.1 Need for developing innovation**

According to ANTA (2001) Innovation itself is neither skill nor capability, it is a combination of relevant knowledge, skills and attributes to cope with a problem in a specific context. With the changing nature of work, the capacity for innovation needs to be developed, for example

- i New technology
- ii Changing economic conditions
- iii Novel working conditions
- iv Changes in the global marketplace

It means, to cope with all new competitions, latest skills and jobs are needed to be taken on by the participants

### **2.10.2 The way to develop innovation**

Teaching innovation is characterized by some myths. Some people say teaching innovation is not possible because it happens randomly while some people assume that innovation is applicable to those organizations, designing or manufacturing products or it applies to only high technology industries. However, using a variety of teaching and learning strategies can develop or generate innovation. Innovation shifts teacher centered method towards learner centered method by using activity-based, self-directed learning, and problem-based learning (Singh & Sudershan, 2003)

ANTA (2001), proposed six skills for approaching Innovation, systematically. These skills do not provide only personal skills needed by individuals, but a methodology for use by a team or organization as well. Development and usage of innovation skills provide the opportunity to do things in the more acceptable mode. Innovation skills help people in

developing and designing new products, policies and technology Innovation skills give rise to flexibility, and make possible the application of new skills, keeping in view the customer focus In the way a systematic approach is developed from ideas to bring about a change in the workplace Innovation in such ways helps in exploring the working environment. innovation occurs when a working environment is explored, ideas are generated and discussed, opportunities are identified for improvement, an effective feedback is demanded along with opinions, different alternative and experiments are searched and things are tried out A framework is provided to the learners to apply skills needed for innovation The six separate but interrelated skills are described here

- i Interpretation of opportunity or need
- ii Generation and selection of one or more ideas
- iii Collaboration with others for developing idea(s)
- iv Reflection on the idea
- v Representing the idea to promote it
- vi Evaluation of idea

Innovation skills need a workplace or training to develop, it can never be developed in isolation

## **2.11 Entrepreneurship Skills**

The Professor Howard Stevenson, the godfather of entrepreneurship studies at HBS suggested “entrepreneurship is the pursuit of opportunity beyond resources controlled” (Killen, 2003)

The freedictionary.com posited “Entrepreneur is a person who organizes, operates, and assumes the risk for a business venture” and “entrepreneurship is the state, quality, or condition of being an entrepreneur, an organizer or promoter of business ventures” or “the duration of a person’s function as an entrepreneur”

The Coleman Foundation defines entrepreneurship as "self-employment through business ownership which has significant elements of risk, control, and reward"

Meta-analysis of entrepreneurship in the research of Gorman, Hanlon and King's (1997) highlighted that "entrepreneurship could be taught " Gorman et al Contended that "more academic awareness would be achieved through increasing entrepreneurship classes, and subsequently much acceptance it would gain as a legitimate area of study As predicted, the growth of the discipline did change as its acceptance within academia developed "

Recent researches have been conducted a close in-depth examination for teaching best entrepreneurship to university students (Kyriacou, 2007) Teachers of this discipline face challenges, even that it is accepted academically For producing successful entrepreneurs' real-life examples and experience are needed to blend with the expected rigor which academia requires It takes much effort of educators in making a student entrepreneur rather than be falling in "chaotic and ill-defined" experience

The student can be molded into entrepreneurs by giving them the opportunities of direct observation of entrepreneurs practices In this way, the student learns to become entrepreneurs effectively (Kyriacou, 2007)

The student can analyze the behaviors of entrepreneurs' through conducting interviews, surveys and case studies The ways entrepreneurs follow their daily routine, fulfill responsibilities and bear different traits and motivation can easily be understood through direct observation (Kyriacou, 2007)

## **2.12 Pedagogical Skills**

According to Suciu, I A & Mata, L (2011) pedagogical skills can be defined as, "Generally speaking, pedagogical skills have been regarded either as an ensemble of potential behaviors/capacities allowing for efficient manifestation of an activity, or as a minimum professional standard, often specified by law, which professionals should reach "

McBer (2000) shared that “Pedagogy is the act of teaching together with its attendant discourse. It is what one needs to know and the skills one needs to command in order to make and justify the many different kinds of decisions of which teaching is constituted.”

“Pedagogic skills can be referred to the ability or expertise of teachers as their method of teaching. This may include practically explaining theory to students or being able to apply the subject in real life for easy understanding.”

Reddy (2004) wrote an article to foster learning of new teaching skills, to raise pedagogical issues valuable for reflection, and helpful in becoming attentive to matters of classroom ethos and the power dynamics involved in teaching and learning. He stated five basic strategies to cope well the teaching-learning process.

#### **2.12.1 Five Basic Strategies to Cope Well the Teaching-Learning Process.**

##### **I. Differing Roles and Temperaments of Teachers**

With the passage of time, many changes take place in the personality and teaching methodology of the teachers, but two things are of crucial importance which retains the teaching on top level.

- a Flexibility of teachers to judge students for their learning in a specific course
- b Communication of a passion for the subject matter and an interest in the way people learn

##### **ii. Multiple Learning Styles of Students**

Teachers now understand that most young children learn holistically by creating webs of association as they integrate new information and master new skills (Carolyn J. Sharp, 2009). He concluded the characteristics of struggling teachers are,

- a The Creation of a “safe” learning environment where students with varying skill levels are respected
- b Children are encouraged in decision-making and judgment developing

- c Social groups of different grade level are sometimes devised to enhance learning
- d Previous knowledge of students is valued and affirmed and they are invited to deepen and expand their knowledge
- e Learning opportunities related to real life are provided in classroom center in the form of imaginative plays
- f All the senses of students are utilized in learning

### **III. Teaching, Authority, and Power**

Pedagogy includes an important and the most challenging and fascinating aspect of teacher learning about the construction and expression of authority

A teacher can Share Power by communicating his Expectations about the role of students and objectives and needs of curriculum or syllabus and through helping Struggling Students in a way that they can express their weaknesses in any aspect affecting their learning

### **IV. Evaluation of Student Writing**

Students can be easily involved in in-depth, intensive learning through an effective feedback on student paper for a particular topic. Students realize their work and effort is being honored. When a proper time is given to reflect their work and they are communicated to remove mistakes and for more improvement. This encourages the students to learn more and more in the future and appreciates the value of your teaching as well.

The teacher's job is to make students' writing flawless by giving them confidence instead of discouraging them for what they have written.

## **V. Evaluating Student Midterm and Final Examinations**

Exams are stunning tool to identify occurring level of students for the specific content which was sought to teach

### **2.13 Technological Skills**

Teacher's ability and competence is one of the factors which integrated technology in instruction according to the student needs. Technology skills are being taught in the first-level, where only working with technology is addressed while integration of knowledge and analysis of information are not delivered on students' level (Varank, 2013)

Beckett, Chishlom, Buss, Zambo, Williams, Odom, Padgett, and Weitzel (2003) posited that teachers play a central role in the creation of such environment where technology is integrated for the better learning of students. A restricted and unbalanced exposure of technology can be result without teachers (Varank, 2013)

Mieke (2001) pointed that teaching with technology can improve through understanding and using teaching and thinking creatively

Mieke (2001) identified that in active learning, (a) students pays more attention on activities, (b) motivation causes due to applying technology in different contexts

"In the 21st century, students must be fully engaged. This requires the use of technology tools and resources, involvement with interesting and relevant projects, and learning environments—including online environments—that are supportive and safe. In the 21st century, educators must be given and be prepared to use technology tools, they must be collaborators in learning—constantly seeking knowledge and acquiring new skills along with their students." (Siddiqui, 2008)

According to Richard (2010) "Teachers who use technology frequently to support learning in their classrooms report greater benefits to student learning, engagement and skills from technology than teachers who spend less time using technology to support learning



Teachers who are frequent technology users also put more emphasis on 21st century skills and report more pronounced effects on student learning of these skills ”

### **2.13.1 Technology for enabling effective professional development**

Carroll (2008) observed the consequences of using technology in instruction for the quality and efficacy of teacher through creating an effective learning environment using 21st century technology tools. Carroll indicated that 21st century tools enable the teacher effective communication with parents and make easy the provision of an immediate feedback to the students about their performance. According to Carroll, student learning and teaching quality is improved consequently.

## **2.14 Social and Emotional Intelligence**

“Social intelligence means the ability of an individual to react to the social situation of daily life. It is the ability to get along well with others. It includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one’s own the perception and reaction patterns (Kanikella & Digumarti, 2009) ”

### **2.14.1 Development of social skills in a cooperative environment**

Autumn (2000) quoted (Jordan, 1996) that peer relationships stood first in the context for individual’s social and emotional growth because the concept of cooperation, intimacy, affection, experience companionship and interpersonal sensitivity are developed within these relationships. Interpersonal skills can only be developed in a social context. For the reason a safe and effective learning environment creation is the prime objective for developing social and emotional skills. Difficult` students often have strained relationships with peers and can be intimidating. To normalize the behavior of such students may be achieved by putting

academic expectations for students in a social setting, they may be involved in individual and group activities, an empathy and negotiating skill may develop to promote learning and resolve conflicts, an awareness may be given to the students about their mall behavior and its effect on others, student relocation may cause due to inappropriate social interaction to safeguard the overall learning environment Student, after attainment of objectives, should relocate in his prior group making it sure that at the time of relocation, the student was completely aware of the duration and criteria of behavioral changes required for re-entry into the group

#### **2.14.2 Emotional intelligence**

Emotional intelligence (EI) is the ability to identify assess, and control the emotions of oneself, of others, and of groups "Autumn (2000) observed the emotional intelligence as

Awareness about one`s feelings and making good decisions in light of those feelings, ability to control impulses and manage moods, steering motivation and efficiently overcoming setbacks in working towards goals (Goleman 1996)

#### **2.14.2 Benefits of Improving EI**

"Gaps in emotional intelligence skills affect students both inside and outside the school context (Trinidad & Johnson, 2002) "

Improper availability to the development of IE results behavior problems in the following four areas,

- 1 EI and interpersonal relationship
- 2 EI and academic performance
- 3 EI and psychological well-being
- 4 EI and the emergence of disruptive behaviors

Students' academic performance is effected ultimately when they create the ability to recover their minds from negative states and have a clear idea about their feelings and

emotions because it give rise to mental health and indirectly their decisions affect their achievements. Commonly, having limited emotional skills, people experience emotional difficulties and stress in their studies. Adaptive skills can overcome such imbalance emotional skills to cope with these undesired situations. EI may act as a moderator of the effects of cognitive skills on academic performance (Petrides, Frederickson & Furnham, 2004)

### **2.15 Facilitative Skills**

According to Kristin Arnold it is defined as, "The term originate from the root word *facile* that means to make things easier. In case of teacher facilitative skills, a teachers' facilitative skills are the way of making the teaching process easier in order to take the students from where they are to a point where he/she wants them to go."

