Perspectives on the status of the teaching profession in Pakistan: an investigation of trainee teachers' reasons for choosing the teaching profession, the role of the teacher and problems faced by trainee teachers.

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Ph.D

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Table of Contents

9

List of tables

List of figures

List of appendices

Appendix 1: A brief introduction to the trainee teachers

Appendix 2: A brief introduction to the schools

Appendix 3: A brief introduction to the teacher trainers

Appendix 4: Questions asked from the participants of this study

Appendix 5: An example of the open coding

Appendix 6: List of categories and sub categories formed in different phases

Appendix 7: Transcript of trainee teachers illustrating coding during data analysis

Appendix 8: Transcript of head teachers illustrating coding during data analysis

Appendix 9: Transcript of teacher trainers illustrating coding during data analysis

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Abstract

This thesis mainly analyses the trainee teachers' reasons for choosing the teaching profession, the problems faced by them, perceptions about the role of a teacher and views about the status of the teaching profession in Pakistan. This study considered both trainee teachers and teacher trainers from a Teacher Training Institute, to examine the reasons for choosing the teaching profession in Pakistan. To seek the answer to the research questions of this study, grounded theory procedures are used to explore the views of participants and to provide an in-depth understanding in a particular context. In this research study, the research data are collected from three groups of participants by conducting one-to-one interviews and focus group discussions.

On the basis of the views of research participants, four major research categories are established and under each research category different sub categories are formed. It is reflected in the findings of this study that trainee teachers face many problems and difficulties in the Teacher Training Institute. Data analysis indicates the teaching profession is often associated with low achievers and poor people. It is also considered a respected profession and trainee teachers have a desire to bring positive changes to Pakistani society by adopting the teaching profession. Furthermore, teachers have a significant role in Pakistani society as there are very high expectations of a teacher; and many good qualities, roles and responsibilities are associated with a teacher. The results of this study indicate there is a great influence from the social, cultural and religious norms of Pakistani society on the participants' perceptions and understanding about the different aspects of this study.

16

Glossary

AKF	Aga Khan Foundation
BA	Bachelor of Arts
BEd	Bachelor in Education
BSc	Bachelor of Sciences
BSEd	Bachelor of Science Education
CT	Certificate of Teaching
EVC	English Village Course
FA	First year of arts
FANA	Federally Administered Northern Area
FATA	Federally Administrative Tribal Area
FSc	First year of Sciences
GDP	Gross domestic product
GoP	Government of Pakistan
GP	General Practitioner
HDI	Human Development Index
HRCP	Human Rights Commission of Pakistan
HSSC	Higher Secondary School Certificate
ITE	Initial Teacher Education
KAIST	Korean Advanced Institute of Science and Technology
MA	Master of Arts
MAECE	Master of Arts in Early Childhood Education
MAELTL	Master of Arts in English Language Teaching & Linguistics
M Ed	Master of Education
MERA	Masters of Educational Research and Assessment
MoE	Ministry of Education
M Phil	Master of Philosophy
MSc	Master of Sciences
MSEd	Masters of Science Education
NEP	National Education Policy

NWFP	North West Frontier Province
OECD	Organisation for Economic Co-operation and Development
PGCE	Postgraduate Certificate in Education
PhD	Doctor of Philosophy
PTC	Primary Teaching Certificate
SSC	Secondary School Certificate
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational I, Scientific and Cultural Organisation
USA	United States of America
VEC	Village Education Committee

Chapter 1: Introduction

This thesis mainly analyses the reasons for trainee teachers choosing the teaching profession, problems faced by the trainee teachers, their perceptions about the role of a teacher and their views about the status of the teaching profession in Pakistan.

The purpose of this chapter is to provide a brief introduction, the context of the study, the research questions of the study and outline of the structure of this thesis. To answer the research questions of this research, grounded theory methods were used to collect data from three groups of participants; the trainee teachers, the teacher trainers and the head teachers of the schools where trainee teachers undertake their teaching practice. The major participants of this study were trainee teachers and teacher trainers of a Teacher Training Institute of Pakistan.

This study provides an insight into the teacher training programmes by investigating the reasons for making the occupational choice of teaching, problems faced by the trainee teachers, participants' views about the role of a teacher and issues related to the teaching profession in contemporary Pakistan. All the research participants of this study are Pakistani, therefore it is important to understand the context of the country where this research study is conducted.

1.1. A brief introduction of Pakistan

All the research participants of this study are Pakistani, therefore it is important to introduce the country where this research study is conducted. Pakistan has four provinces: Punjab, Sindh, North West Frontier Province (NWFP), Baluchistan and four other regional territories called the Federally Administrative

Tribal Area (FATA), the Federally Administered Northern Area (FANA) and Gilgit-Baltistan. Besides this, there is a federal territory called Islamabad, the capital of the country (Shafi and Saeed, 2007). The total land area occupied by Pakistan is 796,095 sq km. According to the United Nations the total population of Pakistan is 180.8 million (UN, 2009). Punjab is the most populous province and it comprises 55% of the total population of the country. In Pakistan, about 95% of the population are Muslim while 5% belong to other religions (including Christians, Hindus, Sikhs, and Ahmadis). In each province of Pakistan, apart from the national language (Urdu) other local languages are also spoken. At elementary and secondary level, the main medium of instruction is Urdu but at a higher level both languages (English and Urdu) are used as a medium of instruction and assessment throughout the country (Government of Pakistan, 2003).

1.2. Poverty in Pakistan

Pakistan is a developing country currently ranked 145 out of 187 countries on the Human Development Index (HDI) (UNDP, 2011) although before this Pakistan was ranked 134th out of 177 countries on the HDI (UNDP, 2006). There is a downward trend in development in Pakistan. According to the HDI, 60.3% of Pakistan's population live on under $2 a day and some 22.6% live on under $1 a day. Wealth distribution in Pakistan is highly uneven, with the top 10% of the population earning 27.6% and the bottom 10% earning only 4.1% of the income (HDI, 2000). According to Burki (2010), the percentage of people living under the poverty line has been increasing as shown below in the figure 1.1.
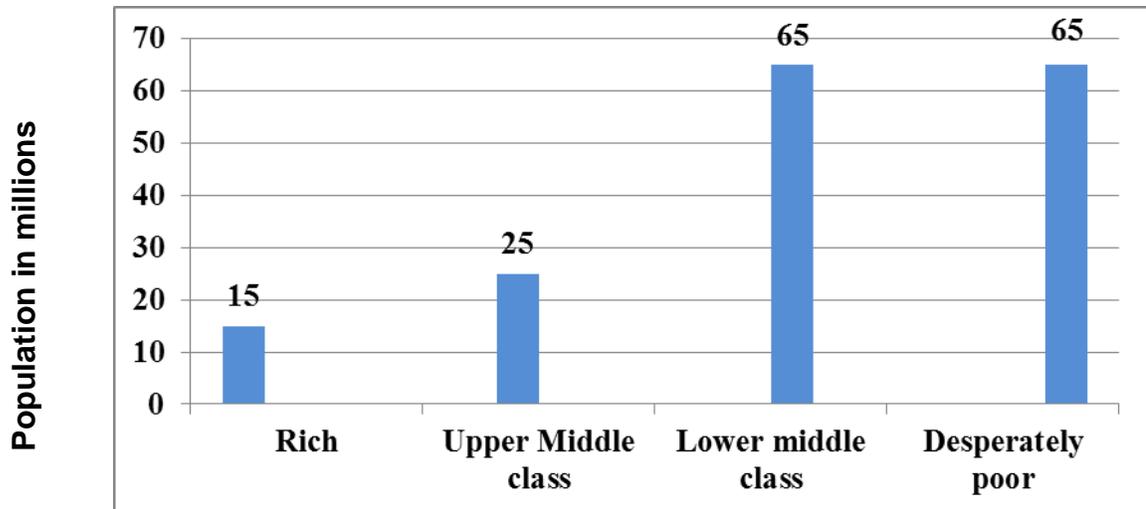
Figure 1.1- Socio-economic status of Pakistanis (Burki 2010).

The figure 1.1 indicates the distribution of Pakistan's population of 170 million in different groups in 2011. The distribution of the percentage of the population in different social classes is shown in table 1.1. The data presented in figure 1.1 and table 1.1 are taken from a newspaper article 'Need for a new paradigm' written by Burki (2010). In the figure 1.1 and table 1.1, the four social classes presented and the percentage of each class in the population are specific to Pakistani society.

Table: 1.1: Distribution of the Pakistani population in different social groups (Burki 2010).

Social group	Total of population	Percentage of population
Rich	15 million	8.8%
Upper middle class	25million	14.8%
Lower middle class (also called poor)	65 million	38.2%
Desperately poor	65 million	38.2%
Total	170 million	100%

However, it is difficult to quantify poverty in Pakistan but in light of the data presented in figure 1.1 and table 1.1, most of the population of Pakistan belongs to lower middle class or the desperately poor group. A brief introduction to each group of the population which represent different social classes of Pakistani society is given below.

1.2.1. Rich

There are about 15 million (8.8%) Pakistani people who have improve their economic situation in spite of the sluggish economy (Burki, 2010). These are the people who had control of the majority of the national income of Pakistan (Chaudhary and Sarwar, 2011). Mostly politicians, generals, landed aristocracy and urban elite are included in this group.

1.2.2. Upper middle class

These are the people in Pakistan who have succeeded in keeping their living standards from falling. This group is composed of business persons, professional people, bureaucrats, farmers and skilled workers. These people are neither rich, nor poor and have education and skills (Nazar, 2012). A significant proportion of the households in this category have their members living and working abroad (Burki, 2010).

Those people who belong to the rich or upper middle classes live in big homes; have a good food supply, high income, full security, quality education, health and plenty of job opportunities.

1.2.3. Lower middle class (also called poor)

This is the group of people who are just above the poverty line and have little or no room for spending on luxuries like servants, a motorbike or a car, eating out, health, quality education or other such items (Nazar, 2012). These people live hand-to-mouth and usually spend whatever they earn to meet their basic needs.

1.2.4. Desperately poor

Nearly 66% of the Pakistani population live in rural areas. Mostly poor people live in rural areas and they are engaged in agriculture (Chaudhary and Sarwar, 2011). These people have little or no shelter, a very poor food supply or no food supply, little or no education and health facilities, no job, no security, shortage of clothing and other facilities. This group of Pakistanis suffers from a shortage of goods, which are inadequate to meet their needs. Mostly one individual's earning has to feed a large family.

As such, in Pakistan there is a wide distribution of wealth and there exists a large gap between rich and poor people.

1.3. Education in Pakistan

In Pakistan, at the national level, the share of the total government expenditure allocated to education is very low. The share of education expenditure as a percentage of GDP was 2.0% in 2002–2004. There has been a downward trend in education expenditure in relation to the volume and percentage of GDP in Pakistan as the present government has reduced the budget for education from 2% of GDP to 1.8% in the federal budget for 2012-2013 (Sardar, 2012). According to the HDI report, Cuba spends the highest percentage of the GDP (18.7%) on education while Pakistan is ranked at number 126 out of 134 countries due to a low percentage of the GDP spend on education (UNDP,

2013). In more than 50 years of independence Pakistan has not succeeded in fighting illiteracy decisively. This could be due to an apparent lack of commitment on the part of the government and the social groups supporting it (Klenier, 2007). The government of Pakistan has announced more than fifteen educational policies to achieve the quality of education needed since its establishment in 1947. Over the years, the basic features of each educational policy tended to remain the same and the government rarely seems to have achieved its objectives. These education policies in Pakistan address key issues such as governance and management of education, quality, equity and access. However the decision-making process tends to be rather bureaucratic and reflects the priorities of a specific government which influences the planning process (Haddad, 1995 and Hunzai, 2009).

1.4. Teacher education in Pakistan

The National Education Policy (NEP) of Pakistan 1998-2010 contains six objectives and sixteen strategic actions. The objectives of this Policy are:

- *To create a matching relationship between the demand and supply of teachers.*
- *To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators.*
- *To upgrade the quality of pre-service teacher training programmes by introducing parallel programmes of longer duration at post-secondary and post-degree levels.*
- *To make the teaching profession attractive for young talented graduates, by institutionalizing a package of incentives.*
- *To develop a viable framework for policy planning and development of in-service and pre-service teacher education programmes.*

- *To provide for management training of educational administrators at various levels.*

(MoE, 2007)

The Policy undertakes a thorough assessment of teacher education issues and proposes corrective measures. Several of the identified issues remain valid since teachers are considered the key for quality and implementation of reforms in the classrooms. According to Elliott (1991), a quality teacher training programme is very important to enhance the professional development of teachers but in Pakistan, it is very common for people to choose to become teachers without any professional qualification.

According to Ali, when people have nothing else available to them then they choose teaching (Ali, 2000). People are under the mistaken impression that teaching does not require any special expertise or knowledge. Teacher training is seen by trainees as just another degree or certificate to fulfil the criteria (a degree chasing exercise) rather than an opportunity to enhance one's pedagogical skills and gain deeper understanding of the subject. The private schools, especially, do not require teachers to have any professional training or qualification. Due to the increasing number of private schools in Pakistan, people can relatively easily get a job as a teacher. Usually it is difficult to enter the public school system without any recognised training, but anyone can easily get through with recognised teacher training (Ali, 2000; Hunzai, 2009).

1.5. Structure of teacher education in Pakistan

In Pakistan, trainee teachers are given training to teach at different levels based on their qualifications. A brief detail of these levels is given below:

1.5.1. The primary school teachers

After obtaining a Secondary School Certificate (SSC) a student can join a college of education for elementary teachers, for the Primary Teaching Certificate (PTC). This is a one-year programme which enables an individual to teach at primary level.

1.5.2. The secondary school teachers

After HSSC (Higher Secondary School Certificate) one can also opt for a one-year programme leading to the Certificate of Teaching (CT), which enables teachers to teach at the middle school level. Currently (2010) both the programmes are being replaced by the Diploma in Education that is of three years duration after SSC. The Bachelor of Education (B. Ed.) is a one-year programme after B.A. /B. Sc., offered by the Colleges of Education and its successful completion enables students to be a secondary school teacher. An alternate three year degree course in science education leads to the Bachelor of Science Education (B.S. Ed). Teachers are trained in university departments of education or in affiliated colleges.

1.5.3. Teacher education at universities

The Master of Arts in Education (M.A.) programme is of two years' duration after the Bachelor of Arts (B. A). The Master of Education (M.Ed.) programme is of one year's duration after the Bachelor in Education (B. Ed). Similarly, the Masters in Science Education (M. S. Ed) programme is of two years' duration after the Bachelor of Science (B. Sc.) and the Masters of Education in Science (M.Ed. Science) programme is of one year's duration after the Bachelor of Science Education (B. S. Ed). After the completion of M.A, M. Sc, M. S. Ed, M. Ed students are eligible to enrol directly into Ph. D or M. Phil leading to Ph. D programme. After the completion of university education a person can be

recruited into teacher training colleges or university departments of education as a teacher trainer to train trainee teachers. In the present study the trainee teachers and teacher trainers of a postgraduate Teacher Training Institute of Pakistan are the main participants of this study.

As a result of poor planning and the failure of educational policies, teacher education is still at a disadvantage because very few initiatives have been undertaken at both provincial and national levels. The factors contributing to this state of affairs have been suggested in various reports (Hussain, 2004; Shami, 2005; Hatfield, 2006). These factors are poor physical facilities, shortage of teachers, inadequate teacher training, teacher absenteeism, and low assistance and technical support for working teachers (Hunzai, 2009 and Barrs, 2005). According to Ahsan (2003), poorly produced and inadequate implementation of education policies and plans were major hurdles in the development of the education sector in Pakistan. The analysis of literature highlighted that throughout the history of this country, new policies and plans were often prepared without giving due consideration to the causes of failure of previous policies and plans. The practice of extending the time period to meet the targets of previous policies can also be seen on a number of occasions in the history of Pakistan. This situation highlights the need for the formulation of rational policies and plans as well as an adequate system for their implementation (Hunzai, 2009; Barrs, 2005 and Ahsan, 2003).

Teacher education has recently become an integral part of Pakistan's educational policy (MoE, 2007). The government of Pakistan has realised the importance of teacher education and now their main focus is in addressing the need to improve the quality of teaching. However, there are still many other issues related to teacher education which are neglected by the government of Pakistan. For example, alternate shortages and surpluses of teachers are also key issues (OECD, 2004). According to Forojolla (1993), education is

everybody's concern and very close to one's heart. For this reason it is important for planners to focus on the teachers and to act effectively and efficiently as they can bring substantial change in the teaching and learning processes. Teacher education is a fundamental component of the teaching and learning processes. The academic success of students is significantly affected by a teacher's qualifications. Hence to improve the quality of education the focus should be on teacher training (Beeby, 1977; Darling- Hammond, 1990; Boyd, et al. 2011and Dodeen, et al., 2012).

In the developing world, it has always been an open question about how the growth of human potential can be undertaken in an effective manner and what would be the best investment in human resources. Investment in teacher education can play an important role in the development of a country. It is suggested by different researchers that teachers with a professional qualification are arguably more sensitive (Ghazvini and Mullis, 2002), more involved with children (Blau, 1997; Ghazvini and Mullis, 2002), and have more knowledge of appropriate practices (Snider and Fu, 1990) than teachers without professional qualifications. Moreover, it is suggested that professionally qualified teachers offered richer learning experiences (Clarke et al., 2002), provide more language learning opportunities (Howes et al., 2003), and encourage children to enhance the social and physical skills more often than those teachers who lack professional qualifications. Eventually, it is the teachers' professional development opportunities that influence children's holistic development and ultimately improve the quality of education. Shafi and Saeed (2007) suggest factors affecting the students' learning in schools are teachers' qualifications, experiences, their guidance to students, availability of teaching learning resources, physical facilities, students' own cognitive abilities and their socioeconomic background.

1.6. Research questions

Development cannot be sustained if a country does not have competent teachers in its schools and teachers become competent through continuous inquiry and professional development because these are helpful to create more stimulating learning environments for their students (OECD, 2004, 2005). Wood and Bennett (2000) highlighted the importance of professional development and its impact on teachers' beliefs and behaviours in their research study. They studied a group of early childhood educators in England who were helping them to collect data concerning their own theories of play and their relationship to practice. As a result of this study, these educators changed their own theories or teaching practices and sometimes both. The results of this study suggested that teachers' pedagogical content knowledge and pedagogical content beliefs can affect their classroom practices (Warwick and Reimers, 1995) and it is closely associated with the levels of student achievement. It is recognized that a teacher is a key person for improving the quality of education (Barrs, 2005; Shafi and Saeed 2007 and Hunzai, 2009) therefore this study also focused on understanding the trainee teachers' reasons for choosing the teaching profession, their perceptions about the role of a teacher, their views about the status of teaching profession and problems faced by them. Furthermore, in the light of research data collected from the research participants a middle range theory will be structured.

In Pakistan, teacher education programmes failed to develop the required pedagogical skills, subject knowledge, and classroom delivery in teachers that would make these courses and programmes worthwhile (Ahsan, 2003; Muhammad, 2004 and Hunzai, 2009). Government teacher training institutes in Pakistan offer teacher education programmes but these are, arguably, not of the caliber and standards that can bring significant change in the level of knowledge and skill of teachers. Ultimately, they do not bring a measurable impact on the students' learning (Ahsan, 2003; Muhammad, 2004; Barrs, 2005; Shafi and

Saeed 2007 and Hunzai, 2009). Saeed and Mahmood (2002) also reported similar findings in a research study conducted in Pakistan to investigate the competency level of 1800 primary school teachers in the Punjab in the disciplines of science, mathematics and pedagogy. They found that the competency level of primary teachers was very low and most of teachers could not reach even the minimum competency level of 40 percent in any of the three areas. They found a problem existed at various stages of the teacher training starting from the preliminary preparation of planning and formulating objectives of training courses to the evaluation and feedback stage.

A teacher, not only educates but also personally influences his or her students, therefore, a teacher's human qualities are also important in professional education (Krei and Grmek, 2005). The field of the teacher's professional activity is broad and teachers are required to attend many courses for their training (Rizvi and Elliot, 2007). Here they become acquainted with different teaching methods, different ways of stimulating the students, new technologies, the latest systems and innovative programmes needed to work successfully in the school system. Furthermore, teachers, after all, are working with children who are at a very sensitive stage in their development. Hence, the teaching profession demands thoughtful and lengthy planning. A teacher's motives can have irreparable consequences for students; these may affect farther into their future than any other profession. To avoid such consequences, it is important to have a broad overview of the different types of reasons young people have for choosing the teaching profession. It is important to achieve a match between the motives for entering the profession and the measures taken by the local public authority to make teaching attractive. Any mismatch could result in disaster, resulting in shorter than anticipated retention rates in the teaching workforce as many may leave teaching sooner than expected (Soh, 1998). Furthermore, one of the most important decisions a young adult has to make is deciding which profession to choose. It is important that an individual chooses the right profession, especially if they choose the teaching profession.

There had been a considerable amount of research internationally (Barmby, 2006; Barrs, 2005; Krei and Grmek, 2005; Hayes, 2004 and Brown, 1992) to investigate the factors motivating young people to opt for teaching as a career but there are only few research studies conducted in Pakistan to investigate the problems faced by the trainee teachers and to identify those factors which are important according to the trainee teachers in choosing the teaching profession. Overall this study is structured to fill the above mentioned gaps and to investigate different problems existing at various stages of their training by using grounded theory procedures. The main research questions and subsidiary questions developed for this study are:

1-   Which factors are important in choosing the teaching profession in Pakistan?

    1a. What are the motives of trainee teachers in deciding to become teachers in Pakistan?

    2a. What are the motives of teacher trainers in deciding to become teachers in Pakistan?

2-   Which problems are faced by trainee teachers during their teacher training?

3-   How do trainee teachers, teacher trainers and head teachers view teaching as a profession in Pakistan?

4-   What are the perceptions of trainee teachers and teacher trainers about the role of a teacher?

5-   Which measures are needed to improve and develop teacher training in Pakistan?

1.7. Significance of the study

This study will highlight the problems and constraints in the area of teacher education in Pakistan. It also discusses the state of teacher education in Pakistan as a whole, as well as issues and challenges connected to the professional development of teachers. Understanding the reasons for which

people select and remain in the teaching profession will enable policy makers, school administrators, and administrators of the Teacher Training Institutes to develop a better policy for attracting and retaining teachers. On the basis of this study, recommendations and strategies will be offered to improve the quality of the teacher training programme in Pakistan. The findings of this study will provide insights into the types of factors which motivate trainee teachers to enter the teaching profession. The results of this study will serve as an evaluative feedback to the Teacher Training Institutes and Ministry of Education of Pakistan to enhance the quality of teacher education in the country. This study will also provide suggestions to the Teacher Training Institutes for the retention of trainee teachers in the teacher training programme. It will also be helpful to understand the motives of research participants for choosing the teaching profession. This study will highlight the problems, issues, barriers and constraints which hinder the development of the educational system of Pakistan (see research questions). Hence, this study will investigate the different problems existing at various stages of the teacher training programme. It will also provide suggestions to bring improvements from the preliminary preparation of planning and formulating objectives of training courses to the evaluation and feedback stage (see research question 2 and 5). Furthermore, the present research study will also provide recommendations to the:

- Government of Pakistan.
- Ministry of education.
- Administration of teacher training institutes.

Another purpose of this study is to formulate a middle range theory (Merton, 2010). In this study, in accordance with Merton's definition, the term "middle-range theory" does not refer to a grand theory or a specific theory, but is rather an approach to theory construction. The researcher intends to create general statements after analysing the research data by using grounded theory

procedures and these general statements (a middle range theory) can be verified by the research data (for details see chapter 8).

1.8. Limited Context of the study and the researcher's perspective

It is difficult to be completely objective in qualitative research. It is important that the researcher is aware of constructs through which they view social interactions and how they view the processes and interactions they are studying. It is also important to understand the position and values of the researcher. This research was conducted in the institute in which the researcher was a student. The background of the researcher lies in the science field. However, the focus of the study is interpretive and a grounded theory approach is used to seek the answer to research questions. In the research study there were three groups of participants.

1. The trainee teachers
2. The teacher trainers
3. The head teachers

These participants belonged to three schools and a Teacher Training Institute. Most of the participants of the study (trainee teachers and teacher trainers) were from the Teacher Training Institute. In schools the researcher interviewed only head teachers. Initially it was planned to collect data from the school teachers as well but the researcher was not allowed to interview them. The head teachers did not permit interviews with school teachers due to the following reasons:

- In one school it was not possible to interview school teachers during school hours due to their tight schedule. The school teachers were not willing to stay in school for an interview after school. It was not possible

for the researcher to approach them at different places (for example to visit them at their home) due to the limited time period.

- Two head teachers were reluctant due to the fear that school teachers may highlight the problems and difficulties they were facing during interviews. Therefore, they denied permission to interview the school teachers.

During focus group discussions, the trainee teachers reported they were facing some problems and difficulties during their teacher training caused by teacher trainers. Some trainee teachers suggested that a few teacher trainers lack interest, motivation, punctuality and commitment. During one to one interviews, the teacher trainers were asked to reflect back about these problems and difficulties. After a few interviews, it was noticed the teacher trainers were reluctant to answer such questions and in fact they questioned the researcher's own position and they said, 'who are you to ask these performance related questions from us?' Therefore the other teacher trainers were not asked to reflect about these issues. This situation clearly limited the scope of the present study.

1.9. Structure of the thesis

There are eight chapters in this thesis. In contrast to the usual or traditional layout of a thesis, in this study the literature review chapter is at the end. The related literature for this study is discussed before discussing the findings of this study, but after writing an introduction, the research methods and the data analysis chapters. Charmaz (2006) indicated that delaying the literature review can be useful in a grounded theory study:

The intended purpose of delaying the literature is to avoid importing preconceived ideas and imposing them on your work. Delaying the review encourages you to articulate your ideas.

(Charmaz 2006; 165)

As Christiansen (2011) suggested:

It is obvious that relevant literature for conceptual comparison cannot be identified before stable behavioural patterns have emerged. Therefore, it is obvious that these literature comparisons have to be carried out at later stages of the research process, and especially towards the end.

(Christiansen, 2011; 21)

Dunne (2011) also argued:

PhD supervisors may recommend the traditional 'literature review → findings → discussion' structure, yet this may not fit with how the actual research developed, and may even seem inimical to the logical presentation of the study. Indeed, given that the grounded theory research process is non-linear, it is understandable that attempts to present it in a linear format should prove problematic.

(Dunne, 2011; 120)

This research study begins with data collection. This change to the traditional placement of the literature review chapter was in accordance with the design and structure of a grounded theory study (for details about the design of this study see chapter 2). A brief introduction to each chapter of the thesis is provided below.

Chapter 1: The purpose of this chapter is to provide a brief introduction, the context of the study, the question of the study, the significance of the study and to present an outline of the structure of this thesis.

Chapter 2: In this chapter research methods used for this study and rationale for the use of specific research methods are discussed. It will provide information about the population of the study, the sample of the study, the research participants, the data collection methods, the research ethics and the design of this study. Reasons and rationale for using these research methods and designs are also discussed in chapter 2.

This is a qualitative research study conducted in a Teacher Training Institute in Pakistan by using grounded theory method in four stages. Hence, the data analysis process is also discussed in four stages in chapters 3, 4, 5, and 6.

Chapter 3: This chapter presents an analysis of the research data collected from two trainee teachers at the data collection phase one (I) of the grounded theory by conducting one-to-one interviews.

Chapter 4: This chapter presents an analysis of the research data collected from seventy two trainee teachers at the data collection phase two (II) of the grounded theory by conducting focus group discussions.

Chapter 5: This chapter includes an analysis of the research data collected from three head teachers of the schools where the trainee teachers go for their teaching practice. At the data collection phase three (III) of the grounded theory, one-to-one interviews were conducted with these head teachers. The head

teacher interviews were very important to judge the performance of trainee teachers as they are the people who assess them.

Chapter 6: This chapter describes an analysis of research data collected from twenty three teacher trainers at the data collection phase four (IV) of the grounded theory by conducting one-to-one interviews. The researcher had decided to interview the teacher trainers of the Teacher Training Institute for the following reasons:

- To obtain information about the performance of trainee teachers during their teacher training.
- To understand their perspective about teacher education.
- How they perceive the role of a teacher
- How they see the future of trainee teachers

The above mentioned reasons helped to answer the research questions.

Chapter 7: It describes a review of the literature on the following topics in three sections which are:

1. Reasons for choosing the teaching profession.
2. The role of the teacher (perceived by trainee teachers).
3. Teacher education.

Each section will present related research studies conducted in different countries in chronological order and a comparison and analysis of these research studies with the results obtained from those studies conducted in Pakistan.

Chapter 8: The research data obtained from three different groups is discussed and cross-referenced to provide the depth of perspective of research

participants, to compare the views of different groups to find similarities and differences in their views, to formulate a middle range theory and to discuss the findings of the study. On the basis of the findings of the study, suggestions and recommendations are also discussed.

1.10. Chapter conclusion

This chapter sets out the structure of the thesis, the research questions, the context of the research and provides an introduction to Pakistani society. In the next chapter the reasons for selecting a specific research design and research methods used for this study are discussed. It will also describe the population, sample, data collection and data analysis procedures.

Chapter 2: Research Methods

2.1. Introduction

The previous chapter provides an insight into the need and context for this research. In this chapter, the researcher will explain the research methods used in this study. The term 'method' refers to the techniques and procedures that could be used for exploring social reality and producing evidence. Usually these techniques and procedures include interviews, questionnaires, focus groups, observations, documentary analysis, ethnography, life histories, laboratory experiments, the analysis of texts and objects or images (Ramazanoglu and Holland, 2002). According to Streubert and Carpenter (2007), the choice of method to be used in research should depend on the nature of the phenomenon under investigation. The research methods should be chosen in accordance with the research questions of the study. Therefore, in order to select an appropriate method to answer the research questions of this study, a number of considerations have been taken into account. These include the design of the study, sampling procedure, data collection process, data analysis procedures and steps taken to ensure ethical considerations for this study. In order to answer the research questions of this study, the researcher has used qualitative research methods, specifically grounded theory (for the research questions of this study see chapter 1).

2.2. Reasons for choosing qualitative research methods for this study

The researcher found qualitative research methods appropriate because they were particularly suited to uncovering the meanings people assign to their experiences (Merriam, 1988 and Neibert, 2009: 379). Barnham (2008) suggests that qualitative research approaches could be used to uncover the human perceptions, experiences and motivations to understand how subjects are related to each other in a particular setting. Arnett (2007) also suggests that

qualitative research lays an emphasis on human subjects and human situations, and qualitative methods and theories often emerge from the inquiry itself. Therefore, the researcher has decided to investigate this topic using a qualitative approach and by using a grounded theory perspective. These terms are discussed more fully later. The researcher could gain more understanding from the experiences of research participants. Understanding the reasons for choosing the teaching profession and experiences of participants during their training will help one to identify, both individually and collectively and allow explanation of the theoretical constructs that attract participants for professional teacher education programs. These meanings could provide more clarity in understanding the essential elements of a professional teacher training programme.

Furthermore, the qualitative methods allowed the researcher to explore the reasons for choosing the teaching profession, perceptions, experiences and expectations of the trainee teachers from the teaching profession in more detail. These qualitative research methods were also helpful in revealing new themes and interpretations about the role of a teacher, the teaching profession, problems faced by trainee teachers and how the educational system could be improved in Pakistan. In this study the researcher engaged in actual interaction with the trainee teachers, teacher trainers of a Teacher Training Institute and head teachers of schools where trainee teachers go for their teaching practice. The respondents provided more authentic and open answers because they were interviewed in their natural settings. So, employing the qualitative methods and the systemic use of grounded theory approach allowed the researcher:

- To collect the primary data in a flexible, non-structured way that allowed the emergence of new information and interpretations of intercultural communication competence.
- To interact with the research subjects in their own settings, environment and at their own institution or workplace.

- To understand the perceptions about the complex status of the teaching profession in the context of Pakistani society.

(Merriam, 1988; Arnett, 2007; Barnham, 2008; Neibert, 2009)

The above discussion indicates the criteria for the selection of the chosen research methods were whether they were fit for purpose. In this study, only those research methods are used which are appropriate to answer the research questions.

2.3. Design of the study and grounded theory perspective

Research design is an overall framework or a "blueprint" for the researcher's overall plan for conducting a study (Couchman and Dawson, 1995; Polit and Hungler, 1997). A grounded theory approach was selected for this research study because it allowed the researcher to work inductively with data and to apply an iterative process of data generation. The use of grounded theory approach provides reliable methods for exploring the participants' views, experiences, perceptions and understanding without bias or pre-conceived ideas (Glaser and Strauss, 1967).

In line with grounded theory's focus on an inductive style of theorising, open-ended interviews and focus group discussions were conducted and recorded so that the spontaneous feelings and thoughts of the participants could be obtained for a theoretical analysis of their developed experiences. Hence from a theoretical perspective, this places the present research in the interpretative paradigm. This is a qualitative research study which is conducted by collecting data from a Teacher Training Institute of Pakistan and using different grounded theory procedures.

Grounded theory is a qualitative research method that is typically used as a means of developing theoretical and conceptual understanding of social and interpersonal phenomena. The grounded theory method was developed by Glaser and Strauss (1967) as a reaction against the extreme positivism that had permeated most social research. Glaser and Strauss, proposed grounded theory as a practical method for conducting research that focuses on the interpretive process by analysing the "the actual production of meanings and concepts used by social actors in real settings" (Gephart and Sara, 2004: 457 and Suddaby, 2006: 633).

> *Glaser and Strauss offered a compromise between extreme empiricism and complete relativism by articulating a middle ground in which systematic data collection could be used to develop theories that address the interpretive realities of actors in social settings.*
>
> (Suddaby, 2006: 634)

2.4. Criticism to grounded theory approach

There are two major challenges to using grounded theory as the research tool for the present study. The first challenge was the use of complex grounded theory methodology as a new researcher and the second being the general academic discourse as to the disputed rigour of grounded theory as a methodology. As Backman and Kyngas (1999) indicated there are many problems involved in the grounded theory approach, which especially need to be considered by a novice researcher. They pointed out:

> *Data collection, data analysis and the formation of grounded theory often take place at the same time. This may be problematic for the researcher, because it may cause difficulties in shaping the research process as a whole.*
>
> (Backman and Kyngas, 1999: 148)

42

Glaser (1978) suggested the researcher should start the research with as few preconceived ideas as possible to avoid a risk of bias. This will help avoid bias in the collection of data, the analysis and finally the interpretation of data. According to Elliott and Lazenbatt (2005), in grounded theory the use of memoing is important in controlling distortion during analysis by sensitising the researcher to her/his personal bias. Merriam (1988) suggested that the best cure for biases is to be aware that they exist. In addition to demonstrating that the researcher is aware of personal bias, memoing provides another important function in controlling the quality of data analysis. Following the research path is often difficult for those outside of the data. The research journey that has been taken needs to be carefully articulated, with the details of coding events transparent for others to follow. Backman and Kyngas (1999) suggested that data should be considered by someone outside the project, although Sandelowski (1998) suggests the outsider can only advise and not evaluate the interpretations made by the researcher. In the present study to establish and ensure trustworthiness of the data, the researcher used different procedures suggested by Neibert (2009). These include peer review, triangulation of the research data and member checks.

As with many theories there are questions about the 'rigour' and use of grounded theory as a research methodology. Grounded theory mainly concentrates on interpretative studies which are idiographic, concerned with individual cases and use qualitative data. The positivistic studies are concerned with uncovering general laws (Reynolds1991, Hammersley 1993 and Taber 2000). Some of the criticisms levelled at grounded theory, question whether the researchers 'choose' evidence selectively and then make assumptions about the data collected (Richardson 1994). Taber (2000), Reynolds1991, Hammersley 1993 and Taber 2000) and Charmaz (2006) considers some of the criticisms of grounded theory particularly relating to the methodology and

suggested that the methodology comes under the tradition of positivism. Charmaz (2006) argued:

> *The rigour of grounded theory offers qualitative researchers a set of clear guidelines from which to build explanatory frameworks that specify relationships among concepts.*

(Charmaz, 2006: 510)

As with many methodologies used there are both advocates and dissenters. The researcher needs to carefully select the most appropriate methodology for their study and be aware of some of the issues and difficulties when using it.

2.5. Reasons for using grounded theory approach

This approach was selected for the following reasons:

2.5.1. The grounded theory approach was appropriate to answer the research questions

Grounded theory is a method that uses a systematic set of procedures to develop an inductively-derived theory about a phenomenon (Corbin and Strauss, 1990). The research questions of this study helped to explore why trainee teachers choose the teaching profession, expectations of these student teachers from the teaching profession, their experiences and perceptions about the role of a teacher in Pakistan. Therefore, it is postulated that the approach rooted in the applied methodological area of symbolic interactionism was appropriate for the study. In this study, the researcher adapts symbolic interactionism as a philosophical underpinning to understand how the participants' behaviours have been shaped through social interaction in the context of Pakistani society. This study aims to understand the behaviour and the meanings people give to their experience in a natural setting in order to

discover the basic psychosocial process (Glaser, 1978). Studying human behaviour in its context helps to examine the behaviour in relation to the social circumstances, rules, laws, and conditions that govern the shared meanings of objects and affect human behaviour. In the light of different research studies, by using a grounded theory approach the researcher will meet the research objectives and it will provide a better understanding of the topic under study (Elliott and Lazenbatt, 2005; Suddaby, 2006; Walker and Koroloff, 2007; Neibert, 2009). Elliott and Lazenbatt (2005) stated:

> *With its origins in sociology, grounded theory emphasises the importance of developing an understanding of human behaviour through a process of discovery and induction rather than from the more traditional quantitative research process of hypothesis testing and deduction.*

(Elliott and Lazenbatt, 2005: 49)

2.5.2. Helped to manage complex data

Grounded theory involves a step-by-step process that can be helpful when the process of data generation and management is complex (Chang Lee et al., 2009: 328). In the present study there are three groups of one hundred participants. Therefore the use of grounded theory method helped to organise and manage the research data.

2.5.3. Middle range theory formulation

In this study, the researcher is intended to formulate a **middle range theory**. The term "middle range theory" does not refer to a grand theory or a specific theory, but it is rather an approach to theory construction (Merton, 2010). The researcher will create general statements after analysing the research data by using grounded theory procedures and these general statements (forming a middle range theory) can be verified by the research data. This study will

highlight the problems and constraints in the area of teacher education in the context of a Pakistani society. As (Walker and Koroloff, 2007) suggested, the goal of a grounded theory approach is to produce a theory that can be applied in everyday situations by people engaged in the activities under study. This theory will make sense to them and will be useful to them in confronting practical problems. On the basis of this study, recommendations and strategies will be offered in order to enhance the quality of teacher education in Pakistan. As Neibert (2009) also suggested, grounded theory is a research method whereby the researcher generates an abstract analytical schema of a phenomenon (a theory that explains some action, interaction, or process).

Walker and Myrick (2006) also suggested the use of grounded theory methods appropriate to form a theory by stating:

> *As a product of its history and epistemology, grounded theory is an evolving method premised on the inductive generation of theory derived from data. It is a complete package of procedures, techniques, and assumptions related to the discovery of practical theory.*
>
> (Walker and Myrick, 2006: 557)

In this study the researcher will suggest reasons for selecting and remaining in teaching in the Pakistani context, which will enable policy makers, school administrators, and administrators of the Teacher Training Institute to design better procedures for attracting and retaining Pakistani teachers (see chapter 1, research questions). According to Suddaby (2006),

> *The grounded theory method is more appropriate for some questions than others. Grounded theory is used in a way that is logically consistent with key assumptions about social reality and how that reality is "known." It is less appropriate to use grounded theory when you seek to make knowledge claims about an objective reality, and more appropriate to do so when you want to make knowledge claims about how individuals*

46

interpret reality, it is used to understand the process by which humans
*construct meaning out of inter subjective experienc*e.

(Suddaby, 2006: 634)

2.5.4. A dearth of literature related to Pakistan

Grounded theory method supports the researcher who is attempting to generate
theory where a dearth of literature exists. It is used in areas in which little
research has been done and the researcher starts afresh, little influenced by
previous knowledge (Morse and Field, 1996). This approach was appropriate for
this study because there is limited research literature available related to
Pakistan. There appears to be a dearth of literature specifically addressing the
reasons for choosing the teaching profession and their relationship to teacher
education and training in Pakistan as compared with the developed countries.
Oplatka, (2007) also stated:

> *We lack research on the lives of teachers in developing countries, their*
> *motives for entering the occupation despite the low remuneration, their*
> *sources of job satisfaction, and their promotion strategies and*
> *opportunities. Whereas a great deal of research on these issues has*
> *appeared in Anglo-American nations during the last two decades, there*
> *are only a few reports of teachers' lives and careers in developing*
> *countries (for example Gambia, India, Ghana, Kenya, and Pakistan).*

(Oplatka, 2007: 286)

Hence in this study, the use of grounded theory method allowed the generation
of a more rounded and dense theory. This method systematically allows the
emergence of a conceptually sophisticated theory that describes and explains
structures and patterns relevant to the participants' context. In this study, in
accordance with the procedures of grounded theory research where diverse

data-gathering strategies are used, the interview method is usually used to collect data. (Walker and Koroloff, 2007: 445)

The work of Corbin and Strauss (1990) provided the methodological underpinning that gave structure to this research. Grounded theory was introduced by Glaser and Strauss in 1967. Their approach was developed by Corbin and Strauss (1990) who suggested a new way of coding data using a coding paradigm involving phenomena, causal conditions, context, intervening conditions, action/interaction strategies and consequences. This new approach from Corbin and Strauss is the one adopted for this study.

2.6. Versions of grounded theory

Grounded theory is a powerful research method for collecting and analysing research data. It was 'discovered' by Glaser & Strauss (1967) in the 1960s when the use of positivistic (scientific) and quantitative methods was dominant (Charmaz 2006). There are three versions of grounded theory approach.

1. Glaser and Strauss

At first this approach was introduced by Glaser and Strauss in close and equal collaboration in their book '*The Discovery of Grounded Theory'* in 1967. They argued:

> *Grounded theory is derived from data and then illustrated by characteristic examples of data.*
>
> (Glaser and Strauss, 1967; 5)

This means that not only interview or observational data but also surveys or statistical analyses or whatever comes the researcher's way while studying a

48

substantive area can be used in the comparative process as well as literature data from science or media or even fiction. Later on, Glaser and Strauss disagreed on how to apply the grounded theory method and Strauss published *Qualitative Analysis for Social Scientists* (1987). Glaser remaining consistent with his earlier view that grounded theory is a method of discovery and that categories emerge from the data.

2. Strauss and Corbin

Thereafter Strauss, together with Corbin, published *Basics of Qualitative Research: Grounded Theory Procedures and Techniques* in 1990. Strauss is interested in validation criteria and a systematic approach while Glaser emphasizes induction and the individual researcher's creativity within a clear frame of stages.

3. Constructivist grounded theory

Other researchers have developed the theory further and provided a constructivist grounded theory (Turner, 1983; Seale, 1999; Miller and Fredericks, 1999; Charmaz, 2000; Bryant, 2002 and Thornberg, 2012). Constructivist grounded theory focused on interaction as it is rooted in pragmatism and relativist epistemology. It assumes that neither data nor theories are discovered, but are constructed by the researcher as a result of his or her interactions with the field and its participants. Data are co-constructed by researcher and participants' perspectives, values, privileges, positions, interactions, and geographical locations.

2.7. The key elements in present study

The key focused elements during this study were:
1.   Grounded theory procedures.

49

2.   Data analysis process and a middle range theory formation.

3.   Role of the researcher.

2.8. Grounded theory procedures

These procedures are the core of grounded theory and are used in different analytic phases of the grounded theory study. In a grounded theory study, the research is usually conducted in an area of study that allows theory to emerge from the data all the way through. Different procedures are used in different analytic phases of grounded theory. These procedures helped to formulate a theory which is grounded in data. As Elliott and Lazenbatt (2005) stated that:

> *Grounded theory should be viewed as a package of research methods that includes the use of concurrent data collection and constant comparative analysis, theoretical sampling and memoing, all of which can create an awareness and an appreciation of the scientific merit required of grounded theory research and promote quality standards relating to research practices in grounded theory methodology.*

(Elliott and Lazenbatt, 2005: 48)

The researcher used these procedures of grounded theory during data analysis.

a)   Coding.

b)   Constant comparative method.

c)   Memoing.

According to Elliott and Lazenbatt (2005) these methods are not optional extras but instead are an integral part of the systematic rigorous research approach of a grounded theory study.

a) Coding

According to Neibert (2009), grounded theory study includes three analytic phases of coding:

1. Phase 1: (Open coding).
2. Phase 2: (Axial coding or reflective coding).
3. Phase 3: (Selective coding).

Strauss and Corbin (1990) divided the coding process into three phases and label them open, axial, and selective. The divisions between the three phases are somewhat artificial and these might even be carried out concurrently. Each phase required different interventions on the part of the researcher. At first, the coding process appeared to be simple but as the researcher moved deeper into the methods, the procedures became increasingly more complex and detailed. For that reason the constant comparative method and questions within phases were used for assistance. Each phase comprised of specific procedures which aimed at achieving distinct purposes. On the other hand, Strauss and Corbin (1990) defined coding as simply "the process of analysing data" (Strauss and Corbin, 1990: 61). These three phases of the grounded theory and their key features are shown below.
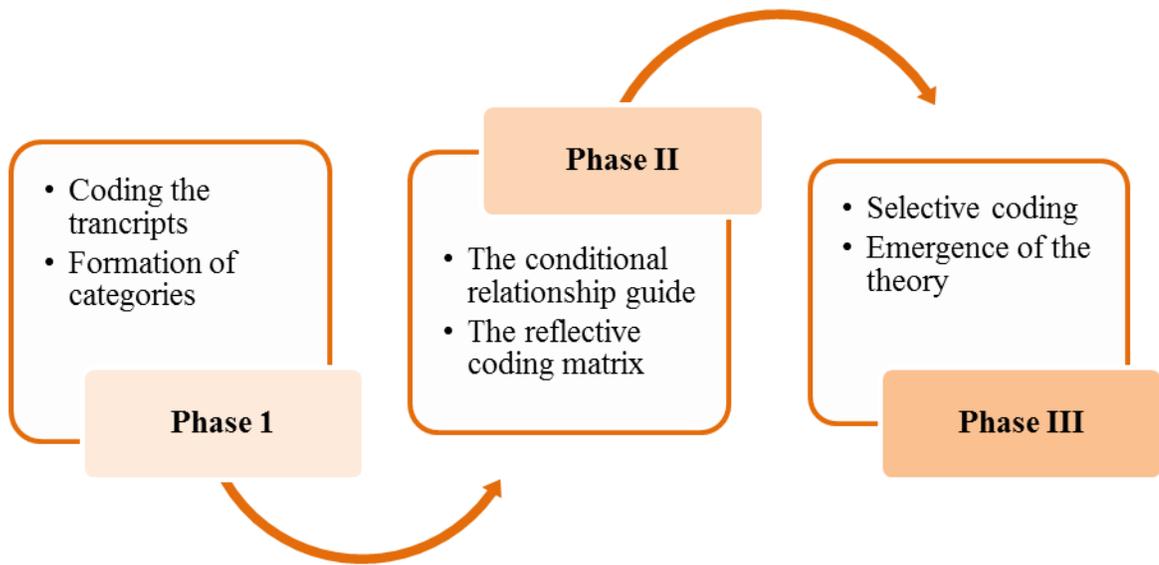
Figure 2.1: Phases of the grounded theory

Phase 1 (Open coding)

All interview transcriptions were read through and analysed individually to maintain their sense of individuality, context and linear connection (Giorgi and Giorgi, 2003). During reading transcripts, the researcher started looking for patterns and themes. Any immediate themes or patterns were noted and added to the list of possible influential factors. Furthermore, while reading the transcripts, the researcher began the process of breaking them down and examined each participant's words line by line to categorise the data. Each category was assigned words that the participant had offered in the interview responses. The entire open coding process was used to yield different open codes (see appendix 5, 7-9). After this, further codes were formed through the use of constant-comparative process and by relating concepts and categories. Walker and Myrick (2006) explained the process of coding in this way.

To code, data are broken down, compared, and then placed in a category. Similar data are placed in similar categories, and different data create new categories. Coding is an iterative, inductive, yet a reductive process that organises data, from which the researcher can then construct themes, essences, descriptions, and theories.

(Walker and Myrick, 2006: 549)

By constantly comparing the categories the researcher was able to understand the construction of the interrelationships between different categories (see appendix 6). In a grounded theory study, the data analysis process begins with basic descriptions and moves to conceptual ordering and then to theorizing (see chapter 8, middle range theory). This was accomplished through the use of coding processes. Coding, in grounded theory, is much more, it is not simply part of data analysis but a "fundamental analytic process used by the researcher" which transports researchers and their data from transcript to theory (Corbin and Strauss, 1990: 12).

In this phase, the researcher generated different codes by looking into data. On the basis of these codes different categories were formulated according to specific characteristics.

Phase II: (Axial coding or reflective coding)

This is a process by which the data are reassembled in new ways, by making connections between and among categories. During the axial coding process the researcher looked into the data to reassemble it in new ways by making connections between and among categories (see appendix 6). During the axial coding process two tools were used (Scott, 2004 and Neibert, 2009).
    i.   The conditional relationship guide
    ii.   The reflective coding matrix

i. The conditional relationship guide

This guide identifies the relationships and interactions of the categories with each other and also describes how the consequences of each category are understood. In order to answer the research questions of this research study, the researcher developed a conditional relationship guide for this study. The investigative questions were engaged to effectively understand the relational dynamics of the primary categories, a matrix called a Conditional Relationship Guide was created. This guide was created by asking each of the investigative questions in each of the categories, in a purposeful manner, to reveal the relationships among the categories. Beginning with the theoretic understanding of each category, a format was designed to ask and answer each relational question about the category.

- What is the category?
- When does the category occur?
- Where does the category occur?
- Why does the category occur?
- How does the category occur?

After analysing the research data, each research category was defined and the initial definition was revised after the emergence of new codes (see appendix 6). Strauss used the conditional matrix as other analytic aid that sensitises the researcher to the variety of conditions and consequences that surround the actions and interactions of people. The matrix was an extension of the coding paradigm, which focused solely on the conditions and consequences related to the phenomena under study. As according to Walker and Myrick (2006),

> *Conditional matrix views the situation under study, the phenomena, or the categories through a zoom lens. The researcher can explore the conditions or consequences that exist in the individual, group, or family*

context using a close-in micro lens, or explore the community or national
context using the faraway macro lens.

(Walker and Myrick, 2006: 557)

By using this guide the researcher was able to explore the socio - economic status and the context of the participants. After the completion of the conditional relationship guide, the researcher used the newly-discovered connections to the higher abstraction of the reflective coding matrix, where the concepts were understood in greater detail (see chapter 8 for discussion).

ii.   The reflective coding matrix

A primary objective of constructing a reflective coding matrix as a relational hierarchy was to contextualise the core category, the central phenomenon to which all other major and minor categories relate. After identifying the core categories, all other categories become sub-categories and core category descriptors. Then identification of the reflective coding matrix descriptors is contingent upon the relationships established by the conditional relationship guide (Scott, 2004: 120). The research data was examined to identify the main categories and the matrix (see appendix 5 and 6).

Phase 3 (Selective coding)

The last phase of the analytic process is selective coding, which took place when the researcher integrated all the interpretive work done over the course of the research. This is called "writing the story line" (Neibert 2009; Scott, 2004; Strauss and Corbin, 1998). At this stage research explained what seemed to be going on here, by using this guidance of grounded theory tools. The relationships of the storyline were validated with the research data. Finally, the researcher described the emerged patterns which were specific to a particular setting under specific conditions and the validation of relationships that

grounded a theoretic position. At this stage, research questions were answered and the results of the study were verified from the research data. In line with the research methods of a grounded theory study, following aspects are explained in this study:

- Transparency to reassure that it is followed by core analytic tenets (that is, theoretical sampling, constant comparison) in generating the data.
- How the data were used to generate key conceptual categories.
- Epistemological links between research question and methods.
- The process by which interview subjects were identified and their selection was made transparent.
- How raw data were converted to conceptual categories.
- Sufficient detail of data to create a sense of verisimilitude for the reader.

(Suddaby, 2006: 640-641)

According to Glaser and Strauss (1967), the process of theory emergence includes and depends on:

- How well the data fit into conceptual categories identified by an observer
- How well the categories explain or predict on-going interpretations
- How relevant the categories are to the core issues being observed

Rossiter (2008) also suggested that the researcher's inferential ability is more critically important than his/her interviewing skill-which was only moderately important. The data analysis process reflects the use of all these procedures of the grounded theory study (for details see chapter 3, 4, 5, 6 and 8).

During the process of coding, the research data was broken down, examined, compared, conceptualised and categorised after reading all the transcripts

carefully and line by line to identify different codes. The new codes were added at the same time. Line by line coding helped the researcher in the following ways:

- Kept the researcher engaged with the data.
- Forced an analytical approach.
- Reduced influence of preconceived ideas.
- Gave an opportunity to constantly analyse and question the data.
- Helped to avoid bias and misinterpretation.

See appendix 5 for the list of codes which were formed after analysing the research data line by line.

Glaser, 1978 has divided the coding process into two procedures as explained below under these headings.

i. Substantive coding
ii. Theoretical coding

i- Substantive coding

This is concerned with producing categories and their properties. It consists of two sub phases, open and selective coding. After coding, the codes related to similar concepts were identified and placed into a category (see appendix 5 and 6). In this way, different categories of specific characteristics were formed.

ii- Theoretical coding

It occurs at the conceptual level, weaving the substantive codes together into a hypothesis and theory. On the basis of these categories a mid-range theory was formed (see chapter 8 for middle range theory formed after analysing the research data obtained in this study).

b) Constant comparative method

Glaser (1978) focused on the constant comparative method as the method of coding data, suggesting that it involves two simple analytic procedures aimed at creating categories and their properties. In the first procedure, the analyst makes comparisons of incident to incident to generate categories and then compares new incidents to the categories. The second procedure, or the making of comparisons, requires the analyst to examine the data through the use of neutral questions such as, "What category does this incident indicate?" (Glaser, 1978: 57)

> *Categories emerge upon comparison and properties emerge upon more comparison.*
>
> (Glaser, 1992: 42)

In this study constant comparative methods were used to compare the research data obtained from three groups of participants therefore new incidents were merged to explain further previously formed categories and some new categories were also formed (see appendix 6 and figure 8.4).

c) Memoing

Memoing was also used in this study. It was another important feature of the grounded theory research methods associated with the data analysis. Glaser (1998; 1978) suggests that the writing of theoretical memos is a core activity throughout the grounded theory research process. Theoretical memos are defined as the following:

> *Memos are the theorising write-up of ideas about codes and their relationships as they strike the analyst while coding.*
>
> (Glaser, 1978: 83)

The researcher made a note of the ideas which arose during the data analysis. Then those memos were used:

- To record the meaning of conceptual ideas.
- To record the ideas for theoretical sampling.
- To provide a track record of the analysis.
- As the analytical building blocks develop theory.
- To encourage analysis that was grounded in the data.
- To overcome the issue of subjectivity.

