

Perceptions of Students in Pre-Service Teachers Training Programs
regarding Teaching Profession in the Universities of Khyber
Pakhtunkhwa Pakistan

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Abstract

The purpose of this article is to explore the Perceptions Pre-Service Teachers Training Programs regarding Teaching Profession in Universities of Khyber Pakhtunkhwa. The objectives of the study were: (a). To Find out the perceptions of future educator regarding the teaching occupation (b). To investigate the interest of pre-service educators toward teaching profession. The quantitative research design was used in this study. The students of teachers training programs B. Ed and ADE from public and private sector universities were the population of the study. The random sample technique was adopted in which total 260 students/pre-service teachers were selected. A self-designed Questionnaire was used in this survey for the purpose of data collection. The pre-service prospective teachers responded on Likert scale in their option of choices varying from Strongly Agree to Strongly Dis-agree. The collected data was analyzed through SPSS by using Chi-Square test and Regression analysis. The major findings of the study were that the students of pre service teachers training programs have positive perceptions about teaching profession because majority students said that they were motivated about teaching profession as teaching has more job opportunities, the trainee teachers were inspired from their teachers, teaching could solve their financial problems, teachers have great respect and leading role in society, to gain pedagogical skills and the most important to educate the community by attaining the learning objectives. The recommendations were forwarded to stakeholders for further improvements and research.

Keywords: teaching profession, prospective teachers, interest, attitudes.

Introduction

Educationists defined education as the act or course of actions of conveying and obtaining the general knowledge, developing the power of critical thinking and decision making, preparing oneself and others rationally for their future life roles. Before entering to pre-service teachers' program or entering into the training courses, most of the student teachers have obtained an earlier academic certificates and degrees, either in general courses or honors courses, in the subject of their choices such as science, Maths, English, or religion subject. Similarly students are getting

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a degree in general educations like bachelors or masters in the subject of their choices and the professional degree like ADE, B.Ed etc, at the same time.

In Pakistan, elaborated the training of educators as a program of tutoring, investigate and guidance of individually to the pupil from pre-elementary schooling to Higher level schooling. A program which is recognized with enhancement of instructor ability and skillfulness, it would authorize, permit the teachers to assemble the nuts and bolts of the occupation and looked the complicatedness in it (NACTE, 2009).

The processing that is connected with the individual concepts and anticipated knowledge, restorative and selecting mechanisms (like giving focus), which influence the individual perception. (Zehir Topkaya, E.,2010).

Kaleem (2010) reviewed that teacher is a standout amongst the most capable profession on the earth in light of the fact that the teacher's production a supportable society. There is a continuous discourse about a professional competency of the teacher and changes in the necessities for teachers in the securing of information, aptitudes and identifications required from teachers.

Ibrahim and Ibrahim, (2014) concluded in the research study that many teachers thought the massive expansion out of such an alternate instructor schooling programs have crossing impacted the operation and efficiency of teacher education programs of the on-campus provided by government sector teacher's education institutions, universities and colleges.

Literature Review

The policy-makers educationists, parents and schools are depended on professional and qualified teachers for the purpose of students' academic achievement and success. Therefore, in different research studies it is found that the teaching certification and qualification with respect to teachers' trainings and degrees, total years of schooling, the contents of courses and years of teaching and academic experience is still debatable among the researcher, such as the certifications and teaching professionalism have clearly positive impact on students reading and understanding Mathematics (Darling-Hammond, 2000).

Likewise, in a study by Laczko-kerr and Berliner (2002) were of the view that the students learnt from non-professional, un certified, temporary and emergency base daily wages teachers have academically worst and bad achievement as compared to the professional, certified and permanently appointed teachers.

The new inducted educators faced many issues during coaching and educating in the schools. The prospective teachers amazingly found the difference between the imagine teaching career and real-life teachings, that the real-life teaching profession is totally different from the imagination that the prospective teachers have. The new teaching strategies are still challengeable for new teachers (Ashraf et al., 2005).

Hanushek and Rivkin (2006) stated that the impact of professional teachers training on teachers' quality is still controversial among the researchers. A recent study found that there is no difference in academic goals in gaining knowledge through certified teachers and non-certified teachers both have same result.

A research study by Lubienski, Lubienski and Crane, (2008), summarized that the educators with certifications with some new reforms especially in Mathematics, teaching and learning show a positive relationship with academic achievement. The fresh graduates are facing the problems of understanding the theory as a novice teacher. They don't have good reputations among the students as they lack the theoretical knowledge at the beginning stage. In most of the nations of the world the practicum courses had been considered as an important tool for teaching and learning because it has many opportunities of learning in the use of practicum courses.

Darling-Hammond (2010) urged that for the qualitative and quantitative improvement, the public and private sectors must invest on it. While in Indonesia the teachers' certification for an individual is mandatory to improve social, pedagogical and professional competencies in respect of students' achievements. These certificates in Indonesia enhance teacher's approaches, which latterly contribute to student's academic achievement.