According to Schwarz (2005) "A facilitator always strives to improve group effectiveness by improving the structure and process of functioning. This objective can be fairly achieved by remaining neutral in the process of knowledge exchange, in order to avoid becoming part of the decision making process and persuasion. From the above discussion, it can be deducted that a process expert can only be a person who can help the group to grow and become effective, and possess the qualities of an advocate and demonstrate them in order to make the switch."

The way of teaching has been changing from didacticism to a new facilitating one which requires teachers to be using new techniques and performance of roles played in accordance with the need of change (Griffin, 2003, Jarvis & Pell, 2002). On another account, Jarvis (2002) suggests that teaching is a dual character's job that is both science and art in itself. A better approach in teaching can be a combination of both the democratic facilitative approach and authoritarian didacticism approach. The time to see the teacher as the knower and pupil the receiver of the knowledge has gone long ago, some of the radical teachers

argue, the only way out now is to exercise problem solving methods and techniques in addition to the vicarious strategies used for learning. Under such methods the students will be free to interpret the world in accordance with their own learning and knowledge and to theorize the discourses and make articulation that is a way to encourage sharing from the receiver end (Preece & Griffin, 2002). The facilitative approach to teaching helps student think critically and make an understanding with a reflection of their personal circumstances in life. Likewise, the approach helps students make sense of the real world circumstances and events and helps teacher tease out the traditional learning experiences (Gregory, 2002). For a teacher to act as a facilitator at the class room certain requirements that a teacher must have are, competency, possession of self-esteem, compassion, reverence, authority and flexibility in his/her way of teaching. The room for criticism and challenge should exist in order to establish a relationship that helps both the parties make impartial learning from the environment (Freeth & Parker, 2003). Besides, it is also important for the teachers to have all these traits and qualities which they wish to see in their students. However, a strong personal relationship that a teacher wants to create with pupil needs some qualities that appreciate intellectual analysis, description of personal experiences, a room for critical thinking, challenge learning and problem solving ability (Gregory 2002). Banning (2004) quotes that lower morale, lack of interest, lack of motivation and reduced confidence have been found in students who get limited or poor facilitation from their pedagogues.

According to Gilmartin (2001) the least effective facilitative style as usual remains the didactic-experiential where the teacher demonstrates more defensive during lectures, especially in circumstances of group activity and the ability to meet the high level of challenges remain absent. Whereas, in contrast to the aforementioned approach to teaching a better alternate exists for a teacher to have critical pedagogy as a style of teaching here the students are handed over the responsibility to be learners themselves and a ground is made

for the intuitive and cognitive the perception framing of the students. There are certain presage variables which a student learner needs to have in order to get the maximum out of the teaching environment and the mix of variables may vary from a student to another. Gregory (2002) These variables are given by expectations, knowledge, skills, motivation, short and long term knowledge retention ability, experience, competencies, availability of time to study, capacity of learning, ability to solve problem, open access to facilities for student support, orientation to learning and concentration power.

### **2.16 Self-Management Skills**

Self-management – the ability to control and improve thinking, behavior and emotion in a moderate level for survival in society and to tackle problems. Ability of self-management leads a person towards success and intimate interpersonal relationship (Ujsara & Wongwanich, 2011).

#### **2.16.1 Five Core Management Skills**

Kate and Halsted (2003) contended five core management skills which include problem solving, decision making, resource utilization, forming a care provider relationship and taking action.

Tobin, Holroyd and Creer used their principle of self-management in an individual's behavior changing based on social cognitive theory of Bandura. It is said that wisdom and mind also contribute to change individual's behavior along with environment condition (Ujsara & Wongwanich, 2011).

Reh (2009) pointed management skills pyramid of self-management. Pyramid contains four levels depending on difficulty. These levels of management are interlinked and the one level allows to pass to another only when the prior level is totally understood and handled. All the basic skills of management, which help in getting a job like planning, organizing, directing, controlling are mentioned in the level 1 of the Management Skills.

Pyramid Level 2 explains those skills needed to develop staff Employee involvement and motivation, training and coaching are one of those specific skills required to develop staff Level 3 is entitled with self development, including self and time management The peak of the Management Skills Pyramid, is leadership skill which transforms from management to leadership skill Here that position comes where someone really wants to reach in their management career



Figure 3 Management Skills pyramid

### 2.17. Student management skills

Coates (1999) mentioned leading, coaching and mentoring, relationship building, Conflict resolution, presentation and facilitation, building teams, and creation of effective communication as core skills in student management In addition Frame (1999) observed that for managing students effectively a person needs certain skills given by,

A person (teacher) is required to be consistent, honest, approachable and liable to treat fairly and have a sense of veneration for people These traits will result in an atmosphere of trust in the authority which will automatically generate a positive and productive teaching environment transforming into a culture ultimately

A good listener can be a good manager The manager needs to establish a meaningful relation through understanding of the needs and expectations of people/students

A strong communication skill can be brought in students through a jumble of soft skills in addition to the overall process of people management The students in this way strive for the creation of a better education environment

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Soft skills in the view of Coates (1999) are basically those skills which cannot be observed or measured. It can be quantified to understand others' thought needed for each and every pedagogue in educational settings. The learning which results in a classroom setting along with the learning on the streets are finally ending in refining interpersonal skills. A combination of past experiences and mundane observation tends to build those skills which help in making their life better.

## **2.18 Admin and Management Skills**

When conflicts are dealt productively, communication is done effectively, and the team is tuned finely, admin and management skills are said to be present there. Managers through these skills get their position in the management team, empower them to achieve growth, and to discover what it takes to grow to be a change master.

### **2.18.1 Diversity Between Administrative and Management Skills**

Morgan (2011) observed that Administrative skills have different themes while management skills have different but both are frequently perceived interchangeably. Administrative skills focus on planning and policies, while management skill is said when these plans and policies are put into action.

### **2.18.2 Administrative Manager Characteristics of an educationist**

A teacher is characterized by different roles. He not only strives to enhance students' learning, but tries to maintain the institution/organization at high position.

Here are some more duties which are rendered under the supervision of a teacher:

Human Resources, Staff recruitment and retention, rostering staff, exit interviews, learning and development (opportunities are created for training and professional development of self, others staff), succession planning, Quality and Safety (developing plans for quality enhancement, reporting incidents) Governance (writing policies,

business/strategic and operational plans, and guidelines) including Other (writing grant submissions, evaluation and research, etc ) (Carver & Scheier, 2000)

## **2.19 Communication Skills**

“Communication is a systematic process in which people interact with each other through symbols to create and interpret meanings (wood, 2008)”

According to the Barker (2013) the new definition of communication is as “Communication is the process of creating shared understanding” businessdictionary.com, stated the ability to convey information to another effectively and efficiently as communication skills

“Any act by which one person gives to or receives from person information about that person's needs, desires, the perceptions, knowledge, or affective states Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or non-linguistic forms, and may occur through spoken or other modes ’ (Valenzuela & Scherba, 1992)

Effective communication is said to be effective when the message which sender intends to be transmitted is exactly received by the receiver (Mistry & Meliones, 2008)

Fayol identified planning organizing, commanding, controlling, and coordinating, as five functions of management and management, on the other hand is dependent on effective communication skills In a nut shell, communication skills have become vital for the success in the existing workplace environment Whereas the rate of emphasizing communication skills in educating schools is slow to adapt their curricula, essential to managerial success

### **2.19.1 Communication Forms**

Communication comes in many forms

- 1 Verbal (sounds, language, and tone of voice)
- 2 Aural (listening and hearing)



- 3 Nonverbal (facial expressions, body language, and posture)
- 4 Written (journals, emails, blogs, and text messages)
- 5 Visual (signs, symbols, and pictures) (Hunt, Wiseman, & Touzel, 2009)

### **2.19.2 Communication loop**

Communication is a two way process. There is a constant feedback loop between the people involved. For this reason, effective communicators recognize that the meaning of their communication is the response they get. Good teachers need both interpersonal skills (the ability to work with others) and intrapersonal capacity (the ability to manage yourself and your emotions) (Hunt, Wiseman, & Timothy, 2009)

### **2.19.3 Communication skills in classroom**

Barad (2009) shared six important skills of teacher in classroom

- 1 Positive Motivation
- 2 Sense of Humor
- 3 Effective Body Language
- 4 Understanding and listening to the students' opinion
- 5 Team Formation facilitate in students-teacher mutual understanding
- 6 Up-to-date Technical skills, laced with newest teaching techno-tools

## **2.20 Reflective Skills and Thinking Disposition**

LPET (2011) defined reflection as

A thought process involved in

- 1 “- Looking back at events and asking questions (Retrospective)
- 2 Looking forward (crystal ball gazing) and asking questions (Prospective)
- 3 Self-assessment of practice / competence in a given situation

- 4 Looking for learning points within the scenario or situation on which you reflect
- 5 Identifying learning / development needs”

Boud, Keogh and Walker (1985) hold that “reflection is an activity in which people recapture their experience, think about it, mull over it and evaluate it”

Osterman and Kottkamp (1993) added that “through reflection and analysis, we strive to understand the experience”

Razmov, Socha, and Davis (2003) stated that a lifelong learning and learning from experience is characterized by reflecting. An understanding of the world and the creation of new distinctions and possibilities for the future are made possible through reflection. Reflection gives rise to creating intention. In reflection by focusing the perception of what has happened and what is needed to be achieved, and appropriate solutions to problems come into view more easily (Center for Urban Simulations and Policy Analysis, 2003)

#### **2.20.1 Outputs of reflection**

- 1 Critical Review
- 2 Learning something
- 3 Material for further reflection
- 4 An action, e.g. applying learning to practice
- 5 Theory development
- 6 Development of knowledge
- 7 Self-development, i.e. improvement or development within your practice at any level
- 8 Making a decision
- 9 Resolution of uncertainty