(Elliott and Lazenbatt, 2005)

In this study, memos are used to provide an understanding of how the codes and their properties were related to each other during different phases of the data analysis process. In the data analysis chapter evidence from data is provided by using memos. This form of comparative reasoning helped to overcome prior assumptions and forced the researcher to keep focused on the data.

2.9. Data analysis process and a middle range theory formation

The data analysis process is a very crucial part of grounded theory study (Glaser and Strauss, 1967; Strauss and Corbin, 1998; Scott, 2004; Elliott, and Lazenbatt, 2005; Walker and Myrick, 2006; Neibert, 2009). Strauss and Corbin (1998) and Walker and Myrick (2006) defined the analysis as both a science and an art; and as interplay between researchers and data (Strauss and Corbin, 1998: 13 and Walker and Myrick, 2006: 558). According to Glaser and Strauss (1967), new theory could be developed by paying careful attention to the contrast between "the daily realities of substantive areas" and the interpretations of those daily realities made by those who participate in them (Glaser and Strauss, 1967: 239). The core of grounded theory is the data analysis process in which the researcher engages to generate theory from the data (Walker and

Myrick, 2006). In this study, the researcher will also form a middle range theory by using grounded theory procedures. The middle range theory is discussed in chapter 8.

2.10. The role of the researcher

The researcher plays an important role in a grounded theory study. According to Grubs and Piantanida (2010):

> *The analysis of data depended a great deal on the researcher's interpretive capacity to generate concepts.*

> (Grubs and Piantanida, 2010; 100)

According to Glaser and Strauss (1967):

> *The role of the researcher's perspective is so great that different analysts working with the same data could develop alternative theories, which is acceptable as long as all theories developed are grounded in the data, each in its own way.*

> (Glaser and Strauss, 1967: 65-66)

According to Neibert (2009), in qualitative design, the researcher is, by nature, part of the human ecology under examination because the investigator is involved in the ecology. Therefore, his or her biases, values, and judgment become entwined in the data being generated. Merriam 1988 also suggested that the best cure for biases is to be aware that they exist. As stated by Merriam:

> *Because the primary instrument in qualitative research is human, all observations and analyses are filtered through one's world view, one's values, and one's perspective.*

> (Merriam, 1988: 39)

When considering the issue of quality in research, Hammersley (1992) argued that in order to assess the quality of research work, an important question to ask is whether the search findings represent accurately those features of the phenomena it is intended to describe and explain or not. According to Murphy et. al. (1998), this question can be answered by looking at the research methods used. Further they suggested that another general approach to enhance confidence in interpreting research findings is by providing evidence of how the researcher's own *a priori* assumptions may have shaped the data collection and analysis (Murphy et al. l998).

The researchers keep in mind the factor of personal bias during the data analysis. According to Elliott and Lazenbatt (2005), in grounded theory the use of memoing is important in controlling distortion during analysis by sensitising the researcher to her/his personal bias. In addition to demonstrating that the researcher is aware of personal bias, memoing provides another important function in controlling the quality of data analysis (Mills et al., 2006). Through the use of memoing and comparative analysis the researcher was able to check if the memos fit into the emerging theory or not. Memos that do not fit were set aside. This means that in grounded theory, memoing has a dual purpose of being part of data analysis and also in countering subjectivity that ultimately enhanced the likelihood of producing accurate research findings. While Suddaby (2006) suggested to new grounded theory researchers:

> *That they should become both patient and tolerant of ambiguity, because it is the on-going interaction between researcher and data that generates the fundament of successful grounded research.*
>
> (Suddaby, 2006: 638)

The researcher understands her role as a key person and kept in mind all the above suggestions during data analysis. In this way by using the procedures of

grounded theory proposed by Glaser (1978 and 1992); Glaser and Strauss (1967) and Strauss and Corbin (1990 and 1998), the researcher analysed the research data to formulate a middle range theory on the basis of different categories and their sub-categories.

2.11. Data collection methods

In order to answer the research questions of this research the institute from which the sample is taken is a Teacher Training Institute of Pakistan. According to (Brown, 2006), in qualitative research, data richness enhances the quality of a study and rich data often come from humans participating in the study. This is a qualitative research study which is conducted by using interview techniques for data collection as these were useful to produce quality and rich data for this study.

2.12. Use of the tape recorder

The researcher used a tape recorder to record the interviews with the participants of the study. The respondents were asked for permission to be recorded before conducting interviews. The tape recorder was tested before starting data collection to ensure its sound quality and to get familiarity. Using a tape recorder has the advantage that the data is more accurate than writing out notes but it was time consuming to transcribe this data. As Bryman(2001) suggested that one hour of tape takes five to six hours to transcribe. All the recorded interviews were saved on to a personal computer and transcriptions of these interviews were carried out by using the program 'Express Scribe' in conjunction with the Microsoft Word program. Use of these programs allowed the researcher to listen, rewind and stop the recorded interviews while viewing and typing in the Microsoft word page through the use of different function keys.

2.13. Use of the interview methods

The researcher decided to use interviewing methods as greater understanding could be gained in the areas under investigation by using these methods. The reasons for students wanting to choose the teaching profession could vary greatly from person to person due to individual differences, varying social background and the cultural context of Pakistani students. So because of the complexity of the issues involved the use of interview techniques for data collection provides a full understanding and an in-depth knowledge to answer the research questions.

Morse (1991) suggested that when the interview method is used then the research participants' ability to communicate and reflect becomes an important consideration. Language interpretation was difficult and time consuming. There was a danger to the validity and reliability of the research data while translating interviews from the native language to English therefore the researcher conducted all the interviews in English. Trainee teachers' ability to communicate in English was assessed before approaching them for an interview. The researcher asked the teacher trainers about the trainee teachers' ability to communicate in English. This was a useful exercise because it quickly became clear that all the courses and exams are conducted in English and most of the candidates were capable of communicating in English.

Initially, some respondents were reluctant to participate as they were worried about their English language skills. Because of this, the researcher decided to give all respondents a list of questions beforehand which was used as a guide for the interview discussion. This method was very successful and put many of the participants at ease as they were aware of the topics beforehand thus they prepared themselves better. As Baker, (1982: 109) recommended, while interviewing another person, the researcher should take into account:

Who the other is, what that other person could be presumed to know,
'where' that other is in relation to ourselves in the world we talk about.

All the interviews were conducted in English some respondents used Urdu and associated jargon during their interviews. Where it was possible such parts of the interviews were translated to convey the actual meanings and where it was necessary the same words were used with an explanation in English. There were also some errors in the spoken language which were corrected to convey their actual meanings. Paraphrases are also used to provide an understanding of what the respondents actually intended to say.

Brown (2006) suggested that when qualitative research data is collected using interviews it is necessary for the interviewer to pay attention to the content of spoken information along with keeping in mind important aspects of the human context during interview interaction. His following recommendation was also taken into account therefore before conducting interviews:

Specialized interviewer training regarding human factors provides
researchers with a valuable tool to increase data richness.

(Brown, 2006: 207)

Therefore, the researcher attended different training sessions to develop interviewing skills. During interviews, the interviewees tend to respond very differently to an informal situation. Some respondents showed great interest in the idea of talking about problems during training, occupational choice of teaching and teacher training programme and provided a great deal of information while some respondents were less demonstrative and communicative and provided less information. In this research study both one to one interviews and focus group discussions were used for data collection. The focus group discussions were mostly used to collect data from trainee teachers while other research participants (head teachers and teacher trainers) were interviewed one to one because:

- They were not available for focus group discussion.
- To ensure the privacy of their views.

2.14. Focus group discussions

During focus group discussions the research data were collected from a group of three to eight trainee teachers simultaneously and this method provided an opportunity to discuss different issues related to this research study in an informal way. As Wilkinson (2004) also suggested the focus group is a:

> *A way of collecting qualitative data by engaging a small number of people in an informal group discussion which is 'focused' around a particular topic or set of issues.*

(Wilkinson, 2004: 177)

While Silverman (1993) and Boutain and Hitti (2006) expressed that the quality of qualitative research depends on the richness and quality of research data and the interaction between the interviewee and the interviewer can produce more data than the questions asked. The focus group discussions were mainly conducted with the trainee teachers to collect data due to following advantages.

2.15. Advantages of the focus group discussions

The focus group discussions were also helpful in providing rich and explanatory data about the study. They were also very effective for collecting data about the educational system of Pakistan, the socioeconomic status of teachers and the teaching profession and impact of Pakistani cultural norms on the participants' occupational choice, perceptions and way of thinking. As Breen (2006) suggested, the advantages of a focus group discussions are:

- Attitudes and opinions are socially formed so use of focus groups provides a social environment for discussion. It also helped to understand different issues and problems in the context of Pakistani society.
- These give us a deeper understanding of the phenomenon and provide new insights.

Salmon (2007) provided options to respondents of being interviewed individually or in a group but all of them opted for a group interview. Respondents generally seemed to prefer group interviews because they felt it would give them additional support, encouragement, and an increased sense of safety and trust in an interview with a researcher who was previously unknown to them. These focus group discussions also guided the researcher towards an analysis which provides better understanding based on the lived experiences (Salmon, 2007: 985, 99). During these interviews, respondents explored their experience during teacher training, their problems, their perceptions about the future as a teacher and what changes they want to bring in the status of the teaching profession. The focus group discussions helped to determine a more holistic status of the teaching profession, expectations of the teaching profession, reasons for choosing the teaching profession, the role of the teacher and different dimensions for bringing improvement in the educational system of Pakistan. During these focus group discussions some respondents provided specific examples of their experience during their teacher training and how they decided to become a teacher. Besides these, other advantages of using focus group discussions in this research study were:
- There was no significant time delay between question and answer.
- This method provided an opportunity for the interviewer and interviewee to be clear what the researcher wants to ask or what respondents want to say. This can lead to the emergence of a whole new area of data (Wengraf, 2001).
- A conducive interview ambience was created.

2.16. Population of the study

In the study population all the trainee teachers enrolled in the Teacher Training Institute, teacher trainer of the Teacher Training Institute and head teachers of the schools where student teachers go for their teaching practice, were included as shown in the table below.

Research participants	Total no. in the population
Trainee teachers	236
Teacher trainers	50
Head teachers	9
Total	**295**

Table 2.1: Population of the study

2.17. About the Teacher Training Institute of Pakistan.

The two main groups of participants (trainee teachers and teacher trainers) for this study were from a postgraduate Teacher Training Institute of Pakistan. It is one of the largest teacher training institutes of Pakistan offering 15 degree programmes in teacher education including PhD, with its faculty of 50 and current enrolment of about 1400 students. Sub departments under this institute are:

1. Department of Business Education
2. Department of Elementary Education
3. Department of Secondary Education
4. Department of Islamic Education
5. Department of Science Education
6. Department of Educational Research and Assessment
7. Department of Technology Education
8. Department of English Language Teaching and Linguistics

Trainee teachers from different parts of the country are enrolled in this institute and they are meant to serve in all the regions of the country. This Teacher Training Institute of a Pakistani university trains more than 600 teachers every year in eight different specialisations and these teachers serve mainly in government schools all over the country. In the Teacher Training Institute most of the students enrolled are new graduates. The researcher's observations indicate that the practices, mode of studies and patterns of assessment of the Teacher Training Institute are different and unique as compared with the undergraduate colleges where trainee teachers were studying before gaining admission into the Teacher Training Institute. In the Teacher Training Institute, the trainee teachers are offered different courses, assignments, seminars and a teaching practice course as a part of their training. In addition different activities for the development of teaching skills were also offered to encourage strategic learning. The practice, design, courses and mode of the teacher training programme are very different to the practices of students at their previous level of studies (that could be an undergraduate or masters depending on the programme in which the trainee teachers are enrolled). At the Teacher Training Institute the semester system is in practice. The trainee teachers are enrolled in the Teacher Training Institute for one or two years depending on their course of studies. With the exception of the M. A. Education programme, all the programmes are of two years' duration. Each year trainee teachers are offered two semesters and in each semester they are offered different courses of studies related to the development of teaching and pedagogical skills. Trainee teachers are assessed at the end of each semester for their content knowledge and skills. In some courses marks are also assigned for the assignments and presentation. Some of the courses offered by the teacher training institutes are fundamental and compulsory for all students. The compulsory courses are:

- Philosophy of Education.
- Psychology of Education.
- Research methods in Education.
- Islamic system of Education.

Other courses are offered on the basis of the objectives of the each programme of study. Besides these courses, teaching practice is also an important component of all two year teacher training programmes. The teaching practice course is discussed in detail in chapter five.

2.18. Reasons for choosing the Teacher Training Institute

The researcher chose this Teacher Training Institute for the following reasons.

1. It was the one of the largest and most prestigious Teacher Training Institutes of Pakistan offering 15 degree programmes in teacher education including PhDs, with a faculty of 50 and current enrolment of about 1400 students. This Teacher Training Institute of a Pakistani university is training more than 600 teachers every year in eight different specialisations and these teachers serve mainly in government schools all over the country.

2. Students from different parts of the country are enrolled in this institute. As these trainee teachers have different cultural and socioeconomic status, it provides an opportunity to the researcher to include trainee teachers from all parts of the country in the research sample and to understand the perspective of students belonging to different social and cultural contexts. This was also helpful in providing diverse research data in order to ensure the validity of the study (Neibert, 2009).

3. The administration of the Institute was also very cooperative and in fact the administration supported the idea of the research which is an important consideration when deciding on a research programme in an institution.

4. This research was conducted in the institute in which the researcher was a student. The established relationships of the researcher with the director, deans, chairmen and teachers provided easy access. There was not only an easy access for the researcher to trainee teachers and teacher trainers but also to the administration of schools where students

go for their teaching practice. An important supporting factor for this approach was the minimal degree to which the social ecology of the institutional environment was disturbed by the researcher.

2.19. Research sample for the study

In this study sampling is sequential and it begins with selective sampling and moves into theoretical sampling when concepts begin to emerge as suggested by Draucker et al. (2007). Glaser (1978) suggested that theoretical sampling occurs when:

> *The analyst jointly collects, codes, and analyse the data and decides what data to collect next and where to find them, in order to develop his theory as it emerges.*

(Glaser, 1978: 36)

In line with the grounded theory method, sampling for this research study could be described under these headings.
1.	Selective sampling
2.	Purposive sampling technique.
3.	Theoretical sampling.

2.19.1. Selective sampling

Selective sampling is the identification of populations and settings prior to data collection (Schatzman and Strauss, 1973).

2.19.2. Purposive sampling Technique

In order to select the research sample for this study, the researcher used the purposive sampling technique for data collection. Purposive sampling design in

a qualitative research study is concerned with the depth and richness of experience and points to choosing those participants who can provide this kind of data (Kuzel, 1992). There is also a general acceptance that a relatively small number of participants provide a great deal of data, which takes time to analyse (Miles and Huberman, 1994; Smith and Osbourn, 2003) and it is not concerned with demonstrating statistical significance or generalization (Robson, 1993, Holloway and Wheeler, 1996).

2.19.3. Reasons for using the purposive sampling technique

The researcher decided to use a purposive sampling technique because of the following reasons.

1. The researcher used the purposive sampling technique for this study in order to meet the research objectives of the study. The research objectives of the study demand those respondents who:
   - Are enrolled in a teacher training programme to become a teacher (trainee teachers).
   - Are engaged in the training of prospective teachers (teacher trainers).
   - Could provide knowledge about the context and background of the trainee teachers (teacher trainers and head teachers).
   - Had specific knowledge of the educational system of Pakistan and educational processes.
   - Are engage in a teacher training programme and are involved in the training of trainee teachers.

2. By adopting this sampling technique, respondents were chosen according to their availability and willingness to participate in the study.
3. By using this sampling design it was possible to have a more representative sample of the population. The sample consisted of individuals with similar educational background and experiences. All the

trainee teachers were registered in the different programs of the Teacher Training Institute within the same university. In this institute, core courses of teacher education and teaching practice were essential elements of the programme of study for all the students.

4.   The teacher trainers and head teachers were chosen in recognition of their experience in training young people to be teachers. The aim was to gain rich and in-depth understanding about the trainee teachers, the status of the teaching profession in Pakistan and the educational system of Pakistan.

The interviews were conducted according to the availability of respondents. Data were collected at many locations in the institute, such as the library, classrooms, ladies common room, thesis room, staffroom, playground and cafeteria. Students from each programme of the study were included in the research sample. In focus group discussions all the respondents were from the same programme of study.

2.19.4. Theoretical sampling

As suggested previously theoretical sampling is:

> *The process of data collection for generating theory whereby the analyst jointly collects, codes, and analyses his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges.*

(Glaser and Strauss, 1967: 45)

Theoretical sampling is considered a critical feature of grounded theory. (Webb, 2003 and Draucker et al., 2007). It is very important to decide when to move from selective to theoretical sampling. According to Draucker et al. (2007):

Theories are formed from proposing plausible relationships among concepts and sets of concepts. Tentative theories or theoretical propositions are further explored through additional instances of data. The testing of the emergent theory is guided by theoretical sampling. Theoretical sampling means that the sampling of additional incidents, events, activities, populations, and so on is directed by the evolving theoretical constructs. Comparisons between the explanatory adequacy of the theoretical constructs and these additional empirical indicators go on continuously until theoretical saturation is reached.

(Schwandt, 2001: 111 and Draucker et al., 2007: 1137)

The researcher used theoretical sampling to perform the following functions:

- To ensure that the newly-developed theory was theoretically complete
- To guide the nature of the questions used to collect data
- To guide the sources of data so that the theory was developed fully.

2.19.5. Difference between theoretical sampling and selective sampling

Theoretical sampling is guided by the emerging theory while selective sampling is the identification of populations and settings prior to data collection (Schatzman and Strauss, 1973).

2.20. The research participants for this study

All the participants of this study were from Pakistan. Overall, participants from a total of four different educational institutes were included in this study but the two main groups of participants were from the Teacher Training Institute of a Pakistani University (see appendix 1-3). Three head teachers of different schools were also interviewed. The participants of this study were:

a) The trainee teachers (students) enrolled in the Teacher Training Institute (for a brief introduction of this group see appendix 1)

73

b) The teacher trainers also academic staff of the Teacher Training Institute (for a brief introduction of this group see appendix 3)

c) The head teachers of schools where students go for their teaching practice (for a brief introduction of this schools see appendix 2)

A brief introduction to each group is given below.

2.20.1. The trainee teachers (students) enrolled in the Teacher Training Institute

This group consists of trainee teachers enrolled in a Teacher Training Institute of a Pakistani University. Most of the participants in this group were young people who had chosen the teaching profession for their future. These were all recent graduates within the age range of 18-29 years old. This age range was confirmed from the record office of the Teacher Training Institute. The trainee teachers were from different cities in Pakistan, although the majority of them were from the city of Lahore. Most of the participants who came to study here from other cities were living in hostels belonging to the Teacher Training Institute. (For further information about the trainee teachers see appendix 1).

2.20.2. The teacher trainers

This group includes the teacher trainers belonging to the Teacher Training Institute of a Pakistani university. These are those teachers who teach and provide training to the trainee teachers (students) enrolled in the Teacher Training Institute. These teachers were of a different range of age, experience and qualification. The key people who had made a significant contribution to this study were trainee teachers and teacher trainers (for a brief introduction of this group see appendix 3).

2.20.3. The head teachers

Besides these respondents, the researcher also interviewed three head teachers of different schools where trainee teachers do their teaching practice

as a part of their teacher training course (for a brief introduction of schools see appendix 2). For the objectives of these interviews see chapter 5).

2.21. Distribution of the research sample

The distribution of the research sample among three groups of the participants is shown below in table 2.2.

Table 2.2: Distribution of the research sample for all participants

Research participants	Total no. in the population	Total no. in the sample	Percentage of the sample
Trainee teachers	236	74	31%
Teacher trainers	50	23	46%
Head teachers	9	3	33%

Table 2.2 indicates the following three groups of participants.

1.   The trainee teachers.
2.   The teacher trainers.
3.   The head teachers.

Each participating group is discussed in detail below.

2.21.1. The trainee teachers

Seventy four trainee teachers enrolled in the Teacher Training Institute were interviewed. The sample includes graduates having studied a combination of different subjects in their previous degree, different academic interests and background. Another important feature of the sample is the inclusion of trainee teachers having spent one year at the Teacher Training Institute at the time of data collection. The research data was collected from only those trainee teachers enrolled in the year II because they have spent comparatively more time than those who were in the first year of their study. The second year

75

students were considered to be more expressive, mature, knowledgeable about the field and experienced in handling problems as compared to year 1 students who were busy adjusting themselves into the Teacher Training Institute. All year II students were given freedom of choice to participate or not to participate in the research. The distribution of the trainee teachers in the sample from different programmes of study is shown in the table 2.3.

Table 2.3: Overall distribution of sample for the trainee teachers according to their programme of study.

Programme of study	Male students	Female students	Total students	No. of male students in the sample	No. of female students in sample	Total students in the sample	% in the sample
M. Ed. Secondary	16	44	60	-	7	7	11.7%
M.Ed. Islamic	7	21	28	2	4	6	21.4%
M.A. E. C. E.	5	35	40	2	8	10	25%
M.A E. L. T. L	0	20	20	0	7	7	35%
M. S. Ed	5	23	28	3	12	15	53.5%
M.E.R.A	4	26	30	1	15	16	53.3%
M.Ed. General	5	25	30	5	8	13	43.3%
Total	**42**	**194**	**236**	**13**	**61**	**74**	**31.3%**

Table 2.3 shows the wide distribution of sample for trainee teachers according to the different programmes of study. It also indicates the overall percentage of the number of trainee teachers included in the research sample from these programmes of study. As shown in the above table from each programme of study, a different number of students were included in the research sample according to their availability and willingness to participate in the research study. Mostly the participants of the study were trainee teachers without any teaching

experience. Some of them were teaching part-time after their classes in academies and tuition centres during their teacher training. Most of the participants' of the study live in Lahore. Some of them were living in the Teacher Training Institute's hostel as they were from other cities within Pakistan. These different cities included Kasur, Sahiwal, Shaikupura, Narowal, Okara and Multan. A brief introduction of each trainee teacher is provided in appendix 1. The appendix 1 shows the pseudo names given to the participants, their age, gender and teaching experience. (See appendix 1)

At the Teacher Training Institute, student teaching and observation course was compulsory for all students except Ph. D scholars, while the submission of a research project or thesis is compulsory for all students enrolled in any two year programme of study. The student teaching and observation course had two components; theory and teaching practice. In the theory, initially trainee teachers were provided with the overview of different educational theories which they had already studied in their previous semester. The practical component of student teaching and observation course was called 'teaching practice'. During teaching practice, trainee teachers were assigned a particular school depending on the requirements of the teacher training programme in which they were enrolled. For example, the trainee teachers enrolled in M.A.E.C.E. (Master of Arts in Early Childhood Education) were usually sent to a primary school for their teaching practice.

During the teaching practice course, different subjects were assigned to the trainee teachers according to their area of specialisation to teach at that school. When trainee teachers teach in the classroom, they are assessed for their teaching skills by their 'supervisor' and a school teacher. The supervisor is a teacher trainer, from the Teacher Training Institute in which trainee teachers were enrolled and his/her responsibility was to assess and give marks to the trainee teachers for their pedagogical skills by observing them during their teaching practice. The supervisors also asked class teachers or subject

specialists (who teach the school students before the arrival of trainee teachers in the school for the teaching practice course) to provide evaluative feedback about the performance of trainee teachers. Hence, school teachers also observed and assessed the performance of trainee teachers when they taught in class. Twelve focus groups of trainee teachers are representative of the population of the study, as shown in table 2.4. The number of students in focus group discussions ranged from 4-10 trainee teachers in each group. At least one focus group was selected from each programme of study. The distribution of the sample according to the number of trainee teachers included in the focus group discussion from different programs of studies is shown in the table 2.4.

Table 2.4: Distribution of sample for trainee teachers (students) included in the focus group discussion from different programmes of study

Programme of study	No. of focus groups interviewed	No. of trainee teachers included in the sample	Total no. of trainee teachers in the focus group	No. of male trainee teachers in the focus group	No. of female trainee teachers in the focus group
M.A.E.C.E	1	*10	8	2	6
M.A.Ed. (General)	2	13	9	2	7
			4	3	1
M.A.E.L.T.L	2	7	3	0	3
			4	0	4
M.A. Education (Secondary)	1	7	7	0	7
M.E.R.A	3	16	4	1	3
			4	0	4
			8	0	8
M. S. Ed	2	15	6	1	5
			9	2	7
M.A. Education (Islamic)	1	6	6	2	4
Total number of students.	12	74	72	13	59

*From the M.A.E.C.E programme of study two students were interviewed individually in the phase I. So the total number of students included in the

sample from this group is 10. For the same reason the number of trainee teachers included in the sample is 74 while total number of the trainee teachers in focus groups is 72 who were interviewed in phase II.

During the one to one interviews and focus group discussions with the trainee teachers the main focus was to ask:

- Why they chose the teaching profession?
- What problems they faced during their teacher training at the Teacher Training Institute?
- What was the role of a teacher?
- What is the status of the teaching profession in Pakistan?

2.21.2. The teacher trainers

In the population of the study there were thirty two male teachers and eighteen female teachers. Twenty three teachers from the Teacher Training Institute were interviewed one-to-one. During the interviews with the teacher trainers' the main focus was to ask:

- Why they chose the teaching profession.
- How they see the performance of trainee teachers during their teacher training course.
- Why they think trainee teachers choose the teaching profession.
- How they perceive the role of a teacher
- What is the status of the teaching profession in Pakistan

The distribution of the sample, for the male and female teachers, in comparison to the total population of the teacher trainers in the Teacher Training Institute is shown below in the table 2.5.

Table 2.5: Distribution of sample for the teacher trainers

Total number in population			Number in sample		
Male teachers	Female teachers	Total no. of teachers	Male teachers	Female teachers	Total no. of teachers
32 (64%)	18 (36%)	50	15 (65%)	8 (35%)	23 (46%)

2.21.3. The head teachers

The head teachers of the three schools where trainee teachers do their teaching practice during the "student teaching and observation" course were also interviewed. These schools were within Lahore. During interviews with school head teachers the main focus was:

- Why they chose the teaching profession
- How they see the performance of trainee teachers in schools
- What problems trainee teachers face during their teaching practice course
- What is the status of the teaching profession in Pakistan

2.22. Data management

As a researcher, I transcribed all the recorded interviews myself. This allowed me to become more immersed in the data. Also listening to the taped interviews mentally transported the researcher back to the situation where these interviews

were conducted. This mental placement during transcription helped me in following ways:

- It reminded me of the context of the interviewees.
- To control the process, the researcher ensured that the same methods were used throughout.

The tapes were listened to repeatedly for transcribing accurately. Transcribing was difficult because peoples' ways of speaking are different from their ways of writing and their writing is more grammatical than speaking. Transcriptions were context-oriented conversations between the researcher and the participants. During transcription, judgments are made on the basis of the meaning from one language presentation to another that is; from spoken word to the written word (Kvale, 1996). Therefore some quotes were modified to convey their meanings. Transcription was completed in the period of six months. During the process of transcription ethical guidelines provided by the University of Huddersfield were considered. Hence all transcripts which were stored in the form of Microsoft Word documents were edited to ensure anonymity of the research participants. The names of all respondents were changed to maintain their anonymity. Each transcript was filed in relation to the unit to which it belonged.

2.23. Manual data analysis

There were different issues about the use of qualitative data analysis packages like NVIvo therefore manual data analysis procedures were used for this study. As Tallerico (1992) concluded that in "qualitative data analysis" packages it is the person, not the machine, who does the actual analysis. Furthermore, he suggested that the computer hardware and software are directed by the user and they are capable of performing essential mechanical functions only (for example storing, coding, searching, sorting, modifying, and retrieving

data) while more important interpretive and conceptual work remains the task of the researcher. It had been emphasized repeatedly, that:

> *Computers cannot be used as a substitute for the researcher's insight and intuition in interpreting data.*

<div align="right">(Tallerico, 1992: 37)</div>

Auld et. al., (2007) also suggested that qualitative software is not needed for valid and reliable research and it does not replace the researcher's job of the data interpretation. It was assumed even if computerised analysis will be used, the researcher will still need to set aside time to read, synthesise, and draw inferences from data sorted by NVIvo. For this reason, the researcher decided to analyse data manually instead of using NVIvo software. Furthermore, conducting the analysis by hand can permit a better contextual understanding of the concepts or patterns that emerge from the data analysis (Auld et al. 2007).

2.24. Data analysis process

The data analysis process started with the process of collection of data. During interviews, information was continuously reflected upon to understand the thoughts and feelings of the research participants. However, the detailed data analysis was carried out at a later stage. The tapes were transcribed by the researcher soon after the interviews. The different data collection methods used in different phases of this study are shown in table 2.6.

Table 2.6: Structure of the data analysis

Phases	Participants	Data collection method used
Phase 1	Trainee teachers	One-to-one interviews
Phase 2	Trainee teachers	Focus group discussions
Phase 3	Head teachers	One-to-one interviews
Phase 4	Teacher trainers	One-to-one interviews

2.25. Trustworthiness of the data

To establish and ensure trustworthiness of the data, the researcher used the following procedures:

- Peer review.
- Triangulation of the research data.
- Member checks.

(Neibert, 2009: 383)

2.25.1. Peer review

The interview transcripts, coding sheets, and interpretations were presented to three peers, two of them were with more than 25 years of qualitative research experience. These peers were the researcher's former supervisor, the main supervisor and a second supervisor. After reviewing the data and findings, the two peers (the main supervisor and second supervisor) determined that the process was conducted in an appropriate and systematic manner. Thus, inter coder reliability was achieved.

2.25.2. Triangulation of the research data

The term triangulation originally referred to a procedure that is used to know the distance between two points and in order to determine the unknown distance to a third point. Denzin (1978) expands the idea of triangulation to four research strategies: triangulation with data, methods, theories, and investigators. According to O'Donoghue and Punch (2003), triangulation is a "method of cross-checking data from multiple sources to search for regularities in the research data" (O'Donoghue and Punch, 2003: 78). Additionally, Long and Johnson (2000: 34) suggested:

> *Triangulation may take several forms, but commonly refers to the employment of multiple data sources, data collection methods, or investigators.*

To collect data from three different groups of research participants, one to one interviews and focus group discussions were used, therefore in this study data triangulation and methodological triangulation are used to answer the research questions of this study. At first, it was planned to collect data from all research participants from one to one interviews only but after two one-to-one interviews, the research realised trainee teachers were less reflective and confident therefore focus group discussions were used to collect data from all other trainee teachers. During focus group discussions all the trainee teachers were more confident and more reflective. As a result a new category and sub categories emerged in the next phase. In this way, the triangulation of methods (that is use of more than one research methods for data collection) helped to produce more research data. Oppermann (2000) suggested the use of multi methods approach allowed the researchers to be more confident about their results because triangulation is more about verification of results, identification, eliminating methodological shortcomings, investigator bias and also may help in uncovering divergent results. These divergent results can lead to new insights and consequently enriched explanations of a research issue. The triangulation of data source (that is to collect data from different groups of participants) was

85

useful to overcome the issue of data biasness as all the research data collected from three different sources was cross referenced to check the validity and reliability of data. During the coding process, the researcher constantly compared the emerging categories with the actual data (interviewees' own words) to establish the credibility in the coding process. In this way, the process of triangulation helped to overcome the issues of biasness, validity and trustworthiness (see appendix 7-9). The use of triangulation techniques for this research is shown below in figure 2.2.
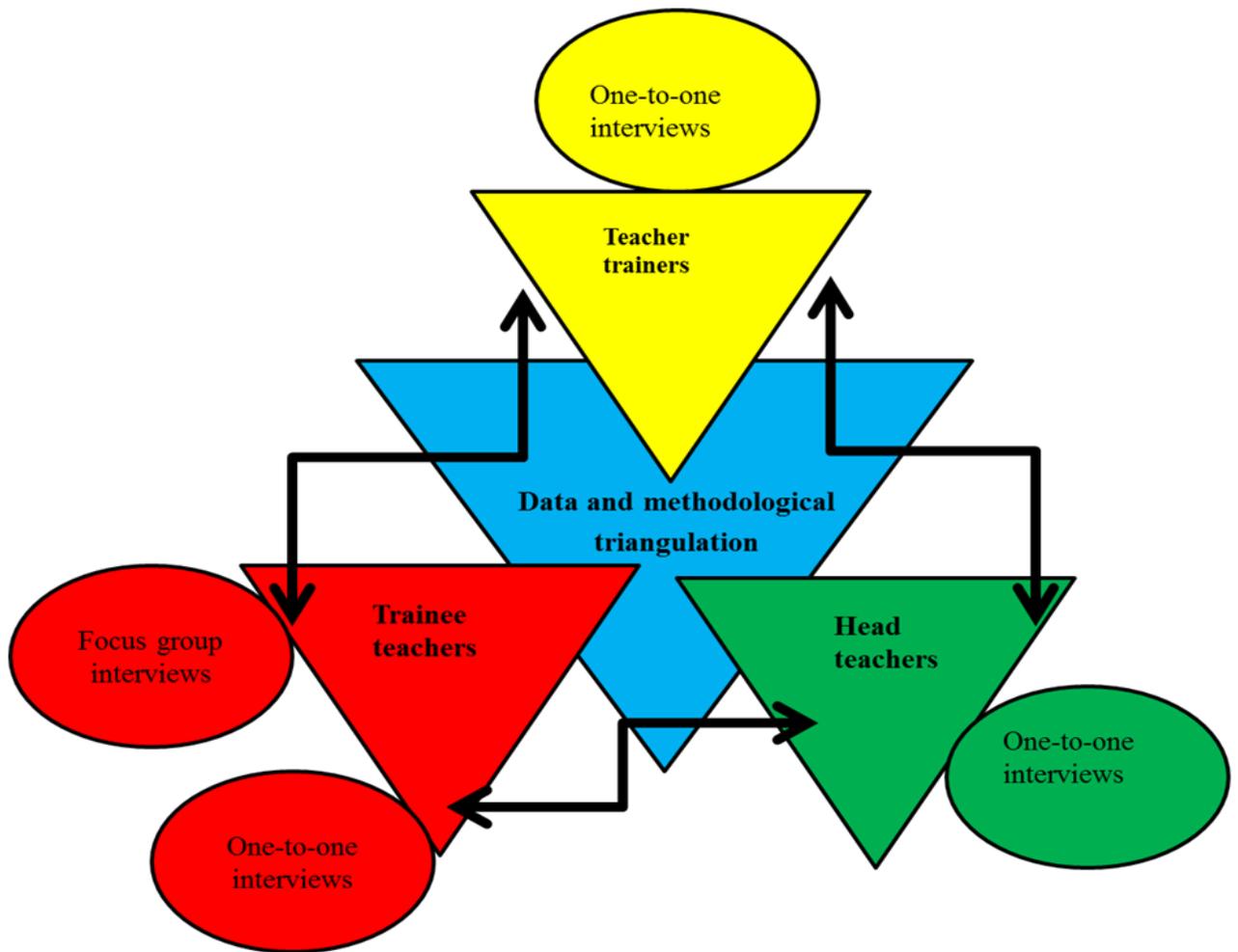
Figure 2.2: Use of data and methodological triangulation

Figure 2.2 indicates, data and methodological triangulation was implied in this research study. Two data collection methods (one-to-one interviews and focus

group discussions) are used to collect data from three groups of participants (data collection sources) that vary in time, space, and persons.
These groups were:

1. Trainee teachers enrolled in the Teacher Training Institute.
2. Head teachers, of three schools where students go for their teaching practice.
3. Teacher trainers (faculty of the Teacher Training Institute where trainee teachers were enrolled).

In figure 2.2, the double headed arrows indicate the data collected from these three groups was cross referenced and compared with each other to find similarities and differences.

2.25.3. Member checks

Data analysis in grounded theory research is assumed to be dependent on the researcher's interpretive capacity to generate concepts. According to Humble (2009), the use of multiple data analysis techniques is also a form of triangulation and multiple methods can also include "combining analytic approaches" (Humble, 2009: 37-38).

In the present research study, the researcher analysed the data by using different methods including constant comparison, manual analysis, content analysis and visual analysis of coding. In a further guard against bias, the research data represented a diversity of relevant experiences and perspectives to the phenomenon under study (for details see data analysis chapters). The researcher systematically searched out and gathered data from three diverse groups of the research participants. The researcher represented a diversity of relevant perspectives and experiences on the basis of data provided by participants in order to control potential bias (for details see chapter 8).

Furthermore, Elliott and Lazenbatt (2005) suggested another way to achieve the credibility of the research. According to Elliott and Lazenbatt (2005):

> *The credibility of grounded theory research could be achieved by the use of concurrent data collection and analysis, and by developing an emergent fit, so that the emergent theory can represent accurately the respondents' experiences.*

(Elliott and Lazenbatt 2005: 51)

Murphy et. al. (l998) suggested another general approach to enhance confidence in interpretative research finding, by providing evidence of how the researcher's own *a priori* assumptions may have shaped the data collection and analysis.

2.26. Ethical considerations for this study

It is very important for a researcher to meet ethical guidelines while conducting a research study. This study was accepted by the Research Committee of the School of Education and Professional Development, at the University of Huddersfield and the research ethics were considered while conducting this research study.

All the respondents were asked for permission before conducting interviews. Only those who agreed to take part in the research were interviewed. The purpose and length of the interview were explained verbally before starting the interview. Participants were assured about the confidentiality of the research data and interviews were conducted according to their availability at different places in the Teacher Training Institute and in schools. This was done to provide a comfortable environment to the respondents and to minimise the perceived effect of power. This impacts on the student's ability to respond

accurately and also to minimise disruption and inconvenience for the student (Cohen et al., 2000).

The researcher travelled to various parts of Lahore throughout the period of the data collection. At each interview respondents were also reassured and reminded their transcripts would remain confidential and anonymous. They were also given the right to withdraw. The researcher tried her best throughout the research to avoid bias and remain as ethical as possible; in order to uncover the true feelings, experiences and perceptions of the respondents. The following ethical protocols applied to this research.

- Seeking permission.
- Informed consent.
- Withdrawal.
- Confidentiality.
- Anonymity.
- Privacy.

A brief description of these protocols is given below

2.26.1. Seeking permission

Initially, before collecting data from the Teacher Training Institute, the researcher obtained permission in advance from the Director of the Teacher Training Institute by writing a letter. The research questions and the possible benefits of this research study were explained to the director. Later on, all the participants were individually asked for their informed consent.

2.26.2. Informed consent

The participants were informed of the style of the research, the nature and possible benefits of the study. All the participants were asked for, and they have given, their informed consent, and each one was assured that they will be considered as anonymous.

2.26.3. Withdrawal

The participants' were given the right to withdraw at any time during the interview or not to answer a particular question during the interview. An acknowledgement was made before conducting interviews with all participants of this study and they were thanked in advance and at the end as well for their cooperation, effort and time.

2.26.4. Confidentiality

This data will not be given to anyone for misuse. All data will be kept in a safe place by the researcher where only she can get access. In the thesis, every attempt has been made to hide the identity of respondents and the name of the institute from where research data for this study was collected.

2.26.5. Anonymity

When contemplating an interview, the researcher always had in mind the ethical considerations, the aims of the research and broader areas which she wishes to investigate. Therefore, the researcher pointed out to the respondents that although some of their views might be used in the doctoral thesis, their names would not be revealed. It is considered very important to take into account these

ethical issues within research and therefore, in subsequent chapters, fictitious Muslim names were used throughout for the respondents.

2.26.6. Privacy

The researcher should be aware of the participants' "right to privacy" during research. Therefore, care was taken into account by the researcher for privacy through three different perspectives.

- The sensitivity of information taken from the participants.
- The settings where interviews were conducted.
- Dissemination of information.

Furthermore, in order to meet these ethical considerations in future this research data will not be given to anyone for misuse. All data will be kept in a safe place by the researcher where only she can get access. In the thesis, every attempt has been made to hide the identity of respondents and institutes.

2.27. Chapter conclusion

In this chapter research methods used in this study is explained. In this study one-to-one interviews and focus group discussions were conducted with one hundred participants belonging to three different groups. After analysing different types of analytical methods, the researcher decided to use qualitative data analysis procedures by using a grounded theory approach. The researcher found this approach most suitable to answer the research questions. The use of grounded theory approach allowed to organise participant responses so they can be compared, contrasted, and categorised according to specific patterns to form a middle range theory. In the next section (chapter 3, 4, 5 and 6) four phases of data analysis discussed. In the next chapter, description of data analysis phase one (I) is given.

Chapter 3

Analysis and interpretation of the research data in phase I

3.1. Introduction

This chapter presents an analysis of the research data collected from two trainee teachers by conducting one-to-one interviews with them. In phase 1, a range of questions were asked from two female trainee teachers (Sidra and Rabia). The interview questions are listed in appendix 4.

In accordance with the grounded theory approach, the researcher initially examined the transcripts to determine research categories that were embedded in the resulting data (see appendix 7-9) that explain how initially transcripts were examined).

3.2. Research categories formed in phase I

After looking at transcripts three research categories were established in the data analysis phase I. These research categories are:

- Reasons for choosing the teaching profession in Pakistan.
- Status of the teaching profession in Pakistan.
- The role of a teacher in Pakistan.

3.2. Reasons for choosing the teaching profession

Under this category, the research data related to the trainee teachers motives and reasons for choosing the teaching profession are discussed. By analysing what encouraged the trainee teachers to become a teacher, the first question of the research study was partly answered (for research questions see chapter 1). Both of the interviewees reported that they intended to bring changes in society by adopting this profession. Sidra reported that she wanted to be a teacher

because she had a desire to bring positive changes within society. She suggested that she would like to become a teacher to share knowledge with others and to transform society. She said:

> *I want to work with people, to share my knowledge, and to give latest ideas to make amendments in society.*

When Sidra was asked what changes she wants to bring in society, she said:

> *I want to eliminate evils from society by resolving the social issues. I will use teaching profession to correct things which I think are wrong.*

However, her statement was vague and she did not mention what she meant by 'social evils' she was also determined to achieve her goals. When she was further questioned about her alternative choice of another profession than teaching, she mentioned that she will definitely choose the teaching profession in the future as she said:

> *I am 100% sure what I want to become in my career, I will definitely become a teacher. In-Sha-Allah [God Willing], I am going to be a very good teacher and I will definitely serve my nation.*

On further questioning, Sidra mentioned she was attracted to this profession because of her ideal teacher. She said it was her dream since her childhood to become a teacher as she was inspired by one of her teachers during her education as she reported:

> *Basically since my childhood, I was very inspired by my teachers. I think it is the most respectable and most valuable field to work that is why I choose the teaching profession.*

Rabia was already teaching a few students at home after her college. She started teaching and she liked it, therefore, she decided to receive further

professional development in the teaching profession. She also expressed that she can understand students and their needs.

> *So the main reason for me to come to this institute is that I like interacting with students and I can understand what students are and what they need. I can well understand all these things.*

In the beginning when I asked Rabia, the reasons for choosing the teaching profession then it seemed to me that she was very interested in it. She expressed her only goal was to become a teacher. Rabia also reported that she was already earning some money by teaching part-time in an academy. According to Rabia, she joined this institute just to get an academic qualification and to improve her opportunities within the teaching profession. Later on a contradiction was found in her statement when she said that if she did get a chance to work in any other field where she would be paid more than in the teaching profession then she would opt for that profession. She also reflected at that time her intentions were to stay in the teaching profession. As she reflects:

> *I think if I will have a better opportunity than teaching in the future, Iwill quit teaching but it all depends if I get this kind of chance in life. At the moment, I am teaching so I don't want to quit.*

The above response from Rabia revealed her lack of commitment to the teaching profession and for her an important factor for choosing a profession was good pay as she said if she will get more pay for any other job than teaching then she will go for that job. She also said for her the most important reason for choosing the teaching profession was love for the children as she reported:

> *I really love children so that is the basic reason to be in the teaching profession. I really love children so you could say that it is the real basic*

reason apart from family, package or anything else. I really love to interact with children.

On further questioning Rabia explained how she came to the Teacher Training Institute and changed her intentions. She was interested in becoming an "accountant" but she was enrolled to become a teacher in the Teacher Training Institute as she said:

It is a very noble profession for a girl in Pakistan, family members are ok, and they say you can carry on with this profession. It's according to our ethics and there is male domination in this society. So my family allowed me to join only this profession. Otherwise, basically my ambition was to become an accountant, but due to low marks I did not get admission.

Teaching profession was the second option for Rabia and she regretted that in her past she was unable to join the field of her interest (as an accountant). At that time, Rabia was interested in the teaching profession but she chose the teaching profession because of her low grades, family pressure and Pakistani culture. Rabia was working as a teacher she was not committed to the teaching profession as she had said in the future she could leave this profession for a well paid alternative profession.

3.3. The role of a teacher

This category examines the perspective, perceptions and understanding of the trainee teachers about the qualities and the role of a good teacher in Pakistan. The research data discussed under this heading also reflects their expectations of a good teacher and those problems and difficulties they faced during their studies because of their teachers in the Teacher Training Institute. Good

teaching and qualities of a teacher are very important to improve the quality of the education (Zuoyu, 2002; Mohammad, 2004). Sidra suggested a good teacher provides a good learning atmosphere in the class. She thought that a teacher should be well aware about her duties and responsibilities. According to Sidra commitment, honesty, commands over the course content and teaching skills were the important features of a good teacher. Sidra also associated good teaching with the teachings of Islam. She said

> *The teacher should be a role model. He or she should have moral value aligned with Islamic value. He or she must have plenty of knowledge whatever he is going to deliver. He must have the competency and control over the emotion. He or she should know how to teach in the class, how to behave in the class, how to behave to social issue, how to manage a class, how to behave with institutions.*

Rabia focused on the characteristics of an ideal or attractive personality rather than the characteristics of a good teacher. According to Rabia, a good teacher is polite and creates a friendly environment in the classroom where students can easily communicate with the teacher. Besides these qualities, she mentioned those characteristics and features which are not related to the process of teaching and learning including dress, personality and appearance of teachers.

> *She should be good looking and should be nicely dressed, that's the major thing which appeals to me. She should have a very good smile that really appeals to me and other than that she should be conveying her knowledge in such a way that there should be no anger. We should be in a kind of atmosphere that there is friendly talking not like a teacher is in anger, they should be friendly.*

Rabia also used a metaphor of a mother for a good teacher. According to her, a teacher should understand her students' needs just like a mother. She also

thought that a teacher should be responsible to develop the desired characteristics as she reported:

> *The role of a teacher is just like a mother. She should be caring and she should understand what a child needs. She should be capable of knowing at what point a child deserves a reward or a punishment. I mean if a child is doing something wrong, she should be able to knock* [stop] *him at that moment that you have done something wrong. I mean they should be brought up in a way so that they could be able to stand and face society.*

It is concluded from the above responses that many good qualities were expected in a good teacher including personality traits, ways of teaching, level of interest in the job, their teaching skills, and classroom activities and routines.

3.4. Status of the teaching profession in Pakistan

This category explained trainee teachers' views about the status of the teaching profession and helped to understand the perceptions about the teachers and teaching profession held in Pakistani society. Both trainee teachers reported interesting statements about the status of the teaching profession in Pakistan as Rabia said:

> *When somebody has nothing to do, they become a teacher. If they have no business, they just open a school; bring children of the family [relatives] in that. It is the normal view of people but to some extent teachers are respected because they are known as knowledgeable people who just convey their knowledge to other people.*

The above response suggested, although the teaching profession is adopted by those people who are unable to achieve their desired goals during their academic career, it is still a respected profession within society. Sidra was interested in the teaching profession because its importance from an Islamic perspective. According to her no other profession could be as respectable as is teaching. She describes the teaching profession in the following way:

> *People respect the teaching profession. Teaching profession is very respectable because our Prophet Muhammad PBUH has given importance to the teaching. For me, teaching is valuable.*

The above quote suggested thatthe teaching profession is a respected profession in Pakistan because of the religion Islam.Islam gives a great respect and value to teachers and the teaching profession.

3.5. Chapter conclusion

Both of the participants reflected contradictory views but both agreed teaching is considered a noble profession for females in Pakistani society. The research data reflected a young female trainee teacher (Rabia) was going to become a teacher because she was a female. The other reasons to choose the teaching profession were low marks, better pay, interest in the field of teaching, desire to bring changes in society and inspiration by others like teachers. These initial findings of phase I research data began to address the research questions 1,3 and 4.

The research data discussed in this chapter presented the first phase of the grounded theory. The initial findings suggested that the teaching profession is a low paid and it is the last option for lower achievers. It is also reflected that teaching is a respected profession in the Pakistani society because Islam has

given great importance to the teachers. In the next chapter, the focus group transcripts are analysed to elaborate the research data collected in phase II of grounded theory. The findings of the research data collected in phase 1 will be compared with the findings of the research data collected in phase II to answer the research questions further.

In the next chapter data analysis phase II will be discussed in detail.

Chapter 4: Data analysis of the focus group discussions

4.1. Introduction

In this chapter, the researcher will analyse focus group discussion transcripts of the trainee teachers at stage II of theoretical sampling (for details see chapter 2, heading 2.19.4, page: 72). All of the trainee teachers involved in focus group discussions were enrolled in the same Teacher Training Institute (see appendix 1 for introduction of trainee teachers). From each programme of the study, at least one focus group of trainee teachers was selected (for details see chapter 2, table 2.3 and 2.4). The number of the trainee teachers in the focus group discussions ranged from three to eight individuals. The analysis of focus group discussion transcripts helped in exploring the views of the trainee teachers in depth. After coding, selective coding and memoing, all the research data obtained in phase 2 were divided into different categories by following the conditional relationship guide (for details see Appendix 5 and 6). In this phase, the trainee teachers' responses provided an explanation of the previously formed and a newly established category. The interview questions asked from this group are listed in appendix 4. The use of the grounded theory procedures and focus group discussions helped in extending and explaining more to the previously existing categories by forming their sub-categories and a new research category. These sub-categories were helpful to provide further dimensions and understanding of the previously established categories. All the research categories and their sub-categories formed in this phase are discussed below.

4.2. Reasons for establishing new category and sub categories in section II

The more comprehensive research data were produced at the end of the data collection phase II. Some of the research data obtained in Phase II, fit into the three categories which were already formed in section I of data analysis (see

chapter 3). The analysis of this research data produced different perspective and aspects of these previously formed three categories while some of the research data obtained in phase II fit into a new research category. More research data were produced in phase II because of the following reasons:

- Large sample.
- Focus group discussions.
- Interaction of participants.
- Use of the grounded theory method.

4.2.1. Large sample

In section 2, a large sample was selected and focus group discussions were conducted with seventy two trainee teachers to collect data. As a result more rich research data were available and used for analysis in this phase as compared to phase I as there were only two participants in phase 1 (for research sample, see chapter 2; table 2.3). This research data collected in phase II, provide further explanation of three previously formed categories and a new research category. As a result of a large sample size in phase II, new themes emerged but more research data were collected in phase III and IV from the head teachers of schools where trainee teachers go for their teaching practice and from the teacher trainers of the Teacher Training Institute. Later on, the new research data were compared with the previous data to check if data saturation was reached. During data analysis it was observed if any new themes emerged and previously formed categories were confirmed or not. These procedures helped to refine the research findings and to answer the research questions of the study.

4.2.2. Focus group discussions

In phase II, the researcher carried out focus group discussion. These focus group discussions produced more research data (for further details see chapter 2, advantages of the focus group discussions). During focus group discussion, trainee teachers were more confident and they provided more detailed data (Colucci, 2007). By using focus group discussion to collect data from trainee teachers a debate was opened among them to explore and analyse participants' thinking (for research participants see appendix 1). These focus group discussions helped to produce more research data and understanding about the participants' perceptions, insights and attitudes toward the teaching profession, the teacher training program and their problems. Therefore a new research category and different sub categories under each previously established category were formed.

4.2.3. Interaction of the research participants

The interaction of participants with each other and with the researcher helped to produce rich quality research data. Also, interaction is the key feature of focus group discussion and it was useful for this study to:

- Explored differences between individuals and ensured research data is interconnected when participants reflect on each other's views.
- Explored theoretical frameworks of different people by using the conflict.
- Identified those factors which influence individuals to change their mind.

(Jackson, 1998 and Redmond and Curtis, 2009)

4.2.4. Use of the grounded theory method

The use of grounded theory method (coding, constant comparative methods and memoing) used in this study produced more data including a new research category and sub categories of the previously established categories (for further details of grounded theory procedures; see chapter 2).

4.3. Description of the data analysis section II

In this section, the researcher described each research category (whether it was previously formed in section 1 or newly formed in section 2) under different sub-headings on the basis of research data collected in phase II. The description of the new and previously established research categories and their sub-categories established is given below.

4.4. Reasons for choosing the teaching profession

This category was already established in the data analysis phase I (for further details see chapter 3). In phase II, focus group discussions helped to produce a large amount of research data therefore in the light of new data further explored other possible reasons why trainee teachers chose to become a teacher. In order to manage and organise new data, related quotes of the trainee teachers were organised under different headings to provide more detailed analysis. Each category in phase II consists of different headings. Under these sub-headings there are different quotes related to the same topic. This new research data provided more understanding about the motives and reasons for which these young trainee teachers choose the teaching profession. In this way, the researcher will also address the research questions 1 and 1a of this study.

1- Which factors are important in choosing the teaching profession in Pakistan?

1a. What are the motives of trainee teachers in deciding to become teachers in Pakistan?

