

Teachers' Perception towards Pre-Service Teacher Education Program at Higher Secondary Level

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Abstract

The basic purpose of this study was to find out the teachers' perception about pre-service teacher education program at higher secondary level. The teachers of Higher Secondary level from both public and private organization were randomly taken as sample. Total 30 teachers were conveniently taken as sample. A self-designed survey was selected to be used in this study. The questionnaire which was used in this study consisted of two parts. The first part of questionnaire was about demographic factors while second part covered the teachers' perception about teacher education program. The measurement of variables such as teaching skills, pedagogical skills and professional skills were collectively used as teachers' perception about pre-service Teacher Education programs. Teachers responded to the items on five point likert scale ranging from "strongly disagree" to "strongly agree". The major findings of this study were that teachers have positive perception about teacher education because mostly teachers said that teacher education means development of teacher proficiency and competences. The male & female, public & private, regular & private and B.Ed & M.ED teachers' perception towards pre-service teacher education programs have no significant mean differences at higher secondary level. Teachers who have different qualification and age groups have no significant mean differences while teachers who have different teaching experiences have significant difference towards teachers' perception about pre-service teacher education program at higher secondary.

Keywords: Teacher Education, Teaching Skills, Pedagogical Theory, Professional Skills

Introduction

The most crucial factor at the grass roots level in implementing all education reforms is the teacher and the quality of instruction in the classroom which is directly related to the quality of education. A successful teaching learning process depends on the commitment of the teacher, competence and skills of teaching, academic qualifications and knowledge of the subject matter. The effectiveness of teacher education programs in the country need to be intensified to accord adequate priority to the quality of education at various levels. What student learn, a culture of lifelong learning as well as their attitude towards education; all these factors effecting the quality of education and teachers have the most direct impact on all these factors. The teacher performance in the classroom and qualities of teacher preparation have a correlation which indicates by a growing body of evidence. "The more prepared teachers are to understand content knowledge, design various types of lessons and assessments, and consider student perspectives, the more confident they are as professionals and more successful their students become" (Darling-Hammond, 2000).

"The qualitative dimension of teacher education program has received only marginal attention resulting in mass production of teachers with shallow understanding of both the content and methodology of education"(National Education Policy 1998-2010, p47). The standard of teacher education must be raised in order to improve the overall quality of education in Pakistan which is mention in National Education Policy of 2009 and the Policy calls for reform in pre-service training and standardization of professional qualifications.

The National Educational Policy (2009) underscores the need for seeking innovative, cost effective ways to grapple with the demand of quality and accessibility in the context of teacher education. Therefore, expansion of education provision with corresponding emphasis on the need to reduce cost and increase access and enhance the quality of the teacher education system inevitably requires adopting an unconventional approach to teacher education and professional development. This study helps the educator, practitioners and teachers as well to understand the importance of teachers' perception about pre-service teacher education programs and enlarge the different factors which effect on the perception of teachers towards teacher education programs. This study will assist the teacher in making curriculum and management related decisions. This study also help in development of literature about teacher education because it enhance the practice of real learning and effective problem solving techniques and to give a proper shape of a successful teacher education programs.

Statement of the problem

A lot of activities and programs are initiated for teacher education but still there is a problem that either our teachers are fully aware the true meaning of teacher education. Mostly researchers work on the need and

standards of teacher education program for the teacher development but which type of actual development in our teachers at every stage of education is required. The basic purpose of this study is “to find out the teachers’ perception about pre-service teacher education program at higher secondary level”

Objectives

The following are the main objectives of the study:

1. To explore the teachers’ perception about pre-service teacher education programs.
2. To find out a correlation among teaching skills, pedagogical theory and professional skills.
3. To search the difference between male and female teachers’ perception about pre-service teacher education programs.
4. To search the difference between public and private teachers’ perception about pre-service teacher education programs.
5. To search the difference between regular and private teachers’ perception about pre-service teacher education programs.
6. To search the difference between B.Ed and M.Ed teachers’ perception about pre-service teacher education programs.
7. To analyze the effect of age, teaching experiences, and qualification groups on teachers’ perception about pre-service teacher education programs.

REVIEW OF RELATED LITERATURE

The requirements of the profession and the challenges therein are related to the development of teacher proficiency and competence are achieved through a program that would enable and empower the teacher is known as Teacher Education. The teacher is the most important element in any educational program and it can only be run at any stage by the teacher who is mainly responsible for implementation as stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education. It is rightly observes that the teacher education program by The American Commission as that “the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher” (UNESCO, 2012).