- 10 Outcomes that are unexpected e.g., discoveries about self you were previously unaware of, images or ideas that may be potential solutions to problems
- 11 Feelings, emotions or knowledge about own emotions and feelings
- 12 Identifying learning needs (LPET, 2011)

### **2.20.2 Characteristics of reflective practitioners**

Donald, Cruickshank, Kim, Metcalf and Jenkins (2006) have discussed reflective practitioners bearing certain characteristics

Teaching on their part is reflected on, regularly and purposefully. They are flexible, freely raise questions on their own views and reactions to their teaching practices. Reflective practitioner holds their selves responsible for the consequences of the decisions they make in the learning environment. They are vigorous and enthusiastic to focus on the ways to improve their teaching. They take over the position of “students of teaching” by probing into the teaching and learning related theory and practices

### **2 20.3 Immediate and future benefits of reflective thinking**

Donald et al (2006) highlighted the immediate and future benefits of reflective thinking for pre - service teachers as

Reflection enhances learning by focusing learning experiences. Reflective thinking enhances the ability to tackle classroom events by understanding and analyzing the situation

Reflection helps the teacher in maintaining classroom life by creating an inviting, predictable, and thoughtful learning environment

A self-monitoring attitude is developed by the teachers with help of reflection. Teachers grow personally and professionally through reflection which enable them to redesign the school culture and teaching in the face of new challenges

#### 2.20.4 Teachers can serve many ways to develop reflective thinking skills:

The interaction provided through a dialogue journal can help you internalize ideas and build flexible, mature thinking about teaching

A teacher can build a higher-order thinking skills and deliberate change in attitude through focused and purposeful discussions

Teaching portfolios reiterate other reflection experiences and help reflect on teaching more broadly (Donald R et al , 2006)

#### 2.21 Thinking Disposition

Cubukcu (2006) defined thinking process as making a sense of the outer world events and objects into symbols " At first the brain infers the meaning of symbols, these meanings tend to establish hypothesis which result in calculating and producing the upcoming symbols The outer world is shaped into the reference of these symbols with respect to its objects and events So a "real" situation than exists

Perkins, Jay, and Tishman, (1993) stated that seven intellectual tendencies are referred as the cause of good thinking dispositions translating into productive intellectual behavior Those seven dispositions are described in the following list

- 1 Extensive and exploratory disposition open-minded, exploration of views that are alternative and contrasting as well, in a way that limits narrow thinking, also having the capability to spawn a variety of alternates
- 2 A disposition is said to be met cognitive, if it is about the awareness and the ability to monitor own thinking and it is meant to control the flow of such cognitive process, it is also about situations when someone needs to think with alertness and being reflective
- 3 Having an intellectual curiosity that is sustained with such disposition there comes, adventure, questioning to investigate and explore, looking for and

probing into anomalies, amputees and ambiguities, having potential to look into the soul of issues and problems with keen observations and sound questioning,

- 4 A disposition that is meant to be careful with intellect, looking for accuracy and precision, good in organizing and having thoroughness, processing the information in a clear and precise manner
- 5 Strategic planner is a disposition having an ability to set goals, formulate the plans and execute them as well, forecast the realistic outcomes, control and monitor the situation and look for deficiencies and correcting the course of action and direction
- 6 The disposition to make proper get through and clarify thoughts it comes with an inert desire to clearly understand things, to ask for explanations, monitoring the situation to check for focus and clarity,
- 7 The disposition to be logical and reasonable An ability to ask for reason and logic, questioning and asking for justification, giving importance of evidence and look for reasonable choices (Shari & Perkins 2011)

Cubukcu (2006) posited that it is temperament in nature the fact that thinking itself is easy to make get through and it should be taught and made understandable Thinking of a particular person is open to corollary with the help of tools that can help aggrandize the thinking process Nations are built by the educated, creative and efficient thinkers who can possess judgment, sense and have potential to think in a productive manner The purpose of education here can mold not restraining to impart of knowledge, but also working on the strategies than can help build thinkers The main theme of all this discussion is that thinking itself is a domain that helps individuals to understand things, cure problems, look for remedies with brainstorming, and finally to make phenomenal and logical decisions with the help of the information that they have acquired in their life time

## **Chapter 3**

### **RESEARCH METHODOLOGY**

This was a comparative study a type of descriptive research conducted to probe into the teaching skills of teacher educators of two women universities Fatima Jinnah Women University, Rawalpindi and Sardar Bahadur Khan Women University, Quetta An observation checklist and two questionnaires, one for teacher educator and one for prospective teachers were employed

#### **3.1 Population**

All 13 permanent faculty members and prospective teachers of the education departments of FJWU and SBKWU were included in the Population of the study

#### **3.2 Sample**

13 permanent faculty members as universal sampling and 183 prospective teachers of the education departments of FJWU and SBKWU were included in the sample of the study

Teacher educators were taken as universal sample and total 15 students, 5 each of 3 different programs or levels were taken to fill the questionnaire about a specific teacher educator The respondents were selected randomly 90 students from FJWU and 93 students from SBKWU were liable to fill the questionnaire for prospective teacher

Table 1 Respondent prospective teachers from IJWI

	BS Ed		M A (Edu)	M Ed	Total
	Semester 1	Semester 3			
TEr 1	5	5	5	0	15
TEr2	5	0	5	5	15
TEr3	5	0	5	5	15
TEr4	5	5	5	0	15
TEr5	5	5	0	5	15
TEr6	5	5	5	0	15
Total	30	20	25	15	90

Table 2 Respondent prospective teachers from SBKWU

	BS Ed		M A (Edu)	M Ed	Total
	Semester 1	Semester 3			
TEr 1	5	5	5	0	15
TEr2	5	5	5	0	15
TEr3	5	5	0	4	14
TEr4	5	5	0	4	14
TEr5	5	0	5	0	10
TEr6	5	5	5	0	15
TEr7	5	5	0	0	10
Total	35	30	20	8	93

### 3.3 Instruments

In this study the data were collected with the help of a combination of instrument and tools observation checklist, questionnaire for teacher educator, questionnaire for prospective teacher. The teaching skills of teacher educators were observed through direct observation in the presence of another research assistant, specially trained in observation. Observation checklist

was adapted according to the situation need. Keeping in view ethical code of research, advance permission was taken by the administration and teachers as well. The teacher educators were observed in the real situation classes where they were involved in developing teaching skills in prospective teachers. Observation checklist was made of 15 responses and five point Likert scale (5 outstanding, 4 good, 3 fair, 2 poor, 1 not applicable) addressing the essential teaching skills mentioned in TE21.

A teacher educator questionnaire was getting filled by teacher educators, according to their perception about their teaching skills. It consisted of 13 responses and five point Likert scale (5 Always, 4 often, 3 sometimes, 2 rare, 1 never). A prospective teacher questionnaire was comprised of 33 responses and five point Likert scale (5 Always, 4 often, 3 sometimes, 2 rare, 1 never) addressing the teaching skills mentioned in TE21. Students were advised to fill the details according to their perception about the teaching skills of teacher educators. In this way 15 prospective teacher questionnaire were got filled for the teaching skills of a single teacher educator.

### **3.4 Validation of the instrument**

A pilot test was conducted in International Islamic university Islamabad and Government College of elementary education, Jinnah town Quetta for BS program. 3 teacher educators and 45 prospective teachers were selected randomly in each institute. Reliability of the instruments was as under,



Table 3 Reliability of Instrument

Tools	Cronbach Alpha	No of item
Observation checklist	0.948	15
Questionnaire for teachers educators	0.631	13
Questionnaire for perspective teachers	0.538	33

Observation checklist was an adapted/standardized instrument showing the maximum value of reliability while other two tools were made by the researcher herself showing comparatively less value for reliability. Pilot testing has not been done on the actual population due to the small size of population of teacher educators available for actual study. The opinion of experts was also taken to enhance the reliability and validity of the instrument as well.

### 3.5 Data collection

The data were collected after finalizing instruments. It was mid March-April 2014 when only 1<sup>st</sup> and 3<sup>rd</sup> semesters of BS and students of M A (Edu) and M Ed were present for their studies and responded to the items as required. The sample institutes were visited by the researcher personally to administer the instrument, along with a trained research assistant.

Observation checklist was administered during the class hours. The teacher educators were given maximum two weeks to fill up the questionnaire while the questionnaire for prospective teachers were got filled there on the spot by giving them 40-45 minutes. The process of data collection was completed in 45 days.

### 3.6 Data analysis

At first the two values obtained by two observers for observation checklist was unified through an average and then data were analyzed by applying T-test through SPSS statistics 21 and differences between the means of two groups of teacher educators was seen at 05 levels as the criterion for identification of presence of the specific skill. Mean about 4 or greater than 4 is considered at desired level or satisfactory while below than 4 is considered as the unsatisfactory level of specific teaching skills.

## Chapter 4

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Analysis of Observation Checklist

##### 4.1.1 Innovation and Entrepreneurship Skills for Observation Checklist

Table 4 Observation of Innovation and Entrepreneurship

Groups	N	Mean	Std Deviation	t	df	Sign (2-tailed)
FJWU	6	3.2	.84	2.58	11	.09
SBKWU	7	4.0	.00			

To compare observation about Innovation and entrepreneurship skills of teachers of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference. The items related to the innovation and entrepreneurship skills were incorporated, including item 4 and 13 of observation checklist. Innovation and entrepreneurship skills of teacher educators of FJWU and SBKWU,  $t(11) = 2.58, p = 0.09$ . On a five-point Likert scale observation for Innovation and entrepreneurship skills of teacher educators of FJWU averaged 3.20 (SD=0.84) and SBKWU averaged 4.00 (SD=0.000) which revealed a high level of innovation and entrepreneurship skills for teacher educators of SBKWU.

##### 4.1.2 Pedagogical Skills for Observation Checklist

Table 5 Observation Of Pedagogical Skill

Groups	N	Mean	Std Deviation	t	df	Sign (2-tailed)
FJWU	6	3.3	.41	2.2	11	.83
SBKWU	7	3.4	.38			

To compare observation about pedagogical skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t- test showed that there was an insignificant difference in observation of pedagogical skills of teacher educators of FJWU and SBKWU for  $t(11) = 22, p = 0.83$ . The items related to the pedagogical skills were incorporated, including items 2, 3, 4, 5, 8, 9, and 12 of observation checklist. On a five point Likert scale observation about pedagogical skills of teacher educators of FJWU averaged 3.3 (SD=0.41) and SBKWU averaged 3.4 (SD=0.38) which revealed a high level of pedagogical skills for teacher educators of SBKWU.