These reasons are described under different headings which represent different categories and sub-categories on the basis of the research data obtained from the trainee teachers by conducting focus group discussions. They are all shown below in figure 4.1
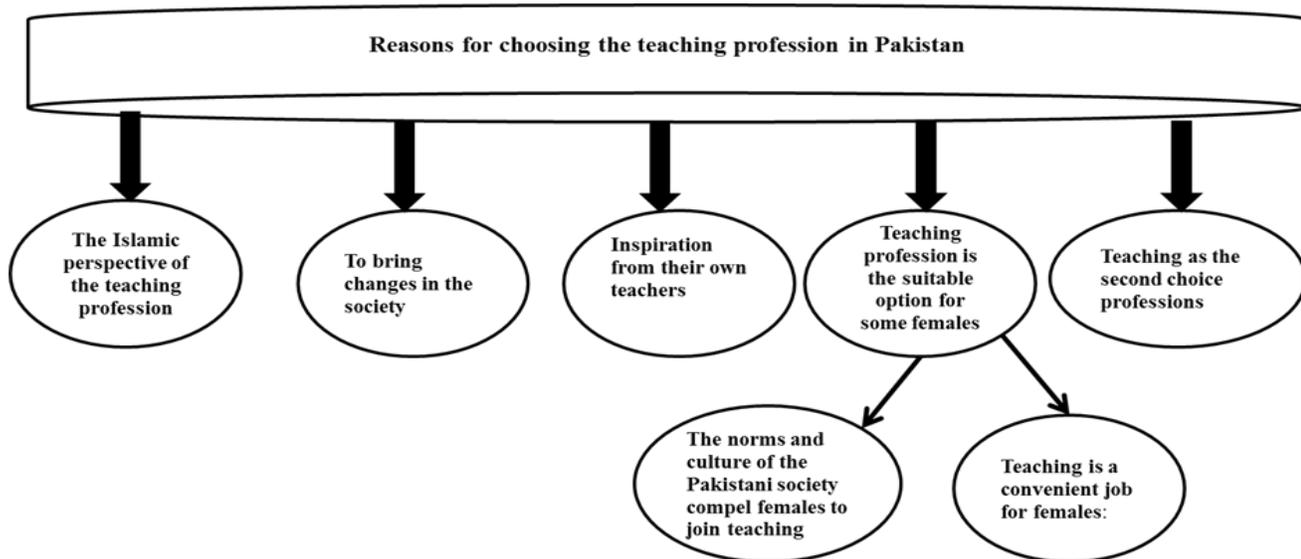
Figure 4.1: Reasons for choosing the teaching profession in Pakistan

These reasons are discussed below in detail.

4.4.1. The Islamic perspective of the teaching profession

Under this heading, those reasons for choosing the teaching profession due to Islam are discussed. The research data obtained from trainee teachers indicate that in Pakistan, Islam has a great influence on the lives of people. In phase I, Sidra mentioned the importance of the teaching profession in an Islamic perspective (see chapter 3 for quote from Sidra). The research data obtained in

phase II, also confirmed that some of the trainee teachers (Furry, Samina and Fatima) chose to become a teacher because of the importance of this profession in the Islamic perspective. Furry, Samina and Fatima chose this profession because the Holy Prophet Muhammad (P. B. U. H) approved it as a noble profession as Fatima said:

[The] teaching profession is a good profession so I want to be a teacher because it is the profession of our religion. This profession is very noble and being a Muslim it is our responsibility to teach and learn.

The research data obtained from these trainee teachers reflected that Islam has a great impact on the life and decision-making process of some Pakistani people. Being Muslim means it is very important to follow the teachings of the Quran and Holy Prophet Muhammad (P. B. U. H). Usually those people who hold religious views give great importance to the teaching profession because of Islam (Durrani and Dunne, 2010). For some trainee teachers it was the main reason to select the teaching profession. They thought it was a good profession and, being Muslims, they considered that by adopting the teaching profession they will accomplish their religious responsibilities. Pakistan is an Islamic country therefore, the official religion of Pakistan is Islam which has a great influence on the lives of Pakistani people as Latif (2009) had stated in a research study about Pakistan:

> *In Pakistan there are ninety-seven per cent Muslim and three per cent minority religions (Christians, Hindus, Buddhists, Sikhs, and Jews to name a few). Pakistan's constitution is based on the principles and teachings of Islam as outlined in the Quran and the life of the Prophet Muhammad.*

(Latif, 2009: 225-226)

Durrani and Dunne (2010) described the impact of Islam on Pakistani students in a research study:

Students defined 'being Pakistani' as 'being Muslim', by which they meant complete adherence to Islamic rituals. Students had very little to say about their Pakistani identity apart from their Muslim identity.

(Durrani and Dunne, 2010: 223)

It is true that Islam is a religion that sets knowledge in the highest position and gives importance to knowledge and learning. In Islam the teaching profession is very important and of the highest rank of dignity because both teachers and prophets are responsible for education and providing knowledge to other people. According to Neill (2006) in Islam, teaching is considered a noble and much respected profession.

Muslims call the time before Muhammad (P.B.U.H) jahiliyyah, or the age of ignorance.

(Neill, 2006; 483)

Similar to the findings of this research study, Khan (2011) also revealed in a research study conducted in Pakistan that people select the teaching profession because of the importance, significance, respect and dignity of this profession in the Islamic perspective. The research data mentioned above (consider above quotes from Furry, Samina and Fatima) also reflected that some of the female trainee teachers joined the teaching profession because of the importance of this profession in the Islamic perspective and their major motive is to fulfil religious responsibilities and obligations. The research data discussed above helped to answer the first research question and subsidiary question 1a derived from it, which are:

1-   Which factors are important in choosing the teaching profession in Pakistan?

   1a. What are the motives of trainee teachers in deciding to become teachers in Pakistan?

4.4.2. To bring changes in society

Under this heading, the researcher will describe those reasons which are related to the desire to bring changes in society. The research data obtained from some trainee teachers indicates that they choose this profession to bring improvements and positive changes in society by educating their students. When Fozia, a young trainee teacher was asked why she wanted to become a teacher, she expressed her desire to bring good changes in Pakistani society. She thought she could educate and protect Pakistani society from social evils by adopting this profession. Imran intended to bring improvements in society by adopting the teaching profession. He thought, by adopting this profession he will be able to communicate with the people to change them. He also felt that he could bring awareness to the people about their duties and responsibilities. Moona was also interested in the teaching profession because she thought she could convey her message to other people and the next generation by becoming a teacher. According to Tanveer being a teacher is a respected and good way to serve the community. He believed he could promote good values and the cultural heritage of Pakistan, for the betterment of society, by adopting this profession. Samina said:

> *I think as a teacher it is [a]better opportunity for me to convey myself to other people. I can transfer my thinking and I can tell what I think is right to other people. It will be a good opportunity for me.*

According to Zainab, teaching is a means to bring positive change in the attitude of people. She said by bringing positive changes in the attitude of her students she can bring positive changes in society. As she reported:

> *We can bring change in people, we can make them good products, like good soldiers. My philosophy of education is to bring positive change in society with the attitudes of the people, so I wanted to give others a chance to change when I am a teacher.*

Kiran considered teaching a good profession and she was also ambitious to bring changes in society by adopting the teaching profession.

Aslam was very ambitious to complete his teacher training course. He said that after this teacher training course he intended to open a school, as he thought it would be a good source of income and a platform for him to share his thoughts and experiences with others. As he said:

> I want to make a school for children, using this good noble profession; it is also a healthy way of earning money in this era. Along with delivering your knowledge, you are a guide. This is a good channel; this is an excellent way of transferring the things we have already learned in our life. This is a wonderful and challenging profession.

Desire to bring changes in society by adopting the teaching profession is also reported previously in section 1. Some trainee teachers (Fozia, Imran, Moona, Tanveer, Saima, Zainab, Aslam, Kiran) reflected that they can use the teaching profession to change society and other people. The definition of change may vary from person to person, all of them considered that by adopting this profession they could use it as a platform to convey their message and thoughts to other people. These trainee teachers (Fozia, Imran, Moona, Tanveer, Saima, Zainab, Aslam, Kiran) thought they would be able to improve and bring positive changes to the whole of Pakistani society in this way. They expressed that they are interested in the teaching profession because they considered it a good opportunity to communicate their thoughts to other people.

Thus, it is concluded in research studies conducted in different countries that some young trainee teachers choose the teaching profession to change or transform society. Desire to transform society by adopting the teaching profession is reported in the research studies conducted in different countries

including Jamaica, U.S.A, Northern Ireland, Tanzania and Turkey by Brown, 1992; Zhixin Su, 1997; Moran et al., 2001; Towse et al., 2002 and Saban, 2003 respectively (for further details see chapter 7). Some studies have been conducted to investigate the reasons for choosing the teaching profession in Pakistan but desire to change society by adopting the teaching profession is not reported in these research studies for example, Ali, 1998; Kirk, 2004; Barrs, 2005 and Oplatka, 2007 (see chapter 7 for the details of these studies).

In contrast to those studies conducted in Pakistan by other researchers (Ali, 1998; Kirk, 2004; Barrs, 2005 and Oplatka, 2007), some trainee teachers (Fozia, Imran, Moona, Tanveer, Saima, Zainab, Aslam, Kiran) expressed a desire to bring positive changes in society although the nature and type of change may vary. These trainee teachers assumed that by adopting this profession they will get some respect, authority and power and will use it to make others listen and act upon that what they say. However, some trainee teachers also mentioned that they will use this profession to earn money as well. The reason behind this motive could be that in Pakistan, teachers are respected and people listen to them and give great importance to their views (Komatsu, 2009). They thought teaching would be a good source of income and a platform to share their thoughts and experiences with other people. They considered that by becoming a teacher they will be able to bring different positive changes and improvements to society.

The research data described above also confirmed the findings of other studies in which different researchers reported that, along with other motives for choosing the teaching profession, students were intending to bring changes in society by adopting the teaching profession (for further details of studies see chapter 7; Brown, 1992; Zhixin Su, 1997; Moran et al., 2001; Towse et al., 2002; Saban 2003; Kirk, 2004; Arnon and Reichel, 2007 and Guneyli et al.,2009).

Some researchers agreed that a teacher can play an important role in society and teachers are central to a child's development in a society (Brown 1992, Kirk, 2004, Guneyli et al. 2009).

4.4.3. Inspiration from their own teachers

The research data discussed under this sub-heading suggested that some of the trainee teachers select the teaching profession because they were inspired by others. Some trainee teachers (Amna Atiya, Zobia, Nimra, Asad and Safia) said that inspiration by another teacher is also an important reason for choosing the teaching profession along with other reasons. Some of the trainee teachers (Amna Atiya and Zobia) were inspired by their teachers during their education. Amna suggested usually female students tend to inspire more from others (usually their own teacher) as compared to males and also teaching is a convenient job for females. She said:

> *I think every time; the most inspiring personality for every female student is a teacher. They want to become like their teacher and it is very convenient for girls to become a teacher that's why I choose this profession.*

The research data indicated that some other female students (Zobia and Atiya) were also inspired by other teachers; at intermediate level, for example, Zobia was inspired by her teacher at intermediate level and feels satisfaction while teaching. According to Atiya, she decided to become a teacher when she was studying at intermediate level. As she reported:

> *I was inspired by my teacher of education at intermediate level. I decided to become a teacher like her. For this reason, I have studied the subject of education at intermediate level, then at the graduation level and now at the Masters level. Now I will definitely become a teacher like her.*

The research data suggested that some of the trainee teachers (Nimra, Asad and Safia) were interested in becoming teachers because their closely related family members were working in this profession and these young students were inspired by them. Nimra chose the teaching profession because she was inspired by her mother and liked her work place. According to Asad, there were quite a few people in his family, including his father, who adopted the teaching profession. He said:

> I belong to a remote area. My father worked in this department. He was very much respected by society in that area. So when I saw him, the respect given by society to my father motivated me to be a teacher. There is another reason; about 6% to 7% of my family and close relatives are already working in this department so I decided to join this profession.

Safia said when she was unable to get admission in the field of medicine she decided to become a teacher. She told how her choice changed over time according to the circumstances. Currently she seemed to be inspired by her aunt and mother who were already in this profession.

> I wished to be a doctor, for that reason I studied FSc. but due to certain reasons, I could not achieve my goals and I decided to be a lecturer of zoology. I then changed my mind and selected Linguistics because my aunt and my mother belong to the teaching profession. I thought that this is the best thing which I can do and I thought that it is good for me.

The above response suggested that society and circumstances play an important role in deciding a profession. When Safia was unable to achieve her desired goals she got inspiration from others (her mother and aunt) to do something else (teaching) rather than doing nothing. While for Asad, who belonged to the remote area of Pakistan, teaching was a prestigious, respected and high ranking profession. The research data obtained from these trainee teachers (Atiya, Zobia, Nimra, Safia, Asad) suggested that they were inspired by others to become a teacher. Inspiration came from their former teachers (Atiya

111

and Zobia), parents (Nimra and Asad) and other family members (Safia). Similar research findings are reported by Low et al. (2011) in a research study conducted in Singapore. They reported:

> *Some joined the teaching profession because they were inspired by role models. The role models could be former teachers of the respondents, but also included parents and others who had played an inspiring role to them.*

<div align="right">(Low, et al., 2011; 202)</div>

Arnon and Reichel (2007) also reported in a research study that students considered the personality of a teacher as a dominant attribute of a good teacher. Similarly, this research suggested that the personality of a good teacher leaves a long lasting impact on the minds of their students during their educational career as some of them choose the teaching profession for these reasons. For them teachers are role models for students.

4.4.4. Teaching profession is the suitable option for females

Some trainee teachers suggested teaching is the suitable option for females because of the norms and culture of Pakistani society. There were two different ways to describe why these norms and culture play an important role in choosing the teaching profession. These were:

i) The norms and culture of Pakistani society compel females to join teaching

ii) Teaching as a convenient job for females

The research data related to these categories is discussed below.

i) The norms and culture of Pakistani society compel females to join teaching

Under this heading, all the data of female trainee teachers reflecting that the norms and culture of Pakistani society compel them to join teaching are discussed. The female trainee teachers highlighted those issues, problems and constraints which they faced while getting an education. The problems discussed under this heading are related to the impact of the social and cultural norms of Pakistani society on females. Some female trainee teachers (Madia, Oroj, Sana, Anum, Rohe, Rida, Noor, Kinza and Afra) mentioned how they chose or decided to become teachers because of these social and cultural norms of Pakistani society. Madia mentioned that it is a safe and secure profession for her where she could feel herself well protected. She said that:

> *It is an honourable profession in society. If we become a teacher we are more protected in society than in any other profession. We feel ourselves safe in comparison to other professions; especially for females. Nursing and teaching are the best professions.*

Those females, who fail to join the field of their choice (medicine), because of low grades, became teachers. For example, Oroj mentioned her poor grades in her educational career were the main reason for selecting teaching. Oroj reported:

> *I think medicine and teaching are the only two honourable professions for females in our society, that's why I choose this profession.*

Sana mentioned that her previous field was medicine but now she intended to become a good teacher. Presently, she was showing great interest in the field of teaching. Anum thought teaching is not only a respected profession for a female but it is also a socially acceptable profession for girls in Pakistan. According to Anum, social values and culture accept a female to the teaching profession in Pakistan. She said:

113

> *In our society, our social values do not allow us to move freely in society.*
> *I think that the teaching profession is the best for ladies. It not only gives*
> *us knowledge but also gives us good respect. Our parents, also, do not*
> *allow us to undertakeany other job; they only allow us into teaching.*

Rida reported that teaching is a suitable profession for females in Pakistani
society. She further said that she chose the teaching profession because
teaching is the only field in which females are allowed to enhance their potential
and abilities. Also, Noor mentioned that she disliked teaching but she joined the
teaching profession because of the societal norms and her parents. She said:

> *I don't like this job. I think that if I choose any other profession then I*
> *might not be encouraged by my family and not have support from society*
> *thus, I believe that teaching is a good profession for females. Also, my*
> *parents allow me [to work] as a teacher.*

Similar to Noor, Kinza reported that if a female wants to do a job then it is the
only choice for her because parents usually allow their daughters to work as a
teacher. She is satisfied with joining the teaching profession and considered it a
respected profession for females in Pakistani society. She reported:

> *I think it is suitable for females because they face many problems in other*
> *fields or in other departments so I think teaching is best for the ladies.*

In this category (teaching; a suitable profession for females according to the
norms and culture of Pakistani society), all the data were reported by females
and it includes those reasons which indicate the influence of the norms and
culture of Pakistani society on the female trainee teachers. The research data
discussed above helped to understand how social and cultural norms of
Pakistani society are affecting females' choice of the profession. In light of the

above discussion, it can be concluded that, in accordance with the social and cultural norms, teaching is considered a good, suitable and respected profession for females. Gender is an important reason for female trainee teachers to choose the teaching profession.

ii) Teaching as a convenient job for females

Under this heading, the research data from both male and female trainee teachers reflected some females eagerly joined the teaching profession because they understand Pakistani society and considered teaching a suitable and convenient job for them. Pakistani people considered teaching a suitable profession for females because of the social and cultural norms of Pakistani society. In this category, some female trainee teachers admitted those norms of Pakistani society related to the teaching profession and joined the teaching profession. However, they were not forced, by others, to select the teaching profession and selected the teaching profession due to:

- Their submission to those social and cultural norms.

- Their perceptions about the teaching profession (for example, teaching is an easy job).

Some of the female trainee teachers consider that teaching is an easy and convenient job for females because it could be managed around the household activities and responsibilities (Barrs, 2005). In Pakistani culture, usually it is the responsibility of females only to perform household activities for the whole family (like cooking, washing clothes, cleaning the house etcetera) even if they are working as well. Sometimes if a married woman wants to do a job then they select the teaching profession. Kirk (2004) also concluded in a research study, conducted in Pakistan that females selected the teaching profession to cope with the financial crisis. The females' selection of the teaching profession is also based on the assumption that teaching can be easily allowed by others (family

members, relatives, parents and husbands) and managed with household responsibilities. With this perspective in mind, three married female trainee teachers (Mariam, Shazia, and Ramla) chose the teaching profession. According to Mariam, she chose the teacher training because she could manage it with other household and family responsibilities. As she reported:

> *If you are married and you have an opportunity to teach then your husband and in-laws allow you to teach. Otherwise, I think for any other profession, they do not. The timings are very suitable for married people*.

Shazia and Ramla were enrolled in the Teacher Training Institute to become teachers. Both considered teaching a convenient job with family responsibilities and selected the teaching profession after getting married to cope with the financial constraints. Some of the unmarried trainee teachers (including Rakhi, Rida, Bano and Nimra) also considered teaching as an easily manageable job with the household responsibilities. Working hours are often less than any other office job in the private sector particularly in Pakistan. In this respect, Rakhi considered that teaching is an easy going profession which could be managed with the household. She said that:

> *I think it is easy to manage the home along with the teaching profession. The other professions have no opportunity of this kind. I have to do something and this is the best thing I can do. Actually, due to its convenient timings and my personal interest as well as, I think this profession can be a good financial source for me.*

Rida talked about the facilities and job convenience, as she compared it with the office job. She mentioned paid holidays during summer vacations in the teaching profession and along with all these facilities it is also a respected profession in society. Bano contradicts Rida. According to Bano, in the private sector teachers work very hard compared to public school. She said that:

All the facilities are available in government sectors but a private teacher suffers a lot. She or he had to work till the principal allowed her to go home.

According to Nimra,pay is more important than working in the public or private sector. Nimra said she can teach anywhere and will teach in an institution which will offer her good pay.

The research data obtained from these students (Mariam, Shazia, Ramla, Rakhi, Rida, Bano and Nimra) observed that female trainee teachers choose the teaching profession because some of them considered teaching as an easy and convenient job for females. These trainee teachers believe teaching is an easily manageable job with household responsibilities. Some of them considered it would be a good source of income to meet financial needs (Shazia and Rakhi). While for some, fewer working hours and paid summer vacations were attractive (Rakhi and Rida).

Possibly, if a girl gains some level of education and after that wants to do some job then she chooses teaching. The reason for choosing teaching is that sometimes family members (including her parents, brothers, husband, or in laws) do not allow her to do an office job but if she wants to do teaching then family members allow her. Therefore, possibly, if a female wants to support her family then she chooses the teaching profession. Mostly, the reason for this attitude is the importance of this profession from the Islamic perspective. From this perspective, Bano said:

First of all it is a holy profession. I like this profession and our parents had already allowed this special specific job.

The above response suggested that a female could support their family and be allowed to do a teaching job; most families considered teaching a suitable profession for them. Thus, females could teach and their job is considered in accordance with the social, cultural and religious norms of Pakistani society. Females cannot escape from household activities while working and supporting their families financially; they still have their responsibilities while being a teacher. Similar to this finding, females are supposed to do all household activities even if they want or have to do some job to meet the financial needs of the family in Pakistan. Furthermore, the females' decision to choose the teaching profession is the reflection of social, cultural and religious norms of Pakistani society. Also, all of this section suggests, usually for women there are essentially pragmatic reasons for becoming teachers, not the 'moral calling' or the desire to do good that others have described.

4.4.5. Teaching as a second choice profession

Some of the participants reflected that they were forced to join the teaching profession for various reasons or they were directed by someone to do so. Pakistan is a male dominant society (Noureen and Awan, 2011) where women are largely excluded from decision-making (Malik and Courtney, 2011). Some of the trainee teachers were interested in other professions but due to different reasons they were in the teaching profession. The research data reflected that among these reasons the most common were pressure from close relatives (including parents and brothers) and low grades. Some of the female trainee teachers (including Naz, Meera, Minaz and Kamra) expressed that the teaching profession was imposed on them by their close relatives. Naz explained how she was unable to become a lawyer because of her father. He believed it not to be the best profession for girls in Pakistani society. Her father directed her to leave the field of her interest despite being unable to develop interest in the teaching profession. She said:

I was interested in studying law but my father said that law is a boring profession and you know our society can frown upon it. From my childhood it was my desire to be a lawyer and I cannot become one. I don't have any interest in my degree and I am just passing my time. I like subjects in which you can interact with society. I am interested in law, political science, international relations but it was my luck that I can't study the subject of my choice.

Meera intended to become a dress designer but she was unable to achieve her goal because her brother did not allow her to do so despite her father providing her money for her studies. She said:

I am here by chance because I think I am unable to study here and cannot live in a hostel. This is my brother's priority [decision]. I want to become a dress designer. My father gives me money for studying but my brother is elder [senior] in the house and did not allow me to become a dress designer.

Minaz reflected on enrolling in the Teacher Training Institute, she did not intend to become a teacher. She said:

I don't like it. I want to be a researcher rather than a teacher. I think I will become a researcher.

In response to the above statement from Minaz, Kamra added she is not allowed to join any other field and it will be best for her if she becomes a teacher. Kamra was enrolled to become a teacher because of her father's desire but, despite spending more than a year, she was unable to develop her interest in the course. She said:

I am not sure that I will be a teacher in the future. I don't want to become a teacher. It was my father's choice and I have to obey him. I try my best

119

to maintain my interest in the degree but it is the fourth semester and I
think I have given my full input to maintain my interest but I can't.

The above quote from Kamra indicates she was upset being a trainee teacher. She also lacks commitment and interest in the teaching profession because teaching was imposed on her by her father. Like Naz, Meera, Minaz and Kamra, some other respondents (including Muskan, Rozina, Saba, Jamila Sakina, Saira, Noshe and Ali) were also not interested in the teaching profession although they did not indicate that they were forced by others to join it or if they were interested in any other profession. Brown (1992) also reflected that some teachers choose teaching when they failed to enter their desired profession. Muskan was enrolled in the teacher training program by chance. She was worried about the courses offered in the Teacher Training Institute and she was unable to understand them properly. She said a teacher at the Teacher Training Institute suggested to take admission here. Rozina was enrolled in the teacher training programme, becoming a teacher seemed to be her last choice. Saba talked frankly about her low grades at college and her failure to get admission onto the 'M.Sc. Physics' course and for this reason she joined the Teacher Training Institute. According to Jamila, she got admission on the Teacher Training Programme just to become a student of that university. However, in the future she was not interested in becoming a teacher, she was convinced that teaching is a good profession for females.

Besides these students (Naz, Meera, Minaz, Kamra, Muskan, Rozina, Saba and Jamila), there were also some students (Sakina, Saira, Noshe and Akbar) who were not interested in the teaching profession at the time of enrolment in the Teacher Training Institute but now they suggested that they had developed an interest in the teaching profession. Sakina was very ambitious to bring positive changes to the educational system. Sakina mentioned in response to the above quote from Jamila that after getting enrolled in the Teacher Training Programme

of this university, she would like to do something to bring improvements to the educational system. Sakina said:

> *Basically it was not that I had a dream to become a teacher; but now that we are doing these courses we think that we could be a teacher in the future and have made up [changed] our mind. We can be very good teachers in Pakistan and we can help to improve our education system. This is the main reason that we come to this university to be a part of something or to do something.*

Saira was left withthe only option to become a teacher because she was late in getting enrolled in another department. Later on she realised that she also had the qualities to become a teacher. She also likes the authoritative style of teachers. Noshe did not aim to become a teacher at the time of enrollment to the Teacher Training Institute but later on, when she was inspired by her teachers, she made up her mind to become a teacher. Akbar was interested in joining another field (researcher) rather than the teaching profession and teaching was his last option. While Ali was preparing for his PCS (Pakistan Civil Services) examinations he felt that the courses offered during teacher training would help him achieve his goals.

These responses reflected that there was a lack of guidance and counseling organisations in Pakistan. Similarly, Gujjar et al. (2010) examined that other countries such as the United Kingdom and Sri Lanka are better than Pakistan in providing opportunities, support, guidance and counselling services to their students. Some of the respondents were not aware that they would become teachers after getting enrolled in the Teacher Training Institute. Some of the trainee teachers were enrolled in the Teacher Training Institute because of the lack of knowledge about the programme (Hafsa and Maira). According to these trainee teachers they were not aware that these courses are for professional teacher training. Some of them were quite disappointed by the time they knew

that they were going to become teachers but others made their mind up to become a teacher.

MERA (Masters of Educational Research and Assessment) was the new programme offered by the Teacher Training Institute. This programme focused on the development of both qualitative and quantitative research skills. Some teacher trainers suggested after completing this course they could become researchers rather than a teacher. They were more interested in conducting educational research than teaching. For this reason it was a popular course among some trainee teachers at the time of data collection. Hafsa reported that she was enrolled in this course because she was attracted by the popularity of the course. She reported:

> *I did not enroll intentionally but the popularity of degree programme was very appealing and fascinating. I think research could be a good profession in Pakistan.*

Maira also mentioned that she was wondering where to go after her graduation and her teacher advised her to enroll in this Teacher Training Institute and she joined this course. After enrolling in the Teacher Training Institute, Maira was more interested in the field of research than in teaching. They can also become a teacher after the completion of this course but they suggested (Hafsa and Maira) they would prefer to become researchers instead of teachers.

These trainee teachers, through the focus group discussions, reflected a range of reasons for choosing the teaching profession. Interestingly it is found in this study that the majority of the trainee teachers' responses suggested that they did not intend to become teachers at the time of enrolment in the Teacher Training Institute. Also, some of the female trainee teachers were asked to leave the field of their interest and join the teaching profession; some of them

were directed by their close relatives (Naz, Meera, Minaz and Kamra) and some reported what Silverman (1993) called atrocity stories or moral tales. He said:

Atrocity stories, or moral tales, allow the teller to express thoughts which are unvoiced in the situation described, in an attempt to redress real or perceived inequality in the situation. They encourage the listener to empathise with the teller.

(Silverman, 1993, p. 200 cited in Bathmaker; Avis, 2005, pp. 53)

Kirk (2004) also reported how family 'expectations and limitations' encouraged women to join the teaching profession while Barrs (2005) also reported that in Pakistan females joined the teaching profession because of parents' attitude. Some of the participants agreed that they were lacking any other option and they were in the Teacher Training Institute by chance (Mukan, Rozina, and Jamila). Some of the students selected the teaching profession because they were not sure what they wanted to do. Some of the trainee teachers were neither interested nor intended to join the teaching profession (Mukan, Rozina, Saba, Jamila and Ali). For some, teaching was a second choice. Some of the trainee teachers were unable to get admission in their desired field because of their poor grades (Saba). For such trainee teachers who failed to pursue their first choice of career, teaching was the second choice. Some of the trainee teachers suggested they were not interested in the teaching profession at the time of their admission but now they were motivated to become teachers because they thought to become something is better than nothing (Sakina and Saira).

The trainee teachers' responses suggested that some of them lacked interest and motivation to become teachers. Some of them were not even aware at the time of enrolment that after getting admission to the Teacher Training Institute they would become teachers. Some of them were not motivated to become

teachers although they were in the teacher training institute. When some of them were asked why they chose the teaching profession they reflected on their 'atrocity stories' and unvoiced voices (Silverman, 1993) .Some of the trainee teachers suggested they were in the Teacher Training Institute because:

- Teaching was imposed on them by others (also reported by Barrs, 2005).

- Lack of information about the programme.

- Lack of guidance, support and counselling services for students (also reported by Gujjar et al., 2010).

- Failure to enrol in another profession (also reported by Brown (1992).

- Teaching as a second choice profession.

4.5. Problems faced by the trainee teachers

It is very important to investigate and understand the problems of trainee teachers because it can bring improvement in their performance and the quality of the teacher training programme. The research data discussed under this category helped to illuminate problems faced by the trainee teachers during their course of training at the Teacher Training Institute. In this way research question 2 was answered which was:

Which problems are faced by trainee teachers during their teacher training?

This is a newly established research category in phase II. As stated earlier in phase II focus group discussions were used for the data collection. During focus group discussions trainee teachers were more confident and they mentioned different problems which they faced during their teacher training.

Problems and difficulties faced by trainee teachers are shown below in figure 4.2.
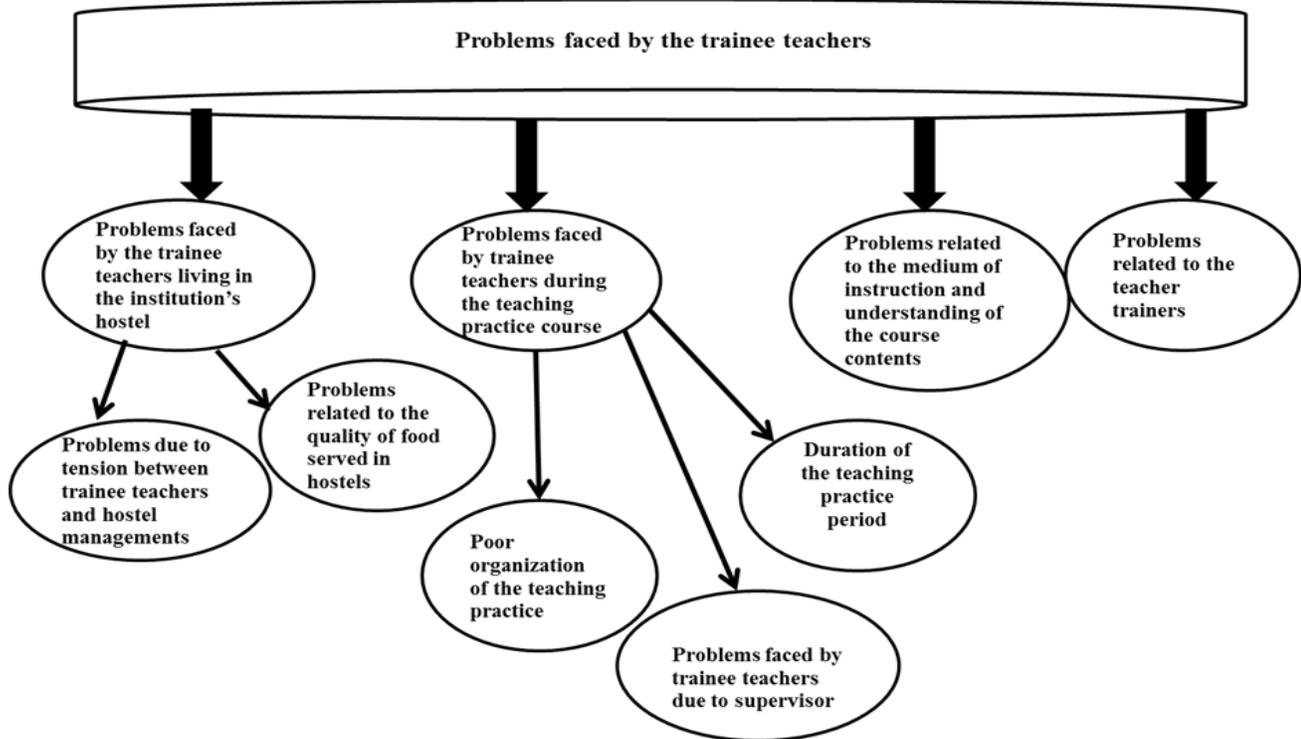
Figure 4.2: Problems faced by the trainee teachers in Pakistan

All of these categories and sub-categories are discussed below in detail.

4.5.1. Problems faced by the trainee teachers living in the institution's hostel

This research study was conducted into one of the largest, postgraduate Teacher Training Institute of Pakistan in which students from all the parts of the country were enrolled (for further information about the Teacher Training Institute see chapter 2). The majority of the students were local some of the trainee teachers were living in the institution's hostel. The Teacher Training Institute provides hostels for those students who came to study at the Teacher Training Institute from distant places (usually different cities). Only those students who are enrolled in the Teacher Training Institute can live in these hostels. According to the data obtained from the record office of the Teacher Training Institute about 43% of the total number of the students who were

enrolled in the Teacher Training Institute were living in these hostels in the year 2008 (for information about the research participant see appendix 1-3). A large percentage of the trainee teachers were living in the hostel. The researcher interviewed some of the trainee teachers who lived in the institution's hostel. During focus group discussions these trainee teachers (Furry, Shan, Kinza, Saima, Haiqa) mentioned problems, issues and difficulties which they faced during their stay in the hostel. These problems are discussed under the following sub-headings.

     i.   Problems due to tension between trainee teachers and hostel managements.

    ii.   Problems related to the quality of food served in hostels

i.   Problems due to tension between trainee teachers and hostel management

Some of the trainee teachers mentioned that the atmosphere of hostels not satisfactory and friendly. The trainee teachers (Furry, Shan and Haiqa) complained about the attitude and practices of the hostel management. Furry shared her bad experiences about the management of the hostel. According to Furry, the hostel management did not respect students and considered students as their servants.

> *In the hostel, as far as the wardens and the management are concerned, it is a very bad experience because they treat us as servants. We are students here, we want to have some respect. If they needed some help they thought that we should give it to them and we are their servants. We had to give them help even if we did not want to do so.*

Shan also mentioned that hostel management treated students who lived in the hostels like servants. He stated that people involved in the hostel management are misusing their powers. According to Shan there was a lack of friendly

126

relationships between the hostel management and students who were living in the hostel. He seemed unhappy with the authoritative style, rigid rules and regulations of the hostel. According to Haiqa, she adjusted herself to the environment of a hostel with the passage of time. She was very upset in the beginning when she was living in the hostel for the first time in her life.

The research data obtained from these trainee teachers (Furry, Shan and Haiqa) pointed that there is some tension between trainee teachers and the hostel management. It might be the reason behind this tension is that the hostel management wanted students to follow strict rules and regulations for living in the hostels while trainee teachers wanted the hostel's management to be flexible and friendly because they were living away from their families. Besides this tension, some other problems mentioned by trainee teachers were related to the quality of food served in these hostels which are discussed under the next sub-heading.

ii. Problems related to the quality of food served in hostels

The hostel management provided three meals a day to those students who were living in the hostels. Some of the trainee teachers (Kinza and Saima) raised issues about the quality and taste of the food served to the students in the hostel. According to Kinza the food provided in the hostel lacks flavour, spices and taste. While Saima compared the quality of food provided by the hostel management with the cost paid by trainee teachers for that food. She said:

> *As far as the food is concerned, I think that the amount of money we are giving them is good. They are giving us nothing and we are paying them extra than expenditures.*

Trainee teachers' responses suggested that those trainee teachers who were living in the hostel (Furry, Shan, Kinza, Saima and Haiqa) complained about the

attitude of their wardens and quality of food. Some trainee teachers (Furry and Shan) mentioned that hostel management is authoritative, rigid and strict with the students and want them to follow what they say. Trainee teachers want a homely and friendly environment while the policies, rules and regulations of the hostel were in contrast to that. The problems mentioned by trainee teachers living in the hostels were:

- Trainee teachers and hostel management had negative attitudes towards each other. (See above quote from Furry, Shan and Haiqa)

- There is lack of a friendly environment in the hostels for the students. (See above quotes from Furry, Shan and Haiqa)

- Trainee teachers were also unhappy and complained about the quality of food (Kinza and Saima).

The research data obtained from these trainee teachers (Furry, Shan, Haiqa, Kinza and Saima) mirror some of the findings in the research study conducted by Abolfotouh et al. (2007). Abolfotouh et al. (2007) examined the problems faced by students living in the hostels of Alexandria University, Egypt. According to the findings of this research study the problems faced by female students were lack of physical activities which increased the risk of becoming overweight. Other problems mentioned by students were unhealthy diet, poor sleeping habits, risk of smoking, low social support and unhealthy behaviours. However, overall students were satisfied with quality of accommodation, health and support services. In the present study, students complained about the poor quality and taste of food (Kinza and Saima), lack of support (Haiqa) and the negative attitude of hostel management towards the student (Furry and Shan). The trainee teachers did not mention other problems which are reported by Abolfotouh et al. (2007) like the risk of smoking and becoming overweight; lack of physical activities and poor sleeping habits. The reason for this is maybe that the problems faced by trainee teachers in Pakistan are worse than those mentioned by Abolfotouh et al., (2007). The researcher is unable to find any

research study reporting the problems faced by trainee teachers or students who are living in hostels in Pakistan. However, Khan (2008) also reported in a newspaper article (*Students face hostel, transport problem*) published in Daily Times, Pakistan (on April 27, 2008) that the hostels of a Pakistani University are overcrowded and students are provided with substandard food despite the fact they are paying a good amount of money.

Under the next heading the researcher discussed those problems which are related to the medium of instruction and the understanding of course contents in the Teacher Training Institute.

4.5.2. Problems faced by trainee teachers during the teaching practice course

Some of the trainee teachers criticised the teaching practice course offered by the Teacher Training Institute which aimed to provide some practical experience of teaching for the trainee teachers. It is a compulsory course offered to the trainee teachers enrolled in all different programmes of the Teacher Training Institute (see chapter 2). During this course trainee teachers are asked to teach different subjects to the students in different government schools. The Teacher Training Institute made arrangements for the trainee teachers teach in these schools. During teaching practice a designated member of the Teacher Training Institute stays in the school for the supervision of trainee teachers. This member of the academic staff of the Teacher Training Institute is called 'supervisor' of the trainee teachers. Usually it is assumed during teaching practice that the supervisor will assess and provide feedback to the trainee teachers for bringing improvements in their teaching skills. It is the responsibility of the supervisor to meet with the head teacher and different class teachers to arrange the timetable of trainee teachers for teaching in a school. All the trainee teachers are given a workbook called 'lesson plans'. Trainee teachers are asked to fill their lesson

plans during their teaching practice course in order to keep the record of the following:

- Which classes they teach during their teaching practice course.
- Which subjects they taught to the students during their teaching practice course.
- What preparation they made for teaching each lesson in schools.
- What the objectives of each lesson were.
- How these objectives were achieved.
- Which teaching methods they used for each lesson.
- How many students were present in class when they were teaching a lesson.

It is the supervisor's responsibility to check lesson plans regularly in order to assess the trainee teachers' performance during the teaching practice course. The research data obtained from trainee teachers suggested different issues and problems related to the teaching practice course. These issues and problems are discussed under these sub-headings.

i. Poor organisation of the teaching practice.
ii. Problems faced by trainee teachers due to supervisors.
iii. Duration of the teaching practice period

i.   Poor organisation of the teaching practice

The teaching practice course is very important as it provides practical experience to the students. It is only for forty days from the start date including non working days and holidays but some of the trainee teachers said the teaching practice course was poorly organised by the Teacher Training Institute. According to Muskan, this course was offered at the time when exams were about to start in schools. The students were busy in preparing for their exams therefore the trainee teachers did not get the opportunity to teach them properly. Usually before exams, class teachers focus on revision of previously taught

130

course contents rather than to start teaching new course content. At that time, trainee teachers were in the school for their teaching practice and were asked to teach students that part of the content which had already been taught by their class teacher. Muskan suggested students were doing revision for exams at that time when the teaching practice course was offered to the trainee teachers therefore it cannot be assessed if students are learning as a result of teaching by trainee teachers or class teachers. Further, Rakhi also mentioned it was not the right time when trainee teachers were assigned teaching practice course. According to her, some trainee teachers completed lesson plans even when they had never taught those lessons in school. As she said:

> Often students have made artificial lectures. All the work was done on lesson plans but no lessons were actually delivered in the classes because the time of teaching practice was not appropriate. School teachers were also surprised that it is not a proper time to send student teachers for teaching practice.

Saad also mentioned most of the work done during teaching practice was paper work without doing any teaching practically in school. According to Samina, some of the trainee teachers just wrote lesson plans to show they taught the required number of lessons in school during their teaching practice. She explained how it happened.

> Often students were teaching subjects like Islamic Studies which is not their subject. Islamic studies classes were held 3 days a week and if we see the lectures of those students who teach the subject of Islamic studies, Urdu or computer classes which were 3 days a week, they cannot teach 40 lectures in total period of teaching practice.

The research data discussed above indicate some trainee teachers cheated during the teaching practice course and wrote lesson plans while assuming that their supervisor would not read it carefully. It also confirmed that the supervisor

did not assess trainee teachers' work and performance carefully during their teaching practice course.

Some trainee teachers complained they were asked to teach different subjects in the school regardless of their area of specialisation. At the Teacher Training Institute, trainee teachers are asked to choose two different areas of specialisations; depending on their programme of study, educational background and interest. These areas of specialisation are:

1. **Major area of specialisation:** The Teacher Training Institute offered three courses according to the major area of specialisation of trainee teachers.
2. **Minor area of specialisation:** The Teacher Training Institute offered two courses according to the minor area of specialisation of trainee teachers.

These areas of specialisation mean any two subjects in which they want to develop their expertise further and those subjects which they would like to teach in the future to their students. As with the M. S. Ed (Masters in Science Education) programme; these areas of specialisation could be physics, chemistry, biology, mathematics and economics. The Teacher Training Institute offered training courses related to the areas of specialisation in order to develop content and pedagogical expertise in trainee teachers. According to Naz, during teaching practice trainee teachers are not asked to teach subjects in school according to their area of specialisation. She said during the teaching practice, trainee teachers who were enrolled in the M.A.E.L.T.L (Master of English Language Teaching) programme were asked to teach other subjects than English as she reported:

They should send students to proper places for the teaching practice. Like we are students of English language teaching in the university and they are asking us to teach science and social studies [in school during teaching practice], is not the right thing.

According to Safia, the student to teacher ratio is not appropriate in schools where trainee teachers are sent for teaching practice therefore some of the trainee teachers faced classroom management problems. So they were unable to focus on teaching and it was not a good experience for them as trainees. Sadia complained that the teaching practice course was unable to develop good teaching skills and it did not meet its objectives.

In the light of the above responses it can be concluded that the teaching practice course which is the crucial part of teacher training is poorly organised by the Teacher Training Institute. This course was offered at an inappropriate time when there were exams in school and trainee teachers were asked to teach those subjects in schools in which they were not expert. Some trainee teachers cheated their supervisor during the teaching practice course because they filled their lesson plans without any actual teaching. The trainee teachers' responses also suggested their dishonesty during their teaching practice which means in reality this course did not meet its objectives and it seemed just a formality. The research data discussed above also pointed the inability of the supervisors to monitor trainee teachers and assess their work properly. Under the next sub-heading issues related to the supervisors are discussed in more detail.

ii. Problems faced by trainee teachers due to the supervisors

Teaching practice is a critical period for the learning of trainee teachers and they need close supervision and feedback about their teaching abilities during this period from their supervisors. The supervisor's interest, feedback and skills are vital for bringing improvements in their teaching skills, to meet the objectives of this course and to make it successful. Under this heading, the researcher discussed different problems and issues which trainee teachers faced during their teaching practice because of their supervisors including supervisor's absence, lack of feedback and proper assessment of the trainee teachers. According to Sakina, there was a lack of guidance and assessment on the part of supervisors due to frequent absences from schools during teaching practice. Similarly, according to Oroj, usually supervisors did not observe trainee teachers when they taught students in schools, therefore they could not provide them with feedback based on their performance. She reported:

> *I think that normally during practice, supervisors rarely monitor or observe the classes of the student teachers and they never give the feedback to the pupil teachers. Feedback is lacking.*

The trainee teacher responses suggested the supervisors were unable to assess and provide feedback to trainee teachers during their teaching practice. Therefore trainee teachers usually did not show a sense of responsibility, commitment and hard work. They wrote lesson plans without teaching in classes at school to show they did actually work in schools as Tanvir reported:

> *In the beginning we realise that nobody is coming to check us therefore we became very relaxed. We have to fill our planner we have to do just 40 lectures in any case.*

Some trainee teachers (Amber, Imran, Zobia and Aslam) reported that the teaching course was just a formality therefore students in schools did not give

attention and due respect to trainee teachers. The reason for this may be lack of interest and hard work on the part of trainee teachers. The trainee teachers' responses also suggested they were not monitored and assessed properly during their teaching practice and there was no specific criterion to assess trainee teachers' work during teaching practice. The research data suggested that the teaching practice course lacked real practice as usually trainee teachers are assessed by artificial work done on the lesson plans. It was also very common that the supervisors did not discuss with trainee teacher show they did while teaching in school and in which areas they need improvements. As Aslam said:

> *We have to deliver in some schools 40 lessons though there is no check on us, while no feedback is provided to us. Our planner is marked; 60, 70 or 80 out of 100 are awarded to us on the basis of artificial work.*

Supervisors did not even assess if the work done on the plans was genuine or merely paperwork. Badsha filled his lesson plans for the day when he was absent from school during teaching practice; in fact, he copied lesson plans from a friend's lesson plans as he reported:

> *I copied some lectures. On that day I did not go to school but on the base of supposition I completed all the work.*

The research data obtained from trainee teachers (Sakina, Oroj, Tanvir, Amber, Imran, Zobia and Aslam) reflected supervisors were not present in the schools all time during their teaching practice. The absence of supervisors from school during the teaching practice course is cause of following problems and issues including:

- Lack of guidance to the trainee teachers during their teaching practice course in schools.

135

- Lack of performance-based assessment and feedback to the trainee teachers during their teaching practice course in schools.

- Lack of hard work, commitment, honesty and hard work in trainee teachers (see quotes from Amber, Aslam and Badsha).

It is to be investigated in the next sections why supervisors are unable to spend time with trainee teachers in school during their teaching practice and what are the problems faced by them. Gujjar et. al., (2010) also reported in a research study conducted by in Pakistan that:

> *The role of supervisors in the teaching practice is very rare. The supervisors do not provide proper guidance. Supervisors are seen overloaded and sufficient facilities and incentives are also not being provided by the departments/institutions.*

(Gujjar et. al., 2010: 357)

The reason for the absence of supervisors from school could be their own lack of interest in the teaching profession or the dishonesty of supervisors during the teaching practice as trainee teachers' responses reflected teaching practice was just a formality or paper work. Another reason could be the heavy workload on the supervisors. Possibly they were supposed to teach classes at the institute to trainee teachers because of which they were unable to stay in schools all the time. Possibly they are not committed to the teaching profession and spend time with family or elsewhere instead of working in schools. Whatsoever is the reason for their absence from schools it had a negative impact on the trainee teachers. Trainee teachers reflected that they were unable to get the full benefit of the teaching practice course because their absence created other above mentioned problems with the trainee teachers. The presence and interest of the supervisors during the teaching practice course is very important to meet the objectives of this course.

iii.   Duration of the teaching practice period

Under this heading research data related to the duration of the teaching practice course is discussed. During the teaching practice course it is assumed the trainee teachers will implement theoretical knowledge in the real teaching and learning situation (inside the classroom). During the teacher training course it is very important to develop the desired skills in trainee teachers. Therefore practical experience should be emphasised more than the theoretical components. Furthermore the current duration of the teaching practice course (forty days only) was too short to develop the desired teaching skills and to meet the objectives of this course. According to Ramla and Kamra, usually teaching practice course was finished when trainee teachers' start feeling they are well adjusted and now they can understand the system of school where they go for their teaching practice. As Kamra said:

> *When we go for the teaching practice, we spend a whole month just adjusting to the school environment. We are students and we cannot adjust the environment and we cannot understand the time-table in that period.*

Hafsa compared the duration of the teacher training programme with other professions as she reported:

> *To be an engineer the period is four years to be a doctor we need five to seven years but to be a teacher it is the simplest that nine months of B.Ed which is not sufficient to produce good teachers.*

The above discussed research data suggested some trainee teachers (Anmol, Moona, Tanya, Kamra, Ramla and Hafsa) said the duration of the teaching practice course is not enough to develop desired skills in the trainee teachers. The research data suggested trainee teachers are facing many problems

because of the poor organisation of this course (see quotes from Muskan, Rakhi, Saad, Samina, Naz, Safia and Sadia). A successful teaching practice course required effort from both supervisors and trainee teachers but; the supervisor's role is considered most crucial during teaching practice as they are considered as a person responsible to motivate and guide trainee teachers. As Gujjar et. al., (2010) suggested:

> *During teaching practice it is the duty of supervisors to supervise their lessons, other assigned activities, guidance and counselling as well as provide the student teachers with feedback and to enable them so that they can criticise and reform themselves.*

(Gujjar et. al., 2010: 344)

4.5.3. Problems related to the medium of instruction

Under this heading problems related to the medium of instruction are addressed. Trainee teachers raised different issues about the use of language for the instruction. It is a debatable issue in the educational sector of Pakistan which language should be used for instruction. Urdu language is mainly understood in all parts of the country. Urdu and English are also dominant politically, economically, and culturally in Pakistan (chapter 1). These languages are also used as an alternate medium of instruction in education, and are compulsory subjects in the school and college curriculum (Mansoor, 2004). Use of Urdu language as a medium of instruction is very common in public sector, offices, schools, colleges and Madrassas. Mostly poor people, lower middle and working classes attend the institutions where Urdu language is used for most of their teaching and examination (Mansoor, 2004 and Rahman, 2006).

Trainee teachers belonging to the different social classes and areas were enrolled in the Teacher Training Institute therefore they preferred different

media of instruction (for different scial classes of Pakistan, see chapter 1). According to Anmol, English language should be used as a medium of instruction right from the beginning of the education of a child. While Nabila considered for achieving good socioeconomic status, learning of English language skills is very important. Nabila said learning of the English language could be helpful in future for moving forward towards higher education or business as she reported:

> *A lot of people say that Urdu is the national language and you should use Urdu but nowadays if you want to go for higher studies then there is English, English and English. So a lot of people have a notion that it is national language so we should promote it. Urdu should be there as well, but I should always prefer English and it should be given importance. If I want to be a business girl then definitely English is going to work for me.*

In response to the above quote from Nabila, Noshe criticised the educational system of Pakistan which demands better English language skills from students at the higher level of education but did not focus on the learning of these English language skills at the basic level of their education. While in contrast to these trainee teachers, Zarina thought only national or regional languages should be used for instruction. Zarina explained how the medium of instruction hindered in the learning of concepts and science subjects as she reported:

> *The problem arose with our students when they have to choose their subjects and their career. If someone chose science to be an engineer or doctor then the medium of instruction will be changed from Urdu to English. If a student can't understand the language how will he understand the concepts which are taught in physics, chemistry or in any other subject.*

Assiaa said there are the contradictions in the curriculum objectives and requirements. According to her, students are prepared for something different than the requirements of the schools. She said at the time of recruitment English language skills are preferred in the government schools. Urdu is taught and used as a medium of instruction in these schools only those candidates are selected who have better English language skills.

According to the research data obtained from these trainee teachers (Anmol, Nabila, Noshe, Zarina and Assiaa) English language skill is an important issue to be addressed by trainee teachers. The Teacher Training Institute offers all the courses and examinations in the English language. Most of the lecturers used English while lecturing but some of them used Urdu as well in order to promote understanding. Some of the trainee teachers were in the favour of the use of the English language as a medium of instruction (Anmol and Nabila). These findings were similar to those reported by Mansoor (2004). According to the findings of his research study, students prefer English medium education to Urdu medium at all levels and the main reasons for preference are mainly instrumental (for example, useful for students in studying abroad and getting good jobs). The results of his study also show that the students make use of English in both informal and formal domains despite their limited proficiency in the language. Only Zarina (a trainee teacher) preferred the use of Urdu language as a medium of instruction.

However, with the Urdu language there are many other local languages in Pakistan like Punjabi, Sindhi, Balochi, Pushto, and Seraiky, English language is considered a language of domination and power (Shamim, 2008). English is used as a medium of instruction in those institutes which are symbolic to the quality education and higher social economic status in society; including elitist schools, armed forces schools, some public schools, private schools and

universities (Rehman, 1997 and 2004). In Pakistan, the quality of education is determined on the basis of the medium of instruction which, in turn, corresponds with socioeconomic class and therefore the institutes where English language is used as a medium of instruction are usually very expensive as compared to those institutes where Urdu language is used as the medium of instruction.

Shamim (2008) also mentioned in a research study about Pakistani people that as a result of the awareness of the importance of English language; many parents (middle class) made huge sacrifices to give their children an English-medium education. Trainee teachers are also part of the same educational system of Pakistan and they want to improve and promote their English language skills. Usually people belonging to upper social classes (rich and upper middle class) have better English language skills than those who belong to poor families. The poor people cannot afford to study in English medium institutes because they are very expensive therefore they lack better English language skills. The above discussed research data suggested the interest of trainee teachers and their desire to learn English Language but at the same time, the educational system of Pakistan is unable to develop the desired skills among students. Some of the trainee teachers in the sample want the government of Pakistan to introduce reforms in the educational system of Pakistan to promote the learning of the English language at the different levels of education. By promoting the learning of English language skills in these schools people belonging to all classes will be able to learn English language skills. Otherwise, English language skills will remain the symbol of social class discrimination and quality education. Furthermore in this way the quality or English medium education will be accessible for all students irrespective of their social class.

4.5.4. Problems related to the teacher trainers

Under this heading, the researcher discussed trainee teachers' problems related to the teaching learning process and teacher trainers of the Teacher Training Institute. The research data discussed under this heading explained those problems, issues and difficulties which trainee teachers faced because of the teacher trainers of the Teacher Training Institute. As stated earlier, it was the one of the largest teacher training institutes of Pakistan where students from different backgrounds, social economic status and different cities of Pakistan are enrolled (for further details about research participants see appendix 1). As stated earlier, the practices and the mode of studies offered in the Teacher Training Institute were different compared to those used in college level (for further information about the Teacher Training Institute see chapter 2). At the college level there is an annual system of examinations while in The Teacher Training Institute semester system is used. In the Teacher Training Institute the course outline is usually designed by the teacher who is teaching a course (for further information about the courses see chapter 2).

