ANALYSIS OF THE PROFESSIONAL QUALIFICATIONS AND COMPETENCIES OF TEACHER EDUCATORS AND SUBJECT TEACHERS OF EDUCATION

Researcher:

Fatima Zahoor

93-FSS/PHDEDU/S12

Supervisor:

Prof. Dr. Nabi Bux Jumani

Co-supervisor:

Prof. Dr. Samina Malik

DEPARTMENT OF EDUCATION

FACULTY OF SOCIAL SCIENCES

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Subject teachers of Education

Competencies of teachers.

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FATIMA ZAHOOR

93-FSS/PHDEDU/S12

A thesis submitted in partial fulfillment
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APPROVAL SHEET

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By

Fatima Zahoor

93-FSS/PHDEDU/S12

This thesis has been accepted by the Department of Education, Faculty of Social Sciences, International Islamic University Islamabad, Pakistan in partial fulfillment of the the Degree of **PhD Education.**
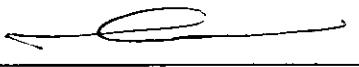
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Prof. Dr. N. B. Jumani

Co-supervisor: _____
Prof. Dr. Samina Malik
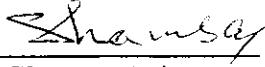
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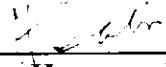
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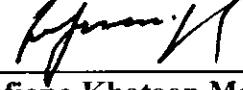
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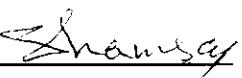
_____
Chairperson
Department of Education
International Islamic University
Islamabad- Pakistan

_____
Dean
Faculty of Social Sciences
International Islamic University
Islamabad- Pakistan

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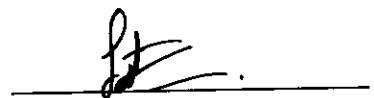
Fatima Zahoor

Reg. No. 93-FSS/PHDEDU/S12

SUPERVISORS' CERTIFICATE

This thesis entitled "Analysis of the Professional Qualifications and Competencies of Teacher Educators and Subject Teachers of Education" submitted by Fatima Zahoor in partial fulfilment of PhD degree in Education, has been completed under our guidance and supervision. We are satisfied with the quality of student's research work and allow her to submit this thesis for further process as per International Islamic University, Islamabad rules and regulations.
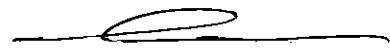
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Prof. Dr. Samina Malik

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Dedication

I DEDICATE THIS STUDY TO MY BELOVED FATHER

MUHAMMAD ZAHOOR, MOTHER TAHIRA NASREEN AND MY

HONOURABLE SUPERVISOR PROF. DR. NABI BUX JUMANI

WHOSE BLESSINGS, GUIDANCE AND ENCOURAGEMENT,

HELPED ME ACHIEVING HIGHER EDUCATION

Acknowledgements

Abstract

Many researches had stated that world class educational system from pre-school to postgraduate levels could convert the raw talents of its people into productive asset. It is the only way for a nation to compete successfully in the global knowledge economy. A world class education system is not possible without world class teachers, most importantly at the foundational level, who instruct, inform and inspire their students to quality learning and scholarship. The present study analyzed the professional qualifications and competencies of teacher educators and subject teachers of education. The objectives of the study attempted to examine and compare the professional qualifications of Teacher Educators and Subject Teachers of Education as well as to analyze and compare the competencies of Teacher Educators and Subject Teachers of Education.All government teachers training colleges and Government colleges (where education was taught as a subject) of Punjab were included in the study. The respondents were categorized into three groups in order to measure their competencies and professional qualification. These were Heads / Principals, Teacher Educators and Subject Teachers of Education and their students. Questionnaires, observation and interviews were used as instruments for data collection. For Quantitative data t-test and Percentage were applied for the purpose of analysis whereas for qualitative part of data, thematic analysis was done by the researcher. Quantitative data analysis regarding competencies of Subject Teachers of Education and teacher educators depicts two views gathered from heads and students of Govt. Colleges where education was taught as subject and Govt. elementary teacher training colleges which provided training to future teachers. The data analysis of heads indicated that there were no significant differences regarding the competencies of Subject Teachers of Education and Teacher Educators. Students' responses showed

that there was significant difference between the competencies of Subject Teachers of Education and Teacher Educators. The data analysis states that Subject Teachers of Education were more efficient as compared to teacher educators. Moreover observation of Subject Teachers of Education and Teacher Educators also presents that Subject Teachers of Education were more competent as compared to Teacher Educators. Qualitative data analysis unfolded that Subject Teacher of Education and Teacher Educators showed almost similar competencies. At the end, the researcher concluded that majority of the Teacher Educators and Subject Teachers of Education did not have professional qualification and they had MA education as an academic degree. The results of the study concluded that Subject Teachers of Education were efficient and competent as compared to Teacher Educators. It is suggested to the policy makers and planers that they may develop separate criteria for the selection of Teacher Educators and Subject Teachers of Education i.e. level of qualification, experience, professional qualification etc. It will be valuable for enhancing the quality of teacher education in Pakistan. In-service training, refresh courses, workshops and diplomas can be conducted for both Subject Teachers of Education and Teacher educators.

Keywords: Competencies, Teacher Educators, Professional Qualification, Subject Teacher of Education

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CHAPTER 1

INTRODUCTION

A world class education system sets the basics for global knowledge economy and molds the raw talents of its people into productive assets for a successful competition of any nation. World class teachers set the foundations for a world class education from pre-school to postgraduate level. Significantly, the foundation standards demand a standard instruction level that may lead the students to quality learning and scholarship.

The education system in any identified human society requires highly qualified teaching staff to raise the standard of education (Commission on National Education (CNE), 1959; Organization for Economic Co-operation and Development (OECD) & United Nations Educational, Scientific and Cultural Organization (UNESCO), 2001; National Education Policy 1998-2010). Likewise, a Report of the Commission on National Education (1959) emphasizes on the high training of teachers in academic terms and in terms of subject matter, moreover, a careful professional training is on demand.

During the past decades, significant research efforts regarding teaching profession and teachers have been included in the body of knowledge. However, a serious attention has been laid on the nature of teachers' activities and teaching but over the years, a growing interest has been directed to teaching, about teaching teachers of teachers who they are, what they do, what they think and their desired characteristics have often been ignored in studies of Teacher Educations (Lanier & Little, 1986). Correspondingly, a rare amount of research has been conducted on the

subject matters like, the competencies of teacher educators, tasks they should perform and meaning of a good teacher. Therefore, surprisingly little has been found out over the years about the quality of teacher training and thus of teacher trainers (Buchberger & Byrne, 1995; Korthagen, 2000; Koster et al., 2005).

Teacher educators are generally considered to be the persons who deliver instructions and provide proper guidance in the field of education, In addition, they serve as pillars for teaching student teachers or trainee teachers and thus make a significant contribution to the development of teachers to become competent teachers (Koster et al., 2005).

A quality education and a quality teacher is the responsibility of Teacher Educators. Therefore, it is crucial to infer the contributing factors for building up the professional development of teacher trainers is very important. In this respect it is necessary to have specific competencies, environment, explicit setting of the quality requirements for them. For this aspect it is important to have professional standards that set or implied by professional associations, guideline by the institutions, publications necessary for promotion, tenure as well as other related sources is of a significant value. This is why, the assessment of professional development and performance of Teacher Educators as per criteria is important.

Competencies, with a vast room encompass the facets of knowledge, skills, attitudes and behavior that are necessary for effective performance in order to conduct any real activity or task. The competencies that belong to teacher educators are skills, descriptions of the knowledge, behaviors and attitudes to perform in a classroom effectively. They are known as minimum standards for the understanding and awareness of Teacher Educators that they may involve in improvement of students' learning.

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Gauthier and Dembele (2004) in a background report for Education for All (EFA) Global Monitoring Conference highlighted a fact that a long course of pedagogical research has clearly pointed out that the major credit of educational determinant in student's learning and achievement goes to teachers' efficient conduct in the classroom. This conduct may include skills, practices and behavior of an effective teacher that can be identified by teacher educator competency framework.

Caena (2014) narrated that specific qualification requirements and professional standards or models of competences are not necessary requirement for teacher educators in many countries. The academic competences which are stated in the higher education context are exception. Most essentially, a vague pattern of national requirements of minimum qualification is prevalent and improvement in this regard is under debate, even in the countries where professional standards are clear.

The degrees like B.Ed. /M.Ed. /M.A. are required for the field of teaching in Pakistan. A B.Ed. qualified person can teach at school level and M.Ed. or M.A qualified person is able to teach in any education college at intermediate or undergraduate level. More possibly, persons with same qualification are eligible for teaching in education colleges at B.Ed. level.

According to Higher Education Commission (H.E.C) equivalence rules M.A Education (2years) degree program is equivalent to M.Ed. The curriculum of mentioned programs/degrees does not define whether the person will join teacher training institution or will be teaching at school or at college level. Basically, the standards on professional level are different for teaching from those necessary for teacher educators. Teacher education need the professionals who offer in-service training courses for teachers and school leaders. experienced teachers who act as

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mentors to new teachers in schools, university lecturers in different subjects, Education staff who teach pedagogy or didactics and researchers of higher level in Education and allied fields. So this issue needs intense attention to form a quality of professional Teacher Educators by offering specialization fields or separate degree programs during their M.A/M.Ed.

Previous studies of different researchers such as the studies of (Furrugia, 1993; Goldhaber & Brewer, 1996; Cukjati, 2007; Ahiauzu & Osiah, 2011; Abe & Adu, 2013) explain the professional qualification of teachers. Kohll, (1992); Korthagen & Kessels (2001); George (2004); Koster et al. (2005) describe the competencies of teachers' educators. On the other hand studies of (Lassa & Paling, 1983; Koster, Korthagen & Wubbels, 1998; Veer, 2004; Hammond, 2009) analyze the competencies and qualities of subject teachers. Smith (2003) discusses it taking into account the subject teacher and teacher educators by using these dimensions: "characteristics of the good teacher educators, professional knowledge of teachers and trainers and difference between the experience of teacher educators and classroom teachers".

The present study was undertaken to analyze the professional qualification and competencies of Teacher Educators and Subject Teachers of Education by taking into account following indicators: academic and professional qualification, diplomas, workshop, training, command over the subject, designing teaching programme for desired outcomes, subject specific technology, lesson planning skills, lesson presentation skills, lesson management skills, maintaining social environment in the classroom, appropriate teaching methodologies, maintaining discipline in the classroom, classroom behavior, formulation of appropriate questions in the classroom, assigning and checking of class work, inspiring confidence, monitoring students'

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progress and provision of feedback and evaluation skills. It had been a comparative study whereby the researcher used mixed methods approach for comprehensive results.

1.1   Rationale of the Study

The present study fills the gap between research and practice in the field of Teacher Education as comparatively less research has been conducted in the Pakistani context. Professional qualification and competencies are indispensable factors for determining the criteria. But in practice, it has been viewed that a person with B.Ed., M.Ed. /M.A degree starts teaching at university level whereas a person with B.Ed. can qualify for school and the one with M.Ed. or M.A can qualify for teaching in general Education College to teach Education as a subject to intermediate students or at B.A level. So keeping this in view the researcher had analyzed and compared the professional qualification and competencies of Teacher Educators and Subject Teachers of Education.

1.2   Statement of the Problem

The present study intended to analyze and compare the Professional Qualification and competencies of Teacher Educators and Subject Teachers of Education. The study examined the perception of head teachers and students about the competencies and Professional Qualification of Teacher Educators and Subject Teachers of Education i.e. command over the subject, designed teaching programmer for desired outcomes, subject specific technology, lesson planning skills ,lesson presentation skills, lesson management skills, maintaining social environment, usage of appropriate methodology, maintaining classroom discipline, teachers classroom

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behaviors, formulation of appropriate questions, giving and checking of class work and homework regularly, inspiring confidence among students, monitoring students' progress, provision of feedback and usage of evaluation skills as well as academic and professional qualification, diplomas, types of training, workshop etc. The study duly considered how far the qualification and competencies added to the performance of these teachers.

1.3   Objectives of the Study

The main objectives of the study were:

1. To examine and compare the professional qualifications of Teacher Educators and Subject Teachers of Education

2. To analyze the competencies of Teacher Educators and Subject Teachers of Education

3. To compare the competencies of Teacher Educators and Subject Teachers of Education.

4. To analyze the views of Heads of Govt. Elementary Teacher Training colleges and Govt. colleges regarding the competencies of Teacher Educators and Subject Teachers of Education.

1.4   Hypotheses of the Study

H_{01}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding command over the subjects.

H_{02}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding design teaching programme for desired outcomes.

H_{03}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding subject specific technology

H_{04}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding lesson planning skills

H_{05}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding lesson management skills

H_{06}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding maintain social environment

H_{07}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding appropriate teaching methodologies

H_{08}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding maintaining classroom discipline

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H_{09}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding classroom behavior

H_{010}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding formulation of appropriate questions

H_{011}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding checking of homework and class work regularly

H_{012}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding inspiring confidence among students

H_{013}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding monitor student progress and provision of feedback

H_{014}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education regarding evaluation skills

H_{015}: There is no significant difference between competencies of Teacher Educators and Subject Teachers of Education

H_{016}: There is no gender-wise significant difference between competencies of Teacher Educators and Subject Teachers of Education

H_{017}: There is no significant difference of views between heads of Govt. Elementary Teacher Training Colleges and Govt. Colleges regarding competencies of Teacher Educators and Subject Teachers of Education

1.5 Significance of the Study

The study carries significance from a number of angles as spelled out below:

The study will be significant for policy makers, planners, curriculum developers, educationists, teachers and administrators regarding professional qualifications and competencies of Teacher Educators and Subject Teachers of Education.The finding of this study would be beneficial for different stakeholders such as policy maker can develop different policy that is related to the different level of qualifications for teachers educators and subject teachers such as academic and professional qualification .Policy makers and planners would be able to set a certain level of experiences, training and criteria for the selection of teacher educators because they are the teachers of teachers.

The era of globalization demands the assets of connection, networking and competency for the sake of one's survival. The results of the study will be valuable for educationists, teachers, teacher educators and subject teachers of education for the improvement of their competencies.

This study would also helpful for the curriculum developer while developing curriculum for teacher education, they will also develop a curriculum for teacher educators keep in view different dimensions i.e. foundation of education studies, professional studies, subject matter studies, supervised practices workshop etc.

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The study also provides an integrated approach for analyzing teachers'
competencies in teacher training institutions and Govt. colleges where education is
taught as subject. It is hoped that this study will also be a contribution to the literature
on how to analyze teachers' competencies in institutions.

This study is also likely to be of significance for prospective researchers who
may explore several others angles of the professional qualifications and competencies
of Teacher Educators and Subject Teachers of Education.

1.6   Research Methodology

1.6.1   Research Design

For this research concurrent triangulation design was used. This design
indicated that both quantitative and qualitative data were collected simultaneously.
Then, the researcher compared the results of both databases for comparison as
confirmation, disconfirmation and cross validation or corroboration.

1.6.2   Population of the Study

The population of the study included all the heads/principals and students of
Govt. Elementary Teacher training colleges and Govt. Colleges (where Education was
taught as a subject), All Teacher Educators who taught at the B.Ed. and M.Ed. levels
and teachers who taught Education as subject at intermediate and BA level students of
the province of Punjab were also included in the population of the study. Punjab was
the largest populated province of Pakistan which constituted 36 districts.

Table 1.1

Population of the Study

No. of Govt. Colleges where Education was taught as subject (selected districts)	202
No. of Govt. Elementary Teacher Training Colleges (selected districts)	14
Principals of Govt. Colleges	202
Principals of Govt. Elementary Teacher Training Colleges	14
Subject Teachers of Education	350
Teacher Educators	160
Students of Govt. Colleges	23328
Students of Govt. Elementary Teacher Training Colleges	17672

1.6.3 Sample of the Study

Multi-stage sampling technique was used for the selection of sample. The researcher adopted above mentioned technique for the selection of districts at first stage and then selected the colleges at second stage. At first stage, 10 percent of districts were chosen by simple random sampling technique. At the second stage selection of colleges was made. All Government Teachers Training Colleges and Govt. Colleges of these selected districts were considered to be in the study where education was taught as a subject, by using universal sampling technique. The respondents were comprised of three types of groups in order to measure competencies and professional qualification.

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Table 1.2

Sample Size

Unit of Analysis	Sampling Technique		Sample Size		Research Instruments	Reason for Selection of Unit of Analysis
	Teacher training colleges	Govt. colleges	Teacher training colleges	Govt. colleges		
Heads	Universal sampling technique	Universal sampling technique	14	202	Questionnaires	For analysing competencies
Teachers	Random sampling technique (Yamane formula)	Random sampling technique (Yamane formula)	54	150	Professional qualification Performa, Observation	For analysing professional qualifications
Students	Random sampling technique (Yamane formula)	Random sampling technique (Yamane formula)	400	400	Questionnaire	For analysing competencies of teachers educators and Subject Teachers of Education

1.6.4 Sample for Observation and Interview (Through Sequential Sampling Technique)

Table 1.3

Sample of Study

Subject Teachers of Education (for observation)	28
Teacher Educators (for observation)	28
Subject Teachers of Education (for interview)	05
Teacher Educators (for interview)	05

1.6.5 Research Instruments

Following instruments were used for data collection:

- Personal Profile Proforma

- Questionnaire 1 (Heads of Govt. Colleges and Govt. Elementary Teacher Training Colleges)

- Questionnaire 2 (Students of Govt. Colleges and Govt. Elementary Teacher Training Colleges)

- Interview Guide

- Observation Sheets

1.6.6 Data Collection

Data were collected from Teacher Educators and Subject Teachers of Education, their heads and students of Govt. Colleges (where education was taught as a subject) and Govt. Colleges for Elementary Teacher through the personal visits by using Personal Profile Proforma, Questionnaires, Observation Sheet and Interview guide.

1.6.7 Data Analysis

Data were analyzed and interpreted by the researcher according to the objectives of study. Percentage, t-test and thematic analysis were used by the researcher for the analysis of data.

1.7 Delimitations of the Study

Keeping in view the objectives, resources i.e. time and cost the research study was delimited to:

- Govt. Colleges for Elementary Teachers of Punjab (where pre-service teacher training was provided to trainee teachers)

- Govt. Colleges of Punjab (these were colleges where intermediate, graduation in some colleges post-graduate level of education was provided to students while taking different subjects including education as an elective subject).

1.8 Limitations of the Study

This research study had following limitations:

- Due to time and resources restraints this research study was limited to only Teacher Educators of Govt. Elementary Teachers Training Colleges.

- There are four provinces of Pakistan but due to limited resources this study was limited to only province of Punjab.

1.9 Conceptualization and Operationalization

1.9.1 Teacher Educators

Teacher trainers or educators are defined as people "who provide instruction or who give guidance and support to student teachers and who thus render a substantial contribution to the development of students into competent teachers" (Koster et al., 2005).For the present research, teacher educators were defined as those teachers who trained the trainee teachers in Govt. Elementary Teachers Training Colleges of Punjab.

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1.9.2 Subject Teachers of Education

Subject Teachers of Education were those teachers who were teaching Education as a subject at intermediate or BA level in colleges. (At these levels of education, students get the academics degrees and they are not having the license of teaching. Whereas in the above mentioned colleges students get the pre-service training from teacher educators to enter the teaching profession as teachers).

1.9.3 Competencies

Competencies are descriptions of the knowledge, skills, attitude, and behaviors required to teach effectively in a classroom (Smith, 2005).These are necessary skills for guiding, managing, assessing and communicating with students, teachers and pedagogical content knowledge that are related to the ability to convey content knowledge through multiple models of teaching to enhance students' understanding, comprehension and achievement. Performance of both groups under study was assessed by using the checklist attached. (Appendix D)
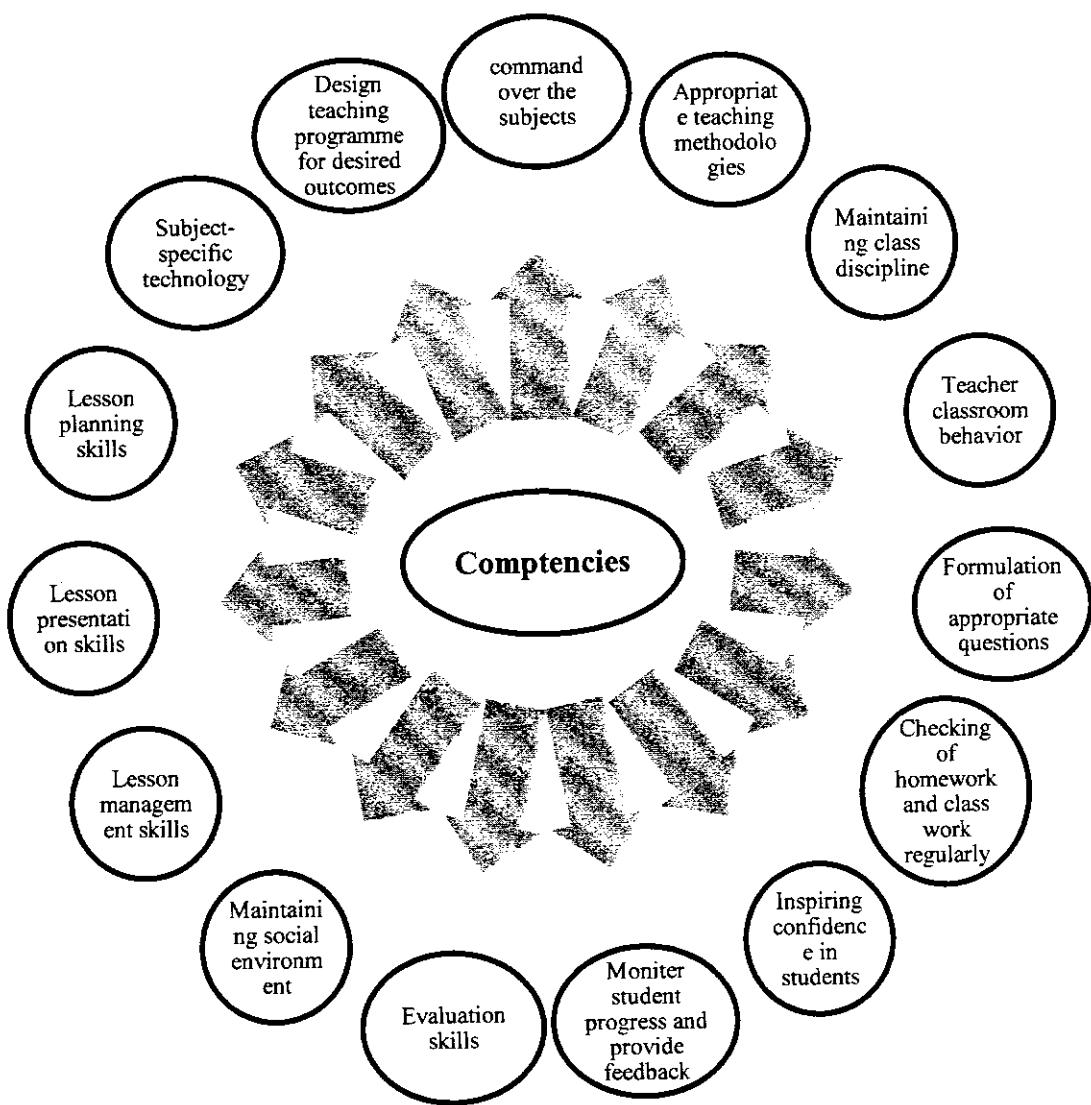
Figure 1.1: Competencies

1.9.4 Professional Qualification

A professional qualification or vocational competence is necessary for the exercise of a profession or individual sets of responsibilities within a profession at a specified level of learning outcomes (Cukjati, 2007). Professional qualification of the teachers refers to teacher having B.Ed. or M.Ed. degree, training, diploma and workshop.

Following indicators were carried out for analyzing the professional

qualifications and competencies during the study.

Table 1.4

Professional Qualification

1. B.Ed.	4. Diploma
2. M.Ed.	5. Training
3. Both B.Ed., M.Ed.	6. Workshop
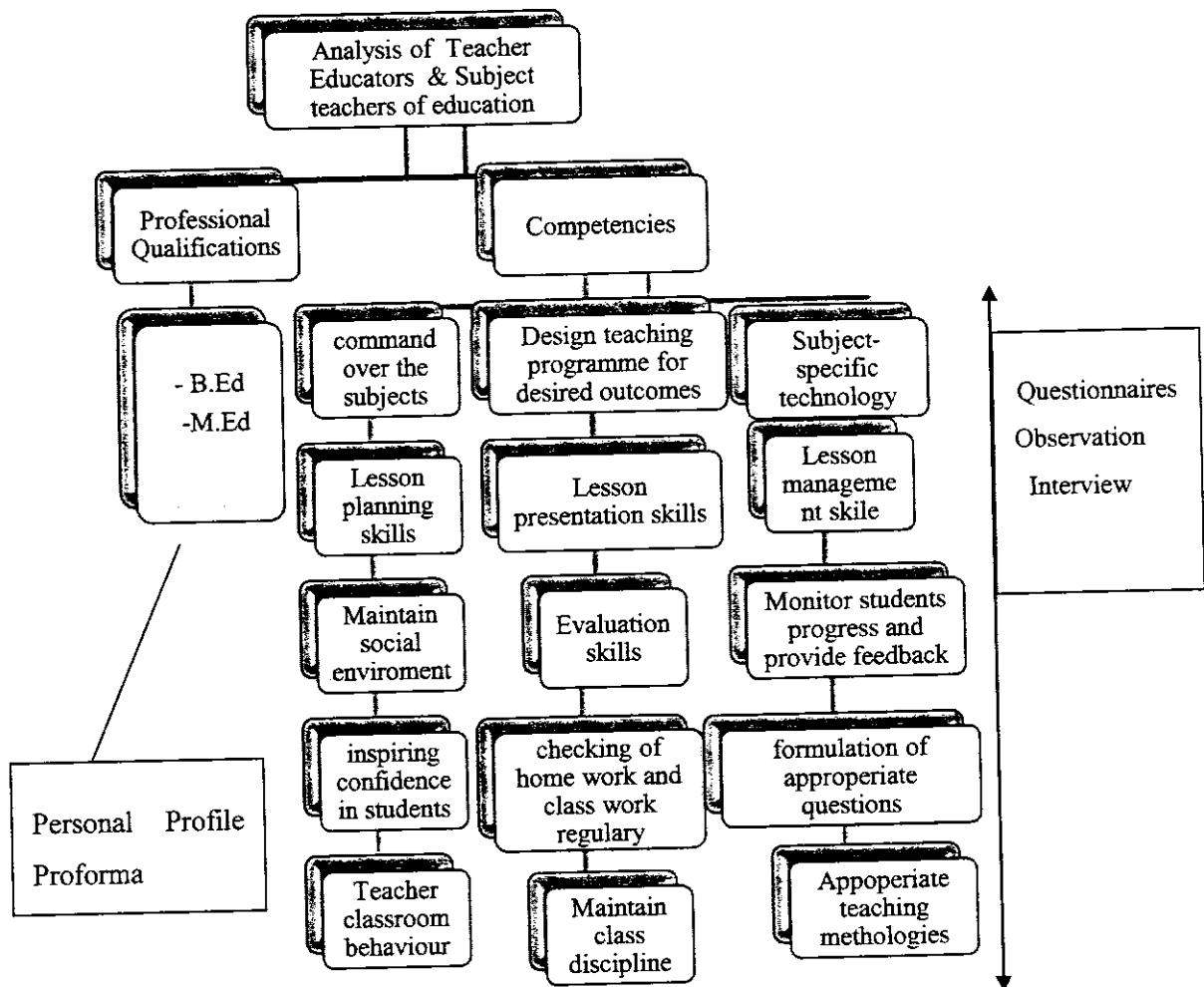
Figure 1.2: Conceptual Framework

The above mentioned figure elaborates the analysis of professional qualification and competencies of Teacher Educators and Subject Teachers of Education. It highlights the different levels of qualification of the Teacher Educators and Subject Teachers of Education i.e. B.Ed., M.Ed., M.A. Education MS/M.Phil., Ph.D. and Post Doctorate, while teaching the trainee teachers and students, whereas competencies are comprised of : command over the subject, designed teaching programmer for desired outcomes, subject specific technology, lesson presentation skills, lesson management skills, maintaining social environment, usage of appropriate methodology, maintaining classroom discipline, teachers classroom behaviors, formulation of appropriate questions, giving and checking of class work

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and homework regularly, inspiring confidence among students, monitoring students'

progress ,provision of feedback and usage of evaluation skills are related to the ability

to convey the knowledge through multiple models of teaching to enhance students'

understanding, comprehension and achievement.

CHAPTER 2

LITERATURE REVIEW

It is a fact that by nature this study is broad and inter-discursive. Literature reviews for this study had been arranged on the basis of conceptual framework, i.e. Analysis of Teacher Educators and Subject Teachers of Education all interwoven in an integrated model through competencies and professional qualification. Therefore, according to the methodology of this study the researcher had employed in this research, the literature review follows the same design of argumentation on the basis of the major conceptual and theoretical tools that were prevailing the process and consequence of this research effort.

Education is the procedure of acquisition of knowledge and able to relate that knowledge in real life situation. Education similarly denotes to the provision of learning procedure. Self-awareness is the procedure of knowing the personal abilities, capacities, thoughts and requirements. Knowledge is to know oneself and the environment. Knowledge also means setting the life issues, to meet with its realities, structures, requirements, applications and its relationship with itself. Once the information is connected with the personal thoughts, it develops knowledge. Education is considered to be very necessary to each individual in the society. Developed countries history shows that the development in their societies has been attained through the knowledge generation and usage of knowledge. Following diagram is the description of literature map for the study:

Teacher Educators & Subeet Teachers of Education

Professional Qualification

Levels of Qualification in Pakistan

Teacher Training and Professional Development

Teacher Training Institutions

Curriculum for Teacher Education

Australian Professional Standards for Teachers

Comparison of Australian Professional Standards for Teachers and National Professional Standard for Teachers in Pakistan

Standards in Teaching Profession

Know students and how they learn.

Knowing the content and how to teach it.

Plan for and implement effective teaching and learning

Create and maintain supportive and safe learning environment

Assess, provide feedback and report on student learning

Engage in professional learning

Engage professionally with colleagues, parents and the community

Quality of Teachers Education in Pak

Steps for Teacher Education in the Educational Policy of 2017

Teacher Qualification

Quality assurance of teaching personnel

Professional development of teacher educators

National Professional Standard for Teachers in Pak

Subject Matter Knowledge

Human Growth and Development

Knowledge of Islamic Ethical Values/Social life Skills

Instructional Planning and Strategies

Assessment

Effective Communication and Proficient Use of Information Communication Technologies

Collaboration and Partnership

Continuous Professional Development and Code of Conduct

Teaching of English as Second

Competencies

Understanding Competencies

Teacher Training for the Development of Professional Competencies

Competencies of Teachers and Teachers Educators

Academic Competencies

Methodological Competencies of Teachers

Different models of comptencies

comparsion of different models of comptencies

Figure.2.1: Literature Review Map

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It is considered to be less important to explore what kind of education than to response why education in the 21st century for fulfilling a person, national, social and international requirements. It shows that the teacher is an important source for a better grooming of a person who can build and develop a better society and history (Aslam & Kingdon, 2011).

According to Iqbal et al. (2012) teacher is a person of great value in society and education is reflected to be the divinest and distinguishing profession. History of the nations is full of evidences where education has illustrious progress. For the fame and name of any nation the excellent work of teachers has great value. Teachers are to be considered to the leaders of nations. Now a day the teaching profession has become very demanding and difficult as it was not earlier. For improving the literacy rate the global emphasis shows the apprehension of world to the role of teacher for the development of a society.
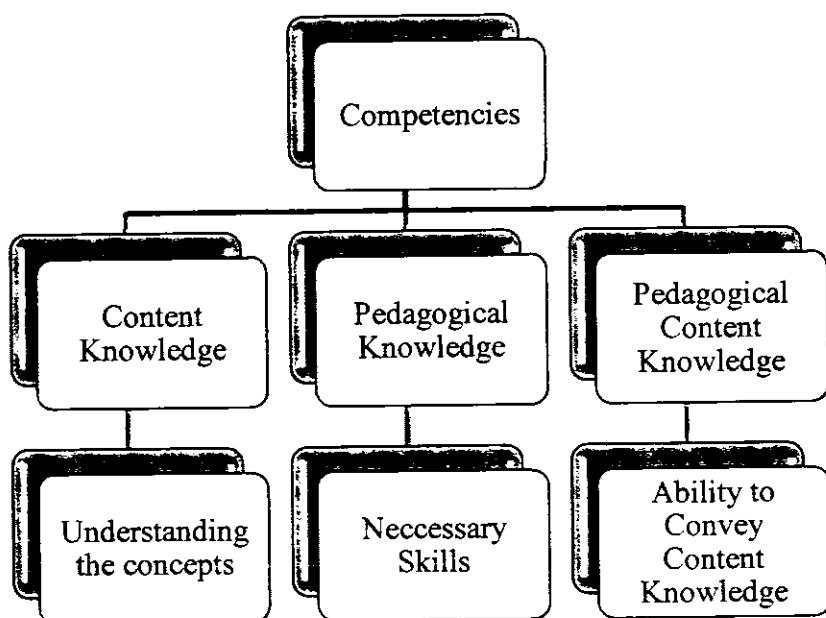
Figure 2.2: Theoretical Framework

The above mentioned figure elaborates and highlights the different levels of competencies according to Shulman model comprises content knowledge that describes the understanding of concept and the underlying structure of concepts being taught .That is knowledge of the content and teaching of a subject is a core element of teachers' professional knowledge and competencies. Pedagogical knowledge that defines necessary skills for guiding, managing, assessing and communicating with student teachers and pedagogical content knowledge that is related to the ability to convey content knowledge through multiple models of teaching to enhance students understanding, comprehension and achievement. According to Shulman, (1986) content knowledge includes the knowledge of teacher regarding the subject that the students will learn. For the development of knowledge, content knowledge comprised the knowledge of concepts, theories, ideas, evidence, organizational framework approaches and practices. Pedagogical knowledge includes the vast knowledge and understanding of teaching methods and usage of various techniques for the assessment of students as well as application and understanding of social, cognitive and learning theories. Shulman, (1986) defines pedagogical content knowledge is synthesis of content and pedagogy for the deep understanding of how a specific topic, problems and issues are planned, characterized and modified for the varied interests of students.

2.1   Teacher Educators

Koster et al. (2005) defines teacher educators are those teachers who provide assistance and instruction to student teachers or trainee teachers. Teacher educators greatly contribute for the development of competent teachers. Quality of teachers

depends on the quality of teacher trainers. Consequently the questions arises what should be the requirements for teacher educators, what type of particular skills necessary for them and how to contribute to the professional needs of teachers educators. In this respect, it is important to establish professional standards, institutional guidelines for the purpose of promotion, tenure and related sources are important for developing the criteria and measuring the performance of teacher educator.

2.2   Subject Teacher of Education

According to Lassa and Paling (1983) a teacher is someone who is properly trained and has acquired necessary skills in the field of education as well as having vocational education. Subject teachers of education are the teachers who teach students in their particular subject in which they got their specialization. Professional teacher defines as a person having the professional knowledge of theory and practice and make essential contributions for the culturally, socially, economically development of his/her country. A teacher should know and understand the abilities of his/her students. He /she should explain the benefits of education in social context to his/her students and assist for intellectual and social development of the students.

2.3   Professional Qualification

Generally, the professional or vocational qualifications enhance the attributes and are conducted to improve the professional skills that are necessary for any job. Mostly, these qualifications involve practical training in order to avail an opportunity for any kind of job. Professional or vocational qualification provides a gateway to

enter many possible fields. The achievement of professional qualification tends to develop a sense of recognition and helps to deal with a competitive scenario of choosing one's field. The ability to gain and improve employability in a specific industry related to any sector, like if someone wants to work in finance or accounting leisure and sports, can be attained by professional qualification according to that specific industry. The application process and the type examination will depend on the qualification and are applied to the respective organization. Professional qualification can define a document that shows that someone has successfully completed a course of study in which he or she can work in a profession (Cukjati, 2007).

2.4   Professional Qualifications of Teachers

The professional qualification of teachers of any level requires appropriate academic qualification that is not only related to their field but also to the fact that they are qualified enough to achieve the required academic goals. Academically qualified teachers refer to those who have academic training as a result of enrollment at the educational institution and the qualifications obtained as, B.Sc., BA. MA and so on; whereas the professionally qualified teachers receive professional training that gives them the professional knowledge, skills and techniques as well as different skills of general education (Ahiazu & Osiah, 2011). These academically qualified professionals have the degrees like. B.Ed., B.Sc. Ed, B.A. Ed, and M.Ed. and so on as their professional and academic achievement. Abe and Adu (2013) believed that teaching qualification or teacher training is one of the series of academic and

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professional qualification that enables a person to become professional, licensed and registered teacher in educational institutions.

Studies have also focused on the fact that a lack of professionalism and skills in the teaching profession is like a suicide effect because they cannot offer training and education in the skillful way that a professional teacher with an academic qualification can provide (Ruhela & Singh, 1990; Sail, 2005; Seweje & Jegede, 2005; Ngada, 2008). An unskilled person can fill up an empty space but can never play a role of a professional trainer who can train the students in a particularly designed learning environment (Karpati, 2004).

2.5   Teacher Training and Professional Development

Teachers and their professional development should involve all facets of education. A global effort has to be made to enhance the value of teacher training with the help of training institutes and other related organizations (Guskey, 2000). This may involve other countries and the air of different institutions to ensure that education at an appropriate level has been given and that gives them a license of good professional instructors. Because they will be given training on teaching methodologies, practices of teaching and curriculum design.

According to Carron and Chau (1996) the education of teachers should include the following: methodology, pedagogy, practices and curriculums. Study conducted by Schleicher (2012) shows a peculiar element about professional development of the teachers. It includes maintenance of educational competition, improving teaching skills and professional knowledge, developing flexibility in teaching and judgment,

including personal and interpersonal qualities, encouraging self-awareness and responsibility. Teachers training organizations should be able to provide knowledge, skills and values of society. These elements of training, if provided correctly, can help change the behavior and attitudes of teachers after the completion of training. Moreover, in the present era the duties and responsibilities of teachers are changing with the demand of time and need of hour. Their roles are diversifying with the advancement of time. (Johnson & McElroy, 2012). This may be a reason that the teachers of the present era cannot be able to fulfill their roles towards the society. The expectations of community and people are not catered in a satisfying manner because of complex current scenario.

The trained teachers and professional instructors have a deep impact on making skillful students, in today's world, and these skillful students are going to make a drastic change in the field of learning and teaching. The alterations that have been done in the educational and curriculum components, like teaching methodologies, plans, measurement, environment, evaluation, etc., are all the needs of modern student. This is because of student, that student is the focal point of whole educational scenario.

A significant value of the proper training of teachers has been noticed which helps teachers to work as a bridge between education and the changes that are subjected to the field of education. Hastie and Sharpe (1999) believe that students and teachers relationship need to overlap and be in support of each other. At the end result would be a positive learning environment. The overlapping of students' and teachers' goals and their support to each other may result into a positive learning environment.

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This way of learning is a challenging way of constructing freedom in the classroom. Strength in a constructivist classroom is based on the lessons and student activities. Zimmerman and Schunk (2011) advocate the fact that learning process should be organized so that students take responsibility for their own learning. Students must be independent and able to make decisions about their learning and then plan accordingly. The whole constructed based teaching practices and learning based on student oriented curriculum. Teaching is a skillful activity. Skilled and professional teachers play a pivotal role in the teaching learning process. Professional development of teachers enables them to develop the knowledge and skills that they need to address students' learning challenges. Professional development is not effective unless it causes teachers to improve their instruction or causes administrators to become better leaders.

As the study of (Guskey, 2000) indicated that importance of teachers training and professionalism has been globally realized and teaching profession is certified and licensed by different organization and institutions. Different researches (Carron & Chau, 1996; Hastie and Sharpe, 1999; Zimmerman and Schunk, 2011; Johnson & McElroy, 2012; Schleicher, 2012) explain different skills which teachers indulged after training for teaching effectively in the classroom.

2.6   Standards in Teaching Profession

Following are the professional standards for teachers developed by the Australian professional standards for teachers in 2013.

2.6.1 Know Students and how they Learn

The first standard focuses on physical, social and intellectual developments of pupils. The teachers must have the knowledge that how the students of different abilities and diverse cultures are learning and behaving. Teacher should have the abilities of using strategies and differentiating teaching for meeting the specific learning needs of students.

2.6.2 Knowing the Content and How to teach it

The second standard includes the content selection and organization, teaching strategies regarding content, assessment, curriculum, information and communication technology (ICT).

2.6.3 Plan for and Implement Effective Teaching and Learning

The third standard in teaching profession consists of planning as it contains academic planning, planning about course, various sessions of planning as well as establishing challenges for learning goals.

2.6.4 Create and Maintain Supportive and Safe Learning Environment

This standard is about supporting student participation, managing the learning environment, challenging the behavior of learners and ensuring their safety.

2.6.5 Assess, Provision of Feedback and Reporting Student Learning

The fifth standard includes assessment of students' learning, provision of feedback to students regarding their learning as well as making consistent and

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comparable judgment. It also focuses on interpreting student data and reporting their achievement.

2.6.6 Engage in Professional Learning

This standard comprises of identification and planning of professional learning needs, engagement in professional learning and improving practice, engaging with colleges and application of professional learning and improving student practices.

2.6.7 Engage Professionally with Colleagues, Parents and the Community

The seventh standard comprises professional ethics, responsibilities, coping with legislative, administrative and organizational requirements, cooperation with individuals, groups, development of acceptable behaviors, respect and attention to others ideas and positive social interaction. It also includes family and personal attitudes towards academic environment.

The above mentioned professional standards depict a clear picture for teachers for being a successful instructor, mentor, guider and educator in the classroom. It covers all the essential elements which are necessary for becoming teachers such as knowing how the students are learning, selecting ,organizing and articulating, teacher content presentation, planning and implementing effective teaching and learning strategies, creating and maintaining supportive and safe learning environment, assessment of students' learning, provision of feedback to students ,engagement in professional learning and improving practices as well as engaging professionally with colleagues, parents and the community.

2.7 Professional Qualification of Teachers in Pakistan

2.7.1 Teacher Training Institutions

There are 270 (217 public sector and 53 private sector) Government colleges for Elementary Teachers (GCETs),Colleges of Education, University Department of Education/Institute of Education and Research (IER) are important public sector and private sector teacher training institutions that providing B.Ed., B.S.Ed. , M.Ed., MA Education, M.Phil. and Ph.D. Degree programs in Pakistan including Azad Kashmir and Northern areas (UNESCO, 2009).

2.7.2 Level of Professional Qualification of Teachers in Pakistan

In Pakistan pre-service and in-service teacher training is carried out in Provisional and Federal Universities, Departments of Education, Centers of Extensions, Government Colleges for Elementary Teachers, Institutes of Education and Research. Different programs of teacher training are offered in these institutions for providing the skills to teachers.

2.7.3 Primary Teaching Certificate (PTC)

Primary Teaching Certificate is one year course of teaching and teachers are eligible to teach at primary level from Grade one to five. The qualification require for this course is 10 years of education. The award of Diploma in Education initiated to make professionally skillful teachers for the primary schools with the duration of three years. It is an approved plan of the Ministry of Education.