#### 4.1.3 Social and emotional intelligence

Table 6 Observation of social and emotional intelligence

Groups	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
FJWU	6	3.4	0.34	763	11	.69
SBKWU	7	3.5	0.42			

To compare observation about social and emotional skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t- test showed that there was a significant difference in observation about social and emotional skills of teacher educators of FJWU and SBKWU for  $t(11) = 76, p = 0.69$ . The items related to the social and emotional skills were incorporated, including items 4, 8, 10 and 15 of observation checklist. On a five point Likert scale observation about Facilitative skills of teacher educators of FJWU averaged 3.4

(SD=0.34) and SBKWU averaged 3.5 (SD=0.42) which revealed a high level of Facilitative skills for teacher educators of SBKWU

#### 4.1.4 Facilitative Skills for Observation

Table 7 Observation of Facilitative Skills

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
FJWU	6	3.7	.45	34	11	.74
SBKWU	7	3.8	.39			

To compare observation about Facilitative skills of teachers of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was insignificant difference in observation about Facilitative skills of teacher educators of FJWU and SBKWU for  $t(11) = 34, p = 0.74$ . The items related to the facilitative skills were incorporated including items 2, 4, 7, 8 and 9 of observation checklist. On a five point likert scale observation about Facilitative skills of teacher of FJWU averaged 3.7 (SD=0.45) and SBKWU averaged 3.79 (SD=0.39) which revealed a high level of Facilitative skills for teacher educators of SBKWU.

#### 4.1.5 Self-management skills for observation

Table 8 Observation of Self-Management Skills

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
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FJWU	6	3.8	0.31	76	11	.86
SBKWU	7	3.7	0.37			

To compare observation about Self-management skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was an insignificant difference in observation about Self-management skills of teacher educators of FJWU and SBKWU,  $t(11) = .76, p = 0.86$ . The items related to the facilitator skills were incorporated, including items 2, 4, 7, 8 and 9 of observation checklist. On a five point Likert scale observation about Self-management skills of teacher educators of FJWU averaged 3.8 (SD=0.31) and SBKWU averaged 3.7 (SD=0.37) which revealed a high level of Self-management skills for teacher educators of FJWU.

#### 4.1.6 Student management skills for observation

Table 9 Observation of student management Skills

Groups	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
FJWU	6	3.4	0.37	.76	11	.47
SBKWU	7	3.6	0.42			

To compare observation about Student management skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference in observation about Student management skills of teacher educators of FJWU and SBKWU for  $t(10) = 0.76, p = 0.47$ . The items related to the student management

skills were incorporated, including items 2, 4, 6, 8 and 12 of observation checklist. On a five point Likert scale observation about Student management skills of teacher of FJWU averaged 3.4 (SD=0.37) and SBKWU averaged 3.6 (SD=0.42) which revealed a high level of Student management skills for the teacher educators of SBKWU.

#### 4.1.7 Admin and management skills for observation

Table 10 observation of admin and management skills

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
FJWU	6	3.9	0.22	1.04	11	0.33
SBKWU	7	3.7	0.39			

To compare observation about Admin and management skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference in observation about Admin and management skills of teachers of FJWU and SBKWU for  $t(11) = 1.04, p = 0.33$ . The items related to the admin and management skills were incorporated including items 1, 9, 10 and 14 of observation checklist. On a five point Likert scale observation about Admin and management skills of teacher educators of FJWU averaged 3.9 (SD=0.22) and SBKWU averaged 3.7 (SD=0.39) which revealed a high level of Admin and management skills for teacher educators of FJWU.

#### 4.1.8 Communication Skills for Observation

Table 11 Observation of Communication Skills

Groups	N	Mean	Std Deviation	t	df	Sig (2- tailed)
FJWU	6	3.4	0.23	0.34	11	0.74
SBKWU	7	3.5	0.19			

To compare observation about Communication skills of teachers of FJWU and SBKWU an independent samples t-test was conducted. The result of t- test showed that there was an insignificant difference in observation about Communication skills of teacher educators of FJWU and SBKWU for  $t(11) = 0.34$ ,  $p = 0.74$ . The items related to the communication skills were incorporated, including items 5, 6, 10 and 15 of observation checklist. On a five point Likert scale observation about Communication skills for teacher educators of FJWU averaged 3.4 (SD=0.52) SBKWU averaged 3.5 (SD=0.50) which revealed a lower level of Communication skills for the teacher educators of SBKWU.

#### 4.1.9 Reflective skills and thinking disposition for observation

Table 12 observation of reflective and thinking

Groups	N	Mean	Std Deviation	t	df	Sig (2- tailed)
FJWU	6	3.06	.80	.06	11	.95
SBKWU	7	3.10	.81			



To compare observation, teacher educators about Reflective skills and thinking disposition of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t- test showed that there was an insignificant difference in observation, teacher educators about Reflective skills and thinking disposition skills of teacher educators of FJWU and SBKWU for  $t(10) = 0.06, p = 0.95$ . The items related to the reflective skills and thinking disposition were incorporated, including items 11, 12 and 13 of observation checklist. On a five point Likert scale observation, teacher educators about Reflective skills and thinking disposition skills of teacher educators of FJWU averaged 3.06 (SD=0.80) SBKWU averaged 3.10 (SD= .81) reveals high level of Reflective skills and thinking disposition for teacher educators of SBKWU.

## 4.2 ANALYSIS OF PROSPECTIVE TEACHER QUESTIONNAIRE

### 4.2.1 Innovation and entrepreneurship skills for questionnaire of prospective teacher

Table 13 Innovation and Entrepreneurship of prospective teacher

Groups	N	Mean	Std Deviation	t	df	Sig (2- tailed)
FJWU	90	3.4	.55	99	180	.32
SBKWU	93	3.3	.78			

To compare the perception of prospective teachers about Innovation and entrepreneurship skills of teachers of FJWU and SBKWU an independent samples t-test was conducted. The result of t- test showed that there was a significant difference in the perception of prospective teachers about Innovation and entrepreneurship skills of teacher educators of FJWU and SBKWU for  $t(180) = 99, p = 0.32$ . The items related to innovation and entrepreneurship skills were incorporated including 1, 6, 8, 10 and 11 of the teacher prospective questionnaire. On a five point Likert scale the perception of prospective teachers about Innovation and entrepreneurship skills of teacher educators of FJWU averaged 3.42 (SD=0.55) and SBKWU averaged 3.32 (SD=0.78) which revealed a high level of Innovation and entrepreneurship skills for FJWU.

#### 4.2.2 Pedagogical skills for questionnaire of prospective teacher

Table 14 Pedagogical skills of prospective teacher

Groups	N	Mean	Std Deviation	t	df	Sig (2- tailed)
FJWU	90	3.34	.37	8.73	181	.38
SBKWU	93	3.28	.51			

To compare the perception of prospective teachers about Pedagogical skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was significant difference in the perception of prospective teachers about Pedagogical skills of teacher educators of FJWU and SBKWU for  $t(181) = 0.873, p = 0.38$ . The items related to pedagogical skills were incorporated including 3, 4, 5, 9, 13, 14, 18, 19, 20, 30 and 33 of teacher prospective questionnaire. On a five point Likert scale the perception of prospective teachers about Pedagogical skills of teacher educators of FJWU averaged 3.34 (SD= .37) and SBKWU averaged 3.28 (SD= .51) which revealed a high level of Pedagogical skills for teacher educators of FJWU.

#### 4.2.3 Technological skills for questionnaire of prospective teacher

Table 15 Technological skills of prospective teacher

Groups	N	Mean	Std Deviation	t	df	Sig (2- tailed)
FJWU	90	3.04	.623	1.295	181	.197
SBKWU	93	2.91	.753			

To compare the perception of prospective teachers about Technological skills of teachers of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference in the perception of prospective teachers about Technological skills of teachers of FJWU and SBKWU for  $t(181) = 1.295, p = 0.19$ . The items related to technology skills were incorporated, including 6 and 7 of the teacher prospective questionnaire. On a five-point Likert scale the perception of prospective teachers about Technological skills of teacher educators of FJWU averaged 3.04 (SD= .62) SBKWU averaged 2.91 (SD= .75) which revealed a high level of Technological skills for teacher educators of FJWU.

#### 4.2.4 Social and emotional intelligence for questionnaire of prospective teacher

Table 16 Social and emotional Intelligence of prospective teacher

Groups	N	Mean	Std Deviation	t	df	Sig (2- tailed)
FJWU	90	3.29	.478	.74	181	.44
SBKWU	93	3.23	.615			

To compare the perception of prospective teachers about Social and emotional intelligence of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference in the perception of prospective teachers about Social and emotional intelligence skills of teachers of FJWU and SBKWU for  $t(181) = 74, p = 0.44$ . The items related to social and emotional skills were incorporated, including 2, 10, 11, 12, 13, 14, 28 and 30 of the teacher prospective questionnaire. On a five point Likert scale the perception of prospective teachers about Social and emotional intelligence skills of teachers of FJWU averaged 3.29 (SD= .48) and SBKWU averaged 3.23 (SD= .62) which revealed a high level of Social and emotional intelligence skills for teacher educators of FJWU.

#### 4.2.5. Facilitative skills for questionnaire of prospective teacher

Table 17 Facilitative skills of prospective teachers

Groups	N	Mean	Std Deviation	t	df	Sig (2- tailed)
FJWU	90	3.3	.50	1.72	181	.09
SBKWU	93	3.2	.60			

To compare the perception of prospective teachers about Facilitative skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference in the perception of prospective teachers about Facilitative skills of teacher educators of FJWU and SBKWU for  $t(181) = 1.72, p = 0.09$ . The

items related to facilitate skills were incorporated, including 2, 3, 5, 6, 7 and 8 of the teacher prospective questionnaire. On a five point Likert scale the perception of prospective teachers about Facilitative skills of teachers of FJWU averaged 3.3 (SD= .50) and SBKWU averaged 3.2 (SD= .60) reveals that teacher educators of FJWU have high level of Facilitative skills as compare to teacher educators of SBKWU.