From 1906 to 1956, Teacher training is consider as the program of teacher preparation and the resultant teacher were known as mechanics or technicians. The narrower goals of that system of training were focused on the skill trainings. Its scope was limited because the perspective of teacher education was therefore very narrow. W.H. Kilpatric said that “Education is to human beings while Training is given to animals and circus performers.” Teacher education is actually a sum of teaching skills, sound pedagogical theory and professional skills. The different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment is called Teaching skills that would include providing training and practice in it. Communication skills, class room management, preparation and use of instructional materials includes in it while Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. Professional skills include soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills that work towards the growth of the profession. A union of all these three aspects of teacher education program such as teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

The entire teacher education process prevalent in different countries of the world, deducting the similarities and highlighted the underlying philosophies of these practices were analyzed in great detail by Yogesh and Nath in 2008. The development and analysis of any teacher education programme must deal with the following basic foundations:

- 1) Who the performers or would be teachers are?
- 2) How does one educate them (process of activity) to be effective teachers?
- 3) What kinds of men and women should they be?
- 4) What skills, knowledge and behavior should they be expected to develop?

Teachers’ expected roles, their educative process and expected process and expected professional standing fundamentally were further elaborated by the researchers because the philosophy of teacher education starts with the problem of trainee. The university examination mostly is considered as the key criterion for the selection of candidates for the teacher education colleges, along with good performance at interview and entry test, which serves as supporting criteria for the selection decision because they observed that the training institutions are faced with the task of student selection on one hand and arranging for the education of future teachers on the other. As regards who would be the prospective teachers, they considered entrants with u

A considerable body of literature has been developed for the Professional preparation of teachers in Pakistan and it has been studied by a number of scholars over the last two decades and formed a variety of official policy statements on this topic. The prevailing modes of teacher preparation are critical in most of the literature in the country. The causes of poor quality of teachers and teaching based on the archaic curricula, outdated and poor quality of instruction, unattractive salaries, terms and conditions of service that accept mediocrity in hiring, retention and promotion of teachers (Aly, 2006). Each institution to develop teacher preparation programs at their own will has lack of a viable national framework and professional standards for teacher training, the complexity of institutional arrangements, their concomitant lack of coherence and the obstacles this poses to producing consistency in quality of teachers in all the provinces.

A framework for the design of innovative and relevant programs of pre-service teacher education integrating general education in liberal arts and sciences, subject matter proficiency, pedagogical studies and a sequence of supervised field experiences in schools based on some specific standards. So therefore the qualitative improvement of teacher education programs and proposed professional standards to assess the quality of teachers produced by teacher education programs (Butt, 2008). The Ministry of Education adopted and notified ten National Professional Standards for Teachers in Pakistan in November 2008, under the STEP initiative. The competencies, skills and attributes deemed as essential targets for beginning teachers, accomplished master teachers, teacher educators and other educational specialists which are defined by nationally agreed upon standards. These standards are used both in the development of pre-service and in-service teacher training programs. The National Professional Standards for Teachers 2009 are listed below;

1. Subject matter knowledge
2. Human growth and development
3. Knowledge of Islamic ethical values/ Social life skills
4. Instructional planning and strategies
5. Assessments
6. Learning environments
7. Effective communication and proficient use of information communication technologies
8. Collaboration and partnerships
9. Continuous professional development and code of conduct
10. Teaching of English as second/ foreign language(ESL/EFL)

The USAID funded Pre-Step (Pre-Service Teacher Education Program) and the British Council's PEELI (Punjab English Education and Language Initiative) underscore a great desire among teachers cohort to upgrade their professional qualifications. Similarly, the National Educational policy of 2009, reforms in pre-service training and standardization of professional qualifications are essential requirement for improving the overall standard of Education in Pakistan. So this policy shift puts immense pressure on teachers to enhance and upgrade their professional qualifications. There are 275 teacher training institutions providing pre-service training (certification, diplomas and degree). Pre-service teacher education programs are listed below along with different levels of education in Pakistan.

