

## A Study of Student Teachers' Motivation, Expectations, Issues and Satisfaction on the Recently Reformed Teacher Education Program in Public Sector Universities and Colleges in Pakistan

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### Abstract

*This study aimed to explore student-teachers perceptions of their motivation, present concerns, expectations and satisfaction with various aspects of the recently developed teacher education program of ADE and B.Ed Hons. in public sector universities in Pakistan. The study employed a qualitative interpretive approach. A semi-structured interview was carried out with 150 prospective teachers. A thematic analysis of the interview data revealed that the participants' perceived social status, that teaching being the most respectable job, was the most described motivational factor. Lack of information and ambiguous rules and regulation on the nature and status of the ADE and B.Ed. Hons program were the key sources of their present concerns. The participants' perceptions showed a significant improvement in overall teaching quality, while teacher cooperation and commitment were the areas of dissatisfaction.*

### Key Words:

Student-Teacher, Teacher Education, Teacher Motivation, Teacher Expectations, ADE, B.Ed. Hons

### Introduction

Researchers (Ahmad et al., 2014; UNECO & USAID, 2006; ICG, 2014) have continuously questioned the effectiveness and quality of teacher education programs in Pakistan. The concerned authorities and policymakers in Pakistan, from time to time, with the help of USAID and other international educational organizations, have been making a sporadic effort to improve the effectiveness of the teacher education programs (Ahmed, 2012). Despite these utmost efforts, research studies from the filed show a dissatisfactory performance in teaching

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quality measure. A new curriculum is introduced, implemented, and when the government changes, such programs go into oblivion. As a result, what happens to those who are motivated admitted into the program and go through the training program gives a far less clear outline of the ongoing situation. Very few research studies have been carried out on how these programs work in actuality and why they fail to achieve their goals. One of the key reasons previous studies indicate is the poor implementation of newly developed plans, which usually is associated with the inconsistency in stability—when one government changes, the following government does not like to see the previously run plans to succeed in implementation due to political reasons (Mahmood et al., 2015).

When one examines the current teacher education system, it has gone through some major changes as a result of the Pakistan National Education Policy (2009), which again could not be fully implemented on time like any other previous policies (Ahmed, 2012). Previously teacher education and the quality of teacher like issues were more reported by educational researchers (Mahmood et al., 2015), which the Pakistani National Education Policy (2009) document itself has realized and reiterated at many places. Ahmad et al. (2014) enlist the following key major areas of problems that are overwhelming the overall education system in Pakistan:

The problems associated with the education system of Pakistan are lack of adequate budget, lack of policy implementation, defective examination system, poor physical facilities, lack of teacher quality, lack of implementation of education policies, directionless education, low enrollment, high scale dropouts, political interference, outdated curriculum, corruption, poor management and supervision, lack of research, and lack of uniformity (p. 80).

However, the National Education Policy (2009) chalked out a new plan of action for the teacher education domain in 2009, which is still under implementation phase along with many issues being raised more frequently. To improve the quality of teachers, it was decided to start a two years program, namely Associate Degree in Education (ADE), which was supported and aided by the USAID (Ahmad et al., 2014). It was assumed that those who are aspiring teaching career would start a four years Bachelor of Education Degree after having basic knowledge, skills and attitudes in the two years ADE program.

The ADE program started after the general academic certificates for FA. FSC level was supposed to help aspirant teachers to pursue a career according to their aptitude as usually in Pakistan education system, after higher secondary (FA./F.Sc./G 12), students enter into various specialized fields, presumably, according to their aptitudes. Previously teacher education programs, namely *Primary Teacher Certificate* (PTC, which was obtained after matriculation to be eligible to teach at primary level) and *Certificate of Teaching* (CT) was the professional course of one year for those who held FA or F. Sc., for being eligible to teach at the middle level (up to Grade 8). Then a traditional B. Ed. of 1 year was for those who held BA or B.Sc. level academic qualification and were eligible to

teach at the secondary level. These professional courses or degrees were thought to be insufficient in promoting quality teachers; thus, a reform in the overall structure of teacher education was proposed and implemented in the form of ADE and B.Ed. Hons., a four years degree program. This accompanied by curriculum reforms in teacher education that included specialized subject courses compensating for academic degree courses, which were to be separately covered according to the previous program.