2.7.4 Certificate in Teaching (CT)

CT program was initiated to make the teachers prepared for teaching at the elementary /middle school level. It incorporated the concerned courses related to philosophy and knowledge of the middle /elementary school level. It also prepared the teachers for teaching in different subjects at elementary level.

2.7.5 Bachelor of Education (B.Ed.)

Bachelor of education program aims to prepare teachers for teaching in high school. It includes related courses philosophy, knowledge and methodology of teaching in different subjects at school level.

2.7.6 Master of Education (M.Ed.)

M.Ed. education program aims to prepare teachers for teaching in high school. It includes related courses philosophy, knowledge and methodology of teaching and different subjects at school level. It also aims to prepare leaders and school administrators.

2.7.7 Master of Education (M.A)

The Master in Education program aims to prepare teachers for teaching at college and university level. It includes related course of philosophy, psychology, sociology, higher level of knowledge and various teaching methods for teaching education as a subject. Master of Education is an academic degree.

2.7.8 Teaching Practice

For the professional development of future teacher almost all the Govt. and private sectors teacher training institutions and universities conduct one and half months teaching practice for provision of skills to both male and female trainees in designated schools.

2.8 Quality of Teachers Education in Pakistan

In Pakistan the quality of teacher training in public sector institutions is not appropriate and standards of teachers are not up to the mark. Educational policy of 2009 identified that the poor quality of teachers training in public sector institutions is due to slightly modification of previous Govt. trainings structure as well as outdated and inadequate training is provided by the Government institutions. (Government of Pakistan, 2009).A study conducted by Lavin and Lockheed (1993) discuss that countries like Pakistan and other most of the developing world are facing the gravest issue related to provision of quality education to their coming generations. In this regard the most basic element is lack of professionally qualified teachers. It has been researched that the academic and professional qualification of teacher in Pakistan is poor (Rahmani, 2006).

2.9 Curriculum for Teacher Education

In Pakistan the curriculum for teacher education is designed by Higher Education Commission and the provisional curriculum bureau of different provinces. English is used as a medium of instruction. Urdu is used as medium during teaching

and the methods of teaching differ from one institution to another institution (Khan, 2015).

Teacher is the key player of every educational system, who is considered the backbone of the whole system all over the world and entire educational system revolves around the teacher. Teacher is the major implementer of all educational reforms at the grass root level. They are the teachers who bring about positive behavioral changes in students by grooming and developing their personalities. That is why it is necessary that they should be adequately equipped with skills and abilities that would enable them to play an effective role in human development both from national and global perspectives. In Pakistan there are different public and private institutions which are providing pre-service teacher training to trainee teachers. For pre-service teacher training PT, CT. B.Ed., M.Ed.. MA Education courses are offered. In Pakistan teacher training institutions are challenging financial and fiscal limitations and are not sufficiently armed to cover the needs of an active structure of excellence teacher education. The teacher training institutions face serious scarcity of facilities that is related to audio visual aids, buildings, library, tables, texts, extra-curricular activities, and information and communication technology. Examination system is highly flawed and teachers' absence, poor management and deficiency of administration are main problems of teacher education programs.

2.10 National Professional Standard for Teachers in Pakistan

The below given National Professional Standard for Education has been presented by the policy and planning wing Ministry of Education, Govt. of Pakistan, Islamabad in 2009.

2.10.1 Subject Matter Knowledge

The first standard for a professional teacher in Pakistan is the knowledge about subject matter. A teacher must have knowledge of basic concepts, theories and history of the subjects. He/she must have awareness about frame work of national curriculum, relationship of different subjects, emerging trends in teacher education and the results of different researches. By incorporating different ways for knowledge acquisition and other skills the teachers facilitate their learners and make arrangements for the application of that knowledge in real world situations.

2.10.2 Human Growth and Development

The second standard narrates that a teacher should know and have the understanding of construction of knowledge, developing habits of minds and help in acquiring skills of the students. A teacher copes with the individual differences of students and knows about different strategies of motivations for obtaining achievements and excellent performances of students. A teacher should ensure equal treatment of learners in the class believing in the fact that all children can learn at higher levels and achieve success in their lives.

2.10.3 Knowledge of Islamic Ethical Values / Social life Skills

Pakistan is an Islamic state and it came into being for the fulfillment of the vision of Islamic values. This standard states that a teacher has the knowledge and understanding of Islamic code of conduct, necessary Islamic values, needs of peace and prosperity. A teacher must promote brotherhood, tolerance and collaboration among the pupils. It indicates that a teacher must inculcate in the minds of the

students that dialogue is the only source for resolution of conflicts as well as Quran and Sunnah are the only authentic way of knowledge.

2.10.4 Instructional Planning and Strategies

This standard encompasses that a professionally trained teacher should know and understand the aims, goals and objectives of education and must has awareness about curriculum of different subjects. He/she must plan their teaching strategies according to the needs and requirements of students. A teacher must know about different teaching methods and the specific methods related to specific or special subjects. A professional teacher should endorse harmony, teamwork and cooperative learning among students and use different ways for solution of problems. He/she should identify different designs of instruction according to the developmental levels of learners and prepare lesson plans and activities for effective teaching in class room.

2.10.5 Assessment

Different tools of assessment are applied by the teacher for the measurement of students' performances and level of learning. A teacher must have knowledge and understanding of different kinds of assessment. A professional teacher must know how to utilize the results of assessment for the improvement of teaching learning. This standard includes different issues related to assessment such as developing teacher made tests, validity, reliability, scoring continuous assessment etc.

2.10.6 Learning Environments

This standard of professional teachers incorporates the teachers' knowledge and understanding that how he/she conducts the process of learning in the classroom,

promotion of positive behavior among students, environment of classroom, developing peer learning, supporting classroom participation of students, creating democratic atmosphere in classroom and effective use of the instructional times.

2.10.7 Effective Communication and Proficient Use of Information and Communication Technologies

This standard ponders over the importance of curriculum. It encompasses the effectiveness of verbal and non-verbal communication while teaching, using computer as tool of instruction, learning process, research and evaluation. It also includes the availability of different technologies related gadgets such as cameras, phones and videos in classroom. A professionally trained teacher recognizes the significance of Information and communication technology (ICT) for making his/her teaching more attractive, preparing lesson plans with the incorporation of latest information and using computers for developing test items ,assignments and portfolios of students.

2.10.8 Collaboration and Partnership

The eighth standard is comprised of teachers' relationship with parents and community. A teacher must understand and realize the role and importance of students' parents, family members and guardians. The involvement of parents and other family members caters the improvement of the learning of students. Through the cooperation of parents and community, it supports intellectual, physical and ethical development of students. He/she recognizes and utilizes the resources of community and parents for improving the learning of students and providing the chances to parents for sharing their useful experiences for betterment of learning environment of their children.

2.10.9 Continuous Professional Development and Code of Conduct

This standard points out different indicators that process are used for the continuous learning, code of conduct, development of self-assessment. moreover, the usage of educational research and different methods for a continuous learning. A teacher should share his/her useful experiences and cooperate with colleagues and help in the promotion of ethical behavior.

2.10.10 Teaching of English as Second / Foreign Language

Globally. English language is considered to be an international language and it is used as source of communication. Therefore, the enhancement of teaching learning according to the international standard policy makers and planners decided to use English language as a second language or foreign language. The usage of English language with Urdu is instructed in the tenth national standard of professional teachers in Pakistan for useful teaching purposes and gradually improving different skills such as reading, writing. speaking and listening skills of the students.

These standards are, in fact, the main pillars of quality instruction but the question arises whether they are followed with the same spirit and interest as expected. That's why an effort is required for sincere implementation at all level of education for the acquisition of its fruits. There is a need for the practice of these standards at both public and private sectors institutions in Pakistan.

2.11 Comparison of Australian Professional Standards for Teachers and National Professional Standard for Teachers in Pakistan

Table 2.1

Comparison of Australian Professional Standards and National Professional Standard for Teachers in Pakistan

Australian Professional Standards for Teachers	National Professional Standard for Teachers in Pakistan
Know students and how they learn.	Subject Matter Knowledge
Knowing the content and how to teach it	Human Growth and Development
Plan for and implement effective teaching and learning	Instructional Planning and Strategies
Create and maintain supportive and safe learning environment	Knowledge of Islamic Ethical Values/Social life Skills
Assess, provide feedback and report on student learning	Assessment
Engage in professional learning	Learning Environments
Engage professionally with colleagues, parents and the community	Effective Communication and Proficient Use of Information Communication Technologies
-	Collaboration and Partnership
-	Continuous Professional Development and Code of Conduct
-	Teaching of English as Second / Foreign Language

The comparison of standards given by Australian council of teaching and national professional standards of teachers in Pakistan show that both types of standards focus on that teacher should be well aware of content/subject matter knowledge. A teacher must know how the students know and learn, how to create supportive and learning environment, will be able to provide feedback, assessing the students, having a good relationship with parents, community as well as with their colleagues. Whereas national professional standards of Pakistan further narrate that being the citizen of a Muslims country, a teacher must know Islamic code of conduct

and ethical values. Teaching is a never ending process. It does not stop after earning a degree or getting training. That's why it requires a continuous professional development of teachers for meeting the needs of the era. National standard of professional development of teachers give the importance of continuous professional development of teachers. As a result of globalization and technological progress, English as a language started to be widely learnt and taught. Therefore, the enhancement of teaching learning according to the international standard policy makers and planners decided to use English language as a second language or foreign language.

2.12 Steps for Teacher Education in the Educational Policy of 2017

Following important steps are initiated by the Govt. of Pakistan for improving the quality of teacher education in Pakistan in the latest educational policy of 2017:

2.12.1 First step: Teacher Qualification

Qualifications of teachers for teaching at different levels in public and private sectors institutions have been changed, for teaching at primary and elementary level four years B.Ed. (Hons) Elementary or BA/BSc with B.Ed. degree will be obligatory. Whereas for teaching at secondary level it is necessary to have sixteen years of qualification along with the degree of B.Ed. Secondary .To teach at secondary and higher secondary level teachers are required to have the five years B.Ed. (Hons) level of qualifications. In those areas where the qualified staff is unavailable some relaxation are given in the above mentioned level of qualification.

2.12.2 Second step: Professionalization of Teaching

It ensures that there should be a uniform standard of teachers in all over the country regarding qualifications, professional development, designation etc. The same service conditions and qualification shall be propagated for strengthening the public and private education system in country for improving the quality of education. It is recommended that teachers shall be involved in academic decision making process, developing a system of acknowledgment for teachers by rewarding them on the basis of their performances, facilitating them with the opportunities of professional development for the accreditation of social status of the teachers. For different level of education professional standards will be developed and then these standards will be associated with curriculum at each level of education. Practical models for content knowledge and specific skills of teachers will be launched, practical opportunities of learning will be provided as well as teacher training programs will have the similar content and pedagogical skills for teacher training in different institutions. Moreover universities will be encouraged to offer prevailing teachers training courses. In-service teacher training will be offered and a strong relationship will be developed between in-service and pre-service teacher training.

2.12.3 Third step: Quality Assurance of Teaching Personnel

For enhancing the quality of teacher education teaching standards of different level for different types of subjects will be prepared. Different steps will be taken by the provisional departments of education for the certification and licensing of teachers. Promotions of teachers will be carried out on the performances evaluation of the teachers.

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2.12.4 Fourth step: Professional Development of Teacher Educators

For the betterment of teacher educators/trainers it is suggested that in each province of the country academics will be established for the continuous professional development and provision of latest technology based knowledge for teacher educators. With collaboration of foreign and well known native teachers these academics will develop useful curricula for professional development of educators. (National Educational policy, 2017)

2.13 Educational Standards, Competencies and Professional Conducts of Educators

British Columbia Teacher Council (2012) gives the following guidelines for competencies and professional conducts of educators:

2.13.1 Educators Value and Care for all Students and Act in their Best Interests

Educators are responsible for ensuring the social, intellectual, emotional, moral, physical, aesthetic and professional development of the students. Physical and emotional safety of the students also ensure by the educators. Students are treated with respect and care as well as their diversity and dignity in the classrooms also maintained by the schools and communities. Educators also enjoy their unique position of power and trust. Educators keep the secrecy until its exposure become essential by the Law. An important quality of educator is that he/she does not exploit or abuse students for materials, sexual, ideological and personal matters.

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2.13.2 Educators are Models that Act Ethically and Honestly

This standard indicates that educators maintain the respect and credibility of their profession. They understand that their behaviors contribute entirely to the teaching profession. Educators have the responsibility of their behaviors in service and out of service, because their behaviors and conducts leave imaginary effects on the education system. They understand the educational law of British Columbia and education system in relations to their function.

2.13.3 The Educators Understand and Apply Knowledge of Growth and Development of Students

Educators identify the learning differences of individuals, their special needs, knowing about the development of children as learners as well as useful members of the society. Educators must know how to instruct their students, make effective decision regarding curriculum, having knowledge about management of the classrooms and assessment of the students.

2.13.4 Educators Value the Participation and Support of Parents, Guardians, Families and Communities in Schools

Educators must know the important role of parents and community in the effective education of students. They also efficiently and timely dialogue with parents and consider their suggestions essential about various issues that are relevant to their children.

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2.13.5 Educators Implement Effective Practices in Areas of Planning, Instruction, Assessment, Evaluation and Reporting

Educators must know the skills to make teaching learning process easier for every student. They also understand all aspects of education and relationship between them, from planning to report. Educators use various assessment and teaching strategies during teaching in the classrooms.

2.13.6 Educators Have a Broad Base of Knowledge and Understanding of The Subjects They Teach

Educators need to know the subjects they teach and the theoretical and methodological foundations of education. Educators should take responsibility for conveying beliefs and values to society and for having knowledge of their society. English and French can be used as a source of communication in Canadian context.

2.13.7 Educators Engage in Career-Long Learning

Educators must know about philosophies of education, professional needs of individuals, having theoretical and practical knowledge of teaching and learning. They also involve in reflective practices and professional development of the students.

2.13.8 Educators Contribute to the Profession

It is the duty of educators to encourage, suggest and support other educators who want to enter in teaching profession. They also participate in the activities with their expertise that organized by the schools, higher education institutions and professional organizations or cater them in other ways.

The researcher narrates the British Columbia Teacher Council (2012) guidelines for competencies and professional conducts of educators. British Columbia University is the global center of research and teaching and ranked top 20 public university of the world. So, these guidelines are according to the situation of our country and may be implemented for improving the professional conduct of educators in Pakistan.

2.14 Understanding Competencies

Competencies, in the field of education, are usually associated with a high professional performance. The professional skills of a teacher have a proportional and direct relationship with students' performance and their adoption of the academic skills. In the field of education, competencies have two different connotations. In theoretical context, it is a cognitive structure that leads to specify the behavior of the learners. In operational terms, competencies incorporate a variety of higher order behavior and skills that shows the capacity to cope with the unpredictable and complex situations. This operational definition includes knowledge, attitudes, skills, metacognition, thinking strategies and decision making presupposes conscious and intentional (Westera & Moore, 1995).

The general concept of operational competencies, according to Westera (2001), can be explained as follows: An individual's cognitive structure contain considerable theoretical and practical knowledge. This knowledge can be made available to the outside world by way of reproductive skill (i.e. speech, writing, pointing etc.), or can become supportive to skills and the associated skilled behavior (Edward, 2010).

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He delineates the fact that a radiant economy demands a variety of core competencies. These core competencies include problems solving skills, abstract thinking ability to work and communicating effectively. Tomlinson (1995) describes that competency is the constant ability of a person for the achievement of desired outcomes. The action of that capable person forced for the acquisition of anticipated outcome. Kalra (1997) categorized competencies into many broad ways. Firstly, the principles of education are deeply associated with a set of competencies such as knowledge of specific and general subject matters to be taught in the classroom, psychological understanding and other mental and cognitive skills. Secondly, it incorporates personality, behavior, relationship, beliefs, attitudes, student-teacher relationship and behavior with community and colleagues. Competencies comprise skills, values, higher level of knowledge, temperament of teacher and capabilities (Burke, 1989).Competence is the ability to deal with some kind of problems that arise at work. Moreover, a competent teacher has the ability to put a set of competencies in a-in-combination and successfully deal with the problems in a professional manner.

Overall, the competencies of teachers and trainers encompass skills, knowledge and attitudes which are necessary for proper exercise of their work.

2.15 Teacher Training for the Development of Professional Competencies

The literature from the studies conducted by several authors (Shulman,1986; Grossman,1995;Westera,2001) indicate that there are different aspects such as pedagogical knowledge, subject matter knowledge, pedagogical content knowledge, certification status, curricular knowledge, knowledge of teaching, teaching

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experiences and learning for the quality of teaching and professional competence of the teachers. Moreover, Darling Hammond (1999) quotes the fact that teachers' efficiency can be seen in his/her effectiveness in classroom and teachers' classroom effectiveness and performance largely depends on his/her professional competencies that how effectively competent he/she is while being in the classroom. Many studies highlight the idea that teachers' enough knowledge about pedagogical content knowledge, curriculum knowledge and good subject matter knowledge have influential effect on their students. Chapman and Mahlck (1997) focus on the advancement of instructional methodologies and teaching quality. He stresses to leave behind the traditional set up of pre-service training of the teachers because on national and international level, it is an accepted idea that the pedagogical content knowledge and instructional quality of teachers should be advanced with the help of improved training levels of teachers. Hence, admitting its importance, Shulman (1986) proposed the inclusion of three types of knowledge such as content knowledge, pedagogical content knowledge and curriculum knowledge must be a part of pre-service teacher training program. Moreover, the studies done by other theorists like (Raudenbush, Eamsukkawal, Dl-IbarKamali & TaoKlam, 1993; Sandar & Horn, 1998) also plead the fact that a teacher is the one who can perform a frontline role for the sake of improving the performance of learners.

Kanu (1996) highlights the significant value of educators in developed and under-developed countries and his study comes up with a valuable fact that a good quality teacher brings about a high level reforms in the field of education. It is an admitted fact that a good teacher is a key of quality education and quality learning in

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educational institutions depends on the quality of teacher. Outstanding curriculum, materials and infrastructure and a good administration is worthless without a good quality teacher. On the other hand, a good quality teacher builds up an ordinary administration, infrastructure and curriculum to the extraordinary level.

Alberto and Mahumane (2000) delineate the fact that limited infrastructure and deficient resources can also deliver a quality education with the help of assured teachers' competencies. Chua's study (1996) carried out two major facts related to teachers. First, due to lack of teacher trainings the teachers use old traditional teaching methodologies. Second, for the implementation of progressive methods which is based on discovery learning and construction of knowledge by the students ensuring the students centered learning, because of unavailability of teacher training, teachers do not have acquired motivational level and competencies. Adding to the fact, instead of using active method the teachers are more inclined to incorporate teacher centered methods. Their attitudes affect the students' performance. Highly professional and trained teachers with good subject knowledge, sometimes, minimize the performance of students due to their negative attitude. Viewing the need of teacher training and the future of teacher, Myint (1999) suggested the joint performance of the teacher training colleges and institutes for the preparation of perspective teachers. This may help in coping with the needs and challenges of the society in a successful manner.

Shah (2008) also suggested following indicators for teachers' education programs such as aims, characteristics, needs and expected roles of future teachers, the principal of policy goals and aims, findings of different researches and evaluations should be kept in view while selecting the objectives and content for teacher

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education. Ben Peretz (1994) believes that the curriculum of teacher education program should incorporate the foundation of education studies, professional studies, subject matter studies, workshops and supervised practices. Moreover, many researchers like Shulman (1986), Grossman (1995); Medley and Shannon (1994) consider the above mentioned elements as important to be the part of curriculum of teacher education. The above discussion concluded that for the development of professional competencies in the areas of pedagogical knowledge, subject matter knowledge, pedagogical content and effectiveness in classroom, theses competencies of teachers can be advanced with help of trainings. This may help in coping with the needs and challenges of the society in successful manner.

2.16   Competencies of Teachers and Teacher Educators

George (2004) summed up some of the teaching skills, such as, students' attention, asking questions, explain and narrate giving by instructions, using nonverbal cues, recognizing the difficulties of the students in understanding the quality of voice habits and speech, students' performance, attention gaining students' participation, control and use of student aid. Application of well-coordinated and intermingled approach to knowledge to contently re-visits the instructions as they plan implementation. The teachers involve an integrated and comprehensive set of techniques and knowledge, use technical advances and skills possessed by professionally effective teachers. Some more researches based on knowledge, skills and standards of teacher highlight a suggestion that teachers may change with the course of time but the in-built and development of skills have livestock to improve instructional standards. These skills are evaluation techniques, planning, professional

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commitment, design, reflective teaching helping student, feedback, technical evaluation and effective application of knowledge.

In order to infer the competency of a teacher, it is necessary to notice the amount of knowledge they have incorporated in planning and implementation of teaching and lesson content has to be reviewed. The related facets of pedagogical competences are the abilities to use technological aids, with the element that the teacher should have knowledge and skills of the usage of teaching aids. The effective teachers who are able enough to understand the lesson design and planning may adopt certain strategies in the field of education. The strategies could be, that as per the selected course content, they must be able to guide the students well, they must be a facilitating agent in knowledge acquisition in their lifetime, they must know how to positively assess the output of the students and to provide appropriate feedback, they must manage the classroom environment properly, should know how to motivate their students in an effective manner and they must be able to understand how students learn and also to know the content of educational method that were being taught by them. One of the attributes of effective teaching is related to the social context of the community, the variation in students and the positive attributes and deficiencies in children. The mastery of technology is seen as a means to an end and not as an end in itself (Siddiqui, 2016).

2.17 Academic Competencies

Kohll (1992) delineates the fact that a good teacher is aware of the academic affair. Teacher must know academic matters and has command on subject and develop overall personality of the student. A competent teacher understands the

demands of the scientific world and admits the learning needs. While understanding the psychological basics of the field of education, an instructor copes with the factors that influence the process of education. Because teachers influence the classroom climate, teacher's preference can affect a student's general social acceptance as well as peer acceptance of specific social behaviors.

2.18 Methodological Competencies of Teachers

Teaching methodology is the outcome of careful relationship between a student and their content knowledge. The skills incorporated in the curriculum designed by the educational institutions and presented to the students through different teaching methods help students to gain a suitable environment for learning a particular area of knowledge or skill. As defined by many studies, methodology is a manner to conduct a task something in a systematic, orderly and regular manner. On the other hand, competition exhibits the possession of relevant and sufficient knowledge and skills in a specific area. Therefore, methodological skills are the procedures to conduct a specific task with the appropriate and relevant knowledge and skill. Blazar, (2016) mentioned teaching skills required of a teacher as under:

Writing Instructional Objectives: Teacher should have clarity regarding the content knowledge, the adequacy with reference to the different levels and domains of instructional objectives and accessibility to the results of students.

Organization of Content: Logical organization of content according to the psychological level of students and organization the content as required by the students.

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Introduction of the Lesson: Greeting, accepting greeting, ensuring care and giving instruction is set in the report, which guarantees attention and give instructions, setting the report, ensuring facilities such as chalk, duster, auxiliary devices, etc.

Lecture: Teachers should start the lecture with past experiences, establishing link between introduction and major part of the topic, usage of appropriate questioning techniques.

Classroom Questionings: Teachers should structure questions at different levels, which are grammatically correct, accurate and relevant to the content.

Questions Delivery and Distribution: Questions delivered with appropriate speed, with the right intonation and tone, allowing a pause for thought and well distributed questions covering even volunteers.

Management of Response: Management of student responses by using various techniques such as promotion, obtaining additional information, reorientation and asking critical questions as well as accepting, rejecting and redirecting the pupils responses.

Explanation: It includes clarity, continuity, and relevance of content, starts and ends of applications that cover essential points.

Explaining with Examples: This aspect of the competency illustrates proceed from simple to complex, creating interest and providing related materials for the point of explanation.

Usage of Teaching Aids: It includes the usage of appropriate teaching aids for the clarification of topic to the students according to their levels and requirements.

Reinforcement the Students: At this step teacher use reinforce strategies such as usage of words, phrases of praise. writing the student answers on board for involving them in teaching learning process.

Proceeding of the Lesson: It includes setting the appropriate level of promptness for the procession of lesson according to the students' level of difficulty regarding the lesson.

Promotion of Student Participation: Providing opportunities to students to actively participation through questioning, creating the environment of participation, use of silence and nonverbal cause and urging student participation.

Usage of Board: Teachers should use the board while teaching as visual aids for developing the interest of students in the lecture.

Closure of the Lesson: Teachers should recap the whole lesson and develop link between present learning material and the next learning that will be occurred in future. It also motivates students for achievements.

Giving Assignments: Teachers give homework and classwork that are related to the learn content and levels of pupils.

Evaluation: Teachers should properly evaluate their students through questions and observations.

The Diagnosis of Student Learning Difficulties and Taking Remedial Measures: At this step teacher identifies the problems that are related with the learning

difficulties of students and take some action based measures for the solution of the students' problems

Measurement of the Class: Attention behavior reinforces and gives directions to remove non -attending behavior, clarity of directions, and adequate management of pupils' disruptive behavior. For the personal and professional development of an individual it is necessary to take some progressive actions.

Another model of competencies that was presented by Hammond et al. (2009) explains different competencies which are important for a teacher during teaching learning process.

Academic Skills and Intelligence: According to Hammond (2009) a positive relationship existed between following indicators of teachers competencies such as teacher intelligence, academic and professional performance.

Content Knowledge: The most important competencies of teachers are having command on the content which a teacher is going to be taught during teaching learning process.

Knowledge of Teaching and Learning: This is very essential and important teaching skill. A Teacher should have teaching knowledge and know about different teaching skills along with different teaching strategies.

Experience of Teaching: Another important teaching skill is the teacher's experience of teaching and learning as well as learning difficulties are also important variables.

Teacher classroom Behavior: This model of competencies comprised Teacher's personality traits and behaviors as "flexibility"," creativity "or "adaptability" which influence the student achievement and learning.

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Teaching skills is an indispensable quality of teachers and teacher educators. Hustler and McIntyre (1996) classify different teaching skills that are shown below:

Planning and Preparing the Lesson: Before going to class it is important for teacher to plan and prepare the objective of the lesson as well as prepare the lesson for making his teaching successful.

Presentation of the Lesson: For the achievement of the objectives of the lesson the presentation of the lesson should be done in an interesting way by the teacher.

Management of the Lesson: Management of the lesson is very essential aspect of teaching and learning. It is necessary to clearly formulate the content of the lesson and split the teaching learning materials in sequence.

Environment of the Classroom: Good and pleasant environment of the classroom play vital role for making teaching successful. It is the responsibility of teacher to make the classroom environment pleasing and conducive.

Discipline of the Classroom: Balance and positive behavior of teachers is very important. Teacher possesses balance behavior and maintains the discipline of classroom.

Assessment of Students: Questioning is essential for stimulating the thinking of students during teaching learning process. Usage of appropriate and regular questioning is very useful for assessing and measuring the students' progress.

Evaluation of the Students: For assessing the performance of students appropriate evaluation technique should adopt by the teachers for estimating the progress of their students.

Important skills of teaching that are presented by Kyracou, (1998) are given below:

Management of the Materials: Management and organization of teaching materials in sequence is the essential task of teacher keeping in view the difficulty level of pupils.

Supervised Training: It is the duty of teacher to give the student's teacher an opportunity to practice the learned lesson, and play the role of a teacher during the supervised practice.

Planned Opportunity of Conversation: Planned and organized opportunity of conversation should be provided to students by the teacher as well as prepared the lesson and its objective according the level and need of pupils.

Continuous Monitoring of Students: For knowing that whether students are taking interest in lesson which a teacher is going to teach, continuous monitoring of students by the teacher is obligatory.

Usage of Language: Language is an important source of communication. Clear, easy and natural language should be used by the teacher during teaching, so that students can understand it.

Managing Order: For managing classroom discipline and dealing with disruptive behavior the teacher should sustain discipline and order in the classroom.

Flexibility of Material: The teaching aids and materials that are used by the teachers during classroom must be according to the level and need of students. Moreover these materials should be flexible that can be changed according to the situation.

Lesson Planning: During lesson planning and formulation of objective it is essential for a teacher to keep in mind the level of their students.

Evaluation of Students: For the evaluation of students and measuring the performance of students written and structured test should be conducted by the teacher.

Content Knowledge: The subject that the teacher is supposed to teach should have command on that subject.

Classroom Management and Organization: It is necessary that the teacher maintains and organizes the classroom appropriately.

Teacher's Experience: For enhancing the teaching skills the teacher should have experience in teaching, as this will help the teacher to improve teaching methodology

Personality of Teacher: Personality and behavior of the teachers having spelling effect on their students. The teacher should have a teacher-like personality.

Teaching and Learning Knowledge: For the practice of higher order thinking by the students and usage of learning activities teacher must having the knowledge of teaching and learning.

For effective teaching learning process Akbar (2002) described certain classroom skills:

Lesson Planning: Before going to class the teacher must prepare the objectives of the lesson and plan the lesson according to the requirements of students.

Presentation of Lesson: Presentation of teaching material effectively is a quality of teacher. Therefore, the teacher must present the teaching materials effectively and modify teaching style according the needs of students.

Management of the Lesson: Management of the lesson is an important skill of teaching. Teachers must manage and organize the lesson on the basis of students' pervious knowledge.

Environment of the Classroom: For maintain a good and pleasing environment in the classroom it is necessary that the teacher has strong relationship with their students.

Discipline of the Classroom: For maintain effective discipline in the classroom the teacher must have the ability to deal with problematic behavior as well as having the capability for the identification of disturbing behavior.

Command on the Subject: An important competency of teacher is that a teacher has full command on the content, latest knowledge of the subject as well as having the knowledge beyond the prescribed syllabus.

Giving and Checking of Class Assignment: For involving the students in learning activities assigning and checking of class assignment is very important technique of a teacher.

Giving and Checking of Homework: According to Akbar. (2009) giving and checking of homework well in time is an important teaching skill of teacher.

Teaching Methodology: Teacher should have the ability to choose and use appropriate teaching method according to the situation and requirement of students.

Developing Confidence in Students: Reinforcing balanced behaviors and developing confidence among students is an essential teaching skill of a teacher.

Appropriate Questionings: An important ability of the teacher is to ask the appropriate questions for the stimulation of students thinking during the teaching learning process.

Personality of Teacher: An important quality of a teacher is having a balance personality that influences the achievements of students.

Evaluation: For the assessment of students' performance teacher must have the ability to use assessment techniques for the proper evaluation of students.

Bullough (2005) describes some skills of teachers, which are following:

Personal Responsibility: An important quality of a teacher is to have good expectation from their students and taking personal responsibility of the students learning and achievement.

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Capacity of the Student: While lesson planning the teacher must keep in mind the difficulty level of students and plan the lesson according to the laws of learning that precede from simple to complex for the achievement of students that ranged from moderate to high.

Provision of Opportunity for Practice: It is an important aspect of teaching skills that the teachers should provide in time feedback to their students on the basis of their performance and also offer opportunity for the practice of learned materials and concepts.

Increase the Time of Instruction: For the provision of learning opportunity to students it is the duty of a teacher to increase the time of instruction for the coverage of content.

Appropriate Questionings: For stimulating students thinking teacher must arose questioning ability among students , direct ,guide and control students thinking through questioning and probing.

Use of Instructional Material: Encouraging the students for the participation and variety of new ideas in teaching learning process, teacher must use different teaching materials and audio-visual aids.

Responses of Students: It is an essential quality of teacher that he/she should precede from one student to another after obtaining proper response.

Split the Leaning Material: Provision of practice and dividing the learning material in small steps is the quality of a teachers and teacher must possess it during teaching learning process.

Encouraging Students for Response: For obtaining appropriate responses and accurate answers from students teacher must encourage the students.

Verbal Questionings: During teaching learning process teacher can also engage students through oral questions answers sessions.

Encouragement for Discussion: Discussion session and dialogue in the classroom between students and teachers regarding learned content can enhance the learning of students. Teacher should provide the opportunity to students for discussion.

Encouragement of Autonomous Thinking: For problem solving and encouraging independent thinking among students teachers should slowly transfer various responsibility of learning to their students.

Home Tasks: Teachers must have the ability to assign home work to their students for strengthening the learning of students.

Veer (2004) indicated some steps such as presenting, motivating, associating, generalizing, and applying the learning materials for successful teaching.

Teachers should be aware of the fact that their behavior and interaction with students vary according to the nature of activities that are planned by the teachers while planning the teaching (Airasian, 1994).

For making his teaching successful there are many kinds of instructional procedure which can be followed by the teachers in a classroom. Classroom task can be classified into two categories. One is the materials and the other is lesson planning. Materials included starting lesson by keeping students busy with some mental and physical activities. Whereas lesson can be attained by developing students interest, clarity and motivation and divided the lesson into small parts keeping in view the individual differences while teaching learning process. It helps in reinforcing the learning of students though the objectives cannot be fully attained (Wenglinsky, 2001).

Different models of methodological competencies of teachers are depicted by different researches such as Blazar (2016); Hammond et al. (2009); Hustler and McIntyre (1996); Kyracou (1998); Akbar (2002); Bullough (2005); Veer (2004). All above mentioned models of methodological competencies refer that it is the procedure of learning for the acquisition of knowledge, skills, attitudes and behaviors that bridges the relationship between learners and specified curriculum through the teaching learning skills. In this respect the role of teachers are very important.

2.19 Comparison of Different Models of Competencies

Table 2.2

Comparison of Different Model of Competencies

Blazar (2016)	Hammond (2009)	Hustler and McIntyre (1996)	Kyracou (1998)	Akbar (2002)	Bullough (2005)
Writing instructional objectives	Academic Skills and intelligence	Planning and preparation	Management of Materials	Planning of the Lesson	Personal Responsibility
Organization of content	Content Knowledge	Lesson Presentation	Guided Practice	Presentation of the Lesson	Capacity of the Students
Introducing the lesson	Knowledge of Teaching and Learning	Lesson Management: Management	Structured Conversation	Management of the Lesson	Providing Opportunity of practice
Lecture	Teaching Experience	Environment of Classroom	Monitoring	Environment of Classroom	Increasing Instructional Time
Classroom	Teacher behavior	Classroom	Usage of	Discipline of	Appropriate

	Knowledge of Teaching and Learning	Teacher Personality	Evaluation	Home tasks	Teaching Experience	Personality of Teacher	Encouragement of autonomous thinking	and Management of the class	questionings discussion
Proceeding of the lesson					-	-		-	-
Promotion of student Participation					-	-		-	-
Usage of board	-	-	-	-	-				
Ending the lesson	-	-	-	-	-				
Giving assignments	-	-	-	-	-				
Evaluation of students	-	-	-	-	-				
The diagnosis of student learning difficulties and	-	-	-					-	-

taking

counteractive

actions

Measurement of the

class

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There are different models of methodological competencies of teachers as presented by different researchers and authors. Blazar (2016) mentioned that teaching skills required for a teacher are writing instructional objectives, organizing content, creating set for introduction of the lesson, lecture, structuring classroom questions: questions' delivery and distribution, management of responses of learners, explanation, illustrating with examples, use of teaching aids, variation of stimulus, reinforcement, pacing of the lesson, promoting student participation, using black board, achieving closure of the lesson, giving assignments, evaluating the progress of students, the diagnosis of student learning difficulties and taking remedial measures, measurement of the class. In contrast Blazar competencies, Hammond et al. (2009) describes that a positive correlation existed between teacher performance and measures of teacher intelligence and academic ability, subject knowledge, knowledge of teaching and learning, experience of the teacher about teaching and learning and learning difficulties are also important variables. teacher personality traits and behaviors as "flexibility", "creativity" or "adaptability" also influence the student achievement and learning.

Whereas as Hustler and McIntyre (1996) elaborate that teacher should plan the lesson according to the needs of students and prepare the lesson objectives before going to class and present the new lesson in an interesting way so that the lesson objectives can be achieved. He should divide the learning material in sequence and clearly formulate learning content, keep the atmosphere of the classroom good and pleasing during the teaching and learning process, maintain good discipline in the classroom, using appropriate questioning techniques and

evaluation skills during the lesson for assessing and measuring the students' progress. Kyracou (1998) focuses on management of materials, guided practice, structured conversation, and monitoring students' progress, teaching materials that can be easily modified, using natural language which can be easily understood by students and helps them to understand the lesson according to the requirements of the student. It is very essential for teacher to plan and formulate the objectives according to needs and level of students before going to class and teacher should properly evaluate the students for measuring their knowledge as well as manage and organize the classroom appropriately.

The most important skill which Kyracous presents is the teaching experience which is essential for improving teaching methodology as well as he suggests that a teacher should possess teacher like personality and must have experience and knowledge of teaching and learning. Akbar (2002) explains some skill such as lesson planning skill, lesson presentation skill, lesson management skill, classroom climate, maintain classroom discipline, command over the subject, checking of class work, checking of homework, usage of appropriate teaching methods, inspiring confidence in students, formulation of appropriate questions, personality of the teacher, knowledge of the psyche of students and evaluation skills. Giving and checking of home task is an important skill which is given by Akbar as it is not presented by earlier researchers and authors. Bullough (2005) also describes some skills of teachers, which are personal responsibility, students' capacity, opportunity to practice, maximize instructional time, students' response, split the material into steps, developing the habit of reasoning and thinking among

the students, asking questions frequently in the classroom and engaging students in verbal questions and answers sessions. Teachers should use natural dialogue in the classroom for students: gradually shift some responsibilities of learning to the students as well as encouraging for independent thinking and inculcating problems solving skills and assigning home tasks to their students. All the above competencies of teachers are very important for the creation of a positive learning environment.

2.20   Related Studies

2.20.1 International Studies

In teacher education program from a long time it has been considered for granted that a good teacher will be a good teacher educator without any further education. This was the counterpart of the idea commonly started at the earlier of this century that a good academic student destined to be a good teacher was sure to dominate this profession in practice (Russel & Korthagen, 1995). Similarly, many good teachers who became the teacher trainers were thrown into the deep end, after an application procedure that was aimed primarily at checking their competence in the specific discipline and experience as a teacher. It is fact that to pay more attention to the knowledge and pedagogical skills of the teacher educators, but this was mainly concerned with the pedagogy of the educational sector rather than the pedagogy of educating teachers.

Caena (2014) narrates that teacher educators include: experienced teachers who perform their duties as mentor to novice teachers in the institutions, teachers

of various subjects in higher education institutions and universities, trainers who provide trainings to teachers, leaders, researchers, staff of the institutions and related areas. All these have a significant role in the teacher education programme. They are present in all stages of the life cycle of the teacher, teaching, guiding and modeling. So, it is important to do some fundamental researchers for developing, understanding, regarding the role and importance of the training of teacher educators.

Koster et al. (1996) highlighted certain features encountered by the teacher trainers. First, they are the facilitators of the trainee teachers or future teachers. The role of good teacher educators is to support the trainee teachers in the process of reflective learning. (Richards & Lockhart, 2001).That effectiveness can be achieved not only theoretically with the help of practicing the knowledge i.e., to "make explicit the tacit knowledge" (Korthagen & Kessels, 2001). Second, they serve as the developers of the novel curricula and knowledge. It demands the design of new curricula comprised of practical knowledge along with the theoretical knowledge generated by evaluator's research. Third major role of the teacher educators is to conduct the process of evaluation; Both formative and summative assessment can be done by the teacher educators acting as guardian and help in deciding what type of teaching skills and trainings are necessary for becoming a teacher trainer. In this respect teacher trainers play a dual role i.e. one is supporting the trainee teachers and second is playing the role of a judge. (Wilson, Hammond, & Berry, 2001). Fourth role that play by teacher educators is the role of collaborator and team member. Good teacher educator plays the role of

administer, decision maker, member of higher education institutions and universities (Koster, Korthagen & Wubbels, 1998).

Borg (2007) discusses the importance of collaboration as a significant component of language acquisition and teaching of language. In this case, the important thing is that the teacher trainers must cater teaching skills to establish students' capacity to be an effective team member by serving as an involved member in the respective context. The student can promote to the association with others in university and school i.e. teachers with students or other teachers and encourage student teachers to take part jointly in research projects and working group efforts. Smith (2005) explains that all these tasks are deeply associated the value and principles of training of teachers and considered to be the consistent standards for teacher trainers. These standards give impression of professionalism and expressed it through their action and performance. The standards encompass different aspects that form the experience like skills and knowledge of teacher educators.

The teaching experience of educators has complex and diverse nature, however, it is a prevalent concept that an effective teacher can be made by an effective teacher trainer. A study on subject matter that was conducted by Smith (2003) examine this issue by asking new teachers and teacher educators regarding experience and perception about the characteristics of an effective teacher educator, trainers' the differences that existed between the experiences of teacher trainers and classroom teachers and professional knowledge of teachers. The outcomes exhibit that yet there it has overlapping but a clear difference between

the experiences of both groups has been seen in different areas, such as, quality of knowledge, coordination of reflectivity and cognition, teach children from adult education, creation of knowledge and new knowledge, professional maturity and independence and the comprehensive understanding of the education system.

Smith (2005) describes that teacher trainers should have and know good teaching skills and reflect how to articulate tacit knowledge of teaching, instead of teachers who primarily have to be good educators and practitioners in the classroom. Moreover, it is expected that the teacher educators must make it available to the teachers to be, thus bridging theory and practice. The professional knowledge of teacher educators is expected to be more rich, comprehensive and extensive, either it is in terms of the specific subject being taught or in relation to areas such as teaching, psychology and pedagogy. The teacher educators must have a vital role in research and curriculum development, which is considered to be an indispensable element in their professional development. Teachers have professional maturity and freedom at higher level because their skills' demand is to teach the students of all ages. Lastly, it is expected that beyond their humble teaching perspectives they must have a comprehensive insight of the education system.

The work and practice of teacher educators is directly exposed to the teachers. Therefore, it is essential to look into the standards of teaching and these standards may involve the qualities that teacher trainers should possess in the view of teachers. Moreover, it is suggested to give the teacher educators an effective role to develop the relevant content to achieve the aforementioned standard.

Answer to the question that what it demands to be an effective language teacher. Smith (2005) delineates the difference of opinion of both, teacher trainers and novice teachers; instead it is a reality that for the better development of future teachers, good trainers show patience, support and empathy for them. New teachers who have wide access to teacher trainers a gap existed between theories and practices so a good teacher trainer practices what they are preaching. The same attributes of modeling can be viewed in standards of Australian Teacher Education motivating the teacher trainers for professional teaching practices (ATE standard, 2006).

Novice teachers came up with another significant idea that remained unmentioned by teacher educators. Smith (2005) found that teacher educators should introduce meta-cognitive skills to the students during the explanations of their activities and decision as well as articulating the knowledge of teaching. While confirming this point of view, Ethell and McMerriman (2007) said that the joint thinking of expert teachers caters the better comprehension in terms of theories and practical skills of teacher education programme. Adding to the fact, many teachers prefer to work with freshly experienced educators who come across teachers in their institutions with experience. These teachers also inquired about the reliability of the teacher educator guidance that have less knowledge about school and students; because it is believed that effective teachers must have awareness about the current education system. Murray (2001) identifies the same issue on which there is no professional consensus. i.e. when all the teacher trainers will be qualified and experienced for teaching in schools.