Sr.No	Title of Program	Entry Acad. + Duration of Program	Level/grades for which prepared
1.	Primary Teacher Certification(PTC)	10+1	1-5
2.	Certification of Teaching	12+1	6-8
3.	B.Ed	14+1	Secondary classes
4.	B.S.Ed	12+3	Secondary classes
5.	B.Sc(Hons) in Edu.Studies	12+4	Secondary classes
6.	M.A.Education	14+2	Secondary and HS
7.	M.Ed	B.Ed+1	Secondary and HS
8.	M.Phil	Master in Edu+2 year	Higher teacher training

Teacher education programs produced the quality of teachers by these studies called for qualitative improvement of teacher education programs and proposed professional standards and such standards would also serve as a framework for the design of innovative and relevant programs of pre-service teacher education integrating general education in liberal arts and sciences, subject matter proficiency, pedagogical studies and a sequence of supervised field experiences in schools (Butt, 2008).

Education reform is facing one of more crucial challenges in Teacher education. Some countries have a teacher surplus while others face shortages, some establish standards and others competence profiles because educational contexts vary greatly internationally. However, some key issues clearly emerge. Firstly, a fixed set of tasks that teacher educators need to perform, can be used as a starting point to discuss critical dimensions to promote the quality of teacher education as competence profile for teacher educators.

Secondly, many curricular changes in teacher education while some have seen this as an opportunity for reform others have adopted more conservative approaches. An integrated curriculum scenarios underlining the scientific and academic nature of teacher education, where the relevance of practical experience/knowledge is potentiated as well as the possibility for collaboration between teachers, teacher educators and researchers because the present diverse reality of schooling and evolving professional contexts seem to emphasize the need for reform in this area. Finally, teacher accountability that has emerged recently in several countries must also be taken into account as contextual effects, such as the policy environments centered on standardized examination results (Avalos, 2011).

The teacher education system engulfs an endless cycle of ritualistic and poor teaching methods, teacher quality and delivery at various level because trainers fail to cultivate any creative thinking, inquiry and problem solving among their trainees. Modern advances in teacher training cannot be easily understood by the trainers because most of them are not aware of how to improve their own knowledge and skills. There is major misconception about teacher education that it was simple formal training and in or on the job training as well as teachers' perceptions are frequently limited to attendance at courses and conferences. The basic purpose of this study is also trying to find the teachers' perception about pre-service teacher education programs at higher secondary level.

Methodology

Population and Sample of study: The teachers of Higher Secondary level from both public and private organization were randomly taken as sample. Total 30 teachers were conveniently take as sample. A self-designed survey was selected to be used in this study.

Instrumentation: The questionnaire which was used in this study consisted of two parts. The first part of questionnaire was about demographic factors while second part covered the teachers' perception about teacher education program. The measurement of variables such as teaching skills, pedagogical skills and professional skills were collectively used as teachers' perception about pre-service Teacher Education programs. This questionnaire was developed after a thorough study of literature. Teachers responded to the items on five point likert scale ranging from "strongly disagree" to "strongly agree".

Data Analysis Procedures

The SPSS statistical analysis software package was used to analyze and tabulate the survey results. The researcher used two statistical analysis phases in the data. Descriptive statistics such as frequencies, percentages, and standard deviation were used to determine patterns and trends.

Independent t-tests was used to find means difference of gender. Pearson correlations computed to show relationships among teaching skills, pedagogical skills and professional skills. Cronbach's alpha reliabilities computed to test the internal consistency of the items for each scale. Reliabilities should be above .70 to be considered acceptable (Cronbach, 1951). Only the Practices Scale showed a less-than acceptable reliability (.64). Analysis of variance (ANOVA) test was applied to discover if there were statistically significant differences among faculty with different backgrounds, education, subject matter and teaching experiences.

Results

Table:1 Percentage of Teachers' Responses towards Specific Definition of Teacher Education

Sr.No	Specific Definition of Teacher Education	Yes	No
1	Training of a person to teach from pre-primary to higher education level.	9.7%	90%
2	Development of teacher proficiency and competences.	45%	32%
3	Empower the teacher to meet the requirements of the profession and face the challenges therein.	35.5%	42%
4	All formal and non-formal activities and experiences that help to qualify a person to assume responsibilities in educational profession.	22.6%	48.4%
5	All of these	22.6%	48.4%

Table 1 shows the percentage of teachers' responses towards specific definition of teacher education. Mostly teachers said that teacher education means development of teacher proficiency and competences which was found to be 45%.