The problems occurred, as a result, on two fronts. The ADE program, though with new curricula, was enthusiastically started, but the desired results could not still be achieved. The talented youth were not attracted towards the teaching profession as they were towards other fields such as engineering, medicine and the like, which could not allow them to achieve the dream of a quality teacher. An initial probe into the existing body of literature into teacher education programs in Pakistan reveals that teaching as a profession seems to be not a preference for the high achievers; rather, it has become the least choice worthy profession as indicated by the national education policy and other sources (Mahmood et al., 2015; Pakistan National Education Policy, 2009).

Even those who completed ADE fell into various administrative issues due to the complicated and unclear rules for the award of degrees and eligibility criteria for various jobs. Some universities recognizing Bachelor degree failed to recognize ADE as equivalent to the traditional academic B.A .degree. Such problems are still prevailing and being reported by the students who have been enrolled in the stated programs. Therefore, there seems a need to collect information from the actual context where the teacher-training program is in the process of implementation with an expectation to bring to light the root causes of failures of such programs. The present study will thus add to the body of literature on teacher education by exploring real issues and examining the level and intensity of those issues that jeopardize the aims and objectives for which the whole endeavor is put to work.

## **Literature Review**

Previous studies show that teacher education in Pakistan is facing similar problems as the overall education system is already facing, for instance, low allocation of budget to education, lack of policy implementation, public apathy towards governmental reforms, to name a few (Ahmad et al., 2014; Mehmood, 2014). Problems associated with teacher education, as highlighted in the Pakistan National Education Policy (2009), is not only that the system fails to attract the talented youth to choose teaching as a career, rather it is the type of career that is least preferred. However, recent reforms seem to have an impact on the available teacher education input in terms of rigorousness and seriousness in training teachers through enhancing salaries and developing teacher professional development programs. A struggle to bring a meritorious system in teacher

recruitment and teacher retention (Kyriacou et al., 2003) is felt across the country, but the implementation is too slow as compared to the growth of problems due to the enormous increase in the overall population of the country.

Another most commonly associated problem with teacher education is the lack of implementation of educational plans and policies (Ahmed, 2012; Fazal, Khan, & Majoka, 2014; ICG, 2014). When we especially investigate why implementation fails, there are a number of issues reported. One such burning issue, researchers indicate, is the gap between teacher expectations and the educational planners and implementing institutions (Khan, 2017). The training institutions fail to entertain students as they seem to be busy more with understanding what higher authorities have to say rather than building a strong communicative bond with the stakeholders and the teachers directly. This trend in the institutional response to quality teacher and teaching is not encouraging (Mahmood, 2014).

When student-teachers or pre-service teachers' expectations are not met by the institutions offering the training programs, it cannot be expected that they would be producing quality teachers (Wilhelm, Dewhurst-Savellis, & Parker, 2000). The aspirants of teaching career are reported to be expecting from teaching that it should provide opportunities to polish their skills and that they will have a lesser degree of stress (Wilhelm et al., 2002). Certain expectations are responsible for teacher motivation, whether to attract them towards teaching job or maintain their level of zest in their work. Many researchers have probed into early expectations of such teachers, which motivated them to become teachers (as they perceive they would be doing in a teaching career).

Any study on teachers might not be useful unless those factors are studied, which motivate teachers to choose teaching as a career. A comprehensive study into such motivational factors is the study by Kyriako et al. (2003). According to their study, a teacher in three countries reported having chosen teaching as a career for three major factors, which are extrinsic, intrinsic and altruistic reasons (Ulrika et al., 2018). The study by Kyriako et al. (2003) further found that almost 50% of the respondents enrolled in B.Ed. The program expected that they would be doing a 'socially worthwhile' job. In Pakistan, teaching job may be a compulsion of many aspirant teachers due to financial constraints and a high unemployment rate that pushes people to resort to teaching job as documented and realized at the national level (National Education Policy, 2009).