Masood (2011) viewed that the teacher's recruitment is an important step to hire the new teachers, which would, provide a chance to gain experience in the teaching field. During the teachers training process a pre-service teacher has given an opportunity to teach in public or private school for specific time as visiting teacher which is compulsory for a teaching course or certificate. While for in-service teachers Continues Professional programs are launched by the government and non-government part to enhance teachers' competencies in teaching fields. These trainings, workshops, seminars and symposiums are regularly arranged with the help of public-private partnership.

According to Yildirim (2011) the duration of Practicum is longer in some nations of the globe while in few countries the novice teachers have to do the practicum every year till the first four years of their

teaching. The interest of teachers in evaluation and assessment which is conducted has great role in teaching and instructions, for example an educator has three certifications taken in seminars had no validity that he would be a good teacher. This debate is still controversial that students' academic achievement is related to teachers' certifications because many disagreements and conflicts are still to be addressed.

Ozder, Konedraland Sabancıgil (2013) stated that the practicum courses have many positive indications like learning of course contents, practically learning teaching strategies, towards teachers' professional development especially for prior-service educators.

Brown, Lee and Collins, (2015) originated in a study that the Educators with more levels of self-ability are mostly less suffering to burnout; are more able to handle pupil's behavior and emotional differences; have more job and career satisfaction; are less criticize by the students who make blinders; and demonstrate the classroom effectively during teaching.

Objectives of the Study

1. To find out the perceptions of pre-service teacher regarding the teaching profession.
2. To investigate the interest of pre-service teachers toward teaching profession.

Research Hypotheses

H₀₁. There is no significant connection between the perceptions of pre-service teachers and teaching profession.

H₀₂. There is no significant association between the interests of pre-service teachers and teaching profession.

Research Method

Research method is actually the way that how a researcher will conduct a research study. What kind of methods and by which means a researcher will conduct the research study. This study is related to the perceptions of pre-service teachers regarding teaching profession. This study is quantitative descriptive study. The purpose of this research study was to explore the perceptions of pre-service teachers regarding teaching profession in public and non-government institutions of higher education. The prospective teachers, training programs like B. ED and ADE government and private base universities were evaluated about their

choice of teaching that whether they come to teaching career by chance or by their own choice.

Population of the Study

The Population of study is comprised of the students (irrespective of gender) of Associate Degree in Education (ADE) and Bachelor of Education (B. Ed) of the Private and Public sector universities in Khyber Pakhtunkhwa. Total about 800 students of ADE and B. Ed are enrolled in targeted public and private sector universities (HEMIS, 2019), by adopting simple random sampling 260 respondents are selected for the collection of data through questionnaire.

Data Collection and Analysis

A close ended containing Likert scale questionnaire is designed to collect data from the respondents. The questionnaire was distributed amongst the respondents (students of teaching training programs such as ADE and B. Ed) for the purpose of data collection in targeted public and private sector universities. The gathered data was presented through percentages and frequency tables and chi-square value and Regression analysis. After the analysis of data, it was interpreted descriptively to make it easy and understandable for readers.

Results

Table 1. am doing B. Ed/ADE to get a job

Valid	Frequency	Percent	Cumulative Percent	Chi-square value (X^2)
SA	68	26.2	26.2	67.115
A	96	36.9	63.1	
UD	40	15.4	78.5	
SDA	29	11.2	89.6	
DA	27	10.4	100.0	
Total	260	100.0		

Table-1 illustrates that 68 (26.2%) and 96 (36.9%) respondents were strongly Agree and Agree respectively with the description above. Out of

260, 40 (15.4%) respondents did cast their vote. Meanwhile 29 (11.2%) replies were Strongly Dis-Agree and 27 (10.4%) replies were Dis-Agree to the declaration. Through analysis of collected data it is found that the calculated Chi-Sq value 67.115 is greater than table Chi-Sq value 9.488 at 0.05 levels, which support the statement that the pre-service teachers doing B. Ed/ADE to get a job.

Table-2. am doing B. Ed/ADE Degree to get knowledge regarding teaching profession.

Valid	Frequency	Percent	Cumulative Percent	Chi-square value (X^2)
SA	127	48.8	48.8	241.769
A	97	37.3	86.2	
UD	21	8.1	94.2	
SDA	8	3.1	97.3	
DA	7	2.7	100.0	
Total	260	100.0		

It is clear from the table-2 that 127 (48.8%) and 97 (37.3%) trainee students were Strongly Agree and Agree respectively with statement No.10. 21 (8.1%) out of 260 trainee teachers did not use their choice. While 8 (3.1%) and 7 (2.7%) trainee teachers were strongly Dis-Agree and Dis-Agree respectively. Since calculated Chi-Sq. value 241.769 is greater than the table value 9.488 hence and concluded that “The pre-service trainee teachers doing B. Ed/ADE degree to get knowledge regarding teaching profession.