Most of the teachers believe that good teachers can also be good administers because they properly managed their time and classes in the institutions unlike teacher educators. The studies show that the development of the reflection and improvement of self-awareness in student teachers is an effective element of good teacher educators. Associations of Teacher Educators (2006) describe important characteristic of teacher educators based on reflective practices of teacher trainers that is research. Research is considered very important for professional development of teacher trainers whereas novice teachers consider effective teaching and research are essential qualities of teacher educators.

The criterion for tenure and promotion is also a highlighted facet and a valuable requirement of teacher educators and ATE standards. However, it is a belief of many experts that effective teaching and research have no essential correlation (Marsh & Hattie, 2002). Teacher educators highlights some features of an effective teacher educators such as how teacher educators acting on the opinion of someone regarding education, how they supporting their colleagues and how effectively they act as an individual. Koster et al. (2005) studied the essential tasks and skills that are considered to be necessary for the quality requirement for teacher educators. A clear distinction has been made about the work of teacher educators that they should have standards of competencies that are essential elements for a professional profile of teacher educators. Furthermore through literatures and interviews sessions with teacher educators explain that three major areas are very important for every teacher educator. One is providing highest level of educational program, participating in policy development and working for his /

her own development as well as working for development of their colleagues.

Selection of future teachers and organizing certain activities for them are also very necessary. In this context, an important aspect of teacher training is the experience of teacher trainers for the development of professional knowledge and competencies among the future teachers through the process of teaching and learning (Loughran & Berry, 2005). Teacher educators also explain the important aspects of teaching and learning for the development of practical knowledge and skills among the future teachers. In this regard, it is important that the teacher educators must know how to gain recognition in his teaching because it is as essential as their way of teaching. The aforementioned elements make opportunities for professional development and for building practices. In this sense, Korthagen and Kessels (2001) highlight the quality of teacher trainers that teacher educators help the future teachers to think critically regarding their teaching experience and practical skills. Therefore, it is essential for teacher educators to provide theoretical and practical knowledge to future teachers.

In teacher education, Loughran and Berry (2005) describes explicit modeling describes two elements that are essential for teacher educators one is practicing of teacher educators for their students which they demanding or requiring. Second, teacher trainers provide opportunities to future teachers or trainee teachers to become aware of the feelings of reasoning, teaching and actions by practicing teaching in the classroom. Hence, presence of a balanced situation is essential for the provision of opportunity to trainee teachers for the acquisition of theoretical and practical knowledge. Particularly for teacher educators, a variety of

techniques has been mentioned by Loughran and Berry (2005) that can be used by their students to access non-cognitive knowledge. These techniques can be used in probing and penetrating during teaching through pedagogical interventions. questioning, sharing and reflection of their teaching learning experiences. performing out thinking clearly in daily debates for trainee teachers before and after the class individually as well as in groups. The systematically investigate learning and experience, may improve the ability to be explicit about what you are doing and why. This is how the relationship between doing and knowing can be achieved.

Wilson et al. (2001) follows a fact that in the overall ecology of teacher training the teacher educator holds a significant pedestal. The teacher trainer plays a vital role. But in the ecosystem, teacher educator seems to be out of research. Very few researches have been found and examine the role of university teachers in educational programs. Zimpher (1990) relates to the fact that quality education is assured by teacher educators but their work has been acknowledged in less quantity. Moreover, Lanier and little (1986) also examine that as such no separate or special researches regarding the works of teacher educators found that how they feel, think, how they perform etc. This aspect of teacher education is ignored in the studies of teacher training. In this context, Ducharme, (1993); Guilfoyl, (1995); Regenspan (2002) highlight the complex dual role of teacher educators.

Korthagen and Lunenberg (2004) while explaining the importance of the role of teacher trainer said that a teacher trainer not only presents himself as a role model but also helps in sustaining the future teachers. The role of teacher trainers

is vital while developing the relationship between the actual practice and beliefs of trainee teachers. Wideen et al. (1998) concluded that the procedures for teacher education are relatively important as compare to knowledge that is given to future teachers. Kitchen & Russell (2012) describe that the duty of educators is tough; they convey the message that teaching is a difficult task because the trainers get tough training of their job.

Wilson (2001) mentions a fact that teacher educators mostly work under heavy time pressure. According to Ducharme (1993) the educators manage to get some favor from their surroundings. Guilfoyle (1995) said that teachers' performance is expected to be seen in many aspects like findings of research and curriculum development. Korthagen and Lunenberg (2004) narrate that teacher educator cannot concentrate fully on his personal conduct and this factor largely influence student teachers during the process of teaching learning.

Lunenberg, Korthagen and Swennen (2007) mention that through the training and observation of teacher educators, the opinions and practices of student teachers can be modified. They had conducted case study and the results of cases studies indicated that they have revealed that in the body of knowledge of teachers and teacher educators' real practices, a blank spot existed. Menges (1994) said that with the help of conceptual framework, teacher trainers utilize personal theories and some methods of research in the classrooms as a technique of teaching learning process.

According to Kerr (2002) a teacher must have command on different teaching related issue i.e., familiarity with academic affairs, accepting the learning needs of the scientific world. It is important to understand the psychological foundation of education, the personality of a learner and other related factors that affecting the education programme of an individual. Scheerens (2000) states that in order to minimize the elements of disturbance in classrooms; a good teacher must have careful management skills. The classroom management and environment must allow the active participation of all students, teaching material must be conveyed in a proper manner and instructional presentation can be audible and visual to all of the students.

Sadker and Sadker (1994) mention the experience of working with young people. The work experiences with youngster and development of their personality is pleasing. Because a teacher is preparing the mind set of young ones and in this way a teacher is developing the future of a country. He mentions it a two-way process of development and learning. Samaras and Freese (2006) define this aspect by discussing educational ideas in sociological, historical and philosophical context. It is always in demand and assumes that a teacher required solid knowledge. (Wayne & Youngs, 2003). A process of modernization is being followed for the preparation of college teachers since 1970's and for longer education in academic disciplines; it may be more suitable to support the teaching profession. Currently, education incorporates pedagogical content knowledge for individual subjects, academic knowledge in a subject, pedagogy, sociology of education, developmental psychology and other random topics related to

respective area. It is observed that at higher level of education importance was position in teaching profession other than building the skills of teachers in the participation takes part in improving the system. It is critical to restore a respected directly connected to the low perceived value of such skills but the less number of present national strategies and devalued education on political level has been area which is not a part of teacher education programme problematic state of the by the lowest score scale, that incorporates the competition matters covering that teacher competencies. The teachers' involvement in educational system is referred for teacher training and appreciated the opportunity to take part in the area of teacher competence. The respondents warmly welcomed the motive of competition educators in Serbia regarding teaching while highlighting a set of facts related to The findings shed light on the opinions of teacher trainers and other

development that are important elements related to the teacher competencies. knowledge of subject matter, teaching skills, assessment, and professional teachers understanding of educational system, curriculum values and parenting it is also based on the skills involved in teacher reforms. The literature describes importance of teachers' skills to be the basic element of teacher training. Majorly, Pantic and Wubbels (2010) conducted the study to look into the considerable structured curriculum and it is entirely done voluntary (Cavous & Ozdemir, 2015). teachers, and if so, in an institution. The teaching practice is carried out without a teachers. In some institutions, teaching practice is not required for subject preparing subject teachers. There is a significant variety in preparing subject economics, sociology, psychology and philosophy. There is a significant variety in

given to academic success of the children instead of focusing the social

development, personal reformation and valuable parenting. This interpretation has

been done as an outcome of long standing disconnects of schools with the teacher

training programs based predominantly subjects. The caterers of maintaining

partnerships between schools and teacher training must be seen as a way to help

the student-teachers develop practical skills; moreover, it may minimize this gap.

The teacher training in practice served as a helpful agent in development of

teachers and has been conducive in improving their ability to bring learners highly

with systematic development. The quality of training programme can be assessed

minutely by observing the strong relationship between teachers, researchers,

evaluation and selection criteria and developing rules and regulation of training

programs. (Morais, Neves & Afonson, 2005).

Career Decision Making process empirically tested and developed a

conceptual model of retention in the teaching profession that is based on social

learning theory (Lent et al. 1994; Mitchell, 1996; Bright et al. 2005). It is indicated

by these validation studies that the decision that teacher training graduates cannot

enter the profession or to leave the teaching profession within five years was an

outcome of a number of factors. The variables like initial commitment to

education, job satisfaction, the quality of the first teaching experience and

particularly the availability of other jobs have a valuable impact.

Hong (2010) tells about different ideas about the initiation of professional

identity and pre-service of teachers. He divides the professional identity of

teachers into some major factors, such as, effectiveness, knowledge and beliefs. value, commitment, emotions and micro politics. The consequences of the present study explores that educators tend to be naive and their idealistic perception about teaching and teachers shows more emotional exhaustion. Moreover, he discussed retention of beginning teachers along with the improvement of teacher education.

In the understanding of professional life and career decision-making, professional identity of teachers is an important aspect to be valued. Several studies (Day, Elliot & Kington, 2005; Lasky, 2005; Avalos & Aylwin, 2007; Day, Sammons, Kington & Stobart, 2009) describe the current studies among countries considered motivation; retention and effectiveness are essential elements of teacher professionalism and identity. Making judgments in a prescribed context and making the interaction with the environment is crucial. It is known that professional action is making professional identity (Watson, 2006). The influence of our judgment and our choice of action largely depends on the way we perceive ourselves. Therefore, to infer the essential aspects of teachers' professional life it is essential to understand teachers' professional identity. A teachers' professional identity may include his/her job satisfaction, motivation, career decision making, excitement and commitment to the profession. Moreover previous studies of (Beijjard, Verloop & Vermunt, 2000; Beijjard, Meijer & Verloop, 2004) concluded that professionalism of teachers has not established a vast framework that directs their activities and decisions. Cochran (2001) states that for many years the professionalism of the teacher has remained a fast growing field of research. More professional teachers are needed other than the preparation of subject

specialists in the recent decades. For the adequate preparation of teachers, extra attention is paid for their pedagogical and professional skills. This is how it can contribute to pay heed upon the professionalism of teacher educators. The necessary functions of the individuals are often associated with standards within a profession. In the availability of professional knowledge to their colleagues and students the impact of motivation and role of teachers on the effectiveness of teachers' performance are necessary for educational development. Shulman (1986) highlights the model of competencies that consists on content knowledge, pedagogical knowledge and pedagogical content knowledge that enables a teacher to apply this model of competencies in different situation of learning.

Ali (1998) sates that most of the teacher educators were academically well qualified but they did not get training in pedagogical skills. Kanter (2014) narrates about the significant value of competence. The era of globalization demands the assets of connection, networking and competency for the sake of one's survival. Hartanto (1998) presented the indicators for the sake of human competition. First indicator is the intellectual competency related to the professional skills that is in terms of knowledge. Human knowledge is the indication of skills that are connected through the process of knowledge and mostly connected with talent. Skills refer to the physical ability to show competence and attained through work experience, activities and thorough knowledge of the person from the environmental situations and work experience. Second, the competence is obtained from the association of the network. The component of networking is developed through establishing link between the interested groups, organizations and peoples

with co-operation and commitments. Third is the credibility of competence. This element is necessary to develop a sustainable manner given the existence of the organization in a changing environment (Hartanto, 1998).

Johnson (1995) highlighted in his study that competence is a logical and reasonable action and it demands satisfaction with the objective condition to achieve something, for example, ability is a rational behavior for attaining the purpose required under the expected circumstances. The state of being legally competent or qualified with authorized and eligible condition under the provisions of law state (McLeod, 1997). Moreover in a study Wijaya and Rusyan (2000) follow the idea about competence that it is a general concept that the conduct of educational staff or qualitative nature of teachers has a valuable significance.

The following six components of the competence are developed by Mamun and Muhammad (2009) that possessed by educators i.e. performance, teaching of subject, process of teaching, personal adjustment of educators according to situation, professional or vocational education, behaviors and attitude of educators. The performance component consists of certain skills values, ideas that are necessary for teacher educators for the achievement of learning objectives. Teaching of subject element includes some basic skills, facts and concepts these acquired by the students with the help of teachers. Teaching learning process contains producing some techniques, strategies, designs that used for assessing the outcomes of learning. Adjustment of teacher educators according to situation is an important component that develops skills, creativity and attitudes among educators and helps in reducing the weakness of their teachings. Professional or vocational

education includes the theoretical and practical knowledge. The component of attitude and behaviors comprises the important values and skills that possess by teacher educators.

Teaching methodology is a process of teaching that incorporates a number of elements like, learning, developing and maintains a concern between students and subject matter of their content knowledge. It also involves skills and expertise that are deeply embedded in the course contents of institutions with the help of effective teaching methods, assuming the availability of relevant environment for students' learning of a particular area of knowledge and skill. Methodology, in particular is a code of conducting any task in an orderly, systematic and regular manner. Contrary to that, competence is acquiring through sufficiently appropriate knowledge and skills in a particular area. Therefore, methodological skills refer to the procedure required to perform a specific task with the most apt skill and knowledge of the field.

The nature of the content of lesson and student needs, a significant consideration existed between lesson planning skills and everyday life's activities. A supervised activity of individual work has designed for the student if he/she is not able to have a firm grip on the concepts or content of previous lesson/lecture. This is how a teacher may work closely with the students to see them performing different lesson related activities, keenly. When reinforcement and the participation of students are needed, recitation activity could be a useful during lesson (Anderson, 1991).

Nwachukwu (2006) delineates the fact that teacher training emphasizes on courses, methods and content areas of expertise. It can be perceived in a way that a person holds command on a particular subject matter and starts instructing other. In the same way, when a teacher gets an in depth knowledge about a subject matter and follows the standard instructional techniques, he is considered to be an effective teacher. A teacher has to plan a successful lesson in order to teach in a successful manner. Hanushek, and Rivkin (2000) explain that the professional judgment and successful planning of teacher helps him/her for choosing the particular methods of teaching, strategies and techniques for some specific situation so that positive learning experiences of all the students can occur appropriately.

Lawa (2003) portrays while highlighting the importance of education that cultural progress goes side by side with the learning process and professional development cannot be attained without it. The gateway to knowledge, teaching and the process of learning is an effective instructor who can enhance our overall skills and knowledge. Many programs that are conducted for teachers' training focus on providing teachers with teaching know how skills and an urge inspiring the students to get knowledge about their society and places in which they are living. Highly qualified teachers with required qualities of an effective professional teacher are the result of conducting such training processes for the sake of social achievements and education. Teacher training plays a vital role in the educational process and fulfillment of these requirements result in the acquisition of teaching techniques and effective instructional skills.

For a nation, the improvement and development demand the necessary elements of improvised training in the field of education along with a careful selection of professionals and academically qualified teachers. The teachers who are dedicated to their profession and field take it as a sacred mission and work for the improvement of education to enable the country to be in competition with other successful nations round the world. A vital role can be played by the research done in the field of teacher education in order to make it professionally more profound and acceptable. The acquisition of knowledge and its transmission must be included to notice the impact of reasonable training on society and economy as a whole. Moreover, in vocational training the instructors must be trained and learn the ethical practices regarding education along with different models for an effective school and teacher training. In this direction, they have open end for research in future.

Related to the need for effective teacher training program, it has been argued that people of this type can create the environment of effective learning. Lawa (2003) describes that through effective learning; students in the classes can be managed and organized by applying the improved methods of teaching. Teaching aids can also be employed for improving the delivery process and managing the students in the classroom.

Shulman (1986) documents the availability of professional knowledge to the students and teachers' role in it. Motivation has a deep impact on the effectiveness of teachers' role that is a key element for educational development. A good body of knowledge is the requirement of teacher and in a professional

environment that knowledge should be applied in different situations. That type of knowledge may involve pedagogy and pedagogical content knowledge along with a considerable knowledge of subject matter.

2.21 National Studies

The revival in educational system with trained and highly qualified staff may raise the standard of education in any renowned human community. It is inferred from the previous literature that the quality of the teaching staff and faculty can enhance the educational system of any country. Many of the educational documents provoke the teachers' training and importance of their professional qualification in Pakistan. A report by national education commission (1959) clearly indicates that the teachers should have professional training and well academic qualification in the subject which he or she is going to be taught.

Iqbal (1996) highlights a fact that the quality of education is directly associated with the quality of teacher. Sheikh and Rasool (1998) also exhibit the importance of training for professional teachers in their studies. Teachers with knowledgeable training, professional qualification and skills can reform the attitudes, mold the habits and rebuild the personality of a learner. Khan and Saeed (2009) also suggest improvement in the fields of teaching methodology, usage of audio visual aids and information and communication technology for teacher trainers. Malik (2015) emphasizes that the teachers educators must know how to operate teaching related technology, having practical and theoretical knowledge, must know about principles of learning shall be able to identify the inconsistency

and rarity of students and should have the knowledge of human growth and development.

Hussain (2004) argued that education can bring about a change in any society. The practical implementation of that change is subjected to training of teachers and professional qualification, in a certain society. Aziz and Akhter (2014) in a recent study said that professional training make the teachers more competent than that of untrained teachers in the areas of research, pedagogy, management and assessment. The excellence in teaching profession depends on professional training of teachers (Shahid, 2007).

Kayani et al. (2011) provokes the value of trained and competent teachers, indicating that the well qualified teachers can enhance the quality of teacher educators in different training institutions. Aziz (2012) also focuses on the skills and knowledge necessary for an instructor when he/she is instructing in the classroom. Arrangement of careful training program of teachers is the only source for obtaining a competent teacher in the present era of teaching learning (Jumani, 2007).

A decade ago, Aziz and Akhtar (2014) in their studies show that the teacher training is an essential element for improving the performance, competencies and professional development of teachers. National educational Policy (1998-2010) also explains that for bringing change in the scenario of education, in this respect the role of teacher trainer is very important.

Reba and Inamullah (2014) document that procedure of teaching learning; teacher trainers are facing different obstacles due to unavailability of instructional materials. They also claimed that lesson plan require reformative improvements because of its outdated condition. It may lead to the effective delivery of lesson while teaching in the classroom.

This literature reviews aim was to enable the readers about various aspects of professional qualification and competencies of Teachers educators and Subjects Teachers of education. Most of the researchers indicated that professional qualifications or teacher training is one of the series of professional and academic degrees. For becoming a certified teacher it is necessary for a person to have a professional qualification or degree along with academic degrees. Studies have also focused on the fact that lack of professionalism and skills in the teaching profession is like a suicide effect because untrained or unskilled teachers cannot provide education in that skillful manner in which a professional teacher with academic qualification can provide. An unskilled person can fill up an empty space but can never play a role of a professional trainer who can train the students in a particularly designed learning environment.

Previous studies stated that competence is the ability to deal with some kind of problems that arise at work. Moreover, a competent teacher has the ability to put a set of competencies in a-in-combination and successfully deal with the problems in a professional manner. Overall, the competencies of teachers and trainers encompass skills, knowledge and attitudes which are necessary for proper exercise of their work.

CHAPTER 3

RESEARCH METHODOLOGY

The study was undertaken to analyse the professional qualifications and competencies of Teacher Educators and Subject Teachers of Education. It also compared the gender-wise differences, if any, in both groups under study as well as perception of heads and teachers about competencies taking into consideration different dimensions of competencies. This chapter dealt with the steps and procedures through which present study had been conducted.

3.1 Research Design

The main objectives of the research were to examine and compare professional qualifications and competencies of Teacher Educators and Subject Teachers of Education. At first step, field survey was conducted to examine the professional qualification of Teacher Educators and Subject Teachers of Education through personal profile proforma. Their competencies were investigated from their heads and students through questionnaires, separately. At second step, in-depth interviews were conducted with Teacher Educators and Subject Teachers of Education for analysing professional qualifications and competencies. Moreover, classroom observations were carried out by developing a checklist for observing the classroom competencies of Teacher Educators and Subject Teachers of Education. For this research concurrent triangulation design was used. This design indicated that both quantitative and qualitative data were collected simultaneously. Then, the researcher compared the results of both databases. Some authors refer to

this comparison as confirmation, disconfirmation, cross validation or corroboration (Greene, Caracelli & Graham, 1989; Steckler, Mcleroy, Goodman, Bird & Mccormick, 1992; Morgan, 1998; Creswell, 2017).

3.2 Population of the Study

According to Gay (2009) group of individuals having similar characteristics, data can be collected from that group of people and then data analysis is done by the researcher is called the population of the study. The population of the study included all the heads / principals and students of Govt. Elementary Teacher Training Colleges and Govt. Colleges (where Education was taught as a subject), All Teacher Educators who taught at the B.Ed. and M.Ed. levels and Subject Teachers who taught Education as subject at intermediate and BA level students of the province of Punjab were also included in the population of the study. Punjab is the largest populated province of Pakistan which constituted 36 districts.

Table 3.1

Population of the Study

No. of Govt. Colleges where Education was taught as subject (selected districts)	202
No. of Govt. Elementary Teacher Training Colleges (selected districts)	14
Principals of Govt. Colleges	202
Principals of Govt. Elementary Teacher Training Colleges	14
Subject Teachers of Education	350
Teacher Educators	160
Students of Govt. Colleges	23328
Students of Govt. Elementary Teacher Training Colleges	17672

Sources:

Pakistan Education Statistics, (2012-2013).

Office of Director Public Instruction Punjab, (2013)

University of the Punjab, Afflicted colleges (2013)

University of the Gujrat, Afflicted colleges (2013)

Pakistan Bureau of Statistics, Govt. of Pakistan (2013)

3.3 Sample of the Study

3.3.1 First Phase

For data collection multistage sampling technique was used by the researcher. In multistage sampling the sample is divided into small groups at each stage of sampling. A different type of cluster is sample at each stage. Multistage sampling involves the selection of sample in two or more stages in the population on the bases of natural cluster (George, 2015). The researcher adopted above mentioned technique for the selection of districts at first stage and then selected the colleges at second stage. At first stage, 10 percent of districts were chosen by simple random sampling technique. Although this was subjective decision but researcher had to rely on this subjective judgment due to the limitations of time and resources.

Table 3.2

List of Selected Districts

Name of Districts	No. of Teacher training Colleges	No. of Govt. Colleges where Education was taught as subject
Rawalpindi	2	50
Lahore	5	60
Gujranwala	4	57
Multan	3	35
Total	14	202

Sources:

Pakistan Education on Statistics, (2012-2013)

Office of Director Public Instruction Punjab, (2013)

University of the Punjab, Afflicted colleges (2013)

University of the Gujrat, Afflicted colleges (2013)

Pakistan Bureau of statistics, Govt. of Pakistan (2013)

3.3.2 Second Phase

At the second stage selection of colleges was made. All Government Teachers Training Colleges and Govt. Colleges of these selected districts were considered to be in the study where Education was taught as a subject, by using universal sampling technique. The respondents were comprised of three types of groups in order to measure competencies and professional qualification.

Table 3.3

Categories of Respondents (from above mentioned selected Districts)

Respondents	Population size		Total
	Teacher Training Govt. Colleges	Govt. Colleges	
-	Colleges		-
Heads	14	202	216
Teachers	160	350	510
Students	23328	17672	41000

1. Heads / Principals (to measure competencies of Teacher Educators and Subject Teachers of Education).

2. Teacher Educators and Subject Teachers of Education (to analyse professional qualification and competencies through personal profile proforma of professional qualification and non-participant observation of researcher).

3. Students (to measure competencies of Teacher Educators and Subject Teachers of Education).

For the purpose of collecting data of qualitative research, in-depth interviews of Teacher Educators (who were teaching to B.Ed. and M.Ed.) and Subject Teachers of Education of Govt. Teacher Training Colleges of Punjab (selected districts) and Govt. Colleges of Punjab (selected districts) who were teaching at intermediate and BA level Education as subject were carried out, respectively through sequential sampling technique.

Table 3.4

Sample Size

Unit of Analysis	Sampling Technique		Sample Size		Research Instruments	Reason for Selection of Unit of Analysis
	Teacher Training Colleges	Govt. Colleges	Teacher Training Colleges	Govt. Colleges		
Heads	Universal sampling technique	Universal sampling technique	14	202	Questionnaires	For analysing competencies
Teachers	Random sampling technique (Yamane formula)	Random sampling technique (Yamane formula)	54	150	Professional qualification Proforma Observation, Interview guide	For analysing professional qualifications and competencies
Students	Random sampling technique (Yamane formula)	Random sampling technique (Yamane formula)	400	400	Questionnaire	For analysing competencies of teachers and Subject Teachers of Education

In view of the pre-defined objectives of the study, the personal profile proforma, the questionnaires, observation and interviews were used as instruments to collect the data from the Heads / Principals, Subject Teachers of Education and Teacher Educators of Teacher Training Colleges and Govt. Colleges of the Punjab.

3.4 Research Instruments

Figure 3.1: Research Methodology

Research Methodology

Population: All Heads, Teacher Educators, Subject Teachers of Education, Students of Govt. colleges for elementary teachers & Govt colleges

Sampling Technique

Simple Universal Sampling Technique

Random Sampling Technique

sample

10% Districts of Punjab

All Govt colleges for elementary teachers = 14

All Govt colleges: 202

$$n = N / 1+N (e)^2$$

100% population as sample

Principals: 202

Principals: 14

Teacher Educators = 54

Subject Teachers of Edu:150

Students= 400

Students= 400

3.4.1 Personal Profile Proforma

The personal profile proforma was prepared for analysing the professional qualification of Teacher Educators and Subject Teachers of Education. It included academic and professional qualification, diplomas, types of training workshop etc.

3.4.2 Questionnaires

Keeping in views time, resources, and nature of the study questionnaires were used as instruments for data collection from the respondents of the study. Questionnaire is most commonly used term that is used for any type of instrument which has questions or items to which respondents respond. Kerlinger, (1979) stated that it seems to be related more with self-administered instruments that have items of the closed or fixed alternative type. According to Gay, (2005), a questionnaire is a well prepared question of written collection of self-report that was administered to a selected group of research participants for obtaining their responses. The questionnaire is the most frequently used instrument in educational research. Its popularity is demonstrated by the number of published studies and students' projects in education that employ this instrument for data collection. Nworgu (2006) defines for preparing a good questionnaire has various characteristics such as relevancy, consistency, usability, clarity, quantifiability and legibility were adopted.

The researcher used closed ended questionnaires for obtaining the responses of respondents. The questionnaires were prepared according to five point likert type scale such as SA= strongly agree, A= agree, UNC= uncertain, DA= disagree, and SDA= strongly disagree. Two questionnaires were prepared for

analysing the compentencies of Teacher Educators and Subject Teachers of Education.

The questionnaires were found very useful because they were administered quickly and almost inexpensively to assemble groups of respondents. By virtue of anonymity the respondents were reassured that their responses would not be used against them in any way. So they felt free to respond with honesty. Since all respondents were given exactly the same printed questions to answers.

3.4.2.1 Questionnaires for Heads

It was developed for getting the views of heads of Govt. colleges (where education was taught as a subject) and the heads of Govt. Elementary Teachers Training Colleges regarding the compentencies of Teacher Educators and Subject Teachers of Education. It comprised of different aspects related to compentencies such as command over the subject, designed teaching programmer for desired outcomes, subject specific technology, lesson planning skills ,lesson presentation skills, lesson management skills, maintaining social environment, usage of appropriate methodology, maintaining classroom discipline, teachers classroom behaviors, formulation of appropriate questions, giving and checking of class work and homework regularly, inspiring confidence among students, monitoring students' progress, provision of feedback and usage of evaluation skills.

3.4.2.2 Questionnaire for Students

For measuring the compentencies of Teacher Educators and Subject Teachers of Education, the opinions of students were also taken. The

questionnaires included the following indicators: command over the subject, designed teaching programmer for desired outcomes, subject specific technology, lesson presentation skills, lesson management skills, maintaining social environment, usage of appropriate methodology, maintaining classroom discipline, teachers classroom behaviors, formulation of appropriate questions, giving and checking of class work and homework regularly, inspiring confidence among students, monitoring students' progress ,provision of feedback and usage of evaluation skills.

3.4.3 Observation Sheet

Observation was another research instrument used for data collection. For obtaining first-hand experience in gathering 'live' data as information unfolded in a naturally occurring setting. The researcher observed the participants (Subject Teachers of Education and Teacher Educators) to gain insights regarding their classroom competencies.

Observation is the most demanding of all research methods, necessitating a great deal of thought and practice (Pole & Lampard, 2000). A non-participant observation was employed for this study where researcher was not a member of the setting in which the observation took place. A nonparticipant observer observes the situation but does not participate in the situation while observing it (Gay, 2005). A structured and informed observation was conducted by the researcher for observing the competencies of Subject Teachers of Education and Teacher Educators. For the purpose of observation a standardized observation sheet was used. That was developed by Akhter (2011) for measuring the classroom

competencies of Teachers. The observation consists of 11 indicators and 46 items including certain aspects such as lesson planning skills, lesson presentation skills, lesson management skills, maintaining classroom climate, command over the subject, appropriate teaching methodology, maintaining class discipline, teacher classroom behavior, formulation appropriate questions, closure of the lesson and evaluation skills related to competencies of Teacher Educators and Subject Teachers of Education. The check list provided quantitative information about the competencies of Teacher Educators and Subject Teachers of Education. The observation was recorded on five point scales ranging between excellent and very poor.

3.4.4   Interview Procedure and Interview Guide

Gay, (2005) defines that an interview is a focused communication in which one person acquires information from another. Interview is a face to face interactive role situation in which one person, the interviewer, asks a person being interviewed, the respondent, questions designed to obtain answers relevant to the research problem (Kerlinger, 1973). While Cohen and Manion see interview as a research technique that is normally considered one of a range of survey methods in social research. The purposes of the interview are many and varied in the wider context. It can be used as a source of evaluating or assessing a person in some respect such as it may be used for the selection or promotion of an employee, for collection of data, as in surveys or experimental states and for getting opinions of sampling respondents, as in doorstep interviews (Cohen & Manion, 1994).

Along with the questionnaires researcher conducted interviews from Teacher Educators and Subject Teachers of Education by using interview guide for getting in-depth information from respondents. Interviews were useful to find out more about the competencies of respondents, which may be not to elicit from other sources of data collection for present research. The importance of interview as a data gathering technique laid in the fact that information could be secured through face to face contact with the respondents. The interview had unique advantage in the study of human motivation as revealed in reasons for actions, feelings and attitudes.

The researcher conducted a semi-structured interview for getting the information from selected respondents during the research period. In semi-structured interview the interviewer does not follow a strict formalized list of questions. The interviewer asks more open ended questions with the interviewee instead following a straightforward questions and answers format (Gay, 2005). The interviews for this research were scheduled to last for thirty five minutes in a convenient and peaceful atmosphere with the respective respondents. During the interview the interviewer used interview guide, took notes as well as used audiotape for later transcription.For the purpose of collecting data of qualitative research, in-depth interviews of Teacher Educators (who were teaching to B.Ed. and M.Ed.) and Subject Teachers of Education of Govt. Teacher Training Colleges of Punjab (selected districts) and Govt. Colleges of Punjab (selected districts) who were teaching at intermediate and BA level education as subject were carried out respectively by using interview guide. The interview guide consisted of various

aspects for getting the detailed analysis of competencies of Teacher Educators and Subject Teachers of Education i.e. uses of strategies, plans teaching for achieving desired objectives, making lesson successful, usage of modern instructional technology, maintaining discipline, ways of checking students understanding assigning, checking and types of homework, ways of appreciating students' efforts, monitoring students' performance provision of feedback and assessment of students.

3.5   Pilot Study

For the purpose of obtaining validity of instruments (Questionnaires and Interview guide) pilot study was conducted by the researcher. Questionnaires were delivered and interviews were conducted to Teacher Educators and Subject Teacher of Education for the validations of instruments.

Moreover, teacher training was conducted by the NAHE, Higher Education Commissions Islamabad in 2014. Experts of Teacher Education were present there from the various universities of Pakistan. Questionnaires were delivered to them for their expert opinions. According to their judgements necessary changes were done by the researcher.

3.6   Validity and Reliability of the Instruments

Validity is the degree to which qualitative data accurately gauge what we are trying to measure, whereas reliability is the degree to which study data consistently measure whatever they measure. (Gay, 2005). Pilot study was conducted as well as experts opinions were obtained by the researcher for validating the instruments. For the assessment of reliability of instruments

(questionnaire for head and questionnaire for students) Cronbach's Alpha was used by the researcher. Cronbach's Alpha the most commonly used test to determine the internal consistency of an instrument. In this test, the average of all correlations in every combination of split-halves is determined. Instruments with questions that have more than two responses can be used in this test. The Cronbach's Alpha result is a number between 0 and 1. An acceptable reliability score is one that is 0.7 and higher (Heale & Twycross, 2015). The reliability of the instruments was as under:

S.No.	Instruments	Cronbach's Alpha
1	Questionnaire for head	.76
2	Questionnaire for students	.79

3.7   Data Collection

The researcher personally visited to Teacher Educators and Subject Teachers of Education, their heads and students of Govt. Colleges (where education was taught as a subject) and Govt. Colleges for Elementary Teachers for the collection of data regarding their professional qualification and competencies. The researcher conducted semi-structured interview for getting the information from selected respondents during the research period and also personally observed the participants (Subject Teachers of Education and Teacher Educators) to gain insights regarding their classroom competencies.

3.8   Data Analysis

In order to make the study meaningful, data were analysed according to the objectives of the study. For Quantitative data, t-test and Percentage was applied for the purpose of analysis. The analysed data were presented in the tabulated form

along with detailed interpretation. For qualitative part of data (interviews data), thematic analysis had been done by the researcher. Then the transcription of data was done by the researcher. The researcher carefully listened the audio recording of interviews, generated code, searched for themes, reviewed the themes then defined the theme as per question.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter dealt with the detailed analysis and interpretation of data. The chapter consisted of two sections. Section I comprised of the quantitative part of data and its analysis. Quantitative data were collected from Teacher Educators (who provided training and instructions to students teachers, getting degree of B.Ed, M.Ed. and Subject Teachers of Education (who were teaching education to Intermediate and Bachelor level students). The data collected from Teacher Educators and Subject Teacher of Education were about their personal profile i.e. Gender, Qualification, Professional Qualification, Experiences, and Diplomas etc. Quantitative data were also collected from heads and students of Govt. colleges where education was taught as subjects and Govt. Elementary teacher training colleges regarding the competencies of Teacher Educators and Subject Teachers of Education. Data were collected through survey by using questionnaires; t-tests and percentage were used for analysis of data. Section II consisted of qualitative part of data along with its detailed analysis. Qualitative Data were collected from Teacher Educators and Subject Teachers of Education through interviews and observation. Thematic analysis and t-test were used for analyzing the data.

(PART I)

4.1 Data Analysis Related to Professional Qualification of Subject Teachers of Education and Teacher Educators

Table 4.1

Frequency Distribution of Respondents with Regard to Designation

Designation	Subject Teacher of Education		Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
CTI	03	2.0%	-	-
Lecturer	125	83.3%	22	40.7%
Subject specialist	-	0.0%	24	44.4%
Assistant professor	22	14.7%	05	9.3%
Associate professor	00	0.0%	03	5.6%
Total	150	100%	54	100%

Table 4.1 shows the results regarding designation of Subject Teacher of Education and Teacher Educators. The Subject Teacher of Education and Teacher Educators gave views about the professional qualification and demographic information, respectively. A significant majority (83.3%) of Subject Teacher had the designation of lecturer, 14.7% were assistant professor and 2.0% had the designation of CTI. On the other hand, 44.4% of Teacher Educators had the designation of subject specialist, 40.7% were lecturer, 9.3% assistant professors and 5.6% were associate professor. The above results concluded that most of the Subject Teachers of Education were lecturers and Teachers Educators enjoyed the designation of subject specialist.

Table 4.2

Frequency Distribution of Respondents with Regard to Qualification

Qualification	Subject Teacher of Education		Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
MA	138	92.4%	36	66.7%
MS	12	8.0%	15	27.8%
PHD	00	0.0%	3	5.6%
Total	150	100%	54	100%

Table 4.2 depicts the results regarding qualification of Subject Teachers of Education and Teacher Educators. The Subject Teachers of Education and Teacher Educators gave their views about qualification, respectively. A significant majority (92.4%) of Subject Teacher had the degree of M.A education, 8.0% secured MS education degree. On the other hand, a good number of (66.7%) Teacher Educators had the degree of M.A Education, 27.8% were MS, and 5.6% had PhD degree of education. The above mentioned results concluded that most of the Subject Teachers of Education and Teacher Educators had M.A Education degree.

Table 4.3

Frequency Distribution of Respondents with Regard to Age

Respondents Age	Subject Teacher of Education		Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
25-30 years	35	23.3%	00	0.0%
30-35 years	36	24.0%	6	11.1%
35-40 years	00	0.0%	12	22.2%
40-45 years	45	30.0%	14	25.9%
45-50 years	34	22.7%	16	29.9%
50-55 years	00	0.0%	06	11.1%
Above 55 years	00	0.0%	00	0.0%
Total	150	100%	54	100%

This Table 4.3 shows the results regarding age of Subject Teacher of Education and Teacher Educators. The Subject Teachers of Education and Teacher Educators gave views about the demographic information respectively. Little more than half (52.0%) of Subject Teachers were falling between group 35 to 45 years, rest 48% aged between 25 to 35 years. On the other hand, majority 56% of the Teacher Educator aged between 45 to 55 years and 33% were between the age 30 to 40 years and 11.1% aged between 50-55 years. The above results concluded that most of the Subject Teachers of Education were between 35 to 45 years and Teacher Educators aged between 45 to 55 years.

Table 4.4

Frequency Distribution of Respondents with Regard to Work Experience

Experience	Subject Teacher of Education		Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
1-5 years	58	38.7%	7	13.0%
5-10 years	12	8.0%	14	25.9%
10-15 years	24	16.0%	11	20.4%
15-20 years	56	37.3%	15	27.8%
20-25 years	00	0.0%	5	9.3%
Above 25 years	00	0.0%	2	3.7%
Total	150	100%	54	100%

Table 4.4 describes the results regarding experience of Subject Teacher of Education and Teacher Educators. Little less than half (38.7%) of the Subject Teachers had 1-5 years of teaching experiences, 37.3% had 15-20 years' experience and 16.0% had 10-15 years teaching experience. On the other hand, 46 % of Teacher Educators had 5-15 years experiences, 27.8% had 15-20 years' experience, 9.3% had 20-25 years' experience and 3.7% above had 25 years experiences. The above results concluded that most of the Subject Teachers of Education had 1-5years teaching experience and 46% Teacher Educators had 5-15 years of experiences.

Table 4.5

Frequency Distribution of Respondents with Regard to Gender

Gender	Subject Teacher of Education		Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Male	80	53.3%	22	40.7%
Female	70	46.7%	32	59.3%
Total	150	100%	54	100%

The Table 4.5 shows the results regarding gender of Subject Teacher of Education and Teacher Educators. Little more than half (53.3%) of the Subject Teachers were male whereas little less than half (46.7%) were female. On the other hand, 59.3% of the Teacher Educators were female and 40.7% were male. The above results concluded that most of the Subject Teachers of Education were male and Teachers Educators were female.

Table 4.6

Frequency Distribution of Respondents with Regard to Professional Qualification

Professional Qualification	Subject Teacher of Education		Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
None	115	76.6%	38	70.3%
CT	04	2.6%	02	3.5%
B.Ed.	31	20.6%	08	14.8%
M.Ed.	00	0.0%	06	11.1%
Total	150	100%	54	100%

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Table 4.6 shows the results regarding professional qualification of Subject Teacher of Education and Teacher Educators. The Subject Teachers of Education and Teacher Educators gave views about the professional qualification respectively. A good number of (76.6%) Subject Teachers did not have any professional qualification, 20.6% had degrees of B.Ed. and 2.6% had certificates of teaching (CT) as a professional qualification. On the other hand, majority, (70.3%) of the Teacher Educators did not have any professional qualification, 14.8% had B.Ed. degree and 11.1 % had M.Ed. degree and 3.5% had certificates of teaching as a professional qualification. The above results concluded that most of the Subject Teachers of Education and Teacher Educators did not have any professional qualification.

Table 4.7

Frequency Distribution of Respondents with Regard to Training

Training	Subject Teacher of Education		Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
None	150	100%	30	55.5%
Basic Foundation Modules 1	00	0.0%	10	18.5%
Basic Foundation Modules 2	00	0.0%	06	11.1%
Basic Foundation Modules 3	00	0.0%	08	14.8%
Total	150	100%	54	100%

Table 4.7 portrays the results regarding the training of Subject Teachers of Education and Teacher Educators. The Subject Teachers of Education and Teacher Educators gave views about the training respectively. All the (100%) of the

Subject Teachers did not have any in-service training related to their profession. On the other hand, in majority, (55.5%) of the Teacher Educators did not have any in-service training relating to teaching, 18.5% have FM1 and 11.1 % had FM2 and 14.8% had FM3 in-service training of teaching. The above result concluded that most of the Subject Teachers of Education and Teacher Educators did not have any in-service training.

Table 4.8

Frequency Distribution of Respondents with Regard to Diploma

Diploma	Subject Teacher of Education		Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
None	150	100%	54	100%
Total	150	100%	54	100%

The Table 4.8 portrays the results regarding the diploma in education. During the data collection, it was found that teachers were not interested in getting diplomas related to their profession. The data showed that all of (100%) of the Subject Teachers of Education and Teacher Educators did not get diploma in education. The above results concluded that most of the Subject Teachers of Education and Teacher Educators did not have diploma in education.

Table 4.9

Frequency Distribution of Respondents with Regard to Workshop

Workshop	Subject Teacher of Education		Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
None	138	92.0%	32	59.2%
Staff development related to teaching	00	0.0%	22	40.7%
Teaching methodology	7	4.6%	00	0.0%
Innovation in teaching	05	3.3%	00	0.0%
Total	150	100%	54	100%

Table 4.9 describes the results regarding workshop related to the teaching of Subject Teacher of Education and Teachers Educators. A significant majority (92%) of Subject Teachers did not have any workshop related to teaching. Whereas only (4.6%) Subject Teachers of Education had done workshop relating to teaching methodology and (3.3%) participated in workshop related to innovation in teaching. On the other hand, little more than half (59.2%) of the Teacher Educators had not attend any workshop related to teaching, however (40.7%) of the Teacher Educators attended workshop of Staff development related to teaching. The above results concluded that most of the Subject Teachers of Education and Teacher Educators had not attended any workshop related to teaching.

4.2 Data Analysis Related to Heads Views

Table 4.10

Command over the Subject

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Command over content	Frequency	29	144	29	-	-	6	8	-	-	-
	Percentages	14.4	71.6	14.0	-	-	42.9	57.1	-	-	-
Relating interdisciplinary knowledge	Frequency	57	143	-	2	-	4	10	-	-	-
	Percentages	28.4	57.1	-	0.9	-	28.6	71.4	-	-	-
Knowledge beyond the prescribed syllabus	Frequency	29	116	57	-	-	1	8	4	-	-
	Percentages	14.4	57.7	28.0	-	-	14.3	57.1	28.6	-	-
Example from daily life	Frequency	29	173	-	-	-	2	12	-	-	-
	Percentages	14.4	85.6	-	-	-	14.3	85.7	-	-	-
Provision of latest information	Frequency	28	60	85	-	-	4	4	6	-	-
	Percentages	28.4	29.7	42.3	-	-	28.6	28.6	42.9	-	-

This Table 4.10 documents the results regarding the command over subject of the Subject Teachers of Education and Teacher Educators. The principals of Subject Teachers of Education and Teacher Educators gave views about the competencies of their teachers, respectively. A significant majority (86%) principals of Subject Teachers and Teacher Educators agreed that their teachers had full command over the content which they taught during classes and other related interdisciplinary knowledge while teachings in the classes. Little more than half (59%) principals of Subject Teachers agreed that their teachers provided the latest information about their subject. Little more than half (58%) principals of Subject Teachers of Education agreed that their teachers had knowledge beyond the prescribed syllabus. (57%) principals of Teacher Educators also agreed that their teachers satisfied them by delivering knowledge beyond the prescribed syllabus as well as satisfied them by delivering knowledge beyond the prescribed syllabus. Majority (86%) principals of the Subject Teachers and Teacher Educators agreed that their teachers gave examples from daily life while teaching.Rest of the principals of Subject Teachers of Education and Teacher Educators had uncertain opinions. The above results concluded that Subject Teachers of Education and Teacher Educators were competent regarding command over the subject.