Table.2 Teachers' Perception about Pre-Service Teacher Education Programs

Sr.	Teachers' Perception about Pre-Service Teacher Education Programs	SDA	DA	U	A	SA	M
1	Teacher Education programs help in planning of instructions.	3.2	0.0	0.0	51.6	41.9	4
2	Teacher Education programs help to impart instructions within a classroom.	0.0	0.0	3.2	45.2	48.4	4
3	Teacher Education program is an approach to provide appropriate reinforcement to teacher.	0.0	3.2	0.0	48.4	48.4	4
4	It is a technique to conduct effective assessment.	0.0	0.0	0.0	35.5	58.1	5
5	Teacher Education programs provide insight to the teachers about the implication of various school of philosophy.	0.0	0.0	3.2	67.7	25.8	4
6	Teacher Education program provide educational thoughts of philosophical thinker on education such as curriculum construction.	0.0	6.5	0.0	71.0	25.8	4
7	Teacher Education program help to understand the role of society.	0.0	3.2	0.0	41.9	48.4	4
8	Teacher Education program provide a purpose learning environment and positive relationship between teachers and students.	3.2	0.0	3.2	48.4	45.2	4
9	Teacher Education programs help to understand the students' psychological make-up.	0.0	0.0	12.9	58.1	32.3	4
10	Teacher education programs enable to understand their self, their students and learning situations.	0.0	3.2	6.5	61.3	22.6	4
11	Teacher Education programs help in growth of teaching profession.	0.0	6.5	0.0	32.3	54.8	5
12	Teacher Education programs help in counselling skills.	0.0	3.2	3.2	87.1	3.2	4
13	Teacher Education programs help in interpersonal skills.	0.0	0.0	0.0	80.6	9.7	4
14	Teacher Education programs help in computer skills	0.0	0.0	6.5	45.2	51.6	5
15	Teacher Education programs help in information retrieving and management skills.	0.0	0.0	0.0	35.5	54.8	5
16	Teacher Education programs help in lifelong learning skills.	0.0	3.2	0.0	48.4	45.2	5
17	Teacher Education programs demonstrate knowledge and understanding of professional standards for teachers.	0.0	0.0	0.0	96.8		4
18	Teacher Education programs help is the combination of teaching skills, pedagogical theory and professional skills.	0.0	0.0	6.5	29	61.3	4

Table 2 shows teachers' perception about pre-service Teacher Education programs. This table shows that majority of the teachers have selected option number 4 and 5 while assessing themselves in the given teachers' perception about pre-service Teacher Education programs. It shows that teachers are agreed and have positive attitude towards teacher education. An important thing to note is that majority of the respondents has avoided to rate themselves at the low levels. Another point to be noted is that the highest level of teachers' perception about pre-service Teacher Education programs has only been marked in the seventeenth item with percentage of 96.8% which indicates Teacher Education programs demonstrate knowledge and understanding of professional standards for teachers.

Table 3: Correlations among Teacher Education, Pedagogical Theory, Teaching Skills and Professional Skills

Variables	Teacher Education	Pedagogy	Teaching Skill	Professional Skill
Teacher Education	1	.887**	.685**	.892**
Pedagogical theory	.887**	1	.515**	.675**
Teaching Skills	.685**	.515**	1	.400*
Professional skills	.892**	.675**	.400*	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows a correlation among teacher education, pedagogical theory, teaching skills and professional skills in which teacher education and pedagogical theory which was found.887**; teacher education and teaching skills which was found.685** and teacher education and professional skills which was found.892**. All these variables are statistical significant at 0.05 level of confidence.

Table 4: Mean, SD and *t* test of Perception about Pre-Service Teacher Education Programs(PTEP) of both Male and Female teachers.

Variables	Genders	N	Means	Std.Dev.	Std.Error	t	df	Sig.
PTEP	Male	15	78.60	3.135	.809	.856	28	.399
	Female	15	76.87	7.190	1.856			

Table 4 shows the means of teachers' perception about pre-service Teacher Education programs at higher secondary level. The mean of male i.e. 78.60 is greater than the mean of female teachers i.e. 76.87 and the difference in means was not found significant. So male and female teachers have no difference regarding teachers' perception about pre-service Teacher Education programs.