#### 4.2.6 Self-management skills for questionnaire of prospective teacher

Table 18 Self-Management Skills of Prospective teacher

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
FJWU	90	3.5	.49	61	181	.55
SBKWU	93	3.4	.58			

To compare the perception of prospective teachers about Self-management skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t- test showed that there was a significant difference in the perception of prospective teachers about Self-management skills of teachers of FJWU and SBKWU for  $t(181) = 0.61, p = 0.55$ . The items related to self management skills were incorporated, including 9, 19, 20, 21 and 22 of the teacher prospective questionnaire. On a five point Likert scale the perception of prospective teachers about Self-management skills of teachers of FJWU averaged 3.5 (SD= .49) and of SBKWU averaged 3.4 (SD= .458) which revealed a high level of Self-management skills for teacher educators of FJWU.

#### 4.2.7 Student management skills for questionnaire of prospective teacher

Table 19 student management skills of Prospective teachers

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
FJWU	90	3.5	.04	396	181	.16
SBKWU	93	3.4	.06			

To compare the perception of prospective teachers about student management skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference in the perception of prospective teachers about Self-management skills of teacher educators of FJWU and SBKWU for  $t(181) = 396, p = 0.16$ . The items related to cluster of management skills were incorporated, including 1, 2, 7, 9, 10, 11, 12, 13, 14, 15 and 26 of the teacher prospective questionnaire. On a five point Likert scale the perception of prospective teachers about Self-management skills of teachers of FJWU averaged 3.5 (SD= .38) and SBKWU averaged 3.4 (SD= .58) which revealed a high level of student management skills for teacher educators of FJWU.

#### 4.2.8 Admin and management skills for questionnaire of prospective teacher

Table 20 Admin and Management Skill of prospective teacher

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
FJWU	90	3.5	.37	714	180	.48

SBKWU	93	3.4	51			
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To compare the perception of prospective teachers about Admin and management skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference in the perception of prospective teachers about Admin and management skills of teachers of FJWU and SBKWU,  $t(180) = 0.714$ ,  $p = 0.48$ . The items related to admin and management skills were incorporated including 1, 3, 7, 9, 11, 17, 21, 22, 22 and 26 of the teacher prospective questionnaire. On a five point Likert scale the perception of prospective teachers about Admin and management skills of teacher educators of FJWU averaged 3.5 (SD= .37) and SBKWU averaged 3.4 (SD= .51) which a high level of Admin and management skills for teacher educators of FJWU.

#### 4.2.9 Communication skills for questionnaire of prospective teacher

Table 21 Communication of prospective teacher

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
FJWU	90	3.5	.36	2.142	181	.04
SBKWU	93	3.3	.52			

To compare the perception of prospective teachers about Communication skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference in the perception of prospective teachers about



Communication skills of teachers of FJWU and SBKWU,  $t(181) = 2.142, p = 0.04$ . The items related to communication skills were incorporated, including 3, 10, 12, 15, 26, 29 and 31 of the teacher prospective questionnaire. On a five point Likert scale the perception of prospective teachers about Communication skills of teachers of FJWU averaged 3.5 (SD= .36) and SBKWU averaged 3.3 (SD= .52) which revealed a high level of communication skills for teacher educators of FJWU.

#### 4.2.10 Reflective skills and thinking disposition for questionnaire of prospective teacher

Table 22 Reflective skills and thinking of prospective teacher

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
FJWU	90	3.34	.60	150	180	.88
SBKWU	93	3.32	.13			

To compare the perception of prospective teachers about Reflective skills and thinking disposition used of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t- test showed that there was an insignificant difference in the perception of prospective teachers about Reflective skills and thinking disposition skills of teacher educators of FJWU and SBKWU,  $t(180) = 150, p = 0.88$ . The items related to reflective skills and thinking disposition were incorporated, including 10, 14, 18 and 33 of the teacher prospective questionnaire. On a five point Likert scale the perception of prospective teachers

about Reflective skills and thinking disposition of teacher educators of FJWU averaged 3.34 (SD= .60) and SBKWU averaged 3.32 (SD=1.3) which revealed a high level of Reflective skills and thinking disposition skills for teacher educators of FJWU

### 4.3 ANALYSIS OF TEACHER EDUCATOR QUESTIONNAIRE

#### 4.3.1 Innovation and entrepreneurship skills for teacher educator questionnaire

Table 23 Innovation and Entrepreneurship of teacher educator

Groups	N	Mean	Std Deviation	t	df	Sig (2- tailed)
FJWU	6	3.5	0.46	1.38	11	.195
SBKWU	7	3.95	0.68			

To compare the perception of prospective teachers about Innovation and entrepreneurship skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t- test showed that there was an insignificant difference in the perception of teachers about Innovation and entrepreneurship skills of teacher educators of FJWU and SBKWU for  $t(11) = 1.38, p = 0.195$ . The items related to the innovation and entrepreneurship skills were incorporated including 1, 3, 5, 12 and 13 of teacher educator questionnaire. On a five point Likert scale the perception of teachers about Innovation and entrepreneurship skills of teacher educators of FJWU averaged 3.5 (SD=0.46) SBKWU averaged 3.95 (SD=0.68) which revealed a high level of Innovation and entrepreneurship skills for teacher educators of SBKWU.

### 4.3.2 Pedagogical skills for teacher educator questionnaire

Table 24 Pedagogical Skill for teacher's educator

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
FJWU	6	3.5	0.30	5.05	11	.00
SBKWU	7	4.4	0.55			

To compare the perception of teachers about Pedagogical skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference in the perception of teachers about Pedagogical skills of teacher educators of FJWU and SBKWU,  $t(11) = 5.05, p = 0.00$ . The items related to the pedagogical skills were incorporated including 2, 8, 9, 10 and 13 of teacher educator questionnaire. On a five point Likert scale the perception of teachers about Pedagogical skills of teachers of FJWU averaged 3.5 (SD=0.30) and the perception of teachers about Pedagogical skills of teachers of SBKWU averaged 4.4 (SD=0.55) reveals that teacher educators of SBKWU have high levels of Pedagogical skills as compared to teacher educators of FJWU.

### 4.3.3 Technological skills for teacher educator questionnaire

Table 25 Technological Skill for teacher educator

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
FJWU	6	3.6	0.25	1.022	11	.33
SBKWU	7	3.9	0.54			

To compare the perception of teacher's educators about Technological skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference in the perception of teachers about Technological skills of teachers of FJWU and SBKWU for  $t(11) = 1.022, p = 0.33$ . The items related to the technological skills were incorporated, including 3 and 13 of teacher educator questionnaire. On a five point Likert scale the perception of teachers about Technological skills of teacher educators of FJWU averaged 3.6 (SD=0.25) and the perception of teachers about Technological skills of teacher educators of SBKWU averaged 3.9 (SD=0.45) which revealed a high level of Technological skills for teacher educators of SBKWU.

### 4.3.4 Social and emotional intelligence for teacher educator questionnaire

Table 26 Social and Emotional intelligence of teacher educator

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
FJWU	6	2.3	0.30	2.8	11	.02
SBKWU	7	3.0	0.51			

To compare the perception of teachers about Social and emotional intelligence of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t- test showed that there was a significant difference in the perception of teacher educators about Social and emotional intelligence skills of teacher educators of FJWU and SBKWU for  $t(11) = -1.02, p = 0.02$ . The items related to the social and emotional skills were incorporated, including 4, 5, 6, 7, 8 and 11 of teacher educator questionnaire. On a five point Likert scale the perception of teachers about Social and emotional intelligence skills of teacher educators of FJWU averaged 2.3 (SD=0.30) SBKWU averaged 3.0 (SD=0.51) which revealed a high level of Social and emotional intelligence skills for teacher educators of SBKWU.

#### 4.3.5 Facilitative skills for teacher educator questionnaire

Table 27 Facilitative skills of teacher educator

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
FJWU	6	3.8	0.41	2.063	11	.063
SBKWU	7	4.6	0.78			

To compare the perception of teachers about Facilitative skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t- test showed that there was significant difference in the perception of teachers about Facilitative skills of teachers of FJWU and SBKWU for  $t(11) = 2.06, p = 0.06$ . The items related to the facilitator skills were incorporated, including 2, 4, 6, 7, 8 and 9 of the teacher educator questionnaire. On a five point Likert scale the perception of teacher educators about Facilitative skills of teachers of

FJWU averaged 3.8 (SD=0.41) SBKWU averaged 4.6 (SD=0.79) which revealed a high level of Facilitative skills for teacher educators of SBKWU.

#### 4.3.5 Self-management skills for teacher educator questionnaire remember

Table 28 Self-Management skill of teacher educator

Groups	N	Mean	Std Deviation	t	df	Sig (2-tailed)
FJWU	6	3.3	0.258	5.137	11	.000
SBKWU	7	4.5	0.500			

To compare the perception of teachers about Self-management skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference in the perception of teachers about Self-management skills of teacher educators of FJWU and SBKWU for  $t(11) = 5.137, p = 0.000$ . The items related to the self management skills were incorporated including 9 and 10 of the teacher educator questionnaire. On a five point Likert scale the perception of teacher educators about Self-management skills of teacher educators of FJWU averaged 3.3 (SD=0.26) and SBKWU averaged 4.5 (SD=0.50) which revealed a high level of Self-management skills for teacher educators of SBKWU.

#### 4.3.6 Student management skills for teacher educator questionnaire

Table 29 students Management Skill of teacher educator

Groups	N	Mean	Std Deviation	Sig	t	df	Sig (2-tailed)
FJWU	6	3.0	.63	.54	2.108	11	.06

SBKWU	7	4.0	1.0				
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To compare the perception of teachers about Student management skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t-test showed that there was a significant difference in the perception of teacher educators about Student management skills of teacher educators of FJWU and SBKWU for  $t(11) = 2.108, p = 0.06$ . The items related to the student management skills were incorporated, including 1, 3, 4, 5, 6, 7, 8, 11 and 13 of the teacher educator questionnaire. On a five point Likert scale the perception of teachers about Student management skills of teacher educators of FJWU averaged 3.0 (SD=0.63) SBKWU averaged 4.0 (SD=1.0) which revealed a high level of Student management skills for teacher educators of SBKWU.