Table 4.11

Frequency Distribution of Respondents with Regard to Design Teaching Programme for Desired Outcomes

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Plan teaching for achieving desired objectives	Frequency	86	115	-	-	-	6	8	-	-	-
	Percentages	42.8	57.4	-	-	-	42.9	57.1	-	-	-
Organize the course for the whole academic years	Frequency	57	143	-	2	-	-	10	4	-	-
	Percentages	28.4	57.1	-	0.9	-	-	71.4	28.6	-	-
Intellectual development of the students	Frequency	58	85	28	31	-	4	6	2	2	-
	Percentages	28.9	42.3	13.9	15.3	-	28.6	42.9	14.3	14.3	-
Social development of the students	Frequency	58	114	28	2	-	4	8	2	-	-
	Percentages	28.9	56.7	13.9	0.9	-	28.6	57.1	14.3	-	-
Emotional development of the students	Frequency	-	200			2	-	14	-	-	-
	Percentages	-	99.5			0.9	-	100	-	-	-
Identify level of readiness	Frequency	-	144	56	2	-	-	10	4	-	-
	Percentages	-	71.6	27.9	0.9	-	-	71.4	28.6	-	-

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Table 4.11 describes the results regarding design of teaching programme for desired outcomes of Subject Teachers of Education and Teacher Educators. The principals of Subject Teachers of Education and Teacher Educators gave views about the competencies of their teachers, respectively. Little more than half (58%) principals of Subject teachers and Teacher Educators agreed that their teachers plan teaching methodologies for achieving desired objectives. A greater majority (86%) of the Subject Teachers of education agreed that their teachers did work for the intellectual, social and emotional development of the students. In the same way, (58%) principals of Teacher Educators agreed that their teachers also did work for the intellectual, social and emotional development of their students. A good number (72%) of the principals of Subject Teachers of Education and Teacher Educators agreed that their teachers identified the level of readiness of their students while teaching in the classes. Rest of the principals of Subject Teacher of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding above mentioned statement. The above results concluded that Subject Teachers of Education and Teacher Educators were competent regarding design teaching program for desired-outcomes.

Table 4.12

Frequency Distribution of Respondents with Regard to Subject Specific Technology

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Know uses of subject specific technology	Frequency	-	115	85	2	-	2	8	2	2	-
	Percentages	-	56.9	42.1	1.0	-	14.3	57.1	14.3	14.3	-
Effects of technology advances	Frequency	-	144	28	30	-	4	10	2	2	-
	Percentages	-	71.3	13.9	14.9	-	28.6	71.4	14.3	14.3	-
Know technological resources specific to discipline	Frequency	29	115	-	30	28	2	8	-	2	2
	Percentages	14.4	56.9	-	14.9	13.9	14.3	57.1	-	14.3	14.3

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This Table 4.12 states the results regarding the subject specific technology of Subject Teachers of Education and Teacher Educators. Little more than half (57%) principals of the Subject Teachers and Teacher Educators agreed that their teachers knew about the usage of subject specific technology. A good number (71%) of the Subject Teachers of Education agreed that their teachers were well aware about the pivotal effects of technology advances. In the same way, significant majority (85%) principals of Teacher Educators agreed that their teachers also knew the effects of technology advances. Majority (70%) principals of the Subject Teachers of Education and Teacher Educators agreed that their teachers knew from where and how to find the technological resources that was specific to their discipline for the improvement of teaching learning process. Rest of the principals of Subject Teachers of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding the above mentioned statement. The above results concluded that Subject Teachers of education and Teacher Educators were equally competent regarding the usage of subject specific technology during teaching learning process.

Table 4.13

Frequency Distribution of Respondents with Regard to Lesson Planning Skills

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Good planning	Frequency	29	115	-	30	28	2	8	-	2	2
	Percentages	14.9	56.9	-	14.9	13.9	14.3	57.1	-	14.3	14.3
Prepare the lesson objectives before going to class	Frequency	29	114	57	2	-	4	8	2	-	-
	Percentages	14.4	56.4	28.2	1.0	-	28.6	57.1	14.3	-	-
Complete planned lesson within planned time	Frequency	29	114	57	2	-	2	8	4	-	-
	Percentages	14.4	56.4	28.2	1.0	-	14.3	57.1	28.6	-	-
Plan lesson before going to class	Frequency	29	116	57	-	-	2	8	4	-	-
	Percentages	14.4	57.4	28.2	-	-	14.3	57.1	28.6	-	-
Complete the major outcome	Frequency	29	145	29	-	-	2	10	2	-	-
	Percentages	14.4	71.8	14.4	-	-	14.3	71.4	14.3	-	-

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Table 4.13 depicts the results regarding lesson planning skills of the Subject Teachers of Education and Teacher Educators. Majority (70%) principals of the Subject Teachers and Teacher Educators agreed that their teachers had good skills regarding lesson planning. A significant majority (85%) of the Teacher Educators agreed that their teachers prepared the lesson objectives before going to the class.In the same way a good number (74%) of principals of Subject Teachers of Education agreed that their teachers also prepared the lesson objectives before going to the classes. Majority (74%) principals of the Subject Teachers of Education and Teacher Educators agreed that their teachers completed the planned lesson within planned time. Moreover, a greater number of (86%) principals of Subject Teachers of Education and Teacher Educators completed the major outcome during teaching learning process. Rest of the principals of Subject Teacher of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding the above mentioned statement. The above results concluded that Subject Teachers of Education and Teacher Educators were competent regarding lesson planning skills.

Table 4.14

Frequency Distribution of Respondents with Regard to Lesson Presentation Skills

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Present materials effectively	Frequency	29	145	29	-	-	2	10	2	-	-
	Percentages	14.4	71.8	14.4	-	-	14.3	71.4	14.3	-	-
Introducing the lesson in interesting way	Frequency	29	144	28	1	-	2	10	2	-	-
	Percentages	14.4	71.3	13.9	0.5	-	14.3	71.4	14.3	-	-
Involving the students in learning activities	Frequency	58	86	56	2	-	4	6	4	-	-
	Percentages	28.7	42.6	27.7	1.0	-	28.6	42.9	28.6	-	-
Instruct through models and examples	Frequency	58	86	28	30	-	4	6	4	-	-
	Percentages	28.7	42.6	13.9	14.9	-	28.6	42.9	28.6	-	-
Instruct through audio visual aids	Frequency	58	86	28	30	-	4	6	2	2	-
	Percentages	28.7	42.6	13.9	14.9	-	28.6	42.9	14.3	14.3	-
Plan activities regarding lesson	Frequency	58	85	28	31	-	4	6	4	-	-
	Percentages	28.7	42.1	13.9	15.3	-	28.6	42.9	28.6	-	-

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Table 4.14 portrays the results regarding lesson presentation skills of the Subject Teachers of education and Teacher Educators. The principals of Subject Teachers of education and Teacher Educators gave view about the competencies of their teachers, respectively. Majority (85%) principals of the Subject Teachers and Teacher Educators agreed that their teachers presented materials effectively and introduced lesson in an interesting way while teaching. Roundabout (72%) of the Teacher Educators agreed that their teachers involved the students in learning activities as well as instructed through examples, models and planned activities regarding lesson. Rest of the principals of Subject Teachers of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding the above mentioned statement. The above results concluded that the Subject Teachers of Education and Teacher Educators were competent regarding lesson presentation skills.

Table 4.15

Frequency Distribution of Respondents with Regard to Lesson Management Skills

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Manage and organize the lesson	Frequency	58	28	116	-	-	4	2	8	-	-
	Percentages	28.7	13.9	57.4	-	-	28.6	14.3	57.1	-	-
New lesson on the basis of the students P.K	Frequency	29	86	30	57	-	2	10	2	-	-
	Percentages	14.4	42.6	14.9	28.2	-	14.3	71.4	14.3	-	-
Spilt the learning materials into sequence	Frequency	29	57	59	57	-	4	6	4	-	-
	Percentages	14.4	28.2	29.2	28.2	-	28.6	42.9	28.6	-	-
Use planner	Frequency	29	114	30	29	-	4	6	4	-	-
	Percentages	14.4	56.4	14.9	14.9	-	28.6	42.9	28.6	-	-

This Table 4.15 depicts the results regarding lesson management skills of the Subject Teachers of Education and Teacher Educators. The principals of Subject Teachers of Education and Teacher Educators gave opinions about the competencies of their teachers, correspondingly. Little more than half (57%) principals of the Subject Teachers and Teachers Educators had uncertain views regarding their management and lesson organization. A significant majority (86%) of the Teacher Educators agreed that their teachers began new lessons on the basis of the students' pervious knowledge. In the same way little more than half (57%) principals of the Subject Teachers of Education agreed that their teachers also commenced new lesson on the basis of the students' pervious knowledge. A good number (69%) of principals of the Teachers Educators agreed that their teachers spilt the learning materials into sequence and used planner for the management of the lesson. (42 to 71%) principals of the Subject Teachers of Education and Teacher Educators also spilt the learning materials into sequence and used planner for the lesson management.Rest of the principals of the Subject Teachers of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding the lesson management skills. The above results concluded that Subject Teacher of Education and Teacher Educators were competent regarding lesson management skill.

Table 4.16

Frequency Distribution with Regard to Maintain Social Environment in the Classroom

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Maintain good and effective environment in the classroom	Frequency	29	85	59	29	-	2	6	4	2	-
	Percentages	14.4	42.1	29.2	14.4	-	14.3	42.9	28.6	14.3	-
Develop students interest in learning	Frequency	29	114	59	29	-	2	8	2	-	-
	Percentages	14.4	56.4	29.2	14.4	-	14.3	57.1	14.3	-	-
Develop strong interaction between students and teachers	Frequency	29	85	59	88	-	2	6	6	-	-
	Percentages	14.4	42.1	29.2	43.6	-	14.3	42.9	42.9	-	-

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The Table 4.16 depicts the results with respect to maintain social environment in the classroom by the Subject Teachers of Education and Teacher Educators. The principals of Subject Teachers of Education and Teacher Educators viewed about the competencies of their teachers respectively. Little more than half (57%) principals of the Subject Teachers and Teacher Educators agreed that their teachers maintained good and effective environment in the classroom. A good number (72%) of the Teacher Educators and Subject Teachers of Education agreed that their teachers developed students in learning. In the same way (55%) principals of Subject Teachers of Education and Teacher Educators agreed that their teachers developed strong interaction between students and teachers. Rest principals of the Subject Teachers of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding above mentioned statement. The above results concluded that Subject Teachers of education and Teacher Educators were competent regarding maintenance of social environment in the classroom.

Table 4.17

Frequency Distribution with Regard to Appropriate Teaching Methodologies

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Choosing methods according to the situation	Frequency	-	116	86	-	-	-	86	116	-	-
	Percentages	-	57.4	42.6	-	-	-	42.6	57.4	-	-
Use variety of method	Frequency	-	143	31	-	28	-	10	2	2	2
	Percentages	-	70.8	15.3	-	13.9	-	71.4	14.3	14.3	14.3
Use different strategies for problem solving	Frequency	-	143	31	-	28	-	10	2	-	2
	Percentages	-	70.8	15.3	-	13.9	-	71.4	14.3	-	14.3
Use plenty of opportunity to students for practice	Frequency	-	143	28	-	31	-	9	2	-	2
	Percentages	-	70.8	13.9	-	15.3	-	64.3	14.3	-	14.3

Table 4.17 depicts results regarding the usage of appropriate teaching methodologies by Subject Teachers of Education and Teacher Educators. The principals of Subject Teachers of Education and Teacher Educators gave views about the competencies of their teachers respectively. Little more than half (57.4%) principals of the Subject Teachers agreed that their teachers chose method of teaching according to the situation, however, little less than half (42.6%) of Teacher Educators agreed with this statement. Little more than half (57.4%) of the Teacher Educators had uncertain views regarding this matter. Round (72%) of the Teacher Educators and Subject Teachers of education agreed that their teachers used variety of teaching methods as well as used different strategies for problem solving while teaching in the classrooms. A good number (70.8%) principal of the Subject Teachers of Education agreed that their teachers provided a number of opportunities to their students for practice in the classes. In the same way (64.3%) principals of Teacher Educators agreed with this statement. Rest principals of the Subject Teachers of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding the above mentioned statement. The above results concluded that Subject Teachers of Education and Teacher Educators were competent enough regarding usage of appropriate teaching methodologies in the classrooms during teaching.

Table 4.18

Frequency Distribution with Regard to Classroom Discipline

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Maintain discipline in the classroom	Frequency	-	143	31	-	28	-	9	2	-	3
	Percentages	-	70.8	15.3	-	13.9	-	64.3	14.3	-	21.4
Cope with disruptive behaviour	Frequency	-	86	88	28	-	-	6	6	1	1
	Percentages	-	42.6	43.6	13.9	-	-	42.9	42.9	7.1	7.1

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The Table 4.18 describes the results regarding maintaining discipline in the classroom by Subject Teachers of Education and Teacher Educators. The principals of Subject Teacher of Education and Teacher Educators gave views about the competencies of their teachers respectively. Majority (70.8%) principals of the Subject Teachers agreed that their teachers maintained discipline in the classroom, however, a good number (64.3%) of Teacher Educators agreed with this statement. Little less than half (43.6%) of the Subject Teachers of Education had uncertain views regarding coping with disruptive behavior in the classroom. Little less than half (43%) of the Subject Teachers of Education agreed that their teachers had ability to cope with the disruptive behaviour in the classroom. Similarly 43% principals of Teacher Educators agreed with this statement and (43%) had uncertain opinion regarding this matter. In the same way (64.3%) principals of Teacher Educators agreed with this statement. Rest principals of the Subject Teachers of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding the above mentioned statement. The above results concluded that Subject Teachers of Education and Teacher Educators were competent regarding discipline in the classroom.

Table 4.19

Frequency Distribution with Regard to Teacher Classroom Behavior

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
								Colleges			
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Possess balanced behaviour	Frequency	-	115	59	28	-	-	8	2	2	2
	Percentages	-	56.9	29.2	13.9	13.9	-	57.1	14.3	14.3	14.3
Quality of flexibility to influence the students behavior	Frequency	-	115	31	28	-	-	8	2	2	2
	Percentages	-	56.9	15.3	13.9	-	-	57.1	14.3	14.3	14.3
Quality of creativity to influence the students behavior	Frequency	-	143	31	-	28	-	10	2	2	-
	Percentages	-	70.8.6	15.3	-	13.9	-	71.4	14.3	14.3	-
Reinforcement strategies to make classroom conducive	Frequency	-	172	2	-	28	-	11	2	-	1
	Percentages	-	85.1	1.0	-	13.9	-	78.6	14.3	-	7.1

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This Table 4.19 portrays the results regarding classroom behavior of the Subject Teachers of Education and Teacher Educators. The principals of Subject Teachers of Education and Teacher Educators gave views about the competencies of their teachers respectively. Little more than half (57%) of the principals of Subject Teachers and Teacher Educators agreed that their teachers possessed balanced behaviour with students as well as had quality of flexibility to influence the students' behavior while teaching in the classroom. A good number (72%) of the Teacher Educators and Subject Teachers of Education agreed that they had quality of creativity to influence the students' behavior for inculcation of creativity among students. Moreover, a significant majority, (85%) principals of Subject Teachers of Education agreed that their teachers used reinforcement strategies to make classroom conducive. In the same way (79%) principals of Teacher Educators agreed with this statement. Rest principals of Subject Teachers of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding the above mentioned statement. The above results concluded that Subject Teachers of Education and Teacher Educators were competent regarding behavior of teachers in the classroom.

Table 4.20

Frequency Distribution of Formulation of Questions in Classroom

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Questioning to stimulate the students thinking during instructions	Frequency	-	172	2	28	-	-	11	1	1	2
	Percentages	-	85.1	1.0	13.9	-	-	78.6	7.1	7.1	14.3
Both lower and higher cognitive questions	Frequency	28	144	2	28	-	2	8	2	2	-
	Percentages	13.9	71.3	1.0	13.9	-	14.3	57.1	14.3	14.3	-
Properly responses the students questions	Frequency	57	143	2	-	28	4	7	2	1	-
	Percentages	28.2	70.8	1.0	-	13.9	28.6	50.0	14.3	7.1	-
Use regular questioning to estimate students' progress classroom conducive	Frequency	57	115	30	-	-	-	11	2	-	1
	Percentages	28.2	56.9	14.9	-	-	-	78.6	14.3	-	7.1

The Table 4.20 shows the results regarding formulation of appropriate questions in the classroom by Subject Teachers of Education and Teacher Educators. The principals of Subject Teacher of education and Teacher Educators gave views about the competencies of their teachers respectively. Majority (79% to 85.1%) principals of Subject Teachers and Teacher Educators agreed that their teachers used questioning technique to stimulate the students thinking during instructions while teaching in the classroom.A significant majority (85.1%) of the principals of the Teacher Educators and (71.4%) of Subject Teachers of Education asked both lower and higher cognitive questions to their students in the classroom. Moreover, around (99%) principals of Subject Teachers of Education and (80%) Teacher Educators gave response to the students' questions properly in the classroom. In the same way greater majority (85%) principals of Subject Teachers of Education and (77%) Teacher Educators used regular questioning to estimate students' progress in the classroom. Rest principals of the Subject Teachers of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding the above mentioned statement. The above results concluded that Subject Teachers of Education and Teacher Educators were competent regarding formulation of appropriate questions in the classroom.

Table 4.21

Frequency Distribution with Regard to Classwork and Homework

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Give class work regularly	Frequency	57	115	30	-	-	4	8	2	-	-
	Percentages	28.2	56.9	14.9	-	-	28.6	57.1	14.3	-	-
Check class work regularly	Frequency	-	172	30	-	-	-	12	2	-	-
	Percentages	-	85.1	14.9	-	-	-	85.7	14.3	-	-
Give homework regularly	Frequency	57	115	30	-	28	2	10	2	-	-
	Percentages	28.2	56.9	14.9	-	13.9	14.3	71.4	14.3	-	-
Check homework regularly	Frequency	-	172	30	-	-	2	12	-	-	-
	Percentages	-	85.1	14.9	-	-	14.3	85.7	-	-	-

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Table 4.21 describes the result regarding assigning and checking of class work and homework of their students in the classroom regularly by the Subject Teachers of Education and Teacher Educators. The principals of Subject Teachers of Education and Teacher Educators gave views about the competencies of their teachers respectively. A significant majority of the principals (85%) of Subject Teachers and Teacher Educators agreed that their teachers gave and checked class work and homework regularly of their students in the classroom. Rest principals of the Subject Teachers of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding the above mentioned statement. The above results concluded that Subject Teachers of Education and Teacher Educators were competent in terms of giving and checking class work and homework.

Table 4.22

Frequency Distribution with Regard to Inspire Confidence in Students

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Develop confidence in students	Frequency	-	172	30	-	-	-	12	2	-	-
	Percentages	-	85.1	14.9	-	-	-	85.7	14.3	-	-
Appreciate students efforts	Frequency	-	115	59	28	-	-	8	4	2	-
	Percentages	-	56.9	29.2	13.9	-	-	57.1	28.6	14.3	-
Reinforce the good behavior of the students regularly	Frequency	-	143	30	28	31	2	10	2	-	-
	Percentages	28.2	70.8	14.9	13.9	15.3	14.3	71.4	14.3	-	-
Motivate slow learners into limelight	Frequency	-	115	28	31	-	-	8	2	4	-
	Percentages	-	56.9	13.9	15.3	-	-	57.1	14.3	28.6	-

This Table 4.22 shows the results regarding inspiring confidence in students by Subject Teachers of Education and Teacher Educators. The principals of Subject Teacher of Education and Teacher Educators gave views about the competencies of their teachers respectively. Majority (85%) principals of the Subject Teachers of Education and Teacher Educators agreed that their teachers developed confidence in students, appreciated students' efforts and reinforced the good behavior of the students while teaching in the classroom. 70% principals of the Teacher Educators and Subject Teachers of Education motivated their slow learners in the classroom.

Rest principals of the Subject Teachers of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding the above mentioned statement. The above results concluded that Subject Teachers of Education and Teacher Educators were competent regarding inspiring confidence in students.

Table 4.23

Frequency Distribution with Regard to Monitor Students Progress and Provide Feedback

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Monitor students' progress	Frequency	57	115	30	-	-	4	8	2	-	-
	Percentages	28.2	56.9	14.9	-	-	28.6	57.1	14.3	-	-
Record of students' progress	Frequency	-	172	30	-	-	-	12	2	-	-
	Percentages	-	85.1	14.9	-	-	-	85.7	14.3	-	-
Provision of appropriate feedback to students/pupils	Frequency	57	115	30	-	28	2	10	2	-	-
	Percentages	28.2	56.9	14.9	-	13.9	14.3	71.4	14.3	-	-
Identify flaws and strengths of performance of students	Frequency	-	172	30	-	-	2	12	-	-	-
	Percentages	-	85.1	14.9	-	-	14.3	85.7	-	-	-

Table 4.23 shows the results regarding monitoring students' progress and provision of feedback by Subject Teachers of Education and Teacher Educators. The principals of Subject Teachers of Education and Teacher Educators gave views about the competencies of their teachers, respectively. A greater majority (85%) of the principals of the Subject Teachers of Education and Teacher Educators agreed that their teachers monitored students' progress, kept the record of students' progress, provided appropriate feedback and identified flaws and strength of the performance of their students' progress while teaching in the classroom. Rest principals of the Subject Teachers of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding above mentioned statement. The above results concluded that Subject Teachers of Education and Teacher Educators were competent regarding monitoring students' progress and provision of feedback.

Table 4.24

Frequency Distribution with Regard to Evaluation Skills

Variables		Principals of Govt. Colleges					Principals of Teacher Training Colleges				
		SA	A	UNC	DA	SDA	SA	A	UNC	DA	SDA
Evaluation skills for judging the student's achievements.	Frequency	-	115	59	28	-	-	8	2	2	2
	Percentages	-	56.9	29.2	13.9	-	-	57.1	14.3	14.3	14.3
Diagnostic evaluation skill	Frequency	-	115	31	28	28	-	8	2	2	2
	Percentages	-	56.9	15.3	13.9	13.9	-	57.1	14.3	14.3	14.3
Conduct classroom test	Frequency	-	143	31	-	28	-	10	2	2	-
	Percentages	-	70.8	15.3	-	13.9	-	71.4	14.3	14.3	-

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Table 4.24 shows the results regarding evaluation skills by Subject Teachers of Education and Teacher Educators. The principals of Subject Teachers of Education and Teacher Educators gave views about the competencies of their teachers, respectively. More than half (57%) of the principals of Subject Teachers and Teacher Educators agreed that their teachers used diagnostic evaluation skills and conducted classroom test while teaching in the classroom. Rest principals of the Subject Teachers of Education and Teacher Educators had uncertain views about this competency. Some of them disagreed regarding the above mentioned statement. The above results concluded that Subject Teachers of Education and Teacher Educators were competent regarding evaluation skills.

4.3 Data Analysis Related to Students Views Regarding Competencies of Subject Teachers of Education and Teacher Educators

Table 4.25

Frequency Distribution of Respondents with Regard to Command over the Content

	Students of Subject Teacher of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	208	52%	102	25.5%
Agree	178	44.5%	57	14.2%
Uncertain	2	.5%	6	1.5%
Disagree	2	.5%	223	55.8%
Strongly Disagree	10	2.5%	12	3.0%
Total	400	100%	400	100%

The Table 4.25 documents the results regarding the command over the content of Subject Teachers of education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators viewed about the competencies of their teachers respectively. Almost (96%) students of the Subject Teachers of Education agreed that their teachers have full command over the content which they had taught them during classes. Whereas, more than half (58.8%) of the students of Teacher Educators had opposite opinion regarding this issue. They disagreed regarding the competency of their teachers about command over the content. Rest (4%) students of Subject Teachers of Education had different opinions about this matter i.e. they had uncertain opinion. In the same way little less than half (39%) of the students of Teacher Educators had viewed that their teachers have full command over the content. Only (1.5%) students had uncertain opinion regarding the command over the content of their Teacher Educators. The above results concluded that Subject Teachers of Education were more competent regarding command over the content as compared to the Teacher Educators.

Table 4.26

Frequency Distribution of Respondents with Regard to Course Completion with in Specific Time

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	193	48.2%	97	24.2%
Agree	180	45.0%	177	44.2%
Uncertain	4	1.0%	38	9.5%
Disagree	21	5.2%	88	22.0%
Strongly Disagree	2	.5%	00	0.0%
Total	400	100%	400	100%

Table 4.26 reveals the results regarding course completion with in specified time given to the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators gave views about the competencies of their teachers, respectively. Around (93%) students of the Subject Teachers agreed that their teachers completed their courses with in specified time period during classes. In the same way most (68.4%) of the students of Teacher Educators also agreed that their teachers completed their courses within the given time. Rest (6%) students of the Subject Teachers of Education and (22%) students of the Teacher Educators had viewed that their teachers did not complete the course well in time. (1.0%) students of the Subject Teachers of Education and (9.5%) students of the Teacher Educators were uncertain whether their teachers had completed the course in mentioned time period. The above results concluded that most of the Subject

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Teachers of Education and Teacher Educators had completed their courses in specified time but in this matter the researcher had found that the Subject Teachers of Education were more competent as compared to the Teacher Educators.

Table 4.27

Frequency Distribution of Respondents with Regard to Relating Interdisciplinary Knowledge

	Students of Subject Teacher of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	116	29.0%	112	28.0%
Agree	225	56.2%	195	48.8%
Uncertain	33	8.2%	28	7.0%
Disagree	16	4.0%	58	14.5%
Strongly Disagree	10	2.5%	07	1.8%
Total	400	100%	400	100%

This Table 4.27 describes the results relating to interdisciplinary knowledge of Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teachers Educators gave views about the competencies of their teachers, respectively. A greater majority (85%) of the students of the Subject Teachers agreed that their teachers had interdisciplinary knowledge. In the same way most (76.8%) students of Teachers Educators also agreed that their teachers had satisfied them by delivering interdisciplinary knowledge. Rest (6.5%) students of the

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Subject Teachers of Education and (16%) students of the Teacher Educators had viewed that their teachers provide them knowledge about other subjects while teaching. (8.3%) students of Subject Teachers of Education and (7.0%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education and Teacher Educators had delivered interdisciplinary knowledge, but in this matter, the researcher had found that Subject Teachers of Education were more competent as compared to the Teacher Educators.

Table 4.28

Frequency Distribution of Respondents with Regard to Knowledge beyond the Prescribed Syllabus

	Students of Subject Teacher of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	158	39.5%	123	30.8%
Agree	210	52.5%	182	45.5%
Uncertain	24	6.0%	28	7.0%
Disagree	6	1.5%	67	16.8%
Strongly Disagree	02	.5%	00	0.0%
Total	400	100%	400	100%

This Table 4.28 documented the results relating to knowledge beyond the prescribed syllabus of Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators gave views about

the competencies of their teachers, respectively. Majority (92%) students of the Subject Teachers agreed that their teachers had knowledge beyond the prescribed syllabus. In the same way, most of the (76%) students of Teacher Educators also agreed that their teachers satisfied them by delivering knowledge beyond the prescribed syllabus. Rest (2.0%) students of the Subject Teachers of Education and (16.8%) students of the Teacher Educators had viewed that their teachers provided them with knowledge beyond the prescribed syllabus while teaching. (6.0%) students of Subject Teachers of Education and (7.0%) students of Teacher Educators had uncertain views about this competency. The above mentioned results concluded that most of the Subject Teachers of Education and Teacher Educators had delivered knowledge beyond the prescribed syllabus for the satisfaction of their concern, but in this matter the researcher had got the fact that Subject Teachers of Education were more competent as compared to the Teacher Educators.

Table 4.29

Frequency Distribution of Respondents with Regard to Example from Daily Life

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	116	29.0%	228	57.0%
Agree	225	56.2%	96	24.0%
Uncertain	22	5.5%	11	2.8%
Disagree	16	4.0%	62	15.5%
Strongly Disagree	07	1.8%	03	0.8%
Total	400	100%	400	100%

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This Table 4.29 states the results about teaching of Subject Teachers of Education and Teacher Educators. Whether they gave examples from daily life for better understanding of their students. The students of Subject Teachers of Education and Teacher Educators gave views about the competencies of their teachers, respectively. A greater majority (85.2%) of the students of Subject Teachers agreed that their teachers gave examples from daily life while teaching. In the same way most (81%) students of Teacher Educators also agreed that their teachers satisfied them during delivering lectures by giving examples from daily life. Rest almost (6%) students of the Subject Teachers of Education and (16.3%) students of Teacher Educators had viewed that their teachers did not give examples from daily life during class. Only (5.5%) students of the Subject Teachers of Education and (2.8%) students of Teacher Educators had uncertain views about this matter. The above results concluded that most of Subject Teachers of Education and Teacher Educators gave examples from day to day life for the satisfaction of their concerned students, but in this matter the researcher concluded the fact that Subject Teachers of Education were more competent as compared to Teacher Educators.

Table 4.30

Frequency Distribution of Respondents with Regard to Provision of Latest Information about the Subject

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	04	1.0%	154	38.5%
Agree	137	34.2%	139	34.8%
Uncertain	19	4.8%	00	0.0%
Disagree	239	59.8%	95	23.3%
Strongly Disagree	07	1.8%	12	0.3%
Total	400	100%	400	100%

This Table 4.30 documents the results relating to provision of the latest information about the subject by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (61.4%) students of the Subject Teachers disagreed that their teachers did not provide them with the latest information about their subject. But in contrast, a good number (73%) of students of the Teacher Educators agreed that their teachers provided them with the latest information about their subjects.Rest (35%) students of Subject Teachers of Education had opinioned that their teachers provided them with the latest information about their subjects. A little number (24%) of students of Teacher Educators had viewed that their teachers provided them with the latest information while teaching about their concerned subjects. Only (4.8%) students of the Subject

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Teachers of Education had uncertain views about this competency. The above results concluded that most of the Teacher Educators provided the latest information to their students as compared to the Subject Teachers of education.

Table 4.31

Frequency Distribution of Respondents with Regard to Plan Teaching for Achieving Desired Objectives

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	35	8.8%	61	15.2%
Agree	100	25.0%	179	44.8%
Uncertain	36	9.0%	28	7.0%
Disagree	227	56.8%	128	32.0%
Strongly Disagree	02	.5%	04	1.0%
Total	400	100%	400	100%

This Table 4.31 documents the results related to plan teaching for achieving desired objectives by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (57.3%) of the students of Subject Teachers of Education disagreed that their teachers did not provide them with a plan of teaching for achieving desired objectives of the course. But in contrast most (60%) students of Teacher Educators agreed that their teachers provided

them with a plan of teaching for the achievement of desired objectives of their subjects.Rest, a little number (35.8%) of students of the Subject Teachers of Education had opinioned that their teachers provided them with a plan of teaching. (33%) students of Teacher Educators had viewed that their teachers did not provide them with aplan of teaching for achieving desired objectives. Only (9.0%) students of the Subject Teachers of Education and (7.0%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Teacher Educators provided a plan of teaching to their students as compared to the Subject Teachers of Education.

Table 4.32

Frequency Distribution of Respondents with Regard to Organize the Course for the whole Academic Years

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	87	21.8%	90	22.5%
Agree	111	27.8%	168	42.0%
Uncertain	22	5.5%	18	4.7%
Disagree	169	42.2%	122	30.5%
Strongly Disagree	11	2.8%	02	.5%
Total	400	100%	400	100%

This Table 4.32 documents the results related to organize the course for the whole academic years by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers, respectively. Around (50%) students of the Subject Teachers of Education agreed that their teachers organized the course for the whole academic years. In the same way, little more than half (65%) of the students of Teacher Educators also agreed that their teachers organized the course for the whole academic year. Rest, little less than half (45.8%) of the students of Subject Teachers of Education and (31.0%) students of Teacher Educators had opinioned that their teachers did not organize the course for whole academic year. Only (6.0%) students of the Subject Teachers of Education and (4.7%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of Teacher Educators organized course for whole academic year as compared to the Subject Teachers of Education.

Table 4.33

Frequency Distribution of Respondents with Regard to Appropriate Intellectual Development of Students

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	80	20.0%	49	12.0%
Agree	115	28.8%	105	26.2%
Uncertain	20	5.0%	67	16.8%
Disagree	185	46.2%	167	41.8%
Strongly Disagree	00	0.0%	12	3.0%
Total	400	100%	400	100%

This Table 4.33 reveals the results related to the appropriate intellectual development of students by the Subject Teacher of Education and Teacher Educators. The students of Subject Teacher of Education and Teacher Educators had viewed about the competencies of their teachers, respectively. Little less than half (49%) of the students of Subject Teachers of Education agreed that their teachers did appropriate work for the intellectual development of students.Whereas, (44.8%) students of the Teacher Educators did not agree with this statement. Rest, (46.0%) students of the Subject Teachers of Education had viewed that their teachers did not organize activities for the intellectual development of their students. A little number (38%) of students of Teacher Educators had opinioned that their teachers organized some activities for their intellectual development. Only (5.0%) students of Subject

Teachers of Education and (16.8%) students of Teacher Educators had uncertain views about this matter. The above results concluded that most of the Subject Teachers of Education organized some activities for intellectual development of their students while teaching as compared to the Teacher Educators.

Table 4.34

Frequency Distribution of Respondents with Regard to Appropriate Social Development of Students

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	46	11.5%	92	23.0%
Agree	200	50.8%	140	35.0%
Uncertain	27	6.8%	22	5.5%
Disagree	115	28.8%	146	36.5%
Strongly Disagree	12	3.0%	00	0.0%
Total	400	100%	400	100%

This Table 4.34 describes the results related to appropriate social development of students by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (62.3%) of the students of Subject Teachers agreed that their teachers did appropriate work for the social development of students.In the same way (58.0%) students of Teacher

Educators agreed with this statement. Rest little number (32%) of the students of Subject Teacher of Education and (37%) had viewed that their teachers did not organize activities for the social development of their students. Only (7%) students of the Subject Teachers of Education and (6%) students of Teacher Educators had uncertain views about this matter. The above results concluded that most of Subject Teachers of Education organized some activities for social development of their students while teaching as compared to the Teacher Educators.

Table 4.35

Frequency Distribution of Respondents with Regard to Appropriate Emotional Development of Students

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	62	15.5%	56	14.0%
Agree	118	29.5%	113	28.2%
Uncertain	36	9.0%	41	10.2%
Disagree	176	44.0%	184	46.0%
Strongly Disagree	08	2.0%	06	1.5%
Total	400	100%	400	100%

This Table 4.35 documents the results related to appropriate emotional development of students by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed

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about the competencies of their teachers respectively. Around (45%) students of the Subject Teachers strongly agreed that their teachers did appropriate work for the emotional development of students.In the same way (46 %) students of Teacher Educators strongly agreed with this statement. Rest, little less than half (46%) of the students of Subject Teachers of Education and (47.5%) students of Teacher Educators had viewed that their teachers did not organize activities for the emotional development of their students. Only (9%) students of Subject Teachers of Education and (10.2%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education organized some activities for social development of their students while teaching as compared to the Teacher Educators.

Table 4.36

Frequency Distribution of Respondents with Regard to Identify Level of Readiness of Students

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	94	23.5%	94	23.5%
Agree	194	48.5%	108	27.0%
Uncertain	30	7.5%	04	1.0%
Disagree	75	18.8%	188	47.0%
Strongly Disagree	07	1.8%	06	1.5%
Total	400	100%	400	100%

This Table 4.36 documents the results related to identify level of readiness of students by the Subject Teachers of Education and Teacher Educators. The students of

Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (72%) of students of Subject Teachers strongly agreed that their teachers identified level of readiness of students before teaching.In the same way (51%) students of Teacher Educators strongly agreed with this statement. Rest, (20%) the students of Subject Teachers of Education and (48.5%) students of Teacher Educators had viewed that their teachers did not identify level of readiness of their students before teaching. Only (8%) students of Subject Teachers of Education and (1.0%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education identified level of readiness of their students before teaching as compared to the Teacher Educators.

Table 4.37

Frequency Distribution of Respondents with Regard to Specific Uses of Technology

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	44	11.0%	72	18.0%
Agree	71	17.8%	140	35.0%
Uncertain	66	16.5%	15	3.8%
Disagree	208	52.0%	173	43.2%
Strongly Disagree	11	2.8%	00	0.0%
Total	400	100%	400	100%

This Table 4.37 documents the results related to the specific uses of technology of students by the Subject Teachers of Education and Teacher Educators. The students

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of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (54%) of the students of Subject Teachers disagreed that their teachers did not use technology while teaching. Whereas, (53%) students of Teacher Educators agreed that their teachers used different technologies while teaching such as overhead projector, multimedia etc. Rest, a little number (28%) of students of the Subject Teachers of Education and (43.2%) of students of Teacher Educators had viewed that their teachers did not use technology during teaching. Only (17%) students of the Subject Teachers of Education and (3.8%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Teacher Educators used specific technology while teaching as compared to the Subject Teachers of Education.

Table 4.38

Frequency Distribution of Respondents with Regard To Presentation of Material Effectively

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	86	21.5%	99	24.8%
Agree	177	44.2%	99	24.8%
Uncertain	12	3.0%	15	3.8%
Disagree	113	28.2%	187	46.8%
Strongly Disagree	12	3.0%	00	0.0%
Total	400	100%	400	100%

This Table 4.38 documents the results related to presentation of material effectively by the Subject Teachers of Education and Teacher Educators. The students

of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (66%) of students of the Subject Teachers and little less than half (49%) of the Teacher Educators agreed that their teachers had presented teaching materials to them effectively while teaching.Whereas less than half (43%) of the students of Teacher Educators and (31%) of the Subject Teachers of Education disagreed that their teachers did not present material effectively to them while teaching. Only (3%) students of the Subject Teachers of Education and (3.8%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Teacher Educators and Subject Teachers of Education presented the materials to them effectively while teaching; however, Subject Teachers of Education presented teaching materials more effectively as compared to the Teacher Educators.

Table 4.39

Frequency Distribution of Respondents with Regard to Introducing the Lesson in an Interesting Way

	Students of Subject Teacher of Education		Students of Teachers Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	53	13.2%	130	32.5%
Agree	113	28.2%	92	23.0%
Uncertain	16	4.0%	18	4.5%
Disagree	204	51.0%	148	37.0%
Strongly Disagree	14	3.5%	12	3.0%
Total	400	100%	400	100%

This Table 4.39 reveals the results regarding introducing the lesson in an interesting way by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (56%) of the students of Teacher Educators agreed that their teachers introduced the lesson in an interesting way.Whereas (51%) students of the Subject Teachers of Education disagreed that their teachers did not introduce the lesson in an interesting way. Rest little less than half (41%) of the students of Subject Teachers of Education had viewed that their teachers introduced the lesson to them in attention-grabbing way. Only (4.0%) students of the Subject Teachers of Education and (4.5%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of Teacher Educators introduced the lesson in an interesting way as compared to the Subject Teachers of Education.

Table 4.40

Frequency Distribution of Respondents with Regard to involving the Students in Learning Activities

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	55	13.8%	116	29.0%
Agree	127	31.8%	107	26.8%
Uncertain	25	6.2%	06	1.5%
Disagree	182	45.5%	171	42.8%
Strongly Disagree	11	2.8%	00	0.0%
Total	40	100%	400	100%

This Table 4.40 states the results related to involve the students in learning activities by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (55.8%) of the students of Teacher Educators agreed that their teachers involved the students in learning activities while teaching.In the same way (45%) students of Subject Teachers of Education agreed that their teachers involved the students while teaching. Rest little less than half (42.8%) of the students of Subject Teachers of Education and (45.5%) of students of Teacher Educators had viewed that their teachers did not involve them in learning activities during teaching. Only (6.2%) students of the Subject Teachers of Education and (1.5%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of Teacher Educators involved students in learning activities while teaching as compared to Subject Teachers of Education.

Table 4.41

Frequency Distribution of Respondents with Regard to Instruct through Models and Example

	Students of Subject Teachers of Education		Students of Teachers Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	37	9.2%	57	14.2%
Agree	204	51.0%	148	37.0%
Uncertain	71	17.8%	14	3.5%
Disagree	74	18.5%	181	45.2%
Strongly Disagree	14	3.5%	00	0.0%
Total	400	100%	400	100%

This Table 4.41 narrates the results related to instruct through models and examples by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (59.3%) of the students of Subject Teachers agreed that their teachers instructed through models and examples while teaching.In the same way (51%) students of Teacher Educators agreed with this statement. Rest little number (22%) of the students of Subject Teachers of Education and little less than half (45.2%) of the students of Teacher Educators had viewed that their teachers did not instruct them through models and examples. Only (18%) students of the Subject Teachers of Education and (3.5%) students of Teacher Educators had uncertain views about this competency. The above results concluded

that most of the Subject Teachers of Education instructed through models and example to their students as compared to the Teacher Educators.

Table 4.42

Frequency Distribution of Respondents with Regard to Instruct through Audio/Visual Aids

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	110	27.5%	76	19.0%
Agree	106	26.5%	130	32.5%
Uncertain	41	10.2%	24	6.0%
Disagree	120	30.0%	164	41.0%
Strongly Disagree	23	5.8%	06	1.5%
Total	400	100%	400	100%

This Table 4.42 described the results related to instruct through audio/visual aids by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (54%) of the students of Subject Teachers agreed that their teachers instructed through audio/visual aids while teaching. In the same way (51.5%) students of Teacher Educators agreed with this statement. Rest little number (35.8%) of the students of Subject Teachers of Education and little less than half (42.5%) of the students of Teacher Educators had

viewed that their teachers did not instruct them through audio/visual aids. Almost

(10.2%) and (6.0%) students of Subject Teachers of Education and students of Teacher

Educators had uncertain views about this competency respectively. The above results

concluded that most of the Subject Teachers of Education instructed through audio

visual aids to their students as compared to Teacher Educators.

Table 4.43

Frequency Distribution of Respondents with Regard to Plan Activities Regarding Lesson

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	47	11.8%	42	10.5%
Agree	171	42.8%	86	21.5%
Uncertain	17	4.2%	26	6.5%
Disagree	158	39.5%	224	56.0%
Strongly Disagree	07	1.8%	22	5.5%
Total	400	100%	400	100%

The above mentioned Table 4.43 describes the results related to plan activities

regarding lesson by the Subject Teachers of Education and Teacher Educators. The

students of Subject Teachers of Education and Teacher Educators had viewed about

the competencies of their teachers respectively. Little more than half (55%) of the

students of Subject Teachers agreed that their teachers planned activities regarding

lesson while teaching.In the same way (32%) students of Teacher Educators agreed

with this statement. Rest (42%) the students of Subject Teachers of Education (61.5%) students of Teacher Educators have viewed that their teachers did not plan activities of the lesson. Only (4%) students of Subject Teachers of Education and a few (7%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education instructed planned activities regarding lesson as compared to Teacher Educators.