Some trainee teachers reported that different teachers developed different course outlines for the same course. The course objectives depend on the choice of the teacher and usually vary from teacher to teacher because they have different attributes (level of interest, commitments, skills, ability, hard work and effort). Perhaps for the same course different teachers used different ways of teaching to achieve their objectives. Under this heading, trainee teachers mentioned problems and issues related to the teacher trainers and their way of teaching, course contents and course outline. For example, Nimra reported that teacher trainers had high expectations of trainee teachers but they did not work hard themselves to meet these expectations. She said:

> *The teachers gave us text book or teachers made notes of pages; though*
> *they expect that we should present very high performance to them like*

writing books. They expect a lot from us in return, so there is a lot of burden on us.

Bano reported confusion due to different courses taught in the Teacher Training Institute. She reported:

These courses are totally different, we are confused at the end of the fourth semester, we did not remember anything which we learned in first semester, so these are totally different and there is no link between them.

According to Zain, the courses are too short. While Haiqa disagrees with Zain and said the courses offered by the Teacher Training Institute are difficult for trainee teachers and these courses are not taught properly by teacher trainers. According to Ali, different teachers used different course outlines, different ways of teaching and styles of marking papers for the same course; therefore different trainee teachers develop different understandings and skills in the same course because different trainee teachers are taught different content in the same course by different teacher trainers. Ali said some times, to pass a course trainee teachers are given few chapters to read so they pass the course with good marks. When the same course is offered to junior students they might have to read a lot of content to pass that course because of a different teacher. These junior students might get fewer marks but they will have more knowledge about that course than seniors who read only a few pages. Hence, there is not any standard content for a course in the Teacher Training Institute and the course contents depend on the choice of the teacher who is teaching them.

Rida also explained the variation in different teachers' way of teaching. She said different teacher trainers had different expectations of trainee teachers and they design question papers for the evaluation of trainee teachers differently. Rozina mentioned how different teachers of the Teacher Training Institute used different approaches and ways to educate trainee teachers. According to her some

teachers cover all course outline in one or two lectures only while some of them came to lecture daily. A few of them discuss about the course contents in the last few minutes of the lecture only while spending the rest of lecture time talking about the moral and Islamic values.

Some trainee teachers (Furry and Saba) seemed to be convinced about the importance of the education of moral and Islamic values but they thought teachers should also keep in mind that they are supposed to teach course contents or syllabus. In response to Rozina, Furry suggested teachers should arrange some extra classes for the education of moral and Islamic values. Saba also thought it is not a right thing that a teacher spends the whole time of the class in lecturing about these values instead of teaching course contents. The above discussed data suggested some trainee teachers are convinced about the importance of the education of moral value; if teachers really want to talk about moral and Islamic values then they should spend only a few minutes on talking about these while for the rest of the time they should focus on teaching course contents. Annum mentioned that the reality is the reverse of the proposed suggestion as she reported:

> *In the last 5 minutes they give us some points on that [subject]. During the whole period, they told us experiences of their life, something that happened in the past, their childhood stories.*

Rozina, Furry, Saba, Annum and Asad were enrolled in the same teacher training programme. Asad chose mathematics as his area of specialisation. He mentioned that teachers spend their time trying to develop moral and Islamic values in trainee teachers while assuming they will read the course contents themselves. While trainee teachers assumed that their teachers wanted them only to be a morally good person, they did not bother to cover or read the course contents themselves. They thought their teacher will ask only basic questions in exams which will be very easy to answer for them or he will give

144

them marks without checking their answer books properly. After examinations both trainee teachers and teacher trainers blamed each other for poor results.

Some trainee teachers responded that they found it hard to cope with studies in the Teacher Training Institute because they were not used to assignments, presentations, and teaching practice. In each semester, they found courses were different to meet the requirements of the teacher training skills. Some trainee teachers (Naz, Ayat, Madia, Zain and Nasrin) mentioned problems related to the course contents and the design of the teacher training programme. A trainee teacher, Naz mentioned she found it very difficult to understand the mode of studies in this Teacher Training Institute. As she reported:

> I did not find study easy in a semester system, the assignments, the presentations, mid-term exam, and final term exam because I have never practised this before in my previous education.

Further, Ayat mentioned that courses offered during teacher training programme are quite different than those offered at undergraduate level therefore she was unable to understand fully. In the Teacher Training Institute every course outline is related to specific contents and a reading list is given to students in the course outline. Before this they were used to study one particular book at the undergraduate level. Some of the trainee teachers (Madia, Zain and Nasrin) mentioned their problems related to the way they have to study in their teacher training. Madia explained her experiences about the course content and examination system of the Teacher Training Institute as she said:

> Sometimes it happens that the course content is something else but the teacher teaches something else and in the papers there is something else. It is something very common thing with this department and it really happens.

At the graduate level students are used to of rote memorisation while after graduation, the teacher trainers focused on the understanding of the course contents to promote actual learning. However, the trainee teachers are so used to rote memorisation that they find it hard to adopt and use new learning strategies. The criterion for assessment at the Teacher Training Institute is different when compared to assessment of their previous degree. At the graduation level students choose the subjects according to the qualities of a teacher. If a good teacher is teaching a subject then more students will choose that subject. Trainee teachers (Zain and Nasreen) mentioned teacher trainers focused on the understanding and learning of concepts but they find it difficult as Nasrin said:

> I think the subjects are normal and are not difficult. The problem is in the beginning, at the graduation, all the focus was on the teachers' qualities but in the masters these teachers are focusing on the understanding. They use the every subject of the world in these courses and it is a problem for us to change our minds in this short period of time.

Most of the trainee teachers (Naz, Ayat, Madia, Zain, Nasrin, Hafsa, Saad, Shania, Husna, Amber, Aslam, Ali, Nida Sadia and Badsha) reported the assessment system used in the Teacher Training Institute was different and difficult to understand. In Pakistan, usually students are assessed annually therefore they find the semester system hard. In the Teacher Training Institute academic staff are autonomous and it is up to the teachers; to design the course line out for a particular course, question paper, to check the papers and assess students. Perhaps the sincerity, commitment, honesty and professional attitude of the academic staff of the Teacher Training Institute towards the trainee teachers are important for their good teacher training but trainee teachers reported some teacher trainers lack punctuality and commitment. The research data suggested that most of the problems faced by trainee teachers are due to such teacher trainers' poor communication with trainee teachers and the

teacher trainers are not committed to their duties because they are busy in their own studies. As Nasrin said:

> *Almost all the teachers are doing their own Ph.D., when we go to them and say that sir we have this thing to ask, he say, I don't have time I am doing something. He keeps looking at laptop in front of him and saying ok come at 9:30 tomorrow and 9:30 tomorrow means next day and then the next day and so on.*

Amber's response suggested that it is hard to communicate with the teacher trainers. In Pakistan, mostly the communication method used is to see them personally while in other countries communication through emails is very common. Aslam said:

> *Teachers are coming late and we are so much disturbed. Some of them are not responsible teachers. Teachers are not so much helpful, they have no time and they give us no time, for any discussion to solve our problems.*

Ali was writing his dissertation and he needed guidance to complete his work but he found it very difficult to get time from his supervisor for discussion. He seemed quite upset because of the uncooperative behaviour of his supervisor. Hafsa said that this teacher training program is unable to develop the desired level of confidence and skills among students. As she said:

> *The teachers have just limited us to some notes. They didn't give us any activities or any practice presentations. I think being a teacher, the level of confidence we should have, we do not have. I think such kind of training is lacking in this department.*

In the Teacher Training Institute teachers ask students to read secondary or higher secondary level course contents and prepare presentations although

students had mastery of the previously studied contents but teachers want to develop pedagogical skills in them. In this perspective Saad considered the course contents to be old and boring as Saad reported:

> *We are bored and there is nothing new actually, we are reading the old course which we have done in BSc and apart from all of this some teachers are not serious.*

Shania was very critical of teacher trainers' and she complained about their lack of motivation in teachers. She said:

> *Some teachers are not sincere. They should have motivation for teaching us. They are sincere but we cannot see their sincerity in the course.*

It is perceived in the light of research data discussed above some of the teacher trainers of the Teacher Training Institute are not fulfilling their duties and responsibilities properly because a few of the teacher trainers lack commitment and motivation towards their profession. Such teacher trainers are blamed for the lack of desired skills in trainee teachers (Saad, Shania and Hafsa). It is also reflected that some teacher trainers are overloaded with work and it might be for this reason they were unable to spend enough time with the trainee teachers to solve their problem.

Most of the trainee teachers explained that they faced problems due to the teacher trainers' way of teaching, the variety of courses offered and the evaluation system in the Teacher Training Institute. They also mentioned all of these things are different as compared to their (trainee teachers') previous practices at the graduate level. Therefore all these problems could be because of the lack of ability to adapt or adjust themselves (trainee teachers) because they find it very hard to adjust to the study pattern of the Teacher Training

Institute. They may be facing these problems because of poor learning skills, lack of good study habits, rote learning and memorization. Therefore they lack understanding of the contents. Iqbal et al. (2010) also reported in a research study conducted in Pakistan to indicate study habits used by university students:

> *The students are diagnosed to be weak on attitude, anxiety, concentration, motivation, selecting main ideas, time management and test strategies scales. Courses related to learning and studying strategies should be included in curriculum and special lectures, seminars and workshops should be arranged to create awareness among students to make them strategic learner.*

> (Iqbal et al., 2010: 4721)

The problem of the lack of basic and modern facilities and equipment in the schools where they go for their teaching practice in the Teacher Training Institute should be addressed. However, Pakistan is a poor country and cannot provide modern facilities in all the educational institutes, all basic equipment should be provided to all schools. It is all linked to finance as Badsha reported that the Teacher Training Institute was used to provide financial aid and scholarships to the top students because his seniors were provided with the financial aid. He was at the top of the merit list in his class but he was not given any scholarship or fee concession. This situation was in contrast to the policies of the previous government. In the past the Teacher Training Institute used to offer some monthly scholarship to trainee teachers in order to encourage them. Perhaps the Teacher Training Institute was unable to offer any stipends, scholarship or financial aid to competent or deserving students because of the financial crisis or budget cut by the government but the Teacher Training Institute was blamed for it.

4.6. The role of a teacher

This category was already established in the data analysis phase I. The role of a teacher in Pakistan was further explored in focus group discussions. For example, Sidra and Rabia stated a range of the qualities and roles associated with a teacher including personality traits, way of teaching, interest in the job, their teaching skills and classroom activities. They also stated that a good teacher is knowledgeable, kind, friendly, punctual, and honest with his profession. Sidra suggested that a good teacher taught his students in accordance with the teachings of Islam and promotes Islamic values in his teachings. Some of the qualities of the good teacher identified during focus group discussions were not related to the teaching profession including appearance, personality and dress of the teacher (see chapter 3 for data analysis phase I).

In phase II, the trainee teachers stated different roles and qualities of a good teacher in Pakistan during focus group discussions. Different sub-headings are formed under this category in order to organise and provide full understanding of the new themes which emerged in phase II. These themes are shown in figure 4.3.
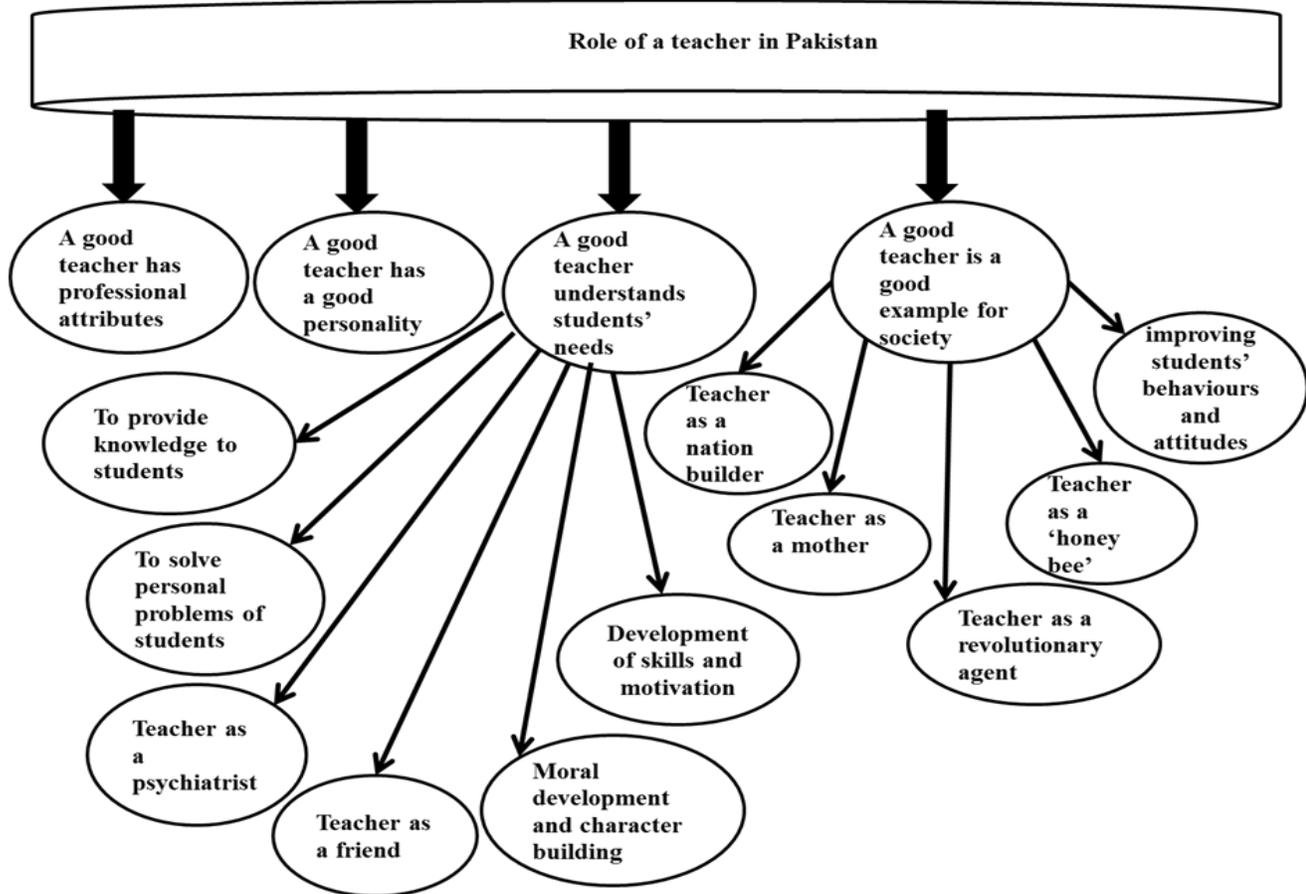
Figure 4.3: The role of a teacher in Pakistan

The research data related to these categories and sub-categories is discussed below.

4.6.1. A good teacher has professional attributes

According to the Australian National Board for Professional Teaching Standards (NBPTS), a set of core propositions for teaching:

1. Teachers are committed to students and their learning.

2. Teachers know the subjects they teach and how to teach those subjects to students.

3. Teachers are responsible for managing and monitoring student learning.

4 Teachers think systematically about their practice and learn from experience.

5. Teachers are members of learning communities.

(Ingvarson, 2002: 9)

The research data collected in this study reflected the term 'professional attributes' means those basic qualities which are required in a good teacher and most of the teacher educators focus on the development of these qualities during their training. These include punctuality, honesty, motivation, sincerity, subject knowledge, willingness and interest in his field. Some of the trainee teachers (Aslam, Shan, Amber, Kamra, Sadia, Naz, Badsha and Madia) focused on different professional attributes and qualities while discussing the qualities of a good teacher. Trainee teachers suggested that a teacher should be committed to his profession because of his prestigious position in society. It is already established on the basis of the research data discussed that Pakistani society usually respect and believe in the teacher and usually consider a teacher to always be right. In Pakistani society for some people teachers are very inspiring personalities therefore some trainee teachers listed too many qualities for a good teacher. They also thought these qualities are appropriate for the teaching profession. As Amber said:

> *He should be sincere with his profession. He should be a motivator, should be humble in their profession. He should have ethical values. I would like my teacher to be punctual and be able to understand my problem. I think a teacher should be fully committed to her profession.*

While, according to Kamra, a teacher should have different qualities according to the situation. She said:

I think the word facilitator explains all. The teacher should be a facilitator [mean] polite as well as strict. He should have command of his subject. He should have sound character. He should be friendly.

Some trainee teachers (Sadia, Naz, Badsha and Madia) focused more on the importance of content or subject knowledge and a good command over the teaching techniques so he can satisfy his students. As Sadia said:

The teacher should not feel difficulty in teaching subjects; the teacher should be able to teach the difficult subjects in a very interesting and easy way. The teacher should be a knowledgeable person but with not only knowledge about its subject but about the world as well. So that students questions of every aspect could be answered.

The data analysis reflected a good teacher should have many good professional attributes like honesty, punctuality, subject knowledge, teaching and communication skills. The research data suggested that the trainee teachers have high expectations of their teachers and they mentioned many qualities of a good teacher but in some cases these roles and expectations are in contrast to the reasons for which the trainee teachers choose the teaching profession. As previously, the trainee teachers suggested their lack of interest in the teacher training course.

4.6.2. A good teacher has a good personality

Day (2000) suggested the following personal qualities in his vision for the future of teaching:

qualities of honesty, courage, care, fairness and practical wisdom ......a continuing demand for commitment, enthusiasm and integrity as well as a high level of craft knowledge and practical wisdom.

(Day, 2000; 112)

153

Some of the trainee teachers' views were in contrast to Day's vision. The trainee teachers' responses suggested that the personality of a teacher is an important feature. Similarly to Rabia, some other trainee teachers also mentioned those characteristics and features which are not directly related to the process of teaching and learning including dress and appearance of teachers. Some trainee teachers considered the personality of a teacher important although they had mentioned some other characteristics along with the personality but their major focus and concern seemed to be a good personality of a teacher. According to the trainee teachers, personality means general traits of a teacher including their appearance, the way they dress, and the way of communication. Nonetheless, Jamila argued a teacher's personality should be an important factor for their selection as a teacher. According to Jamila, important personality traits of a good teacher include teacher's dress, appearance and his confidence.

> *My favourite teacher is the one whose personality is very attractive and she should feel good to be in her class. If the University has appointed a teacher, he must be well dressed and good personality.*

For some trainee teachers (Kiran and Saima), the personality of a teacher was more important than his command over the subject contents. Kiran thought a teacher with good personality can attract students to attend classes and can develop their interest in studies. The trainee teachers relate many other characteristics with the good personality of a teacher including; good communication skills, friendly attitude with the students, ability to understand the problems of students, subject knowledge, punctuality and honesty as Ruby said:

> *A good teacher should be well dressed, should have good pronunciation and she should be friendly. When she is teaching in the class there should be a friendly atmosphere in every way. The teacher should understand students and the most importantly according to me a teacher should be well dressed and she should have a wonderful smile.*

According to Farzana, honesty and subject knowledge were important for a good teacher along with the good personality while, according to Nimra a teacher should have a personality which can inspire everyone. While Zobia said:

> *A good teacher is punctual and helpful for the student; he knows the background of the students. He should be well dressed and should have a good personality.*

The research data obtained from these trainee teachers (Jamila, Kiran, Saima, Ruby, Farzana, Zobia and Nimra) suggested that they considered good personality of a teacher an important characteristic. Personality is something complex but the above mentioned research data suggested that the trainee teachers focused on the following qualities and attributes for describing the personality of a good teacher.

- Appearance (Jamila, Ruby and Zobia).

- Teachers' behaviour with students (Kiran, Saima, Ruby and Zobia).

- Ability to inspire students (Nimra).

- Good communication skills (Ruby).

The data analysis suggested by good personality the trainee teachers mean good appearance which could be attained by makeup or good dress. Some other researchers (Boendermaker et al., 2000 and Arnon and Reichel, 2007) also reported personality of a teacher an important component. Boendermaker et al. (2000) conducted a research study by using focus group discussions. They reported students consider personality of a teacher important feature of a good teacher (for details see chapter 7). While similar, to Jamila and Kiran, Arnon and Reichel (2007) had also suggested in a research study that student teachers valued the personality components over the knowledge components as an important quality of a good teacher (for details see chapter 7).

The research data also suggested that the trainee teachers should feel free while talking with a teacher and teacher should have cooperative and friendly behaviour with the students. The trainee teachers presented the image of an ideal teacher with all good qualities. It seemed they expect their teachers should have all sort of good qualities. In reality, although some of these qualities and attributes (mentioned by the trainee teachers) are attainable through teacher training (like command over the subject knowledge) others are not (like appearance and behaviour of teachers) but, if possible, then awareness should be created during teacher training among the trainee teachers of desirable attributes and qualities of a good teacher. In this way, they can refine their perceptions of a good teacher according to the desired professional attributes of a good teacher.

4.6.3. A good teacher understands students' needs

Some of the trainee teachers focused on the different aspects of students' needs and requirements while describing the characteristics of a good teacher. Under this heading, the researcher discussed those qualities, roles and responsibilities of a good teacher which are directly related to the students but in different ways. Different trainee teachers focused on different needs of students while associating teachers with these needs. Therefore in this section, research data are organised under different sub-headings on the basis of different roles mentioned for a teacher to meet the needs of students. These roles are discussed under following sub-headings.

   i.   To provide knowledge to students.

  ii.   To solve personal problems of students.

 iii.   Teacher as a psychologist.

 iv.   Teacher as a friend.

   v.   Moral development and character building.

vi.   Development of skills and motivation.

A description of these headings is given below.

i.   To provide knowledge to students

Some of the trainee teachers (Eram, Asghar, Akbar and Rida) focused on the understanding of the students while describing the role of a teacher. Some trainee teachers thought a teacher should well understand the mental level of his students while teaching them. Eram seemed to be focusing on the understanding of course contents while Asghar said:

> *The teacher should not stick himself to the textbook, syllabus or the curriculum; he should provide all the relevant knowledge. He should inspire the students and he must bring harmony amongst the students. The teacher should be a facilitator, a manager, an organiser as well then he must know what his students want.*

Some of the trainee teachers (Atiya, Maria and Ali) focused on the progress, learning and development of students while describing the characteristics of a good teacher. These qualities are desired from the trainee teachers during their teacher training course and afterwards. According to Maria, a good teacher focused on the progress and learning of his students while Ali said:

> *The role of the teacher is very important in every aspect. Parents are the ones who bring a child in this world but the brain of the child and qualities are developed in him because of a teacher. The teacher is a person who develops a child's personality and he brings out the hidden talent in a child. So the teacher should be a person who has the capability, who has talent, who should be a facilitator, who should be a nurturer.*

The above quote from Ali suggested that a teacher has more responsibilities than the parents and his role is more important than theirs in the life of his

students because he is responsible for the intellectual development of his students.

ii. To solve personal problems of students

Some of the trainee teachers (Akbar and Rida) mentioned that a good teacher understands the students' personal problems and provides them with solutions to solve those problems. Akbar said that teachers should solve of students' problems. According to Akbar by doing so the teacher will make them able to focus on their studies and they will achieve better results. He said:

> *If the student has a personal problem then a teacher should solve all those as well so that he can improve in her studies.*

iii. Teacher as a psychologist

Some of the trainee teachers (Rida, Moona, Ali, Tanvir and Maira, Jamila and Meera) mentioned that a good teacher understands his students like a psychologist. It is something unexpected and beyond the job of a teacher. The trainee teachers said that a good teacher knows and understand his students' problems and provides appropriate solutions to their problems like a psychologist. Moona said a teacher plays an important role in the development of the personality and character of his students like a psychologist. Some of the trainee teachers mentioned, a teacher should not only understand the psychology of his students but he should have other qualities as well including; good personality, command over the course contents, ability to provide guidance to the students according to their needs and to treat all students equally. As Maira said:

> *He or she deals with every student in a similar way. He or she knows the psyche of the student. He or she must have a great personality and give a quick response to the students and guide them to the right way. There*

is also variation in his methodology and also guide the students for improvement.

iv. Teacher as a friend

According to some trainee teachers (Rakhi and Zainab), teachers should be friendly and he should listen to all of their students. According to Rakhi a good teacher is friendly and frank with his students. Rakhi suggested instead of imposing views on students; the teacher should refine students' views. Zainab also disliked to the authoritative style of teachers as she said:

He should know the background of his students, he should not impose his own views on the students and he should only share his views with the students.

v. Moral development and character building

Some of the trainee teachers (Sana, Noor, Shania, Haiqa, Nabila, Rohe and Imran) mentioned good teachers play an important role in the moral development of students including good habits, attitudes, behaviours and values. These trainee teachers suggested that a teacher has a significant influence on students' behaviour and development. Previously discussed research data suggested that some trainee teachers considered their teacher as a role model and choose to become a teacher because they were inspired by a teacher during their educational career (for further details see chapter 4). From this perspective Sana said:

The teacher must be a role model because students imitate the teacher's behaviour, attitudes so teacher has many effects on students. The role of a teacher is to develop good habits, good behaviour, confidence and ethics in her students.

According to Noor a good teacher plays an important role in the life of his students. She thought all achievements of a student are because of a good teacher. While some trainee teachers (Shania, Haiqa, Nabila and Rohe) thought students learn to judge between right and wrong from their teachers. Shania thought teacher is like a guide who shows right path to his students that is, toward their goals and achievements. According to Haiqa, a good teacher teaches his students good moral values and develops power of judgment in them. She said:

> I want to say that a good teacher knows what is good and what is bad. He tells students what is right and what is wrong. He made them able to differentiate between good things and bad things. The teacher must change the character of the student and he must have a good personality.

According to Nabila and Rohe, a teacher is a very important personality who shows the right path to his students. Rohe suggested a teacher is a friendly guide for the students who shows them the right direction and performs different roles for his students. She said:

> The teacher has a very constructive role in the life of any child. He should guide students in the right direction and to the proper path. He should be very friendly and very confident. The teacher is a helper and he is a facilitator.

Vi .Development of skills and motivation

Some trainee teachers (Imran and Nadia) focused on the development of skills in students while describing the qualities of a good teacher. For example, Nadia said that a good teacher motivates and inspire his students for the development of learning skills. According to Imran, all teachers provide knowledge to students but only effective teachers can develop skills in their students as he reported:

160

A good teacher is one who transfers skills to the students, knowledge is transferred from all the teachers to the students but skill is the basic thing that a good teacher can teach.

The majority of trainee teachers' responses (Eram, Asghar, Akbar, Rida, Moona, Ali, Tanvir, Maira, Jamila, Rakhi, Zainab, Meera, Atiya, Maria, Sana, Noor, Shania, Haiqa, Nabila, Rohe, Imran and Nadia) suggested that they focused on the students' needs and problems while discussing the qualities of a good teacher. The research data obtained from these trainee teachers also confirmed the findings reported by different researchers (Mohammad, 2004; Saeed et al.,2005; Barrs, 2005; Halai, 2006; Oplatka,2007; Ashraf and Rarieya,2008; Inamullah et al., 2008; Mohammad and Jones, 2008 and Hunzai, 2009) in the research studies conducted in Pakistan (for further details see chapter 7). These findings are also similar to research studies conducted in different countries by Von Wright (1997) in Sweden; Hayes (1999) in the U.K; Boendermaker et al. (2000) in the Netherlands; Forlin (2001) in Australia; Akyeampong and Stephens (2002) in Ghana; Saban (2003) in Turkey; Arnon and Reichel (2007) in Israeli;Guneyli et al. (2009) in Turkey (for further details of these studies see chapter 7).

Thus, the trainee teachers mentioned different aspect, roles, responsibilities and expectations of a good teacher but they were all related to the students directly but in different ways. Some of the trainee teachers mentioned a teacher should understand his students although they describe understanding the students in different ways. The following roles of teachers are reported by the trainee teachers:

- Understanding the abilities of students (Eram).
- Good knowledge of the subject they taught (Asghar).
- Understanding the students' needs of learning (Akbar).

Similar to these trainee teachers (Eram, Asghar and Akbar) some researchers (Von Wright, 1997; Halai, 2006 and Inamullah et al., 2008) also reported a teacher should understand his students. Von Wright (1997) and Halai (2006) mentioned the friendly role of a teacher who understands students' problems while Inamullah et al. (2008) concluded that the teachers' friendly behaviour with students can help with students' learning difficulties.

Some trainee teachers thought teachers should understand his students like a psychologist to perform the following roles and responsibilities.

- To understand all of his students and their problems (Rida).
- To play a role in the development of students' personality and character (Moona).
- To understand students in a better way (Ali and Tanvir).
- To guide students towards the right path (Maira).

Similar to these trainee teachers (Rida, Moona, Ali and Tanveer), some researchers (Inamullah et al.,2008; Forlin, 2001 and Hunzai 2009) reported a good teacher focuses on the needs of students. Hunzai (2009) concluded that the teachers' friendly behaviour with students can help with students' learning difficulties. Forlin (2001) suggested teachers should be flexible to adopt roles according to the needs of students. While Hunzai (2009) suggested that a good teacher has knowledge about the children.

Thus, participants' responses indicate that a good teacher should develop an understanding of his students as a psychologist. Other than these qualities of a good teacher, some trainee teachers mentioned qualities of a good teacher:

- A good teacher treats all of his students equally.
- A good teacher is friendly and did not impose his views on students.

- A good teacher focused on the progress, learning and development of students.

Some trainee teachers agreed that a good teacher plays an important role in the moral and social development of students.

4.6.4. A good teacher is a good example for society

The research data collected and analysed in phase I and phase II suggested the trainee teachers' desire to change society by joining the teaching profession. A similar desire to transform society was reported in the research studies conducted in different countries including Jamaica, U.S.A, Northern Ireland, Tanzania and Turkey by Brown (1992),Zhixin Su (1997), Moran *et al.* (2001), Towse et al. (2002) and Saban (2003) respectively (for further details see chapter 7). In Pakistana few research studies have been conducted to investigate the reasons for choosing the teaching profession but desire to change society by adopting the teaching profession is not reported in them (for further details see chapter 7). Previously, when the trainee teachers were asked the reasons for choosing the teaching profession, some mentioned their desire to bring different changes in society by adopting the teaching profession (for further details see chapter 3 and chapter 5; heading: reasons for choosing the teaching profession).

Thus, the trainee teachers mentioned the significance of the role of a teacher in society. In this study, the trainee teachers' responses through focus groups and interviews suggested that Pakistani students want to bring changes in society by joining the teaching profession, also, they associated the role of a teacher with society. The majority of the trainee teachers reported that they considered teachers can play an important role in society although they suggested different metaphors and different ways to bring changes in society which were:

- To improve students' behaviours and attitudes (Anwar, Sana, Zain and Wajda).

- Teacher as a nation builder (Wajda, Samina, Anmol, Akbar, Noor and Minaz).

- Teacher as a 'honey bee' (Afra).

- Teacher as a 'revolutionary agent' (Hafsa).

- Teacher as a 'mother' (Tanya).

The research data related to these roles and responsibilities is discussed below.

i. To improve students' behaviours and attitudes

Some of the trainee teachers (Anwar, Sana, Zain and Wajda) suggested a teacher could play an important role in changing society by improving students' behaviours and attitudes while teaching them. For example, Anwar suggested how a teacher can change the behaviour of his students through his skills and knowledge as he reported:

> *The teacher has a very perfect role in society because he guides everyone through his knowledge and skills. He can mould and he can change the behaviour of the students.*

Additionally, Sana responded that a good teacher can change and prepare his students for the establishment of a good society. She added that a good teacher is capable of changing society by educating students. Zain felt that the prosperity of the whole society depends on a teacher because he is providing training to the citizens. He thought that a teacher not only decides the destination of his students but he also shows them way to reach that destination. Wajda pointed out that students are more obedient to their teacher

in Pakistan and they give them more than due respect. In this perspective, she considered that the role of a teacher as a spiritual guide and a nation builder becomes more important as she said:

> *The good teacher builds the character of society and leads society towards the success. This success is not in the economic life but also in the spiritual and a good life of a society. Students accept whatever teacher sa*
>
> *ys they do not even accept their parents therefore teachers are the nation builder. I think that teachers are pillars of our society without them we are nothing.*

ii. Teacher as a nation builder

Likewise, some other trainee teachers (Samina, Anmol, Akbar, Noor and Minaz) used the metaphor of 'nation builder' for describing the role of a teacher. Samina thought that knowledge and skills of a teacher are important as she transferred these to the students as she reported

> *The teacher is an instructor who builds the nation. The teacher is the builder of the nation. He provides the kind of skills and knowledge to the student, so he is facilitator as a lecturer, he is a builder of the nation.*

Anmol compared the role of a good and bad teacher in society. She said that a good teacher is a nation builder while a bad teacher bad teacher can damage society. Like Anmol, Akbar sketched the role of a teacher in society as a nation builder who transfers knowledge to others. Noor also thought that teacher is a nation builder as she said:

> *I think teacher is one of those key persons in the nation building process, who could make all the changes to society. The teacher should be a facilitator, a guide and he should bring positive changes.*

iii. Teacher as a 'honey bee'

According to Minaz, a good teacher keeps in mind broader national objectives while teaching in the classroom and he plays an important role in the personal development and advancement of students. Some trainee teachers used different 'metaphors' to describe the role of a teacher. Afra used the 'honey bee' metaphor for the role of a teacher in order to express how a teacher could bring improvements in society. She suggested a good teacher is good at transferring good qualities in the students for the good of society like a honey bee is good at collecting sweetness of honey as she said:

> *The teacher is like honey bees. He absorbs different good things from society, from the environment, from the people and then he transforms society with these. So the teacher's role is very important.*

iv. Teacher as a 'revolutionary agent'

Hafsa used the metaphor of a 'revolutionary agent' for describing the role of a teacher. She thought a teacher can bring revolutionary changes in society by educating his or her students. According to her if a teacher is responsible, committed to his profession and used his powers positively then he can bring revolution and positive changes in the whole society.

v. Teacher as a 'mother'

Tanya mentioned the role of a female teacher as a 'mother' and as 'an agent of social change'. She thought female teachers can influence students to change more easily than the male teachers because of their motherly traits. Tanya expressed her belief that the role of a female teacher is very important in society as she said:

166

If a teacher is a good teacher then he can give benefit to society in a better way by his teachings. Female teachers are more kind in our society as compared to gents or male teacher. They can convey knowledge more easily and efficiently in a friendly atmosphere. They can build better character in students, they can be like a mother and they can be a changing agent in society.

It is concluded in the light of the research data discussed above that teacher trainers (Anwar, Sana, Zain, Wajda Afra, Samina, Anmol, Akbar, Noor, Minaz, Hafza and Tanya) considered teachers as 'a powerful agent of social change' who can play an important role in society. The trainee teachers considered a teacher should play different important and crucial roles in bringing positive changes and improvements in society. The trainee teachers used different metaphors to describe the roles and responsibilities of a teacher in society. The focus groups' discussions suggested that the teaching profession is considered a powerful agent in Pakistani society that could bring a social change. The trainee teachers anticipated a teacher should perform a range of roles and responsibilities for the benefit of society. The responses of focus group discussions, confirmed the findings of the trainee teachers' interviews (for further details see chapter 3) and also add more to the findings from interviews where the trainee teachers mentioned they chose the teaching profession to change Pakistani society. Many roles and responsibilities are associated with the teachers. Some of these expectations of a teacher could be achieved through a teacher training programme (for example, knowledge, skills and teaching methodologies) but some of them were imaginary, beyond reality and beyond the scope of the teacher training programme (for example, to be a psychologist, friend, mother, revolutionary agent, good appearance and a perfect human being). If such complex roles and responsibilities are associated with a teacher then perhaps a teacher requires all good human qualities, interest and commitment. In fact, in order to meet these expectations of being a

teacher, they should dedicate their whole life to this profession and they should not do anything else for themselves.

4.7. Status of the teaching profession

This category was already established in phase I when two trainee teachers were interviewed one to one. While in phase II, the researcher used focus group discussions for data collection. In the present section, as a result of focus group discussions and a large sample size, the researcher was able to obtain a variety of views about the teaching profession. On the basis of the research data obtained in phase II by using focus group discussions, the researcher further explained the viewsof the trainee teachers about the teaching profession. The research data obtained from the trainee teachers by using focus group discussions in phase II suggested some of the views of the trainee teachers about the teaching profession were similar to those reported in phase I while four new sub-headings were formed. In phase II research data related to the views of the trainee teachers about the status of the teaching profession is shown under six sub-headings (two previously established and four new sub-headings) in figure 4.4.

Status of the teaching profession in Pakistan

Teaching as a respected profession

Teaching as a respected profession for females

Teaching profession and rich people: a comparison of situation in public and private schools

Teaching is a choice among poor

Teaching as a low paid profession in comparison to other professions

Teaching as a profession for low achievers
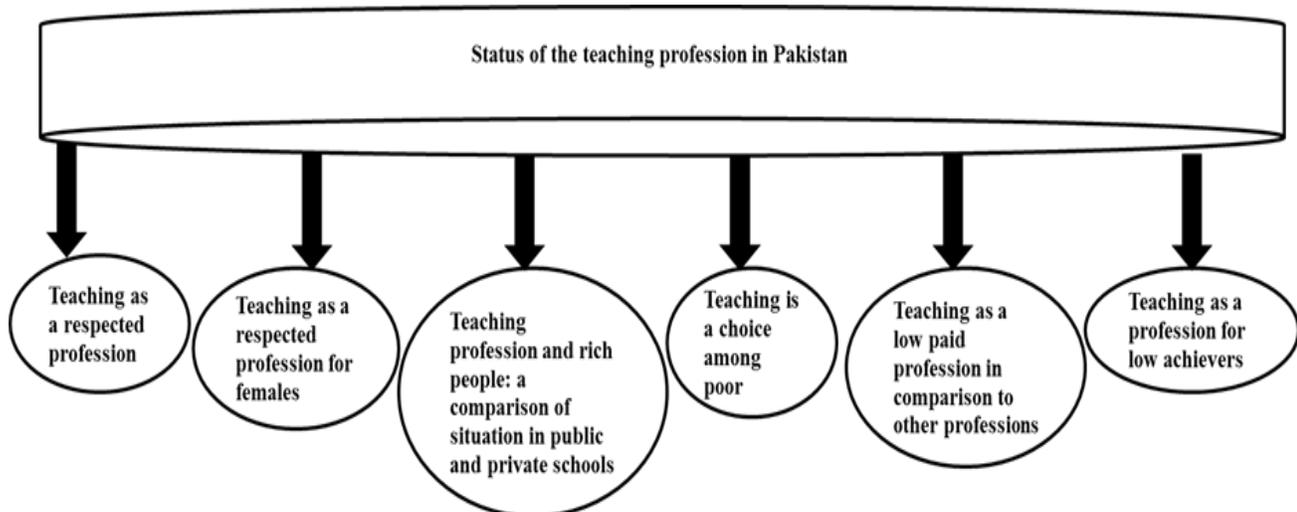
Figure 4.4: Status of the teaching profession in Pakistan

Four of these sub-headings are newly established while following two were previously established in phase 1.

1. **Teaching as a respected profession:** (For further details see quote from Sidra, chapter 3; heading 3.4)

2. **Teaching as a profession for low achievers**: (For further details see quote from Rabia, chapter 3; heading 3.4)

The six dimensions of the status of the teaching profession are discussed below on the basis of the research data collected in phase II.

4.7.1. Teaching as a respected profession

Some trainee teachers (Rida, Shan, Noor, Ruby and Kamra) mentioned teaching is a respected profession irrespective of the fact that teachers are low paid as Rida said:

> *I think teaching is definitely a respectable profession. I think it is for serving nation and we should not bother about wages.*

Shan quoted a recent incident told by one of his teachers during lecture as he said:

> *I think teachers are much respected in our Pakistani culture. One of my teachers told [us] that he was going on a road in the night time. A police officer who was my student, he stopped me and saluted me. The teacher said that he felt so proud when he remembered.*

According to Noor, it depends on the teacher's character and attributes whether he or she is respected or not although teachers are generally respected. Ruby also thought, at present if teachers are not respected then it is because they

have changed the purpose of teaching as from what it has been in the past. As she said:

> The main purpose of teaching should be good character building and intellectual development but the purpose is to earn livelihood. In the past, it was a respected professional but now it is a profession to collect money only.

Similar to Ruby, Kamra also suggested that teaching is a respected profession but teachers are not much respected today when compared with the past. According to her, at present teachers are focusing on earning money and preparing students to earn money. The research data obtained from these trainee teachers suggested teaching is a respected profession in Pakistan. Some of them thought teaching is not as much respected profession in Pakistan as it was in the past. Some of the trainee teachers thought teachers should devote themselves while serving others without bothering about salary and other material benefits. They said the purpose of teaching has been changed and people are using this profession to earn money rather than serving to society. In an institute there are different teachers; and students give a different level of respect to different teachers because the teachers' own characteristics are very important in determining whether he or she is respected in his or her workplace or not.

The research data suggested Islam has given great importance to the teachers and teaching and learning and teaching is considered a respected profession in Pakistan because of its importance to Islam.As Asad said:

> Pakistan is an Islamic country and in Islam teacher has great importance. In Pakistan I think, being Muslims people respect teachers.

These research findings are similar to those reported previously where the trainee teachers mentioned religious and Islamic perspective of the teaching profession are important reasons to choose and select the teaching as a profession (for further details see chapter 3; heading 3.4). The research data obtained from these trainee teachers also confirmed that some people in Pakistan give much respect to the teaching profession because of the importance of this profession in Islam. The findings of this research study are similar to those reported by other researchers. Some researchers suggested Islam has great impact on the people's way of thinking and living of people (Durrani and Dunne, 2010) and it is also suggested Pakistani people give great importance to the process of teaching and learning because of the importance of this profession in Islam (Neill,2006; Latif, 2009 and Khan, 2011).

4.7.2. Teaching as a respected profession for females

The research data discussed previously indicate most of the female trainee teachers chose the teaching profession because according to the religious, social and cultural norms of Pakistani society, females are encouraged to join the teaching profession (for further details see chapter 4, heading 4.4). Some trainee teachers (Rozina, Rakhi, Saima, Ali, Nasrin and Kinza) mentioned that the teaching is a respected and preferred profession for females in Pakistan. As Rozina said:

> *In Pakistan teaching profession is a very common profession and people give respect to this profession particularly for the girls in Pakistan.*

Some trainee teachers (Rakhi, Saima, Ali and Nasrin) mentioned teaching profession is suitable for women in Pakistani society because it protects them from other problems. If a female chose to work in other fields then she would be criticised and there would be problems for her. As Rakhi said:

In our society, women should not work and communicate with the males. If she does so then there will be some problems for her and people start talking about the character of that woman. In society, teaching is the only profession which protects you from this.

However, females are respected as teachers in Pakistani society, at the same time for talented male students it is considered as a low status and an unattractive field. It might be because in Pakistan teaching is a low paid profession and men are supposed to earn more and bear expenditures of the whole family. As Kinza said:

I think that the teaching is the only and most respectable profession for girls in Pakistan but I don't think that the brilliant male students get higher education to become a teacher. I think that males who don't have any other chance they come in this field.

The research data confirmed teaching is considered a secure, suitable, respected and socially acceptable profession for females in Pakistani society therefore female trainee teachers chose and select to remain in the teaching profession to avoid those problems, issues, constraints and difficulties which they may face if they joined another profession. It also reflects how the teaching profession is viewed for women in the light of social, cultural and religious norms of Pakistani society. These research findings are similar to those reported in phase II where the trainee teachers mentioned that social, cultural and religious norms of Pakistani society influenced women to join the teaching profession (for further details see heading 4.4). Similar research findings are reported by different researchers. Upadhyay et al. (2005); Latif, (2009) Ghuman and Lloyd (2010); Khan (2011) and Noureen and Awan, (2011) also reported society and culture motivates them to join teaching for the benefit of society. Desire to serve society is also reported by Brown (1992),Zhixin Su (1997), Moran *et al.* (2001),

Towse et al. (2002) and Saban (2003) (for further details see chapter 7; section 1)

4.7.3. Teaching profession and rich people: a comparison of situation in public and private schools

Under this heading research data relate to the status of the teaching profession in the public and private sector; and different social classes of Pakistani society are discussed. In Pakistani society there are following two major divisions of the educational sector.

1. **Public sector:** This usually refers to the government educational institutes (schools, colleges and universities) where poor people are usually enrolled. This sector is operated by the government of Pakistan. These institutions generally present low quality of education because staff (teachers, head teachers and administration) are autonomous in making their choice about whether they teach effectively or not. The teaching staff are mostly not supposed to teach well. A few of the public institutes are prestigious and are known for quality education but it is not possible for everyone to get admission in those prestigious institutes.

2. **Private sector:** This usually refers to the private educational institutes (schools, colleges and universities) where rich people are enrolled. This sector is usually operated by the private agencies. Therefore education in these institutes is expensive though better in quality than the public sector. Some private institutes do not provide the best quality education but still they are better than most of the public institutes (Jones, 2005 and Hunzai, 2009).

Some of the trainee teachers mentioned teachers are not much respected by the upper class society while working in the private sector or in such institutions

173

where students pay high fees. They thought the reason was that in such institutions students are given more importance than teachers . As Imran said:

> *At the upper level, teaching profession is not respected as it should be respected but at the lower level, parents and people of society give respect to this profession and they respect the teacher.*

4.7.4. Teaching is a choice among poor

Some trainee teachers suggested teaching profession is usually adopted by the poor people of Pakistani society which is the major proportion ofPakistan's population (Nadeem et al., 2011). According to Meera, teaching profession is a popular choice among poor people and these people also give it due respect while those people who belong to rich families thought differently about teachers as she said:

> *I think that the poor people usually become teachers and rich people usually want to go into jobs where they could be bossy or authoritative or could earn high salaries. That is why they don't come into the teaching profession. It does not mean teaching is not respectable, teaching is a respectable profession.*

Furthermore, Rohe stated that teachers are usually poor people therefore they are not as respected as they should be. On the contrary Rabia, Nabila and Zain prefer being respected to the salary. Moreover, Rabia said that teachers are paid well in the private sector. Some other mentioned a reason that teachers are not well respected because they belong to poor families as Zain reported:

> *In Pakistan, people give respect to those people who are on the high level of status but if you are from the poor family nobody gives you a respect. Therefore teachers are not respected as they should be.*

Thus, the trainee teachers' responses suggested that teachers usually belong to poor families in Pakistan and status of a teacher varies in public and private sector. Similar to the trainee teachers, Jones (2005) and Hunzai (2009) also reported in the private sector there are better learning opportunities for students; teachers are also well paid but at the same time they are not much respected by those students who mostly belong to a higher social class. Students enrolled in private schools misbehave and do not respect to teachers because they pay high fees to the institutions, therefore, they think that teachers are like their other servants. Similar to this finding, Ali (2000) and Hunzai (2009) reported that Pakistan private institutes are usually very expensive and beyond the capacity of average people (See chapter 1).

Thus, the trainee teachers' responses through focus group discussions suggested that the rich people do not realise the importance of a teacher according to the Islamic perspective. The administration of such institutions is more caring and concerned about their students because students are like well paying customers, therefore, their students do not pay a respect to their teachers. On the contrary, poor people respect the teaching profession. The trainee teachers stated that it might be because most of the people who join the teaching profession belong to poor class (see quote from Imran, Anmol, Rohe and Zain). Whereas people belonging to higher social class are attracted by other professions because teaching is not a well paid profession in Pakistan.

4.7.5. Teaching as a low paid profession in comparison to other professions

Some trainee teachers compared the status of a teacher and the teaching profession with other professions in society. Some trainee teachers (Bano, Afra, Atiya and Minaz) suggested; people associated with the other professions are

appreciated and respected more in Pakistani society as compared to a teacher as reported by Minaz:

> *The teacher has low status in society therefore; social perception about a teacher is not good, like a doctor or an engineer. The other professions are considered higher standard than teaching. It is perceived only those people join this profession who cannot join any other professions.*

Some of the trainee teachers described how the teaching profession is not respected in Pakistan. One of the reasons mentioned by them is that it is a low paid profession. Farzana associated respect with the pay. She suggested teachers are not respected in Pakistani society because they are paid less than other professionals like doctors or engineers. Farzana reported:

> *Teaching is not a respected profession in Pakistan. The teacher has a miserable condition in society because of the lack of facilities than in any other profession. So it is not considered a good profession now.*

At the same time as Nimra and Haiqa considered although teaching is a low paid profession but still teachers are respected. Haiqa said:

> *I think teaching is considered as a respected profession in our society but teachers are not given proper wages.*

The above response suggested some people choose teaching for pragmatic reasons in Pakistan. These people are adopting it to meet their living needs while in the past this profession was to serve and give knowledge to others. The research data also suggested teaching is low paid as compared to other professions (doctor, engineer or police) in Pakistan; therefore it is not respected in society. Some people do not respect the teaching profession as a respected profession because:

- It is mostly the choice of those who achieve lower grades or unable to perform better in other fields.
- People join teaching who hold low qualifications.
- It is a low paid job therefore those who need the money do not like it.

Brown (1992), Barrs (2005), Ali (2000) and Hunzai (2009) also suggested teaching is a low paid profession in Pakistan and it is often used as a supplementary form of income with other jobs. Data analysis suggested for attracting competent, able and brilliant people towards this field, teachers should be paid well like other professionals in Pakistan. This recommendation is also in accordance with the findings of a study reported by Bastick (2000).

4.7.6. Teaching as a profession for low achievers

The trainee teachers' responses through focus group suggested that the teaching profession is for low achievers and incompetent people. Some of the trainee teachers mentioned those students who are unable to get admission on to another course in university because of their low grades or poor marks; they enrolled in the Teacher Training Institute for example, Furry said:

> *Mostly the frustrated people who don't get admission in any other field, they come into the teaching. I think it is not a good thing teacher should be the most brilliant person but it doesn't happen in our society.*

According to Zobia, the worth of the Teacher Training Institute is low as compared to the other departments and institutes in the university. She mentioned another person's comments on the Teacher Training Institute made her feel embarrassed. Some trainee teachers (Akbar, Madia, Tanvir, Zainab and Kiran) mentioned that those people who had no job or low qualifications (that is, up to Matriculations only) can be teachers particularly in private primary schools.

According to Akbar, people perceive the teaching profession as an easy job that anyone off the street could do. The trainee teachers reported that news papers and TV channels present teaching as an unappealing profession because it is low paid, not respected and it is hard to get children to behave; that's why, mostly low achievers joined teaching as he criticised by reporting:

> *In our society, everyone can become a teacher, whether he has done matriculations or intermediate. It is all mistake of government if the government is not paying enough to teacher therefore talented people are not interested in teaching profession.*

Additionally, some trainee teachers (Tanvir and Zainab) said that those people, who fail to get another job, take teaching as a business and plan to open a school as Tanvir said:

> *If someone has nothing to do, then the people of family open a school, get children of their own families and start working in that school. It is this kind of profession.*

According to Anwar, teaching is a low paid profession for those people who had nothing to do therefore this profession is not respected. He said:

> *People don't like this teaching as a profession because it doesn't have a much pay. They think that if someone has nothing to do then he should be a teacher. That's why this profession is not respected as much as this profession should be.*

The above discussed data suggested, for some people teaching is a disregarded profession because it is associated with low pay and low achievers. For the same reasons it is not an attractive profession for brilliant and intellectual people because they prefer to join other well paid professions.

4.8. Chapter conclusion

Interestingly the research data discussed in phase II confirmed the previously reported findings in the data analysis phase I. It is confirmed that the trainee teachers choose this profession for different reasons including a desire to bring positive changes in society, to serve the nation, their low grades, family pressure, and a love of children. Some of the findings of the data analysis phase II are new. The research data collected during focus group discussions suggested that the trainee teachers chose the teaching profession because they were inspired to become teachers or wanted to use teaching as a platform to bring desired positive changes in Pakistani society. This desire to bring changes in society by selecting the teaching profession is not reported in other research studies conducted in Pakistan.

It was also found that teaching was considered a valuable and respected profession for females because of the social, cultural and religious norms of Pakistani society. Often, for such reasons, teaching was associated with the females of Pakistani society. Mostly females mentioned they chose the teaching profession because it is considered a good job for them. It was also suggested some parents and family members prevent females if they want to choose any other profession and often females were forced to join this profession regardless of their lack of interest. So it was just a degree chasing exercise for them. It was also suggested teaching is a convenient and easily manageable job to combine with the household responsibilities for females.

Data analysis also suggested teaching is often considered a second choice profession for low achievers or just a degree chasing exercise.

The trainee teachers reported various genuine problems including tense hostel environments for students, poor quality of food and poor organisation of the teaching practice course. While some of the problems related to the medium of instruction, teacher trainers, teaching practice course and the Teacher Training Institute reflect their own poor study habits, learning difficulties and learning skills. It is also suggested that the private sector is known for quality education and development of better English language skills because they are comparatively better than public institutes. Pakistani people prefer to be admitted to private institutes to improve their English Language skills despite the fact that private institutes are very expensive. Usually poor people cannot afford to get admission in these institutes. Only the rich or upper middle class can afford them. Hence the problems related to the medium of instructions lead to the conclusion that better English language skills are symbolic of a higher social class and quality education.

The research data obtained during the focus group discussions provided the trainee teachers' understnding of the roles and qualities of a good teacher. The trainee teachers mentioned some of the qualities of a teacher which are achievable through teacher training (good communication skill, content knowledge and teaching skills) but some of them were not the attributes of a good professional teacher (good appearance and dress). The importance of the teaching profession according to religious and social perspectives was also highlighted. Hence it reflects their extremely high expectations of a teacher and a number of roles and responsibilities associated with a good teacher. Different metaphors were used to highlight the important role of a teacher in Pakistani society including teacher as a nation builder, honey bee, revolutionary agent and a mother. Interestingly, when they were asked to reflect on the status of a teacher in Pakistani society then they mentioned it as a respected but low paid profession for low achievers and poor people.

During focus group discussions, the trainee teachers' perceptions of the teaching profession and the role of teacher were analysed and discussed in this chapter. The majority of the trainee teachers agreed with the positive role of teachers in society particularly in Pakistan.

Furthermore first research question of this study is answered in this chapter. The findings of the study reported on the basis of the research data collected in phase I and II will be compared with research data obtained from head teachers and teacher trainers in the next two chapters by using grounded theory procedures (for example constant comparative methods) to answer the research questions.

The research data obtained from the head teachers will be analysed in the next chapter.

Chapter 5: An analysis of the school head teachers' transcripts

5.1. Introduction

This chapter presents an analysis of the school head teachers' interview transcripts. Semi-structured interviews were conducted with three head teachers of those schools where the trainee teachers were placed for their teaching practice (for further information about head teachers and schools, see chapter 2). One male and two female head teachers' perceptions were analysed regarding the teaching profession and performance of the trainee teachers during their school placement (for interview questions see appendix 4). The objectives of the head teachers' interviews were:

- To explore why the trainee teachers choose the teaching profession.
- To explore the feedback about the performance of the trainee teachers.
- To seek the effectiveness of the teaching practice course and the teacher training programme.
- To explore how a teacher training programme can be improved.
- To understand their expectations of the trainee teacher.
- To explore what skills the teacher training programme is producing.
- To compare the views of different research participants.