Table 5. N, Mean, SD and *t* test of Perception about Pre-Service Teacher Education Programs(PTEP) of both Public and Private Teachers.

Variables	Organization	N	Means	Std.Dev.	Std.Error	t	df	Sig.
PTEP	Public	09	75.89	9.649	3.216	-1.207	28	.237
	Private	21	78.52	2.182	.476			

Table 5 shows the means of teachers' perception about pre-service Teacher Education programs of both public and private teachers. The mean of public teachers i.e. 75.89 is less than the mean of private teachers i.e. 78.52 and the difference in means were not found significant. So public and private teachers have no difference regarding teachers' perception about pre-service Teacher Education programs.

Table 6: Mean, SD and *t* test of Perception about Pre-Service Teacher Education Programs(PTEP) of both Regular and Private Teachers.

Variables	Candidate	N	Means	Std.Dev.	Std.Error	T	Df	Sig.
PTEP	Regular	10	75.90	9.088	2.877	-1.301	28	.204
	Private	20	78.65	2.159	.483			

Table 6 shows the means of teachers' perception about pre-service Teacher Education programs of teachers who attend pre-service training as regular and private candidate from training institutions. The mean of regular teachers i.e. 75.90 is less than the mean of private teachers i.e. 78.65 and the difference in means was not found significant. So regular and private teachers have no difference regarding teachers' perception about pre-service Teacher Education programs.

Table 7: Mean, SD and *t* test of Perception about Pre-Service Teacher Education Programs (PTEP)of both B.Ed and M.Ed teachers.

Variables	Professional Degree	N	Means	Std.Dev.	Std.Error	T	Df	Sig.
PTEP	B.Ed	17	78.71	3.197	.775	1.108	28	.277
	M.Ed	13	76.46	7.546	2.093			

Table 7 shows the means of teachers' perception about pre-service Teacher Education programs of both B.Ed and M.Ed teachers. The mean of B.Ed i.e. 78.71 is greater than the mean of M.Ed teachers i.e. 76.46 and the difference in means was not found significant. So B.Ed and M.Ed teachers have no difference regarding teachers' perception about pre-service Teacher Education programs.

Table 8: Means, Std.deviation, Std.Error of different Age Groups

Ages	N	Mean	Std. Deviation	Std. Error
25-30	3	70.33	12.503	7.219
31-35	5	79.80	8.167	3.652
36-40	11	78.55	2.622	.790
41-45	7	77.71	1.976	.747
46-50	4	78.50	2.380	1.190
Total	30	77.73	5.521	1.008

Table 8 shows the means of different age groups in which the mean of (25-30) age group which was found 70.33, (31-35) age group which was found 79.80, (36-40) age group which was found 78.55; (41-45) age group which was found 77.71 and (46-50) age group which was found 78.50 . So there is no significant difference on the basis of age groups about teachers' perception about pre-service Teacher Education programs.

Table 9: ANVOA for Teachers' Perception about Pre-Service Teacher Education programs and their Different Age groups.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	195.244	4	48.811	1.772	.166
Within Groups	688.623	25	27.545		
Total	883.867	29			

Table 9 shows the mean difference between the age groups which was found 195.244 and within the age groups which was found 688.623. There is a difference between and within the age groups about the teachers'

perception about pre-service Teacher Education programs but this difference is not significant.

Table 10: Post Hoc (LSD) test for multiple comparison of Age group

(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.
25-30	31-35	-9.467*	3.833	.021
	36-40	-8.212*	3.418	.024
	41-45	-7.381	3.622	.052
	46-50	-8.167	4.008	.052
31-35	25-30	9.467*	3.833	.021
	36-40	1.255	2.831	.661
	41-45	2.086	3.073	.504
	46-50	1.300	3.521	.715
36-40	25-30	8.212*	3.418	.024
	31-35	-1.255	2.831	.661
	41-45	.831	2.538	.746
	46-50	.045	3.064	.988
41-45	25-30	7.381	3.622	.052
	31-35	-2.086	3.073	.504
	36-40	-.831	2.538	.746
	46-50	-.786	3.290	.813
46-50	25-30	8.167	4.008	.052
	31-35	-1.300	3.521	.715
	36-40	-.045	3.064	.988
	41-45	.786	3.290	.813

Table 10 shows a post hoc test for means difference between teachers' perception about pre-service Teacher Education programs and their different age groups (25-30, 31-35, 36-40 & 41-45, 46-50). There is statistically difference among teachers' perception about pre-service Teacher Education programs who belongs to 25-30 & 31-35 which was found -9.467, 25-30 & 36-40 which was found -8.212 and 25-30 & 41-45 which was found -7.381 and 25-30 & 46-50 which was found -8.167 at 0.05 level of confidence. So there is significant mean difference in at the early age group (25-30) regarding teachers' perception about pre-service Teacher Education programs while higher age groups such as 31-35, 36-40, 41-45 and 46-50 have no significant difference among each other's about teachers' perception about pre-service Teacher Education programs.