Table 4.44

Frequency Distribution of Respondents with Regard to Manage and Organize the Lesson

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	85	21.2%	61	15.2%
Agree	129	32.2%	176	44.0%
Uncertain	31	7.8%	03	0.8%
Disagree	139	34.8%	146	36.5%
Strongly Disagree	16	4.0%	14	3.5%
Total	400	100%	400	100%

This Table 4.44 documents the results related to managing and organizing the lesson by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (59.2%) of the students of Teacher Educators agreed that their teachers managed and organized the lesson while

teaching. In the same way little more than half (53.4%) of the students of Subject Teachers of Education agreed with this statement. Rest little less than half (39%) of the students of Subject Teachers of Education and (40%) students of Teacher Educators had viewed that their teachers did not manage and organize the lesson. Only (8%) students of the Subject Teachers of Education and (0.8%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of the Teacher Educators managed and organized the lesson as compared to the Subject Teacher of Education.

Table 4.45

Frequency Distribution of Respondents with Regard to New Lesson on the Basis of Students P.K

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	66	16.6%	61	15.2%
Agree	160	40.0%	176	44.0%
Uncertain	29	7.2%	03	0.8%
Disagree	138	34.5%	146	36.5%
Strongly Disagree	07	1.8%	14	3.5%
Total	400	100%	400	100%

This Table 4.45 describes the results related to new lesson on the basis of students' pervious knowledge by the Subject Teachers of Education and Teacher

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Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (56.6%) of the students of Subject Teachers agreed that their teachers started new lesson on the bases of students' pervious knowledge.In the same way (59.2%) students of the Teacher Educators agreed with this statement. Rest little number (36.3%) of the students of Subject Teachers of Education and (40.0%) students of Teacher Educators had viewed that their teachers did not check students' pervious knowledge before starting new lesson. A few number (7%) of the students of Subject Teachers of Education and (0.8%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education and Teacher Educators checked students' pervious knowledge before starting new lesson.

Table 4.46

Frequency Distribution of Respondents with Regard to Split the Learning Materials into Sequence

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	58	14.5%	113	28.2%
Agree	144	36.0%	195	48.8%
Uncertain	39	9.8%	19	4.8%
Disagree	157	39.2%	73	18.2%
Strongly Disagree	02	.5%	00	0.0%
Total	400	100%	400	100%

This Table 4.46 narrates the results related to split the learning materials into sequence by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A greater majority (77%) of the students of Teacher Educators agreed that their teachers spilt the learning materials into sequence while teaching. In the same way little more than half (51%) of the students of Subject Teachers of Education agreed with this statement. Rest little less than half (40%) of the students of Subject Teachers of Education and (18%) students of Teacher Educators had viewed that their teachers did not split the materials into sequence. Only (10%) students of the Subject Teachers of Education and (5%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of Teacher Educators split the materials into sequence as compared to Subject Teachers of Education.

Table 4.47

Frequency Distribution of Respondents with Regard to Maintain Good and Effective Environment in the Class

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	51	12.8%	68	17.0%
Agree	170	42.5%	181	45.2%
Uncertain	29	7.2%	00	0.0%
Disagree	142	35.5%	151	37.8%
Strongly Disagree	08	2.0%	00	0.0%
Total	400	100%	400	100%

This Table 4.47 documents the results related to maintain good and effective environment in the class by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (62.2%) of students of the Teacher Educators agreed that their teachers maintained good and effective environment in the class while teaching.In the same way little more than half (55%) of the students of Subject Teacher agreed with this statement. Rest little less than (38%) of the students of Subject Teachers of Education and (38%) students of Teacher educators had viewed that their teachers did not maintain good and effective environment in the class while teaching. Only (7%) students of the Subject Teachers of Education had uncertain views about this competency. The above results concluded that most of the Teacher Educators maintained good and effective environment in the class as compared to Teacher Educators.

Table 4.48

Frequency Distribution of Respondents with Regard to Develop Students Interest in Learning

	Students of Subject Teacher of Education		Students of Teachers Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	75	18.8%	80	20.0%
Agree	155	38.8%	114	28.5%
Uncertain	24	6.0%	13	3.2%
Disagree	134	33.5%	186	46.5%
Strongly Disagree	12	3.0%	07	1.8%
Total	400	100%	400	100%

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This Table 4.48 describes the results related to develop students' interest in learning by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (57.3%) of the students of Subject Teachers agreed that their teachers developed interest in learning while teaching.In the same way (50%) students of Teacher Educators agreed with this statement. Rest (37%) students of the Subject Teachers of Education and (48%) students of Teacher Educators had viewed that their teachers did not develop their interest in learning. Only (6%) students of the Subject Teachers of Education and (3.2%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education developed students' interest in learning as compared to Teacher Educators.

Table 4.49

Frequency Distribution of Respondents with Regard to Develop Strong Interaction between Students and Teachers

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	68	17.0%	131	32.8%
Agree	127	31.8%	151	37.8%
Uncertain	39	9.8%	12	3.0%
Disagree	157	39.2%	106	26.5%
Strongly Disagree	09	2.2%	00	0.0%
Total	400	100%	400	100%

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This Table 4.49 documents the results related to develop strong interaction between students and teachers by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A significant majority (71%) of the students of Teacher Educators agreed that they had strong interaction with their teachers.In the same way (50%) students of Subject Teachers agreed with this statement. Rest, (41%) students of the Subject Teachers of Education and (27%) students of Teacher Educators had viewed that they did not have strong relation with their teachers. Only (10%) students of the Subject Teachers of Education and (3.0%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of the Teacher Educators had strong interaction with their students as compared to Subject Teachers of Education.

Table 4.50

Frequency Distribution of Respondents with Regard to Choose Method According to the Situation

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	164	41.0%	93	23.2%
Agree	136	34.0%	166	41.5%
Uncertain	10	2.5%	10	2.5%
Disagree	50	12.5%	124	31.0%
Strongly Disagree	10	2.5%	07	1.8%
Total	400	100%	400	100%

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This Table 4.50 narrates the results related to instruct through models and examples by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (75%) of students of the Subject Teachers agreed that their teachers chose teaching methods according to the situation while teaching.In the same way (65%) students of Teacher Educators agreed with this statement. Rest, (15%) students of the Subject Teachers of Education and (33%) students of Teacher Educators had viewed that their teachers did not chose methods according to the situation. Only (3%) students of Subject Teachers of Education and (3%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education and Teacher Educators chose teaching methods according to the situation.

Table 4.51

Frequency Distribution of Respondents with Regard to Use Different Strategies for Problem Solving

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	185	46.2%	60	15.0%
Agree	100	25.0%	184	46.0%
Uncertain	20	5.0%	09	2.2%
Disagree	73	18.2%	147	36.8%
Strongly Disagree	22	5.5%	00	0.0%
Total	400	100%	400	100%

This Table 4.51 states the results related to use different strategies for problem solving by the Subject Teachers of education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (71.2%) of students of the Subject Teachers agreed that their teachers used different strategies for problem solving while teaching.In the same way (61%) students of Teacher Educators agreed with this statement. Rest, (37%) students of the Subject Teachers of Education and (24%) students of Teacher Educators had viewed that their teachers did not use different strategies for problem solving. Only (6%) students of Subject Teachers of education and (2.2%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teacher of Education and Teacher Educators used different strategies for problem solving.

Table 4.52

Frequency Distribution of Respondents with Regard to Use Modern Techniques and Useful Skills in the Class

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	82	20.5%	67	16.8%
Agree	140	35.0%	145	36.2%
Uncertain	28	7.0%	21	5.2%
Disagree	127	31.7%	167	41.8%
Strongly Disagree	23	5.8%	00	0.0%
Total	400	100%	400	100%

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This Table 4.52 narrates the results related to the use of modern techniques and useful skills in the class by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educator viewed about the competencies of their teachers respectively. A majority (56%) of the students of Subject Teachers agreed and strongly agreed that their teachers used modern techniques and useful skills in the class while teaching.In the same way (53%) students of Teacher Educators agreed and strongly agreed with this statement. Rest (37%) students of Subject Teachers of Education and (42%) students of Teacher Educators had viewed that their teachers did not use modern techniques and useful skills in the class while teaching. Only (7%) students of the Subject Teachers of Education and (5.2%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education used modern techniques and useful skills as compared to the Teacher Educators.

Table 4.53

Frequency Distribution of Respondents with Regard to Maintain Discipline in the Classroom

	Students of Subject Teacher of Education		Students of Teachers Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	89	22.2%	99	24.8%
Agree	154	38.5%	153	38.2%
Uncertain	27	6.8%	05	1.2%
Disagree	124	31.0%	143	35.8%
Strongly Disagree	06	1.5%	00	0.0%
Total	400	100%	400	100%

This Table 4.53 describes the results related to maintain discipline in the class by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (61%) of the students of Subject Teachers agreed and strongly agreed that their teachers maintained good discipline in the classroom while teaching.In the same way (63%) students of Teacher Educators agreed and strongly agreed with this statement. Rest, (33%) students of Subject Teachers of Education and (36%) students of Teacher Educators had viewed that their teachers did not maintain discipline in the classroom. Only (7%) students of the Subject Teachers of Education and (1.2%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that almost both Teacher Educators and Subject Teachers maintained good discipline in the classroom.

Table 4.54

Frequency Distribution of Respondents with Regard to Cope with Disruptive Behavior

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	103	25.7%	72	18.0%
Agree	145	36.2%	165	41.2%
Uncertain	65	16.2%	14	3.5%
Disagree	74	18.5%	149	37.2%
Strongly Disagree	13	3.2%	00	0.0%
Total	400	100%	400	100%

This Table 4.54 describes the results related to cope with disruptive behaviour by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (59.4%) of the students of Teacher Educators agreed and strongly agreed that their teachers coped with disruptive behavior in the classroom while teaching.In the same way (61%) students of Teacher Educators agreed and strongly agreed with this statement. Rest, (22%) students of the Subject Teachers of Education and (37%) students of Teacher Educators had viewed that their teachers did not cope with disruptive behavior in the classroom. Only (16%) students of the Subject Teachers of Education and (3.5%) students of Teacher Educators had uncertain views about this competency. The above results concluded

that almost both Teacher Educators and Subject Teachers coped with disruptive behavior in the classroom.

Table 4.55

Frequency Distribution of Respondents with Regard to Possess Balanced Behavior in Classroom

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	77	19.2%	71	17.8%
Agree	162	40.5%	148	37.0%
Uncertain	63	15.8%	14	3.5%
Disagree	88	22.0%	167	41.8%
Strongly Disagree	10	2.5%	00	0.0%
Total	400	100%	400	100%

This Table 4.55 states the results related to possess balanced behaviour in the classroom by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (60%) of the students of Subject Teachers agreed and strongly agreed that their teachers possessed balanced behavior in classroom while teaching.In the same way (55%) students of Teacher Educators agreed and strongly agreed with this statement. Rest (25%) students of the Subject Teachers of Education and (42%) students of Teacher Educators had viewed that their teachers possessed balanced behavior in the classroom. A few number (16%) of the students of Subject Teachers of Education and (3.5%) students of Teacher Educators had uncertain views about this competency. The above results concluded

that most of the Subject Teachers of Education possessed balanced behavior in the classroom as compared to the Teacher Educators.

Table 4.56

Frequency Distribution of Respondents with Regard to Quality of Flexibility to Influence the Students Achievement

	Students of Subject Teacher of Education		Students of Teachers Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	79	19.8%	18	4.5%
Agree	149	37.2%	196	49.0%
Uncertain	72	18.0%	07	1.8%
Disagree	90	22.5%	159	39.8%
Strongly Disagree	10	2.5%	20	5.0%
Total	400	100%	400	100%

This Table 4.56 documents the results related to quality of flexibility to influence the students' achievement in the classroom by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (57%) of the students of Subject Teachers agreed and strongly agreed that their teachers had quality of flexibility to influence the students' achievement.In the same way (54%) students of Teacher Educators agreed and strongly agreed with this statement. Rest, (25%) students of Subject Teachers of Education and (42%) students of Teacher Educators had viewed that their teachers did not have quality of flexibility to influence the students' achievement. Only (18%) students of the Subject Teachers of Education and (2 %) students of Teacher Educators

had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education had quality of flexibility to influence the students' achievement as compared to the Teacher Educators.

Table 4.57

Frequency Distribution of Respondents with Regard to Quality of Creativity to Influence the Students Achievement

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	55	13.8%	72	18.0%
Agree	178	44.5%	165	41.2%
Uncertain	17	4.25%	14	3.5%
Disagree	144	36.0%	149	37.2%
Strongly Disagree	06	1.5%	00	0.0%
Total	400	100%	400	100%

This Table 4.57 documents the results related to quality of creativity to influence the students' achievement in the classroom by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (57%) of the students of Teacher Educators agreed and strongly agreed that their teachers had quality of creativity to influence the students' achievement.In the same way (46%) students of Teacher Educators agreed and

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strongly agreed with this statement. Rest, (38%) students of the Subject Teachers of Education and (37.2%) students of the Teacher Educators had viewed that their teachers did not have quality of creativity to influence the students' achievement. Only (4.2%) students of Subject Teachers of Education and (4%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Teacher Educators had quality of creativity to influence the students' achievement as compared to the Subject Teachers of Education.

Table 4.58

Frequency Distribution of Respondents with Regard to Use Reinforcement Strategies to Make Classroom Conducive

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	28	7.0%	71	17.8%
Agree	204	51.0%	148	37.0%
Uncertain	29	7.2%	14	3.5%
Disagree	122	30.5%	167	41.8%
Strongly Disagree	17	4.2%	00	0.0%
Total	400	100%	400	100%

This Table 4.58 discusses the results related to use of reinforcement strategies to make classroom conducive by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had

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viewed about the competencies of their teachers respectively. Little more than half (58%) of the students of Subject Teachers agreed and strongly agreed that their teachers used reinforcement strategies to make classroom conducive.In the same way (54%) students of Teacher Educators agreed and strongly agreed with this statement. Rest, (35%) students of Subject Teachers of Education and (42%) students of Teacher Educators had viewed that their teachers did not use reinforcement strategies to make classroom conducive. Only (7%) students of the Subject Teachers of Education and (4%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education used reinforcement strategies to make classroom conducive as compared to the Teacher Educators.

Table 4.59

Frequency Distribution of Respondents with Regard to Questioning to Stimulate Students Thinking

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	27	6.8%	18	4.5%
Agree	132	33.0%	196	49.0%
Uncertain	39	9.8%	07	1.8%
Disagree	198	49.5%	159	39.8%
Strongly Disagree	04	1.0%	20	5.0%
Total	400	100%	400	100%

This Table 4.59 states the results of questioning to stimulate students' thinking by the Subject Teachers of Education and Teacher Educators. The students of Subject

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Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (54%) of the students of Teacher Educators agreed and strongly agreed that their teachers asked questions to stimulate students thinking.In the same way (40%) students of the Subject Teachers of Education agreed and strongly agreed with this statement. Rest, (51%) students of Subject Teachers of Education and (41%) students of Teacher Educators had viewed that their teachers did not ask questions to stimulate students thinking. Only (10%) students of the Subject Teachers of Education and (2%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of the Teacher Educators asked questions in the classroom for stimulating students' thinking as compared to the Teacher Educators.

Table 4.60

Frequency Distribution of Respondents with Regard to both Lower and Higher Cognitive Questions

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	35	8.8%	72	18.0%
Agree	126	31.5%	165	41.2%
Uncertain	76	19.0%	14	3.5%
Disagree	107	39.2%	149	37.2%
Strongly Disagree	06	1.5%	00	0.0%
Total	400	100%	400	100%

This Table 4.60 narrates the results of both lower and higher cognitive questions by the Subject Teachers of Education and Teacher Educators. The students

of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little less than half (40%) of the students of Subject Teachers of Education agreed and strongly agreed that their teachers asked both lower and higher cognitive questions to them in the classroom and little more than half (59%) of the students of Teacher Educators agreed and strongly agreed with this statement. Rest, (39%) students of the Subject Teachers of Education and (37%) students of Teacher Educators had viewed that their teachers did not ask both lower and higher cognitive questions in the classroom. Only (19%) students of the Subject Teachers of Education and (4%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education and Teacher Educators asked lower and higher cognitive questions in the classroom keeping in view individual differences of students.

Table 4.61

Frequency Distribution of Respondents with Regard to Properly Response to the Students Questions

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	33	8.2%	71	17.8%
Agree	154	38.5%	148	37.0%
Uncertain	38	9.5%	14	3.5%
Disagree	169	42.2%	167	41.8%
Strongly Disagree	06	1.5%	00	0.0%
Total	400	100%	400	100%

This Table 4.61 describes the results related to proper response to the students' questions by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (55%) of the students of Teacher Educators agreed and strongly agreed that their teachers responded properly to their questions in the classroom.In the same way (54%) students of the Teacher Educators agreed and strongly agreed with this statement. Rest, little less than half (44%) of the students of Subject Teachers of education and (42%) students of the Teacher Educators had viewed that their teachers did not response properly to them in the classroom. Only (10%) students of the Subject Teachers of Education and (4%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of Teacher Educators responded properly to students' questions as compared to the Subject Teachers of Education.

Table 4.62

Frequency Distribution of Respondents with Regard to Use Regular Questioning to Estimate Students Progress

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	142	35.5%	101	25.5%
Agree	157	39.2%	157	39.2%
Uncertain	51	12.8%	57	12.8%
Disagree	38	9.5%	78	19.5%
Strongly Disagree	12	3.0%	12	3.0%
Total	400	100%	400	100%

This Table 4.62 documents the results of quality of flexibility to use regular questioning to estimate students' progress by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Significant majority (75%) students of the Subject Teachers agreed and strongly agreed that their teachers regularly asked questions to estimate students' progress. In the same way (65%) students of Teacher Educators agreed and strongly agreed with this statement. Rest, (13%) students of the Subject Teachers of Education and (20%) students of Teacher Educators had viewed that their teachers did not ask regularly questions to estimate their progress in the classroom. Only (13%) students of the Subject Teachers of Education and (13%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education asked regularly questions to estimate students' progress as compared to the Teacher Educators.

Table 4.63

Frequency Distribution of Respondents with Regard to Assign Homework Regularly

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	82	20.5%	97	24.2%
Agree	206	51.5%	176	44.0%
Uncertain	20	5.0%	38	9.5%
Disagree	133	33.2 %	89	22.2%
Strongly Disagree	07	1.8%	00	0.0%
Total	400	100%	400	100%

Table 4.63 states the results related to give homework regularly by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (72%) of students of the Subject Teachers agreed and strongly agreed that their teachers regularly assigned them homework.In the same way (68.2%) students of Teacher Educators agreed and strongly agreed with this statement. Rest, (35%) students of the Subject Teachers of Education and (22.2%) students of Teachers Educators had viewed that their teachers did not assign them homework regularly in the classroom. Only (5%) students of the Subject Teachers of Education and (10%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education assigned homework regularly to their students in the classroom as compared to the Teacher Educators.

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Table 4.64

Frequency Distribution of Respondents with Regard to Check Homework Regularly

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	229	57.2%	62	15.5%
Agree	84	21.0%	194	48.5%
Uncertain	38	9.5%	28	7.0%
Disagree	41	10.2%	109	27.2%
Strongly Disagree	08	2.0%	07	1.8%
Total	400	100%	400	100%

This Table 4.64 describes the results related to check homework regularly by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers, respectively. Greater majority (78.2%) student of the Subject Teachers agreed and strongly agreed that their teachers regularly checked their homework. In the same way (64%) students of Teacher Educators agreed and strongly agreed with this statement. Rest (12.2%) students of the Subject Teachers of Education and (29%) students of Teacher Educators had viewed that their teachers did not check their homework regularly in the classroom. Only (10%) students of the Subject Teachers of Education and (7%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of

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Education checked homework regularly in the classrooms as compared to the Teacher Educators.

Table 4.65

Frequency Distribution of Respondents with Regard to Give Class Work Regularly

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	60	15.0%	123	30.8%
Agree	85	21.2%	181	45.2%
Uncertain	36	9.0%	28	7.0%
Disagree	207	51.8%	68	17.0%
Strongly Disagree	12	3.0%	00	0.0%
Total	400	100%	400	100%

Table 4.65 documents the results of assigning class work regularly by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Majority (77%) of the students of Teacher Educators agreed and strongly agreed that their teachers regularly assigned class work. Whereas (51.8%) students of the Subject Teacher of Education disagreed and strongly disagreed. They viewed that their teachers did not assign them class work regularly. Rest, (36.2%) students of the Subject Teachers of Education had viewed that their teachers assigned class work regularly to their students in the classroom. Only (9%)

students of the Subject Teachers of Education and (7%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of the Teacher Educators assigned class work regularly in the classroom to their students as compared to the Subject Teachers of Education.

Table 4.66

Frequency Distribution of Respondents with Regard to Check Class Work Regularly

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	42	10.5%	228	57.0%
Agree	102	25.5%	95	23.8%
Uncertain	21	5.2%	11	2.8%
Disagree	223	55.8%	63	15.8%
Strongly Disagree	12	3.0%	03	.8%
Total	400	100%	400	100%

The Table 4.66 states the results related to check class work regularly by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Greater majority (81%) students of the Teacher Educators agreed and strongly agreed that their teachers regularly checked class work.Whereas, little more than half (55.8%) of the students of Subject Teachers of Education disagreed and strongly disagreed with this statement. They view that their teachers did not check class work regularly. Rest, (37%) students of the Subject Teachers of Education had viewed that their teachers checked class work regularly of their students

in the classroom. Only (5%) students of the Subject Teachers of Education and (3%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of the Teacher Educators checked class work regularly in the classroom of their students as compared to the Subject Teachers of Education.

Table 4.67

Frequency Distribution of Respondents with Regard to Inspire Confidence in Students

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	115	28.7%	104	26.0%
Agree	176	44.0%	118	29.5%
Uncertain	41	10.2%	00	0.0%
Disagree	62	15.5%	166	41.5%
Strongly Disagree	06	1.5%	12	3.0%
Total	400	100%	400	100%

This Table 4.67 narrates the results related to inspire confidence in students by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Majority (73%) students of the Subject Teachers agreed and strongly agreed that their teachers inspired confidence in students.In the same way (56%) students of Teacher Educators agreed and strongly agreed with this statement. Rest, (17%) students of the Subject Teachers of Education and (45%) students of

Teacher Educators viewed that their teachers did not inspire confidence in students. Only (10%) students of the Subject Teachers of Education had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education inspired confidence in students as compared to the Teacher Educators.

Table 4.68

Frequency Distribution of Respondents with Regard to Appreciate Student's Effort

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	115	28.8%	61	15.2%
Agree	163	40.8%	178	44.5%
Uncertain	42	10.5%	28	7.0%
Disagree	69	17.2%	129	32.2%
Strongly Disagree	11	2.8%	04	1.0%
Total	400	100%	400	100%

Table 4.68 states the results related to appreciate student's effort by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (70%) of students of the Subject Teachers agreed and strongly agreed that their teachers appreciated their efforts related to their curricular and extra-curricular activities.In the same way little more than half (60%) of the students of Teacher Educators agreed and strongly agreed with this statement.

Rest, (20%) students of the Subject Teachers of Education and (33%) students of Teacher Educators viewed that their teachers did not appreciate students' effort. Only (11%) students of the Subject Teachers of Education and (7%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education appreciated students' efforts as compared to the Teacher Educators.

Table 4.69

Frequency Distribution of Respondents with Regard to Reinforce the Good Behavior of the Students

	Students of Subject Teacher of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	111	27.8%	90	22.5%
Agree	161	40.2%	167	41.8%
Uncertain	63	15.8%	18	4.5%
Disagree	55	13.8%	123	30.8%
Strongly Disagree	10	2.5%	02	.5%
Total	400	100%	400	100%

Table 4.69 describes the results related to reinforce the good behaviour of the students by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (68%) of students of the

Subject Teachers agreed and strongly agreed that their teachers reinforced good behavior of the students. In the same way little more than half (64%) of the students of Teacher Educators agreed and strongly agreed with this statement. Rest, (16%) students of the Subject Teachers of Education and (36%) students of Teacher Educators' viewed that their teachers did not reinforce good behavior of students. Only (16%) students of the Subject Teachers of Education and (5%) students of the Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education reinforced good behavior of students as compared to the Teacher Educators.

Table 4.70

Frequency Distribution of Respondents with Regard to Motivate Slow Learner into Limelight

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	120	30.0%	80	20.0%
Agree	174	43.5%	130	32.5%
Uncertain	48	12.0%	20	0.0%
Disagree	45	11.2%	170	42.5%
Strongly Disagree	13	3.2%	00	0.0%
Total	400	100%	400	100%

Table 4.70 describes the results related to motivate slow learners into limelight by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Majority (74%) students of the Subject Teachers agreed and strongly agreed that their teachers motivated slow learners into limelight. In the same way (51%) students of Teacher Educators agreed and strongly agreed with this statement. Rest, (14%) students of the Subject Teachers of Education and (43%) students of Teacher Educators had viewed that their teachers did not motivate slow learner into light. Only (12%) students of the Subject Teachers of Education had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education motivated slow learners into lime light as compared to the Teacher Educators.

Table 4.71

Frequency Distribution of Respondents with Regard to Monitor Students Progress

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	76	19.0%	92	23.0%
Agree	156	39.0%	140	35.0%
Uncertain	47	11.8%	22	5.5%
Disagree	107	26.7%	146	36.5%
Strongly Disagree	14	3.5%	00	0.0%
Total	400	100%	400	100%

Table 4.71 states the results related to monitoring the students' progress by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (58%) of the students of Subject Teachers agreed and strongly agreed that their teachers monitored students' progress.In the same way (58%) students of Teacher Educators agreed and strongly agreed with this statement. Rest 30% students of the Subject Teachers of Education and (37%) students of Teacher Educators had viewed that their teachers did not monitor students' progress in the classroom. Only (12%) students of the Subject Teachers of Education and (6%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education and Teacher Educators monitored students' progress.

Table 4.72

Frequency Distribution of Respondents with Regard to Record of Students Progress

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	60	15.0%	45	11.2%
Agree	148	37.0%	156	39.0%
Uncertain	68	17.0%	12	3.0%
Disagree	117	29.2%	177	44.2%
Strongly Disagree	07	1.8%	10	2.5%
Total	400	100%	400	100%

This Table 4.72 states the results related to record of students' progress by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little more than half (52%) of the students of Subject Teachers agreed and strongly agreed that their teachers maintained record of students.In the same way (49%) students of Teacher Educators agreed and strongly agreed with this statement. Rest (31%) students of the Subject Teachers of Education and little less than half (47%) of the students of Teacher Educators had viewed that their teachers did not maintain record of students' progress. A few number (17%) of the students of Subject Teachers of Education and (3%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education maintained record of students' progress as compared to the Teacher Educators.

Table 4.73

Frequency Distribution of Respondents with Regard to Provision of Appropriate Feedback to Students

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	07	1.8%	35	8.8%
Agree	143	35.8%	99	24.8%
Uncertain	65	16.2%	14	3.5%
Disagree	170	42.5%	228	57.0%
Strongly Disagree	15	3.8%	24	6.0%
Total	400	100%	400	100%

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The Table 4.73 describes the results related to provision of appropriate feedback to students by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (62%) of students of the Teacher Educators disagreed and strongly disagreed that their teachers did not provide appropriate feedback to students. In the same way little less than half (43%) of the students of Subject Teachers of Education disagreed and strongly disagreed with this statement. Rest, (38%) students of the Subject Teachers of Education and (34%) students of Teacher Educators had viewed that their teachers provided them appropriate feedback. Only (16%) students of the Subject Teachers of Education and (4%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education and Teacher Educators did not provide appropriate feedback to their students.

Table 4.74

Frequency Distribution of Respondents with Regard to Identify Flaws and Strength of Performance of Students

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	95	23.8%	16	4.0%
Agree	155	38.8%	145	36.2%
Uncertain	76	19.0%	19	4.8%
Disagree	47	11.8%	210	52.5%
Strongly Disagree	27	6.8%	10	2.5%
Total	400	100%	400	100%

The Table 4.74 documents the results related to identify flaws and strength of performance of students by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (62%) of students of the Subject Teachers agreed and strongly agreed that their teachers identified flaws and strength of their performances. Whereas, little more than half (53%) of the students of Teacher Educators disagreed and strongly disagreed with this statement. Rest, (40%) students of the Teacher Educators had viewed that their teachers identified the flaws and strength of their performances during classes. Only (19%) students of the Subject Teachers of Education and (5%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education identified flaws and strength of their students as compared to the Teacher Educators.

Table 4.75

Frequency Distribution of Respondents with Regard to Evaluation Skills for Judging the Students Achievement

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	15	3.8%	23	5.8%
Agree	176	44.0%	148	37.0%
Uncertain	41	10.2%	35	8.8%
Disagree	162	40.5%	184	46.0%
Strongly Disagree	06	1.5%	23	5.8%
Total	400	100%	400	100%

This Table 4.75 states the results related to evaluation skills for judging the students achievement by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. Little less than half (48%) of the students of Subject Teachers agreed and strongly agreed that their teachers used evaluation skills for judging their achievement. In the same way (43%) students of Teacher Educators agreed and strongly agreed with this statement. Whereas (42%) students of the Subject Teachers of Education and (52%) students of Teacher Educators had viewed that their teachers did not use evaluation skills for judging their achievement. Only (10%) students of the Subject Teachers of Education and (9%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education used evaluation skills for judging their achievement as compared to the Teacher Educators.

Table 4.76

Frequency Distribution of Respondents with Regard to Conduct Classroom Test

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	54	13.5%	52	13.0%
Agree	184	46.0%	166	41.5%
Uncertain	07	1.8%	14	3.5%
Disagree	138	34.5%	158	39.5%
Strongly Disagree	17	4.2%	10	2.5%
Total	400	100%	400	100%

The Table 4.76 states the results related to conduct classroom tests by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (60%) of students of the Subject Teachers agreed and strongly agreed that their teachers conducted classroom tests during studies.In the same way little more than half (55%) of the students of Teacher Educators agreed and strongly agreed with this statement. Whereas, (39%) students of the Subject Teachers of Education and (42%) students of Teacher Educators had viewed that their teachers did not conduct classroom test. Rest, (2%) students of the Subject Teachers of Education and (4%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education conducted classroom tests as compared to the Teacher Educators.

Table 4.77

Frequency Distribution of Respondents with Regard to Diagnostic Evaluation Skills

	Students of Subject Teachers of Education		Students of Teacher Educators	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	37	9.2%	54	13.5%
Agree	89	22.2%	125	31.2%
Uncertain	24	6.0%	21	5.2%
Disagree	188	47.0%	190	47.5%
Strongly Disagree	62	15.5%	10	2.5%
Total	400	100%	400	100%

Table 4.77 describes the results related to diagnostic evaluation skills by the Subject Teachers of Education and Teacher Educators. The students of Subject Teachers of Education and Teacher Educators had viewed about the competencies of their teachers respectively. A good number (63%) of students of the Subject Teachers disagreed and strongly disagreed that their teachers did not use diagnostic evaluation skills. In the same way (50%) students of Teacher Educators disagreed and strongly disagreed with this statement. Whereas, (31%) students of the Subject Teachers of Education and (45%) students of Teacher Educators had viewed that their teachers used diagnostic evaluation skills during classes. Only (6%) students of the Subject Teachers of Education and (5%) students of Teacher Educators had uncertain views about this competency. The above results concluded that most of the Subject Teachers of Education and Teacher Educators did not use diagnostic evaluation skills during the classes.

4.4   Statistical Analysis of t-test Regarding Competencies of Subject Teachers of Education and Teacher Educators (Heads Views)

Table 4.78

t-test between Heads of Government College and Teachers Training College Regarding Command over the Subjects

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Command Over the Subjects	19.74	2.31	19.71	2.40	213	.966[NS]	.034

This Table 4.78 depicts the views of heads of Govt. Colleges and Govt. Elementary teacher training colleges regarding the competencies of Subject Teachers

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of Education and Teacher Educators. On average, command over the subject of Subject Teachers of Education was (19.74) and the Teacher Educators is (19.74). The spread of distribution shows that performance of Subject Teachers of Education was relatively efficient as compared to Teacher Educators; however, this difference was very less and not significant. Its results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .966>.05 at α = 0.05 & df =213) was given in table 4.78.Command over subject of the Subject Teachers of Education is not significantly different from Teacher Educators since t-statistic was (.034) and P-value was greater (5%). So, null hypothesis did not reject for no significant difference in performance of both groups of teachers (Subject Teachers of Education and Teacher Educators).

Table 4.79

t-test between Heads of Government College and Teachers Training College Regarding Design Teaching Programme for Desired Outcomes

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Design Teaching Programme for Desired Outcomes	24.39	2.25	24.43	2.21	213	.911	-.057

Table 4.79 describes the views of heads of Govt. Colleges and Govt. Elementary teacher training colleges regarding the competencies of Subject Teachers

of Education and Teacher Educators. On average, design teaching programme for desired outcomes of Subject Teachers of Education was (24.39) and Teacher Educators was (24.43). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to Teacher Educators; however, this difference was very less and not significant. Its results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .911 >.05 at α = 0.05 & df =213) was given in table 4.79.Design teaching programme for desired outcomes of Subject Teachers of Education was not significantly different from Teacher Educators since t-statistic was (.057) and P-value was greater (5%).So, null hypothesis did not reject for no significant difference in performance of both groups of teachers (Subject Teachers of Education and Teacher Educators).

Table 4.80

t-test between Heads of Government College and Teachers Training College Regarding Subject Specific Technology

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Subject Specific Technology	10.58	2.33	10.57	2.41	213	.995^{NS}	.009

Table 4.80 states the views of heads of Govt. Colleges and Govt. Elementary teacher training colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, use of subject specific technology of Subject

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Teachers of Education was (10.58) and the Teacher Educators was (10.57). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to Teacher Educators; however, this difference was very less and not significant. Its results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .995 >.05 at α = 0.05 & df =213) was given in table 4.80.Uses of subject specific technology of Subject Teachers of Education was not significantly different from Teacher Educators since t- statistic was (.009) and P-value was greater (5%).So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.81

t-test between Heads of Government College and Teachers Training College Regarding Lesson Planning Skills

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Lesson Planning Skills	19.29	3.30	19.29	3.41	213	.988^{NS}	.009

The Table 4.81 narrates the opinions of heads of Govt. Colleges and Govt. Elementary teacher training colleges regarding the competencies of Subject Teachers of education and Teacher Educators. On average, lesson planning skills of Subject Teachers of Education was (19.29) and the Teacher Educator is (19.29). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators however this difference was very less

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and not significant. Its results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .988 >.05 at α = 0.05 & df =213) was given in table 4.81.Lesson planning skills of the Subject Teachers of Education was not significantly different from Teacher Educators since t- statistic was (.009) and P-value was greater (5%). So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.82

t-test between Heads of Government College and Teachers Training College Regarding Lesson Presentation Skills

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Lesson Presentation Skills	23.56	4.08	23.57	4.15	213	.942^{NS}	-.013

Table 4.82 portrays the views of heads of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average lesson presentation skills of Subject Teachers of Education was (23.56) and the Teacher Educators was (23.57). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators however this difference was very less and not significant. Its results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .942>.05

at α = 0.05 & df =213) was given in table 4.82.Lesson presentation skills of the Subject Teachers of Education was not significantly different from Teacher Educators since t- statistic is (.-013) and P-value was greater (5%).So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.83

t-test between Heads of Government College and Teachers Training College Regarding Lesson Management Skills

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Lesson Management Skills	14.15	3.01	14.14	3.11	213	.999 [NS]	.008

The Table 4.83 represents the views of heads of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of education and Teacher Educators. On average, lesson management skills of Subject Teachers of Education were (14.15) and the Teacher Educators was (14.14). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to Teacher Educators however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .999>.05 at α = 0.05 & df =213) was given in table 4.83.Lesson management skills of the Subject Teachers of Education was not significantly different from Teacher Educators

since t- statistic was (.008) and P-value was greater (5%). So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.84

t-test between Heads of Government College and Teachers Training College Regarding Maintain Social Environment

Variables	Heads				Df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Maintain Social Environment	11.13	2.18	11.14	2.25	213	.973 NS	-.014

The Table 4.84 states the views of heads of Govt. Colleges and Govt. Elementary teacher training colleges regarding the competencies of Subject Teachers of education and Teacher Educators. On average, maintaining social environment in the classroom by Subject Teachers of Education was (11.13) and the Teachers Educators was (11.14). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of education. As indicated, the p value (p= .973 >.05 at α = 0.05 & df =213) was given in table 4.84.Maintaining social environment by the Subject Teachers of Education was not significantly different from Teacher Educators since t- statistic was (.-008) and P-value was greater (5%). So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.85

t-test between Heads of Government College and Teachers Training College Regarding Appropriate Teaching Methodologies

Variables	Heads				df	Sig.	t-test
	GC (n =201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Appropriate Teaching Methodologies	13.73	3.39	13.62	3.66	213	.773 [NS]	.114

Table 4.85 describes the views of heads of Govt. Colleges and Govt. Elementary teacher training colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, regarding using appropriate teaching methodologies in the classroom by the Subject Teachers of Education was (13.73) and Teacher Educators was (13.62). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to Teacher Educator however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .773 >.05 at α = 0.05 & df =213) was given in table 4.78. Utilization of appropriate methodologies by Subject Teachers of Education was not significantly different from Teacher Educators since t- statistic was (.114) and P-value was greater (5%).So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.86

t-test between Heads of Government College and Teachers Training College Regarding Maintaining Class Discipline

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Maintain Classroom Discipline	6.72	1.38	6.77	1.48	213	.875[NS]	-.121

This Table 4.86 describes the views of heads of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, regarding maintaining discipline in the classroom by Subject Teachers of Education was (6.72) and the Teacher Educators was (6.77). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educator however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .875 >.05 at α = 0.05 &df =213) was given in table 4.86.Maintaining classroom discipline by the Subject Teachers of Education was not significantly different from Teacher Educators since t- statistic was (-.121) and P-value was greater (5%).So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.87

t-test between Heads of Government College and Teachers Training College Regarding Teacher Classroom Behavior

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Teacher Classroom Behavior	13.60	3.44	13.69	3.71	213	.878 [NS]	-.096

The Table 4.87 describes the views of heads of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of education and Teacher Educators. On average, regarding behavior in the classroom by Subject Teachers of Education was (13.60) and the Teacher Educators was (13.69). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teachers Educators and Subject Teachers of Education. As indicated, the p value (p= .878>.05 at α = 0.05 & df =213) was given in table 4.87.Classroom behavior of the Subject Teachers of education was not significantly different from Teacher Educators since t- statistic was (-.096) and P-value was greater (5%). So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.88

t-test between Heads of Government College and Teachers Training College Regarding Formulation of Appropriate Questions

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Formulation of Appropriate Questions	15.71	2.95	15.69	3.20	213	.813 [NS]	.023

This Table 4.88 illustrates the opinions of heads of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, regarding formulation of appropriate questions in classroom by Subject Teachers of Education was (15.71) and the Teacher Educators was (15.69). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to Teacher Educators however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .813>.05 at α = 0.05 & df =213) was given in table 4.88.Formulation of appropriate questions in classroom by the Subject Teachers of Education was not significantly different from Teacher Educators since t-statistic was (.023) and P-value was greater (5%).So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.89

t-test between Heads of Government College and Teachers Training College Regarding Checking of Homework and Class Work Regularly

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Checking of Homework and Class Work Regularly	16.12	1.47	16.14	1.51	213	.997 NS	-.045

The Table 4.89 illustrates the opinions of heads of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, regarding checking of homework and class work regularly in classroom by the Subject Teachers of Education was (16.12) and the Teachers Educators was (16.14). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .997>.05 at α = 0.05 & df =213) was given in table 4.89.Checking of homework and class work regularly in classroom by the Subject Teachers of Education was not significantly different from Teacher Educators since t- statistic was (-.045) and P-value was greater (5%).So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

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Table 4.90

t-test between Heads of Government College and Teachers Training College Regarding Inspiring Confidence in Students

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Inspiring Confidence in Students	14.13	1.90	14.14	1.96	213	.939 [NS]	-.016

The Table 4.90 states the opinions of heads of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, about inspiring confidence in students by the Subject Teachers of Education was (14.13) and the Teacher Educators was (14.14). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .939>.05 at α = 0.05 & df =213) was given in table 4.90.Inspiring confidence in students by the Subject Teachers of Education was not significantly different from Teacher Educators since t- statistic was (-.016) and P-value was greater (5%).So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

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Table 4.91

t-test between Heads of Government College and Teachers Training College Regarding Monitor Student Progress and Provide Feedback

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Monitor Student Progress and Provide Feedback	14.10	2.94	14.14	3.01	213	.934 [NS]	-.053

Table 4.91 portrays the opinions of heads of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, regarding monitor student progress and provide feedback by the Subject Teachers of Education is (14.10) and the Teacher Educators was (14.14). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existence between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .934>.05 at α = 0.05 & df =213) was given in table 4.91. Monitor student progress and provision of feedback by Subject Teachers of Education is not significantly different from Teacher Educators since t- statistic was (-.053) and P-value was greater (5%). So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

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Table 4.92

t-test between Heads of Government College and Teachers Training College Regarding Evaluation Skills

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Evaluation Skills	10.68	2.09	10.71	2.13	213	.914 [NS]	-.065

This Table 4.92 describes the opinions of heads of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, regarding usage of evaluation skills by the Subject Teachers of Education was (10.68) and the Teachers Educators was (10.71). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to Teacher Educators however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .914>.05 at α = 0.05 & df =213) was given in table 4.92.Evaluation Skills used by Subject Teacher of Education was not significantly different from Teacher Educators since t- statistic is (-.065) and P-value was greater (5%). So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.93

t-test between Heads of Government College and Teachers Training College Regarding Overall

Variables	Heads				df	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Overall	227.63	29.21	228.62	31.13	213	.927 [NS]	-.117

The Table 4.93 describes the opinions of heads of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, regarding competencies of Subject Teachers of Education was (227.63) and the Teacher Educators was (228.62). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators however this difference was very less and not significant. It results showed acceptance of null hypothesis in favors of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .927>.05 at α = 0.05 & df =213) was given in table 4.93. Competencies of Subject Teachers of Education was not significantly different from Teacher Educators since t- statistic was (-.117) and P-value was greater (5%). So, null hypothesis did not reject for significant difference in performance of both groups of teachers.