These objectives also helped to answer the research questions mentioned in chapter 1. Four categories were established after conducting interviews with the head teachers. Three categories were similar to those previously discussed in chapter 5. While a new category of "the trainee teachers performance during school placement" was established.

5.2. Reasons for establishing a new category

A new category emerged after analysing the interview transcripts of the head teachers. In the previous section the trainee teachers reported different problems related to the teaching practice course. These three head teachers were keen to provide reflections about the performance of the trainee teachers in the schools, in particular when they were asked about the problems faced by the trainee teachers. Therefore a new research category "the trainee teachers' performance during school placement" was established.

All four categories are discussed in the following sequence.

- Reasons for choosing the teaching profession.
- The trainee teachers' performance during the school placement.
- Problems faced by the trainee teachers during the teaching practice course.
- Views about the teaching profession in Pakistan.

5.3. Reasons for choosing the teaching profession

Head teachers reported different reasons for choosing the teaching profession. Most commonly, they opted to be a teacher because they had an interest in the teaching as Munir reported:

> *Firstly, I was impressed by my teacher that's why I have chosen teaching. Secondly, I found myself capable to be a teacher. I thought that I can work well according to my interest, and aptitude.*

The above quote from Munir confirmed previously reported reasons by the trainee teachers which were discussed under the following sub category.

- Inspiration from their own teachers (for further details see chapter 4).

Asma (a female head teacher) described the reason for choosing this profession because she found teaching as a convenient job for females. She said:

> *There are fewer working hours and we can work in a veil. There are all females here and it is a respected profession. It is in accordance with the teachings of Islam. In this profession, you work like a mother. Particularly for women it's due to lower [fewer] working hours and there is freedom in [the] institution and no interaction with males. And as far as males are concerned, [those] who fail in getting other jobs, they come to this field. That's why the quality of teaching has declined*.

The above quote from Asma confirmed the previously reported reasons by the trainee teachers which were discussed under the following sub category.

1) The Islamic perspective of the teaching profession.
2) The norms and culture of Pakistani society compel females to join teaching.
3) Teaching as a convenient job for females.
4) Teaching as a second choice profession.

Asma mentioned 'teaching as a second choice profession' mostly for males. Similarly Haseena also confirmed males chose the teaching profession as their second choice. As she said:

> *Specially, females choose this profession because there is not a good [alternative] environment in other fields in Pakistan. Traditionally they choose teaching profession. Most males come [to teaching profession] by chance or they are unable to get a job in other fields.*

The research data obtained from the head teachers confirmed all previously established reasons for choosing the teaching profession mentioned by the trainee teachers except for one reason that is 'to bring changes in society'.

5.4. The trainee teachers' performance during school placement

Under this heading, the head teachers' perceptions regarding the performance of the trainee teachers during their teaching practice are discussed. Munir stated the trainee teachers were very excited to learn new things, though their main focus was to achieve good grades. As he said:

> *Head teacher mentioned that students want to have good grades, so they work well. They are involved in activities; they have been useful for school to bring the quality of education.*

Munir also stated that the trainee teachers were initially hesitant and lacked confidence in their work. However, the trainee teachers are able to perform better and can re-establish their confidence by interacting with their supervisor and by developing a good rapport with students in their class. However, Asma said:

> *In the beginning, they work fine, but with the passage of time their passion did not remain the same. So school children don't take them seriously and don't learn anything from them*.

It seems that they were enthusiastic to start their teaching practice but lost interest with the passage of time. Problems faced by the trainee teachers during their teaching practice are discussed under the next heading.

5.5. Problems faced by the trainee teachers during the teaching practice course

Head teachers said that the trainee teachers faced many problems during their school placement. According to Munir, the trainee teacher does not find their job easier at the start. Similar to the trainee teachers, Asma (a female head teacher) highlighted that length of teaching practice is also insufficient and it should be increased, so that students have enough time to observe and learn from their teaching experience. Haseena (a female head teacher) also reported about the duration of the teaching practice period and the lack of supervisor's interest in the teaching practice course.

> *Students come for a few weeks only and usually teach one subject only. We cannot monitor them properly. Most supervisors do not monitor them properly and there is no check on the trainee teachers during their teaching practice.*

According to Munir, the trainee teachers are usually not confident about how to teach effectively. The trainee teachers should be directed on the format of lesson plans and activities. They should immediately start with students as he reported:

> *The teaching practice programme must be practically-oriented, more thought provoking, more technology should be used in the teacher training and the student teacher should be directed in writing lesson plans.*

The head teachers' responses suggested that the teacher trainers (supervisors) could play a role of a mentor to direct the trainee teachers in their teaching practice. They reflected that supervisors lacked interest in the teaching practice course because they do not assess or monitor the work of the trainee teachers.

Even head teachers were willing to help supervisors and the trainee teachers, to make the teacher training programme effective but supervisors' lack of interest created problems for both. Hence, the supervisors should be assisted by the school teachers because school teachers know more about the school than a supervisor who works at the Teacher Training Institute as articulated by Munir's response:

> *They don't know the background, and psychology of students. Our school teachers have been working with the class for many months. They are aware about the problems of the student, culture of the school, and environment of the class. If school teachers work with class, help the new trainee teachers and direct all the required information, the new trainee teacher can perform well with confidence.*

Thus, the head teachers' responses suggested that school teachers could give ideas to the trainee teachers and teacher trainers about the class and behaviour management. The relationships among the trainee teachers, the supervisors, the Teacher Training Institute and the school teachers is important to improve the trainee teachers' performance in relation to teaching practice. In this way, to become a good teacher they can bridge the gap between theory and practice.

5.6. Views about the teaching profession

This category is previously established and discussed in detail in the previous chapter, the head teachers' views were very different from the trainee teachers. The head teachers reported mostly negative views about the teaching profession but the trainee teachers held mostly positive views about the teaching profession. The head teachers' views about the teaching profession are discussed under following sub-heading.

1) Teaching is a choice among poor people.

2) The teaching profession is not highly respected.

3) Cultural and social values do not support the teaching profession.

5.6.1. Teaching is a choice among poor people

According to head teachers, most teachers belong to the poor class. People from the rich class do not like to join the teaching profession. Thus, the teaching profession is not a priority for the rich people as reported by Munir:

> *There are more educated people in the upper class; they take the education of their children on the priority basis but usually rich people are not attracted by the teaching profession and they consider it a choice of the poor people.*

5.6.2. The teaching profession is not highly respected

In contrast to the trainee teachers, the head teachers perceived the teaching profession as not a highly respected profession. Asma reported that status of the teaching is perceived negatively as she said:

> *Teaching is not considered a respectful profession and that [it] might be due to the reason that teachers are not devoting enough and they don't have enough respect in society. It is a commonly [held] concept that a teacher is [considered] an unsuccessful person and is a person who is failing to prove [their]ability in any other profession.*

5.6.3. Cultural and social values do not support the teaching profession

The head teachers' views were more materialistic and negative as Munir reported that cultural and social values do not support the teaching profession. He said:

The social values are that people respect those who have authority; those have money, and are rich people. As far as teachers are concerned, teacher are not authority in any way, they don't have good status in society. So they are not respected well as compared to other professions.

The above response suggested that teaching is not a respected profession because it is a common choice amongst poor people. Views of these three head teachers provided different negative aspects of the teaching profession in different perspectives. Head teachers' negative perceptions about the teaching profession were due to their experiences as most of the trainee teachers did not have any work experience. (For further information about the working experience of the trainee teachers see appendix 1). Hence, the trainee teachers were more optimistic than head teachers about the status of the teaching profession.

5.7. Chapter conclusion

Both head teachers and the trainee teachers reported similar reasons for choosing the teaching profession although the desire to bring changes in society was not reported by head teachers. It is also confirmed gender plays an important role in choosing the teaching profession. Females are more inclined to join the teaching profession because they are respected as a teacher in Pakistani society. While mostly males considered teaching as a second choice profession. Furthermore, the head teachers' responses confirmed those problems exist which were reported by the trainee teachers. These problems were:

i. Poor organisation of the teaching practice.
ii. Problems faced by the trainee teachers due to supervisor.

iii.   Duration of the teaching practice period.

(For further details see chapter 4; heading: 4.5).

Interestingly, in contrast to the trainee teachers, the head teachers' views about the status of the teaching profession were negative as they suggested teaching is a choice for poor people and therefore not highly respected. They also noted that cultural and social values do not support the teaching profession.

An important feature of the grounded theory method is the use of constant comparative methods for analysing the research data (for details see chapter 2). Thus, in the next chapter the views and perspective of the teacher trainers will be compared with the trainee teachers and head teachers.

Chapter 6: An analysis of the teacher trainers' transcripts

6.1. Introduction

This chapter presents an analysis of the teacher trainers' interview transcripts. One-to-one interviews were conducted with twenty three teacher trainers of the Teacher Training Institute (for further information about teacher trainers see chapter 2; heading 2.20.2, 2.21.2 and appendix 3.). To collect data fifteen male and eight female teacher trainers were interviewed (see chapter 2; table 2.5). The interviews aimed to investigate the reasons for choosing the teaching profession, views about the performance of the trainee teachers, the role of a teacher and the status of the teaching profession in Pakistan (for interview questions see appendix 4) The teacher trainers' interviews also aimed:

- To explore what they think why the trainee teachers choose the teaching profession.
- To explore why the teacher trainers choose the teaching profession.
- To explore the teacher trainers' feedback about the performance of the trainee teachers.
- To examine the problems in the teacher training programme.
- To investigate what they anticipate from the trainee teachers.

In this way the research data were compared and cross referenced to illuminate the findings of the study. At the end of this chapter, the researcher will explore the regularities in the data by comparing and contrasting data (also called triangulation) collected from multiple sources (the trainee teachers, head teachers and teacher trainers) in accordance with the procedures of grounded theory (for further information about the triangulation and grounded theory procedures see chapter 2).

Five categories were established after analysing the interview transcripts of the teacher trainers. These categories were similar to those previously discussed in chapter 4 and 5, the research data obtained from the teacher trainers to provide some new dimensions and perspectives of these previously established categories which are:

1. Reasons for choosing the teaching profession.
2. Problems faced by the trainee teachers during the teaching practice course.
3. The trainee teachers' performance.
4. The role of a teacher.
5. Views about the teaching profession.

6.2. Reason for choosing the teaching profession

Under this heading, 'reason for choosing the teaching profession' are discussed under two different perspectives. In this section, the teacher trainers were asked why the trainee teachers choose the teaching profession and what were their own reasons for choosing the teaching profession. The sub categories formed under this theme are discussed below.

6.2.1. The Islamic perspective of the teaching profession

Previously, a few trainee teachers (Sidra, Furry, Samina and Fatima) and a head teacher (Asma) mentioned the Islamic perspective as an important reason for choosing the teaching profession (for further details see chapter 4 and 5; heading 4.4 and 5.2 respectively) for the trainee teachers. In the present section, Ibtisam (a teacher trainer) mentioned that some trainee teachers chose the teaching profession because of its importance in Islam as she said:

The reason is that we belong to the Muslim community and it is an Islamic state and in Islam there is a great stress on this profession.

This category is to be regarded as a weak category. Although the trainee teacher and teacher trainers were agreed on the religious importance of the teaching profession but a few trainee teachers and a teacher trainer (only Zahoor) reported to chose the teaching profession because of its importance in Islam.

6.2.2. To bring changes in society

A desire to bring changes in society by choosing teaching was reported by some of the trainee teachers (Fozia, Imran, Moona, Tanveer, Saima, Zainab, Aslam, Kiran) although only Naeem (a teacher trainer) mentioned this reason for choosing the teaching profession. He said:

They want to contribute to nation building. They feel that this is a challenging field and a teacher can have a great impact on the training and character building of students.

Mostly the trainee teachers reported that they chose the teaching profession to bring changes to society. Only one teacher trainer mentioned this reason for choosing the teaching profession while none of the head teachers reported it. Only Kashmala (a young foreign qualified teacher trainer) stated that she chose the teaching profession for this reason as she feels a thrill in teaching. She also said that after joining the profession she wanted to bring about an improvement within Pakistani society. While others (teacher trainers and head teachers) did not report this reason for choosing the teaching profession. Hence, the teaching profession was a common choice amongst the young people of Pakistani

society. It is eminently possible in the future we will see some changes or revolution in Pakistani society given that these trainee teachers will be working as teachers. In light of the above, it is possible to surmise that a desire to bring about change in Pakistani society signifies an imminent change in direction.

6.2.3. Inspiration from other teachers in the family

Shakeel (a teacher trainer) mentioned that inspiration from other teachers was an important reason for choosing the teaching profession. He said:

> *Their forefathers were teachers, so they want to continue their forefather's profession. They are inspired to join the profession.*

Previously some trainee teachers and a head teacher (Munir) also reported 'inspiration from other teachers to be a teacher' as an important reason for choosing the teaching profession (for further details see chapter 4 and 5). Similarly, some teacher trainers (Ajmal, Naeem, Afzal, Hameed, Sadiq and Ibtisam) also choose the teaching profession because of inspiration from other teachers. As Ajmal said:

> *My father was a teacher and I was impressed by him. I had plans to be a teacher since I was in college.*

Laiba and Hassan (teacher trainers) mentioned that most people in their families were teachers so that was the reason for them to be a teacher. Laiba remarked:

> *My father, my mother, my grandfather, their grandfather and many members of the family are in teaching. Teaching was my passion and I preferred to be a teacher.*

The above data indicates that parental influence plays an important role in choosing teaching as a profession for both male and female students. Furthermore, the teaching profession has been a popular choice in some families as well as in upcoming generations due to family traditions.

6.2.4. Teaching profession is the suitable option for females

Similar to the trainee teachers, teacher trainers also suggested teaching is the suitable option for females because of the norms and culture of Pakistani society in these two different ways.

   i.   **The norms and culture of Pakistani society compel females to join teaching**

   ii.   **Teaching as a convenient job for females**

The research data related to these categories is discussed below.

   i.   **The norms and culture of Pakistani society compel females to join teaching**

Under this heading all the quotes of those teacher trainers are included who reflected the norms and culture of Pakistani society which compel them to join teaching. Similar to the trainee teachers, teacher trainers (Rashid, Sadiq, Rizwana and Zahoor) also highlighted how the norms and culture of Pakistani society push females to join the teaching profession. As Rashid said:

> *In our country teaching is a suitable profession for females. They prefer to join educational institutions because of the "Chadar and Chaar Deewari".*

A literal translation of "Chadar and Chaar Deewari" means that men want to keep women at home. Women are also supposed to keep themselves covered. Men do not want women to interact with other men. Sadiq, Rizwana and Zahoor mentioned teaching is also considered a safe profession for girls as their parents did not want them to choose or work in other professions. As Zahoor said:

Females are joining this profession because of the cultural restrictions. The family can allow women to work as teachers but not in any office. Females feel comfortable while teaching at schools and especially in females' institutes.

Some female teacher trainers (Rizwana, Aneela) reported that they chose the teaching profession for the same reason. As Rizwana said:

The teaching profession is a most noble and prestigious profession. That's why I came into this profession.

Aneela also mentioned how the values and culture of a society can influence the career choice of females. As she said:

I belong to a conservative family. I wanted to do something in my life. I wanted to join a profession of my choice. But my mother did not allow me to work in an office. She told me that I can do only a teaching job. That's why I joined the teaching profession. It was enforced but now I [have] developed a passion. Now I can't leave it and I can't imagine doing anything else.

Similar reasons for choosing the teaching profession were reported by the trainee teachers and the head teachers as well (for further details see chapter 4 and 5). All three groups of participants reflected that the culture and norms of

Pakistani society directly impacted on women joining the teaching profession. The research data suggested most of the respondents considered such a working environment as favourable to women as they did not need to interact at all with men or interaction was kept to a bare minimum. This factor played an important role in deciding this as a profession for women largely because it avoided any associated problems and difficulties.

All three groups of participants supported that the culture and norms of Pakistani society encourage women to join the teaching profession. The data analysis suggested most of research participants considered such working environment favourable for women where she did not interact at all with men or it was kept to a minimum. This factor also plays an important role in deciding on a profession for women. Therefore women usually prefer to join the teaching profession to avoid any problems and difficulties.

ii. Teaching as a convenient job for females

Under this heading data from teacher trainers reflected that some females desired to join the teaching profession because they understand Pakistani society. These females considered teaching as a suitable and convenient job for them. Similar to the trainee teachers, some teacher trainers (Shahida and Ahmad) also suggested that female trainee teachers considered teaching as a convenient and manageable job which fits in with other domestic and household responsibilities. Their response suggested that domestic life and culture in Pakistan is different from the western world. Females have more household responsibilities in Pakistan compared to male members of society. This was a significant reason why females opted for a career in teaching. Other tangible benefits included prolonged holidays as well as suitable working hours when compared to any office job. A sense of security at work and parental support to

join the profession were also important and attractive reasons for females to choose the teaching profession. Shahida said:

> *In our society and culture teaching is a quite safe and suitable profession for women. It is therefore unsurprising that the student ratio female is more than males. You can say that 80%of students [trainee teacher] are females. In my class, I have 42 female and 2 male students. I think this is quite safe and the best profession for the woman.*

Ahmad also mentioned that teaching is a less attractive and less popular profession amongst the male teacher trainers when compared to females in Pakistan. As he said:

> *Most male students come to the institution because they don't get admission anywhere else and females are entering the profession because they find teaching an easy job.*

6.2.5. Teaching as a second choice profession

Previously the trainee teachers mentioned they were in the Teacher Training Institute because of low grades and a failure to achieve the desired results at previous levels of their education (for details see chapter 4). Similar to the trainee teachers, some teacher trainers (Ajmal, Zahid, Afzal, Nusrat, Sadiq, Hameed, Ahmad, Shabir, Rizwana, Laiba, Hussain, Ulfat, Kashmala and Zahoor) also affirmed teaching as a second choice profession. Zahid said:

> *I think they join teaching profession just because they are unable to join any other profession. Teaching is a last choice for the students. When they are unable to join any other profession or profession of their choice then they are left with the option of becoming a teacher.*

Nusrat mentioned unemployment is also attracting students towards this profession. She said:

> *When they do not have any other option, then they find it easy to be a teacher and pass their time while waiting for better opportunities.*

The teacher trainers (Ayub, Ajmal, Sadiq, Shakeel and Hassan) mentioned that teaching is a second class profession and jobs are easily available. Ajmal said:

> *There is not competition in this field. Jobs are comparatively easily available in the villages, private and public institutions because there are so many vacancies for teachers.*

Sadiq also mentioned teaching as a second choice profession. He said:

> *I think there are more vacancies in teaching department and people are used to applying for teaching roles while trying for other opportunities. Some may quit from teaching for other options.*

It was also observed that it is relatively easy to become a teacher. Shakeel noted that anyone could become a teacher and stated:

> *Anyone can join this profession without any licensing or approval from any authority. There is no need to have a specific diploma or certification to join this profession.*

Similarly, when the teacher trainers were asked why they had chosen the teaching profession, some teacher trainers stated teaching was their second choice. Some teacher trainers (Atif, Shaida, Zahid, Nusrat, Zahid) reported that they were satisfied with the teaching profession because they had been

teaching for a few years and did not want to change their profession now. Atif said:

> *I am here by chance not by intention. But after passing 3-4 years which were difficult for me to change my mind to be a teacher I turned myself into a teacher. I do not want to change my profession.*

Shakeel was pushed by his father into teaching.

> *I was not willing to join this profession. I was interested in joining the army but I never got permission to join the army then my father decided I should join the teaching profession. In respect to my father, I joined the teaching profession.*

Zahid and Hassan's failure to become doctors was their reason for choosing the teaching profession. As Zahid said:

> *When I was studying at school I wanted to be a doctor. When I failed to get admission into any medical college, like many other students, then I had no clear idea about my career. Fortunately then, I joined as lecturer. This is how I joined the teaching profession.*

Ulfat and Kashmala mentioned that they joined the teaching profession by chance. However, later on they fell in love with the profession and now cannot leave this profession. Hameed also mentioned the lack of guidance and counselling in the career planning of students. The head teachers, the trainee teachers and the teacher trainers reported that teaching was not their first choice. They wanted to work in some other desired profession but through luck or circumstances they grabbed the opportunity of teaching and adapted teaching profession with the passage of time. Ultimately, through their

experiences, they presented an arrangement of satisfaction and happiness with teaching.

The above discussed research data helped to answer the following research questions:

1-   Which factors are important in choosing the teaching profession in Pakistan?

      1a. What are the motives of trainee teachers in deciding to become teachers in Pakistan?

      2a. What are the motives of teacher trainers in deciding to become teachers in Pakistan?

6.3. Background and the social economic status of the trainee teachers

In this section teacher trainers were asked about the background and socioeconomic status of the trainee teachers. The researcher obtained indirect information about the trainee teachers from the teacher trainers by conducting one-to-one interviews with them for the following reasons:

6.3.1. Sensitivity of the researched topic: The researcher felt that the trainee teachers may feel emotional if asked directly about their social and economic status and background. Furthermore, it was not appropriate to discuss these issues with trainee teachers in front of other fellows while conducting focus group discussions.

6.3.2. The experience of the teacher trainers: Most of the teacher trainers were quite experienced it was assumed that they would have an understanding of their students (for further information about teacher trainers see chapter 2 and appendix 3).

The trainee teachers were categorised into either poor or rich class on the basis of the research data obtained from the teacher trainers. Some teacher trainers (Sahida, Zahid, Naeem,Shakeel, Rizwana, Aneela, Hassan and Laiba) mentioned that most of the trainee teachers belonged to poor class within Pakistani society and they preferred teacher training because they could easily get a job. Furthermore, the teacher trainers mentioned that the trainee teachers were well aware about their future and they could start a job from a lower salary. As Zahid said:

> *Students belong to a poor class because rich people don't want to choose teaching as a profession.*

According to Shakeel the trainee teachers usually belong to poor families and they joined the teaching profession because jobs are frequently available in private and government sectors. The research data obtained from teacher trainers confirmed previous findings that some female trainee teachers had significantly different gender based reasons for choosing the teaching profession including family pressure, job convenience and social, cultural and religious norms of Pakistani society.

Furthermore, in this perspective some teacher trainers (Rizwana, Aneela, Hassan, Laiba and Kasmala) mentioned that the majority of male trainee teachers belonged to a poor class but some female trainee teachers did not. They mentioned that some female teachers joined this profession by choice and male teachers came in this profession because of the unavailability of any other choice or option. As Aneela said:

> *In general, male students are middle class and lower middle class. Usually females come from the elite class and they have a choice to be a*

teacher. I feel the majority of females come from good and educated families.

Some other teacher trainers (Kashmala, Ulfat and Zahoor) observed that although the majority of trainee teachers belong to poor families, some of them belong to the elite class and choose to become teachers. As Kashmala said:

Our students are from diverse backgrounds. Some are from highly educated families, some come from various villages, rural areas or backward areas and their families are not well educated. The majority of students are here to be a teacher and they want to learn skills and knowledge.

The above discussed research data confirmed that the majority of the trainee teachers belonged to poor families and they joined the Teacher Training Institute hoping to get a job and to earn money for a living. Such groups seemed desperate for any teaching job at any level and in any sector to support their families. Some of the female trainee teachers who belonged to an elite class (rich families) also preferred to join the teaching profession because of the social, cultural and religious norms of Pakistani society. Such group of elite class women usually focused on upper level jobs of teaching in colleges or universities after completing their training course. Furthermore it is also shown that teaching is a more attractive profession for females as compared to males who consider it a last resort. It is also reflected most of the male trainee teachers belonged to the poor families.

Under the next heading, the researcher will discuss the research data obtained from the teacher trainers about the performance of the trainee teachers. The research data that related to their performance will also be compared with the previously established research categories.

6.4. Performance of the trainee teachers

In this section, research data obtained indirectly from the teacher trainers about the performance of the trainee teachers is discussed. The researcher found when teacher trainers were asked to predict what they think why students chose the teaching profession; they were interested to talk about the performance of the trainee teachers. Views of teacher trainers about the performance of the trainee teachers are discussed under the following two headings.

1. The trainee teachers are low achievers.
2. The trainee teachers perform well.

6.4.1. The trainee teachers are low achievers

Some of the teacher trainers (Atif, Nusrat, Sadiq, Hameed, Shakeel and Rashid) were of the opinion that the trainee teachers are the lowest achievers when compared to the students of other departments. Shakeel mentioned that the trainee teachers were enthusiastic to achieve good marks as their parents were worried about their marks due to the merit system for admissions. Marks of students are considered important (in the educational institutions with a good reputation) at the time of enrollment. Parents then scrutinised the progress of their child and monitor how many marks their child needed if they wanted them to study specific subjects or in a specific institute. Usually parents would choose subjects for their child on the basis of job availability and the amount of salary available. So in Pakistan it is not only students but their parents that would also take an interest in their marks. Rashid suggested that parents were only interested in the marks and percentage their child achieved rather than any skills obtained. Rashid maintained that:

> *They are interested in cognitive domain; they are not interested in*
> *affective domain; not interested in the psychomotor domain. They are just*

interested in cognition or how they should prepare for exams to get good marks. They are least interested what they can learn.

Some teacher trainers (Ajmal, Zahid and Naeem) said that some trainee teachers had misconceptions about the subject of education and they considered education an easy course which did not require any kind of hard work or effort. As Ajmal said:

They don't put much effort [in] and I am not satisfied with their performance because they don't perform at the level that I expect them to perform. They think [that] becoming a teacher is an easy job.

The above discussed research data reflects a misconception held in Pakistani society about the teaching profession as teaching is perceived as an easy job which did not require hard work. The previously reported findings are also confirmed in the light of new data where some trainee teachers suggested they chose the teaching profession because they considered 'teaching as an easy job' (for further details see chapter 3, 4 and 5).

6.4.2. The trainee teachers perform well

Under the previous heading some teacher trainers mentioned that they were not satisfied with the performance of the trainee teachers. However most of the teacher trainers (Rizwana, Aneela, Shakeel, Ibtisam, Laiba, Hussain, Ulfat, Kashmala and Zahoor) suggested that the trainee teachers perform well although they do face many problems including lack of interest in the course at the time of their admission in the Teacher Training Institute. As Rizwana said:

They are better achievers and they are performing well in this profession.

Shakeel also mentioned:

I am satisfied with their performance and their performance is very good in class, during teaching practice and in other assignments.

Aneela said they are doing well because they are more concerned about their grades and their overall percentage of marks therefore they work hard. Even Laiba was satisfied with the performance of the trainee teachers in practical fields. She stated:

Their performance is good. Whatever their performance has been in the classroom, when they go to the field, they realise that what they have learned is worthwhile and they know it and where they get a chance there they will practise it.

Some teacher trainers suggested that the trainee teachers did not perform well in the first semester but they performed well later on in other semesters. Previously trainee teachers also reported that they chose the teaching profession because of their low grades and failure to get admission in their desired subjects or in other departments. It is also reported in the previous chapter that some trainee teachers considered teaching as a second choice profession (for details see chapter 5; heading 5.3). Perhaps, in the beginning they were a bit sad because of their low grades and failure to get admission in the desired field or institution but with the passage of time they developed an interest in the teacher training programme and start performing better. In this context Shahida said:

The trainee teachers learned how to survive in the semester system with the passage of time. They usually received low grades in the first semester. After that they tried their best to achieve more.

Naeem said the trainee teachers' performance start improving with the passage of time. As he said:

> *Students do not perform well in the first semester. In the second semester or third semester, the students who were not serious in first semester, they become very serious. They improve themselves and they ultimately come forward, they work harder and get good grades.*

Some teacher trainers (Afzal, Shabir and Ayub) also mentioned that prior knowledge and the background of the trainee teachers affected their performance in the Teacher Training Institute. As Afzal said:

> *Students have different content areas in graduation and usually some of these subjects are not directly related to school teaching. So their command of content knowledge is weak which creates problems in the development of pedagogical skills. If their content knowledge is not strong they cannot become an effective and good teacher.*

Shabir commented on the medium of instruction. He said:

> *Most of the students come from Urdu medium backgrounds; the literature we give them here for reading is all in English. I feel this creates a problem for them.*

Ayub mentioned in the Teacher Training Institute, the trainee teachers come from annual system and then are suddenly put in a semester system. The trainee teachers therefore go through a number of changes once they joined the Teacher Training Institute. They may need some time to get adjusted. Previously, the trainee teachers also reported that they faced similar problems related to the new ways of teaching, course contents, course outline, medium of

instruction and semester system in the Teacher Training Institute (for further details see chapter 4). These problems may affect their performance and interest level during the teacher training course and that is why some of the trainee teachers were unable to perform well during the teacher training course. The research data suggested that in the second or third semester the trainee teachers perform better for the following reasons:

1.   The trainee teachers reported they were familiar with annual system of examination and not the semester system. Usually in the annual system of examination, students work hard at the end of year before exams while in the semester system they have to work hard throughout the year because of frequent assessments.   After the first semester's result and low achievement scores they realise they need to work hard in every semester which could be a cause of better performance in the next semester.

2.   It was also reported by the trainee teachers that they choose the teaching profession because they thought it was a profession that did not require significant effort (for further details see chapter 4). For this reason, some of them did not want to put any extra effort in the first semester of their teacher training but later on they realised that they needed to work hard to achieve better results.

3.   The research data suggested in the first semester the trainee teachers were unable to focus on their studies properly due to lack of understanding about teaching methodologies used as well as the ways of assessment, course contents and course outline used by the Teacher Training Institute. The impact was that it took time for them to understand the new methodologies and course contents.

208

The above discussed research data reflects that there are mixed responses from the teacher trainers about the performance of the trainee teachers. However, most of the teacher trainers were agreed that the trainee teachers work hard and perform very well. There were only a few teacher trainers who were not performing well. In the light of data analysis, the reasons for their poor performance could be their lack of interest in the teaching profession or their negative perceptions about it which were previously reported. Some trainee teachers said they are not sure if they will pursue their career as teachers. Some of them think that education is an easy subject compared to other science subjects and they can do it easily. Some regarded teaching as a convenient job for them (for further details see reasons for choosing the teaching profession reported by the trainee teachers in chapter 4). So, they did not focus on their studies and obviously could not perform well. But at the same time trainee teachers have the capacity to learn and work hard although they are studying something in which they have little or no interest and they never thought to be a teacher before. They are also aware that they are studying something which is not very well paid. Some of them take time to develop their interest and this may affect their commitment to the profession. In contrast to these students those who decide that they are going to be a teacher, perform well, learn a lot and generally speaking become a different person to the one they were before coming here. They are hard working, committed to their studies and perform well. Hence, the motives for choosing the teaching profession play an important role in developing interest and performance of a teacher. The above discussed research data also helped to answer research question 1 and 2, which were:

1- Which factors are important in choosing the teaching profession in Pakistan?

   1a. What are the motives of trainee teachers in deciding to become teachers in Pakistan?

1b. What are the motives of teacher trainers in deciding to become teachers in Pakistan?

2- Which problems are faced by trainee teachers during their teacher training?

6.5. Views about the teaching profession by the teacher trainers

This research category was previously reported by the trainee teachers and the head teachers (for further details see chapter 3, 4, and 5). In this chapter teacher trainers' views about the teaching profession will be compared to the trainee teachers and head teachers' views to seek similarities and difference as well as; understanding further the status of the teaching profession in Pakistan. The research data reported by the teacher trainers confirmed all those views about the teaching profession held by the trainee teachers (see below sub heading a - e) and head teachers (see below sub heading f and g). The teacher trainers also mentioned some new aspects of the teaching profession which were of interest. The teacher trainers' views are discussed below under the following headings:

a)   Teaching as a respected profession.

b)   Teaching profession for poor people; a comparison of situation in public and private schools.

c)   Teaching as a low paid profession.

d)   Teaching as a profession for low achievers.

e)   Teaching as a choice among poor.

f)   The teaching profession is not highly respected.

g)   Teaching is an easy profession.

6.5.1. Teaching as a respected profession

Similar to the trainee teachers, some teacher trainers (Naeem, Rizwana, Ibtisam and Ulfat) suggested that the teaching profession is considered a respected profession in Pakistani society because of its importance in Islam. Naeem said:

> *In general Pakistan is a religious society and teaching is prophetic profession, therefore, it is respected.*

The trainee teachers and teacher trainers reported teaching as a respected profession while head teachers reported that teaching is not a respected profession in Pakistan. This variation could be due to a variety of reasons. This contrast in the views of the three groups was due to their difference in their context and personal experiences. Accordingly, respect also comes in different guises which are stated below:

a. Respect as a positive feeling of esteem

The data analysis suggested that most of the trainee teachers considered 'respect' as a positive feeling of esteem. The head teachers and the teacher trainers were respected by the trainee teachers. They do not have any practical working experience. It is probable that trainee teachers' views on respect may be changed in the future when they become teachers and obtain some practical experience.

b. Respect in terms of pay

The head teachers and teacher trainers considered respect in a different way when compared with the trainee teachers. The head teachers and teacher trainers' view contradict with each other but they perceive respect in the same way. They (head teachers and teacher trainers) associated respect to the low salary and their personal experiences as a teacher. In Pakistan, teaching profession is low paid when compared to the other professions. It may be that

head teachers' and teacher trainers were talking about "respect" in this sense. The head teachers mentioned teaching is not a respected profession in the sense of low pay. The teacher trainers considered teaching as a respected profession as they are paid better than head teachers therefore they are considered more prestigious in Pakistani society than head teachers. This clash in views could be because of a difference in their context, pay scale, facilities or level of stress experienced in their job. This impacts on their way of thinking and provides a false reality of what constitutes respect.

All three groups or participants reported females were encouraged to join the teaching profession because of the religious, social and cultural norms of Pakistani society (for details see chapter 3, 4, 5 and 6). Some teacher trainers (Rashid, Sadiq, Shabir, Rizwana, Laiba and Kashmala) also suggested that teaching is considered a respected and a suitable profession for the females when compared to other professions. Rashid and Sadiq discussed the "Chadar and Chaar Deewari" culture as a reason for females considering teaching as a safe profession. Shabir pointed out that due to the "Chadar and Chaar Deewari" culture, parents do not want to send girls to any profession and sometimes forced them to join the teaching profession. Rizwana referred to the restrictions within Pakistani society which does not recognise or like other professions for girls. Laiba stated:

> *A lot of female students are also inclined towards teaching ultimately after getting any degree in science or arts.*

The above quote reflects clearly that some females joined the teaching profession after studying in other departments and getting degrees in different science and arts subjects. It may be a case that they join the teaching profession having tried other fields and realising that it now represents a safe

option. Kashmala also suggested females joined the teaching profession to get into a profession and to get rid of economic and domestic depression.

The research data obtained from the teacher trainers confirmed teaching is associated with females and females preferred to join the teaching profession in Pakistan because of social, culture and religious norms. Those females who join the teaching profession are also respected in Pakistani society. Usually females themselves prefer to join the teaching profession. However, as reported previously, some parents and family members push females to join the teaching profession regardless of the wishes of the female.

6.5.2. Teaching profession for poor people; a comparison of situation in public and private schools

Some teacher trainers (Zahid, Hameed and Ulfat) stated that teachers are respected in public institutions because there are mostly poor people. In contrast, teachers were not respected in the private sector despite being paid more. According to Zahid, rich people in society did not want to choose teaching as a profession. As Ulfat said:

> *Mostly in rural area teachers are really respected while in urban areas the trend is different. Usually teachers are not honoured by those students who are from rich families.*

The above responses indicate that whilst teachers are respected in some sections of Pakistani society, there are some status conscious people who consider teaching beneath them, as a profession deserving a little respect. These people usually belong to rich class of Pakistani society (for different classes see chapter 1). Similar findings were reported by the trainee teachers (for further details see chapter 5).

6.5.3. Teaching as a low paid profession

Some teacher trainers (Hassan, Ibtisam, Laiba, Hussain, Kashmala and Zahoor) commented that teaching was a low paid profession. Some teacher trainers (Ayub, Ajmal, Rashid, Naeem, Nusrat, Sadiq, Hameed and Shakeel) recognised that jobs were easily available. According to Ayub, competition in this field did not exist because of the quota system. The quota system is in effect a regime where districts or unit councils give jobs to people on the basis of their area of residence instead of their qualifications and expertise.

Naeem also identified that in the villages and in some private institutions there were many vacancies for students although they were not well paid. Nusrat and Sadiq suggested that as people did not have any other opportunities due to unemployment they were compelled to join the profession. She said:

> *I have seen some people with good degrees but they have no choices (limited opportunities) for employment so they join teaching for the time being and then start waiting for better and better options.*

Similar findings were reported by the trainee teachers. Both groups agreed that teaching is a low paid profession but people from poor families joined this profession because of the easy availability of jobs at a lower level. These poor people use their small wages to strengthen their financial life and to meet their living needs. In contrast to the above, highly qualified teachers who teach at a higher level of education or in public universities are paid well.

6.5.4. Teaching as a profession for low achievers

It was reported in the previous chapter that the trainee teachers considered teaching a second choice profession and joined the Teacher Training Institute

when they failed to get admission to other desired fields. Teacher trainers (Ayub, Ajmal, Zahid, Sadiq, Hameed, Shakeel, Ahmad, Ulfat, Kashmala and Zahoor) also stated that the teaching profession is often associated with low achievement. Ayub recognised that the Teacher Training Institute had a lower merit for admission than the other university departments. Ajmal said that when students cannot get admission into other departments then they come the Teacher Training Institute. Zahid also suggested that teaching is not a first choice option for some individuals and a number of people joined teaching when they were unable to join other professions which required a high degree of intellect and competency.

The above discussed data creates an impression that individuals are joining the teaching profession because of circumstances such as poor results, low grades and a failure to get admission into other fields. The net impact is that teaching is not their first choice profession. The research data obtained from teacher trainers also suggested that some people joined the Teacher Training Institute by chance just to get a degree. Once again, the impact of this was an unhappy individual and consequently an unhappy teacher. Furthermore, some teachers did not have a high profile or excellent academic records as they decided to become teachers when they were unable to join any other department or profession. These reasons could affect their professional commitment and performance as a teacher. By contrast, those who joined the teaching profession of their own volition choice performed well and showed a genuine interest in higher education and research.

6.5.5. The teaching profession is not highly respected

Contrary to the views of head teachers, some of the trainee teachers had reported that teaching is a respected profession. Similar to the views of head teacher, some teacher trainers (Ajmal, Ayub, Ulfat and Hussian) also reflected

that teaching is not considered a respected profession. Hussain said:

> *In my circle where I move, none of my friends admire me as a teacher.*
> *Every time they discourage me and my family; what are you doing, this is*
> *not a job to do and why did you come to the teaching profession?*

Hussain reflected his family discouraged him as a teacher and want him to chose another profession. Similarly, some head teachers and teacher trainers who were currently working as teachers suggested that they did not consider teaching as a respected profession. This attitude towards the teaching profession (see quote from Hussain) has the potential to cause frustration and depression amongst incumbents whether they are there by chance or by choice.

As reflected previously, that some of the males disliked teaching as a profession whilst females were interested in joining the profession for a number of different reasons (for further details see chapter 3, 4, 5 and 6). Teacher trainers (Ajmal, Rashid, Aneela, Shabir, Rizwana and Laiba) suggested that males are usually more conscious about status, earnings as well as their parents having high expectations of them. Consequently, men had no significant interest in becoming teachers. It was also clear that male teachers were generally not appreciated within society. Ajmal mentioned that the teaching profession was not regarded as a priority for males but for female students it was a first choice. He stated:

> *Teaching is not a preference for the young male students. That is why in*
> *our institute there are maximum five to ten percent of male students. The*
> *teaching profession is not attractive to males due to its low salary.*

Rashid also confirmed the low percentage of male students in the Teacher Training Institute and suggested that males are more interested in the PCS (Public Commission Services) examination, engineering, science subjects and law. Aneela and Shabir stated that many male students do not want to join the

216

teaching profession because a teachers' social economic status is quite low in Pakistani society. Furthermore, when males faced the inevitable that they would not be able to join another profession, teaching was almost thrust upon them. Rizwana and Laiba suggested that male teachers are not respected in Pakistani society while Laiba ironically talked about the status of male teachers in Pakistani society and stated:

> *As society is becoming more and more materialistic, primary or secondary school teachers are held in poor esteem such that few would want their daughter to marry a primary school teacher.*

The above quote from Laiba strongly suggests that if a male becomes a teacher in a school then he attains very little respect or appreciation within society. This is in contrast to the suggestions from other respondents that teaching is a respected profession in society given its importance in the Islamic faith.

6.5.6. Teaching is an easy profession

Similar to the trainee teachers, the teacher trainers also suggested that teaching is often perceived as an easy job with lots of holidays throughout the year, as well as flexible working hours. Furthermore, some teacher trainers (Ahmad, Aneela and Shakeel) also mentioned that there was a perceived lack of competition for a place within the profession. Ahmad said people thought teaching is an easy profession which does not require hard work.

The above discussed data suggested that the teacher trainers hold two types of perceptions about the teaching profession, one positive and one negative. The positive view is that the teaching profession is a respected profession. The negative views about the teaching profession centered mainly around the fact

that it is a low paid profession for low achievers or a choice for the poor. It was also reported that teaching is an easy profession. Like the teacher trainers, the head teachers also reported mostly negative views about the profession. Both groups were also working as teachers while most of the trainee teachers were inexperienced. The natural implication is that individuals who worked as teachers hold usually negative experiences which could be largely derived from their personal experiences. Furthermore, the research data collected from the teacher trainers also suggested different perceptions about the teaching profession. The research data suggested gender disparities and variations in the interests of male and females joining the profession. For males, teaching is a low status, easy and last resort profession. For females, the most important reason for joining the profession lay within the social, cultural and religious norm of Pakistani society. In the next section, the teacher trainers' perceptions and views about the role of a teacher will be discussed. The above discussed data helped to address the research question 3 (through the lens of teacher trainers), that is,

- How do trainee teachers, teacher trainers and head teachers view teaching as a profession in Pakistan?

6.6. The role of a teacher

This section will explain the teacher trainers' views about the role of a teacher. Previously the trainee teachers' views about the role of a teacher were explained (for details see chapter 3 and 4). The teacher trainers' views about the role of a teacher will be compared with the views of the trainee teachers to understand further the role of a teacher in Pakistan. Both trainee teachers and teacher trainers suggested positive and negative roles of teachers. However, it was only teacher trainers that highlighted the type of teachers currently present in Pakistani society. The teacher trainers generally highlighted the positive roles teachers played at different levels. According to Hameed, the role of a teacher is limited to teaching in the class only. However, Atif suggested that a good

218

teacher plays an important role at every level and does not take an interest in financial rewards only. The role of a teacher was to also try and bring professional improvements in the system to facilitate improvements for students. He also said:

> *They keep themselves busy and involve in discussions, seminars, conference and, forums. They like to share their views, give suggestions to improve the system and are really concerned about the problems of their students. They keep themselves busy in solving problems one after the other.*

According to Shakeel a good teacher not only has mastery of content but also has the skills to convey this knowledge to his students. Ayub also considered the role of a teacher as being very important as he is responsible for many things. He said:

> *Schools are social organisations and in social organisations there are human beings and people of all age groups. Teachers should be a model for them. He has an important role in character building for students. The teacher's role is also very important for students as he is a guide, a friend and a facilitator.*

Other teacher trainers (Ahmad, Atif, Shabir, Shakeel, Ayub, Rizwana, Laiba, Ibtisam, Naeem, Zahoor and Shahida) associated broader roles and responsibilities with being a teacher, for example, bringing positive changes in the educational system and in society. Ahmad argued that the teacher training programme produces teachers that can be a catalyst for change for the whole nation. Shabir also recognised the role of a teacher as being pivotal to the educational system. He stated:

If a teacher is not performing his duty properly then the whole education system will be sick. The role of a teacher is as important as the soul in the body. A teacher's preparation, commitment, and satisfaction are very important.

Rizwana pointed that teacher's role was crucial in both the character building and moral development. She said:

Students always obey teacher's instructions therefore a good teacher can play an important role in the character building of students and can foster a positive culture which encourages good moral habits in students.

Laiba was the only individual (amongst teacher trainers) that identified the personality of a teacher as an important factor. She said:

I think an ideal teacher is one that has good knowledge of the subject matter,a pleasant personality, is regular in his/her work and also loves the children.

Ibtisam highlighted the comprehensive role of a teacher and argued that the most important role of a teacher is to develop good characteristics in their students. She said:

The teacher is a facilitator, a guide, a psychiatrist and in many respects an alternate parent. I think at present, in the world, parents have no time, everyone is busy and in these circumstances, a teacher's role is very crucial because he or she can help groom a nation to meet further challenges.

Ajmal echoed these sentiments and said that in any country a teacher plays a vital role as a nation cannot have sound foundations without good teachers. This is because a teacher is a key individual who promotes and trains people for the betterment of society. Naeem added that a teacher is the backbone of the educational system. If he is committed and appropriately trained then he can obtain desired results even if adequate facilities are available or not, he can find a way through it. He said:

I feel in general teachers are committed, they want to do good things and they are doing them. This is why we have great personalities like Dr. Abdul Qadeer Khan and we have nuclear technology. These are the contribution of Pakistani teachers and scholars as they worked very hard.

Zahoor said that a teacher's role is crucial in developing a nation and more generally for encouraging positive thinking. He said:

A teacher can make a man or he can destroy a man. He can make a nation, he can destroy a nation. Individually and collectively the role of teacher is very important.

It is also confirmed that both groups of respondents (the trainee teachers and the teacher trainers) had the same expectations of teachers (for further details see chapter 4 and 5; the role of a teacher). The above discussed research data helped to answer research question 4, that is:

- What are the perceptions of trainee teachers and teacher trainers about the role of a teacher?

Some other teacher trainers (Zahid, Ayub, Kashmala, Hussain, Aneela and Nusrat) identified that at present some teachers are unable to focus on their

221

roles and responsibilities as expected. They are unable to focus on their different roles as a teacher in educational institutes and in society as they are not fully committed to the teaching profession. They also suggested that a teacher is the most responsible person for implementing all the policies of a government. A teacher is also a leading actor in all of this drama of the teaching learning process. According to them, the teacher is the mediator of bringing change to the educational system in order to improve quality. According to Zahid without a good teacher no reform can be introduced. So the teacher is the first and foremost important variable that can mediate and bring good changes in the educational system. He blamed the teachers' poor performance for the lack of the quality in the educational system. He argued policies are in place, plans are there, but those plans and policies need to be implemented by the teachers and they are not committed enough. So that is why teachers are unable to bring reform. The role of the teacher is therefore crucial. Ayub also suggested that the teacher is the most important variable that can mediate and bring positive changes in the educational system. Shahida thought teachers are committed and they are doing a good job throughout in the country; in primary schools, high schools, colleges and universities. She also said like in any other field there are always a few corrupt people but overall our teachers are committed. Kashmala and Hussain recognised teachers are responsible for the shortcoming in the present educational system of Pakistani society. Hussain said:

> *Teachers should play a very important role but I am very sorry to say that they are not playing any role at all at any level. That is why we have a hopeless situation.*

Aneela also said the teacher has a very strong role to play in society but unfortunately teachers are not aware of their responsibilities and they do not consider these roles while doing their jobs. Nusrat identified different problems in the existing educational system are because of those teachers who are not

committed and dedicated. She also compared teachers of present society and the past. She said:

> *Being a teacher I should be glad by saying that a teacher is this and that but truly and honestly I would say that only teachers can provide benefits for all ills and problems of education system and society. At present teachers are materialistic and not dedicated. In past about 50 or 100 years back, they were very dedicated, gentle and they devoted their lives to this profession. Now a day's everything is working in the territory of money and budgeting.*

Nusrat argued that teachers are after money. Previously both the trainee teachers and the teacher trainers complained that teaching is a low status and low paid profession as they defined teaching in terms of money but both groups also agreed that the teacher's role is very important not only for students or the educational system but for the whole society.

6.7. Chapter conclusion

The popular reasons for choosing the teaching profession among teacher trainers were the teaching profession is the suitable option for females with the focus on the norms and culture of Pakistani society which compel females to join teaching. While other reasons, including the Islamic perspective of the teaching profession, the desire to bring changes in society and inspiration gained from other teachers in the family were also mentioned by some trainee teachers but these were weak categories in this group. Gender was an important factor in deciding to become a teacher. Usually female teachers joined this profession by choice and male teachers came into this profession because of the unavailability of any other choice or option. Furthermore, the research data suggested that the majority of the trainee teachers belong to poor

families and only a few of them belong to the elite class. It is also suggested that the trainee teachers are the lowest achievers as compared to the students of other departments, but most of the teacher trainers were satisfied with the performance of the trainee teachers although teaching was a second choice profession for most of them.

Most of the teacher trainers had negative views about the teaching profession including that it is for low achievers, low paid and not highly respected. Even some of them suggested teaching is an easy job. Only a few of them considered teaching as a respected profession.

It is concluded people had high expectations of the teachers but some teachers are materialistic as they lack commitment and devotion to play these expected roles and responsibilities. The research data also suggested mostly teacher's status is judged with salary regardless of their authority and respect. Therefore it is very important to raise the pay of these materialistic people to make them realise their roles, responsibilities and priorities otherwise all efforts to bring any improvement to the educational system (good educational objectives, policies and curriculum) will be no avail. Increase in pay may also attract the competent and intellectual people towards the teaching profession as the research data suggested teaching is mostly adopted by those people who are low achievers or unable to get admission in desired professions. Therefore if teachers will be paid well then people will choose the teaching profession by choice not by chance. In this way they will be able to meet the expectations of society because they will become a good character builder; who produce good people in all professions and who will work for the benefit of society.

In the next chapter, the research literature related to this study is discussed. The literature related to this study is discussed in three sections. Each section will present related research studies conducted in different countries in chronological order. A comparison and analysis of these research studies with the results of this study and those studies conducted in Pakistan will be given.

Chapter 7: Review of the literatures

In previous chapters (chapters 3-6), research data collected for this study was analysed. In contrast to the traditional layout of a thesis, in this study the literature review chapter is written at the end. This change to the traditional placement of the literature review chapter was in accordance with the design and structure of a grounded theory study. In this chapter the research literature related to the different aspects of this study is discussed. The research literature reviewed in this chapter was collected by using Google Scholar and Summon search engines. Summon provides access for students to scholarly material at the University of Huddersfield. Mostly Summon was used to search for books, journals and full-text articles. In this study all the research participants (the trainee teachers, the teacher trainers and the head teachers) are from Pakistan. Therefore, in this chapter, different research studies conducted in Pakistan addressing the following three research areas are discussed.

1. The reasons for choosing the teaching profession.
2. The role of the teacher (perceived by research participants).
3. Teacher education.

There is little research available about Pakistan as Oplatka (2007) also suggested:

> *We lack research on the lives of teachers in developing countries, their motives for entering the occupation despite the low remuneration, their sources of job satisfaction, and their promotion strategies and opportunities. Whereas a great deal of research on these issues has appeared in Anglo-American nations during the last two decades, there are only a few reports of teachers' lives and careers in developing countries (for example Gambia, India, Ghana, Kenya, and Pakistan).*

(Oplatka, 2007: 286)

Most of the literature available about Pakistan provides suggestions to the government of Pakistan to bring improvements in the educational system. It describes how the government of Pakistan can play an effective and efficient role to improve the current educational system. There does not appear to be a great deal of literature specifically addressing the above mentioned sections and their relationship to teacher education and training in Pakistan as compared with the research available in the U.S.A, U.K and Australia. The findings of research studies conducted in Pakistan are compared with the studies conducted in other parts of the world and with the findings of the present study to provide an understanding of:

- The educational system of Pakistan.
- Why Pakistani people choose the teaching profession.
- The nature of the problems faced by Pakistani teachers.
- Perceptions of Pakistanis about the teaching profession.
- Pakistanis' perceptions about the role of a teacher.
- How the findings of research studies conducted in Pakistan differ from other countries.

This comparison also helped in understanding different aspects of teacher education, the motives of the trainee teachers and the role of a teacher in the social, cultural and religious context of Pakistan. Each section of the literature review is discussed below in chronological order.

7.1- Section 1: Reasons for choosing the teaching profession

In this section, the research studies detail the reasons and motives for choosing the teaching profession. Firstly the research studies including the participants from Pakistan will be presented. Then the results of these studies will be compared with the results of research studies conducted in other countries. The findings of this present study will be compared with the other studies.

227

7.1.1. Reasons for choosing the teaching profession in a Pakistani context

Only a few research studies have been conducted in Pakistan to investigate why trainee teachers choose the teaching profession. Some researchers had categorised reasons for choosing a teaching profession these three groups.

Intrinsic reasons mean someone's engagement in the teaching profession for its own sake.

Extrinsic reasons mean someone's engagement in the teaching profession to obtain an outcome separate from the activity.

Altruistic reasons mean someone's engagement in the teaching profession due to a desire to help others.

A brief description and relevance of related studies with the present research is given below in chronological order.

Ali (2000) suggested that in Pakistan it is very common for people to choose the teaching profession because they have nothing else available to them. In the Pakistani context females are more inclined to enter this profession than males because it is considered to be a safe and convenient profession to work in. This present study confirms the above findings by Ali (2000).

Kirk (2004) conducted a research study in Pakistan which provides an account of women teachers in Karachi, he suggests that although, women do much of the teaching, they are not involved in educational decision-making. Kirk (2004) used feminist theory and methodology to study women teachers' lives in Karachi, Pakistan. The researcher obtained data during his field work from a combination of individual interviews, group discussions, and written questionnaires. The sample in the study is women teachers working in predominantly non-government schools (private, church, or Aga Khan Network affiliated). The researcher conducted in-depth interviews with four women

teachers and held informal discussions with three groups of between five and ten women teachers. A written questionnaire was completed by nineteen women teachers. The researcher made no apparent attempt to create a representative sample of women teachers; rather, the emphasis was on seeking out those participants for the study who were keen to discuss their experiences of gender and teaching. To analyse data of different types, the researcher used a combination of both close reading and a more holistic impressionistic technique in which the narrative as a whole is considered for its thematic elements. According to the data obtained from this study the reasons for choosing the teaching profession were:

- In many families, teaching is still considered a worthy profession, one that is acceptable for women, and one in which the working environment is relatively safe for them.

- It is regarded as a noble profession.

- Because of family expectations and perhaps limitations, women are encouraged to join the teaching profession.

- Most of the people become teachers, "by default really."

- Teaching is a career that can be compatible with large families and household commitments that most women deal with every day.

- According to a respondent, involvement in her children's school drew her back into the teaching profession.

- Another respondent chose this career because of a financial crisis.

- Love for children.