Table 11: Means, Std.deviation, Std.Error of different Teaching Experience Groups

Teaching Experiences	N	Mean	Std. Deviation	Std. Error
1-5	4	69.75	9.878	4.939
6-10	6	78.17	4.622	1.887
11-15	8	80.88	3.682	1.302
16-20	7	77.57	1.718	.649
21-25	5	78.80	2.775	1.241
Total	30	77.73	5.521	1.008

Table 11 shows the means of different teaching experience (1-5 & 6-10, 11-15 & 16-20 & 21-25) years in which the teaching experience (1-5) years which was found 69.75, teaching experience (6-10) years was found to be 78.17, teaching experience (11-15) years was found 80.88 and teaching experience (16-20) years which was found 77.57 and teaching experience (21-25) which was found 78.80. Therefore the higher teaching experienced groups have more significant means differences than lower teaching experienced groups about teachers' perception about pre-service Teacher Education programs.

Table 12: ANVOA for Teachers' Perception about Pre-Service Teacher Education programs and their Different Teaching Experience groups.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	340.894	4	85.224	3.924	.013
Within Groups	542.973	25	21.719		
Total	883.867	29			

Table 12 shows the mean difference between the teaching experience groups which was found 340.894 and within the teaching experiences groups which was found 542.973. There is significant difference between and within the teaching experiences groups about the teachers' perception about pre-service Teacher Education programs.

Table 13: Post Hoc (LSD) test for multiple comparison of Teaching Experience group

(I) Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	Std. Error	Sig.
1-5	6-10	-8.417*	3.008	.010
	11-15	-11.125*	2.854	.001
	16-20	-7.821*	2.921	.013
	21-25	-9.050*	3.126	.008
6-10	1-5	8.417*	3.008	.010
	11-15	-2.708	2.517	.292
	16-20	.595	2.593	.820
11-15	21-25	-.633	2.822	.824
	1-5	11.125*	2.854	.001
	6-10	2.708	2.517	.292
16-20	11-15	3.304	2.412	.183
	21-25	2.075	2.657	.442
	1-5	7.821*	2.921	.013
	6-10	-.595	2.593	.820
21-25	11-15	-3.304	2.412	.183
	21-25	-1.229	2.729	.656
	1-5	9.050*	3.126	.008
	6-10	.633	2.822	.824
11-15	11-15	-2.075	2.657	.442
	16-20	1.229	2.729	.656

Table 13 shows a post hoc test for means difference between teachers' job satisfaction and their different teaching experiences. The mean difference among 1-5 & 6-10 years of teaching experience which was found -8.417*, 1-5 & 11-15 which was found -11.125* and 1-5 & 16-20 which was found -7.821* and 1-5 & 21-25 which was found -9.050*. This shows that there is a statistically difference among the teachers' perception about pre-service Teacher Education programs who have (1-5)years teaching experiences at 0.05 level of confidence while higher teaching experiences such (6-10, 11-15, 16-20 & 21-25) years have no significant difference at 0.05 level of confidence. So there is significant mean difference in teachers' perception about pre-service Teacher Education programs on the basis of their teaching experience groups because the lower teaching experienced groups have more significant means differences than higher teaching experienced groups.

Table 14: Means, Std.deviation, Std.Error of different Qualification Groups

Qualification	N	Mean	Std. Deviation	Std. Error
Master	20	77.25	5.514	1.233
MPhil	6	79.50	4.037	1.648
PhD	4	77.50	8.185	4.093
Total	30	77.73	5.521	1.008

Table 14 shows a mean difference of different qualification group in which master which was found 77.25; MPhil which was found to be 79.50 and PhD which was found 77.50. There is no significant difference among qualification groups towards teachers' perception about pre-service Teacher Education programs.