#### 4.3.7 Admin and management skills for teacher educator questionnaire

Table 30 Admin and Management skills of teacher educator

Groups	N	Mean	Std Deviation	Sig.	t	df	Sig (2-tailed)
FJWU	6	3.0	.63	.54	1.438	11	.06
SBKWU	7	4.0	1.0				

To compare the perception of teachers about Admin and management skills of teacher educators of FJWU and SBKWU an independent sample t-test was conducted. The result of t-test showed that there was a significant difference in the perception of teachers about Admin and management skills of teacher educators of FJWU and SBKWU for  $t(11) = 1.438, p = 0.06$ . The



items related to the admin and management skills were incorporated, including 2, 4, 7, 9 and 12 of teacher educator questionnaire. On a five point Likert scale the perception of teacher educators about Admin and management skills of teacher educators of FJWU averaged 3.4 (SD=0.4) and SBKWU averaged 3.9 (SD=0.69) which revealed a high level of Admin and management skills for teacher educators of SBKWU.

#### 4.3.8 Communication skills for teacher educator questionnaire

Table 31 Communication Skill of teacher educators

Groups	N	Mean	StdDeviation	t	df	Sig (2-tailed)
FJWU	6	3.3	0.27	4.896	11	.00
SBKWU	7	4.6	0.61			

To compare the perception of teacher educators about Communication skills of teacher educators of FJWU and SBKWU an independent sample t-test was conducted. The result of t-test showed that there was a significant difference in the perception of teacher educators about Communication skills of teacher educators of FJWU and SBKWU,  $t(11) = 4.896$ ,  $p = 0.00$ . The items related to the communication skills were incorporated, including 5, 6 and 11 of teacher educator questionnaire. On a five point Likert scale the perception of teachers about Communication skills of teacher educators of FJWU averaged 3.3 (SD=0.27) SBKWU averaged 4.6 (SD=0.61) which revealed a high level of Communication skills for teacher educators of SBKWU.

### 4.3.9 Reflective skills and thinking disposition for teacher educator questionnaire

Table 32 Reflective and thinking skills of teacher educator

Groups	N	Mean	Std Deviation	t	df	Sig (2- tailed)
FJWU	6	3.3	0.40	2.818	11	.017
SBKWU	7	4.4	0.80			

To compare the perception of teacher educators about Reflective skills and thinking disposition skills of teacher educators of FJWU and SBKWU an independent samples t-test was conducted. The result of t- test showed that there was a significant difference in the perception of teacher educators about Reflective skills and thinking disposition skills of teacher educators of FJWU and SBKWU for  $t(11) = 2.818, p = 0.02$ . The items related to the reflective skills and thinking disposition were incorporated, including 5, 6, 8 and 13 of the teacher educator questionnaire. On a five point Likert scale the perception of teacher educators about Reflective skills and thinking disposition skills of teacher educators of FJWU averaged 3.3 (SD=0.41) SBKWU averaged 4.4 (SD=0.80) which revealed a high level of Reflective skills and thinking disposition for teacher educators of SBKWU.

## Chapter 5

### SUMMARY, FINDING, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

#### 5.1 Summary

This was a descriptive study conducted to investigate and compare the teaching skills of teacher educators who are involved in building the teaching skills of prospective teacher. Teacher educators and prospective teachers of Education departments of the two women's universities were taken as the population of the study. Following were the objective of this study, to investigate the teaching skills of teacher educators of FJWU used for developing teaching skills in prospective teachers, to investigate the teaching skills of teacher educators of SBKWU used for developing teaching skills in prospective teachers and to find out the differences between the teaching skills of teacher educators of FJWU and SBKWU in perspective of a model "A Teacher Education Model For 21st Century"

Teacher educators were taken as universal sample due to their low strength, 13 permanent faculty members, 6 from FJWU and 7 from SBKWU while the students were taken through simple random sampling. A teacher educator was observed by researcher and a trained observer for a complete period and 5 prospective teachers of the subjective teacher in different programs each were given the questionnaire to fill about the teaching skills of that teacher educator, in this way total 15 prospective teachers were selected to provide information about a single teacher educator.

For the analysis of data, T-test was applied through SPSS statistics 21 and differences between the means of two groups of teacher educators was seen at 05 levels as the criterion for identification of presence of the specific skill.

## 5.2 Findings

The findings of the study were

1. The mean of Innovation and entrepreneurship skills for teacher educators of FJWU and SBKWU on the measure of observation checklist are 3.2 and 4.0 respectively. The t and p values of both groups are 2.6 and .09. This indicates that the two groups have a significant difference (Table 4).
2. The mean of Pedagogical skills for teacher educators of FJWU and SBKWU on the measure of observation checklist are 3.2 and 3.3 respectively. The t and p values of both groups are .22 and .83. This indicates that the two groups have no significant difference (Table 5).
3. The mean of social and emotional Intelligence for teacher educators of FJWU and SBKWU on the measure of observation checklist is 3.4 and 3.5 respectively. The t and p values of both groups are .79 and .69. This indicates that the two groups have a significant difference (Table 6).
4. The mean of Facilitative skills for teacher educators of FJWU and SBKWU on the measure of observation checklist are 3.7 and 3.8 respectively. The t and p values of both groups are -.34 and .74. This indicates that the two groups have no significant difference (Table 7).
5. The mean of Self-management skills for teacher educators of FJWU and SBKWU on the measure of observation checklist are 3.8 and 3.7 respectively. The t and p values of both groups are .76 and .86. This indicates that the two groups have no significant difference (Table 8).

- 6 The mean of Student management skills for teacher educators of FJWU and SBKWU on the measure of observation checklist are 3.4 and 3.6 respectively. The t and p values of both groups are -76 and .47. This indicates that the two groups have a significant difference (Table 9)
- 7 The mean of Admin & management skills for teacher educators of FJWU and SBKWU on the measure of observation checklist are 3.9 and 3.7 respectively. The t and p values of both groups are 1.04 and .33. This indicates that the two groups have a significant difference (Table 10)
- 8 The mean of Communication skills for teacher educators of FJWU and SBKWU on the measure of observation checklist are 3.4 and 3.5 respectively. The t and p values of both groups are .34 and .74. This indicates that the two groups have no significant difference (Table 11)
- 9 The mean of Reflective skills and thinking disposition for teacher educators of FJWU and SBKWU on the measure of observation checklist are 3.06 and 3.10 respectively. The t and p values of both groups are .06 and .95. This indicates that the two groups have no significant difference (Table 12)
- 10 The mean of Innovation and entrepreneurship skills for teacher educators of FJWU and SBKWU on the measure of prospective teachers' questionnaire are 3.4 and 3.3 respectively. The t and p values of both groups are .99 and .32. This indicates that the two groups have a significant difference (Table 13)
- 11 The mean of Pedagogical skills for teacher educators of FJWU and SBKWU on the measure of prospective teachers' questionnaire are 3.34 and 3.28 respectively. The t and p values of both groups are .87 and .38. This indicates that the two groups have a significant difference (Table 14)

- 12 The mean of Technological skills for teacher educators of FJWU and SBKWU on the measure of prospective teachers' questionnaire are 3.04 and 2.91 respectively. The t and p values of both groups are 1.3 and .19. This indicates that the two groups have a significant difference (Table 15).
- 13 The mean of Social and emotional intelligence for teacher educators of FJWU and SBKWU on the measure of prospective teachers' questionnaire are 3.29 and 3.23 respectively. The t and p values of both groups are .74 and .44. This indicates that the two groups have a significant difference (Table 16).
- 14 The mean of Facilitative skills for teacher educators of FJWU and SBKWU on the measure of prospective teachers' questionnaire are 3.3 and 3.2 respectively. The t and p values of both groups are 1.7 and .09. This indicates that the two groups have a significant difference (Table 17).
- 15 The mean of Self-management skills for teacher educators of FJWU and SBKWU on the measure of the prospective teacher questionnaire are 3.5 and 3.4 respectively. The t and p values of both groups are .61 and .55. This indicates that there is a significance difference between the two groups (Table 18).
- 16 The mean of Student management skills for teacher educators of FJWU and SBKWU on the measure of the prospective teacher questionnaire are 3.5 and 3.4 respectively. The t and p values of both groups are 1.40 and .16. This indicates that the two groups have a significant difference (Table 19).
- 17 The mean of Admin & management skills for the teacher educators of FJWU and SBKWU on the measure of the prospective teacher questionnaire are 3.5 and 3.4 respectively. The t and p values of both groups are .71 and .48. This indicates that the two groups have a significant difference (Table 20).

- 18 The mean of Communication skills for teacher educators of FJWU and SBKWU on the measure of the prospective teacher questionnaire are 3.5 and 3.3 respectively. The t and p values of both groups are 2.14 and .04. This indicates that there is significant difference between the two groups (Table 21)
- 19 The mean of Reflective skills and thinking disposition for teacher educators of FJWU and SBKWU on the measure of the prospective teacher questionnaire are 3.34 and 3.32 respectively. The t and p values of both groups are .15 and .88. This indicates that the two groups have no significant difference (Table 22)
- 20 The mean of Innovation and entrepreneurship skills for teacher educators of FJWU and SBKWU on the measure of the teacher educator questionnaire are 3.5 and 3.95 respectively. The t and p values of both groups are -.138 and .19. This indicates that the two groups have no significant difference (Table 23)
- 21 The mean of Pedagogical skills for teacher educators of FJWU and SBKWU on the measure of the teacher educator questionnaire are 3.5 and 4.4 respectively. The t and p values of both groups are -5.05 and .00. This indicates that there is significant difference between the two groups (Table 24)
- 22 The mean of Technological skills for teacher educators of FJWU and SBKWU on the measure of the teacher educator questionnaire are 3.6 and 3.9 respectively. The t and p values of both groups are -1.02 and .33. This indicates that there is a significance difference between the means of the two groups (Table 25)
- 23 The mean of Social and emotional intelligence for teacher educators of FJWU and SBKWU on the measure of the teacher educator questionnaire are 2.3 and 3.0 respectively. The t and p values of both groups are -2.8 and .02. This indicates that there is significant difference between the two groups (Table 26)