According to Kirk, the data suggest that:

> *Taking up and acting out a narrative as a woman teacher in Pakistan may nonetheless be an inherently contradictory experience. It is an experience that is characterized by the dialectic of agency and submission-power and powerlessness-and by a delicate balancing of what is doable within quite rigid boundaries, the possible with the impossible.*

> (Kirk 2004: 394)

The present research study also confirmed to all those findings reported by Kirk (2004). In both research studies, same data collection techniques were used except written questionnaires were not used in this study. Furthermore, the sample size use for data collection in this study was significantly larger (for details of research sample see chapter 2).

Barrs (2005) conducted a small case study in rural Punjab, Pakistan to identify those factors which motivate people to become teachers. He used focus group discussions and individual interviews to collect data from forty participants. He found that for male teachers the most motivating factor was the salary. In their focus group, male teachers commented that they had joined the teaching profession because the job is convenient and near to their residence. For most of the male teachers, teaching was a supplementary form of income because many of them had other sources of income such as farming, livestock, shop keeping and extra tuition after the school. When male teachers were asked to mention factors which can motivate men to join the teaching profession, most of them attributed more importance to the salary. Other motivating factors were training, monitoring and accountability. These results are similar to the findings of a research report by UNESCO: Situation Analysis of Teacher Education in Pakistan (2006):

> *Teacher training is seen by trainees as just another degree or certificate to fulfil the criteria (a degree chasing exercise) rather than an opportunity to enhance one's pedagogical skills and gain deeper understanding of the subject.*

> (UNESCO 2006: 49)

Barrs (2005) also found that there was a significant difference between male and female teachers' reasons for choosing the teaching profession. According to Barrs (2005), in contrast to male teachers, female teachers had not referred to low pay but did suggest motivational factors, such as the attitudes of their parents. They mentioned in their discussion:

- *Parents give them time to be a teacher (release from domestic tasks).*

- *Parents give them permission to work in the formal sector of the economy (challenging social mores).*

- *Parents give them permission to attend training (greater freedom of movement).*

<div align="right">(Barrs, 2005: 344)</div>

These findings were similar to Kirk (2004) as he found teaching is an acceptable profession for women in Pakistan and they fell into teaching "by default really". (Kirk, 2004: 381). The same data collection techniques were used in both studies. The present study confirmed all those findings reported by Barrs (2005) but it is distinctive and significant due to its much larger sample size and the systematic use of grounded theory methods.

Oplatka (2007) examined teachers' careers in the developing countries by reviewing 13 research articles published from 1995 onwards in peer-reviewed journals in educational administration, teacher education, and comparative education. By "developing countries" he referred to the countries outside of Europe and North America with a few exceptions (for example, Australia, New Zealand and Japan). These countries were ruled by Europeans for a long time, their economy is more agricultural-based, they are usually characterised by high mortality rates, high birth rates, high levels of poverty and large gaps between rich and poor (for example, Gambia, India, Ghana, Kenya and Pakistan). The present study produced similar findings to Oplatka (2007). He suggested:

> *Teaching seems to be a kind of default or a supplementary form of income, from which male members seek constantly to escape, and many teachers are described as holding low qualifications with limited opportunities to participate in in-service trainings.*

<div align="right">(Oplatka, 2007: 485)</div>

According to Kirk (2004) and Barrs (2005) people were inclined to join the teaching profession because of job convenience. For female teachers, job timings were suitable and teaching could be managed in conjunction with household activities. For the male teachers, teaching was often a supplementary form of income which can be managed with another job. The above-mentioned literature suggests pragmatic reasons were more common for choosing the teaching profession in Pakistani students. These findings were similar to Keow (2004), Kyriacou and Coulthard (2000), Moran et al. (2001), Saban (2003) and Oplatka (2007). However, there is a need to further investigate the reasons for choosing the teaching profession on the basis of gender as mentioned by Barrs (2005) and Oplatka (2007).

7.1.2. A comparison of research studies conducted overseas to investigate reasons for choosing the teaching profession with Pakistan

Research studies have been conducted in different countries to investigate the reasons why people choose the teaching profession by using various approaches. There were differences in the status of the teaching profession and the standard of working conditions and salaries because of the socio-cultural context of the country where the research study was conducted. This section will provide a comparison of the results of the studies conducted to investigate the reasons for choosing the teaching profession in Pakistan and in other countries.

Kirk (2004) and Brown (1992) found some common reasons for choosing the teaching profession in Pakistan and Jamaica respectively. Both have reported some similar reasons for choosing the teaching profession which are:
- Love for children.
- No other job or failed to enter another profession.

Brown (1992) has researched the reasons for choosing the teaching profession from 271 graduates of six teachers' colleges by using a 21-item questionnaire consisting of structured and unstructured questions, in Jamaica. Brown asked two questions from the research subjects.

1.   'What is the main reason for choosing to become a teacher?'
2.   'What other reasons made you decide to become a teacher?'

According to the findings of the study the major reasons for choosing the teaching profession were love of the teaching profession, enjoyment of working with children, wanting to help children, the desire to contribute to society, the influence of others, opportunity for the academic and personal development, unemployment, a failure to enter another profession, job security, vacations, working hours and career status. The present research study confirmed Brown's (1992) findings in relation to Pakistan although the data collection methods used in this present study were qualitative and more detailed.

The findings of the research study conducted by Yong (1995) in Brunei Darussalam were similar to the most of the research studies conducted in Pakistan including Kirk (2004), Barrs (2005), Oplatka (2007). However, only the present study confirmed Yong's (1995) findings. The most common reasons mentioned by these researchers for choosing the teaching profession were financial crisis or lack of any other choice. Young (1995) and Kirk (2004) also mentioned that the easy nature of the job makes it attractive. According to Kirk, teaching is compatible with household activities while Yong found it attractive because of the vacations and working hours.

Yong (1995) and Oplatka (2007) both found that male teachers consider teaching as a supplementary form of income in Brunei Darussalam and in Pakistan respectively. Yong (1995) asked the same open-ended questions as used by Brown (1992) to study the responses of 133 trainee teachers enrolled in year 1, 2, and 3 in the Certificate in Education programme, at the University of

Brunei Darussalam. The findings suggest that a large proportion of the trainees choose the teaching profession because of extrinsic reasons. According to Yong, the main reasons for choosing the teaching profession were no other choice, the influence of others, salaries, job security, vacations and working hours. According to Yong (1995), in Brunei Darussalam teachers' salaries are comparable with many other professions of similar qualifications. The teachers are civil service employees and the term of their service was permanent. They were also provided with privileges and financial incentives and teaching was a secure job with regular income. Furthermore, teachers only work half a day, five days a week and for about 200 days a year in Brunei Darussalam (Yong, 1995: 277).

The findings of the research study conducted by Zhixin Su (1997) in Brunei Darussalam were similar to the research study conducted in Pakistan by Ali (1998), Kirk (2004), Barrs (2005) and Oplatka (2007). According to the findings of the research study conducted by Zhixin Su (1997) the most common reasons for choosing the teaching profession were altruistic and intrinsic. These reasons were also reported by Pakistani students in research studies conducted by Ali (1998), Kirk (2004), Barrs (2005) and Oplatka (2007).

Zhixin Su (1997) reported that one third of respondents were committed to enter the teaching profession as a 'social change agent' in the U.S.A but this reason is not reported in any of the studies conducted in Pakistan. Zhixin Su (1997) conducted a case study of teacher candidates from three ethnic groups; Asian American, African American and Hispanic groups; in a state university in the U.S. The subjects of this study were enrolled during the 1993-1994 academic year with a one-year teaching certificate/ Master's degree programme in the Graduate school of education of a public university in California. The teacher education programme enrols 150-200 students and data was collected from

them by using interview methods and survey instruments adapted from the American national study. This study reveals both the similarities and differences in views about the teaching as a profession and as a career between these students. The interview data revealed that although both minority and white students cited altruistic and intrinsic reasons for choosing the teaching profession, some differences were also found in this study in the perspective of both groups. According to the white students, the reasons for choosing the teaching profession were that they liked children and believed they could have a positive impact on the life of individual students' lives. They also reflect a desire to transform society through their work in schools, the teaching schedule is good for the family, teaching was a reliable job on the market, and some of the students were not sure what they wanted to do. The minority students also mentioned typical altruistic and pragmatic reasons for entering into teaching. One third of them were committed to entering teaching because they considered it a 'social change agent'.

One can hypothesize that the reasons for these apparent differences between minority groups and white students are negative experiences of minority students during early schooling due to their racial status and language difficulties. Minority groups also demonstrate a strong awareness of the unequal educational opportunities for poor and minority children, the irrelevance of the existing curriculum and the need to restructure schools and society. Black students were also among the most conscious of social justice issues. Zhixin Su (1997) states about minority groups:

> *For them, the rewards for teaching would be less financial than emotional and cultural. Their views represent a critical perspective seldom found in teacher education, and their voices need to be heard by teacher educators and teacher candidates who do not see the responsibilities of the teacher beyond the classroom or school doors.*

(Zhixin Su, 1997: 333)

Similar to Zhixin Su (1997), the present study also suggested teaching as a 'social change agent' although the research participants of this study belonged to the same ethnic group. However, they represent the different social classes within Pakistani society and their different interests. Furthermore, the finding from this present study suggest that some participants considered teaching as a social change agent. Teaching as a social change agent was not reported in any previous research study conducted in Pakistan.

Similarly to Zhixin Su (1997), Bastick (2000) compared the reasons for choosing the teaching profession among different groups. Zhixin Su (1997) compared the reasons for choosing the teaching profession among three ethnic groups while Bastick (2000) compared the reasons given by trainee teachers for joining the teaching profession in countries such as Canada, U.S.A, U.K and Australia and in developing countries.

The findings of the research studies conducted by Bastick (2000) in Canada, U.S.A, U.K and Australia and developing countries; Kyriacou and Coulthard (2000) at the University of York; Moran et al. (2001) in Northern Ireland; and Towse et al. (2002) in Tanzania were similar to the research studies conducted in Pakistan by Ali (2000), Kirk (2004), Barrs (2005) and Oplatka (2007). All of these researchers reported both intrinsic and extrinsic reasons for choosing the teaching profession. Bastick (2000) has compared the reasons given by trainee teachers for joining the teaching profession in countries such as Canada, U.S.A, U.K and Australia and in developing countries. He found the results from Jamaica are in agreement with results on teacher motivation from other developing countries but differ from the results from Canada, U.S.A, U.K and Australia. Trainee teachers from Jamaica and developing countries emphasized extrinsic motivation, while trainee teachers from Canada, U.S.A, U.K and Australia tend to place emphasis on intrinsic and altruistic reasons. He argues that this is in accordance with Maslow's theory of motivation as altruistic and

self-actualization motives remain weak until basic needs are met. In metropolitan countries, teachers' good salaries, high standard of living, and social security are less likely to be deciding factors in employment as they often are in developing countries. All the participants of this study were also from a developing country and mostly they reported extrinsic reasons for choosing the teaching profession.

Kyriacou and Coulthard (2000) and Moran et al. (2001) studied the views of students enrolled in PGCE (Postgraduate Certificate in Education) courses at the University of York and in Northern Ireland respectively. In both studies students mentioned both categories of motives for choosing the teaching profession; that is, intrinsic and extrinsic.

Kyriacou and Coulthard explored undergraduates' views of teaching as a career choice in a study at the University of York in 2000. Their study focused on a sample of undergraduates at one university by using a questionnaire survey. A questionnaire was designed with four sections. Section 1 requested general information about the student. In section 2 students were provided with a list of twenty general factors and were asked to rate each factor in response to the question 'How important is this factor to you when choosing your career' on a three-point response scale. The students were then asked to rate each factor again in response to the question 'to what extent do you think a career in teaching will offer this?' on a three-point response scale'. In section 3, the students were asked to rate thirteen possible factors that might influence someone's decision when considering a career as a school teacher using a three-point response scale. In section 4, there were thirteen measures that might encourage someone to consider a career in teaching, and students were asked whether each measure 'would encourage you to consider teaching as a career' using a three point scale labelled 'would definitely encourage', 'might encourage' and 'would not encourage'. According to the students, encouraging factors for choosing the teaching profession were; 'teachers get long holidays',

'my wish to share my knowledge with others' and 'fees are not charged for PGCE (Postgraduate Certificate in Education). In contrast, the 'discouraging factors' were; 'dealing with disruptive pupils', 'the amount of bureaucratic tasks to perform' and 'the amount of funding that schools receive'. There is a great variation in the results of the research study conducted by Kyriacou and Coulthard (2000) and present study although it is reported both studies that an important reason for choosing the teaching profession is teachers get long holidays. This variation in the results of both studies could be due to the variation in the context of the participants of both studies. In the present study participants were from Pakistan (developing country) while in the other they were from a developed country (U.K). Furthermore entirely different research methods were used in this study.

Moran et al. (2001) examined why teaching is chosen as a career. They identified a range of factors within a sampleof 466 Northern Ireland students by using a questionnaire. A total of 248 (53%) respondents were enrolled in the Postgraduate Certificate of Education (PGCE) and 218 (47%) were following a three-year course for the degree of Bachelor of Education (B. Ed). The majority of students were under 25 years of age (79%). Responses obtained from students were divided into two major categories, that is, intrinsic and extrinsic. Results show intrinsic factors most positively influenced the trainee teachers' choice of teaching as a career. The strongest motivation to teach was to gain intellectual fulfilment, imparting knowledge and by offering a worthwhile service to society but teaching was also chosen because of extrinsic factors, such as, a perception of the school as a favourable working environment, offering financial security, shorter hours and longer holidays. A high proportion of female respondents choose teaching as a career because it was compatible with family life. B. Ed students surveyed were more likely to be attracted to teaching by a love of working with children and vocations, whereas PGCE students were more strongly influenced by the prospect of continuing to be involved in and to share their own subject knowledge. The above two research studies were conducted

in U.K, Kyriacou and Coulthard (2000) and Moran et al. (2001), but findings of the present study were more similar to the research study conducted by Moran et al. (2001). For example, it is reported in both studies that a high proportion of female respondents choose teaching as a career because it was compatible with family life. It is more likely due to the fact that participants of the research study conducted by Moran et al. (2001) were also young as the majority of students were under 25 years of age (79%).

Towse et al. (2002) conducted a study in Tanzania to improve the quality of teacher training and school-based teaching and learning. They studied the rationale of non-graduate students for choosing the teaching as a career. A self-completion questionnaire was developed and administered to 132 students to provide the quantitative and qualitative data.

According to the findings of the study, only a few students expressed an interest in the teaching career because of intrinsic reasons while most of the students showed their interest in teaching because of extrinsic reasons. They mentioned the following reasons for choosing the teaching profession:

- Feeling of being trained for a job.
- Failure to pursue their first choice of career.
- Convinced of the importance of the teaching.
- Considered the teaching career a useful springboard for further study or an alternative career.
- In order to educate society on how to inherit the African culture.

Some Diploma students suggested that rather than to become teachers, they would try again to get into higher education or alternative 'white collar' employment. This research study confirmed to all above reported findings.

Some of the findings of the research study conducted by Priyadharshini and Robinson-Pant (2003) were similar to the research studies conducted in Pakistan by Ali (2000), Kirk (2004), Barrs (2005) and Oplatka (2007). In these

research studies pragmatic reasons for choosing the teaching profession are reported.

Priyadharshini and Robinson-Pant (2003) studied the narratives of thirty-four trainee teachers in the U.K who provided data during loosely-structured interviews. The aim of the research was similar to the aim of the research study conducted by Kyriacou and Coulthard (2000) which is to trace, as far as possible, the events and processes that led to a decision to change careers in order to teach. The findings of this study were divided into two main factors labelled as 'pulls and pushes' while Kyriacou and Coulthard (2000) had labelled categories as 'encouraging' and 'discouraging' factors. 'Pushes were the factors that made trainee teachers decide to quit their previous career and the pulls were those elements that made teaching an attractive proposition'. (Priyadharshini and Robinson-Pant 2003: 100)

 The most common and the most striking reasons that were expressed for choosing the teaching profession were:

- *Dissatisfaction with the nature of their previous career: feeling bored, alienated or isolated.*
- *Need for greater stability and security.*
- *Changing perspectives on life.*
- *Memories/experiences of school.*
- *Wanting to use specialist subject knowledge.*

(Priyadharshini and Robinson-Pant 2003: 101-106)

Respondents reflect their dissatisfaction with teacher training programmes and school culture while mature entrants stressed that the training structures should be flexible and should take account of their constraints as parents. Respondents also mentioned 'culture shock' which they experienced in the schools during their training due to the lack of discipline among children and because of the rigid and inflexible nature of the school management. In the present study,

trainee teachers also cite many problems which they experienced during their training.

Thornton et al (2002) revealed views of students in a research study amongst those who were recruited to primary initial teacher education (ITE) courses in the U.K. This aimed to provide an in-depth insight into the motivations and concerns of students training to be primary school teachers. They had also labelled these motivational factors as 'push' and 'pulls'. The findings of the research study revealed that students had predominantly positive views about the teaching profession. However the reasons mentioned for changing the career to the teaching profession were idealistic and pragmatic. However in the present study mostly negative views were reported about the teaching profession.

The findings of the research studies conducted in Pakistan by Ali (2000), Kirk (2004), Barrs (2005) and Oplatka (2007) are similar to the findings of the research studies conducted by Saban (2003) and Keow (2004) in Turkey and Malaysia respectively as they reported altruistic reasons for choosing the teaching profession.

Saban (2003) conducted a research study in Turkey by administering a questionnaire to 381 entry level elementary teacher education students enrolled in the classroom teaching programme of the Faculty of Education of Selcuk University during the 2001–2002 school year. Respondents were asked the reasons for entering elementary teaching. The six most important reasons which received the highest ratings from the participants were as follows:

1. *"I want to contribute to the future of society" (69.3%).*
2. *"I want to help children learn and succeed in school" (69%).*
3. *"I want to share my knowledge with children" (60.6%).*
4. *"I believe that teaching is a sacred profession" (58.8%).*
5. *"My employment as a teacher is assured after graduation" (56.6%).*

6. *"Teaching offers good job security and a steady income"* (51.7%).

(Saban 2003: 840)

Participants rated the altruistic reasons as more important than the extrinsic rewards. However, extrinsic motives were relatively more influential than the intrinsic motives. Participants considered teaching as a sacred profession. They reported being strongly influenced by wanting to contribute to the future of Turkish society, wanting to help children learn and succeed in school and wanting to share their knowledge with children. The present research study mirrored all above reasons reported by Saban (2003). Although reason 'teaching as a sacred profession' is reported in these two studies only. It could be due to the fact both studies were conducted in Islamic countries.

Keow (2004) investigated the motives of 546 pre-service teachers enrolled in three teacher education programmes in Malaysia for choosing the teaching profession. He used a questionnaire consisting of 22 items on a five point Likert scale which was developed by Goh and Attputhasamy (2001). The results of the study revealed pre-service teachers choose the teaching profession mainly due to altruistic reasons. The five most popular motives were: *love working with children, love teaching, influence young lives, teaching is intellectually stimulating, and teaching is a noble profession.* They were all mainly altruistic motives. The least important motives were: *no other choice* and *relatively easy job* (Goh and Attputhasamy, 2001: 6). He used a t-test to examine the difference in the mean scores of the male and female pre-service teachers and found there was no significant difference between the two groups with respect to the motivating factors.

Altruistic and material reasons are common among the students of Pakistan (reported by Ali (1998), Kirk (2004), Barrs (2005) and Oplatka (2007)) and Slovenia as reported by Krei and Grmek (2005). While among Slovenian

242

students, self realisation reasons were also reported for choosing the teaching profession which were not found among Pakistani students. Krei and Grmek (2005) obtained data from 237 second-year students who were studying pedagogy, at the Faculty of Education in Maribor, Slovenia. The purpose of their research was to investigate why students choose the teaching profession. They used a structured questionnaire with a complex set of questions. In the questionnaire there were thirty two questions with five-degree descriptive grading scales, two open questions and one closed question. This instrument was already used by Cencic and Cagran (2002) in research on the reasons for choosing the preschool teaching. They identified the following five different groups of reasons for choosing the teaching profession.

1. *Self-realisation reasons.*
2. *Altruistic reasons.*
3. *Material reasons.*
4. *Reasons arising from aspirations or stereotypes.*
5. *Alternative reasons.*

According to the findings of the study, self-realisation, as a reason for choosing the teaching profession was most frequent among students of the Department of Elementary Education and Department of Art Education, and least frequent among students of social studies and humanities. Altruistic reasons were more frequent among the students of the Department of Elementary Education. Material reasons for choosing the teaching profession were most frequent in the students of art education and least frequent in students of the Department of Elementary Education. (Krei and Grmek, 2005: 270- 273)

Williams and Forgasz (2009) suggested that the intrinsic and altruistic rewards of teaching were more important than extrinsic rewards in Australia which is the reverse of the case in Pakistan. Williams and Forgasz (2009) have obtained data from 375 students enrolled in three Victorian universities of Australia, by using an online survey. The results from this study strongly suggested that the

intrinsic and altruistic rewards of teaching were more important than extrinsic rewards.

7.1.3. Comparison of the related literature with the findings of this study

According to the findings of this study many respondents cite reasons for choosing the teaching profession based on gender; females are more inclined to choose the teaching profession than males. Social, cultural and religious norms of Pakistani society also play a significant role in choosing the teaching profession. The findings of this research study are similar to those reported by other researchers. Latif (2009); Malik and Courtney (2011); Upadhyay et al. (2005); Aslam (2007); Khalid and Mukhtar (2002); Noureen and Awan (2011) and Khan (2011) also researched the education of women in Pakistani society. As Latif (2009) revealed, there was a remarkable drop in the literacy rate of female students in the rural areas of Pakistan.

> *The female literacy rate drops to 25% in rural areas, and girls' school enrolment of 55% drops to 20% from Grade 1 to 6.*

(Latif, 2009: 424)

In the rural areas, usually it is preferred to engage females in household or agricultural work rather than spending on their education. Even some of the male members of the rural areas of Pakistan considered that females should spend their whole life inside the boundary of their house while doing household jobs as similar findings to those reported by Malik and Courtney (2011). The female teacher and students are bound to social norms in schools. Upadhyay et al. (2005) mentioned in a study about Pakistan:

> *Female teachers are not allowed to take students outside the classrooms because of social values and status to which women have to adhere.*

(Upadhyay et al., 2005; 739)

The present study also reflects that social, cultural and religious values play an important role in deciding to become teachers for females. Usually, females preferred to work in those institutes which are for girls only as there is minimum interaction with men. Similarly, Upadhyay et al. (2005) also argued that the status of a woman in Pakistan will take a long time to change and challenges presented to females are significant and deeply rooted in the social, cultural, educational and political structures of the country (Upadhyay et al., 2005; 741).

Similar to the findings of this study, some other researchers also concluded that due to financial constraints and poverty some families preferred to provide education to sons in Pakistan (Aslam, 2007 and Khalid and Mukhtar, 2002). According to the findings of a case study conducted by Upadhyay et al. (2005) about the experiences of a female teacher in Pakistan:

> *Women from poor families not only have to work hard to convince their own community members, families, and relatives to explore the world outside of their homes, but also initially may have to resist social and psychological pressures.*

> (Upadhyay et al., 2005: 741)

In Pakistan still there are some people who hate the interaction of women with men. As some men thought women should live inside the houses and women should only do household tasks like cooking, washing, cleaning, and looking after their children. Therefore they do not allow women to be educated. They do not want women to have an understanding of their rights and powers. They also want to keep the activities of women limited to the female domain only (Sales, 1999). People who have these ideas force them to stay inside the houses. Even in some cases these narrow minded people use their influence to stop choosing them areas of their interest. It is reported in many studies that women's education is the most significant instrument for changing women's 'subjugated

245

position in society' (Bhatt and Sharma, 1992; Buksh, 2007). Even in Pakistan, sometimes it is decided on the basis of the gender of a child if he or she should be given education or not. There are some cases where the male members of society are given more preference than female for getting educated.

Awareness about the importance of education is developing among people in Pakistan as media and technology is progressing. So, females are receiving education in Pakistan despite all other constraints. According to the findings of a research study conducted by Noureen and Awan (2011) in Pakistan:

> *Girls are now beginning to receive education and people have begun to respect educated women. Societal attitudes towards female higher education are mixed……….. There is a need of collective efforts from all segments of society to provide wider opportunities of education to women especially belong to low social economic status.*

> (Noureen and Awan, 2011: 86)

The research data analysed for this study proposed that some Pakistani people still dislike the interaction of females with male members of society. Therefore, the majority of females preferred to join teaching or medicine (doctor or nurse) rather than doing an office job. Similarly, Khan (2011) also suggested that females are highly associated with the profession of teaching or medicine in Pakistan. In this study for the majority of female participants, reasons to select the teaching profession in Pakistan are similar to those reported by Kirk (2004) and Barrs (2005) that Pakistani society and parents of females encouraged them to select the teaching profession. The research data presented in the previous data analysis chapters (see chapter 3-6) also helped to understand that how the social and cultural norms of Pakistan encouraged the females to select the teaching profession. Noureen and Awan (2011) had also concluded in a research study conducted in Pakistan that:

246

These cultural and social beliefs are barriers for girls both in gaining access to formal education and in enjoying the same range of educational opportunity offered to boys. There is often powerful and social rationale for investing in the education of sons rather than daughters.

(Noureen and Awan, 2011: 83)

According to the findings of this research study for some females, fewer working hours and paid summer vacations were attractive. Similar reasons for choosing the teaching profession in Pakistan were reported by Kirk (2004), Barrs (2005) and Oplatka (2007). In different countries, many researchers (including Brown, 1992; Yong, 1995; Kyriacou and Coulthard, 2000; Moran et al., 2001 and Goh and Attputhasamy, 2001) reported students select the teaching profession for similar reasons (including, job convenience, fewer working hours, long vacations, a suitable profession with family) although along with these reasons, other reasons were also mentioned by these researchers. The research data suggested that in Pakistan, people think that teaching is an easy profession as agreed by Ali (2000). In Pakistan, people use the teaching profession to earn money as a supplementary form of income (Barrs 2005 and Oplatka, 2007).

According to Ghuman and Lloyd (2010) in the rural areas of Pakistan there is a lack of nearby government schools for girls; which is a significant barrier to girls' access to schooling. Therefore, those girls who are unable to enrol in a school are supposed to perform household activities like cooking, washing, cleaning, and looking after the family while staying at home (Latif, 2009).

Kirk (2004) also reported how family 'expectations and limitations' encouraged women to join the teaching profession. Barrs (2005) had also reported that in

Pakistan females joined the teaching profession because of parents' attitude. The present study suggested that the participants agreed that they were lacking any other option and they were in the Teacher Training Institute by chance. Zhixin Su (1997) also reported in a research study that some of the students select the teaching profession because they were not sure what they wanted to do. The findings of this study also reflected that some trainee teachers were neither interested nor intended to join the teaching profession. For some teaching was a second choice profession because they were unable to get admission in the desired field because of their poor grade. Similarly, Towse et al. (2002) also suggested in a research study that for some students teaching is a second choice because they failed to pursue their first choice of career. Some of the participants suggested they were not interested in the teaching profession at the time of their admission but now they were motivated to become teachers because they thought that to become something is better than nothing.

Similarly, Yong (1995) and Oplatka (2007) had also reported that teaching is considered a supplementary form of income in Brunei Darussalam and Pakistan respectively.

The research participants suggested various reasons to choose the teaching profession which can be characterized as intrinsic, extrinsic and altruistic reasons. The majority of the trainee teachers reported that they had chosen teaching because of intrinsic reasons. It is found that many findings of this research are similar to the findings of other research studies conducted in different countries like Australia, Brunei Darussalam, in Canada, Northern Ireland, Tanzania, U.K., U.S.A. (for further details see research studies conducted by Yong (1995) in Brunei Darussalam; Zhixin Su (1997) in the U. S. A; Bastick (2000) in Canada, U.S.A, U.K and Australia and developing countries; Kyriacou and Coulthard (2000) at the University of York; Moran et al.

(2001) in Northern Ireland; and Towse et al. (2002) in Tanzania), although the contexts of these research studies were different than Pakistan.

However, it is found originally in this present research study that some trainee teachers in the sample had the desire to transform society by adopting the teaching profession. This study contributes to the field of knowledge because it is the only one study to explore the multiple reasons for choosing teaching as a profession in the Pakistani context. The individual reasons for choosing the teaching profession are based on the status of the teaching profession and the socio-cultural context of the research participants themselves. This investigation of why people choose the teaching profession in Pakistan addressed research question 1. In the next section the research literature about the role of a teacher will be discussed.

7.2- Section II: The role of a teacher

When there are difficulties with performance in an educational system, there is often intense debate as to the cause of this, whether it results from political and educational decision-making. As Zuoyu writes:

> *If the quality of education is poor, who is responsible? In the eyes of teachers, low educational funds, low social status of teachers, low salary, the single-test evaluation system, and so forth, should take the main responsibility. Policy-makers focus on supervision, evaluation and accountability taking performance of teachers, schools, and local educational administration as the core target components………*
> *Teachers are the final executors in the classrooms who make the instruction happen. Assuming other demands are met, teachers are first and foremost crucial figures responsible for the quality of education.*
>
> <div align="right">(Zuoyu, 2002: 212)</div>

Similarly Mohammad (2004) revealed the important role of the teacher in a research and suggested how teachers can bring an improvement in the students' achievement, quality of education and learning environment. Therefore, it is very important to investigate the role of a teacher.

Day (2000) also suggested those who are responsible for policy and its implementation should invest in teachers. In Day's vision for teachers in the next millennium, the following personal qualities are important:

1. *A recognition and valuing of their essential qualities of honesty, courage, care, fairness and practical wisdom. Teachers do trade in truth, learning is difficult; and providing opportunities for the development of persons is a complex process, which demands infinite care and a continuing demand for commitment, enthusiasm and integrity as well as a high level of craft knowledge and practical wisdom.*

2. *A further move from the individualism (not individuality) and isolation of teaching to forms of collegiality in schools among staff which will promote rather than restrict possibilities for good teaching.*

3. *A recognition, expressed in support for different kinds of professional development that teachers need to retain a clear sense of purpose and vision which will inform their teaching.*

4. *It is the creation and sustenance of the moral and professional purposes of teachers that should provide the main agenda for their continuing professional development. Those who are responsible for policy and its implementation in the twenty-first century, therefore, must acknowledge that experience alone will not guarantee good teaching, that not all teachers develop along a linear pathway. They must recognise that there are complications in sustaining the application of enthusiasm, commitment and moral purposes across a career span.*

(Day, 2000: 112-113)

In this section, the research data related to the role of a teacher is discussed. First, the research studies conducted in Pakistan about the role of a teacher are discussed. At the end of this section findings of these studies are compared with the present study.

7.2.1. The role of a teacher in Pakistan

In a research study, Kirk (2004) studied the perspective and experiences of women teachers in Karachi, Pakistan. He discussed data to inform educational policy development. Kirk acknowledged in the context of Pakistan, women teachers have an instrumental role in promoting and facilitating girls' education and into the processes of educational development. He also found:

> *In many families, teaching is still considered a worthy profession, one that is acceptable for women, and one in which the working environment is relatively safe for them.*

(Kirk, 2004; 381)

According to the findings of this study; the woman teacher is a "nurturing mother" and the teachers in general:

- Contributes to the building of a competitive society.
- Facilitates the individual, rational development of each child.
- Develops children's inner qualities.
- Develops a desire to learn more about the subject among children.

All the findings of the research study conducted by Kirk (2004) are confirmed in the present study.

Mohammad (2004) and Saeed et al. (2005) asserted the important role of the teacher in bringing an improvement in students' learning and performance. Mohammad (2004) studied the role of teacher trainers in the development of

new teachers. The findings of his study explain the important role of a teacher in bringing improvements in the students' learning as he suggested:

- Teacher's knowledge plays a vital role in the understanding of mathematical reasoning
- Teachers can promote learning with understanding by encouraging students to participate actively
- Teachers can make possible child-centred learning rather than using traditional approaches to learning
- Only the teacher can implement new methods of teaching and learning

The findings of the research study conducted by Saeed et al. (2005) were similar to those reported by Mohammad (2004). Saeed et al. (2005) investigated the factors affecting students' achievements in different subjects taught at primary level from 1,080 students in grade 3 and 5 by randomly selecting 36 primary/ elementary schools from nine districts of the Punjab province. According to the findings of the study, teachers' guidance plays an important role in improving the performance and achievements of the students. The findings of the present research study confirmed those reported by Mohammad (2004) and Saeed et al. (2005).

Barrs (2005) conducted a study to investigate how VEC (Village Education Committee) members and teachers perceived 'good' quality teaching. Research data were obtained by:

1. Semi-structured interviews from ten VEC members.
2. Focus group discussion with two separate groups, one with 10 male teachers and one with 10 female teachers.
3. Individual interviews with four female and four male teachers who had previously taken part in the focus groups.

Barrs (2005) described the important role of a teacher on the basis of his activities and routine in school. The findings of his study also suggested there is a significant difference in the perceptions of VEC and teachers about 'good' quality teaching. Furthermore the major focus of VEC members is on task-oriented behaviour while the focus of teachers is on process-orientated behaviour. VEC have observed the following qualities of good teaching.

- *Does an assembly.*
- *Gives exercises after assembly (physical).*
- *Gives religious education at the start of school (after assembly).*
- *Check homework.*
- *Disciplines students.*
- *Does not smoke.*

However, teachers mentioned the following characteristics of a good teacher.

- *Reviews previous lesson and prepares students for new learning.*
- *Is aware of mood of students and when they are ready to learn best.*
- *Teaches at the student's level.*
- *Is flexible.*
- *Explains by giving examples.*
- *Gives opportunities for students to talk.*
- *Creates a friendly environment (for example, read stories and poems).*
- *Does not insult students.*
- *Is active and attentive to students.*
- *Prepares lessons at home.*
- *Uses library books / daily reading time.*
- *Has good content knowledge.*
- *Is clean.*

Agreement was found between VEC and teachers for some qualities of a good teacher. These qualities are:

- *Treats all students equally.*
- *Cares about students (for example, he is tolerant and does not use a stick).*
- *Encourages students (for example, does not discourage when students cannot understand quickly or answer wrongly).*
- *Uses visual aids.*
- *Is punctual.*

(Barrs, 2005: 342)

Interestingly, teachers' role in the physical development of students is reported in the findings of the research study conducted by Barrs (2005). Such a role is not reported in the present study while all the other findings suggested by Barrs (2005) are confirmed in the present study.

Similar to Mohammad (2004), Barrs (2005) and Halai (2006), also attached significance to the content knowledge of a teacher. Halai (2006) reported findings from a review of classroom-based action research by the Masters students of an in-service teacher education Programme in Karachi, Pakistan. The findings of the study reveal mentors played diverse roles in the field, including

- *Expert-coach*
- *Subject specialist*
- *Critical friend*
- *Learner*

Mohammed (2006) investigated the reasons for limited or no impact of teacher education in the classrooms by collecting data from five school teachers who attended a secondary mathematics teacher education programme at a university in Pakistan. Three teachers were from government school systems and two were from private school systems. Research data included field notes, audio-recorded conversations and pre and post observation meetings with the

teachers. The findings of the study revealed students can learn and relate mathematics to their daily life if teachers provide them with opportunities. Furthermore the teacher's effort and willingness can bring an improvement in student learning outcomes. As he found:

> *None of the teachers, was directly stopped by anyone from effecting change in terms of their decisions to adopt new methods of teaching. The teachers were decision-makers regarding how the subject matter, imposed by the management in the form of a prescribed textbook, was taught.*
>
> (Mohammed, 2006: 381)

According to the school administration, good teachers have the following characteristics:

- Follows out-of-school routines.
- Bears the workload.
- Accepts the limitations and orders of their school authorities.
- Is regular and punctual.

(Mohammed, 2006)

All of these qualities were also mentioned in the annual performance report and are considered by the school authorities for the appraisal of teachers. Some of the findings from the above research study are different from the present study. This could be because Muhammed (2006) collected data from the administration while in the present study the trainee teachers' perceptions were examined.

Oplatka (2007) studied teachers' careers in developing countries by reviewing thirteen research articles which were related to teaching and teacher education. He found in developing countries, like Pakistan, it is entirely the teacher's decision to use teacher-centred teaching approaches or student-oriented

teaching strategies. It is reflected in the present study as well that teachers are authoritative and autonomous.

In a research study Inamullah et al. (2008) studied the students' views about the performance of their teachers. According to the students, the qualities of a good teacher are:

- Keeps positive attitudes.
- Establishes a good relationship with students.
- Shows friendly behaviour.

Students have suggested that a teacher should:

- Be sympathetic.
- Deal in a polite way with students and their mistakes.
- Trust in students.
- Let students express their opinions.
- Be "well-bred".
- Give individual attention to students.
- Appreciate the individual abilities of students.
- Be a role model for students.
- Diagnose the learning difficulties of students.
- Solve students learning difficulties.

(Inamullah et. al., 2008: 10-11)

The findings of the research study conducted by Inamullah et. al. (2008) suggested that the teacher should be 'well-bred' which is not reported in the present study while all other findings are confirmed. The present study also confirmed all those findings reported by Ashraf and Rarieya, (2008) Mohammad and Jones (2008) Hunzai (2009).

Ashraf and Rarieya (2008) conducted a study to understand and explore the process and consequences of engaging teachers in reflective conversations in Karachi, Pakistan. The findings of the study describe the teachers' engagement

in reflective conversations helped the teachers to identify gaps in their knowledge, skills and attitudes that hinder the improvement of their practice. It also enables the teachers to explore a range of alternative teaching strategies for use in their classrooms. In the present study trainee teachers reported many problems due to poor communication with teacher trainers.

Mohammad and Jones (2008) analysed the processes and outcomes of a co-learning partnership involving the teachers and a teacher educator in Pakistan. The findings of the study suggested that:

- Teachers have a moral responsibility and their role is not restricted to academic matters only.
- A teacher is an autonomous person having the freedom and power to deal with classroom issues, without consulting parents or students.
- Teachers play an important role in students' moral and social development.

The participants of the present study also mentioned teachers are autonomous and they play an important role in the social and moral development of their students

Hunzai (2009) studied the status of teacher education and early childhood education in Pakistan by analysing planning issues in early childhood teacher education. She emphasised the role of the teacher by stating:

The role of the teacher is recognised as being key to improving the quality of education. Development cannot be sustained if a country does not have competent and capable teachers in its schools. Teachers become competent through continuous inquiry and professional development, which help them in turn to create more stimulating learning environments for their students.

(OECD, 2005: 286)

257

In the present study many roles and responsibilities are associated with a good teacher and different metaphors were also used to describe the role of a teacher. This present study also suggests the teacher's role may be perceived in a contradictory way as both a conservative force and a liberal force within Pakistani society.

7.2.2. A comparison of research studies conducted overseas to investigate the role of a teacher with Pakistan

Under this heading, the researcher will explore the different research studies conducted on the role of a teacher in different countries and will compare the results of these research studies with the results of the studies conducted in Pakistan. Different researchers have used different approaches to study the role of the teachers. A brief description and a comparison of these studies with Pakistan is presented below.

In 1997, Johnson and Von Wright conducted studies related to the role of the teacher. Johnson used a qualitative approach while Von Wright used both questionnaire and interview techniques to collect data. The findings of the research study conducted by Johnson (1997) in the U.S.A were similar to the research studies conducted in Pakistan by Muhammad (2004), Barrs (2005), Halai (2006), Muhammad (2006), Ashraf and Rarieya (2008) and Mohammad and Jones (2008).

Both Johnson (1997) and Muhammad (2004) emphasised the teachers' command over the subject matter. The findings of the research study conducted by Johnson (1997) were also similar to Barrs (2005), Halai (2006), Muhammad (2006), Ashraf and Rarieya (2008) and Mohammad and Jones (2008) because they mentioned the important role of the teacher in the effective learning and development of students. According to these researchers the

teacher is responsible for the control of teaching process and the monitoring of students' learning.

Johnson (1997) also conducted a study in the United States to explore conceptions of effective teaching held across various roles within the school organisation by using a qualitative design. He interviewed a total of sixty-three participants who were graduate students and teachers from various districts across three states. In the results of this study, effective teaching was classified into three categories which were associated with the act of teaching. These were:

1. *The teacher as a person: "descriptions about the teacher as a person including both affective and cognitive descriptors, such as the teacher is enthusiastic, caring, charismatic, and has command of the subject matter".*

2. *The teaching process: "include both pre- and actual instruction descriptors, such as identities, lesson/learning objectives, determines the pitch of the lesson, and actively monitors/ assesses learning progress".*

3. *The teaching product: "includes such descriptors as students/progress/learn/achieve mastery and teacher achieves learning objectives".*

(Johnson, 1997: 76)

The findings of the research study conducted by Von Wright (1997) in Sweden were similar to the research studies conducted in Pakistan by Muhammad (2004), Halai (2006), Inamullah et al. (2008) and Hunzai (2009). Von Wright (1997) and Muhammad (2004) mentioned important characteristics of a good teacher as being his or her command over the subject, and content knowledge. Von Wright (1997) and Halai (2006) mentioned the friendly role of a teacher who

understands students' problems while Inamullah et al. (2008) also concluded that the teachers' friendly behaviour with students can help with students' learning difficulties.

Both Von Wright (1997) and Hunzai (2009) noted that a good teacher has knowledge about the children. In 1997, Von Wright investigated the Swedish student teachers' beliefs about their role as teachers by using a questionnaire and interview technique. In 1994, at the beginning of their teacher education, a questionnaire was sent to all the students (N = 378). These students were enrolled to become compulsory school teachers for grades 1-7 and 4-9 within three different programmes in the social sciences (humanities), the natural sciences (mathematics) and the language (literature) programmes. The questionnaire was validated through interviews. A total of forty-eight students were interviewed (in groups of between 2 and 8 students) at the end of their teacher education, at eleven different teacher colleges in Sweden. Seven metaphorical expressions were analysed. He used metaphors to say things that were difficult to express and to make certain aspects transparent. These were, in short, that human development like a plant, an empty sheet, an animal, a microcosm, a cultural being, water, and a flight of birds. Those students who were at the beginning of their professional development believed that their influence will be good for their student. While at the end of their professional development most students were very critical towards the traditional teaching model that was practised within most teachers' colleges. Student teachers experienced a gap between theory and practice. It was concluded this gap was created when theories about developmental stages or class differences were not practised and do not become tools for their personal theories.

> *The students mainly understand the teacher's role in terms of the additive principle and along with this the expectations of teacher education is that it ought to give more subject knowledge and more knowledge about children.*

> (Von Wright, 1997: 263)

Swedish students were oriented towards the social aspects of the teaching profession. They want to become teachers because:

- They liked being with children.

- They wanted to share their knowledge and empathy with children.

- They wanted to construct a good social and pedagogical climate in the school, in line with their own positive experiences.

Thus the emphasis of students was clearly on the social aspects of the teaching profession. Their focus was clearly on reproduction of social values and not on change. Teacher education is connected to learning more about subjects and practising teaching methods. So, trainee teachers' ways of conceiving knowledge are hardly in line with the growing expectations which include teacher as a facilitator and as a mentor (Von Wright, 1997: 264-265). Von Wright suggested that:

> *In order to have a fruitful encounter between teacher education and the students' development into professional teachers, it is important that the students themselves are confronted with their own initial beliefs and get opportunities to challenge and problematise them, to coordinate them and possibly alter them.*

(Von Wright, 1997: 265)

Davies and Ferguson (1997) Park and Rabecca (1998) investigated the role of initial teacher education (ITE) in the formation of teachers' professionalism and the changing roles of teachers. They used a questionnaire to collect research data from seventy four schools and interviewed sixty one teachers. The findings of the research study conducted by Davies and Ferguson (1997) in England were similar to the research studies conducted in Pakistan by Hunzai (2009). Both emphasized that the teachers' interest in their professional development can create a stimulating learning environment for the students.

Davies and Ferguson (1997) investigated the role of initial teacher education (ITE) in the formation of teachers' professionalism in the south of England. The sample was divided into three groups of new, medium and long-serving teachers. This study was undertaken in primary and secondary schools in the south of England. He found there is little emphasis placed on teachers pursuing their own research, reading and professional development and these are also excluded from the government's list of competences.

The results of the research studies conducted by Park and Rabecca (1998) in Korea and Mohammad and Jones (2008) in Pakistan show that the teacher is an autonomous person having freedom and power in the classroom to achieve instructional objectives. Park and Rabecca (1998) described the changing roles of teachers in a five week programme EVC (English Village Course) at the KAIST (Korea advanced Institute of Science and Technology) which was a summer intensive programme at KAIST. The purpose of this programme was to provide intensive communicative practice in English. They administered a pre-test to the participants which was composed of two sections; listening and speaking. The same test was administered in the fourth week as a post test. The scores of both tests were rated for comparison. The results indicate the programme was effective in improving the communication skills of the students. The English Village Course in Korea was successful because of the following:

- Empowerment of the instructional staff
- Initiative
- Creativity

(Park and Rabecca, 1998: 113)

Hayes (1999), Boendermaker et al. (2000) and Forlin (2001) described the perspective of those teachers about the role of a teacher who were training the student teachers. The findings of the research studies conducted by Hayes (1999) in the U.K were similar to the research studies conducted in Pakistan by Kirk (2004), Saeed et al. (2005), Barrs (2005), Halai (2006), Inamullah et al.

262

(2008), and Ashraf and Rarieya (2008). All these researchers concluded that the teachers' personal characteristics and behaviour play an important role in students' learning and development.

Hayes (1999) conducted a research study in the U.K in which he asked mentors (who were responsible for training student primary teachers on school placement) about the qualities they expected to see in their trainees. These qualities were divided into broad categories which were:

    (1) Teaching abilities: These were divided into the following groups:

- Planning.
- Organisation.
- Teaching Approach.
- Class Management.
- Reporting to Parents.

Phrases related to abilities include the capacity of a teacher to be:

- Analytical and reflective.
- Questioning and reflective.
- Organised and adaptable.
- Balanced and flexible.

    (2) Personal attributes: included the following phrases:

- Energetic and enthusiastic.
- Committed and humorous.
- Receptive and learning.
- Positive and receptive.
- Interpersonal and communication skills.

    (3) Willingness: was associated with three broad formsof student teacher behaviour:

- A willingness to listen and learn as a means of extending their professional development.
- A willingness to secure positive relationships with pupils.

- A willingness to develop an extended professional role.

<div align="right">(Hayes 1999; 68-73)</div>

The findings of this study which were based on responses from mentors which show students' personal characteristics were more important in their professional role while the integral component of teacher training was to help student teachers to change their behaviour. These key findings raise questions about the extent to which it is possible to transform the personal characteristics by a teacher training programme.

Similar to Hayes (1999), Boendermaker et al. (2000) and Forlin (2001) reflected that a teacher's personal characteristics and behaviour make the learning among students effectively.

In a research project Boendermaker et al. (2000), determined the traits, knowledge and skills required for a competent GP- Trainer in the Netherlands. There were 500 characteristics which emerged as a result of ten focus group discussions. These characteristics were divided into four groups which were:

1. Teaching knowledge.
2. Teaching skills.
3. Teaching attitude.
4. Personality traits.

Forlin (2001) conducted a survey to study the role of support teachers in the education of students with special needs in Australia. Forlin concludes that support teachers require their role to remain flexible, so that they can best meet the needs of their own unique populations.

Akyeampong and Stephens (2002), Saban (2003) and Ben-Peretz et al. (2003) studied the perspective and views of student teachers about the role of teacher. The findings of the research study conducted by Akyeampong and Stephens (2002) in Ghana were similar to the research studies conducted in Pakistan by Kirk (2004), Muhammad (2004), Saeed et al. (2005), Barrs (2005), Halai (2006), Muhammad (2006) and Mohammad and Jones (2008). Akyeampong and Stephens (2002) and Kirk (2004) suggested that a good teacher loves and cares for the children. According to Akyeampong and Stephens (2002) and Muhammad (2004) teachers' content knowledge plays a vital role in students' learning. According to the findings of a research study conducted by Akyeampong and Stephens (2002) and Saeed et al. (2005) teachers' guidance brings improvement in the performance and achievement of students. Akyeampong and Stephens (2002) and Barrs (2005) are agreed that a good teacher has not only subject knowledge but is also committed to childrens' learning and achievement. Akyeampong and Stephens (2002) and Halai (2006) have shown that a good teacher is a subject specialist who coaches the students towards a real learning experience. Akyeampong and Stephens (2002) and Muhammad (2006) mentioned that a good teacher is punctual.

Akyeampong and Stephens (2002) and Mohammad and Jones (2008) recognised that a good teacher also plays a vital role in the moral and social development of students. Akyeampong and Stephens (2002) conducted a research study by using a questionnaire with a sample of 100 new student teachers who were selected from teacher training colleges in the southern part of Ghana. Student teachers were asked in the questionnaire to illustrate the characteristic and qualities of good and bad teachers. They organised the qualities of a teacher at different levels. At classroom level, good teachers were recognised as those:

- Are capable of using effective teaching methods that made learning both interesting and rewarding.
- Are knowledgeable in the subjects they taught.

- Are capable of making the learning experiences real.
- Demonstrate effective interpersonal relationships.
- Maintain discipline.
- Provide moral and spiritual guidance.
- Have a pedagogic style.
- Have dramatic influence.
- Influence learning and achievement.

Another image of a good teacher was related to personal moral values and includes the following.

- Love and care for the children.
- Deep commitment and interest in the teaching profession.

Images of the teacher at the community level were:

- Dedicated to work.
- Punctual.
- Committed to children's learning and achievement.
- Their exemplary lifestyles provided role models.
- Their influence reached children's families in respect of their schooling.

Teachers exhibiting such qualities were viewed as liberal and humanistic role models.These characteristics of a teacher raised several important questions such as:

- *How do we capture the essence of these qualities in the discourse of teacher learning, development and achievement?*
- *Can and do moral qualities have much to do with effective teaching in terms of its impact on student achievement?*
- *What are the possible implications if teacher quality is perceived in such terms as teachers' moral qualities?*

- *Should teacher education focus more of its attention on the relational aspects of teachers' work, particularly on how that operates to improve or hinder effective teaching and learning?*

(Akyeampong and Stephens, 2002: 267)

The findings of the research study conducted by Saban (2003) in Turkey were similar to the research studies conducted in Pakistan by Muhammad (2004), Saeed et al. (2005), Barrs (2005), Halai (2006), Inamullah et al. (2008), Ashraf and Rarieya (2008)and Mohammad and Jones (2008). All of these researchers revealed that teachers play an important role in the engagement of students in the learning processes while Kirk (2004) revealed the instrumental role of women teachers in promoting girls' education.

Hattie (2003) found that passion about teaching and their subject was an important quality of good teachers. Hattie (2003) considered the research evidence on what made a teacher excellent. He felt that by extracting the qualities of an excellent teacher it would help inform both training programmes and selection criteria to help select potential teachers. He suggested:

Expert teachers have high respect for students. Expert teachers are passionate about teaching and learning.

(Hattie, 2003: 8)

Similar to Hattie (2003), the findings of the present study also suggest a good teacher has good subject knowledge, teaching skills, ability to interact with students, affective attributes, and monitors learning, provides feedback and influences student outcomes.

Saban (2003) administered a questionnaire consisting of fixed-response, Likert-style and open-ended questions for all entry-level elementary teacher education students (n=381) enrolled in the Faculty of Education of Selcuk University, Turkey during the 2001–2002 academic year. The purpose was to seek

information about their perceptions of elementary teaching as a profession. He classified the results of the study into two perspectives; that is:

- Constructivist perspective.
- Behaviourist perspective.

He found the majority of the prospective elementary teachers were oriented towards active student learning (constructivist perspective) rather than knowledge transmission (behaviourist perspective); while more female candidates favour constructivist approaches to teaching and learning than their male counterparts. The constructivist and behaviourist perspectives differ considerably in their views of the role of the teacher and students in the teaching-learning process. In short, according to the behaviourists, the teacher plays a central role as the deliverer of knowledge while constructivists' assume knowledge is constructed by the students themselves and the teacher is more often a facilitator of students in active learning. (Saban, 2003: 844)

Ben-Peretz et al. (2003) and Arnon and Reichel (2007) studied how Israeli students see the image of a teacher. Similar to Ben-Peretz et al. (2003), Kirk (2004) revealed the caring role of a teacher. Ben-Peretz et al. (2003) used drawings of seven metaphoric pictures of different occupations as a research instrument in a study in order to uncover how trainee teachers view their role as a teacher. Sixty teachers in Israeli vocational senior high schools participated in the study. Half taught to high-achieving and half taught to low-achieving students.

Seven drawings of the chosen occupations were individually presented to each of the participating teachers and the participants were also asked to suggest an occupation which reflected their self-image as teachers. These occupations were:

- *Shopkeeper*
- *Judge*

- *Animal keeper in a zoo*
- *Entertainer*
- *Conductor of an orchestra*
- *Puppeteer*
- *Animal trainer.*

The most popular images chosen by teachers are shown below with their percentage.

    Caring image (Animal keeper): 35%

    Conductor: 30%

    Shopkeeper: 23.3%

According to the findings of the research study conducted by Arnon and N. Reichel (2007) in Israel a good teacher should have a command of the subject knowledge. These findings are similar to the research studies conducted in Pakistan by Muhammad (2004), Barrs (2005), Halai (2006) and Mohammad and Jones (2008). In these studies all the researchers give importance to the content knowledge of the teacher.

Arnon and Reichel (2007) examined two images of teachers as seen by two groups of students of education. Data were collected from eighty-nine Israeli students (seventy-three of them were women and sixteen were men) at the two colleges by using an open-ended questionnaire which was analysed qualitatively. These two images were:

1. The ideal teacher
2. Their own self-image as teachers.

The two groups were:

1. Student teachers: Students of education at teacher training colleges who were teaching in class. In this group there were fifty-five student teachers including eleven men and forty-four women.
2. Beginning teachers: There were thirty-four beginer teachers including five men and twenty-nine women. They were intended to

269

become teachers in the future and they were enrolled at a teacher training college to complete their academic degrees.

The findings of the study were classified into two categories.

1. Personality characteristics
2. The professional knowledge of the teacher

According to the findings of this study, the student teachers with experience considered both core categories equally important while the student teachers who had not yet 'really' taught, valued the personality components over the knowledge components and considered knowledge less important. Furthermore, the findings of this study indicate primarily student teachers see teachers as knowledgeable human beings involved in a respectful profession and they do not include qualities that generally emerge from a more holistic educational outlook including; educational ideology, social missions, change and ethical improvement of society.