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Table 4.94

Gender wise t-test between Heads of Government College and Teachers Training College Regarding Competencies of Subject Teacher of Education and Teacher Educators

Variables	Heads				df	Sig.	t-test
	Male (n = 123)		Female (n = 92)				
	Mean	SD	Mean	SD			
Command over the Subject	21.00	1.89	18.04	1.65	213	.293*	11.988
Design Teaching Programme for Desired Outcomes	24.99	1.59	23.60	2.70	213	.000**	4.732
Subject-Specific Technology	12.00	0.71	8.67	2.39	213	.000**	14.620
Lesson Planning Skills	20.25	1.10	18.01	4.59	213	.000**	5.218
Lesson Presentation Skills	24.25	2.51	22.63	5.39	213	.000**	2.938
Lesson Management Skills	16.25	2.30	11.34	0.48	213	.000**	20.200
Maintaining Social Environment	12.25	1.80	9.64	1.70	213	.258*	10.773
Appropriate Teaching Methodologies	15.75	0.44	10.98	3.72	213	.000**	14.099
Maintaining Class Discipline	7.75	0.44	5.34	0.95	213	.000**	24.902
Teacher Classroom Behavior	16.00	0.00	10.36	3.10	213	.000**	20.160
Formulation of Appropriate Questions	17.24	1.30	13.65	3.30	213	.000**	10.956
Checking of Homework and Class Work Regularly	16.50	0.50	15.63	2.08	213	.000**	4.449
Inspiring Confidence in Students	15.75	0.44	11.98	0.21	213	.000**	76.611
Monitor Student Progress and Provide Feedback	15.50	0.50	12.24	3.72	213	.000**	9.610
Evaluation Skills	11.50	0.87	9.59	2.67	213	.000**	7.435
Overall	246.97	13.98	201.64	23.80	213	.000**	17.449

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Table 4.94 depicts the views of heads of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding gender wise competencies of the Subject Teachers of Education and Teacher Educators. On average, a competency of the male teachers was (246.97) and the female teachers are (201.64). The spread of distribution showed that performance of male teachers was significantly efficient as compared to the female teachers' this difference was very high and significant. It results showed rejection of null hypothesis in favor of alternative that infers the existence of significant difference between the performance of male and female teachers. As indicated, the p value (p= .000<.05 at α = 0.05 & df =213) was given in table 4.94.Competencies of the male teachers was significantly different from female teachers since t-statistic was (17.449) and P-value was less than(5%).So, null hypothesis rejected for significant difference in performance of both groups of teachers.

4.5 Statistical Analysis of t-test Regarding Competencies of Subject Teachers of Education and Teacher Educators (Students Responses)

Table 4.95

t-test between Students of Government College and Teachers Training College Regarding Command over the Subjects

Variables	Students				df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Command over the Subjects	26.373	2.456	24.140	2.291	798	0.012*	-13.293

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Table 4.95 depicts the views of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, command over the subject of Subject Teacher of Education was (26.373) and the Teacher Educators are (24.140). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators however this difference was significant. It results showed rejection of null hypothesis in favor of alternative that infers the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.012<.05 at α = 0.05 & df =798) was given in table 4.95. Command over the subject of Subject Teachers of Education was significantly different from Teachers Educators since t- statistic was (-13.293) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.96

t-test between Students of Government College and Teachers Training College Regarding Design Teaching Programme for Desired Outcomes

Variables	Students				df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Design Teaching Programme for Desired Outcomes	18.928	4.639	25.103	3.217	798	0.000**	-21.877

Table 4.96 describes the views of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, design teaching programme for the desired outcomes of Subject Teachers of Education was (18.928) and Teacher Educators was (25.103). The spread of distribution showed that performance of Teachers Educators was efficient as compared to the Subject Teachers of Education however this difference was significant. Its results showed rejection of null hypothesis in favor of alternative that infers the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= .000<.05 at α = 0.05 & df =798) was given in table 4.96. Design teaching programme for the desired outcomes of Teachers Educators was significantly different from Subject Teachers of Education since t-statistic was (-21.877) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.97

t-test between Students of Government College and Teachers Training College Regarding Subject Specific Technology

Variables	Students				df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Subject Specific Technology	5.320	1.635	8.280	1.384	798	0.002*	-27.630

This Table 4.97 described the views of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, usage of subject specific technology of the Subject Teachers of Education was (5.320) and the Teachers Educators are (8.280). The spread of distribution showed that performance of Teacher Educators was efficient as compared to the Subject Teachers of Education however this difference was significant. Its results showed rejection of null hypothesis in favor of alternative that infers the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.002<.05 at α = 0.05 &df =798) was given in table 4.97. Usage of subject specific technology of Teachers Educators was significantly different from Subject Teachers of Education since t- statistic was (-21.877) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.98

t-test between Students of Government College and Teachers Training College Regarding Lesson Presentation Skills

Variables	Students				df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Lesson Presentation Skills	26.228	6.640	18.710	3.573	798	0.003*	-19.939

The Table 4.98 describes the views of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject

Teachers of Education and Teacher Educators. On average, lesson presentation skills of Subject Teachers of Education was (26.228) and Teachers Educators was (18.710). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators however this difference was significant. It results showed rejection of null hypothesis in favor of alternative that infers the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.003<.05 at α = 0.05 & df =798) was given in table 4.98.Lesson presentation skills of the Subject Teachers of Education was significantly different from Teacher Educators since t statistic was (-19.939) and P-value was less than (5%).So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.99

t-test between Students of Government College and Teachers Training College Regarding Lesson Management Skills

Variables	Students				df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Lesson Management Skills	12.503	2.317	9.918	2.177	798	0.675^{NS}	-16.263

Table 4.99 describes the views of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, lesson management skills of Subject Teachers of Education were (12.503) and the Teachers Educators was (9.918). The spread of distribution showed that performance of Subject Teachers of

Education was relatively efficient as compared to the Teachers Educators however this difference was significant. It results showed rejection of null hypothesis in favor of alternative that infers the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.675>.05 at α = 0.05 &df =798) was given in table 4.99.Lesson presentation skills of the Subject Teachers of Education was not significantly different from Teacher Educators since t-statistic was (-16.263) and P-value was greater than (5%).So, null hypothesis did not reject for significant difference in performance of both groups of teachers.

Table 4.100

t-test between Students of Government College and Teachers Training College Regarding Maintain Social Environment

Variables	Students					df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)					
	Mean	SD	Mean	SD				
Maintain Social Environment	9.873	2.310	13.915	7.660		798	0.022*	-10.106

The Table 4.100 documents the opinions of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, maintaining social environment in the classroom by the Subject Teachers of Education was (9.873) and the Teacher Educators was (13.915). The spread of distribution showed that performance of Teacher Educators was efficient as compared to the Subject Teachers of Education however this difference was significant. Its results show rejection of null

hypothesis in favor of alternative that infers the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.022<.05 at α = 0.05 &df =798) was given in table 4.100.Maintaining social environment in the classroom by the Teacher Educators was significantly different from Subject Teachers of Education since t-statistic was (-10.106) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.101

t-test between Students of Government College and Teachers Training College Regarding Appropriate Teaching Methodologies

Variables	Students				df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Appropriate Teaching Methodologies	16.608	2.970	12.325	3.581	798	0.000**	-18.317

The Table 4.101 describes the views of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, usage of appropriate teaching methodologies of the Subject Teachers of Education was (16.608) and the Teacher Educators was (12.325). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators however this difference was significant. It results showed rejection of null hypothesis

in favor of alternative that infers the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.000<.05 at α = 0.05 & df =798) was given in table 4.101. Usage of appropriate teaching methodologies of the Subject Teachers of Education was significantly different from Teacher Educators since t-statistic was (-18.317) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.102

t-test between Students of Government College and Teachers Training College Regarding Maintaining Class Discipline

Variables	Students				df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Maintaining Class Discipline	6.593	1.790	8.663	1.506	798	0.000**	-17.695

Table 4.102 states the views of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, maintaining classroom discipline by the Subject Teacher of Education was (6.593) and the Teacher Educators was (8.663). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators however this difference was significant. It results showed rejection of null hypothesis in favors of

alternative that infers the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.000<.05 at α = 0.05 & df =798) was given in table 4.102. Maintaining classroom discipline by Subject Teachers of Education was significantly different from Teacher Educators since t-statistic was (-17.695) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.103

t-test between Students of Government College and Teachers Training College Regarding Teacher Classroom Behavior

Variables	Students				df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Teacher Classroom Behavior	16.145	2.950	13.118	2.534	798	0.172^{NS}	-15.572

Table 4.103 illustrates the opinions of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, teacher classroom behavior of the Subject Teachers of Education was (16.145) and the Teacher Educator was (13.118). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators this difference was not significant. It results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= 0.172>.05

at α = 0.05 & df =798) was given in table 4.103.Classroom behavior of the Subject Teachers of Education was not significantly different from Teacher Educators since t-statistic was (-15.572) and P-value was greater than (5%). So, null hypothesis did not reject for significant difference in performance of both groups of teachers.

Table 4.104

t-test between Students of Government College and Teachers Training College Regarding Formulation of Appropriate Questions

Variables	Students				df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Formulation of Appropriate Questions	16.969	3.225	13.378	2.471	798	0.017*	-17.589

The Table 4.104 states the views of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, formulation of appropriate questions by Subject Teachers of Education was (16.969) and the Teacher Educators was (13.378). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators however this difference was significant. It results showed rejection of null hypothesis in favor of alternative that infers the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.017<.05 at α = 0.05 & df =798) was given in table 4.104.Formulation of appropriate questions by Subject Teachers of Education was significantly different from Teacher Educators

since t-statistic was (-17.589) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.105

t-test between Students of Government College and Teachers Training College Regarding Checking of Homework and Class Work Regularly

Variables	Students				df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Checking of Homework and Class Work Regularly	15.915	3.484	11.573	2.757	798	0.028*	-19.536

The Table 4.105 describes the views of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, checking of homework and class work regularly by the Subject Teachers of Education was (15.915) and the Teacher Educators was (11.573). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators this difference was significant. It results showed rejection of null hypothesis in favor of alternative that infers the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.028<.05 at α = 0.05 & df =798) was given in table 4.105.Checking of homework and class work regularly by the Subject Teachers of Education was significantly different from Teacher Educators since t-statistic was (-19.536) and P-value was less than (5%). So,

null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.106

t-test between Students of Government College and Teachers Training College Regarding Inspiring Confidence in Students

Variables	Students				df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Inspiring Confidence in Students	17.975	3.515	21.180	4.283	798	0.100^{NS}	-11.565

Table 4.106 illustrates the opinions of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, inspiring confidence in students by the Subject Teacher of Education was (17.975) and the Teacher Educators were (21.180). The spread of distribution showed that performance of Teacher Educators was relatively efficient as compared to the Subject Teacher of Education however this difference was not significant. It results showed acceptance of null hypothesis in favor of alternative that infers the no significant difference existence between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= 0.100>.05 at α = 0.05 & df =798) was given in table 4.106.Inspiring confidence in students by the Subject Teachers of Education was not significantly different from Teacher Educators since t-statistic was (-15.572) and P-value was

greater than (5%). So, null hypothesis did not reject for significant difference in performance of both groups of teachers.

Table 4.107

t-test between Students of Government College and Teachers Training College Regarding Monitor Student Progress and Provide Feedback

| Variables | Students | | | | df | Sig. | t-test |
| | GC (n = 400) | | TTC (n = 400) | | | | |
	Mean	SD	Mean	SD			
Monitor Student Progress and Provide Feedback	11.938	3.093	8.918	1.999	798	0.000**	-16.400

Table 4.107 states the views of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, monitoring student progress and provision of feedback by the Subject Teachers of Education was (11.938) and the Teacher Educators were (8.918). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators however this difference was significant. It results showed rejection of null hypothesis in favor of alternative that infers the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.000<.05 at α = 0.05 & df =798) was given in table 4.107.Monitoring students' progress and provision of feedback by Subject Teachers of Education was significantly different from Teacher Educators since t-statistic was (-

16.400) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.108

t-test between Students of Government College and Teachers Training College Regarding Evaluation Skills

| Variables | Students | | | | df | Sig. | t-test |
| | GC (n = 400) | | TTC (n = 400) | | | | |
	Mean	SD	Mean	SD			
Evaluation Skills	11.895	2.814	9.028	2.264	798	0.046*	-15.880

Table 4.108 states the views of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, usage of evaluation skills by the Subject Teacher of Education was (11.895) and the Teacher Educators are (9.028). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators however this difference was significant. It results showed rejection of null hypothesis in favor of alternative that infers the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.046<.05 at α = 0.05 & df =798) was given in table 4.108.Evaluation skills by the Subject Teachers of Education was significantly different from Teacher Educators since t-statistic was (-15.880) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.109

t-test between Students of Government College and Teachers Training College Regarding Overall Competencies of Subject Teachers of Education & Teacher Educators

Variables	Students				df	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Overall competencies	231.781	35.522	179.789	20.036	798	0.000**	-25.346

This Table 4.109 documents the results about the views of students of Govt. Colleges and Govt. Elementary Teacher Training Colleges regarding the competencies of Subject Teachers of Education and Teacher Educators. On average, regarding competencies of the Subject Teachers of Education was (231.781) and the Teacher Educators was (179.789). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators this difference was very high and significant. It results showed rejection of null hypothesis in favor of alternative that inferred the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.000<.05 at α = 0.05 & df =798) was given in table 4.109.Competencies of the Subject Teachers of Education was significantly different from Teacher Educators since t statistic was (-25.346) and P-value was less (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.110

Gender wise t-test between Students of Government College and Teachers Training College

Variables	Students				df	Sig.	t-test
	Male (n = 115)		Female (n = 685)				
	Mean	SD	Mean	SD			
Command over the Subject	25.384	2.678	24.496	2.125	798	0.005*	-3.382
Design Teaching Programme for Desired Outcomes	22.474	4.975	19.278	4.591	798	0.428*	-6.443
Subject-Specific Technology	7.026	2.102	5.452	1.671	798	0.000**	-7.635
Lesson Presentation Skills	23.070	6.672	18.887	3.991	798	0.013*	-6.528
Lesson Management Skills	11.412	2.626	10.009	2.007	798	0.000**	-5.467
Maintaining Social Environment	12.213	6.365	9.991	2.315	798	0.081^{NS}	-3.701
Appropriate Teaching Methodologies	14.826	3.867	12.217	3.526	798	0.063^{NS}	-6.772
Maintaining Class Discipline	7.834	1.893	6.400	1.844	798	0.892^{NS}	-7.543
Teacher Classroom Behavior	14.898	3.145	13.043	2.587	798	0.001*	-5.991
Formulation of Appropriate Questions	15.455	3.447	13.439	2.339	798	0.000**	-5.986
Checking of Homework and Class Work Regularly	14.117	3.856	11.482	2.635	798	0.000**	-7.025
Inspiring Confidence in Students	19.839	4.300	17.991	3.398	798	0.007*	-4.367
Monitor Student Progress and Provide Feedback	10.673	3.089	8.956	1.924	798	0.000**	-5.743
Evaluation Skills	10.707	2.956	9.000	2.263	798	0.000**	-5.905
Overall	209.567	39.533	180.175	19.700	798	0.000**	-7.772

Table 4.110 depicts the opinions of students of Govt. Colleges and Govt.

Elementary Teacher Training Colleges regarding gender wise competencies of the

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Subject Teachers of Education and Teacher Educators. On average, competencies of the male teachers were (209.567) and the female teachers were (180.175). The spread of distribution showed that performance of male teachers was significant efficient as compared to the female teachers, this difference was very high and significant. It results showed rejection of null hypothesis in favor of alternative that inferred the existence of significant difference between male and female. As indicated, the p value (p= 0.000<.05 at α = 0.05) was given in table 4.110.Competencies of the male teacher was significantly different from female teachers since t-statistic was (-7.772) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

4.6 Statistical Analysis of t-test Regarding Competencies of Subject Teachers of Education and Teacher Educators (Through Observation)

Table 4.111

t-test between Students of Government College and Teachers Training College Regarding Lesson Planning Skills

Variables	Teachers				df	Sig.	t-test
	GC (n = 28)		TTC (n = 28)				
	Mean	SD	Mean	SD			
Lesson Planning Skills	7.892	3.059	7.500	1.290	54	0.000	.626

Table 4.111 depicts the competencies of Subject Teachers of Education and Teacher Educators regarding lesson planning skills. Both groups of the respondents were observed by the researcher while they were teaching to their classes. On average,

lesson planning skills of the Subject Teachers of Education was (7.892) and the Teacher Educators were (7.500). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to Teacher Educators however this difference was very significant. It results showed rejection of null hypothesis in favor of alternative that inferred the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= 0.000<.05 at α = 0.05 & df =54) was given in table 4.111.Lesson planning skills of the Subject Teachers of Education was significantly different from Teacher Educators since t-statistic was (.626) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.112

t-test between Students of Government College and Teachers Training College Regarding Lesson Presentation Skills

Variables	Teachers				df	Sig.	t-test
	GC (n = 28)		TTC (n = 28)				
	Mean	SD	Mean	SD			
Lesson Presentation Skills	11.35	4.339	10.03	1.502	54	0.004	1.523

This Table 4.112 describes the competencies of Subject Teachers of Education and Teacher Educators regarding lesson presentation skills. Both groups of the respondents were observed by the researcher while they were teaching to their classes. On average, lesson planning skills of the Subject Teachers of Education was (11.35)

and the Teacher Educators were (4.339). The spread of distribution showed that performance of Subject Teacher of Education was efficient as compared to the Teacher Educators this difference was very significant. It results showed rejection of null hypothesis in favor of alternative that inferred the existence of significant difference between Subject Teachers of education and Teacher Educators. As indicated, the p value (p= 0.004<.05 at α = 0.05 & df =54) was given in table 4.112.Lesson presentation skills of the Subject Teachers of Education was significantly different from Teacher Educators since t-statistic was (1.523) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.113

t-test between Students of Government College and Teachers Training College Regarding Lesson Management Skills

Variables	Teachers				df	Sig.	t-test
	GC (n = 28)		TTC (n = 28)				
	Mean	SD	Mean	SD			
Lesson Management Skills	7.928	3.670	8.928	1.513	54	0.001	- 1.333

The Table 4.113 portrays the competencies of Subject Teachers of Education and Teacher Educators regarding lesson management skills. Both groups of the respondents were observed by the researcher while they were teaching to their classes. On average, lesson management skills of the Subject Teachers of Education were (7.982) and the Teacher Educators were (3.670). The spread of distribution showed

that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators this difference was very significant. It results showed rejection of null hypothesis in favor of alternative that inferred the existence of significant difference between Subject Teachers of education and Teacher Educators. As indicated, the p value (p= 0.001<.05 at α = 0.05 & df =54) was given in table 4.113.Lesson management skills of the Subject Teachers of Education was significantly different from Teacher Educators since t-statistic was (-1.333) and P-value was less than (5%).So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.114

t-test between Students of Government College and Teachers Training College Regarding Maintaining Classroom Climate

Variables	Teachers				df	Sig.	t-test
	GC (n = 28)		TTC (n = 28)				
	Mean	SD	Mean	SD			
Maintaining Classroom Climate	15.28	5.849	14.28	2.258	54	.005	.844

Table 4.114 states the competencies of Subject Teachers of Education and Teacher Educators regarding maintained classroom climate. Both groups of the respondents were observed by the researcher while they were teaching to their classes. On average, maintained classroom climate of the Subject Teachers of Education was (15.28) and the Teacher Educators were (5.849). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators this difference was very significant. It results showed rejection of null hypothesis in favor of alternative that inferred the existence of significant

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difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= .005<.05 at α = 0.05 & df =54) was given in table 4.114.Maintenance of classroom climate of the Subject Teachers of Education was significantly different from Teacher Educators since t-statistic was (.844) and P-value was less than (5%).So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.115

t-test between Students of Government College and Teachers Training College Regarding Maintaining Classroom Climate

Variables	Teachers				df	Sig.	t-test
	GC (n = 28)		TTC (n = 28)				
	Mean	SD	Mean	SD			
Command Over The Subject	10.60	3.541	9.500	1.290	54	.000	1.554

The Table 4.115 describes the competencies of Subject Teachers of Education and Teacher Educators regarding command over the subjects. Both groups of the respondents were observed by the researcher while they were teaching to their classes. On average, lesson planning skills of the Subject Teacher of Education was (10.60) and the Teacher Educators were (9.500). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators this difference was very significant. It results showed rejection of null hypothesis in favor of alternative that infers the existence of significant difference between Subject Teachers of education and Teacher Educators. As indicated, the p

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value (p= 0.000<.05 at α = 0.05 & df =54) was given in table 4.115.Command over the subjects by Subject Teachers of Education was significantly different from Teacher Educators since t-statistic was (1.554) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.116

t-test between Students of Government College and Teachers Training College Regarding Appropriate Teaching Method

Variables	Teachers				df	Sig.	t-test
	GC (n = 28)		TTC (n = 28)				
	Mean	SD	Mean	SD			
Appropriate Teaching Method	23.89	6.805	20.67	4.073	54	.027 NS	2.144

Table 4.116 describes the competencies of Subject Teachers of Education and Teacher Educators regarding appropriate teaching methods. Both groups of the respondents were observed by the researcher while they were teaching to their classes. On average, regarding usage of appropriate teaching methods by the Subject Teachers of Education was (23.89) and Teacher Educators were (20.67). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that inferred the no significant difference existed between Teacher Educators and Subject Teachers of education. As indicated, the p value (p= .027>.05 at α = 0.05 & df =54) was given in table 4.116.Usage of appropriate teaching methods by

the Subject Teachers of Education was not significantly different from Teacher Educators since t-statistic was (2.144) and P-value was greater (5%).So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.117

t-test between Students of Government College and Teachers Training College Regarding Maintaining Class Discipline

Variables	Teachers				df	Sig.	t-test
	GC (n = 28)		TTC (n = 28)				
	Mean	SD	Mean	SD			
Maintaining Class Discipline	9.142	2.067	8.1071	.83174	54	.000	2.459

The Table 4.117 depicts the competencies of Subject Teachers of Education and Teacher Educators regarding maintain class discipline. Both groups of the respondents were observed by the researcher while they were teaching to their classes. On average, maintaining class discipline by the Subject Teachers of Education were (9.142) and the Teacher Educators were (2.067). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators this difference was very significant. It results showed rejection of null hypothesis in favor of alternative that inferred the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= .000<.05 at α = 0.05 & df =54) was given in table 4.117.

Maintaining class discipline by the Subject Teacher of Education was significantly different from Teacher Educators since t-statistic was (2.459) and P-value

was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.118

t-test between Students of Government College and Teachers Training College Regarding Teacher Classroom Behavior

| Variables | Teachers | | | | df | Sig. | t-test |
| | GC (n = 28) | | TTC (n = 28) | | | | |
	Mean	SD	Mean	SD			
Teacher Classroom Behavior	8.214	2.183	8.428	.9200	54	.002	-.479

The Table 4.118 describes the competencies of Subject Teachers of Education and Teachers Educators regarding classroom behavior. Both groups of the respondents were observed by the researcher while they were teaching to their classes. On average, teacher classroom behavior of the Subject Teachers of Education was (8.214) and the Teacher Educators were (8.428). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educators this difference was very significant. It results showed rejection of null hypothesis in favor of alternative that inferred the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= .002<.05 at α = 0.05 & df =54) was given in table 4.118.

Classroom behavior by the Subject Teachers of Education was significantly different from Teacher Educators since t-statistic was (-.479) and P-value was less

than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

Table 4.119

t-test between Students of Government College and Teachers Training College Regarding Formulation of Appropriate Questions

Variables	Teachers				df	Sig.	t-test
	GC (n = 28)		TTC (n = 28)				
	Mean	SD	Mean	SD			
Formulation of Appropriate Questions	17.39	4.085	17.00	2.968	54	.110 NS	.412

This Table 4.119 describes the competencies of Subject Teachers of Education and Teacher Educators regarding formulation of appropriate questions. Both groups of the respondents were observed by the researcher while they were teaching to their classes. On average, regarding formulation of appropriate questions by the Subject Teachers of Education was (17.39) and the Teacher Educator was (2.968). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators; however, this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that inferred the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .110>.05 at α = 0.05 & df =54) was given in table 4.119.

Formulation of questions by the Subject Teachers of Education was not significantly different from Teacher Educators since t-statistic was (.412) and P-value

was greater (5%).So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.120

t-test between Students of Government College and Teachers Training College Regarding Closure of The Lesson

Variables	Teachers				df	Sig.	t-test
	GC (n = 28)		TTC (n = 28)				
	Mean	SD	Mean	SD			
Closure of the Lesson	8.928	2.693	7.892	2.216	54	.083 [NS]	1.571

The Table 4.120 describes the competencies of Subject Teachers of Education and Teacher Educators regarding closure of the lesson. Both groups of the respondents are observed by the researcher while they were teaching to their classes. On average, regarding closure of the lesson by Subject Teachers of Education was (8.928) and Teacher Educators was (2.693). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that inferred the no significant difference existed between Teacher Educators and Subject Teachers of education. As indicated, the p value (p= .083>.05 at α = 0.05 & df =54) was given in table 4.120.

Closure of the lesson by the Subject Teacher of Education was not significantly different from Teacher Educators since t-statistic was (1.571) and P-value was greater (5%). So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

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Table 4.121

t-test between Students of Government College and Teachers Training College Regarding Evaluation Skills

Variables	Teachers				df	Sig.	t-test
	GC (n = 28)		TTC (n = 28)				
	Mean	SD	Mean	SD			
Evaluation Skills	14.28	4.250	11.28	2.507	54	.011 [NS]	3.217

This Table 4.121 states the competencies of Subject Teachers of Education and Teacher Educators regarding evaluation skills. Both groups of the respondents are observed by the researcher while they were teaching to their classes. On average, regarding usage of evaluation skills by the Subject Teachers of Education is (14.28) and the Teacher Educators were (11.28). The spread of distribution showed that performance of Subject Teachers of Education was relatively efficient as compared to the Teacher Educators however this difference was very less and not significant. It results showed acceptance of null hypothesis in favor of alternative that inferred the no significant difference existed between Teacher Educators and Subject Teachers of Education. As indicated, the p value (p= .011>.05 at α = 0.05 & df =54) was given in table 4.121.

Usage of evaluations skills by the Subject Teachers of Education was not significantly different from Teacher Educators since t-statistic was (3.217) and P-value was greater (5%).So, null hypothesis did not reject for no significant difference in performance of both groups of teachers.

Table 4.122

t-test between Students of Government College and Teachers Training College Regarding Overall Competencies of Subject Teacher of Education and Teacher Educators

Variables	Teachers				df	Sig.	t-test
	GC (n = 28)		TTC (n = 28)				
	Mean	SD	Mean	SD			
Overall	134.92	37.79	123.64	17.23	54	.001	1.438

The Table 4.122 stated the overall competencies of Subject Teachers of Education and Teacher Educators. Both groups of the respondents were observed by the researcher while they were teaching to their classes. On average, competencies of the Subject Teachers of Education were (134.92) and the Teacher Educators was (123.64). The spread of distribution showed that performance of Subject Teachers of Education was efficient as compared to the Teacher Educator this difference was very significant. It results showed rejection of null hypothesis in favor of alternative that inferred the existence of significant difference between Subject Teachers of Education and Teacher Educators. As indicated, the p value (p= .001<.05 at α = 0.05 & df =54) was given in table 4.112.

Overall competencies of the Subject Teachers of Education were significantly different from Teacher Educators since t-statistic was (1.438) and P-value was less than (5%). So, null hypothesis rejected for significant difference in performance of both groups of teachers.

PART II

4.7 Qualitative Data Analysis

Qualitative data provides a rich, detailed picture to be built up about why people act in certain ways and their feeling about these actions. This section of dissertation dealt with the analysis of the data taken from in-depth interviews of the respondents. For the analysis of in-depth interviews in the present study, thematic analysis had been done.

4.7.1 Strategies Used by Teacher Educators and Subject Teachers of Education

The main focus of teaching is to bring about a desirable change in the behavior of learner. It is brought about by the teacher using teaching strategies to achieve the objectives. The fundamental importance of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. A variety of teaching strategies help students to take more responsibility for their own learning and enhance the process of teaching learning.

Stones and Morris (1977) have defined the teaching strategy comprehensively in the following manner: "Teaching strategy is generalized for a lesson which includes structure, desired learner behavior in term of goals of instruction and outline of planned tactics necessary to implement the strategy". The experts tell that Subject Teachers of Education used different strategies in classroom for the clarification of topic such as they prepared their lectures well, make topic clear to themselves and try to give a clear understanding to the students by giving examples, proceeding from simple to complex, encouraging students' participation in class room, self-study and

field trips. On the other hand, Subject Teachers of Education used to make relationship of one subject to the other disciplinary knowledge through different examples. Furthermore, for making their teaching more attractive they quote Hadiths as well as use strategies of experimentation and demonstration according to topic. Similar to the Subject Teachers of Education, Teachers Educators also used different methods for delivering lecture, discussion demonstration methods, involving students in classroom participation, habits of self-study etc. while teaching for the clarification of lesson to their students. The above results conclude that Subject Teachers of Education and Teacher Educators almost used same strategies for the clarification of topic as well as relating interdisciplinary knowledge.

As one respondent (Subject Teacher) said for concept clarification:

"I read the lecture to me by extensive study of text books and other related books then I deliver lectures to my students in the classroom by giving examples, further, I use to relate interdisciplinary knowledge by giving examples from others subjects, for example, if I am going to teach about a Muslim scholar and educationist Imam Ghazli, I use method of teaching that precedes from simple to complex. I give examples from Mathematics such as firstly a Math's teacher teaches about the concept of addition then subtraction, multiplication and after that division. He or she does not teach the concept of division immediately".

As one respondent (Teacher Educator) responded about strategies used for concept clarification, he said:

"I give topic to my students in classroom one day before and also recommend relevant materials for study, as well as, I myself study the same topic comprehensively and next day in the classroom I prefer interactive session with students and by discussing I use to clarify the topic to the students."

4.7.2 Plan Teaching for Achieving Desired Objectives

In order to be successful, the teacher must plan his or her work well. At the first place, he /she should plan his teaching work. He should decide how much work is to be done in a particular month and a particular week. Daily teaching work must also be planned. He/she should plan the use of teaching aids in advance. Activities of the pupils are also to be planned by him/her. The questioning related to plan for achieving desired objectives and its probing narrates that most of Subject Teachers of Education did not have any specific plan for the achievements of objectives except dividing out line into three or four parts for the completion of course in due time. In the same way Teacher Educators also did not plan proper methodology for teaching on daily bases for achieving the objectives.

One respondent (Subject Teacher) said about planning of teaching for desired objectives:

"I plan course for dividing the course outline into three or four divisions and try to achieve the set objectives of course".

Another respondent (Teacher Educator) said:

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"I do not specifically plan my teaching for achieving desired objectives; however, I follow my course outline for achieving the objectives of my subject which I set in the beginning of semester or academic year".

4.7.3 Making Lesson Successful

Akbar (2002) describes that a teacher should prepare lesson before going to class according to need and requirement of students, present the learning materials effectively and for the presentation of materials adopt different teaching styles according to the learning styles of the students for making a lesson successful. The respondents were further asked about planning of the lesson that they used to deliver daily and making the lesson successful, they are further asked whether teachers were using any formal and written lesson plan or not. The experts told that Subject Teachers of Education orally prepared lesson and by using text books, they delivered lectures on the bases of their experiences. Further, they did not follow any specific steps of lesson plan for making lesson successful. However, at the end of the lecture, re-capitulation of the lesson was done by the teachers.

When the same question was inquired by the Teacher Educators, the researcher did not get significant difference between Subject Teachers of Education and Teacher Educators. The data tells that Teacher Educators also did not use to prepare written lesson and on the basis of their knowledge and experience, they successfully delivered lessons to their students through written points by using board etc. One of the Subject Teachers of Education said about lesson planning:

"I am not used to preparing lesson formally; *I deliver lectures on the basis of my pervious knowledge and experiences for making a lesson successful I set general and specific objectives and teach through examples".*

One interviewee (Teacher Educators) said:

"If my students ask to repeat the lesson first I access why they demand for it after knowing the deficiency, I repeat the lesson according that flaws and try to improve the lesson".

Another interviewee stated that:

"If fifty percent of my students understand the lesson I consider it a successful lesson that I have done successful teaching".

One of the Subject Teacher narrated:

"I daily review the pervious lesson and ask questions from students about pervious lesson through different ways i.e. written, oral or discussion. If I feel it necessary to repeat the pervious lesson I repeat it in the classroom".

4.7.4 Usage of Modern Instructional Technology

The current era is the era of information and communication technology. So for making teaching learning process successful, information and communication technology related gadgets are vastly used in the institutions. It is the very recent branch that has come under the scope of education. It makes education a technical and systematic subject. Application and usage of technology make teaching learning

process very efficient and there are many innovations in it like micro teaching, programmed learning, simulated teaching (Sharma, 2003). When Subject Teachers of Education were asked about the usage of modern Instructional Technology, they responded that modern technology was necessary for making teaching effective classroom environment. But because of the lack of facility in our institutions modern instructional technology was not used such as multimedia and projector etc. Thus, all Subject Teachers of Education signified its importance that modern techniques were very beneficial for enhancing the interest of students. One interviewee (Subject Teacher of Education) said:

"I told my students about the importance of modern technology but I did not have facility regarding it".

Another interviewee (Subject Teacher of Education) said:

"In my opinion multimedia must be used in colleges and schools for reducing the disinterest of students in lesson".

However the experts of Teacher Educators told that they have facilities of multimedia and projectors and they used these technologies according to the demands of topic but most teachers of Govt. Elementary Teacher Training Colleges did not have facility of computer labs, Teleconferencing etc.

One Teacher Educators described:

"I do not use all the gadgets of technology for making my teaching more interesting and attractive but I want to use it while teaching education subject".

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One interviewee said:

"I think technology is very beneficial for developing the interest of students in the classroom".

4.7.5 Maintaining Discipline

Discipline means to protect something. In daily usage it is a training to achieve certain objectives. A student who follows the directions of a teacher is known as a disciplined student. Discipline is not the same as punishment. Instead, discipline is more concerned with teaching and involves teaching the student right from wrong, how to respect the rights of others, which behaviors are acceptable and which are not, with a goal of helping to develop a student who feels secure and loved, is self-confident, self-disciplined and knows how to control his impulses, and who does not get overly frustrated with the normal stresses of everyday life. If a teacher has difficulty while disciplining with their students, it is important to remember that he or she may not be doing anything wrong. All students are different and have different temperaments and developmental levels and a style of discipline that may work with him or her (Ahmed, 2012).

For keeping discipline in classrooms both Subject Teachers of Education and Teacher Educators explained students about importance and benefits of discipline, they ignored disruptive behaviors in classroom and tried to find out the reasons of misbehaviors. They used to guide and mentoring the students as well. They did not punish students because of their disruptive attitudes. Teachers sometimes ignored the disruptive behaviors of the students but sometimes it became necessary to control the

behavior of students and for this teacher often compelled to punish the students. They had friendly behavior with their students while teaching learning process in the classroom.

One interviewee (Subject Teacher of Education) said that for maintaining discipline in the classroom:

"I properly called the students in classroom and develop confidence among students".

Another interviewee stated that for maintaining discipline of large class:

"I discuss the benefits of discipline with students and then encouraged the students to follow that discipline in life ".

One interviewee (Teacher Educator) said:

"I ignore the disruptive behavior of students ".

Another said interviewee:

"I am against the punishment for maintaining the discipline of students in the classroom ".

4.7.6 Ways of Checking Students Understanding

There are different ways for assessing the students' progress and understanding relating to their subjects. Norman and Robert (1990) clarify "Assessment is the process whereby one attempts to measure the quality and quantity of learning and teaching using various assessment techniques".

How Teacher Educators and Subject Teachers of Education assessed the understanding of their students regarding lessons. For the present study as students' understanding are an important indicator and the most crucial aspect for teachers. The experts told that the respondents (Subject Teachers of Education) knew the understanding of their students through questioning, involving students in activities, exploring students' knowledge through quizzes, tests and for developing interest, assignments are given on weekly and monthly basis. On inquiring how to deal with slow learners they replied that they tried to identify the IQ level of students and paid extra attention to them.

An interviewee (Subject Teacher of Education) about checking the understanding of students regarding lesson said:

"I asked questions about lesson during the lesson; I do not wait till the end of the lesson for questions".

Another interviewee said:

"I checked the understanding of the students quizzes in the class room".

About this discussion Teacher Educators used regular questioning techniques for checking the understanding of students as well as take assignments and quizzes occasionally like two assignments and one or two quizzes during semester. They also revise the pervious lessons in the class before starting new lectures. It means they follow the rules of pervious knowledge testing.

One interview Teacher Educators stated:

"I know about the understanding of students regarding lesson I hold a discussion session about different topics on weekly basis".

4.7.7 Assigning, Checking and Types of Homework

According Akbar (2000) assigning and checking of class work and home is very important teaching skill because it engage the students in different useful tasks. Bullough (2005) discussed that a teacher must give the class work as home task and that home assignment should be checked well in time.

About the questions regarding assigning and checking homework they responded Subject Teachers of Education responded that no written home work is given to college students on daily or weekly bases. However, assignments are given to students. Teachers Educators also did not assign written homework to students; however, assignments were given during a semester.

One interviewee (Subject Teacher of Education) said:

"I assign homework two times during a week and check it accordingly and I ask the students to describe that work which I assign them to describe in their own words".

Another interviewee said:

"I do not give home work to students during classes I assign task to students and check it in the classroom".

One interviewee (Teacher Educators) said:

"I give two assignments to students during semester and I assign different topics to students and ask the students to present it in the classroom".

4.7.8 Ways of Appreciating Students' Efforts

Both Subject Teachers of Education and Teacher Educators give oral appreciations to their students. This appreciation is given in qualitative form such as words are spoken to students such as well done, good etc. No reward, shield or numbers are awarded to students on their extraordinary performance. However, some Subject Teachers of Education responded that they give slashes and batches to students for their brilliant performance.

An interviewee (Subject Teacher of Education) stated:

"I appreciate students' efforts by giving rewards in the classroom in the form of books".

Another Subject Teacher of Education said:

"I appreciate students' efforts regarding curricular and extracurricular activities orally by appreciating them in the classroom".

One interviewee (Teacher Educators) said:

"I give rewards to the students those who performed well in the classroom and have hundred percent attendances".

4.7.9 Monitoring Students' Performance

Monitoring students' performance is a key competency of a teacher. Continuous monitoring help the teachers about the level of learning of students and teacher can understand what the students have learned and they should be taught. Trough monitoring of students teacher may develop strategies of teaching accordingly. Hammond (2004) states that a teacher should continuously monitor their students during teaching learning process for maintaining the interest of the students in their subjects.

When the Subject Teachers of Education and Teacher Educators were asked about monitoring students' performance .Subject Teachers of Education replied that they use to maintain the results of their students in a result register in which results record was maintained. In quantitative form symbols were allotted to students. They did not prepare any other specific things such as portfolio etc. Subject Teachers of Education also reported that they do continuous monitoring of their students as keeping the record on daily, weekly and monthly basis. One interviewee (Subject Teacher of Education) narrated:

"I continuously monitor students in the classroom and note their performance in the form of symbol in attendance register that is in qualitative and quantitative form".

However Teacher Educators monitor students' performance and maintain the record in their files. Thus, they monitor students' performance continuously. They measure their performance in the form of assignments and quizzes and it was done

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semester wise. Like Subject Teachers of Education, they also did not prepare portfolio of the students. One interviewee Teacher Educator said:

"I monitor students' performance on weekly basis and I prepare a file of every student's progress and I monitor students' performance in quantitative form".

4.7.10 Provision of Feedback

The most important teaching skill is the provision of regular feedback to students regarding to their work. Ducan (2007) said that students may not understand the remarks of students because they may not understand it properly so it is necessary that feedback must be solely given by teacher and associated with students as it point out what is right or wrong. Students required actively participating in learning and understanding the purpose and goals of feedback.

The experts told that the respondents (both Subject Teacher of Education and Teacher Educators) responded that they provide feedback to their students verbally. They did not provide formal way of feedback such as feedback is not given in form of performance certificates, awards and prizes. Teachers usually fulfill this responsibility by saying few words verbally in the classroom. They did not use any other methods for provision of feedback to their students.

When Subject Teacher of Education was asked about provision of feedback one interviewee said:

"I provide feedback to the students who show good performance through appreciating students in the classroom".

On inquiring Teacher Educators about provision of feedback one interviewee told:

· *"I provide feedback on daily basis in qualitative form ".*

4.7.11 Assessment of Students

Assessment and evaluation is used for a variety of educational decisions. The main emphasis in classroom evaluation, however, is the pupil and his or her learning process. Assessment and evaluation is a systematic process of determine the extent to which pupils achieve instructional objectives. According to Renaud & Murry (2005) "Assessment involves the interpretation of measurement data. It makes sense of the data collected on students' performance".

Subject Teachers of Education take tests, quizzes assignments for the assessment of their students on weekly and monthly basis. However, the Teacher Educators take presentations, quizzes, mid-term for assessment of their students. On asking about paper pattern Subject Teachers of Education replied that they followed board pattern but they are not satisfy from that pattern. However, Teacher Educators use university recommended pattern for the exams and set papers accordingly for the final assessment of their students. One interviewee (Subject Teacher of Education) said:

"I assess students through tests every second day".

Another interviewee (Subject Teacher of Education) said:

"I evaluate my students through quizzes on weekly basis".

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An interviewee (Teacher Educators) stated:

"I assess my students through assignment and quizzes at the end of topic".

Another interviewee said:

"I evaluate my students through assignment and presentation twice during semester".

4.8 Opinions of Subject Teachers of Education and Teacher Educators

Table 4.123

Opinions of Subject Teachers of Education and Teacher Educators

S.No.	Themes	Subject Teachers of Education	Teacher Educators
Q.1 what strategies you generally use in class while teaching as how you clarify the concepts that you teach to your students?	Make relationship of one subject to the other disciplinary knowledge, examples from daily life	Subject Teachers of education related one subject to another subject and gave example from daily life	Similarly Teacher Educators related one subject to another subject and gave example from daily life.
Q.2 Do your plan your teaching to achieve the desire objective?	Dividing out line into three or four parts	Subject Teachers of Education did not have any specific plan for the achievements of objectives except dividing out line into three or four parts for the completion of course in due time.	In the same way Teachers Educators also did not plan for teaching on daily bases for achieving the objectives.
Q.3 What do you consider to be	Orally prepared lesson,	Subject Teachers of Education	Teachers Educators also did not

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the key elements of teaching a successful lesson?	delivering lectures on the bases of their experiences. Did not follow any specific steps of lesson plan for making lesson successful.	orally prepared lesson by using text books, they delivered lectures on the bases of their experiences. They did not follow any specific steps of lesson plan for making lesson successful.	use to prepare written lesson and on the basis of their knowledge and experience, they successfully delivered lessons to their students through written points by using board etc.
Q.4 What is your opinion about the use of modern instructional techniques in teaching relevant to your subject area?	usage of modern Instructional Technology	Subject Teachers of Education signified the importance of modern technology for making teaching effective But they did not have facility of modern instructional technology in their institutions such as multimedia and projector etc.	Teachers Educators had facilities of multimedia and projectors and they used these technologies according to the demands of topic.
Q.5 What strategies do you use to maintain discipline in the classroom?	Ignored disruptive behaviors, did not punish	Subject Teachers of Education explained students about importance and benefits of	Teachers Educators also explained students about importance and benefits of

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	discipline, ignored disruptive behaviors in classroom and tried to find out the reasons of misbehaviors. They did not punish students because of their disruptive attitudes.	discipline; they ignored disruptive behaviors and did not punish students because of their disruptive attitudes.
Q.6 How do you stimulate the students thinking during instructions? Through questioning	Subject Teachers of education stimulate students thinking through questioning, involving students in activities.	Teachers Educators used regular questioning techniques for checking the understanding of students
Q.7 How many times you give home work in a week? No written home work is given	Subject Teachers of education gave assignments on weekly and monthly basis.	Teachers Educators gave assignments and quizzes occasionally like two assignments and one or two quizzes during semester.
Q.8 How would you appreciate the student's efforts in classroom? oral appreciations	Subject Teachers of Education gave oral appreciations to their students. This appreciation is given in qualitative form such	In the same way Teachers Educators also gave oral appreciations to their students.