- 24 The mean of Facilitative skills for teacher educators of FJWU and SBKWU on the measure of the teacher educator questionnaire are 3.8 and 4.6 respectively. The t and p values of both groups are -2.06 and .06. This indicates that the two groups have a significant difference (Table 27)
- 25 The mean of Self-management skills for teacher educators of FJWU and SBKWU on the measure of the teacher educator questionnaire are 3.3 and 4.5 respectively. The t and p values of both groups are -5.14 and .00. This indicates that there is significance difference between the two groups (Table 28)
- 26 The mean of Student management skills for teacher educators of FJWU and SBKWU on the measure of the teacher educator questionnaire are 3.0 and 4.0 respectively. The t and p values of both groups are -2.11 and .06. This indicates that the two groups have a significant difference (Table 29)
- 27 The mean of Admin & management skills for teacher educators of FJWU and SBKWU on the measure of the teacher educator questionnaire are 3.4 and 3.9 respectively. The t and p values of both groups are -1.4 and .18. This indicates that the two groups have a significant difference (Table 30)
- 28 The mean of Communication skills for teacher educators of FJWU and SBKWU on the measure of the teacher educator questionnaire are 3.3 and 4.6 respectively. The t and p values of both groups are -4.9 and .000. This indicates that there is a significant difference between the two groups (Table 31)
- 29 The mean of Reflective skills and thinking disposition for teacher educators of FJWU and SBKWU on the measure of the teacher educator questionnaire are 3.3 and 4.4 respectively. The t and p values of both groups are -2.82 and .02. This indicates that there is a significant difference between the two groups (Table 32)



### 5.3 Conclusions

In the study the teaching skills of teacher educators were measured by the combination of instrument and tools. The level of teaching skill was judged on the following criteria,

Desired level at 4.5 – 5 (mean), satisfactory level at 4 - 4.4 while Mean under the value of 4 was taken as “undesired level” for the specific teaching skill

In the study it was observed that for a specific teaching skills a specific group of teacher educators was found at higher level on observation checklist and questionnaire of teacher educators but the findings and conclusion had been drawn on the basis of prospective teachers' responses mainly because the focus is on the development of teaching skills in prospective teachers rather than an existence of teaching skills in teacher educators

Following were the conclusions drawn from statistical analysis and findings of the study

- 1 It was concluded that innovation and entrepreneurship skills of teacher educators of FJWU and SBKWU were significantly different on observation checklist and prospective teacher questionnaire with a leading position of teacher educators of SBKWU and FJWU respectively while on teacher educator questionnaire the teacher educators of both women universities were found insignificantly different instead showing the teacher educators of SBKWU at high level of perception for their innovation and entrepreneurship skills. Quality of innovation and entrepreneurship skills, of teacher educators of both the women universities, for prospective teachers was not at satisfactory level
- 2 For pedagogical skills, it was concluded that teacher educators of FJWU and SBKWU were not significantly different for observation checklist while they were found significantly different on the questionnaire of prospective teachers and teacher

educators' The teacher educators of SBKWU were found at higher level of pedagogical skills on observation checklist and on the questionnaire for teacher educators' however prospective teachers of FJWU were found more satisfying The quality of pedagogical skills, near prospective teachers, was not at a satisfactory level for any of the teacher educators group

- 3 For technological skills, measured on a questionnaire for prospective teacher and teacher educator a significant difference was shown Prospective teachers of FJWU kept higher their teacher educators while teacher educators of SBKWU perceived them at a higher level of technological skills The Quality of technological skills was found comparatively weak amongst all the described teaching skills
- 4 It was also concluded that teacher educators of FJWU and SBKWU were found significantly different for social and emotional intelligence on the three of instrument and tools Observation checklist and questionnaire for teacher educators showed similar results in keeping teacher educators of SBKWU at a higher level while the prospective teachers of FJWU were found more satisfying than prospective teachers of SBKWU for social and emotional intelligence of the social and emotional intelligence of their teacher educators Quality of social and emotional intelligence skills was not found at a satisfactory level
- 5 It was also concluded that facilitative skills of teacher educators were not significantly different on observation checklist while the skills were found significantly different on the questionnaire for teacher education and questionnaire for prospective teacher Teacher educators of SBKWU perceived them at a higher level for the facilitator skills while prospective teachers of FJWU were found more satisfying than prospective teachers of SBKWU for facilitative skills of teacher educators Quality of

facilitative skills of teacher educators was not found at the satisfactory or desired level

- 6 It was also concluded that for self-management skills, the teacher educators of two women's universities to measure on observation checklist were found with an insignificant difference while a significant difference was shown by prospective teachers, perceiving teacher educators of FJWU<sup>1</sup> at a higher level for their self-management skills. A significant difference was shown by questionnaire for teacher educator as teacher educators of SBKWU perceived themselves at a higher level of self-management skills, however, the quality of self-management skills were not found at the satisfactory or desired level
- 7 It was also concluded that teacher educators of FJWU and SBKWU were found significantly different for student management skills on the three of instrument and tools. Observation checklist and questionnaire for teacher educators showed similar results in keeping teacher educators of SBKWU at a higher level while the prospective teachers of FJWU were found more satisfying than prospective teachers of SBKWU for student management skills of teacher educators. Quality of student management skills was not found at a satisfactory level
- 8 It was also concluded that for admin and management skills, teacher educators of FJWU and SBKWU were found with no significant difference at any three of different instrumentation and tools. The quality of admin and management skills of teacher educators was not at a satisfactory level while the prospective teachers of FJWU were found more satisfying than prospective teacher educators of SBKWU for admin and management skills of their teacher educators
- 9 It was also concluded that for communication skills, the teacher educators of two women's universities to measure on observation checklist were found with an

insignificant difference while a significant difference was shown by prospective teacher perceiving teacher educators of FJWU at a higher level for their communication skills. A significant difference was shown by questionnaire for teacher educator as teacher educators of SBKWU perceived themselves at a higher level of admin and management skills, however, the quality of communication skills was not found at the satisfactory or desired level.

10 It was also concluded that for reflective skills and thinking disposition, the teacher educators of both university found at the same level on observation checklist and for prospective teacher questionnaire. Teacher educators of SBKWU were perceiving themselves at a higher level while prospective teachers of FJWU were found more satisfying than prospective teachers of SBKWU for reflective skills and thinking dispositions of their teacher educators. A significant difference was found on the questionnaire for teacher educators where teacher educators of SBKWU perceived them at a higher level of reflective skills and thinking disposition. The quality of reflective skills and thinking disposition was not at a satisfactory level.

#### **5.4 Discussion**

This study was conducted to investigate about and compare the teaching skills of teacher educators which they use for developing teaching skills in prospective teachers of two women's universities. These teaching skills are described in TE21 century model.

According to the results obtained from different instrument and tools the teacher educators of both the women's universities are significantly different for all the ten (10) described teaching skills in the model "A Teacher Education Model For The 21<sup>st</sup> Century" except reflective skills and thinking disposition. The quality of teaching skills is not found at the satisfactory or desired level since technological skills are the most compromised skills.

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**Appendix A**

**Observation checklist for teaching skills**

Name of teacher----- subject-----

Program----- university-----

Contact #-----Email-----

Outstanding # 5      Good # 4      Fair # 3      Poor # 2      Not applicable # 1

S No	Teacher is indicator	5	4	3	2	1
1	Dressed professionally and appropriately					
2	Activates the students prior knowledge					
3	Appears knowledgeable in subject matter					
4	Makes material interesting to students					
5	The instruction is clear and understandable					
6	Use speech that is audible, distinct and appropriately spaced					
7	Uses examples and/or illustrations to explain content					
8	Encourages student participation					

9	Proceeds at an effective pace					
10	Uses humor appropriately to strengthen retention and interest					
11	Pose questions that initiate reflection					
12	Provides appropriate time for thinking after posing a question					
13	Urges students on thoughtful discussion through raising challenging questions					
14	There is no loss of time at the start during or at the end of the lesson					
15	Keeps eye contact with all students					

**QUESTIONNAIRE FOR TEACHER EDUCATORS**

Name \_\_\_\_\_ Course title \_\_\_\_\_ program  
 \_\_\_\_\_ semester \_\_\_\_\_

Institute Name \_\_\_\_\_ Email Address \_\_\_\_\_

Note Please read the following statements carefully and tick ( ) the appropriate level of your agreement with each statement

5 Always      4 Often      3 Sometime      2 Rarely      1 Never

Serial no	Statement	5	4	3	2	1
1	I encourage the students for self learning activities					
2	I clearly define the learning outcomes and plan before I start teaching					
3	I use electronic media like email for conveying my messages or sharing learning material					
4	I give different time to the students according to their capacity and capability					
5	I invite the pupils to share their experiences or ideas relevant to the lesson					

6	I share my personal experiences related to the lesson				
7	I highly encourage the hard work, effort, good presentation				
8	I give a feedback to my students for further improvement				
9	I prepare the necessary materials and resources before I start lesson				
10	I complete my course work within the given period				
11	I listen and respond to pupils even between the lesson is taught				
12	I admit the failure of student as my responsibility				
13	I use variety of questioning techniques to probe pupils' knowledge and understanding				

**Appendix C**

**QUESTIONNAIRE FOR PROSPECTIVE TEACHERS**

Qualification \_\_\_\_\_ Institute Name \_\_\_\_\_

Course Title \_\_\_\_\_ Name of Instructor \_\_\_\_\_

Semester \_\_\_\_\_ Degree \_\_\_\_\_

**Note:** Please read the following statements carefully and tick ( ) the appropriate level of your agreement with each statement

→ 5 **Always** → 4 **Often** → 3 **Sometimes** → 2 **Rarely** → 1  
**Never**

		5	4	3	2	1
1	The teacher allows the students to take the responsibility of learning by themselves					
2	The teacher Welcomes and respects diverse view points					
3	The teacher communicates a clear plan and objectives of the lesson before she starts lesson for teaching					
4	The teacher provide enough knowledge of the relevant topic					
5	The teacher uses examples and/or illustrations to explain content					
6	The teacher uses electronic media like email for conveying messages related to your studies					
7	The teacher gives different time period to the students according to their capacity and capability					
8	The teacher uses the new technology instruments(computer,					

	projector, internet, etc) for teaching					
9	The teacher proceeds at an effective pace					
10	The teacher invites the pupils to share their experiences or ideas relevant to the lesson					
11	The teacher highly encourages the hard work, effort, good presentation by the Students					
12	The teacher listens and responds to pupils during the lesson, positively					
13	The teacher encourages student participation					
14	The teacher shares personal events related to lesson					
15	The teacher uses humor appropriately to strengthen retention and interest					
16	The teacher provides additional material apart from the textbook					
17	The teacher is available during the specified office hours and for after class consultations					
18	The teacher gives feedback to students for further improvement					
19	The teacher is ready with necessary materials and resources before she starts lesson					
20	The teacher completes the whole course in due time					
21	The teacher takes the test exactly					

	on the date she announces it					
22	The teacher arrives on time in class					
23	The teacher entails a respectful behavior for other people like your parents, friend, teachers, counselor(s). etc					
24	The teacher speaks well about the administration, and non-teaching staff					
25	The teachers gets very less attention by her students					
26	The teacher maintains an environment that is conducive to learning					
27	The teacher is fair in examination					
28	The teacher treats student equitably					
29	The teachers keeps eye contact with all students					
30	The teachers welcomes questions at any instant during the lesson					
31	The teacher use speech that is audible, distinct and appropriately spaced					
32	The teacher calls in the students by their names					
33	The teacher waits for the response of the respondent after posing a question					