Demirbolat (2006) and Guneyli et al. (2009) showed the views of Turkish students about the role of a teacher. Demirbolat (2006) and Kirk (2004) were agreed on the participatory role of women teachers in the teaching profession. Demirbolat (2006) determined the tendencies of 419 teacher candidates (enrolled in the areas of Turkish, Mathematics, Humanities, Sciences and Class teaching) in a Turkish university concerning static (institutional) versus innovative (democratic and global) teacher roles. The following conclusions were drawn from the study:

1. The teachers were inclined towards democratic and global roles.
2. A significant difference was found between the responses of female and male candidates. The majority of female teachers were supporters of democracy and global roles and they were more interested in political affairs than male students.
3. The female teacher candidates conceived the profession from a more participatory view point while male students showed hesitation in interaction.

4. The mathematics teacher candidates solely considered their role is to teach the subject and they did not support the democratic and global roles.

5. The Turkish teacher candidates showed positive responses towards democratic and global roles but against institutional ones, which was in contrast to mathematics students. The reason for this could be the literature courses which caused positive developments in their personalities.

6. The low income group demonstrated the negative views towards all three types of the teacher role (democratic, political and global).

7. The low income group considered the role of teachers in terms of a static approach while the middle income group considered the role of teacher in innovative and participatory roles. The middle income group also considered the attainment of academic standards as the most important role, while about half of the low income group did not consider these roles at all.

The findings of this study suggested that teacher training programmes in Turkey were not successful in harmonising the attitudes of the teacher candidates towards their profession and there was a need of restructuring to harmonise the attitudes of teacher candidates in an individualised and flexible way.

(Demirbolat, 2006: 1077-1079)

The findings of the research study conducted by Guneyli et al. (2009) in Turkey were similar to the research studies conducted in Pakistan by Mohammed (2006) and Mohammad and Jones (2008). In all these studies researchers have suggested that the teacher is an autonomous person having the freedom and power to influence all other variables within an educational system. Guneyli et al. (2009) investigated the Turkish prospective teachers' attitudes towards the teaching profession. For data collection interview discussions and a five point Likert scale questionnaire were administered to students (n= 117) at the first, second, third and fourth year classes at Near East University Faculty of Education Department of Turkish Language Teaching in 2008-2009. The findings of this study reveal that:

271

The education system and especially teachers have very important roles in raising a healthy society and qualified individuals. The teacher has the power to influence all other variables about education. In order to be successful in teaching profession, one needs to love the profession and perform it willingly.

<div align="right">(Guneyli et al., 2009: 317)</div>

In the above section different studies conducted to investigate the qualities and characteristics of an ideal or good teacher in different countries are stated. Different researchers suggested different findings based on the status of the teaching profession, religious, social and cultural context of the country where research study was conducted. The overall findings of these studies suggested the following:

- A teacher can play an important role to improve the teaching and learning process in the classroom.

- A good teacher loves and cares about students.

- Teachers' content knowledge plays an important role in the teaching and learning process.

- Attitude and personal qualities of a teacher are associated with good teaching (for example., punctuality, interest in the subject, behaviour with students).

- The teacher's friendly behaviour and attention play an important role in the diagnosis of learning difficulties of students.

- Teachers' commitment and interest in the teaching profession influence students' learning.

- The teacher's own interests play a vital role in their professional development.

- Teachers play a vital role in the social and moral development of students.

- Teachers can bring improvements in the quality of education.

- The teacher training programmes can play an effective role to bring about changes in the primary image of the 'role of teachers' which is in the mind of student teachers.

7.2.3. Comparison of the related literature with the findings of this study

According to the findings of the present study, there are many roles and responsibilities expected from a good teacher. These range from helping students in the classroom to preparing them for the establishment of a better society.   Furthermore, most of the research participants suggested professional attributes in a good teacher including; punctuality, honesty, motivation, sincerity, subject knowledge, willingness and interest in his field, communication skills and focus on the different aspects of students' needs and requirements. Most of the respondents used the metaphor of 'a mother' to describe the role of a female teacher while other metaphors used to describe the role of a teacher include; 'honey bee', 'nation builder', 'character builder', 'friend', 'psychologist' and 'revolutionary agent'. Teaching is considered a suitable profession for females because of the favourable social, cultural and religious norms of Pakistani society. Female teachers who work as a teacher are given more respect than those who work in other fields.

The findings of this study suggested a good teacher plays an important role in the moral development of students along with the development of skills and motivation. Teachers can also play an important role in the intellectual

development and engagement of students in the learning processes. These findings are similar to those of Hayes (1999); Boendermaker et al. (2000) Saban (2003); Muhammad (2004); Saeed et al. (2005); Barrs (2005); Halai (2006); Inamullah et al. (2008); Ashraf and Rarieya (2008) and Mohammad and Jones (2008).

The findings of this study suggested an important role of a teacher in improving and bringing changes in society. Some researchers (Brown, 1992; Von Wright, 1997; Zhixin Su, 1997; Moran *et al.*, 2001; Towse et al., 2002; Saban, 2003; Kirk, 2004; Mohammad and Jones, 2008 and Guneyli et al. 2009)reported the roles and qualities of a good teacher in relation to society, along with other roles and responsibilities of a teacher. These researchers reported the following roles of a teacher in society.

- Brown (1992) reported the desire to contribute to society.
- Von Wright (1997) reported a desire to construct a good social climate.
- Zhixin Su (1997) reported minority of student teachers' desire for equal educational opportunities for poor and minority children and the need to restructure schools and society.
- Moran et al. (2001)reported teaching as a way of imparting knowledge and offering a worthwhile service to society.
- Towse et al. (2002) reported to educate society and inherit the African culture.
- Saban (2003) reported a desire to contribute to the future of society.
- Kirk (2004) suggested a woman teacher is a "nurturing mother".
- Mohammad and Jones (2008) suggested a teacher plays a key role in social development.
- Guneyli et al. (2009) suggested teachers' important roles in raising a healthy society and qualified individuals.

The present study is significant because it confirmed all the above mentioned roles and responsibilities of a teacher suggested by various researchers. In the next section, a comparison of research studies conducted about teacher education and the teaching profession in Pakistan and in other countries is presented.

7.3. Section III: Teacher education

This section will outline the research studies conducted in Pakistan to address the problems and issues related to the teaching and teacher education in chronological order. The results of these studies will be compared with the results of those conducted in other countries.

7.3.1. The problems and issues related to teacher training in Pakistan

Under this heading, the researcher will analyse different research studies related to teacher education and training in Pakistan. The results obtained from these studies will be compared with the research studies conducted in other countries. In any country, the government plays an important role in improving the educational sector as it is the main guiding, funding and controlling body for the whole system. In order to improve the quality and effectiveness of teacher education in Pakistan different research studies are conducted by different researchers. In these studies different researchers produced different findings but most have criticised the performance of the government of Pakistan and its failure in bringing the effective educational reforms in Pakistan [Sales (1999), Ahsan (2003), Barrs (2005) and Hunzai (2009)]. Other researchers, however, blamed the teacher education programme and its failure to meet objectives (Zahur et al., 2002; Mohammad, 2004; Westbrook et al., 2009 and Hunzai, 2009). These studies are discussed below in chronological order.

Sales (1999) raised the issue of gender inequalities in education in Pakistan. He found that the government provision of education does little to address these inequalities. Only one in six of the government schools are for girls. Sales (1999) conducted a survey in the Northern Area of Pakistan. In his study he had raised the issues related to the empowerment of women teachers, gender discrimination and limited access of women teachers to the teacher training. His study revealed women teachers remained largely unrepresented at the lowest levels of the Service. He emphasised the importance of breaking down the barriers to the professional advancement of women teachers. It is possible when a programme of teacher development successfully adapts to village norms, and is thus accessible by large numbers of village women. Furthermore, women can have access to training as long as their activities remain within the commonly accepted female domain. The findings of the present study confirmed to all those findings reported by Sales (1999).

Ali (2000) addressed the problems inherent in the current supervisory system and proposed a supervisory model to contribute to teachers' professional development in Pakistan. The present study also pointed to those suggestions reported by Ali (2000).

In this model he has proposed the following changes:

- To bring improvements in performance the focus should be on whole school staffs rather than the individual teachers.
- Professional development should be based on the context to meet the individual and collective needs of teachers. Fresh ideas, multiple sources and forms of learning opportunities should be introduced for this purpose.
- Teachers should be provided with the opportunity to learn from a colleague in the same school by observing her class and subject-matter content.

- Senior officers in the education department and head teachers of schools should be committed to bring the positive changes in the schools by controlling the role and power conflicts.

Zahur et al. (2002) conducted a case study to investigate the purpose of science education in Pakistan. In this study, research data was gathered from a female science teacher working in a teacher educator's institute in Lahore, Pakistan. Research data obtained from this study revealed that the scientific literacy is related to some extent to school advancement and to work towards immediate change in the local communities. Research data also showed that teacher education programmes can play a role in transforming a society's views about how science and scientific practices might bring communities together to effect change for the better. The participants of the present study also suggest teachers and teacher education programme can play a significant role in transforming society. However different research approaches are used in both studies.

Ahsan (2003) analysed the situation of national educational policies and plans in Pakistan. The analysis of educational policies and plans reflects that:

- *Poorly produced and inadequate implementation of education policies and plans were major hurdles in the development of the education sector in Pakistan.*
- *In Pakistan, new policies and plans are often prepared without giving due consideration to the causes of failure of previous policies and plans.*
- *It is also a common practice to extend the time period for the unmet targets of previous policies.*
- *There is a need for the formulation of realistic and rational educational policies and plans.*

- *There should be a monitoring system to overcome hurdles in the successful implementation and to learn lessons from the failures of national educational policies and plans.*

- *There is a lack of consistency between various education policies and five-year plans.*

- *A consideration should be given to the problems at the grassroots level.*

- *Government should pay due attention to the qualitative and quantitative improvement of educational facilities.*

(Ahsan, 2003: 259, 276)

Similar to Ahsan's (2003) findings this study also suggest the need of an appropriate monitoring system for the successful implementation of the educational policies and plans. However, the research data analysed in the present study also indicate that there is a need to raise the status of the teaching profession and address problems of the trainee teacher.

Kirk (2004) raised the issues related to girls' education and the gap in enrolment of females in Pakistan. The findings of the study revealed that teacher training should consider gender-related issues and should make explicit linkages between improving girls' education and the implications of women teachers' activities in the classroom and beyond. Furthermore women teachers are considered primarily in an instrumental role in promoting and facilitating girls' education. The findings of the present study confirmed to all those mentioned above by Kirk (2004). However in the present study is distinctive and significant due to its much larger sample size and the systematic use of grounded theory methods.

Mohammad (2004) conducted a reflective and participatory research study in Pakistan to assist the teacher trainers. In her study she had proposed the following suggestions to teacher educators.

- Teacher educators should enable student teachers to conceptualise their work with pupils in the classroom during their teaching practice, so that they can promote understanding with reasoning.

- Teacher educators should make trainee teachers able to understand the consequences of their limited knowledge which can affect their students.

- Teacher educators need to address the problem of time management, in order to enable future teachers to cope with their workload effectively in schools.

- Teacher educators should discuss with the student teachers the ways to establish a learning environment with limited resources to fulfil textbook requirements and to meet with the school expectations.

- Teacher educators should prepare student teachers for change, to meet the school needs and to reduce the gap between theory and practice.

Similar to Mohammad (2004), the findings of the present study also confirmed the significant role of the teacher as many roles and responsibilities were associated with a good teacher. However many other problems faced by the trainee teachers due to their teachers are also reported in this study. These problems were due to the lack of punctuality, interest and commitment in a few teachers.

Saeed and Bushra (2005) studied the achievement level of primary grade students in three subjects (Urdu, mathematics and life skills) and the factors affecting their achievements in Pakistan. The findings of the study suggested

that the overall performance of the female students was relatively better than male students. The factors affecting students' achievements were:

- Parental education
- Parental occupation
- Parental guidance
- Teacher guidance
- Social status
- Transport facility
- Self-study
- Book reading
- Home work

Similar to Saeed and Bushra's (2005) study, the present study also indicated females are significantly more interested in joining the teaching profession than males due to mainly social, cultural and religious reasons.

Barrs (2005) conducted a small-scale qualitative case study to investigate the impact of local governance (community organisations) on community schools in rural Punjab, Pakistan. His study had supported the views that local governance has a positive impact on teachers' levels of motivation and their status in rural communities in Punjab. The system of monitoring and accountability had also improved teachers' attendance and encouraged them to meet their professional obligations. Similar to Barrs (2005), the findings of the present study also suggest there is a need for an appropriate monitoring system as some of the supervisors remained absent from schools during the teaching practice of the trainee teachers. However the present study also observed many other aspects.

Mohammad (2006) explored in a research study the possible explanation for teacher education input and interventions having limited or no impact in the classrooms in Pakistan. Research data obtained in this study suggests that teachers were aware of the usefulness of the new methods of teaching and are also motivated to improve their teaching but still all the teachers were practicing traditional teaching methods. The teachers' focus was to enable students to reproduce the information and to make them memorise the prescribed techniques. In addition, students were not provided with the opportunity to discuss and share their views and ideas within the class. There was a lack of an interactive learning environment. Further analysis revealed that teachers required merely the textbook in order to complete the tasks, and they did not know how to engage students in problem-solving. The findings of the present study confirmed all above reported by Mohammad (2006)

Similarly, the present study confirmed all those findings reported by Westbrook et al. (2009) , Riddle et al., (2005) and Hunzai (2009).

Ahmed (2008) studied comparative perspectives on initial primary teacher education and training in England and Pakistan. She found almost all the policy makers and teacher educators who were interviewed shared the view that teachers have absolutely no role in the making of teacher education policy and they were unable to recruit the suitable people who are professionally strong and sound. She also identified different problems in teacher education in Pakistan, which were lack of financial resources, insufficient funding to meet the cost of the professional preparation of teachers, several contradictions and mismatches between the design of the curriculum, the way it was taught, and the perceived needs of the students. All of these may negatively influence the achievement of the programme aims. The participants of her study also suggested that the duration of practice teaching should be extended.

Findings of this research study were similar to those suggested by Ahmed (2008). It is found in both research studies there are no special criteria for the recruitment of trainee teacher and there is lack of formal induction programme for new comers. They expressed dissatisfaction about the effectiveness of the teacher training programme and they were inadequately prepared. It is also found in both studies that teacher trainers are over loaded as they were busy in multi-class teaching, performing administrative duties, and supporting students with learning difficulties.

Westbrook et al. (2009) addressed the issues related to the effectiveness of teacher education in the North West Frontier Province (NWFP), in Pakistan. This research study explored how newly qualified teachers manage their transition from student teachers to classroom teachers. According to the findings of this study traditional teaching practices were dominant in both training institutions and schools. Newly qualified teachers face a complex and contradictory context at the beginning of their professional lives and their attempts to use learner-centred pedagogical practices were challenged by the restrictive professional culture of their schools.

This appears to be a major barrier to improving teaching and learning qualities in schools and it reduces the effectiveness of teacher education programme. In this regard, the head teachers have a pivotal role and they are central players in the effectiveness of the teacher training programme and in improving the quality of teaching and learning in schools. The attitudes of head teachers and reciprocal links between head teachers and teacher training institutions could support the new teachers in implementing learner-centred pedagogical practices. It will improve the quality of education in schools and the effectiveness of teacher training (Riddle et al., 2005).

Hunzai (2009) analysed planning issues by examining the education policies and existing practices in early childhood teacher education in Pakistan. This research study revealed that, in Pakistan, teachers are usually unable to contribute to the learning process because the recruitment of teachers is a highly political process and mostly teachers are appointed on the basis of political affiliation. Furthermore teachers' salaries are low as compared to other occupations in Pakistan. In the schools there is a lack of physical facilities, learning aids and equipment. Teachers have very few or no materials and are unable to create or develop low-cost teaching supplies. There are only a few head teachers who provide support to teachers and intend to bringing about change. Only a few public schools are granted the funding to purchase teaching aids. However, the scenario is different in private schools and most of the private schools are provided with teaching aids and materials which bring improvements in the quality of education in these schools. So there is a need for a teacher education programme to address the social, cultural, and moral aspects of Pakistan.

7.3.2. The research studies conducted overseas to improve the teacher training

Many research studies are conducted all over the world to bring improvement in teacher education programmes. These researchers came to different findings due to variation in the research context. Both Rowell et al. (1992) and Mohammad (2004) found that student teachers face difficulty in transforming theory into practice. Rowell et al. (1992) conducted a study in Australia to investigate how to educate teachers and how the teaching of theory can have consequences for the practice. He found that the teaching of theory can have a practical value if it is taught in such a manner that students start thinking with it, rather than about it.

Philippou and Christou (1998) and Muhammed (2004) showed that the trainee teachers' attitudes are very important in bringing an improvement in students' achievement. Philippou and Christou (1998) used a 'pre-test and post-test' research design by administering the instrument to all first year prospective primary teachers enrolled at the University of Cyprus, Turkey during these years. The numbers of students included in the sample each year are shown below:

- 1992 (N = 162)
- 1993 (N = 137)
- 1995 (N = 128)

To elicit deeper and additional information ten semi-structured interviews of about 45 minutes duration were also carried out after the completion of the programme. The students were asked about:

1- Their feelings about mathematics prior to study at university.
2- The effectiveness of mathematical experiences they had at the university, as related to attitudes.

The results of this study seem to provide evidence that prospective teachers had misconceptions and negative attitudes towards mathematics at the beginning of teacher education, but by the end of the programme their attitudes changed. They concluded that the preparatory programmes should provide student teachers with an opportunity to influence attitudes positively.

Akyeampong and Stephens (2002) and Muhammed (2004) emphasised that student teachers should be provided with a full understanding of the teaching during the teacher training. Akyeampong and Stephens (2002) used a case study approach in Ghana to provide implications for teacher education programmes and policies. They explored the factors that shape the teachers' role and identity within the systems in which they operate. They found trainee

teachers' images and perceptions of the teachers and their teaching should be given consideration during the teacher training because it will lead to a personalised understanding of the teaching.

The findings of the research study conducted by Rots et al. (2007) in Belgium and by Iverson et al. (2008) in the U.S.A were similar to a research study conducted in Pakistan by Westbrook et al. (2009). These researchers emphasised how effective teaching practice can bring positive changes in the commitment and attitude of trainee teachers. Rots et al. (2007) conducted a cross sectional research study in autumn 2003 among teacher education graduates between 2001 and 2003 at the Ghent University, Belgium. This research study supported the crucial role of teaching practice in teacher training. The researcher suggested that the initial educational programme can bring a commitment to the teaching profession and can improve teacher retention through reinforcement and encouragement.

Iverson et al. (2008) proposed a framework for evaluating the degree of authenticity of instructional tasks used within a teacher education programme consisting of five criteria. The findings of the study suggested that in exemplary teacher education programmes the degree of authenticity will increase as trainee teachers progress towards their student teaching experience and teaching life.

Similar to Scantlebury et al. (2008), Ali (2000) focused on the sharing of responsibilities for bringing an improvement in students' learning. Scantlebury et al. (2008) conducted a three year longitudinal study on a teacher education programme in the U.S.A. they concluded co-teaching has the potential to re-conceptualise the teacher preparation and professional development models for

the science teachers. In the study three critical and interdependent elements of co-teaching emerged. These were:

- Dialogues.
- Co-respect.
- Co-responsibility.

These three elements were considered similar to three legs of a stool which provide it with balance and in co-teaching if one of these elements is missing, under-utilised, or compromised then it will be less effective. The model assumed that co-teaching was to reduce the teachers' feelings of isolation and teachers would:

- Relinquish some of their teaching authority
- Share responsibility for the class
- Respect the interns

The findings of the research study conducted in London and Israel by Watson and Manning (2008) were similar to research studies conducted in Pakistan by Ali (2000), Muhammed (2004) and Westbrook (2009). These researchers emphasised the significance of the learning support provided to the trainee teachers during their training for professional development.

Watson and Manning (2008) designed a programme of professional development consisting of twenty hours of workshops and in-school activities to explore the factors that influenced what teachers took from the professional development programme and how they used it in their own classrooms. The context for this study was a research and development project carried out at King's College, London, UK and the Weizmann Institute, Israel. Data was collected by field notes, portfolio materials, interviews and school visits. The findings of the study showed two important factors which influence the learning

of individual teachers from the professional development programme. These were:

1. How teachers interact with the programme and the ability of the programme to meet their needs as a teacher.
2. The level of support from the school and teachers' interaction with colleagues and in the classroom.

Furthermore significant learning was made by those teachers who considered the professional development programme as an opportunity for change and who were provided with strong support.

Saito et al. (2008) and Ali (2000) studied the role of other colleagues in the professional development of newly qualified teachers. Saito et al. (2008) analysed the problems faced by teachers during their professional development in Vietnam. He also provided alternative solutions to these problems by using a case study as a method to analyse the data. The results of the study revealed a huge gap between the policies and the actual practices. The government policies focused on child-centred education but they were regarded as marginal. Furthermore, the following problems were faced by teachers:

- Lack of trust among colleagues in schools.
- The pace of the lessons was extremely fast.
- The teachers tended to be evaluative about their colleagues and students rather than showing compassion or sharing their opinions..
- Teachers faced a serious difficulty in learning because of problems with access to academic resources.
- Teachers faced difficulty in sharing of insights with colleagues.
- The development of dialogue among teachers was found to be extremely challenging.

(Saito et al. 2008: 101- 102)

Similar to Mtika and Gates (2009), Mohammad (2006) also investigated the barriers to adopting the learner centred approach in Malawi and Pakistan respectively. Mtika and Gates (2009) studied the factors which cause the appropriation, application or lack of learner-centred education among student teachers in Malawi. They also revealed how a teacher education programme can mediate the student teachers' thinking about the learner-centred education. In this research study data is obtained from four student teachers by using a purposive sampling technique. These four student teachers had been conducting teaching practice at the same secondary school. The findings of this study suggested that student teachers were unable to implement, practice and adopt a learner-centred approach when they were teaching in schools. The reasons for this were as follows:

1. *Teacher education system*
   - *During teacher education, in curriculum and methodology classes student teachers were used to teaching with the lecture method to present learner-centred education.*
   - *Student teachers had also reported imbalances between pedagogical theory and pedagogical practice during their training.*
   - *During teacher education courses, teacher educators did not consider group work to promote collaborative and cooperative learning extensively.*
2. *The student teacher's personal stance or disposition*
   - *Student teachers were not trained enough to use group work appropriately and effectively before they went for teaching practice, therefore they were unable to practice and implement these approaches in the classroom.*
3. *The culture of the school*
   - *The history of the school culture and environment were obstacles to apply learner-centred education.*

288

4. ***The national curriculum***

- *Similarly, "rigid" National Curriculum did not promote active learning and problem solving skills.*

5. ***The examination system:***

- *The examination system was also a hindrance in promoting learner-cantered education because of the curriculum content. The examination system promoteed individualised learning and was based on recall of facts only rather than focusing on problem solving and active learning.*

<div align="right">(Mtika and Gates, 2009: 7-8)</div>

Meijer et al. (2009) and Ali (2000) investigated the problems in the supervisory system of teacher education in the Netherlands and Pakistan respectively. Meijer et al. (2009) conducted a case study in Netherlands for connecting professional and personal aspects in supervising the student teachers. This study followed one individual student teacher during a period of one single school year. Data was collected by using audio taped supervisory sessions and by interviewing the student teacher and supervisor. During the interview they were asked what the essence of the teacher's development was. The findings of the study revealed that the concept of presence can be made operational in the field of teaching and teacher education and by paying attention to the connection of the personal and the professional in teaching and teacher education. In this way, we can contribute to educational goals that go far beyond the development of the individual teacher.

The findings of this study suggested that some of the teacher trainers of the Teacher Training Institute are not carrying out their duties and responsibilities properly. Few teacher trainers lack commitment and motivation towards their profession and because of such teachers, trainee teachers are unable to

develop the desired skills. Teacher trainers seemed overloaded with work, and it might be for this reason they were unable to spend enough time with the trainee teachers to solve their problems. Khan (2011) studied problems faced by teachers and reported new staff lacking support from seniors because they wanted to show juniors are incompetent. Bhatti et al. (2011) also suggested that teachers are stressed and are not provided with a healthy working environment in some public universities of Pakistan.

It is also suggested that the trainee teachers thought they faced problems due to teacher trainers' teaching methods, the variety of courses offered and the evaluation system in the Teacher Training Institute. They felt these were all different to their (the trainee teachers') previous practices at the graduate level. It seemed some problems were due to themselves (trainee teachers) because they found it very hard to adjust to the studies pattern of the Teacher Training Institute. Nawaz et al. (2004), Rizvi and Elliott (2007) and Iqbal et al. (2010) also reported that students in Pakistan adopt poor learning and study habits; therefore they lack understanding of the contents. Nawaz et al. (2004) and Iqbal et al. (2010) conducted research studies about the learning skills and study habits of university students in Pakistan. Nawaz et al. (2004) revealed a lack of consistency in the theory and practical scores of university students enrolled at Masters Level in the science departments (Botany, Chemistry, physics and Zoology) of a Pakistani university. Findings of a research study conducted by Nawaz et al. (2004) revealed:

- Practical work performed by science students did not meet its objectives and purposes.
- Practical work performed by science students in the labs did not develop innovation, problem solving skills, critical thinking and understanding among students because it was a repetition of already learned skills.

- Scoring and assessment of practical work was subjective because there were no objectively define criteria for marking.

Rizvi and Elliott (2007) suggested in a research study that students are generally encouraged to in rote learning and memorizing facts in Pakistani schools. Iqbal et al. (2010) also reported in a research study conducted in Pakistan to indicate study habits used by university students that:

The students are diagnosed to be weak on attitude, anxiety, concentration, motivation, selecting main ideas, time management and test strategies scales. Courses related to learning and studying strategies should be included in curriculum and special lectures, seminars and workshops should be arranged to create awareness among students to make them strategic learner.

(Iqbal et al., 2010: 4721)

7.4. Chapter conclusion

This chapter provides a comparison of the findings of this research study to those conducted by other researchers. It also shows this piece of research is significant, thorough, systematic and unique. This research study confirmed most of the research findings reported by other researchers. However, only the present research study provides a detailed account of the researched topics in Pakistani context. This research study is creative and innovative because of its use of grounded theory methods a method not used by other similar research studies conducted in Pakistan.

In the next chapter, discussion, middle range theory, suggestions, recommendations and implications of the study are presented.

Chapter 8: Results, discussion and suggestions

This chapter includes discussion, middle range theory, suggestions, recommendations and implications of the study to satisfy the research questions outlined in chapter 1. The analysis of research data obtained from the three groups of participants indicates four common research categories which are shown in the figure below.
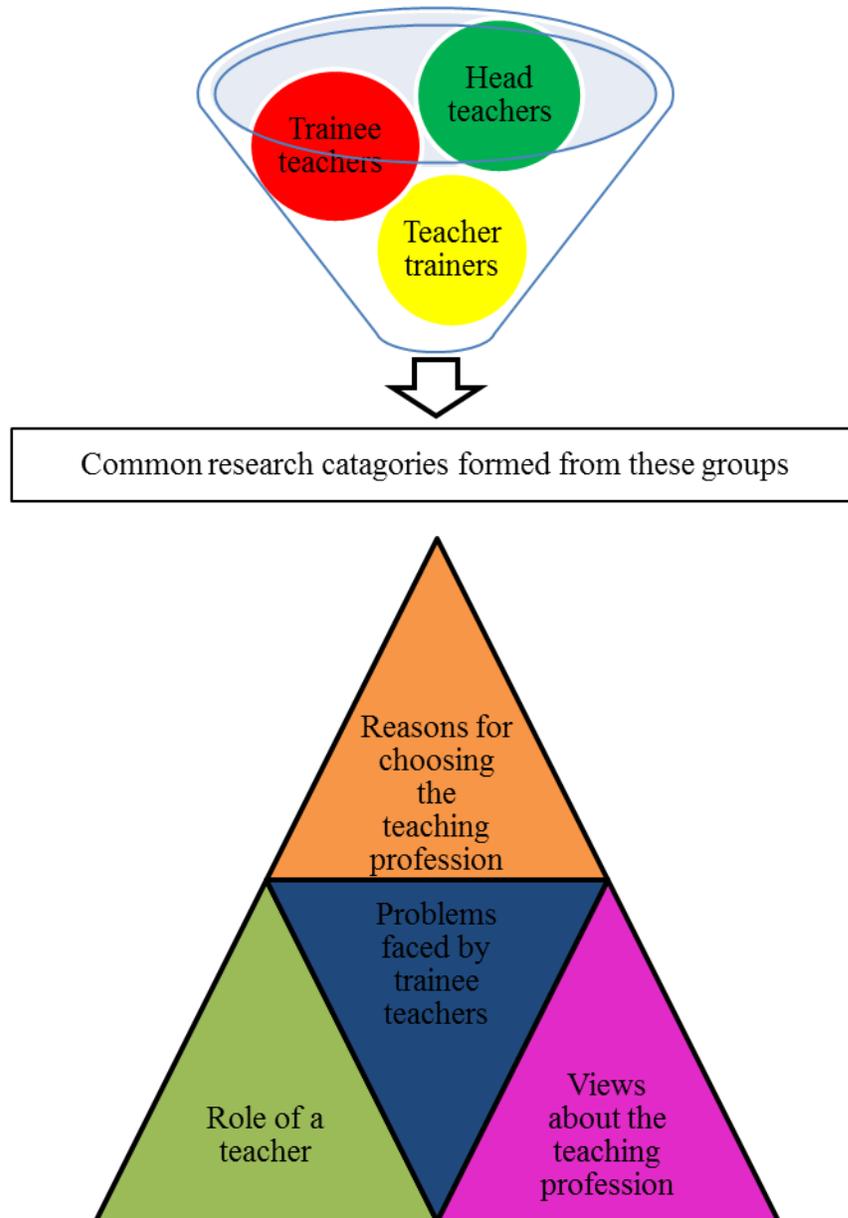
Fig 8.1: Pictorial presentation of research data collected and analysed from research participants.

Figure 8.1 indicates different participants of study with different colours. The funnel indicates that the research data collected from all research participants has been analysed by using grounded theory methods. As a result of this data analysis, four common research categories were established which are shown with the four sides of the pyramid. Some variations among the views of these participants were also observed. These will be discussed later. An important feature of this study is the use of grounded theory procedure for data analysis to answer the research questions as shown below in figure 8.2.
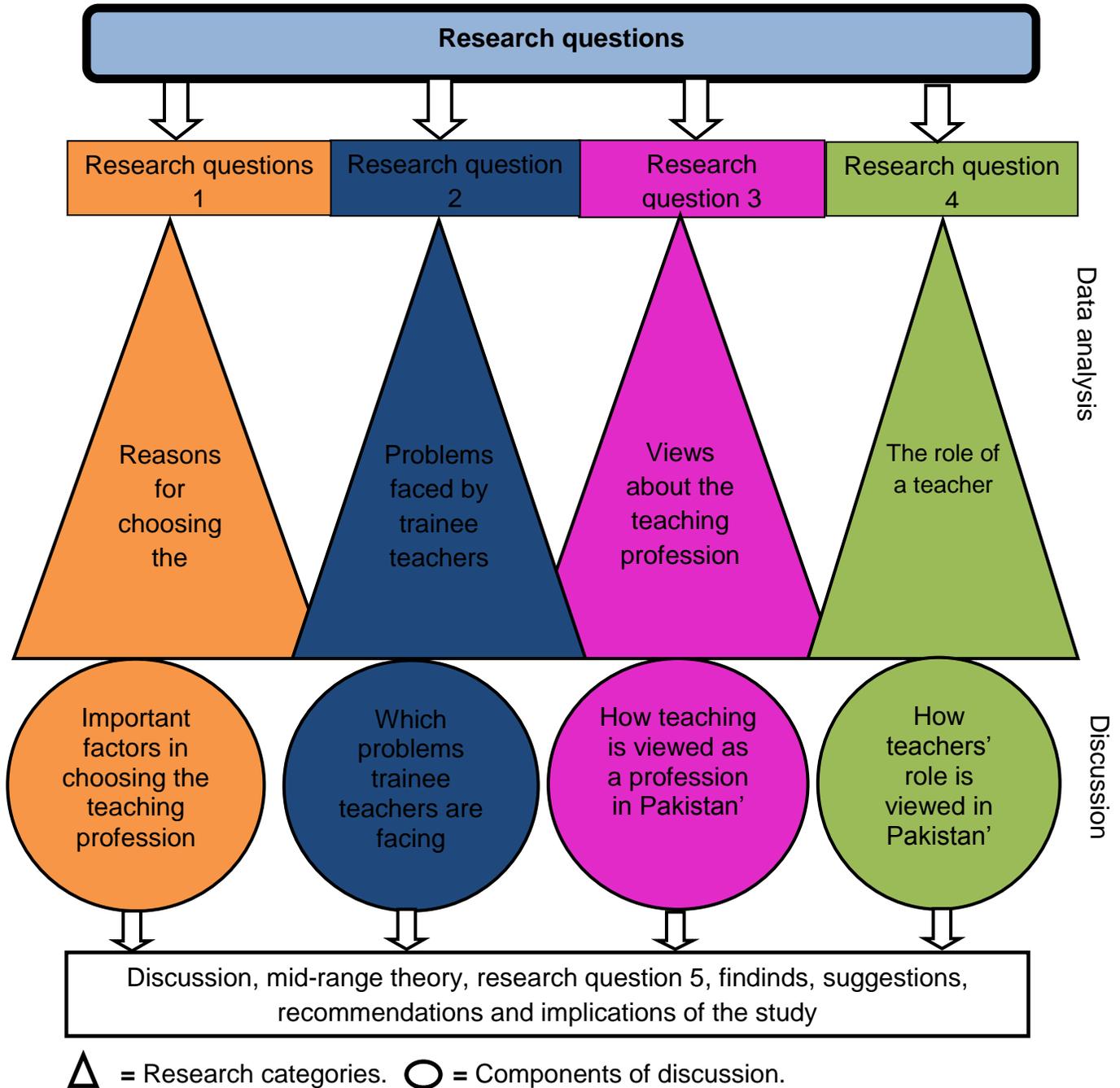
Fig 8.2: Relationship among the research questions, research categories and findings of the study

Figure 8.2 represents a relationship among the research questions, research categories and the findings of the study. Figure 8.2 also indicates how data analysis guides towards answering the research questions and formulation of the grounded theory. It also shows how different parts of the study are related to each other. The research categories formed as a result of data analysis are shown with the triangle. These categories were presented as the sides of the pyramid in figure 8.1. The discussion in this study is also based on four components which are shown with circles. The above figure indicates how each component of the discussion is derived from data. To answer the research question 1, during data analysis, the research category 'reasons for choosing the teaching profession' is helpful to discuss 'important factors in choosing the teaching profession' components of the discussion. The research category 'problems faced by the trainee teachers' is useful to highlight 'which problems the trainee teachers are facing' component of the discussion and to answer the research question 2. To seek the answer of research question 3, the research category 'views about the teaching profession is used to discuss 'how people view teaching as a profession in Pakistan'. To answer the research question 4, the research category 'the role of a teacher, is used to discuss 'how the teachers' role is viewed in Pakistan'. In figure 8.2 different related parts are shown with the same colour and shapes. On the basis of the data analysis; discussion, the research question 5, middle range theory, findings, suggestions, recommendations and implications of the study are discussed below and are shown as the foundation in figure 8.2.

8.1. Discussion

The discussion in this study is based on different components which are shown in the figure 8.3 below.
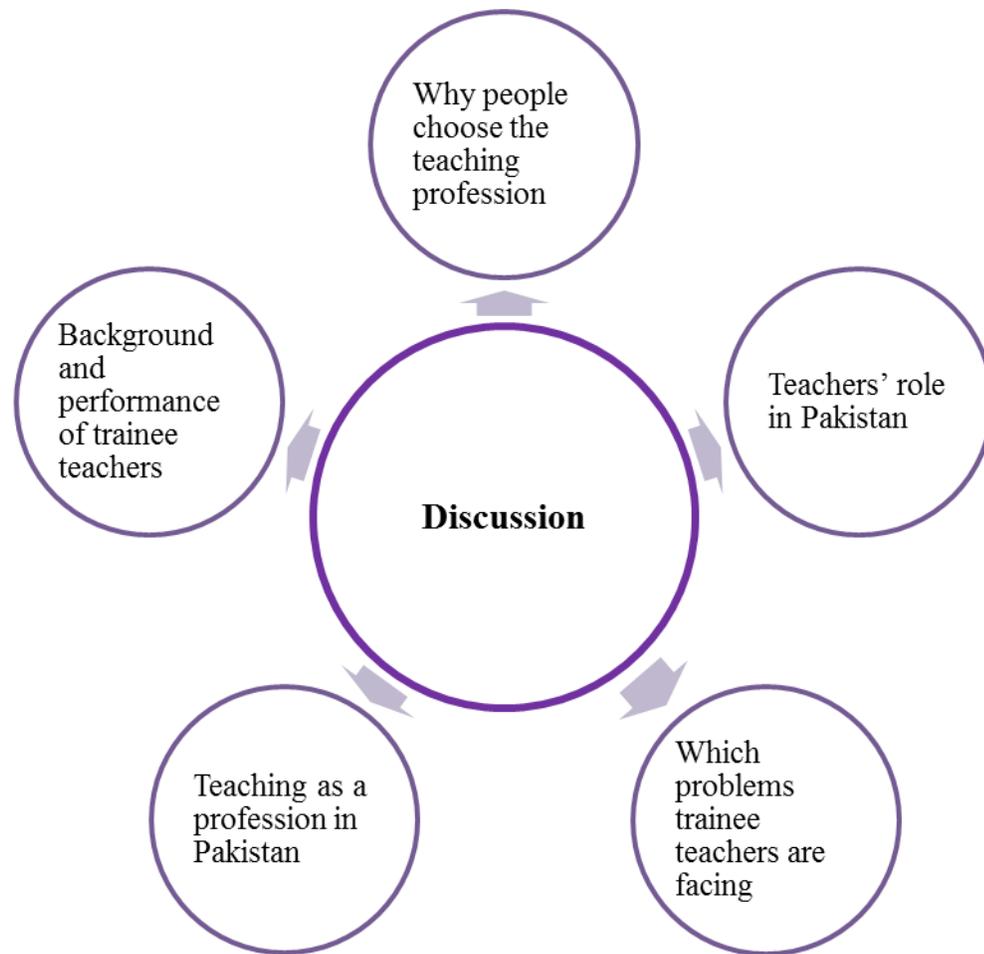
Figure 8.3: Components of discussion

Each component is discussed in detail below.

8.1.1. Why do people choose the teaching profession in Pakistan?

Data analysis indicates different factors in choosing the teaching profession. The reasons mentioned by different participants in choosing the teaching profession and agreement among them are shown in figure 8.4.
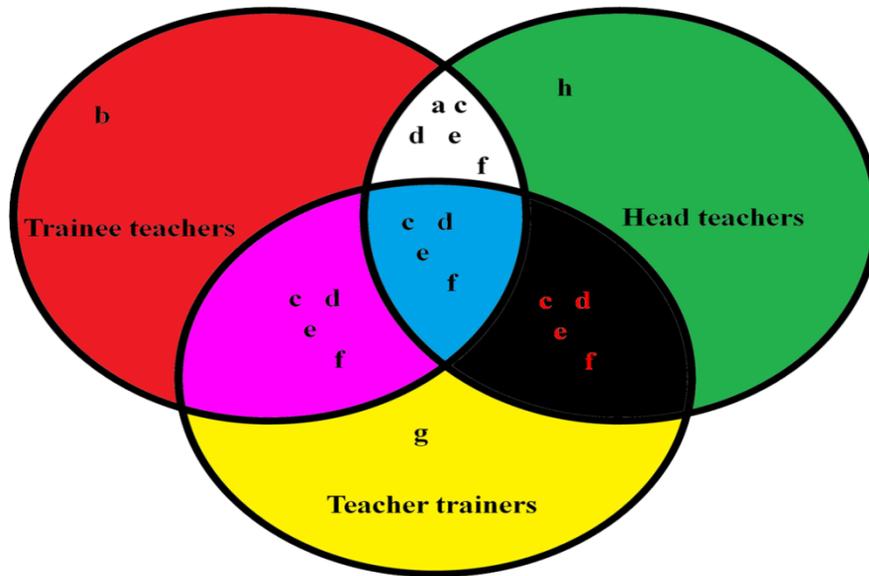
🔵	Agreement among all participants.
⚫	Agreement between teacher trainers and head teachers.
🟣	Agreement among the trainee teachers and the teacher trainers.
⚪	Agreement between the trainee teachers and the head teachers.

Figure 8.4: Reasons for choosing the teaching profession.

Figure 8.4 illustrates the similarities and differences in the views of different participants by overlapping areas of different colours in the figure. Eight reasons reported for choosing the teaching profession were:

a) The Islamic perspective of the teaching profession.

b) To bring changes in society.

c) Inspiration from their own teachers.

d) The norms and culture of Pakistani society for the teaching profession.

e) Teaching as a convenient job for females.

f) Teaching as a second choice profession.

g) To consider themselves able enough to be a teacher.

h) Inspiration from other teachers in the family.

Reasons c, d, e and f were mentioned by all participants. Most of the common factors in choosing the teaching profession were positive (c, d and e). For some, inspiration from other teachers was the main reason for choosing the teaching profession. In some families, teaching was the popular choice because of family tradition. Data analysis also indicates that society, religion, norms, culture and circumstances also play an important role in choosing the teaching profession in Pakistan. Furthermore, the teaching profession is considered a suitable, convenient and respected job for females because of the social, cultural and religious norms of Pakistani society. The research data also suggest teaching is a less attractive and less popular profession among male teacher trainers compared with females in Pakistan. Figure 8.4, also shows the desire to bring changes in society (i.e., reason b) by becoming a teacher was a popular factor among the trainee teachers. One teacher trainer mentioned this reason for choosing the teaching profession while it held no appeal for the head teachers. However, most of the trainee teachers were young, so it could be predicted that, when the trainees are qualified , we might see this as a common reason for choosing the teaching profession. So we can say that Pakistani society is, or will soon be, changing in this respect. Reasons 'g' and 'h' were reported by the teacher trainers and head teachers respectively while reason 'f' was common among all participants. This indicates a negative aspect of the teaching profession as some participants reported teaching as a second choice profession. Some participants working as teachers (teacher trainers and head teachers) lacked interest in the teaching profession and had either joined the teaching profession because their close relatives directed them to or they failed enter their desired field because of low academic achievement.

8.1.2. Problems which trainee teachers face?

The data answering research question 2 suggested the trainee teachers were facing different problems during their teacher training. In this way, the research question 2 is addressed that is:

- Which problems are faced by trainee teachers during their teacher training?

These problems were:

a.   Tension between the trainee teachers and hostel management.

b.   The poor quality of food served in the hostels.

c.   Poor organisation of the teaching practice.

d.   Problems faced by the trainee teachers due to supervisors.

e.   Duration of the teaching practice period.

f.   Problems related to the teacher trainers and the Teacher Training Institute.

g.   Problems related to the medium of instruction.

Problems a and b were related to the institute's hostels while problems c, d and e were related to the teaching practice course. Head teachers also confirmed the trainee teachers faced these problems during their teaching practice course. Some problems and complaints were because of the Teacher Training Institute (c and e) and some were purely because of the teacher trainers (d and f). The problems d and e indicate some of the teacher trainers of the Teacher Training Institute are not carrying out their duties and responsibilities properly and they lack commitment and motivation. These teacher trainers were unable to develop the desired skills and lacked interest in the teaching profession. A description of these problems is given below.

a. Problems due to tension between the trainee teachers and hostel management

Students found the hostels to have an unfriendly atmosphere along with the level of tension in dealing with the hostel management. In some cases they did not respect students and considered them as their servants. There was little feeling of a family like environment in hostels and students seemed unhappy with the authoritative style, rigid rules and regulations.

b. Problems related to the quality of food served in hostels

The trainee teachers living in the hostel were not happy with the quality of food provided citing a lack of flavour, spice and taste.

c. Poor organisation of the teaching practice

The teaching practice course, which is the crucial part of teacher training, was poorly organised by the Teacher Training Institute. It was offered at an inappropriate time when there were exams in school. Furthermore, the trainee teachers were asked to teach subjects in schools in which they were not specialised. Some trainee teachers created lesson plans to show their supervisors they have done teaching; but the work was done on the lesson plans only without any actual teaching in the classroom. The trainee teachers' responses also suggested their dishonesty during their teaching practice. The result was a course that did not meet its objectives and it seemed no better than a formality.

d. Problems faced by the trainee teachers due to supervisors

The trainee teachers reported many problems during the teaching practice in schools including a lack of feedback, performance-based assessment, guidance

and a specific criterion during teaching practice by which they could be judged. Therefore they felt they lacked real teaching practice as trainees are assessed on teaching recorded in the lesson planner but not actually carried out. Furthermore it was also very common that the supervisors did not feed back on how they performed while and which areas needed improvements. All of these problems resulted from supervisors' lack of interest, commitment and hard work as well as their periods of absence from schools during teaching practice

e. Duration of the teaching practice period

The trainee teachers felt they needed some time to adjust and understand the system and culture of the school during their teaching practice. The short duration of the teaching practice course (forty days only) was felt to be too short to develop the desired teaching skills and to meet the objectives of the course

f. Problems related to the teacher trainers and teacher training institute

The trainee teachers felt they faced problems due to the teaching styles of their trainers, the variety of courses offered, the semester system and the evaluation system in the Teacher Training Institute. However, it seemed some problems self-inflicted because they found it very hard to adjust to the study pattern of the Teacher Training Institute. This focused on the development of innovation, problem solving skills, critical thinking and understanding among students. Some trainee teachers faced some problems due to the Teacher Training Institute and its trainers including lack of motivation, poor communication, lack punctuality and low levels of interest.

g. Problems related to the medium of instruction

In the Teacher Training Institute, English is used as the main language but some trainee teachers lack basic English language skills which hindered learning. These trainee teachers also considered the use of English language as a symbol of social class discrimination and a sign of superior education. They were interested to improve and promote their English language skills but the Teacher Training Institute did not provide opportunities for students to do this.

8.1.3. The teacher's role in Pakistan

The research data obtained from the trainee teachers and teacher trainers suggest there are different roles of a teacher. These roles and agreement between both groups is shown below in figure 8.5.

▲ Agreement between the trainee teachers and the teacher trainers

▲Trainee teachers
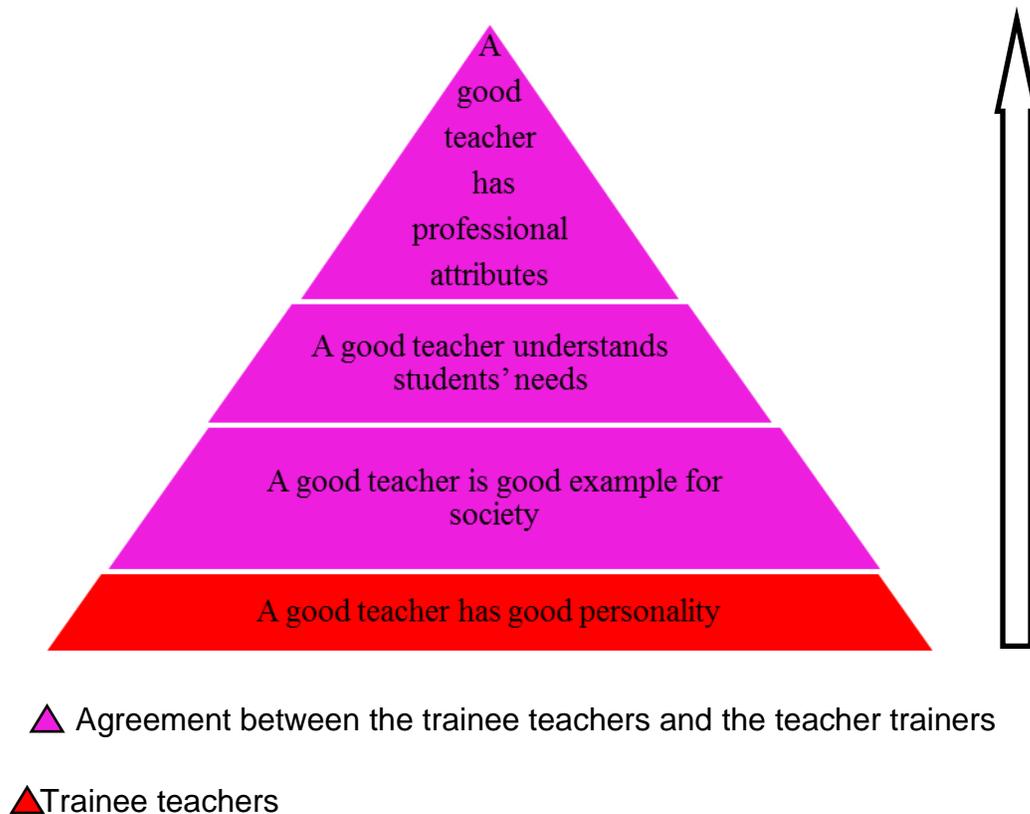
Figure 8.5: The role of a teacher in Pakistan

In figure 8.5, the arrow indicates a hierarchy, the top of the triangle indicates the majority of respondents and four themes emerged about the role of a teacher. A description of each theme is given below in an order from least important (mentioned by a small number of participants) to most important (those themes which were mentioned by most participants).

a. A good teacher has a good personality

The personality of a teacher is an important feature although it is not directly related to the process of teaching and learning. Other important traits of a teacher which were cited included their appearance, the clothes they wear and the way they communicate. Therefore these may be qualities which trainee teachers considered desirable attributes. Reichel (2007) also suggested in a research study that the student teachers valued the personality components over the knowledge components as an important quality of a good teacher.

b. A good teacher is a good example for society

Teachers were presented as having an important role as a nation builder who can bring positive changes in the society by improving students' behaviours and attitudes. Different metaphors were used to describe the role of a teacher in society, which were spiritual guide, nation builder, facilitator, honey bee, a revolutionary agent and an agent of social change. For female teachers, the metaphor of a mother was used and it was expressed that female teachers can influence students to change more easily than male counterparts because of their motherly traits. The teaching profession in general is considered to be a potentially very powerful way to bring social change in Pakistani society; the trainee teachers also anticipated that a teacher should perform a range of roles and responsibilities for the benefit of society.

The research literature suggests that, in Pakistan, a desire to change the society is not a key reason for choosing the teaching profession (for further details see chapter 7; section 1; Ali, 1998; Kirk, 2004; Barrs, 2005 and Oplatka, 2007).

The desire to change society through teaching was common among trainee teachers but none of the head teachers reported this as a reason. So, overall, Pakistani society considered teachers as 'a powerful agent of social change' who can play an important role in the society.

c. A good teacher understands students' needs

Data analysis suggests a good teacher should focus on different aspects of students' needs. A good teacher should act as a psychologist and a friend to provide: knowledge, skills and motivation to students; solutions to their personal problems; moral development and character building. Pakistani society expects different roles from a good teacher as the research data suggested a teacher should understand his students although different people focused on different aspects and there were different meanings of understanding for them. These include: understanding of the abilities of students; understanding the students' needs of learning; to understand their problems; to understand students in a better way and to guide them towards the right path. Other qualities of a good teacher suggested by respondents include:

- Equal treatment of all students

- Friendliness

- No imposition of personal views on students.

- A focus on the progress, learning and development of students.

d. A good teacher has professional attributes

The data analysis suggests a good teacher should have 'professional attributes'. For example, punctuality, honesty, motivation, sincerity, subject knowledge, willingness and interest in the field. In Pakistani society usually people respect and believe in the teacher. For some participants a teacher is always right as they have very inspiring personalities. So expectations from a teacher are very high. Most people felt that this was befitting of of the prestigious position of the profession in the society. These roles and expectations are in contrast to some of those reasons for which trainee teachers choose the teaching profession. As previously stated some people lack interest in the teaching profession.

Furthermore, the research data collected from teacher trainers reflects that some teachers are not fully committed to the teaching profession as they are unable to focus on their different roles as a teacher. It is also suggested that a teacher is the most responsible person for implementing all the policies of the government; he is the mediator of bringing change in the educational system to improve quality; and a main actor in the drama of teaching and learning.

8.1.4. Teaching as a profession in Pakistan

The research data suggested the research participants hold both negative and positive views about the teaching profession which are presented in the Figure 8.6 below.
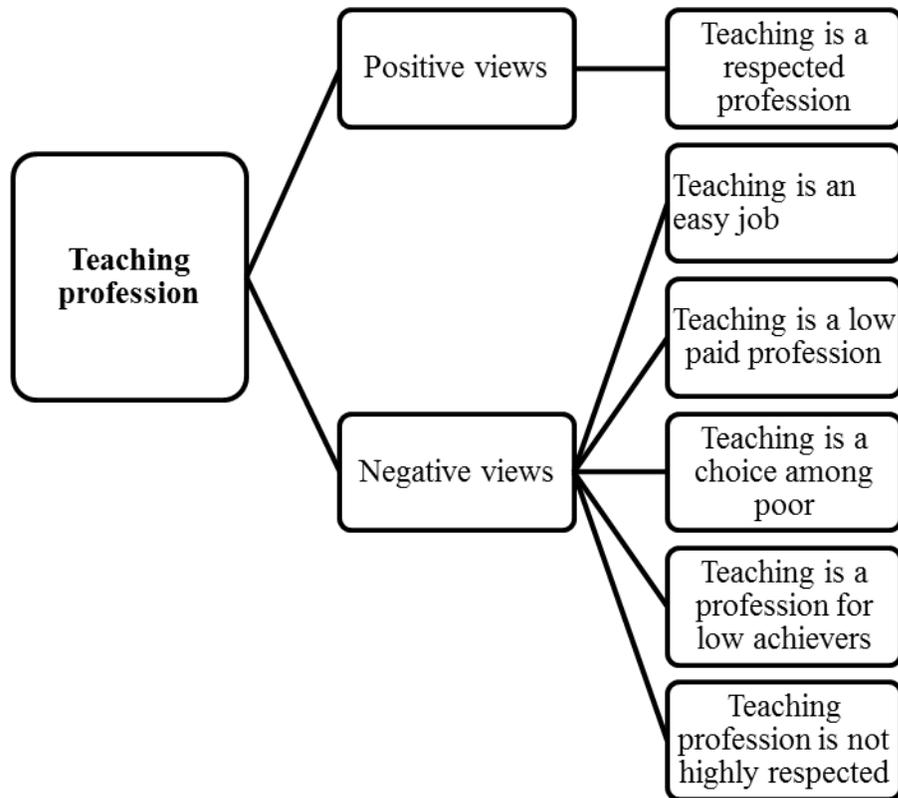
Figure 8.6: Views about the teaching profession

Figure 8.6 indicates there are different types of perceptions about the teaching profession. The only positive view reported about the teaching profession is 'teaching is a repected peofession while all other views are negative. The negative views about the teaching profession are; teaching is an easy profession; teaching is a low paid profession, teaching profession is for low achievers and teaching is a career choice for the poor. All the three groups of participants were agreed teaching is an easy job but mostly the head teachers and teacher trainers reported negative views about the teaching profession. Both (head teachers and teacher trainers) were working as teachers, while most of the trainee teachers were inexperienced as most of them did not have any working experience as a teacher. In contrast to the trainee teachers, people who worked as teachers (head teachers and teacher trainers) held negative views about the teaching profession based on their personal experiences. The research data also suggested gender disparities and variation in the interest of

306

male and females in making the choice of the teaching profession. Teaching is considered a low status profession for males but for females, teaching is considered a respected profession. The most apparent reason for this was the social, cultural and religious norm of Pakistani society which influenced females to join the teaching profession.