Table-3. I will join the teaching profession to educate community

Valid	Frequency	Percent	Cumulative Percent	Chi-Square value (X^2)
SA	145	55.8	55.8	331.500
A	98	37.7	93.5	
UD	10	3.8	97.3	
SDA	5	1.9	99.2	
DA	2	.8	100.0	
Total	260	100.0		

Table-3 shows that 145 (55.8%) and 98 (37.7%) prospective trainee teachers were strongly favor and Agree to the above statement respectively. While 10 (3.8%) were option Un-Decided to best of their knowledge. Similarly, 5 (1.9%) and 2 (0.8%) of the prospective trainee teachers were strongly Dis-Agree and Dis-Agree respectively in their Questionnaires. The calculated value (331.500) is greater than the table value (9.488). Therefore, it is determined that “The pre-service teachers join teaching profession to educate community”.

Table-4 My financial problems will be solved if I become a teacher.

Valid	Frequency	Percent	Cumulative Percent	Chi-Square value (X^2)
SA	54	20.8	20.8	28.000
A	83	31.9	52.7	
UD	49	18.8	71.5	
SDA	33	12.7	84.2	
DA	41	15.8	100.0	
Total	260	100.0		

It is evidence from table-4 that 54 (20.8%) respondents opted Strong Agree, 83 (31.9%) respondents opted Agree, 49 (18.8%) did not use their

option by ticking on Un-Decided, 33 (12.7%) respondents opted Strongly Dis-Agree and 41 (15.8%) respondents opted Dis-Agree in their respective Questionnaires. Table 4.12 (b) elaborates that the computed value of Chi-Sq 28.000 is bigger than the assigned Chi-Sq. value 9.488 with the conclusion that “Pre-service trainee teachers’ financial problems would be solved if they become teachers”.

Testing of Hypotheses through Regression Analysis

For the quantitative study, Regression analysis was used to test the research Hypothesi-1 in the following ways:

Table-5 Hypothesis-1

Model	R		Change Statistics					
	R	Square	Adjusted R Square	R Square Change	F Change	df1	df2	Sig. F Change
1	.954	.910	.909	.910	1291.905	2	257	.000

Table-5 indicates the model summary of the study to check the teachers’ perception regarding teaching profession. The value coefficient of determination or of R-square is .910 which illustrates that the perception (independent variable) has 91 percent impacts on the teaching profession. The correlation coefficient or value of R is .954 which advocated that the perception of prospective teachers and teaching profession are related about 95 percent. The p-value of model summary is .000 which displays that the selected model is s significant statistically.

Hypothesis-2

Model	R		Change Statistics					
	R	Square	Adjusted R Square	R Square Change	F Change	df1	df2	Sig. F Change
2	.943	.890	.890	.890	2087.865	1	258	.000

Table-6 indicates the model-2 summary of the study to discover the teachers’ interest about teaching profession. The value coefficient of

determination or of R-square is 0.890 which demonstrates that the interest (independent variable) have 89 percent effects on the teaching profession. The correlation coefficient or value of R is 0.943 which supported that the interest of prospective teachers and teaching profession are associated about 94 percent. The selected model-2 is statistically significant as the p-value is 0.000.

Conclusions

The teaching is the most excellent occupation amongst all other jobs. The maximum pre-service teachers believed that teaching is more attractive field. While most of the students believed that they are doing B. Ed/ADE to get a job. According to them nowadays most of the B. Ed/ADE degree holders are job holders. Most of the responses are in favor of that they are doing teaching professional degree such as B. Ed/ADE to get knowledge and information regarding pedagogy and teaching profession. In the meanwhile, most of the novice teachers wanted to join teaching field to educate the community and to take part in the development of the nation. The novice teachers believed that teacher is a nation maker by this way they can take part to educate community. Similarly, majority of the novice trainee teacher thought that if they become teachers their financial problems would be solved. Similarly, the trainee teachers thought that teachers have great respect in the society especially in our country, therefore the great respect in the society motivated the trainee teachers to become a teacher.

Recommendations

The following recommendations are suggested to the stakeholders and for further research.

1. The pre-service teachers training courses curriculum may be revised to meet the international standards and achieved required goals and objectives. The latest courses will help the novice teachers to learn about teaching profession and pedagogy.
2. The aptitudes tests may be conducted while entering to teaching profession so that the perception and interest of prospective teachers may judge.
3. The latest technologies may be introduced in during pre-service teachers training programs. The students of teaching courses will learn more about the new technologies and will compete with the global market.
4. The teaching practice in classrooms may regularly be monitor through educationists and their weaknesses should be highlighted to overcome it.

5. The incentives like pocket money or scholarship may be given to the students of teaching training programs. This will boost up the motivation level of the students to take interest in their studies. Similarly, it will assist the poor and talented students in joining teaching profession.

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Annexure-A**List of Universities Visited for Data Collection:**

S.N	Institute / University Name	Nature
o		
1	Abdul Wali Khan University, Mardan	Public
2	University of Peshawar, Peshawar	Public
3	Sheheed Benazir Bhutto University Wari Campus Upper Dir	Public
4	Islamia College University, Peshawar	Public
5	Allama Iqbal Open University (Regional Campus Peshawar)	Public
6	Qurtuba University of Science & Information Technology, Peshawar	Public
7	Sarhad University of Science & Information Technology, Peshawar	Public
8	Northern University Nowshera	Public