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as words are spoken to students such as well done, good etc. No reward, shield or numbers are awarded to students on their extraordinary performance.

Teachers Educators were also maintained the results of their students in a result register.

Q.9 How do you monitor students' progress in classroom?	maintain the results of their students in a result register	Subject Teachers of Education used to maintain the results of their students in a result register in which results record was maintained. In quantitative form symbols were allotted to students.
Q.10 How do you provide appropriate feedback to students/pupils?	Verbally feedback	Subject teacher of education provided feedback to their students verbally.

Teachers Educators gave feedback to their students verbally. Feedback is not given in form of performance certificates, awards and prizes.

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Q.11 what type of assessment technique do you use for evaluation of your students in the classroom?	Subject Teachers of Education	Teacher Educators take
Tests, quizzes assignments for mid-term for assessment of their students in the tudents.	Tests, quizzes assignments take tests, quizzes assignments for the assessment of their students on weekly and monthly basis. Subject Teachers of Education followed board pattern but they are not satisfy from that pattern.	presentations, quizzes, mid-term for assessment of their students. Teachers Educators used university recommended pattern for the exams and set papers accordingly for the final assessment of their students.

4.9   Triangulation of Quantitative and Qualitative Results

For analyzing the competencies and professional qualifications of Subject Teachers of Education and Teacher Educators, researcher gathered quantitative and qualitative data according to Concurrent Triangulation design by using personal profile proforma, questionnaires, interviews guide and observation sheet. It was designed to examine and compare the professional qualifications, analyze and compare the competencies as well as compare the perception of heads and teachers regarding the competencies of Teacher Educators and Subject Teachers of Education. Subject Teachers of Education are those teachers who are teaching Education as a subject at intermediate or BA level in colleges. Regarding competencies of the Subject Teachers of Education and Teacher Educators, data were collected from heads and students of Govt. Colleges separately. In these colleges, Education was taught as a subject. Heads and students of the Govt. Elementary Teacher Training Colleges were also the population of the study. These colleges provided training to future teachers. The quantitative data analysis of heads' views indicated that there were no significant differences regarding the competencies of Subject Teachers of Education and Teachers Educators. Whereas, students' responses about Govt. Colleges and Govt. Elementary Teachers Training Colleges showed that existed significant differences between the competencies of Subject Teachers of Education and Teacher Educators. The data analysis stated that Subject Teachers of Education were more efficient as compared to Teacher Educators.

Moreover through observation the researcher found that Subject Teachers of Education were more competent as compared to the Teacher Educators.

Qualitative data analysis portrayed that Subject Teachers of Education and Teacher Educators had almost similar competencies in usage of strategies for the clarification of topic as well as relevant interdisciplinary knowledge regarding command over the subjects, specific plan for the achievements of objectives except dividing outline into three or four parts for completion of course in due time. Differences existed in the performances of Subject Teachers of Education and Teacher Educators regarding developing confidence in students, teaching methodologies and usage of evaluation skills. Majority of the Teacher Educators and Subject Teachers of Education did not have professional qualification and they had MA Education as academic degree. The significant differences in the results showed that the male teachers were more qualified and more competent as compared to their female counterparts.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The present study had analyzed the professional qualifications and competencies of Teacher Educators and Subject Teachers of Education. It was designed to examine and compare the professional qualifications, analyze and compare the competencies as well as compare the perception of heads and teachers regarding the competencies of Teacher Educators and Subject Teachers of Education. Subject Teachers of Education were those teachers who were teaching Education as a subject at intermediate or BA level in colleges. For the present research Teacher Educators were defined as those teachers who trained the trainee teachers in Govt. Elementary Teachers Training Colleges of Punjab. Professional qualification of the teachers means a teacher qualified with B.Ed. or M.Ed. degree, training, diploma and workshop. For measuring competencies following indicators were included: command over the subject, designed teaching programme for desired outcomes, subject specific technology, lesson planning skills, lesson presentation skills, lesson management skills, maintain social environment, usage of appropriate methodology, maintaining classroom discipline, teachers classroom behaviors, formulation of appropriate questions, giving and checking of class work and homework on regular basis, inspiring confidence in students, monitoring students' progress, provision of feedback and usage of evaluation skills.

Different international and national studies depicted an in-depth knowledge in literature review. At first step, field survey was conducted to examine the professional qualification of Teacher Educators and Subject Teachers of Education through a personal profile proforma. Their competencies were investigated from their heads and students through questionnaires, separately. At second step, in-depth interviews were conducted with Teacher Educators and Subject Teachers of Education for analysing the professional qualifications and competencies. Moreover, classroom observations were carried out by developing a checklist for observing the classroom competencies of Teacher Educators and Subject Teachers of Education. The population of the study included all Govt. Colleges and Govt. Elementary Teacher Training Colleges of Punjab. All the Heads/Principals and students of Govt. Elementary Teacher Training Colleges and Govt. Colleges where Education was taught as a subject were the part of population. All Teacher Educators who taught at the B.Ed. and M.Ed. levels and teacher who taught Education as a subject at intermediate and BA level students were also included in the population of the study.

Multi-stage sampling technique was used for the selection of sample. At first stage, 10 percent of districts (from the province of Punjab) were chosen by simple random sampling technique. At the second stage, selection of colleges was made. All Government Teachers Training Colleges and Govt. Colleges of these selected districts were considered in the study where Education was taught as a subject, by using universal sampling technique. The respondents were comprised of three types of groups in order to measure competencies and professional qualification, the Heads / Principals (to measure professional qualification and competencies of Teacher

Educators and Subject Teachers of Education), the Teacher Educators and Subject Teachers of Education (to analyse professional qualification and competencies through proforma of professional qualification and non-participant observation of researcher) and lastly, the students (to measure competencies of Teacher Educators and Subject Teachers of Education). For the purpose of collecting data of qualitative research, in-depth interviews of Teacher Educators (who were teaching to B.Ed. and M.Ed.) and Subject Teachers of Education of Govt. Teacher Training Colleges of Punjab (selected districts) and Govt. Colleges of Punjab who were teaching at intermediate and BA level Education as subject were carried out, respectively, on the basis of saturation through sequential sampling technique.

For Quantitative data, t-test and Percentage was applied for the purpose of analysis. The analysed data was presented in the tabulated form along with detailed interpretation. For qualitative part of data, thematic analysis had been done by the researcher.The quantitative data analysis of heads' views indicated that there were no significant differences regarding the competencies of Subject Teachers of Education and Teacher Educators. Whereas students' responses about the Govt. Colleges and Govt. Elementary Teachers Training Colleges showed that there existed significant differences between the competencies of Subject Teachers of Education and Teacher Educators. The data analysis stated that Subject Teachers of Education were more efficient as compared to Teacher Educators. Qualitative data analysis portrayed that Subject Teachers of Education and Teacher Educators had almost similar competencies in usage of strategies for the clarification of topic as well as relevant interdisciplinary knowledge regarding command over the subjects, specific plan for

the achievements of objectives except dividing outline into three or four parts for completion of course in due time. Differences existed in the performances of Subject Teachers of Education and Teacher Educators developing confidence in students, teaching methodologies and usage of evaluation skills. Majority of the Teacher Educators and Subject Teachers of Education did not have professional qualification and they had MA Education as academic degree. The significant differences in the results showed that the male teachers were more qualified and more competent as compared to their female counterparts.

It is suggested to the policy makers and planers that they may develop separate criteria for the selection of Teacher Educators and Subject Teachers of Education i.e. level of qualification, experience, professional qualification etc. In-service training, refresh courses and workshops and diplomas may be conducted for both Subject Teachers of Education and Teacher Educators. Teacher Educators should concentrate on improving the competencies in following indicators such as lesson planning skills, lesson presentation skills, lesson management skills, maintaining classroom climate, command over the subjects, usage of appropriate teaching methods, maintaining class discipline and classroom behavior.

5.2 Findings

5.2.1 Findings Related with Frequency Distributions of Professional Qualification of Subject Teachers of Education and Teacher Educators

1. It was found that majority (83.3%) of Subject Teachers had the designation of lecturer whereas, (14.7%) were having the designation of assistant professors and very low number (2.0%) of teachers were having the designation of CTI (Table No. 4.1).

2. It was found that less than half (44.4%) of the Teacher Educators had the designation of subject specialist, (40.7%) were lecturer, and (9.3%) assistant professors and (5.6%) was having the designation of associate professors (Table No.4.1).

3. It was found that a greatest majority (92.4%) of the Subject Teachers had the degree of MA Education and very low (8.0%) were MS Education (Table No 4.2).

4. It was found that a good number of (66.7%) of Teacher Educators had the degree of MA Education, (27.8%) were MS, and (5.6%) had PhD degree of education (Table No.4.2).

5. Most (38.7%) of Subject Teachers had 1-5 years teaching experiences, (37.3%) had 15-20 years' experience and (16.0%) had 10-15 years teaching experiences (Table No.4.4).

6. On the other hand, it was found that little less than half (46%) of the Teacher Educators had 5-15 years experiences, (27.8%) had 15-20 years' experience,

(9.3%) had 20-25 years' experience and (3.7%) above 25 years experiences (Table No.4.4).

7. It was found that little more than half (53.3%) of the Subject Teachers were male and (46.7%) were female. (59.3%) of Teacher Educators were female and (40.7%) were male (Table No.4.5).

8. A significant majority (76.6%) of the Subject Teachers did not have any professional qualification, (20.6%) had degree of B.Ed. and (2.6%) had certificate of teaching (CT) as a professional qualification (Table No.4.6).

9. It was found that a considerable majority (70.3%) of the Teacher Educators did not have any professional qualification, (14.8%) had B.Ed degree and (11.1%) had M.Ed. degree and very low number (3.5%) had certificate of teaching as professional qualification (Table No.4.6).

10. All the (100%) Subject Teachers did not have any in-service training related to teaching (Table No.4.7).

11. It was found that little more than half (55.5%) of the Teacher Educators did not have any in-service training relating to teaching, (18.5%) had FM1 and (11.1%) had FM2 and (14.8%) had FM3 in-service training of teaching (Table No.4.7).

12. All the (100%) Subject Teachers of Education and Teacher Educators did not get diploma in education (Table No.4.8).

13. It was found that majority (92%) of the Subject Teachers did not have any workshop relating to teaching. Whereas, (4.6%) Subject Teachers of

Education have done workshop relating to teaching methodology and very low numbers (3.3%) have done in innovation in teaching (Table No.4.9).

14. A good number (59.2%) of the Teacher Educators did not have done any workshop related to teaching, however (40.7%) of Teacher Educators did workshop of Staff development related to teaching (Table No.4.9).

5.2.2 Findings Related with Frequency Distributions of Heads of Govt. Colleges and Teacher Trainings Colleges Regarding Competencies of Subject Teachers of Education and Teacher Educators

5.2.2.1 Command over the Subject

15. It was found that majority (86%) of the principals of Teacher Educators agreed that Teacher Educators had command over the content which they taught to them during classes and related interdisciplinary knowledge while teachings in the classes

16. It was found that a considerable number (59%) of principals of the Subject Teachers were of the views that their teachers provided latest information about their subject.

17. It was found that little more than half (58%) of the principals of Subject Teachers of Education (57%) principals of Teacher Educators were of the views that their teachers had knowledge beyond the prescribed syllabus.

18. Majority (86%) principals of the Subject Teachers and Teacher Educators agreed that their teachers gave examples from daily life while teaching.

19. It was found that a good number (59%) of the principals of Subject Teachers of Education and (57%) principals of Teacher Educators were of the views

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that their teachers provided latest information about their subject (Table No.4.10).

5.2.2.2 Design Teaching Programme for Desired Outcomes

20. It was found that little more than half (58%) of the principals of Subject Teacher and Teacher Educators were of the views that their teachers plan teaching for achieving desired objectives.

21. A significant majority (86% to 99%) of the Subject Teachers of Education and (58 % to 100%) principals of Teacher Educators were of the views that their teachers did work for the intellectual, social and emotional development of the students.

22. It was found that majority (72%) principals of the Subject Teachers of Education and Teacher Educators were of the views that their teachers identified level of readiness of their students while teaching in the classes (Table No.4.11).

5.2.2.3 Subject Specific Technology

23. It was found that little more than half (57%) of the principals of Subject Teachers and Teacher Educators agreed that their teachers knew usage of subject specific technology. Most (71%) of the Subject Teachers of Education were of the views that their teachers were well aware about the pivotal effects of technology advances (Table No.4.12).

5.2.2.4 Lesson Planning Skills

24. It was found that a significant majority (70%) of the principals of Subject Teachers and Teacher Educators were of the views that their teachers had good skills regarding lesson planning.

25. A greater majority (85%) of the principals viewed that Teacher Educators and (74%) principals of Subject Teachers of Education agreed and strongly agreed that their teachers prepared the lesson objectives before going to class.

26. A good number (74%) of the principals of Subject Teachers of Education and Teacher Educators were of the views that their teachers completed planned lesson within planned time.

27. It was found that majority (86%) principals of the Subject Teachers of Education and Teacher Educators were of the views that their teachers completed the major outcome during teaching learning process (Table No.4.13).

5.2.2.5 Lesson Presentation Skills

28. Majority (85%) of the principals of Subject Teachers and Teacher Educators were of the views that their teachers present materials effectively and introduce lesson in an interesting way while teaching.

29. It was found that about (72%) of the Teacher Educators were of the views that their teachers involved the students in learning activities as well as instruct through examples and models and more over planned activities regarding lesson (Table No.4.14).

5.2.2.6 Lesson Management Skills

30. It was found that little more than half (57%) of the principals of Subject Teachers and Teacher Educators had uncertain views about their teachers regarding management and organizing the lesson (Table No.4.15).

31. A greater majority (86%) of the Teacher Educators were of the views that their teachers began new lesson on the basis of the students' pervious knowledge.

32. It was found that little more than half (57%) of the principals of Subject Teachers of Education were of the views that their teachers also commenced new lesson on the basis of the students' pervious knowledge.

33. A good number (69%) of the principals of Teacher Educators were of the views that their teachers spilt the learning materials into sequence and used planner for the management of the lesson.

34. It was found that about (42 to 71%) of the principals of Subject Teachers of Education and Teacher Educators also spilt the learning materials into sequence and used planner for the management of the lesson (Table No.4.15).

5.2.2.7 Maintaining Social Environment

35. It was found that little more than half (57%) of the principals of Subject Teachers and Teacher Educators were of the views that their teachers maintained good and effective environment in the classroom.

36. A considerable number (72%) of the Teacher Educators and Subject Teachers of Education were of the views that their teachers developed students' interest in learning.

37. It was found that little more than half (55%) of the principals of Subject Teachers of Education and Teacher Educators were of the views that their teachers developed strong interaction between students and teachers (Table No.4.16).

5.2.2.8 Appropriate Teaching Methodologies

38. It was found that about (57.4%) principals of the Subject Teachers agreed that their teachers choose method of teaching according to the situation. Majority (57.4%) of the Teacher Educators had uncertain views regarding this matter.

39. A good number (72%) of the Teacher Educators and Subject Teachers of Education agreed that their teachers used variety of teaching methods as well as used different strategies for problem solving while teaching in the classrooms.

40. It was found that a considerable number (70.8%) of the principals of Subject Teachers of Education and (64.3%) principals of Teacher Educators were of the views that their teachers provided plenty of opportunities to their students for practice in the classes (Table No.4.17).

5.2.2.9 Maintaining Class Discipline

41. A significant majority (70.8%) of the principals of Subject Teachers of education and very low numbers (4.3%) of Teacher Educators agreed that their teachers' maintained discipline in the classroom.

42. It was found that little less than half (43.6%) of the Subject Teachers of Education and (43%) principals of Teacher Educators had uncertain views regarding coping with disruptive behavior in the classroom.

43. It was found that almost (43%) of the Subject Teachers of Education and Teacher Educators were of the views that their teachers had ability to cope with the disruptive behaviour in the classroom (Table No.4.18).

5.2.2.10 Teacher Classroom Behaviour

44. It was found that little more than half (57%) of the principals of Subject Teachers and Teacher Educators were of the views that their teachers possess balanced behaviour of students as well as have quality of flexibility to influence the students' behavior while teaching in the classroom.

45. A greater majority (85%) of the principals of Subject Teachers of Education, (79%) principals of Teacher Educators agreed that their teachers used reinforcement strategies to make classroom conducive (Table No.4.19).

5.2.2.11 Formulation of Appropriate Questions

46. It was found that majority (85.1%) of the principals of Subject Teachers and Teacher Educators were of the views that their teachers used questioning technique to stimulate the students thinking during instructions while teaching in the classroom.

47. It was found that significant number (85.1%) of the principals of the Teacher Educators and (71.4%) of the Subject Teachers of Education asked both lower and higher cognitive questions to their students in the classroom.

48. A greatest majority (99%) of the principals of Subject Teachers of Education and (80%) Teacher Educators properly responses the students questions in the classroom.

49. Majority (85%) of the principals of Subject Teachers of Education and (77%) Teacher Educators used regular questioning to estimate students' progress in the classroom (Table No.4.20).

5.2.2.12 Checking of Homework and Classwork Regularly

50. It was found that a considerable number (85%) of the principals of Subject Teachers and Teacher Educators were of the views that their teachers gave and checked class work as well as gave and checked homework regularly of their students in the classroom (Table No.4.21).

5.2.2.13 Inspiring Confidence in Students

51. Majority (85%) of the principals of Subject Teachers and Teacher Educators agreed that their teachers developed confidence among students, appreciated students efforts and reinforced the good behavior of the students while teaching in the classroom.

52. A good number (70%) of the principals of the Teacher Educators and Subject Teachers of Education motivated slow learners into limelight in the classroom (Table No.4.22).

5.2.2.14 Monitor Student Progress and Provide feedback

53. It was found that majority (85%) of the principals of Subject Teachers and Teacher Educators were of the views that their teachers monitored students'

progress, kept the record of students' progress, provision of appropriate feedback and identified flaws and strength of performance of students' progress while teaching in the classroom (Table No.4.23).

5.2.2.15 Evaluation Skills

54. It was found that little more than half (57%) of the principals of Subject Teachers and Teacher Educators were of the views that their teachers used diagnostic evaluation skills and conduct classroom test while teaching in the classroom (Table No.4.24).

5.2.3 Findings Related with Frequency Distributions Students of Govt. Colleges and Teachers Trainings Colleges regarding Competencies of Subject Teachers of Education and Teacher Educators

5.2.3.1 Command over the Subject

55. It was found that majority (96%) of the students of Govt. Colleges were of the view that Subject Teachers of Education were more competent and had command over the content where as little more than half (58%) students of teachers training colleges were agreed with above mentioned statement (Table No.4.25)

56. It was found that most (93%) students of the Subject Teachers were of the view that their teachers completed their courses with in specified period during classes. In the same way a considerable (68.4%) students of Teacher Educators also agreed that their teachers completed their courses within given time (Table No.4.26).

57. It was found that about (85%) students of the Subject Teachers and (76.8%) students of the Teacher Educators were of the views that their teachers had interdisciplinary knowledge (Table No.4.27).

58. It was found that majority (92%) students of Subject Teachers were of the views that their teachers had knowledge beyond the prescribed syllabus. Similarly most (76%) students of the Teacher Educators also agreed that their teachers satisfied them by delivering knowledge beyond the prescribed syllabus (Table No.4.28).

59. A significant majority (85.2%) of the students of the Subject Teachers and most (81%) students of Teacher Educators were of the views that their teachers satisfied them during delivering lectures by giving examples from daily life (Table No.4.29).

60. It was found that around (61.4%) students of the Subject Teachers were of the views that their teachers did not provide them latest information about their subject. But in contrast most (73%) students of Teacher Educators strongly agreed that their teachers provided them with latest information about their subjects (Table No.4.30).

5.2.3.2 Design Teaching Programme for Desired Outcomes

61. It was found that little more than half (57.3%) of the students of Subject Teachers were of the views that their teachers did not provide them plan of teaching for achieving desired objectives of the course. But in contrast a considerable number (60%) of the students of Teacher Educators were of the

views that their teachers provided them plan of teaching for the achievement of desired objectives of their subjects (Table No.4.31).

62. It was found that around (50%) students of the Subject Teachers were of the views that their teachers organized the course for the whole academic years. In the same way a good number (65%) of students of the Teacher Educators also agreed that their teachers organized the course for the whole academic year (Table No.4.32).

63. Around (62%) students of the Subject Teachers and Teacher Educators were of the views that their teachers appropriately did work for the intellectual, social and emotional development of students. Whereas (47.5 %) students of the Teacher Educators and Subject Teachers of Education did not agree with this statement (Table No.4.33, 4.34, 4.35).

64. It was found that a significant majority (72%) of the students of Subject Teachers were of the views that their teachers identified level of readiness of students before teaching.In the same way (51%) students of Teacher Educators agreed with this statement (Table No.4.36).

5.2.3.3 Subject Specific Technology

65. It was found that little more than half (54%) of the students of Subject Teachers were of the views that their teachers did not use technology while teaching.Whereas,(53%) students of the Teacher Educators were of the views that their teachers used different technology while teaching such as overhead projector, multimedia etc. (Table No.4.37).

5.2.3.4 Lesson Presentation Skills

66. It was found that a good number (66%) of the students of Subject Teachers and (49%) of Teacher Educators were of the views that their teachers presented teaching materials to them effectively while teaching (Table No.4.38).

67. It was found that little more than half (56%) of the students of Teacher Educators were of the views that their teachers introduced the lesson in an interesting way. Whereas, (51%) students of the Subject Teachers of Education disagreed and strongly disagreed that their teachers did not introduce the lesson in an interesting way (Table No.4.39).

68. It was found that little more than half (56%) of the students of Teacher Educators were of the views that their teachers involved the students in learning activities while teaching.In the same way (45%) students of Subject Teachers of Education viewed that their teachers involved the students while teaching (Table No.4.40).

69. It was found that around (60%) students of the Subject Teachers of Education and (52%) students of Teacher Educators were of the views that their teachers instructed through models and examples and used audio visual aids while teaching (Table No.4.41, 4.42).

70. It was found that little more than half (55%) of the students of Subject Teachers of Education were of the views that their teachers planned activities regarding lesson while teaching.Whereas (42%) students of the Subject

Teachers of Education and (61.5%) students of Teacher Educators viewed that their teachers did not plan activities of the lesson (Table No.4.43).

5.2.3.5 Lesson Management Skills

71. A good number (59.2%) of the students of Teacher Educators were of the views that their teachers managed and organized the lesson while teaching.In the same way (53.4%) students of Subject Teachers of Education agreed with this statement (Table No.4.44).

72. It was found that little more than half (56.6%) of the students of Subject Teachers of Education and (59.2%) students of Teacher Educators were of the views that their teachers started new lesson on the basis of students' pervious knowledge (Table No.4.45).

73. A greater majority (77%) of the students of Teacher Educators were of the views that their teachers spilt the learning materials into sequence while teaching.In the same way (51%) students of Subject Teachers of Education agreed with this statement (Table No.4.46).

5.2.3.6 Maintaining Social Environment

74. It was found that considerable number (62.2%) of the students of Teacher Educators and (55%) students of Subject Teachers of Education viewed that their teachers maintained good and effective environment in the class while teaching (Table No.4.47).

75. It was found that little more than half (57.3%) of the students of Subject Teachers of Education were of the views that their teachers developed interest

in learning while teaching. (50%) students of Teacher Educators agreed with this statement (Table No.4.48).

76. Significant majority (71%) of the students of Teacher Educators and (50%) students of Subject Teachers of Education were of the views that they had strong interaction with their teachers (Table No.4.49).

5.2.3.7 Appropriate Teaching Methodologies

77. It was found that around (73%) students of the Subject Teachers of Education and (62%) of Teacher Educator were of the views that their teachers chose teaching methods according to the situation and used different strategies for problem solving while teaching in the class room (Table No.4.50).

78. Little more than half (56%) of the students of Subject Teachers were of the views that their teachers used modern technique and useful skills in the class while teaching.In the same way (53%) students of Teacher Educators agreed with this statement (Table No.4.51,4.52).

5.2.3.8 Maintaining Class Discipline

79. A good number (61%) of the students of Subject Teachers of Education and Teacher Educators viewed that their teachers maintained good discipline in the classroom and coped with disruptive behavior while teaching in the classroom (Table No.4.53, 4.54).

5.2.3.9 Teacher Classroom Behavior

80. It was found that little more than half (57%) of the students of Subject Teachers of Education (56%) and students of Teacher Educators were of the

views that their teachers had quality of flexibility and creativity to influence the students' achievement (Table No.4.56, 4.57).

5.2.3.10 Formulation of Appropriate Questions

81. It was found that around (56%) students of the Teacher Educators viewed that their teachers asked questions to stimulate students thinking and asked both lower and higher cognitive questions to them in the classroom.Whereas,(40%) students of Subject Teachers of Education agreed with this statement (Table No. 4.59,4.60).

82. It was found that little more than half (55%) of the students of Teacher Educators were of views that their teachers properly responded to their questions in the classroom.In the same way (54%) students of Teacher Educators agreed and strongly agreed with this statement (Table No.4.61).

5.2.3.11 Checking of Homework and Classwork Regularly

83. It was found that a significant majority (75%) of the students of Subject Teachers of Education and (66%) students of Teacher Educators were of the views that their teachers regularly gave and checked their homework (Table No.4.63, 4.64).

84. A greater majority (78%) of the students of Teacher Educators was of the views that their teachers regularly gave and checked class work.Whereas (56.7%) students of Subject Teachers of Education disagreed with this statement (Tables No.4.63, 4.64, 4.65, and 4.66).

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5.2.3.12 Inspiring Confidence in Students

85. It was found that mostly (73%) students of the Subject Teachers of Education were of the views that their teachers inspired confidence in students.In the same way (56%) students of Teacher Educators agreed with this statement (Table No.4.67)

86. It was found that majority (70%) of the students of Subject Teachers of Education and (60%) students of Teacher Educators viewed that their teachers appreciated their efforts related to their curricular and extra-curricular activities (Table No.4.68).

87. Considerable number (68%) of the students of Subject Teachers of Education and (64%) students of Teacher Educators were of the views that their teachers reinforced good behavior of the students (Table No.4.69).

88. It was found that around (74%) students of the Subject Teachers of Education were of the views that their teachers motivated slow learners into limelight.In the same way (51%) students of Teacher Educators agreed with this statement (Table No.4.70).

5.2.3.13 Monitor Student Progress and Provide feedback

89. It was found that little more than half (55%) of the students of Subject Teachers of Education and (54%) students of Teacher Educators were of the views that their teachers monitored students' progress and maintained record of students' performances (Table No.4.71,4.72).

90. Good number (62%) of the students of Teacher Educators and (43%) students of Subject Teachers of Education were of the views that their teachers did not provide appropriate feedback to students (Table No.4.73).

91. A considerable number (62%) of the students of Subject Teachers of Education were of the views that their teachers identified flaws and strength of their performances.Whereas (53%) students of Teacher Educators disagreed with this statement (Table No.4.74).

5.2.3.14 Evaluation Skills

92. It was found that little less than half (48%) of the students of Subject Teachers, of Education were of the views that their teachers used evaluation skills for judging their achievement. Whereas (42%) students of the Subject Teachers of Education and (52%) students of Teacher Educators viewed that their teachers did not use evaluation skills for judging their achievement (Table No.4.75).

93. Good number (60%) of the students of Subject Teachers of Education and (55%) students of Teacher Educators were of the views that their teachers conducted classroom test during studies (Table No.4.76).

94. It was found that (63%) students of the Subject Teachers of Education were of the views that their teachers did not use diagnostic evaluation skills.In the same way (50%) students of Teacher Educators disagreed with this statement (Table No.4.77).

5.2.4 Finding of Statistical Analysis t-test regarding Competencies of Subject Teachers of Education and Teacher Educators (Principals Views)

5.2.4.1 Command over the Subject

95. It was found that no significant difference existed between the competencies of Subject Teachers of Education and Teacher Educators regarding command over the subject. As t-statistic is (.034) and P-value was greater (5%).Therefore, $H_{o\,17}$ was accepted and Subject Teachers of Education and Teacher Educators were equally competent regarding command over the subject (Table No.4.78).

5.2.4.2 Design Teaching programme for Desired Outcomes

96. It was found that no significant difference existed between the competencies of Subject Teacher of Education and Teacher Educators regarding designed teaching programme for desired outcomes since t-statistic was (.057) and P-value was greater (5%). So, H_{o17} was accepted and Subject Teachers of Education and Teacher Educators were equally competent regarding designed teaching programme for desired outcomes (Table No.4.79).

5.2.4.3 Subject Specific Technology

97. It was found that there was no significant difference between the competencies of Subject Teacher of Education and Teacher Educators regarding the uses of subject specific technology of the Subject Teachers of Education and Teacher Educators since t-statistic was (.009) and P-value was greater (5%). Therefore, null hypothesis was not rejected and Subject Teachers of Education and

Teacher Educators were equally competent regarding the uses of subject specific technology (Table No.4.80).

5.2.4.4 Lesson Planning Skills

98. It was found that there was no significant difference between the competencies of Subject Teacher of Education and Teacher Educators regarding lesson planning skills since t-statistic was (.009) and P-value was greater (5%). Lesson planning skills of Subject Teachers of Education were not significantly different from Teacher Educators So, H_{o17} was accepted and Subject Teachers of Education and Teacher Educators were equally competent regarding lesson planning skills (Table No.4.81).

5.2.4.5 Lesson Presentation Skills

99. It was found that there was no significant difference between the competencies of Subject Teacher of Education and Teacher Educators regarding lesson presentation skills. Since t-statistic was (.-013) and P-value was greater (5%). Therefore, null hypothesis was not rejected and Subject Teachers of Education and Teacher Educators were equally competent regarding lesson presentation skills (Table No.4.82).

5.2.4.6 Lesson Management Skills

100. It was found that there was no significant difference between the competencies of Subject Teacher of Education and Teacher Educators regarding lesson management skills since t-statistic was (.008) and P-value was greater (5%). Therefore, null hypothesis was not rejected and Subject

Teachers of Education and Teacher Educators were equally competent regarding lesson management skills (Table No.4.83).

5.2.4.7 Maintaining Social Environment

101. It was found that there was no significant difference between the competencies of Subject Teachers of Education and Teacher Educators regarding maintaining social environment in the classroom while teaching. since t-statistic was (.-008) and P-value was greater (5%) so, null hypothesis did not reject for no significant difference in performance of both groups of teachers and Subject Teachers of Education and Teacher Educators were equally competent regarding maintaining social environment in the classroom (Table No.4.84).

5.2.4.8 Appropriate Teaching Methodologies

102. It was found that there was no significant difference between the competencies of Subject Teachers of Education and Teacher Educators regarding utilization of appropriate methodologies by the Subject Teachers of Education since t-statistic was (.114) and P-value was greater (5%).Therefore, null hypothesis did not reject for no significant difference in performance of both groups of teachers and Subject Teachers of Education and Teacher Educators were equally competent regarding utilization of appropriate methodologies (Table No.4.85).

5.2.4.9 Maintaining Class Discipline

103. It was found that there was no significant difference between the competencies of Subject Teachers of Education and Teacher Educators regarding maintaining class room discipline since t-statistic was (-.121) and P-value was greater (5%). Therefore, null hypothesis was not rejected and Subject Teachers of Education and Teacher Educators were equally competent regarding maintaining classroom discipline (Table No.4.86).

5.2.4.10 Teacher Classroom Behavior

104. It was found that there was no significant difference between the competencies of Subject Teacher of Education and Teacher Educators regarding classroom behavior of the both groups of teachers since t-statistic was (-.096) and P-value was greater (5%). So, null hypothesis did not reject for no significant difference in performance of both groups of teachers and Subject Teachers of Education and Teacher Educators were equally competent regarding classroom behavior (Table No.4.87).

5.2.4.11 Formulation of Appropriate Questions

105. It was found that there was no significant difference between the competencies of Subject Teacher of Education and Teacher Educators regarding formulation of appropriate questions in classroom by both the groups of teachers. (Subject Teachers of Education and Teacher Educators) Since t-statistic was (.023) and P-value was greater (5%),therefore, null hypothesis was not rejected and Subject Teachers of Education and Teacher

Educators were equally competent regarding formulation of appropriate questions in classroom (Table No.4.88).

5.2.4.12 Checking of Homework and Classwork Regularly

106. It was found that there was no significant difference between the competencies of Subject Teachers of Education and Teacher Educators regarding checking of homework and class work regularly in classroom. Since t-statistic was (-.045) and P-value was greater (5%). Therefore, null hypothesis was not rejected and Subject Teachers of Education and Teacher Educators were equally competent regarding checking of homework and class work regularly in classroom (Table No.4.89).

5.2.4.13 Inspiring Confidence in Students

107. It was found that there was no significant difference between the competencies of Subject Teachers of Education and Teacher Educators regarding inspiring confidence in students. As t-statistic was (-.016) and P-value was greater (5%) so, null hypothesis did not reject for no significant difference in performance of both groups of teachers and Subject Teachers of Education and Teacher Educators were equally competent regarding inspiring confidence in students (Table No.4.90).

5.2.4.14 Monitor Student Progress and Provide feedback

108. It was found that there was no significant difference between the competencies of Subject Teachers of Education and Teacher Educators regarding monitoring student's progress and provision of feedback. Since t-

statistic was (-.053) and P-value was greater (5%), therefore, null hypothesis was not rejected and Subject Teachers of Education and Teacher Educators were equally competent regarding monitoring student's progress and provision of feedback (Table No. 4.91).

5.2.4.15 Evaluation Skills

109. It was found that there was no significant difference between the competencies of Subject Teachers of Education and Teacher Educators regarding evaluation skills. As t-statistic was (-.065) and P-value was greater, (5%) so, null hypothesis did not reject for no significant difference in performance of both groups of teachers and Subject Teachers of Education and Teacher Educators were equally competent regarding evaluation skills (Table 4.92).

5.2.4.16 Overall Competencies of Subject Teachers of Education and Teacher Educators (Heads Views)

110. It was found that competencies of the Subject Teachers of Education were not significantly different from Teacher Educators. Since t-statistic was (-.117) and P-value was greater (5%),so H_{o17} was not rejected and Subject Teachers of Education and Teacher Educators were equally competent (Table No. 4.93).

5.2.5   Finding of Statistical Analysis of t-test Regarding Gender-Wise Competencies of Subject Teacher of Education and Teachers Educators (Heads Views)

111. It was found that there was a significant difference (17.449) and P-value. (000**) was less than (5%) in male and female teachers in their competencies. So, H_{o17} was not accepted and male Subject Teachers of Education and Teacher Educators were competent as compared to female teachers. (Table no. 4.94).

5.2.6   Finding of Statistical Analysis of t-test Regarding Competencies of Subject Teacher of Education and Teachers Educators (Students Responses)

5.2.6.1 Command over the Subject

112. It was found that there was a significant difference (-13.293) and P-value (0.012) was less than (5%) in the competencies of Subjects Teachers of Education and Teacher Educators regarding command over the subject .Command over the subject of Subject Teachers of Education was significantly different from Teacher Educators. So, H_{o1} was not accepted and Subject Teachers of Education were competent as compared to Teacher Educators regarding command over the subject (Table no. 4.95).

5.2.6.2 Design Teaching Programme for Desired Outcomes

113. It was found that there was a significant difference (-21.877) and P-value (0.000) was less than (5%) in the competencies of Subjects Teacher of Education and Teacher Educators regarding designed teaching programme for

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desired outcomes. Designing teaching programme for desired outcome of Teacher Educators was significantly different from the Subject Teachers of Education. Therefore H_{o2} was rejected and Teacher Educators were competent as compared to Subject Teachers of Education regarding designing teaching programme (Table 4.96).

5.2.6.3 Subject Specific Technology

114. It was found that there was a significant difference (-21.877) and P-value (0.002) was less than (5%) in the competencies of Subjects Teachers of Education and Teacher Educators regarding usage of subject specific technology. Usage of subject specific technology of Teacher Educators was significantly different from Subject Teachers of Education. Therefore, H_{o3} was not accepted and Teacher Educators were competent as compared to Subject Teachers of Education regarding usage of subject specific technology **(Table No.4.97)**. There was significant difference in performance of both groups of teachers (Subject Teachers of Education and Teacher Educators).

5.2.6.4 Lesson Presentation Skills

115. It was found that there was a significant difference (-19.939) and P-value (0.003) was less than (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding lesson presentation skills. Lesson presentation skills of the Subject Teachers of Education were significantly different from Teacher Educators .Therefore, H_{o4} was rejected and Subject

Teachers of Education were competent as compared to Teacher Educators regarding lesson presentation skills (Table No 98).

5.2.6.5 Lesson Management Skills

116. It was found that there was no significant difference (-16.263) and P-value (0.675) was greater than (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding lesson management skills. Lesson management skills of the Subject Teachers of Education were not significantly different from Teacher Educators. So, null hypothesis did not reject for significant difference in performance of both groups of teachers and Subject Teachers of Education and Teacher Educators were equally competent regarding lesson management skills (Table No 4.99).

5.2.6.6 Maintaining Social Environment

117. It was found that there was a significant difference (-10.106) and P-value (0.02) was less than (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding maintaining social environment in the classroom. Maintaining social environment of Teacher Educators was significantly different from Subject Teachers of Education. So, H_{o6} rejected for significant difference in performance of both groups of teachers and Teacher Educators were competent as compared to Subject Teachers of Education regarding maintain social environment in the classroom (Table No.4.100).

5.2.6.7 Appropriate Teaching Methodologies

118. It was found that there was a significant difference (-18.317) and P-value (0.000) was less than (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding usage of appropriate teaching methodologies. Usage of appropriate teaching methodologies of the Subject Teachers of Education was significantly different from Teacher Educators .Therefore, H_{o7} was rejected and Subject Teachers of Education were competent as compared to Teacher Educators regarding usage of appropriate teaching methodologies. There was significant difference in performance of both groups of teachers (Subject Teachers of Education and Teacher Educators) (Table No.4.101).

5.2.6.8 Maintaining Class Discipline

119. It was found that there was a significant difference (-17.695) and P-value (0.000) was less than (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding maintaining classroom discipline. The Subject Teachers of Education were significantly different from Teacher Educators. So, null hypothesis rejected for significant difference in performance of both groups of teachers and Subject Teachers of Education were competent as compared to Teacher Educators regarding maintain classroom discipline (Table No.4.102).

5.2.6.9 Teacher Classroom Behavior

120. It was found that there was a significant difference (-15.572) and P-value (0.172) was greater than (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding classroom behavior. Classroom behaviors of Subject Teachers of Education were not significantly different from Teacher Educators. So, null hypothesis did not reject for no significant difference in performance of both groups of teachers. Subject Teachers of Education and Teacher Educators were equally competent regarding classroom behavior (Table No.4.103).

5.2.6.10 Formulation of Appropriate Questions

121. It was found that there was a significant difference (-17.589) and P-value (0.017) was less than (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding formulation of appropriate questions. The Subject Teachers of Education were significantly different from Teacher Educators. Therefore, H_{o10} was rejected and Subject Teachers of Education were competent as compared to Teacher Educators regarding formulation of appropriate questions (Table No.4.104).

5.2.6.11 Checking of Homework and Classwork Regularly

122. It was found that there was a significant difference (-19.536) and P-value (0.02) was less than (5%), in the competencies of Subject Teachers of Education and Teacher Educators regarding checking of homework and class work regularly. The Subject Teachers of Education were significantly different

from Teacher Educators. So, null hypothesis did not reject for no significant difference in performance of both groups of teachers and Subject Teachers of Education were competent as compared to Teacher Educators regarding checking of homework and class work regularly (Table No.4.105).

5.2.6.12 Inspiring Confidence in Students

123. It was found that there was a significant difference (-15.572) and P-value (0.100) was greater than (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding inspiring confidence in students. The Subject Teachers of Education were not significantly different from Teacher Educators. So, null hypothesis did not reject for no significant difference in performance of both groups of teachers and Subject Teachers of Education and Teacher Educators were equally competent regarding inspiring confidence in students (Table No.4.106).

5.2.6.13 Monitor Student Progress and Provide feedback

124. It was found that there was a significant difference (-16.400) and P-value (0.000) was less than (5% in the competencies of Subjects Teacher of Education and Teacher Educators regarding monitoring students' progress and provision of feedback. The Subject Teachers of Education were significantly different from Teacher Educators. Therefore, null hypothesis was rejected and Subject Teachers of Education were competent as compared to Teacher Educators regarding monitoring students' progress and provision of feedback. (Table No.107).

5.2.6.14 Evaluation Skills

125. It was found that there was a significant difference (-15.880) and P-value (0.046) was less than (5%) in the competencies of Subjects Teacher of Education and Teacher Educators regarding evaluation skills. The Subject Teachers of Education were significantly different from Teacher Educators. So, null hypothesis rejected for significant difference in performance of both groups of teachers. Subject Teachers of Education were competent as compared to Teacher Educators regarding evaluation skills (Table No.4.108).

5.2.6.15 Overall Competencies of Subject Teachers of Education and Teacher Educators

126. It was found that competencies of the Subject Teachers of Education were significantly different from Teacher Educators since t-statistic was (-25.346) and P-value was less (5%) (0.000). Therefore, $H_{o\ 15}$ was rejected and Subject Teachers of Education were competent as compared to Teacher Educators (Table No. 109) .There was significant difference in performance of both groups of teachers.

5.2.7 Finding of Statistical Analysis of t-test Regarding Gender-Wise Competencies of Subject Teachers of Education and Teacher Educators (Students Responses)

127. It was found that there was a significant difference (-7.772) and P-value was less than (5%) (0.000), in male and female teachers competencies. So, H_{o16} (There was gender-wise significant differences existed between competencies of Teacher Educators and Subject Teachers of Education) was not accepted.

Male Subject Teachers of Education and Teacher Educators were competent as compared to their female counterparts (Table No. 4.110).

5.2.8 Finding of Statistical Analysis of t-test Regarding Competencies of Subject Teacher of Education and Teachers Educators (Through Observation)

5.2.8.1 Lesson Planning Skills

128. It was found that there was a significant difference (.626) and P-value was less than (5%) (0.000) in the competencies of Subject Teachers of Education and Teacher Educators regarding lesson planning skills. The Subject Teachers of Education were significantly different from Teacher Educators .Therefore, null hypothesis was rejected and Subject Teachers of Education were competent as compared to Teacher Educators regarding lesson planning skills (Table No.111).

5.2.8.2 Lesson Presentation Skills

129. It was found that there was a significant difference (1.523) and P-value (0.004) was less than (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding lesson presentation skills. The Subject Teachers of Education were significantly different from Teacher Educators. So, null hypothesis was rejected for significant difference in performance of both groups of teachers and Subject Teachers of Education were competent as compared to Teacher Educators regarding lesson presentation skills (Table No.4.112).