8.1.5. Background and performance of the trainee teachers

The teacher trainers suggested the majority of the trainee teachers belonged to poor families and they joined the Teacher Training Institute just hoping to earn a living. The teacher trainers also suggested that trainee teachers are well aware about their future and joined the teaching profession because many jobs are often available in both private and government sectors. For females, whether or not they came from a poor background, popular reasons for choosing the teaching profession are; family pressure; job convenience; social, cultural and religious norms of Pakistani society (for further details see chapter 7; section 1). The male trainee teachers seem desperate for any level teaching job, in any sector, to support their families as this is traditional for men in Pakistani society. The majority of male trainee teachers came from a poor background and they joined this profession because of their low academic grades or unavailability of any other choice or option. So while teaching is an attractive profession for both men and women usually males consider it a last resort.

Teacher trainers held different views about the performance of trainee teachers but most were satisfied with their performance. The research data collected from the teacher trainers also indicates that they improve with the passage of time and usually in the second or third semester the results can be seen (For the reasons of better performance with the passage of time see chapter 7, section 1)

The research data collected from the trainee teachers also indicates; they chose the teaching profession because of their low grades and a failure to get admission in the desired subjects so they considered teaching as a second choice profession (for further details see chapter 6). But they perform well although they face many problems in the Teacher Training Institute and most of them lack initial interest in the course when they join the Teacher Training Institute. Most trainee teachers were concerned about their grades so, once in the Institute, they work hard.

8.2. Discussion of the results

Most of the research data discussed in this study reflects the influence of Pakistani society on the peoples' views, perceptions and understanding of the research participants. These participants vary from each other, they reflect a society. All the research categories and their sub-categories relate to society as presented below in figure 8.7.
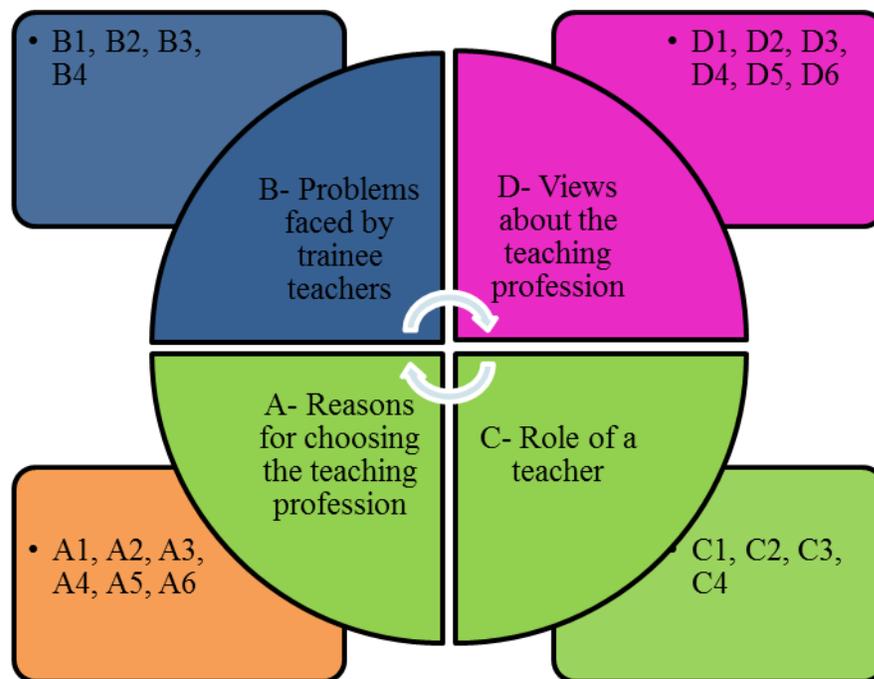
Figure 8.7: Influence of Pakistani society on people's views.

The figure 8.7 presents different research categories and their sub-categories. The small circle in the middle of the figure reflects all these different views come from three groups of participants. An outer circle of different colours show the views of research participants. While four parts of circle (A, B, C and D) present views of research participants about the different aspects of this study. The list of the names of research categories and their sub-categories are given below.

A: Reasons for choosing the teaching profession.

A1: The Islamic perspective of the teaching profession.

A2: To bring changes in society.

A3: Inspiration from their own teachers.

A4: The norms and culture of Pakistani society for the teaching profession.

A5: Teaching as a convenient job for females.

A6: Teaching as a second choice profession.

B: Problems faced by the trainee teachers.

B1: Problems faced by the trainee teachers living in the institution's hostel.

B2: Problems faced by the trainee teachers during the teaching practice course.

B3: Problems related to the medium of instruction.

B4: Problems related to the teacher trainers.

C: The role of a teacher.

C1: A good teacher has professional attributes.

C2: A good teacher has a good personality.

C3: A good teacher understands the students' needs.

C4: A good teacher is a good example for society.

D: Views about the teaching profession.

D1: Teaching as a respected profession.

D2: Teaching as a respected profession for females.

D3: Teaching profession for upper class: a comparison of situation in public and private schools.

D4: Teaching is a popular choice among poor.

D5: Teaching as a low paid profession in comparison to other professions.

D6: Teaching as a profession for low achievers.

These research categories also present negative and positive views of Pakistani people about the different aspects of the teachers, teaching, teacher education, teacher training and teaching profession which are shown below in figure 8.8.

A4, A6, B1, B2, B3, B4, C2, D3, D4, D5 & D6

A1, A2, A3, A4, A5, C1, C3, C4, D1 & D2

←——— Negative aspects-----positive aspects ——→
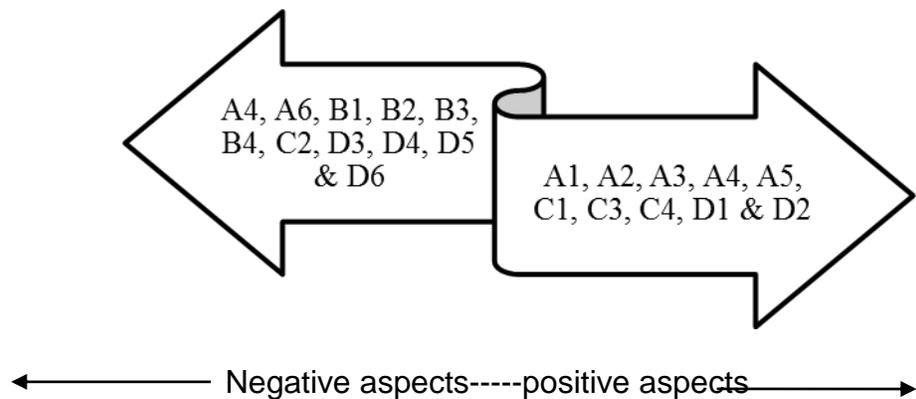
Figure 8.8: Positive and negative aspects of Pakistani society.

Figure 8.8 indicates the different positive and negative aspects of Pakistani society related to the teachers, teaching, teacher education, teacher training

and teaching profession. The sub-categoriesA4, A6, B1, B2, B3, B4, C2, D3, D4, D5 and D6 present negative views of Pakistani people about different aspects of this research while sub-categoriesA1, A2, A3, A4, A5, C1, C3, C4, D1 and D2 indicate the positive views of Pakistani society about different aspects. In this figure, the subcategory A4 (the norms and culture of Pakistani society for the teaching profession), is the combination of both positive and negative aspects. Some female trainee teachers said that they were forced by their close family member to enrol in the Teacher Training Institute regardless of their wishes. To consider teaching as a respected profession is a positive thought; while to force females to join the teaching profession because it is considered a respected profession in society is not. Females should be treated as equal to men and they should be given the right to choose their desired field rather than having to follow meaningless social and cultural norms. Females should be given equal opportunities to join other professions and should receive the same level of support and security that the teaching profession provides. The decision or criterion to choose a profession should be based on interest rather than gender.

Some more negative findings reported in this study are related to the problems faced by the trainee teachers. The most important of these relate to some teacher trainers and the medium of instruction. The complaints about the teacher trainers include their lack of interest in student learning and poor communication. Some spend the whole lecture time talking about the politics and the importance of religious and moral education (for details see the problems faced by the trainee teachers; chapter 4).

A few research participants focused on the personal qualities of a good teacher when they were asked about the role of a teacher even though some are beyond the scope of the teacher training programme, for example good

311

personality, appearance and make up (for details role of a teacher; chapter3, 4, 5 and 6).

Data analysis also suggested the teaching is a low paid, low status profession for low achievers. Furthermore, while the teaching profession is a popular choice among poor people some also use it as a second source of income to get some extra money. It is also felt that many people join the teacher training programme after failing to achieve their first ambitions.

Besides these negative views there were positive perceptions and views as well but these varied amongst the different groups of the research participants. D1 (teaching as a respected profession) is the only positive view about the teaching profession. As the majority of the population of Pakistan belong to the poor class and usually poor people become teachers there is widespread respect for teachers and the teaching profession in general. Furthermore, Pakistan is an Islamic state and the Islam gives great importance to the teachers and teaching so most people have great respect for their teachers.

8.3. Middle range theory

An important purpose of this study was to formulate a middle range theory to meet different research questions and to explain the findings. As stated earlier, the term "middle range theory" does not refer to a grand theory or a specific theory, but is rather an approach to theory construction (Merton, 2010). The researcher creates a middle level theory by using general statements after analysing the research data and grounded theory procedures. These general statements (a middle range theory) would be verifiable by the research data. This theory explains the following in relation to the data collection for this present study:

- The role of gender in choosing the teaching profession.
- Why the trainee teachers face problems.
- Status of the teaching profession in Pakistan.
- The role of a teacher in Pakistan.

8.3.1. The role of gender in choosing the teaching profession

According to the middle range theory of this study, in Pakistani society females are more inclined to choose the teaching profession than males. The reasons for this trend are discussed below.

- Teaching is considered a suitable profession for women
- Construction of elite class women as a teacher
- Teaching as a last resort for males

a. Teaching is considered a suitable profession for women

In Pakistani society teaching is considered a suitable profession for females for the following reasons:

1- This trend is due to the social, cultural and religious norms of Pakistani society. It is a religious norm in Pakistani society that women should avoid interaction with male members of society. Therefore some females chose the teaching profession as they can teach in single sex educational institutes (institutes for the education of girls only). A sense of security at work and parental support to join the profession were also important and attractive reasons for females to choose teaching. Sometimes, parents or close relatives (usually a brother or husband) compelled them to choose teaching if they wanted to work in any other profession. In Pakistani society, in most families, girls' intentions and interests are not considered important in deciding their future. Male members of society (including their father, brother, uncle, husband or in

laws) are very dominant and influential to guide and decide the future of females throughout their life.

2-   It is also a common misconception among Pakistanis that teaching is easy to combine with carrying out domestic activities. The domestic life and culture in Pakistan is different from the western world. Females have more household responsibilities than men in Pakistan A Pakistani female cannot escape from the household tasks and activities even if she is working full time. Other tangible benefits included prolonged holidays as well as more suitable working hours than an office job and these also play an important role in the female's choice of teaching. Therefore, females joined the teaching profession as they thought it would be easy to combine with household and domestic responsibilities.

b. Construction of elite class women as a teacher

Women working as teachers are more respected than other professionals and male teachers, therefore they choose the teaching profession. As a result, some women who belong to the elite class (rich families) joined the teaching profession because of the social, cultural and religious norms of Pakistani society.

c. Teaching as a last resort for males

Usually male teachers prefer to choose teaching at a higher level (college or university) where they are well paid. They teach at a lower level (schools) as a last resort as they generally not respected in this role. Therefore gender plays an important role in choosing the teaching profession.

There are gender disparities and variations in the interests of male and females joining the profession. For males, teaching is a low status easy profession of last resort. For females, the most important reason for joining the profession lies within the social, cultural and religious norm of the Pakistani society.

8.3.2. Why the trainee teachers face problems

The majority of the trainee teachers reflected they lacked commitment and interest in the teaching profession and would be ready to leave at any time. Most had been forced to join the teaching profession or teaching was a second choice profession for them so they did not intend to become teachers even they were enrolled in the Teacher Training Institute.

This attitude towards the teaching profession creates obvious problems when trainees become teachers or teacher trainers. The trainee teachers faced some problems caused by the teacher trainers who had, themselves, considered teaching to be a second choice profession. All trainee teachers suffer and face problems because of this small group of the teacher trainers. This cycle will continue as trainee teachers choose the teaching profession for the same reasons as shown in figure 8.9. It will be important to break this cycle and this could be achieved by investigating the aptitude of students when they are doing a teacher training course.
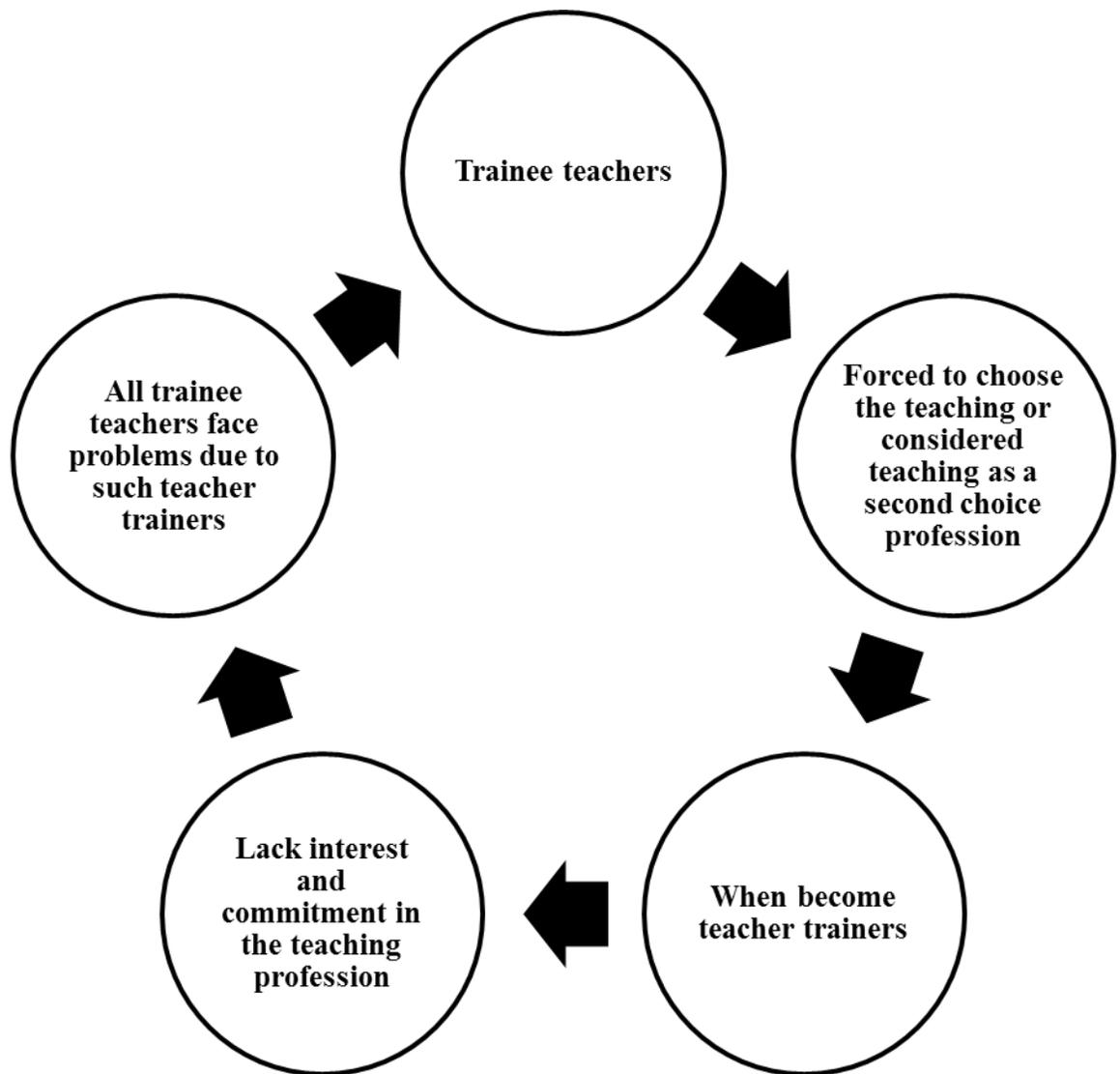
Figure 8.9: Relationship between reasons for choosing the teaching profession and problems faced by the trainee teachers

The trainee teachers faced many problems during their teacher training. Some were because of the few teacher trainers but most were a result of their own poor study habits and a lack of interest, commitment, motivation and hard work.

8.3.3. Status of teaching profession in Pakistan

Teaching is a respected profession in Pakistan due to the social, cultural and religious norms of society. However, most of the individuals who worked as teachers (teacher trainers and head teachers) hold usually negative views which are largely derived from their personal experiences. These negative views centred mainly around the fact that it is a low paid profession, for low achievers or a choice for the poor.

8.3.4. The role of a teacher in Pakistan

The teacher has a significant role because of the high expectations that Pakistani society has of him or her. Knowledge and pedagogical skills are important for a good teacher but in Pakistani society a teacher is also considered a nation builder, guide, agent of social change, psychologist, mother, friend, a reformer and a great personality even though teaching is considered a second choice, low paid and a low status profession. It is observed that the young people of Pakistani society wanted to bring positive changes in society by joining the teaching profession. It is eminently possible that in the future we might see this as a common reason for choosing the teaching profession given that these trainee teachers will be working as teachers.

In light of the above, it is possible to conclude that a desire to bring about change in Pakistani society signifies an imminent change in direction. This move towards the change in Pakistani society is also reflected in media and social media.

8.4. Original contribution to knowledge from this research

In this study, in order to achieve the research questions set out in chapter one, grounded theory procedures are used. The use of grounded theory techniques,

one to one interviews, focus group discussions and triangulation of data helped to understand the research participants' perspective, views about the different aspects of this research and highlighted a number of similarities and differences among different groups of research participants. The extensive interviews with the research participants produced comprehensive data to form a middle range theory. This middle range theory enabled a full exploration of their reasons for choosing the teaching profession, views about the role of a teacher and the status of the teaching profession. It also provides an understanding of the different problems faced by the trainee teachers during their course of training at the Teacher Training Institute.

It indicates how people make up their minds to become a teacher either because of their circumstances or the influence of their close relatives. It also reflects why teaching is considered a respected profession for females; although it is associated with poor people and low achievers. This study suggests that teachers have a crucial role in Pakistani society because research participants reflected that they expect a great deal from a teacher. This study also highlights the desire of the young trainee teachers to bring about positive changes in Pakistani society by using the teaching profession as a tool. In contrast to these liberal views of teaching, teaching is considered a conservative force in Pakistani society. A few of the participants suggested role of a teacher as a conservative force when they expect teaching of the religious and moral education from a teacher. All categories and sub-categories established during data analysis indicate the influence of social, cultural and religious norms of Pakistani society on research participants.

It is also established in this study that there is a lack of career counselling services in Pakistan. Some of the outrageous findings of this study are; the teaching profession is associated with low achievers and poor people and mostly rich people in society do not consider it a respected profession. This

study also suggests although teaching is considered a respected profession for females in Pakistan because of the social, cultural and religious norms of Pakistani society but for these reasons often females are forced to join the teaching profession regardless of their interest and choice.

8.5. Suggestions arising from this study

This study has provided substantive implications for policy and practice. The use of the grounded theory methods help to drive recommendations from the research data. Therefore, the research data collected in this study are more than a socially constructed set of ideas coming as a result of engagement with participants of the study. As they describe the truth of their experiences this leads to the following recommendations which can be given at two levels:

1. Suggestions for bringing improvements in the teacher training programme.
2. Suggestions for the government and policy makers.

8.6. Suggestions for bringing improvements in the teacher training programmes

Under this heading, problems, issues, areas of weakness and suggestions for bringing improvements in the Teacher Training Institute are discussed. All of these suggestions are provided in the light of research data analysed in previous sections (for details see chapter 3, 4, 5 and 6). These suggestions are given below under following sub-headings.

8.6.1. Aptitude test

Most of the respondents show a lack of interest in the teaching profession even though they had enrolled to become teachers or were teachers already.

Therefore it would be helpful to test the aptitude of students before admitting them on to the teacher training courses. It will identify candidates with a real interest in the field and who will therefore be more focused and ready to learn. It would also help to overcome problems with unmotivated teacher trainers and improve the overall quality of teacher training and education in Pakistan.

8.6.2. Problems faced by the trainee teachers living in the institution's hostel

The administration of the Teacher Training Institution should play a role in creating a friendly environment for students living in the hostel. This would provide a more positive learning experience for the trainee teachers and enable them to focus and perform better in their studies.

8.6.3. The teaching practice course

Many reforms are needed to bring improvement in the teaching practice course whose aim is to provide some practical experience of teaching to the trainee teachers. Usually only supervisors monitor trainee teachers during the teaching practice course. Therefore it is important to make sure these supervisors are working properly and honestly as it is reported some of them remain absent from the schools during this course. The administration of the Teacher Training Institute should establish a system to assess the performance of trainee teachers and teacher trainers with the collaboration of the schools where trainee teachers do their teaching practice.

If needed, more than one supervisor should be appointed or there should be an assistant to the main supervisor in order to reduce the workload. Furthermore,

both school staff and supervisors should provide feedback to the trainee teachers to help them improve their teaching skills.

This course should be offered to students at the right time, to provide the trainee teachers maximum opportunities to develop skills; that is, when there are no exams being held and the students are studying as normal. The trainee teachers also reported that they were asked to teach those subjects in which they were not expert. The supervisor should ensure that trainees get practical experience of teaching their specialist subjects to achieve these objectives it will be important to involve the head teachers and class teachers of schools where teaching practice is provided. A successful teaching practice course requires effort from both the supervisors and trainee teachers. Supervisors should motivate and guide the trainee teachers to work hard and learn during the teaching practice.

8.6.4. Duration of the teaching practice period

During the teaching practice course it is assumed that the trainee teachers will implement theoretical knowledge into real teaching and learning situation (inside the classroom) therefore, the practical component of the teacher training programme (teaching skill) equally or even more important than the theoretical component. For that reason, the duration of the teaching practice course (forty days only) is too short to develop the desired teaching skills and to meet the objectives of this course and a teacher training programme.

Hence the duration of the teaching practice period in schools should be longer. An increase in the duration of teaching practice will also be helpful to provide practical experience and understanding of other school activities; like organisation of school trips, sports event and examinations.

8.6.5. English language courses

In the Teacher Training Institute, English language is used for instruction, communication and assessment. Some trainee teachers frankly talked about their poor English language skills and most of them were interested to enhance their English. Therefore, the Teacher Training Institute should offer English language courses to all students.

8.6.6. Training and monitoring of the teacher trainers

The trainee teachers complained about the teacher trainers' attitude towards their duties. The Teacher Training Institute should regularly arrange training sessions, workshops and seminars to keep the teacher trainers motivated and focused. Furthermore, management of the Teacher Training Institute should establish an accountability system, in order to monitor the activities of the teacher trainers.

8.6.7. Establishment of a good working environment for teacher trainers

The management of the Teacher Training Institute should provide a good working environment to the teacher trainers by taking the following steps.

- Study leave should be awarded to members of the academic staff who are engaged in higher education (Ph.D). This is because some trainee teachers complained that their teacher trainers were too busy with their own studies to give trainees the attention they needed (for details see chapter 5). Additionally, trainers who are doing a PhD should be given a manageable workload and be asked about their availability and willingness to teach before they are assigned different courses.

- The administration and management of the Teacher Training Institute should design a proper check system to monitor the teacher trainers and to keep an eye on their performance. It seemed if there were some clashes or disputes between the management and teacher trainers in the Teacher Training Institute. There should be unity among the administration and teacher trainers and they should work together to bring improvements in the Teacher Training Institute. The administration of the Teacher Training Institute should address and try to solve these problems and to promote a good working environment for the teacher trainers so they can focus on their job.

8.6.8. Provision of the facilities

The Teacher Training Institute should provide modern facilities, equipment and scholarships to both the trainee teachers and teacher trainers to promote learning and skills. Furthermore there should be some funds to pay travel and other expenses during their teaching practice course. The trainee teachers' interest can be developed by offering prizes or scholarships. This step will be also helpful to improve their performance.

8.6.9. Perceptions about the role of a teacher

The research data suggested high expectations from teachers as many roles and responsibilities were associated with the job. Ideally, the teacher training programme should focus on the development of the professional qualities and they should also be made aware of what will be expected of them in the future. In this way it will underline the importance of this profession and the responsibilities they will have. In future, it might help to eradicate other problems experienced by teachers, increase their level of commitment and stimulate their interest in the teaching profession.

8.7. Suggestions for the government and policy makers

Under this heading it is discussed how the government of Pakistan can play an important role in bringing improvements to the teacher education programme of Pakistan.

8.7.1. Budget allocation for education

Like any other country, in Pakistan the government is the central body which allocates budgets for education and directs the department of education about where to spend this budget. The present government has reduced the budget for education from 2% of GDP to 1.8% in the federal budget for the year 2012-2013. Therefore, there are now fewer scholarships and opportunities for both students and teachers..

Education is very important for the progress of a developing country like Pakistan. The government of Pakistan can play an important role in bringing improvement in the field of education by increasing the budget for education from the current level of just 1.8% of the GDP (Sardar, 2012).

The government of Pakistan should realise and give priority to the education sector by providing extra funding. This will help to increase the opportunities to learn and develop skills for both teachers and students in Pakistan and abroad. The low education budget is further compromised by corruption in the political and administrative structure of Pakistan. So not only should they allocate more funds and resources there should also be transparent monitoring and accountability to ensure resources are used properly and for the desired purpose.

8.7.2. Create awareness in society; to provide education according to the attitude and interest

The researcher believes there is a need for a change in society. Students should be taught according to their ability, interest and attitude; instead of the will of their parents or priorities of society. The data analysis suggested that many trainee teachers lack interest in the teaching profession, although they were enrolled in the Teacher Training Institute to become teachers. Even some teacher trainers mentioned they were not interested in becoming teachers but their parents or close relatives had imposed the teaching profession on them. Consequently, awareness should be created because it is very important to change the attitudes of parents and family members. They should consider the interests of their child while advising them to choose a career. To achieve this goal the media can play an important role by running campaigns to change attitudes and behaviour. Furthermore, trainee teachers should be better informed about different professions fields and subjects though guidance and counselling services or introductory programmes at various levels of education (matriculations, intermediate and graduation). This guidance will tell them all about the different choices available to them.

8.7.3. Quality of the education in public schools

The government should focus to improve the quality of education in public schools. The difference between the quality of education in private and public schools should be minimised by raising the standards of education in the public schools to enable rich and poor to obtain a quality education. This goal can be achieved by raising the salary and the status of the teaching profession to make it attractive for intellectual and competent people. Furthermore, in the public schools there should be a proper system of the teachers' accountability to monitor their performances and activities.

8.7.4. Salary

As previously established in the data analysis, phase II, teaching is a low paid profession, chosen by low achievers; those who are unable to get admission anywhere else because of the lower grades. The data analysis suggested the expectations of the young people are very high from the teaching profession. Hence, the government of Pakistan should also provide teachers better pay and facilities to meet the expectations of young trainee teachers. In this way, the teaching profession will also become more attractive for competent people.

8.7.5. Criteria for teachers' appointment

While appointing teachers, firstly, the main focus should be on the honest and fair selection of the teachers and then on the teaching skills. At present, teachers are appointed on the basis of their marks or grades only, which reflect their content knowledge only. Subject knowledge is very important but skills to teach are also important. Hence, at the time of appointment of teachers, their skills and expertise to teach in the classroom should be assessed as well.

8.7.6. Provision of facilities

Physical and modern technological facilities should be provided for the students. Pakistan is a developing country. In this modern era, most of the things in the educational institutes are computerised in Pakistan mostly manual systems and procedures are in use. For example, to search the library catalogue and to issue the books to the students there are no computer based systems and records are kept manually by the library staff. If a student wants to find a book then he or she must search it manually from different racks of books. In the libraries, management and organisation of the books should be computerised in order to save the valuable time of the students.

Knowledge of computers and basic information technology skills should be provided to the students at different levels of education to make them familiar with the use of modern technology. Lack of such basic facilities is adversely affecting the teaching and learning situation and creates many problems for all.

8.7.7. Medium of the instruction

The data analysis suggested students were facing many learning difficulties and problems because of the poor English language skills. The data analysis also reflected English language skills are considered as a symbol of quality education and high status in Pakistani society. It is also reflected most of the students were interested in developing English language skills but could not because of lack of resources.

The government schools should promote the learning and proficiency of English language skills and teachers should be provided with the support and training for this purpose. English language courses should also be free for all students. This step will help poor students to develop confidence and ease their feelings of inferiority.

8.8. Suggestions for further research

Despite the fact that this research was prepared carefully and answered its research questions, the time constraint led to inevitable limitations. As a result, there follow a number of suggestions for further research:

1. Extending this research on a larger scale by collecting data from other teacher training institutes will provide a clearer picture of the reasons for choosing the teaching profession, the teacher's role and the status of the teaching profession in Pakistani society.

2.   In this study, the research data is collected from a small percentage of male trainee teachers (18% only) as compared to the female trainee teachers (82%). In future, a study can be conducted by including an equivalent number of male and female trainee teachers for the comparison of the findings of the study on the basis of gender.

3.   In this study the trainee teachers' (students) problems are addressed only. It will be worthwhile to investigate the problems of the teacher trainers (teachers) to obtain a better understanding of how the teacher training programme could be improved.

4.   The findings of this study reflect, research participants' views which are greatly influenced by Pakistani society. A future study can be conducted by using different theories, to illuminate how society affects the individual to internalise these views and thoughts.

8.9.   Chapter conclusion

This study addressed the lack of research in Pakistan on teachers and teacher education. By using a structured, systematic and detailed approach to examine teacher education in Pakistan the study has identified these issues:

- In order to attract bright people to the teaching profession many reforms are needed. While it was found that students seem satisfied in the Teacher Training Institute they still have several reasons to later leave teaching, for example low pay. Even though teaching is a common choice among Pakistanis there is a serious need to raise its status in Pakistani society, possibly through government interventions.

- There is a need to raise the status of women and women's education in Pakistani society. Often women are not involved in the decision making process about their career. Some were even unable to choose their desired profession due to social, cultural and religious norms even though Islam has given great importance to women. The Quran states both that men and women are equal, neither the Quran nor Hadith state that women have to be housewives (Haq, 2011).

- Pakistani people hold positive views about the teaching profession and have high expectations of teachers. However, there is a lack of commitment on the part of the teacher trainers and the administration of the Teacher Training Institute, as many problems faced by trainee teachers were due to the attitude of teacher trainers and the Institute's management.

This research study's innovative use of grounded theory methodology within the context of Pakistani education has led to the development of a middle range theory. This opens up new lines of research into teacher education in Pakistan around gender and the social construction of the teacher.

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Appendix 1

A brief introduction to the trainee teachers

In this appendix, a brief introduction to the trainee teachers included in the sample of the study is given in the form of a table.

Name	Age in years	Gender	Teacher Training Programme	Teaching experience
1. Sidra	21	Female	M.A.E.C.E	Sidra started teaching three months ago at Montessori level in a school.
2.Rabia	18	Female	M.A.E.C.E	Rabia worked in a school as a teacher for two years and she teaches different subjects to students at standard 4, 5and 6.
3.Saima	22	Female	M.A.E.C.E	She did not have any teaching experience.
4.Nabila	19	Female	M.A.E.C.E	She worked in a private school for two years.
5.Samina	21	Female	M.A.E.C.E	She did not have any teaching experience
6.Zarina	21	Female	M.A.E.C.E	She did not have any teaching experience
7.Maira	22	Female	M.A.E.C.E	She did not have any teaching experience
8.Fatima	22	Female	M.A.E.C.E	She did not have any teaching experience
9.Anwar	23	Male	M.A.E.C.E	He did not have any teaching experience

10.Saad	25	Male	M.A.E.C.E	He did not have any teaching experience
11.Afra	22	Female	M.A.E.L.T.L	She worked in a school as a teacher for one year
12.Naz	28	Female	M.A.E.L.T.L	She did not have any teaching experience. She decided to get a professional qualification after marriage to get a good job.
13.Amna	21	Female	M.A.E.L.T.L	She did not have any teaching experience
14.Mariam	25	Female	M.A.E.L.T.L	She worked in a school for one and a half years
15.Fozia	23	Female	M.A.E.L.T.L	She did not have any teaching experience
16.Shazia	24	Female	M.A.E.L.T.L	She worked in a school for three and a half years
17.Noshe	27	Female	M.A.E.L.T.L	She did not have any teaching experience
18.Furry	21	Female	M. S. Ed	She did not have any teaching experience. She belonged to Shakhupura and she was living in hostel to complete her teacher training course.
19.Rozina	23	Female	M. S. Ed	She did not have any teaching experience.
20.Saba	25	Female	M. S. Ed	She did not have any teaching experience.
21.Anum	22	Female	M. S. Ed	She did not have any teaching experience.
22.Jamila	24	Female	M. S. Ed	She did not have any teaching experience.
23.Oroj	21	Female	M. S. Ed	She did not have any teaching experience.

24.Sakina	23	Female	M. S. Ed	She did not have any teaching experience.
25.Safia	22	Female	M. S. Ed	She was working in an academy since last two years and she was teaching the subject of Mathematics to students at matriculations, F.A and F. Sc. level. She also did M.Sc. in Mathematics before this course.
26.Ramla	20	Female	M. S. Ed	She did not have any teaching experience.
27.Saira	22	Female	M. S. Ed	She did not have any teaching experience.
28.Tahira	24	Female	M. S. Ed	She did not have any teaching experience.
29.Muskan	23	Female	M. S. Ed	She did not have any teaching experience.
30.Asad	25	Male	M. S. Ed	Asad belonged to Narowal and he was living in hostel to complete his Teacher Training Course. Before his enrolment in this institute he worked in an academy for one year in Narowal.
31.Shan	24	Male	M. S. Ed	Shan belonged to Gujranwala and he was living in a hostel. He had three years teaching experience. He used to teach students subjects of chemistry and biology at matriculations and O-level.
32.Imran	24	Male	M. S. Ed	He did not have any teaching experience.
33.Amber	21	Female	M.E.R.A	She did not have any teaching experience.
34.Kamra	21	Female	M.E.R.A	She did not have any teaching experience.
35.Minaz	22	Female	M.E.R.A	She was teaching in a school since last three years.

36.Hafsa	21	Female	M.E.R.A	She did not have any teaching experience.
37. Maria	20	Female	M.E.R.A	She did not have any teaching experience.
38. Shania	22	Female	M.E.R.A	She did not have any teaching experience.
39. Eram	21	Female	M.E.R.A	She did not have any teaching experience.
40. Ruby	20	Female	M.E.R.A	She has taught in different schools since last three years.
41. Wajda	24	Female	M.E.R.A	She did not have any teaching experience. She belonged to Kasur and she was living in a hostel.
42. Sana	21	Female	M.E.R.A	She did not have any teaching experience
43. Ayat	21	Female	M.E.R.A	She did not have any teaching experience
44. Madia	21	Female	M.E.R.A	She did not have any teaching experience
45. Nadia	24	Female	M.E.R.A	She did not have any teaching experience
46. Noor	21	Female	M.E.R.A	She did not have any teaching experience
47. Husna	21	Female	M.E.R.A	She did not have any teaching experience
48. Farzana	21	Female	M.E.R.A	She did not have any teaching experience
49. Tanya	23	Female	M. Ed	She did B.Sc in computer science and she did not have any teaching experience.
50. Moona	23	Female	M. Ed	She worked in a school for a year.

51. Assiaa	25	Female	M. Ed	She was teaching tuition at home to the children's' of different schools since last six years and she also worked in a private school for three years. She was also interested in going abroad for higher education.
52. Kinza	23	Female	M. Ed	She did not have any teaching experience although she also did M.Sc. in physics before getting enrolled in the Teacher Training Institute. She belonged to Narowal and she lived in a hostel.
53. Rakhy	23	Female	M. Ed	She did not have any teaching experience.
54. Meera	24	Female	M. Ed	Before coming to Teacher Training Institute She did a Masters in Political Science and worked as a teacher in a school for a year
55. Anmol	25	Female	M. Ed	She worked in a school for six months after her M. A in English Literature but later on she left her job for Teacher Training Course.
56. Zobia	27	Female	M. Ed	She was working in a school since last five years and now she was on study leave for M.Ed.
57. Akbar	28	Male	M. Ed	He worked in a government school and his teaching experience was 12 years.
58. Asghar	26	Male	M. Ed	He did not have any teaching experience.
59. Aslam	29	Male	M. Ed	Aslam worked in teaching since last ten years. He worked at different academies and schools. He started teaching with home tuition.
60. Badsha	27	Male	M. Ed	He did not have any teaching experience.

61. Tanvir	28	Male	M. Ed	He worked as a teacher in a school for five years.
62. Atiya	22	Female	M.A Education (Secondary)	She did not have any teaching experience.
63. Zainab	24	Female	M.A Education (Secondary)	She did not have any teaching experience.
64. Sadia	21	Female	M.A Education (Secondary)	She worked in an academy for six months.
65. Madia	22	Female	M.A Education (Secondary)	She did not have any teaching experience.
66. Rohe	21	Female	M.A Education (Secondary)	She did not have any teaching experience. She was living in hostel. She belonged to Sahiwal.
67. Nasrin	19	Female	M.A Education (Secondary)	She did not have any teaching experience.
68. Kiran	23	Female	M.A Education (Secondary)	She did not have any teaching experience.
69. Rida	23	Female	M.A Education (Islamic)	She worked in a school for three months.
70. Haiqa	21	Female	M.A Education (Islamic)	She did not have any teaching experience. She belonged to Multan.

71. Bano	22	Female	M.A Education (Islamic)	She did not have any teaching experience.
72. Nimra	20	Female	M.A Education (Islamic)	She did not have any teaching experience. He belonged to Okara.
73. Ali	23	Male	M.A Education (Islamic)	He did not have any teaching experience.
74. Zain	24	Male	M.A Education (Islamic)	He worked as a home tutor for six months.

Appendix 2

A brief introduction to the schools

In this study three head teachers of schools were also interviewed. In this appendix a brief introduction to these three schools is given.

School A:

Munir was working as a head teacher in this school. At the time of data collection, there were 328 students, 17 teachers and 12 classrooms in this school. This school was established in 1996.This school was providing education from grade one to Matriculations to both boys and girls. In this school the medium of instruction was English language.

School B

Haseena was working as a head teacher in this school. This school was established in 1991. At the time of data collection, there were 600 students, 22 teachers and 20 rooms in this school. This school was for girls only and it was providing education from grade 6th to Matriculations. In this school the medium of instruction was English language.

School C

Asma was working as head teacher in this school. This primary school was established in 1971. At the time of data collection, there were 1700 students, 76 teachers and 50 class rooms in this school. Both mediums of instructions were used in this school to provide education to students. However most of the students chose Urdu language as a medium of instruction. This school offered education to both girls and boys from nursery class to year 5.

Appendix 3

A brief introduction to the teacher trainers
In this appendix a brief introduction to teacher trainers is given.

Factious name	Sex	Age at the time of interview	Qualifications	Teaching experience in years	Designation in the Teacher Training Institute
Atif	M	32	M. Phil	7	Lecturer
Ayub	M	45	Ph.D. Post doc.	17	Professor and Chairman (Department of Secondary Education)
Ajmal	M	40	Ph.D.	12	Assistant professor
Rashid	M	42	Ph.D. Post doc.	12	Assistant Professor
Shahida	F	42	Ph.D	6	Lecturer
Zahid	M	56	Post doc.	26	Professor
Naeem	M	53	Ph.D	25	Professor
Afzal	M	42	Post doc.	12	Assistant professor
Nusrat	F	42	Ph. D	20	Assistant professor
Sadiq	M	32	M.A Education	6	Lecturer
Hameed	M	47	Ph. D	16	Professor
Shakeel	M	44	Ph. D	17	Assistant Professor
Ahmad	M	45	M.A Education	6	Lecturer
Shabir	M	46	Ph. D	34	Professor
Rizwana	F	59	Ph. D	21	Professor
Aneela	F	43	Ph. D	12	Assistant Professor
Hassan	M	44	Ph. D	11	Assistant Professor
Ibtisam	F	29	M.A Education	7	Lecturer
Laiba	F	32	Ph. D	8	Lecturer
Hussain	M	38	M.A Education	16	Lecturer
Ulfat	F	37	Ph. D	10	Assistant Professor
Kashmala	F	32	M.A Education	9	Lecturer
Zahoor	M	55	M.A Education	14	Lecturer

Appendix 4

Questions asked from the participants of this study

In this appendix questions asked from different groups of participants during interviews are listed.

Questions asked from trainee teachers

The main questions asked from trainee teachers were:

Please provide a brief introduction; including your age, programme of study and teaching experience.

Why did you choose to become a teacher?

Why have you chosen this programme of study?

How can this teacher training program be improved?

What is the role of teacher?

What are the characteristics of your favourite teacher?

How do you think the teaching profession is viewed in Pakistan?

Questions asked from head teachers

The main questions asked from head teachers were:

Why did you choose the teaching profession?

What do you think are the reasons for young people choosing this profession?

How do you see the performance of trainee teachers during the teaching practice course?

What is the socio-economic status and background of trainee teachers?

How can the teaching practice course be improved?

What is the role of teacher?

How do you think the teaching profession is viewed in Pakistan?

Questions asked from teacher trainers

The main questions asked from trainee teachers were:

Why did you choose the teaching profession?

What do you think are the reasons for young people choosing this profession?

How do you see the performance of trainee teachers during the teacher training course?

What is the socio-economic status and background of trainee teachers?

How the teaching practice course can be improved?

What is the role of teacher?

How do you think the teaching profession is viewed in Pakistan?

Appendix 5

An example of the open coding

In this appendix, all codes formed during the open coding phase of the data analysis are listed.

(1) The Islamic perspective of the teaching profession.

(2) To bring changes in the society.

(3) Inspiration from their own teachers.

(4) The norms and culture of Pakistani society compel females to join teaching.

(5) Teaching is a convenient job for females.

(6) Teaching as a second choice profession.

(7) Inspiration from other teachers in the family.

(8) Teaching profession is the suitable option for females.

(9) Teaching as a second choice profession.

(10)   Problems faced by the trainee teachers living in the institution's hostel

(11)   Problems due to tension between trainee teachers and hostel managements.

(12)   Problems related to the quality of food served in hostels

(13)   Problems faced by trainee teachers during the teaching practice course

(14)   Poor organisation of the teaching practice.

(15)   Problems faced by trainee teachers due to supervisors.

(16)   Duration of the teaching practice period

(17)   Problems related to the medium of instruction

(18)   Problems related to the teacher trainers

(19)   A good teacher has professional attributes

(20)   A good teacher has a good personality

(21)   A good teacher understands students' needs

(22)   To provide knowledge to students.

(23)   To solve personal problems of students.

(24)   Teacher as a psychologist.

(25)   Teacher as a friend.

(26)   Moral development and character building.

(27)   Development of skills and motivation.

(28)   A good teacher is a good example for society

(29)   To improve students' behaviours and attitudes.

(30)   Teacher as a nation builder.

(31)   Teacher as a 'honey bee'.

(32)   Teacher as a 'revolutionary agent'.

(33)   Teacher as a 'mother'.

(34)   The trainee teachers are low achievers.

(35)   The trainee teachers perform well.

(36)   Teaching as a respected profession.

(37)   Teaching as a respected profession for females.

(38)   Teaching profession and rich people: a comparison of situation in public and private schools.

(39)   Teaching is a choice among poor.

(40)   Teaching as a low paid profession in comparison to other professions.

(41)   Teaching as a profession for low achievers.

After listing these codes related codeds were grouped into following five themes.

1. Reasons for choosing the teaching profession in Pakistan.

First nine codes were grouped in this theme.

2. Problems faced by the trainee teachers

Code 10 to 18 were grouped above were grouped under this theme.

3. Status of the teaching profession in Pakistan.

Codes 36-41 were grouped under this theme.

4. The role of a teacher in Pakistan.

Code 19-33 were grouped under this theme.

5. Performance of the trainee teachers

Codes 34 and 35 were grouped under this theme.

Appendix 6

List of categories and sub categories formed in different phases

There were four data collection and analysis phases of the of the present study. In this appendix, different themes, categories, sub categories and further categories formed on the basis of the research data collected from different group of participants are shown according to respective phases. The description of each phase is given below.

Phase I

In phase I, research data were collected from two trainee teachers by conducting one-to-one interviews. Only three research themes were identified in this phase.

(1) Reasons for choosing the teaching profession in Pakistan.

(2) Status of the teaching profession in Pakistan.

(3) The role of a teacher in Pakistan.

Phase II:

In phase II, research data were collected from seventy two trainee teachers by conducting focus group discussions. The following four themes were identified.

(1) Reasons for choosing the teaching profession in Pakistan.

(2) Problems faced by the trainee teachers

(3) Status of the teaching profession in Pakistan.

(4) The role of a teacher in Pakistan.

The sub categories and minor categories under each theme are given below.

Reasons for choosing the teaching profession in Pakistan

This theme was divided into five categories on the basis of the type of reasons for choosing the teaching profession.

(1) The Islamic perspective of the teaching profession

(2) To bring changes in the society

(3) Inspiration from their own teachers

(4) Teaching as a second choice profession

(5) Teaching profession is the suitable option for females

This category was further divided into two sub categories which were called minor categories.

(1) The norms and culture of Pakistani society compel females to join teaching

(2) Teaching is a convenient job for females

Problems faced by the trainee teachers

This theme was further divided into four categories on the basis of the nature of problems faced by trainee teachers.

(1) Problems faced by the trainee teachers living in the institution's hostel

This category was further divided into following two sub categories

1. Problems due to tension between trainee teachers and hostel managements.

2. Problems related to the quality of food served in hostels

(2) Problems faced by trainee teachers during the teaching practice course

This category was further divided into following three sub categories

1. Poor organisation of the teaching practice.

2. Problems faced by trainee teachers due to supervisors.

3. Duration of the teaching practice period

(3) Problems related to the medium of instruction

(4) Problems related to the teacher trainers

Role of a teacher

This theme was further divided into four categories on the basis of the different roles reported by trainee teachers.

1. A good teacher has professional attributes

2. A good teacher has a good personality

3. A good teacher understands students' needs

This category was further divided into following six sub categories

       1. To provide knowledge to students.

       2. To solve personal problems of students.

       3. Teacher as a psychologist.

       4. Teacher as a friend.

       5. Moral development and character building.

       6. Development of skills and motivation.

4. A good teacher is a good example for society

This category was further divided into following five sub categories

       1. To improve students' behaviours and attitudes.

       2. Teacher as a nation builder.

       3. Teacher as a 'honey bee'.

       4. Teacher as a 'revolutionary agent'.

       5. Teacher as a 'mother'.

Status of the teaching profession

This theme was further divided into following six categories on the basis of the different views about the status of the teaching profession reported by trainee teachers.

1. Teaching as a respected profession

2. Teaching as a respected profession for females

3. Teaching profession and rich people: a comparison of situation in public and private schools

4. Teaching is a choice among poor

5. Teaching as a low paid profession in comparison to other professions

6. Teaching as a profession for low achievers

Phase III

In phase III, research data was collected from three head teachers by conducting one-to-one interviews. Following themes were identified in this phase.

Reasons for choosing the teaching profession.

The research data under this category confirmed following five types of reasons for choosing teaching.

1. The Islamic perspective of the teaching profession.

2. Inspiration from their own teachers

3. The norms and culture of Pakistani society compel females to join teaching.

4. Teaching as a convenient job for females.

5. Teaching as a second choice profession.

Trainee teachers' performance during the school placement.

Problems faced by the trainee teachers during the teaching practice course.

The research data under this category confirmed following problems are faced by trainee teachers.

1. Poor organisation of the teaching practice.

2. Problems faced by trainee teachers due to supervisor.

3. Duration of the teaching practice period.

Views about the teaching profession in Pakistan.

The research data discussed under this heading was divided into following sub headings.

1. Teaching is a choice among poor people.

2. The teaching profession is not highly respected.

3. Cultural and social values do not support the teaching profession.

Phase IV

In phase IV, research data was collected from twenty three teacher trainers of the Teacher Training Institute by conducting one-to-one interviews. Following themes were identified in this phase.

Reasons for choosing the teaching profession.

The research data under this category confirmed following types of reasons for choosing teaching.

1. The Islamic perspective of the teaching profession.

2. To bring changes in society.

3. Inspiration from other teachers in the family.

4. Teaching profession is the suitable option for females.

5. The norms and culture of Pakistani society compel females to join teaching.

6. Teaching is a convenient job for females.

7. Teaching as a second choice profession.

Background and the social economic status of the trainee teachers

Performance of the trainee teachers

1. Trainee teachers are low achievers.

2. The trainee teachers perform well.

Views about the teaching profession by the teacher trainers

1. Teaching as a respected profession.

2. Teaching profession for poor people; a comparison of situation in public and private schools.

3. Teaching as a low paid profession.

4. Teaching as a profession for low achievers.

5. Teaching as a choice among poor.

6. The teaching profession is not highly respected.

7. Teaching is an easy profession.

The role of a teacher

1. A good teacher has professional attributes

2. A good teacher has a good personality

3. A good teacher understands students' needs

4. A good teacher is a good example for society

Appendix 7

Transcript of trainee teachers illustrating coding during data analysis

This appendix is an example of open coding of trainee teachers's transcript.

Fatima: *(The) teaching profession is a good profession so I want to be a teacher because it is the profession of our religion. This profession is very noble and being a Muslim it is our responsibility to teach and learn.*

> **Commented [c1]:** Reason is religion

> **Commented [c2]:** Due to Islam

Amna: *I think every time; the most inspiring personality for every female student is a teacher. They want to become like their teacher and it is very convenient for girls to become a teacher that's why I choose this profession.*

> **Commented [c3]:** Inspiration

> **Commented [c4]:** Convenient job for a girl

Samina:*I think as a teacher it is (a) better opportunity for me to convey myself to other people. I can transfer my thinking and I can tell what I think is right to other people. It will be a good opportunity for me.*

> **Commented [c5]:** As a tool to convey message

Safia: *I wished to be a doctor, for that reason I studied FSc. but due to certain reasons, I could not achieve my goals and I decided to be a lecturer of zoology. I then changed my mind and selected Linguistics because my aunt and my mother belong to the teaching profession. I thought that this is the best thing which I can do and I thought that it is good for me.*

> **Commented [c6]:** Failure to join desired profession

> **Commented [c7]:** Second choice profession

> **Commented [c8]:** Motivated due to teachers in family

379

Madia: *It is an honourable profession in the society. If we become a teacher we are more protected in the society than in any other profession. We feel ourselves safe in comparison to other professions; especially for females. Nursing and teaching are the best profession.*

Mariam**:** *If you are married and you have an opportunity to teach then your husband and in-laws allows you to teach. Otherwise, I think for any other profession, they do not. The timings are very suitable for married people.*

Naz: *I was interested in studying law but my father said that law is a boring profession and you know our society can frown upon it. From my childhood it was my desire to be a lawyer and I cannot become one. I don't have any interest in my degree and I am just passing my time. I like subjects in which you can interact with the society. I am interested in law, political science, international relations but it was my luck that I can't study the subject of my choice.*

Sakina*: Basically it was not that I had a dream to become a teacher; but now that we are doing these courses we think that we could be a teacher in the future and have made up (changed) our mind. We can be very good teachers in Pakistan and we can help to improve our education system. This is the main reason that we come to this university to be a part of something or to do something.*

Appendix 8

Transcript of head teachers illustrating coding during data analysis

This appendix is an example of open coding of head teachers' transcript.

Munir: *Firstly, I was impressed by my teacher that's why I have chosen teaching. Secondly, I myself found capable to be a teacher. I thought that I can work well according to my interest, and aptitude.*

> **Commented [c14]:** Inspiration from another teacher

Asma: *There are less working hours and we can work in a veil. There are all females here and it is respected profession. It is in accordance to the teachings of Islam. In this profession, you work like a mother. Particularly for women it's due to lower (fewer) working hours and there is freedom in (the) institution and no interaction with males. And as far as males are concerned, (those) who fail in getting other jobs, they come to this field. That's why the quality of teaching has declined.*

> **Commented [c15]:** Social norms.

> **Commented [c16]:** Due to religion.

> **Commented [c17]:** Variation in the interest of males and females/variation in the interest due to gender.

Haseena: *Specially, females choose this profession because there is not a good (alternative) environment in other fields in Pakistan. Traditionally they choose teaching profession. Most males come (to teaching profession) by chance or they are unable to get a job in other fields.*

> **Commented [c18]:** Gender and traditions play a role in choosing a profession.

Appendix 9

Transcript of teacher trainers illustrating coding during data analysis

This appendix is an example of open coding of teacher trainers' transcripts.

Laiba: *My father, my mother, my grandfather, their grandfather and many members of the family are in teaching. Teaching was my passion and I preferred to be a teacher.*

> **Commented [c19]:** Belong to the family of teachers.

Rashid: *In our country teaching is a suitable profession for females. They prefer to join educational institutions because of the "Chadar and Chaar Deewari".*

> **Commented [c20]:** Teaching as a convenient job for females due to society.

Zahoor: *Females are joining this profession because of the cultural restrictions. The family can allow women to work as teachers but not in any office. Females feel comfortable while teaching at schools and especially in females' institutes.*

> **Commented [c21]:** Role of gender in choosing the teaching profession

Aneela: *I belong to a conservative family. I wanted to do something in my life. I wanted to join a profession of my choice. But my mother did not allow me to work in an office. She told me that I can do only a teaching job. That's why I joined the teaching profession. It was enforced but now I (have) developed a passion. Now I can't leave it and I can't imagine doing anything else.*

> **Commented [c22]:** Influence of family in choosing the teaching.

Shakeel: *I was not willing to join this profession. I was interested in joining the army but I never got permission to join the army then my father decided I should join the teaching profession. In respect to my father, I joined the teaching profession.*

Commented [c23]: Teaching as a second choice profession and family pressure.