**Cluster of items for specific skill measure on observation checklist**

**Cluster of Innovation and Entrepreneurship**

Urges students on thoughtful discussion through challenging questions
Makes material interesting to the students

**Cluster of Pedagogical skills on observation checklist**

- Activates the students prior knowledge
- Appears knowledgeable in subject matter
- Makes material interesting to students
- Instruction are clear and understandable
- Encourages student participation
- Proceeds at an effective pace
- Provides appropriate time for thinking after pausing a question

**Cluster of social and emotional skills on observation checklist**

Makes material interesting to students
Encourages student participation
Uses humor appropriately to strengthen retention and interest
Keeps eye contact with all students

**Cluster of Facilitative Skill on observation checklist**

Activates the students prior knowledge
Makes material interesting to students
Uses examples and/or illustrations to explain content
Encourages student participation
Proceeds at an effective pace

**Cluster of Self-management Skills on observation checklist**

Dressed professionally and appropriately
Appears knowledgeable in subject matter
Proceeds at an effective pace
There is no loss of time at the start , during or at the end of the lesson

**Cluster of students management Skills on observation checklist**

Activates the students prior knowledge
Makes material interesting to students
Uses examples and/or illustrations to explain content
Encourages student participation
Provides appropriate time for thinking after pausing a question

**Cluster of admin and management skills on observation checklist**

Dressed professionally and appropriately
Proceeds at an effective pace
Uses humor appropriately to strengthen retention and interest
Provides appropriate time for thinking after pausing a question
There is no loss of time at the start , during or at the end of the lesson

**Cluster of Communication Skills on observation checklist**

Instruction are clear and understandable
Use speech that is audible, distinct and appropriately spaced
Uses humor appropriately to strengthen retention and interest
Keeps eye contact with all students

**Cluster of Reflective and thinking on observation checklist**

Poses questions that initiate reflection
Provides appropriate time for thinking after pausing a question
Urges students on thoughtful discussion through raising challenging questions

## Appendix E

### Cluster of Innovation and entrepreneurship on prospective teacher questionnaire

The teacher allows the students to take the responsibility of learning by themselves
The teacher uses electronic media like email for conveying messages related to your studies
The teacher uses the new technology instruments(computer, projector, internet, etc) for teaching
The teacher invites the pupils to share their experiences or ideas relevant to the lesson
The teacher highly encourages the hard work, effort, good presentation by the Students

### Cluster of pedagogical skill on prospective teacher questionnaire

The teacher communicates a clear plan and objectives of the lesson before she starts lesson for teaching
The teacher provide enough knowledge of the relevant topic
The teacher uses examples and/or illustrations to explain content
The teacher proceeds at an effective pace
The teacher encourages student participation
The teacher shares personal events related to lesson
The teacher gives feedback to students for further improvement
The teacher is ready with necessary materials and resources before she starts lesson
The teacher completes the whole course in due time
The teachers gets very less attention by her students
The teachers welcomes questions at any instant during the lesson
The teacher waits for the response of the respondent after posing a question

### **Cluster of technological skill on prospective teacher questionnaire**

The teacher uses electronic media like email for conveying messages related to your studies
The teacher uses the new technology instruments(computer, projector, internet, etc) for teaching

### **Cluster of social and emotional intelligence on prospective teacher questionnaire**

The teacher Welcomes and respects diverse view points
The teacher invites the pupils to share their experiences or ideas relevant to the lesson
The teacher highly encourages the hard work, effort, good presentation by the Students
The teacher listens and responds to pupils during the lesson, positively
The teacher encourages student participation
The teacher shares personal events related to lesson
The teacher treats student equitably
The teachers welcomes questions at any instant during the lesson

### **Cluster of Facilitative Skills on prospective teacher questionnaire**

The teacher Welcomes and respects diverse view points
The teacher communicates a clear plan and objectives of the lesson before she starts lesson for teaching
The teacher uses examples and/or illustrations to explain content
The teacher uses electronic media like email for conveying messages related to your studies
The teacher gives different time period to the students according to their capacity and capability
The teacher uses the new technology instruments(computer, projector, internet, etc) for teaching
The teacher provides additional material apart from the textbook

The teacher is available during the specified office hours and for after class consultations
The teacher gives feedback to students for further improvement
The teachers welcomes questions at any instant during the lesson

**Cluster of Self-Management Skills on prospective teacher questionnaire**

The teacher proceeds at an effective pace
The teacher is ready with necessary materials and resources before she starts lesson
The teacher completes the whole course in due time
The teacher takes the test exactly on the date she announces it
The teacher arrives on time in class

**Cluster of student management skills on prospective teacher questionnaire**

The teacher allows the students to take the responsibility of learning by themselves
The teacher Welcomes and respects diverse view points
The teacher gives different time period to the students according to their capacity and capability
The teacher proceeds at an effective pace
The teacher invites the pupils to share their experiences or ideas relevant to the lesson
The teacher highly encourages the hard work, effort good presentation by the Students
The teacher listens and responds to pupils during the lesson
The teacher encourages student participation
The teacher shares personal events related to lesson
The teacher uses humor appropriately to strengthen retention and interest
The teacher maintains an environment that is conducive to learning

### **Cluster of Admin and Management Skill on prospective teacher questionnaire**

The teacher allows the students to take the responsibility of learning by themselves
The teacher communicates a clear plan and objectives of the lesson before she starts lesson for teaching
The teacher gives different time period to the students according to their capacity and capability
The teacher proceeds at an effective pace
The teacher highly encourages the hard work, effort, good presentation by the Students
The teacher is available during the specified office hours and for after class consultations
The teacher takes the test exactly on the date she announces it
The teacher arrives on time in class
The teacher maintains an environment that is conducive to learning
The teacher is fair in examination

### **Cluster of Communication Skills on prospective teacher questionnaire**

The teacher communicates a clear plan and objectives of the lesson before she starts lesson for teaching
The teacher invites the pupils to share their experiences or ideas relevant to the lesson
The teacher listens and responds to pupils during the lesson, positively
The teacher uses humor appropriately to strengthen retention and interest
The teacher maintains an environment that is conducive to learning
The teachers keeps eye contact with all students
The teacher use speech that is audible, distinct and appropriately spaced

**Cluster of Reflective and Thinking on prospective teacher questionnaire**

The teacher invites the pupils to share their experiences or ideas relevant to the lesson
The teacher gives feedback to students for further improvement
The teacher shares personal events related to lesson
The teacher waits for the response of the respondent after posing a question



**Cluster of Innovation and Entrepreneurship on teacher educator questionnaire**

I encourage the students for self-learning activities
I use electronic media like email for conveying my messages or sharing learning material
I invite the pupils to share their experiences or ideas relevant to the lesson
I share my personal experiences related to lesson
I admit the failure of student as my responsibility
I use variety of questioning techniques to probe pupils' knowledge and understanding

**Cluster Pedagogical Skills on teacher educator questionnaire**

I clearly define the learning outcomes and plan before I start teaching
I give a feedback to my students for further improvement
I prepare the necessary materials and resources before I start lesson
I complete my course work within the given period
I use variety of questioning techniques to probe pupils' knowledge and understanding

**Cluster of Technological Skill on teacher educator questionnaire**

I use electronic media like email for conveying my messages or sharing learning material
I use variety of questioning techniques to probe pupils' knowledge and understanding

**cluster of Social and emotional intelligence on teacher educator questionnaire**

I give different time to the students according to their capacity and capability
I invite the pupils to share their experiences or ideas relevant to the lesson
I share my personal experiences related to lesson
I highly encourage the hard work, effort, good presentation
I give a feedback to my students for further improvement

I listen and respond to pupils even between the lesson is taught

#### **cluster of facilitative skills on teacher educator questionnaire**

I clearly define the learning outcomes and plan before I start teaching
I give different time to the students according to their capacity and capability
I share my personal experiences related to lesson
I highly encourage the hard work, effort, good presentation
I give a feedback to my students for further improvement
I prepare the necessary materials and resources before I start lesson

#### **Cluster of self-management skills on teacher educator questionnaire**

I prepare the necessary materials and resources before I start lesson
I complete my course work within the given period

#### **Cluster of students management skill on teacher educator questionnaire**

I encourage the students for self learning activities
I give different time to the students according to their capacity and capability
I listen and respond to pupils even between the lesson is taught
I use electronic media like email for conveying my messages or sharing learning material
I give different time to the students according to their capacity and capability
I invite the pupils to share their experiences or ideas relevant to the lesson
I share my personal experiences related to lesson
I highly encourage the hard work, effort, good presentation
I give a feedback to my students for further improvement

I use variety of questioning techniques to probe pupils' knowledge and understanding

#### **Cluster of admin and management skills on teacher educator questionnaire**

I clearly define the learning outcomes and plan before I start teaching

I give different time to the students according to their capacity and capability

I highly encourage the hard work, effort, good presentation

I prepare the necessary materials and resources before I start lesson

I admit the failure of student as my responsibility

#### **Cluster of communication Skills on teacher educator questionnaire**

I invite the pupils to share their experiences or ideas relevant to the lesson

I share my personal experiences related to lesson

I listen and respond to pupils even between the lesson is taught

#### **Cluster of reflective and thinking on teacher educator questionnaire**

I invite the pupils to share their experiences or ideas relevant to the lesson

I share my personal experiences related to lesson

I give a feedback to my students for further improvement

I use variety of questioning techniques to probe pupils' knowledge and understanding