5.2.8.3 Lesson Management Skills

130. It was found that there was a significant difference (-1.333) and P-value (0.001) was less than (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding lesson management skills. The Subject Teachers of Education were significantly different from Teacher Educators .Therefore, null hypothesis was rejected, because there was significant difference in performance of both groups of teachers and Subject Teachers of Education were competent as compared to Teacher Educators regarding lesson management skills (Table No.113).

5.2.8.4 Maintaining Classroom Climate

131. It was found that there was a significant difference (.844) and P-value (0.005) was less than (5%), in the competencies of Subject Teachers of Education and Teacher Educators regarding maintaining classroom climate. The Subject Teachers of Education were significantly different from Teacher Educators .So, null hypothesis was rejected for significant difference in performance of both groups of teachers and Subject Teachers of Education were competent as compared to Teacher Educators regarding maintaining classroom climate (Table No.114).

5.2.8.5 Command over the Subjects

132. It was found that there was a significant difference (1.554) and P-value (0.000) was less than (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding command over the subjects. The

Subject Teachers of Education were significantly different from Teacher Educators. So, H_o was rejected and Subject Teachers of Education were competent as compared to Teacher Educators regarding command over the subject (Table No.115).

5.2.8.6 Appropriate Teaching Method

133. It was found that there was a significant difference (2.144) and P-value (0.27) was greater (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding usage of appropriate teaching method. The Subject Teachers of Education were not significantly different from Teacher Educators. So, H_o did not reject and Subject Teachers of Education and Teacher Educators were equally competent regarding usage of appropriate teaching methodologies (Table No.4.116).

5.2.8.7 Maintaining Classroom Discipline

134. It was found that there was a significant difference (2.459) and P-value (0.000) was less than (5%). In the competencies of Subject Teachers of Education and Teacher Educators regarding maintaining classroom discipline. Classroom discipline by the Subject Teachers of Education was significantly different from Teacher Educators. Therefore, null hypothesis was rejected and Subject Teachers of Education were competent as compared to Teacher Educators regarding maintaining classroom discipline, because there was significant difference in performance of both groups of teachers. (Subject Teachers of Education and Teacher Educators) (Table No.117).

5.2.8.8 Classroom Behavior

135. It was found that there was a significant difference (-.479) and P-value (0.002) was less than (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding classroom behavior. The Subject Teachers of Education were significantly different from Teacher Educators. So, null hypothesis was rejected for significant difference in performance of both groups of teachers. Subject Teachers of Education were competent as compared to Teacher Educators regarding classroom behavior (Table No.118).

5.2.8.9 Formulation of Questions

136. It was found that there was no significant difference (.412) and P-value (0.110) was greater (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding formulation of questions. The Subject Teachers of Education were not significantly different from Teacher Educators. So, H_o did not reject for any significant difference in performance of both groups of teachers. Subject Teachers of Education and Teacher Educators were equally competent regarding formulation of questions (Table No.4.119).

5.2.8.10 Closure of the Lesson

137. It was found that there was no significant difference (1.571) and P-value (0.083) was greater (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding closure of the lesson. So, H_o did not reject for significant difference in performance of both groups of teachers

and Subject Teachers of Education and Teacher Educators were equally competent regarding the closure of the lesson (Table No. 4.120).

5.2.8.11 Evaluation Skills

138. It was found that there was no significant difference (3.217) and P-value (0.011) was greater (5%) in the competencies of Subject Teachers of Education and Teacher Educators regarding usage of evaluations skills. So, null hypothesis did not reject for no significant difference in performance of both groups of teachers. Subject Teachers of Education and Teacher Educators were equally competent regarding usage of evaluation skills (table No.4.121)

5.2.8.12 Overall Competencies of Subject Teachers of Education and Teacher Educators

139. It was found that there was significant difference (1.438) and P-value was less than (5%) in performance of Subject Teachers of Education were efficient as compared to the Teacher Educators; this difference was very significant. Overall competencies of the Subject Teachers of Education were significantly different from Teacher Educators. So, H_o was rejected for significant difference in performance of both groups of teachers .Subject Teachers of Education were competent as compared to Teacher Educators (Table No.4.122).

5.2.9 Finding of Qualitative Data Analysis Regarding Competencies of Subject Teacher of Education and Teacher Educators (Through Interviews)

140. It was found that Subject Teachers of Education used different strategies in classroom for the clarification of topic, such as, well preparation of lecture, make topic clear to themselves and try to clear and develop understanding of the students regarding topic by giving examples, proceed from simple to complex, and encourage students' participation in class room, self- study and field trips (Theme No 4.7.1).

141. It was found that Subject Teachers of Education used to make relationship of one subject to other disciplinary knowledge through different examples. Furthermore, for making their teaching more attractive, they quoted Hadiths as well as used strategies of experimentation and demonstration according to topic (Theme No 4.7.1).

142. It was found that Teacher Educators also used different methods for delivering lecture, discussion demonstration methods, involving students in classroom participation, habits of self-study etc., while teaching for the clarification of lesson to their students (Theme No 4.7.1).

143. It was found that most of the Subject Teachers of Education did not have any specific plan for the achievements of objectives except dividing out line into three or four parts for completion of course in due time. In the same way, Teacher Educators also did not plan proper methodology for teaching on daily basis for achieving the objectives (Theme No 4.7.2).

144. It was found that Subject Teachers of Education orally prepared lesson and by using text books, they delivered lectures on the basis of their experiences. Further, they did not follow specific steps of lesson plan for making lesson successful. However, at the end of the lecture, re-capitulation of the lesson was done by the teachers (Theme No 4.7.2).

145. It was found that Teacher Educators also did not prepare written lesson and on the basis of their knowledge and experience they successfully delivered lessons to their students through written points by using board etc. (Theme No. 4.7.3).

146. It was found that Subject Teachers of Education responded that modern technology was necessary for making teaching effective classroom environment. But because of the lack of facility in our institutions, modern instructional technology was not used such as multimedia and projector etc. (Theme No. 4.7.4)

147. It was observed that all Subject Teachers of Education signified the importance of modern techniques and mentioned them as very beneficial for enhancing the interest of students. (Theme No. 4.7.4).

148. It was found that Teacher Educators had facilities of multimedia and projectors and they used these technologies according to the demands of topic but most of Govt. Elementary Teacher Training Colleges did not have facility of computer labs, Teleconferencing etc. (Theme No. 4.7.4).

149. It was observed that Subject Teachers of Education and Teacher Educators explained students about importance and benefits of discipline; they ignored

disruptive behaviors in classroom and tried to find out the reasons of misbehaviors (Theme No 4.7.5).

150. It was noted that Subject Teachers of Education and Teacher Educators did not punish students because of their disruptive attitudes. They had friendly behavior with their students while teaching learning process in the classroom. (Theme No 4.7.5).

151. It was observed that Subject Teachers of Education knew the understanding of their students through questioning, involving students in activities, exploring students' knowledge through quizzes, tests and for developing interest, assignment were given on weekly and monthly basis (Theme No. 4.7.6).

152. It was found that Subject Teachers of Education identified the IQ level of students and paid extra attentions to slow learners (Theme No. 4.7.6).

153. It was noted that Teacher Educators used regular questioning techniques for checking the understanding of students and as well as took assignments and quizzes occasionally, like, two assignments and one or two quizzes during semester (Theme No. 4.7.6).

154. It was found that Teacher Educators revised the pervious lessons in the class before starting new lectures, followed the rules of pervious knowledge testing (Theme No. 4.7.6).

155. It was noted that Subject Teachers of Education did not give written home work to college students on daily or weekly basis. However, assignments were given to students. Teacher Educators also did not give written homework to

students; however assignments were given during a semester (Theme No. 4.7.7).

156. It was observed that both Subject Teachers of Education and Teacher Educators gave oral appreciations to their students. Words were spoken to students such as well done, good etc., no reward, shield or numbers were awarded to students on their extraordinary performance. However, some Subject Teacher of Education responded that they gave slashes and batches to students for their brilliant performance (Theme No. 4.7.8).

157. It was found that both Subject Teachers of Education and Teacher Educators provided feedback to their students verbally. They did not use to provide formal way of feedback such as feedback was not given in form of performance certificates, awards and prizes. Teachers usually fulfilled this responsibility by saying few words verbally in the classroom. They did not use any other methods for provision of feedback to their students (Theme No. 4.7.9).

158. It was noted that Subject Teachers of Education took tests, quizzes and assignments for the assessment of their students on weekly and monthly basis (Theme No. 4.7.10).

159. However, Teacher Educators took presentation, quizzes and midterm for assessment of their students (Theme No. 4.7.10).

160. It was found that Subject Teachers of Education followed board pattern of paper setting but they were not satisfied from that pattern. However, Teacher

Educators used university recommended pattern for the exams and set papers accordingly for the final assessment of their students (Theme No. 4.7.11).

5.3 Discussion

The present study was undertaken to analyze the professional qualification and competencies of Teacher Educators and Subject Teachers of Education. It had been a comparative study, whereby, the researcher used mixed methods approach for comprehensive results. Data were collected through questionnaire, interviews and observation sheet. Both quantitative and qualitative methods of data collection and analysis were adopted. For this research concurrent triangulation design was used.

Concurrent Triangulation Design
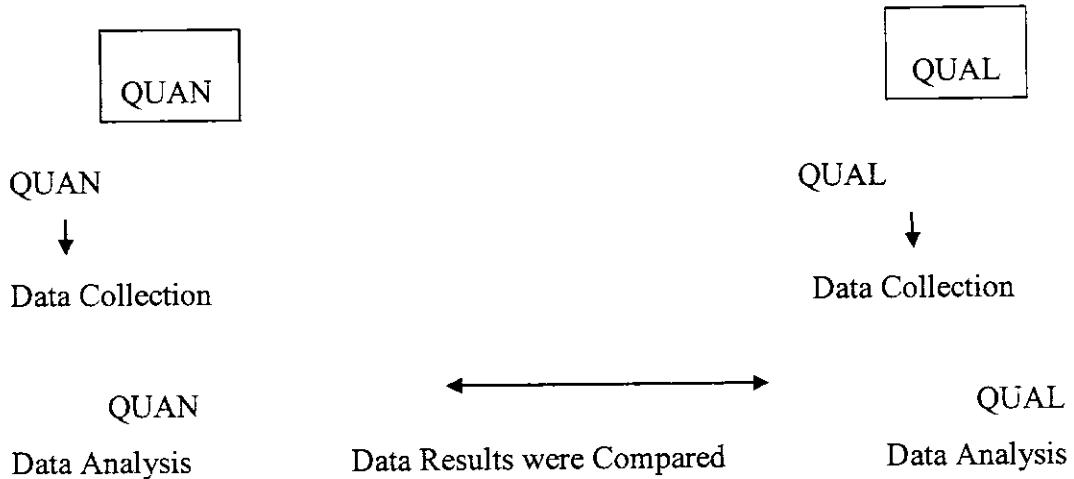
QUAN		QUAL

QUAN		QUAL
↓		↓
Data Collection		Data Collection

QUAN		QUAL
Data Analysis	Data Results were Compared	Data Analysis

This design indicated that both quantitative and qualitative data were collected simultaneously. Then, the researcher compared the results of both database for comparison as confirmation, disconfirmation, cross validation or corroboration.

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In order to know the professional qualification of Subject Teachers and Teacher Educators the researcher had used personal profile proforma. It was revealed that majority of the Teacher Educators and Subject Teachers of Education did not have professional qualification and they had MA Education as an academic degree. It was, however, found that Subject Teachers of Education were efficient and competent as compared to the Teacher Educators irrespective of their professional qualification. According to Adieze, (1986) non-qualified and non-professional teachers in teaching profession are killing the profession because they are not really teachers. He regarded them as "bird" of passage that create unnecessary vacuum whenever they see greener pasture and better prospect in the profession they are originally trained for.

Different official educational documents in Pakistan from 1959 to 2017 depict various perspectives regarding academic and professional qualification of teachers. At earlier JV, PTC, CT program is initiated to make the teachers prepared for teaching at the primary and middle school level. Bachelor education program and M.Ed. Education program aim to prepare teachers for teaching in high school. Master in Education program aims to prepare teachers for teaching at college and university level. For the professional development of future teacher almost all the Govt. and private sectors teacher training institutions and universities conducted one and half months teaching practice for provision of skills to both male and female trainees in designated schools. Whereas according to 2017 educational policy the qualifications of teachers for teaching at different levels in public and private sectors institutions have been changed, for teaching at primary and elementary level four years B.Ed. (Hons) Elementary or BA/BSc with B.Ed. degree will be obligatory. Whereas for

teaching at secondary level it is necessary to have sixteen years of qualification along with the degree of B.Ed. Secondary .To teach at secondary and higher secondary level teachers are required to have the five years B.Ed. (Hons) level of qualifications. It ensures that there should be a uniform standard of teachers in all over the country regarding qualifications, professional development, designation etc. as well as for the betterment of teacher educators/trainers it is suggested that in each province of the country academics will be established for the continuous professional development and provision of latest technology based knowledge for Teacher Educators.

Regarding competencies of the Subject Teachers of Education and Teacher Educators, data were collected from heads and students of Govt. Colleges separately. In these colleges, Education was taught as a subject. Heads and students of the Govt. Elementary teacher training colleges were also the population of the study. These colleges provided training to future teachers. The quantitative data analysis of heads' views indicated that there were no significant differences regarding the competencies of Subject Teachers of Education and Teacher Educators. Whereas, students' responses about Govt. Colleges and Govt. Elementary Teachers Training Colleges showed that there existed significant differences between the competencies of Subject Teachers of Education and Teacher Educators. Now the question arises why the differences existed between the heads' views and students' views regarding the competencies of Teacher Educators and Subject Teachers of Education. In researcher's, opinion the reasons for differences in their views is that students were directly interacted with their teachers in the classrooms. Different indicators of teachers' competencies such as command over the subject, usage of technology,

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classroom behavior, maintaining classroom environment etc. are related to the students. Students deeply observed their teachers so their views regarding teachers' competencies were different as compared to heads of the institutions.

The data analysis stated that Subject Teachers of Education were more efficient as compared to Teacher Educators. The same point of views was discussed by Ali (1998) about the staff of Govt. Elementary Teacher Training Colleges (GCETs) that the staffs of these colleges were not properly trained. Inappropriate teaching methodology was used by them as well as teaching practice of future teachers was not properly supervise by them for enhancement of teaching skills.

It was interesting to discover that there existed significant differences between the Subject Teachers of Education and Teacher Educators concerning essential teaching skills. The Subject Teachers of Education were found more competent as compared to the Teacher Educators in lesson planning, lesson presentation skills, maintaining classroom discipline, command over the subjects, usage of appropriate teaching methods, maintaining social environment and evaluation skills. Wijaya and Rusyan (2000) clarify that competence is an overview of the qualitative nature of the conduct of teachers or educational staff seems very significant.

Akbar (2002) enlightens some skills for effective teaching that a teacher should plan the lesson according to the needs of students, present the material effectively, keep a good and pleasant learning environment, develop a strong interaction between students and teacher, maintain good discipline in the classroom,

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ask the right questions and use appropriate questioning during the lesson and use assessment techniques to assess student achievement.

Moreover through observation, the researcher found that Subject Teachers of Education were more competent as compared to the Teacher Educators.

Why the Subject Teachers of Education are more competent as compared to Teacher Educators. Subject Teachers of Education might be qualified according to their job requirement. MA Education qualification is preparing a teacher to teach at intermediate and undergraduate level. At this level teachers' just teach students theories based subjects and do not provide training to their students whereas teacher trainers or educators have to provide practical knowledge and training to future teachers but they are not prepared for the provision of training they are qualified to provide theoretical knowledge to their students.

For getting in-depth responses regarding the competencies of Subject Teachers of Education and Teacher Educators, they were interviewed by the researcher. Qualitative data analysis portrayed that Subject Teachers of Education and Teacher Educators had almost similar competencies in the usage of strategies for the clarification of topic as well as relevant interdisciplinary knowledge regarding command over the subjects, specific plan for the achievements of objectives except dividing outline into three or four parts for completion of course in due time. Differences existed in the performances of Subject Teachers of Education and Teacher Educators regarding developing confidence in students, teaching methodologies and usage of evaluation skills. Nwaehutwu (2006) portrays that

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teacher training focuses on methods, courses and content areas of expertise. It's like assuming that once a person knows many facts about a particular subject, he or she can teach others, if the teacher studies a subject in depth and learn methods of instruction, he or she will be a good teacher. Ali (1998) explains that evaluation of future teachers totally depends on rote memorization.

Subject Teachers of Education identified the IQ level of students and paid extra attention to slow learners and knew the understanding of their students through questioning and gave assignments on weekly and monthly basis. Teacher Educators also used regular questioning techniques for checking the understanding of students. They also gave assignment and quizzes occasionally like two assignments and one or two quizzes during semester. Another important aspect of the study was to analyze the data gender-wise also. The significant differences in the results showed that the male teachers were more qualified and more competent as compared to their female counterparts. The question is why the male teachers are more competent as compared to female teachers. Men and women generally have different ways of teaching or describing something. Intelligence and talent are independent of gender. The quality of the teacher can be measured by the evaluation that he applies to the effective transformation of the learner by showing the specific science of his domain and preparing him for life with a critical, responsible and ethical sense. In some cases no differences existed and in some matters it occurred. It is the matter of competencies, experience and knowledge depending on the field as the few male teachers know their subject, teach it well as compare to females teachers. Every individual teacher has his or her own qualities and two teacher male or female cannot be the same. The

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personality of teacher is always different. The ability to deliver lecture, the interest, the teacher male or female take in student's problems is also different. Every teacher has some draw backs and some unique qualities. Their view on discipline may also be not the same. Here the researcher specified this answer to present study. The results of this research depict that male teachers are more competent than female teachers.

To sum up, the results of the study indicated that whatever the qualification and competencies be, Subject Teachers of Education were found more efficient and more concerned with the outcomes of their efforts as compared to the Teacher Educator

5.4   Conclusions

5.4.1   Quantitative Part of Results

1. Majority of the Teacher Educators and Subject Teachers of Education did not have professional qualification (Findings no.3, 8).

2. A greater number of Subject Teachers of Education and Teacher Educators did not receive any in-service training, attend workshops and get diplomas for enhancing their teaching skills and professional qualifications (Findings no.10, 11, 12, 13, 14).

3. According to the views of principals of Govt. Colleges and Teacher Training Colleges no significant differences were found in the competencies of Subject Teachers of Education and Teacher Educators in following indicators such as command over subject, designed teaching programme for desired outcomes, use of subject specific technology, lesson planning , lesson presentation, and

lesson management skills, maintaining social environment, utilization of appropriate methodologies, maintaining classroom discipline. Classroom behavior of the Subject Teachers of Education is not significantly different from Teacher Educators regarding formulation of appropriate questions in classroom, checking of homework and class work regularly, inspiring confidence , monitor students' progress , provide feedback and evaluation skills.(Findingsno.95,96,97,98,99,100,101,102,103,104,105,106,107,108,109, 110).

4. According to the views of principals of Govt. Colleges and Teacher Training Colleges, competencies of Subject Teachers of Education are not significantly different from Teacher Educators. Both groups of teachers showed similar performances.

5. According to the views of principals of Govt. Colleges and Teacher Training Colleges, competencies of male teachers are significantly different from female teachers (Findings no.111)

6. According to the responses of students of Govt. Colleges and Teacher Training Colleges, competencies of Subject Teachers of Education are significantly different from Teacher Educators. Subject Teachers of Education presented efficient performance as compared to Teacher Educators (Finding no.126)

7. The results of findings indicated that Teacher Educators were efficient as compared to Subject Teachers of Education in the following indicators of competencies i.e. designing teaching programme for desired outcomes, usage

of subject specific technology and maintaining social environment in the classroom (Finding no. 113,114,117).

8. Lesson presentation skills of Subject Teachers of Education were significantly efficient from Teacher Educators (Finding no. 115).

9. Maintaining social environment in the classroom by Teacher Educators was significantly different from Subject Teachers of Education (Finding no.117).

10. Usage of appropriate teaching methodologies, maintaining classroom discipline, formulation of appropriate questions, checking of homework and class work regularly, inspiring confidence in students, monitoring student' progress and provision of feedback and evaluation skills, Subject Teachers of Education showed efficient performance as compared to Teacher Educators (Finding no.118,119,121,122,123,124,125).

11. Competencies of the Subject Teachers of Education were significantly efficient as compared to Teacher Educators (Finding no.126).

12. According to the views of students of Govt. Colleges and Teacher Training Colleges male teachers were more competent than their female counterparts (Finding no.127).

5.4.2 Qualitative Parts of Results

1. Subject Teachers of Education and Teacher Educators almost used the same strategies for the clarification of topic as well as relating interdisciplinary knowledge (Finding no.139).

2. Most of the Subject Teachers of Education and Teacher Educators did not have any specific plan for the achievements of objectives. They just divided

the outlines of courses into three or four parts for completion of course in due time (Finding no.142).

3. For making a lesson successful, Teacher Educators and Subject Teachers of Education did not use to prepare written lesson and on the basis of their knowledge and experience they successfully delivered lessons to their students through written points by using board etc. (Finding no.143, 144).

4. Subject Teachers of Education and Teacher Educators used different methods for delivering lessons to their students (Finding no.140, 141).

5. Both Subject Teachers of Education and Teacher Educators realized the importance of modern technology but only Teacher Educators had the facility of modern technology in their institutions (Finding no.145, 146).

6. Both Subject Teachers of Education and Teacher Educators maintained disciplined in their classes, were against the punishment of students and coped with disruptive behaviors efficiently (Finding no.148, 149).

7. Subject Teachers of Education identified the IQ level of students and paid extra attentions to slow learners (Finding no.151).

8. Subject Teachers of Education knew the understanding of their students through questioning and gave assignments on weekly and monthly basis (Finding no.150).

9. Teacher Educators used regular questioning techniques for checking the understanding of students as well as took assignments and quizzes occasionally, like, two assignments and one or two quizzes during a semester. (Finding no.152).

10. Both Teacher Educators and Subject Teachers of Education did not give home work to students (Finding no.154).

11. Oral appreciations were given to their students by Subject Teachers of Education and Teacher Educators (Finding no.155).

12. Subject Teachers of Education followed board pattern of paper setting and Teacher Educators used university recommended pattern for the exams and set papers accordingly for the final assessment of their students (Finding no.159).

5.5   Recommendations

In view of the above mentioned findings and conclusions, following recommendations would be suggested regarding the professional qualifications and competencies of Subject Teachers of Education and Teacher Educators.

5.5.1   Recommendations for Teacher Educators

1. It is also necessary to increase the level of academic qualification of Teacher Educators taking into consideration the level at which they are teaching. It is not acceptable that a teacher with only a MA Education degree teach to students' teachers.

2. It is recommended that a specialized field or separate degree programme may be offered for Teacher Educators during their MA/M.Ed degree programme.

3. The findings of study revealed that Teacher Educators needed improvement in command over the subject, lesson presentation skills, usage of appropriate teaching methods, maintaining class discipline, formulation of appropriate questions, checking of homework and classwork, monitor students' progress,

provision of feedback and evaluation skills. Teacher Educators may concentrate on improving the above mentioned competencies for enhancing their skills in teaching.

5.5.2 Recommendations for Subject Teachers of Education

4. Finding of the present study shows that Subject Teachers of Education provided traditional knowledge to their students. It is strongly recommended that Subject Teachers of Education may have up-to-date knowledge of their subject that is very necessary for students to fulfill the needs of present era and competing in the world of global village, such as digital literacy skills etc.

5. For the amalgamation of Information and Communication Technology to teacher education programme for improving teaching skills, providing latest teaching learning aids in classroom. There may be provisions of ICT related facility such as projector, multimedia, computer etc. for Subject Teachers of Education in their institutions for the improvement of their teaching methodologies.

6. Subject Teachers of Education may enhance their competencies in following dimensions such as designing teaching programme for desired outcome, usage of subject specific technology and maintaining social environment in the classroom during teaching learning process.

5.5.3 Recommendations for Both Groups of Teachers (Subject Teachers of Education and Teacher Educators

1. Generally speaking, there is a need to improve the professional qualifications of Subject Teachers of Education and Teacher Educators including different indicators of competencies.

2. The findings of the study highlight that no difference exists between the academic and professional qualifications of Subject Teachers of Education and Teachers Trainers, whereas, they are doing different jobs. Teacher Educators educate the future teachers and Subject Teachers of Education teach to intermediate and BA levels students. Therefore, it is suggested to the policy makers and planers that they may develop separate criteria for the selection of Teacher Educators and Subject Teachers of Education, i.e., level of qualification, experience, professional qualification etc. It will be valuable for enhancing the quality of teacher education in Pakistan.

3. The results of this study indicated that very less number or no in-service training, refresher courses, workshops and diplomas are organized by their concerned departments for the Subject Teachers of Education and Teacher Educators. In-service training, refresh courses ,workshops and diplomas may be conducted for both Subject Teachers of Education and Teacher Educators in accordance with the level at which they are teaching.

4. The quality of the curriculum, particularly taking into consideration the four elements which are the Subject matter to be taught, foundation of education studies, professional studies, and practicum. Subject knowledge is a pre-requisite for entry into the teaching profession. The curriculum may be

designed and developed in accordance with the level of education in which the Teacher Educators and Subject Teachers of Education are to be trained to teach. The curriculum should be aligned with the professional needs of the both groups of teachers.

5. Besides qualifications both Subject Teachers of Education and Teacher Educators may have professional training and experience at the same level in which they are teaching. (Teaching to intermediate or undergraduate level as well as teaching to students teachers).Because the teacher is the key to educational quality.

6. Both Teacher Educators and Subject Teachers of Education may give home assignments to their students.

7. Both groups of teachers (Teacher Educators and Subject Teachers of Education) may give written appreciations along with oral appreciations to their students.

5.5.4   Future Researches

1. As theoretical framework of the study was based on Shulman model of competencies i.e. content knowledge, pedagogical knowledge and pedagogical content knowledge. Whereas this model had been extended such as Technological Knowledge (TK), Technological Content Knowledge (TCK) and Technological Pedagogical Knowledge (TPK). The researcher did not use the extended model during this study. Therefore it is recommended that the future researchers may use the extended model of Shulman while analyzing the competencies of teachers and educators.

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2. The perspective researchers are recommended to compare the professional qualification and competencies of Subject Teachers of Education with Teacher Educators those who are teaching at university level.

3. The future researchers are recommended to explore the professional qualification and competencies of teachers at primary and secondary levels of education.

4. It is recommended to investigate and compare the competencies and professional qualifications of Teacher Educators in public and private institutions of teachers training.

5. An experimental study may be conducted for comparing the competencies of Subject Teachers of Education regarding the usage of traditional methods of teaching and usage of ICT integrated methodology.

6. A study may be conducted to evaluate the training programme of Teacher Educators in Pakistan and other developing countries.

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APPENDICES

<div align="right">**Appendix A**</div>

QUESTIONNAIRE FOR PRINCIPALS/HEADS

Personal Data

Name: _____

Designation: _____

Qualification:

      a) Academic :_____

      b) Professional: _____

Name of the Institution: _____

Experience (in years):_____

Gender:

      a) Male :_____

      b) Female:_____

Given below are some statements, please tick (√) the appropriate level of your agreement. (Note that SA= strongly agree, A= agree, UNC= uncertain, DA= disagree, and SDA= strongly disagree)

S.No.	STATEMENTS	SA	A	UNC	DA	SDA
1.	**COMMAND OVER THE SUBJECT**					
1.1	Teachers have command over the content.					
1.2	Teachers can relate interdisciplinary knowledge.					
1.3	Teachers have knowledge beyond the					

		prescribed syllabus.					
1.4		Teachers give examples from daily life/beyond the books					
1.5		Teachers provide latest information about the subject.					

2. DESIGN TEACHING PROGRAMME FOR DESIRED OUTCOMES

2.1		Teachers know the ways in which learning takes place.					
2.2		Teachers know the appropriate ways of intellectual development of the students.					
2.3		Teachers know the appropriate ways of physical development of the students.					
2.4		Teachers know the appropriate ways of social development of the students.					
2.5		Teachers know the appropriate ways of emotional development of the students.					
2.6		Teachers can identify levels of readiness in learning.					

3. SUBJECT-SPECIFIC TECHNOLOGY

3.1		Teachers know the specific uses of technology in their discipline.					
3.2		Teachers understand how technological advances affect their discipline.					
3.3		Teachers know where to find technological resources specific to their discipline.					

4. LESSON PLANNING SKILLS

4.1		Teachers possesses good planning skills					
4.2		Teachers prepare the lesson objectives before going to class.					
4.3		Teachers always complete planned lesson within planned time.					
4.4		Teachers always plan lesson before going to class.					
4.5		Teachers always complete /achieve the major outcomes of lesson.					

5. LESSON PRESENTATION SKILLS

5.1		Teachers present the material effectively.					

5.2	Teachers introduce the lesson in interesting way.						
5.3	Teachers involve the students in learning activities.						
5.4	Teachers have the ability to instruct through models and practical example.						
5.5	Teachers have the ability to instruct through audio /visual aids.						
5.6	Teachers plan activities regarding their lesson						
6. LESSON MANAGEMENT SKILLS							
6.1	Teachers have the ability to manage and organize the lesson.						
6.2	Teachers have the ability to teach the new lesson on the basis of the students' previous knowledge.						
6.3	Teachers have the ability to split the learning material into sequence.						
6.4	Teachers use planners in which they properly formulate whole course.						
7. MAINTAINING SOCIAL ENVIRONMENT							
7.1	Teachers have the ability to maintain good and effective environment in the class.						
7.2	Teachers have the ability to develop the student's interest in learning.						
7.3	Teachers have the ability to develop strong interaction between students and teacher.						
8. APPROPRIATE TEACHING METHODOLOGIE							
8.1	Teachers have the ability to choose the teaching method according to the situation.						
8.2	Teachers have the ability to teach the students by using appropriate teaching method.						
8.3	Teachers have the ability to use different strategies for problem solving.						
8.4	Teachers have the ability to provide plenty of opportunities to students for practice.						
9. MAINTAIN CLASS DISCIPLINE							
9.1	Teachers have the ability to maintain discipline in						

	the classroom.						
9.2	Teachers have the ability to cope with disruptive behavior.						

10. TEACHER CLASSROOM BEHAVIOR

10.1	Teachers possess balanced behavior in classroom.						
10.2	Teachers have the qualities of flexibility to influence the student's achievements.						
10.3	Teachers possess the qualities of creativity to influence the student's achievements.						
10.4	Teachers use reinforcement strategies to make classroom conducive.						

11. FORMULATION OF APPROPRIATE QUESTIONS

11.1	Teachers have the ability to ask questions to stimulate the students thinking during instructions.						
11.2	Teachers have the ability to ask both lower and higher cognitive questions to check students understanding.						
12.3	Teachers have the ability to properly response the students' questions.						
12.4	Teachers have the ability to use regular questioning to estimate pupils progress.						

12. CHECKING OF HOMEWORK AND CLASS WORK REGULARLY

12.1	Teachers give homework regularly.						
12.2	Teachers check the homework regularly.						
12.3	Teachers give class work regularly.						
12.4	Teachers check the class work regularly.						

13. INSPIRING CONFIDENCE IN STUDENTS

13.1	Teachers inspire confidence in students.						
13.2	Teachers appreciate the students' efforts.						
13.3	Teachers have the ability to reinforce the good						

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		behavior of the students.						
13.4		Teachers use motivational strategies to motivate slow learners into the limelight.						

14. MONITER STUDENT PROGRESS AND PROVIDE FEEDBACK

14.1		Teachers have the ability to monitor students' progress effectively.						
14.2		Teacher have the ability to maintain the records of students' progress						
14.3		Teacher have the ability to provide appropriate feedback to students/pupils						
14.4		Teachers have the ability to identify flaws and strengths of performance of students.						

15. EVALUATION SKILLS

15.1	Teachers have the ability to use evaluation skills for judging the students achievements.						
15.2	Teachers have the ability to use diagnostic evaluation skills to identify the problems in learning.						
15.3	Teachers properly evaluate students by having tests etc.						

QUESTIONNAIRE FOR STUDENTS

Personal Data

Name: _____

Class: _____

Name of the Institution: _____

Gender:

    c) Male :_____

    d) Female:_____

Given below are some statements, please tick (√) the appropriate level of your agreement. (Note that SA= strongly agree, A= agree, UNC= uncertain, DA= disagree, and SDA= strongly disagree)

S.No.	STATEMENTS	SA	A	UNC	DA	SDA
1.	**COMMAND OVER THE SUBJECT**					
1.1	Teachers have command over the content.					
1.2	They complete the course well in time.					
1.3	Teachers understand the ways in which their teaching area connects to the broad curriculum.					
1.4	Teachers can relate interdisciplinary knowledge.					
1.5	Teachers have knowledge beyond the prescribed syllabus.					
1.6	Teachers give examples from daily life/beyond the books.					
1.7	Teachers provide latest information about the subject.					
2.	**DESIGN TEACHING PROGRAMME FOR DESIRED OUTCOMES**					

2.1	Teachers plan their teaching to achieve the desire objective.					
2.2	Teachers know the ways in which learning takes place.					
2-3	Teachers organize the course for the whole academic years.					
2.4	Teachers know the appropriate ways of intellectual development of the students.					
2.5	Teachers know the appropriate ways of social development of the students.					
2.6	Teachers know the appropriate ways of emotional development of the students.					
2.7	Teachers can identify levels of readiness in learning.					

3. SUBJECT-SPECIFIC TECHNOLOGY

3.1	Teachers know the specific uses of technology in their discipline.					
3.2	Teachers understand how technological advances affect their discipline.					

4. LESSON PRESENTATION SKILLS

4.1	Teachers present the material effectively.					
4.2	Teachers introduce the lesson in interesting way.					
4.3	Teachers involve the students in learning activities.					
4.4	Teachers have the ability to instruct through models and practical example.					
4.5	Teachers have the ability to instruct through audio /visual aids.					
4.6	Teachers plan activities regarding their lesson.					

5. LESSON MANAGEMENT SKILLS

5.1	Teachers have the ability to manage and organize the lesson.					
5.2	Teachers have the ability to teach the new lesson on the basis of the student's previous knowledge.					
5.4	Teachers have the ability to split the learning material into sequence.					

6. MAINTAINING SOCIAL ENVIRONMENT

6.1	Teachers have the ability to maintain good and effective environment in the class.					
6.2	Teachers have the ability to develop the student's interest in learning.					
6.3	Teachers have the ability to develop strong interaction between students and teacher.					

7. APPROPRIATE TEACHING METHODOLOGIES

7.1	Teachers have the ability to choose the teaching method according to the situation.					
7.2	Teachers have the ability to teach the students by using appropriate teaching method.					
7.3	Teachers have the ability to use different strategies for problem solving.					
7.4	Teachers have the ability to provide plenty of opportunities to students for practice.					

8. MAINTAINING CLASS DISCIPLINE

8.1	Teachers have the ability to maintain discipline in the classroom.					
8.2	Teachers have the ability to cope with disruptive behavior.					

9. TEACHER CLASSROOM BEHAVIOR

9.1	Teachers possess balanced behavior in classroom.					
9.2	Teachers have the qualities of flexibility to influence the students' achievements.					
9.3	Teachers possess the qualities of creativity to influence the students' achievements.					
9.4	Teachers use reinforcement strategies to make classroom conducive.					

10. FORMULATION OF APPROPRIATE QUESTIONS

10.1	Teachers have the ability to ask questions to stimulate the students thinking during instructions.					
10.2	Teachers have the ability to ask both lower and higher cognitive questions to check student's understanding.					
10.3	Teachers have the ability to properly response the student's questions.					

10.4	Teachers have the ability to use regular questioning to estimate pupils progress.					

11. CHECKING OF HOMEWORK AND CLASS WORK REGULARLY

11.1	Teachers give homework regularly.					
11.2	Teachers check the homework regularly.					
11.3	Teachers give class work regularly.					
11.4	Teachers check the class work regularly.					

12. INSPIRING CONFIDENCE IN STUDENTS

12.1	Teachers inspire confidence in students.					
12.2	Teachers appreciate the student's efforts					
12.3	Teachers have the ability to reinforce the good behavior of the students.					
12.4	Teachers use motivational strategies to motivate slow learners into the limelight.					

13. MONITER STUDENT PROGRESS AND PROVIDE FEEDBACK

13.1	Teachers have the ability to monitor students 'progress effectively.					
13.2	Teachers have the ability to maintain the records of students' progress.					
13.3	Teachers have the ability to provide appropriate feedback to students/pupils.					
13.4	Teachers have the ability to identify flaws and strengths of performance of students.					

14. EVALUATION SKILLS

14.1	Teachers have the ability to use evaluation skills for judging the students achievements.					
14.2	Teachers have the ability to use diagnostic evaluation skill to identify the problems in learning.					
14.3	Teachers properly evaluate students by having tests etc.					

PERSONAL PROFILE OF SUBJECT OF TEACHERS OF EDUCATION AND

TEACHER EDUCATORS

Name................................Designation...............................

Qualification.......................Name of the college..........................

Age ....Experience ....

Gender ....Location ....

Q.1 Professional Qualification

Professional Qualification	Tick the relevant ones
B.Ed.	
M.Ed.	
Others	
None	

Q.2 Training

S.No	Title of Training	Nature(conducted by Org/Self	Duration

Use extra sheet if necessary

Q.3 Diploma

S.No	Title of Diploma	Nature	Duration

Q.4 Workshop

S.No	Title of Workshop	Nature	Duration

Use extra sheet if necessary

CHECK LIST FOR CLASSROOM OBSERVATION

Name:

College:

Class Observed:

Subject:

Duration:

Class size:

Topic:

Date:

Excellent:

Good:

Satisfactory:

Poor:

V.Poor

		Excellent	Good	Satisfactory	Poor	V.Poor
Instruction : Given below are the some statements, please tick ( ) to the appropriate level of your agreement.						

LESSON PLANNING SKILLS

1.	Well planned objectives :					
2.	The lesson planned according to the needs of the students.					
3.	Identification of intended learning outcomes.					

LESSON PRESENTATION SKILLS

4.	Presentation of the material.					
5	Introducing the lesson in a very interesting way.					
6	Involving the students in learning activities.					
7	Building relationship between the learning experiences and effective instruction.					

LESSON MANAGEMENT SKILLS

8	Managing and organizing the lesson.					
9	Teaching new lesson on the basis of the students' pervious knowledge.					
10	Spilt the learning material into sequences.					

MAINTAINING CLASSROOM CLIMATE

11	Maintain good climate in the class.					
12	Strong instruction between students and teacher.					
13	Develop trust of the students.					
14	Develop the students' interest in learning.					
15	Make the classroom climate					

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	effective for teaching and learning.					

COMMAND OVER THE SUBJECT

16	Having full command over the subject.					
17	Having knowledge beyond the prescribed syllabus.					
18	Providing latest information about the subject.					

APPROPRIATE TEACHING METHOD

19	Choose the teaching method according to the situation.					
20	Using appropriate teaching method.					
21	Using learning activities that require the students to practice higher order thinking.					
22	Inspiring confidence in the students.					
23	Relating the pervious lesson with the current lesson.					
24	Arousing student's interest in lesson.					
25	Providing plenty of opportunities to students for practice.					
26	Motivating the students towards learning.					

MAINTAINING CLASS DISCIPLINE

27	Maintaining good order in the classroom.					
28	Dealing the misbehaviors effectively.					
29	Identification of disruptive behavior.					

TEACHER CLASSROOM BEHAVIOR

30	Possess good classroom behavior.					
31	Having the experience about teaching and learning.					

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32	Good accent.						

FORMULATION OF APPROPRIATE QUESTIONS

33	Using proper questioning during the lesson.					
34	Using lower cognitive and higher cognitive questions to check student's understanding.					
35	Handling the student's questions properly.					
36	Using regular questioning to gauge pupils progress.					
37	Using questioning to stimulate the students thinking during instructions.					
38	Using relevant questions to the lessons.					

CLOUSRE OF THE LESSON

39	Interesting ending.					
40	Increased student's motivation.					
41	Summarizing the whole lesson.					

EVALUATION SKILLS

42	Using evaluation techniques.					
43	Evaluate the students properly.					
44	Conducting classroom test for evaluating the student's performance.					
45	Using evaluation skills for judging the student's achievement.					
46	Using evaluation skills to identify the strengths and weaknesses of the students.					

INTERVIEW GUIDE FOR SUBJECT TEACHERS OF EDUCATION/
TEACHER EDUCATORS

Q.1 What strategies you generally use in class while teaching as how you clarify the concepts that you teach to your students? **Probing:** What ways do you use to connect your teaching area with broad curriculum? How do you relate disciplinary knowledge to other subject area? Is this way is working for students to make them clear? How do you apply theoretical knowledge from discipline to practical situation? How do you relate the lesson to daily life?

_____

_____

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Q.2 Do your plan your teaching to achieve the desire objective? **Probing:** What type of teaching program do you plan for getting desire learning outcomes?

_____

_____

_____

_____

_____

_____

Q.3 How many steps do you follow for planning a lesson? **Probing:** Can you give me

an example of a lesson to which you consider good and you are asked to repeat

that lesson then what would you do to make that different? Do you take any quiz

(oral practice) in the next class that you have taught in previous to asses that the

lesson is imparted successfully or not?

_____

_____

_____

_____

_____

_____

_____

Q .4 What is your opinion about the use of modern instructional techniques in

teaching relevant to your subject area? **Pro:** Are these techniques beneficial for

students? In your opinion is there any difference among those who use and who

do not? Do you know the specific uses of technology in your discipline? How

you find technological resources specific to discipline? Like is there any subject which you consider incomplete in teaching or learning if you do not use them?

_____

_____

_____

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_____

Q.5 What strategies do you use to maintain discipline in the classroom? What?

Probing: How do you cope with disruptive behavior of the students?

_____

_____

_____

_____

_____

_____

_____

Q.6 How do you stimulate the students thinking during instructions? **Probing:** How do you check students understanding? How you used to manage interest of students in your subject area? Tell me about a problem you face with a

disinterested student? How did you deal with that student? What were the main

actions you took?

_____

_____

_____

_____

_____

_____

_____

Q.7 How many times you give home work in a week? **Probing:** How many times

you check home work in a week? Which type of tasks (homework) do you think

are more viable for successful learning?

_____

_____

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_____

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_____

_____

Q. 8 How would you appreciate the student's efforts in classroom? **Probing:** What

strategies do you use to make environment of classroom conducive? What

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motivational strategies do you use to motivate the slow learners into the
limelight?

_____

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Q.9 How do you monitor students' progress in classroom? **Probing:** How do you
maintain the records of students' progress?

_____

_____

_____

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_____

_____

_____

Q. 10 How do you provide appropriate feedback to students/pupils? **Probing:** What

measure do you use to identify flaws and strengths of performance of students?

_____

_____

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_____

_____

_____

_____

Q.11 What type of assessment technique do you use for evaluation of your students in

the classroom? **Probing:** How many test you take from students in a month?

How many assignments do give students during a semester/ years? How many

quizzes do you take from students during a semester/ years? How many

presentations do you take from students during a semester/ years?

_____

_____

_____

_____

LIST OF INSTITUTIONS

List of institutions (where pilot testing was done)

1. Govt. Degree College for women Kahuta

2. Govt. Degree College for women Kallar Syedan

3. Govt. Postgraduate College Asghar Mall Rawalpindi

4. Govt. Elementary College for Elementary Teacher Gujranwala

5. Govt. College for Elementary Teachers Gujrat