Table 15: ANOVA for Teachers' Perception about Pre-Service Teacher Education programs and their Different Qualification groups.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	23.617	2	11.808	.371	.694
Within Groups	860.250	27	31.861		
Total	883.867	29			

Table 15 shows the mean difference between the qualification groups which was found 23.617 and within the qualification groups which was found 860.250. There is a difference between and within the qualification groups towards the teachers' perception about pre-service Teacher Education programs but this difference is not significant.

Table 16: Post Hoc (LSD) test for multiple comparison of qualification group

(I) Qualification	(J) Qualification	Mean Difference (I-J)	Std. Error	Sig.
Master	MPhil	-2.250	2.627	.399
	PhD	-.250	3.092	.936
MPhil	Master	2.250	2.627	.399
	PhD	2.000	3.644	.588
PhD	Master	.250	3.092	.936
	MPhil	-2.000	3.644	.588

Table 16 shows a post hoc test for means difference between teachers' perception about pre-service Teacher Education programs and their qualifications (Master, MPhil & PhD). There is statistically not significant difference between the master & MPhil group which was found -2.250 and MPhil & PhD groups of teachers which was found 2.000 and PhD & master which was found.250 at 0.05 level of significance. So there is no significant mean difference in teachers' perception about pre-service Teacher Education programs on the basis of their qualification groups.

Discussion

The basic purpose of this study was to find out the teachers' perception about pre-service teacher education program at higher secondary level. The measurement of variables such as teaching skills, pedagogical skills and professional skills were collectively used as teachers' perception about pre-service Teacher Education programs. There were seven main objective of this study such as to explore the teachers' perception about pre-service teacher education programs; to find out a correlation among teaching skills, pedagogical theory and professional skills; to search the difference among male and female, public and private teachers, regular and private and B.Ed and M.Ed teachers' perception about pre-service teacher education programs and to analyze the effect of age, teaching experiences, and qualification groups on teachers' perception about pre-service teacher education programs.

Majority of the teachers have selected option number 4 and 5 while assessing themselves in the given teachers' perception about pre-service Teacher Education programs. It shows that teachers are agreed and have positive attitude towards teacher education because mostly teachers said that teacher education means development of teacher proficiency and competences and it is only possible we recruit promising people into teaching and give them the highest quality preparation and training. Another important thing to note was that majority of the respondents has avoided to rate themselves at the low levels because generally participants blindly respond to the statements or if they read they consider and pose themselves in an ideal condition. The positive perception of teachers about teacher education was also due to the high correlation among teaching skills, pedagogical theory and professional skills which were collectively used to determine teachers' perception about teacher education programs. A union of all these three aspects of teacher education program such as teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

The male & female, public & private, regular & private and B.Ed & M.ED teachers' perception towards pre-service teacher education programs have no significant mean differences at higher secondary level because in well-developed educational institutes, teachers understand the worth of teacher education programs and they are mostly directly and indirectly involved in teacher education programs in their respective organizations and the institutional or departmental environment appears to be one of the issues at stake here despite the analytical limitations imposed by the small sample size.

Teachers who have different qualification and age groups have no significant mean differences because in higher secondary of Islamabad provide a cooperative and work -life balance, resulting in a more desirable life for employees while teachers who have different teaching experiences have significant difference towards teachers' perception about pre-service teacher education program at higher secondary level because young teachers are highly energetic and motivated to apply their skills which they gain through pre-service teacher education programs in their teaching profession while those teachers who have higher teaching experience, they already adjusted in the school environment and mostly satisfied their own pedagogical and professional skills. The results of the study are quite similar to those searched by many other psychologists and researchers like Avalos, 2011; Darling-Hammond, 1997; s; Aly, 2006 and Butt, 2008.

Conclusion

Teachers are agreed and have positive attitude towards teacher education because mostly teachers said that teacher education means development of teacher proficiency and competences. The positive perception of teachers about teacher education was also due to the high correlation among teaching skills, pedagogical theory and professional skills which were collectively used to determine teachers' perception about teacher education programs.

The male & female, public & private, regular & private and B.Ed & M.ED teachers' perception towards pre-service teacher education programs have no significant mean differences at higher secondary level. Teachers who have different qualification and age groups have no significant mean differences while teachers who have different teaching experiences have significant difference towards teachers' perception about pre-service teacher education program at higher secondary.

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