The justification for studying pre-service teachers' expectation is that it helps in explaining teacher recruitment and teacher retention related issues as depicted by Kariyako et al. (2003) in their study. However, teachers' expectations and their motivation for opting for teaching as their career can explain what kind of input the teacher education system can take, and how effective it would be as the

effectiveness of a program depend on the quality of people-input it can or is capable of taking in. Studies show that teachers' expectations which they build in mind against teaching as a career, are not met when they actually start teaching (Wilhelm et al., 2000). Thus, they seem to lose their level of motivation and enthusiasm for teaching with the passage of time, and many teachers feel that they are not made for teaching. Thus they quit the job, which causes wastage of resources that are put in order to train these teachers (Kariako et al., 2003; Wilhelm et al., 2000).

Studying what motivates teachers to become teachers has its own importance; however, another aspect of any teacher education program which cannot be ignored is what happens to those teachers who initially come with certain expectations from teaching job; whether they see teaching as they saw before entering it. In other words, what teachers experience, especially in the twenty-first century teaching which requires interdisciplinary knowledge and skills (Khan, Hussain, & Khan, 2016). Kyriacou's (2003) study reports that many teachers in England, Norway and Canada, who entered into teacher training program not only leave teaching but also leave teaching job itself after having taught for five years.

## **Research Methodology**

This study employed a qualitative interpretive approach. A semi-structured interview of ten to twenty minutes was taken from 150 prospective teachers. The interview protocol was discussed with senior teachers and prospective teachers before taking interviews from enrolled participants in order to ensure the accuracy of the questions. After an analysis of the contents of the interviews, research participants were accessed for the interview. The participants were from two public sector universities and one government college offering ADE. One university was from the province of Punjab (a women university), one from the province of Khaiber Pakhtunkhwa and the third one was from Gilgit-Baltistan (Names are not mentioned for ethical reasons). The participants were interviewed following their time schedule and level of engagement in their academic activities. Thus the initially decided sample of 200 could not be accessed due to their engagement; hence a minimum of 150 students was available for an interview, out of which still few others were absent from their institutions during the days of the interview. Hence, a total of 143 students participated in the study.

## **Data Analysis and Findings**

A brief view of the participants' demographic information is presented in Table 1 on next page.

**Table 1.** Study Participants’ Data

<b>Participants From</b>	<b>Male</b>	<b>Female</b>	<b>ADE</b>	<b>B.Ed. Hons</b>	<b>Total</b>
1. Univerisity-1 (From Punjab, Women University)	00	50	00	50	50
2. University-2 (KPK)	25	18	00	43	43
3. College (Affiliated) Gilgit	15	35	46	04	50
Grand Total	35	93	46	97	143

Table 1 shows that 143 participants participated in the study. From the two conveniently selected universities, students were directly enrolled (not Via ADE) in B.Ed Hons. The program, which included a similar course to that of the initial two years ADE. ADE was granted in case students would leave after two years. This would yield an Associate degree in education. However, the college which was included in the sample of the study in order to enrich the data with more experience was offered at the ADE level in the selected college. The college was not authorized to run B.Ed. Hons., as it was not affiliated with any university by the time the data was collected.

From the participants’ related initial information given in Table 1, it can also be noticed that a large number of females were enrolled in the existing semesters. The level of students was not considered to be of much significance in terms of data provision; thus, the students were accessed for data from any semester, however, with the consultation of teachers who granted permission to the researchers to interact with students while in session. From the session, students agreeing for interview were selected; thus, the participants were from all 1 to 8 semesters, however with unequal distribution from each semester.

### **Motivational Factors**

In response to an opening question by the researcher that aimed to elicit information about what motivated the participants to enrol in the teacher education program, a number of factors were identified from participants’ responses, which have been organized in Table 2. For the purpose of ease of understanding, a number of factors, as indicated by literature (Kyriacou et al., 2003) on teacher motivation (extrinsic, intrinsic and altruistic), have also been used as a conceptual guide for the current theme categories. A few factors which seemed to be stand-alone have been named in order to keep their essence intact.

**Table 2.** Motivational Factors towards Teaching Career

<b>Motivational Factors as Reported by Participants</b>	<b>Freq.</b>	<b>% (Freq.)</b>	<b>Factor Orientation/Type</b>
1. "...because teachers are leaders of society."	02	1.3 %	Extrinsic
2. Teaching is the source of life-long learning."	05	3.4 %	Intrinsic
3. Teaching as a sacred/holy profession	08	6 %	Religious Factor
4. "Teaching is a source of great help to others."	02	1.3 %	Altruistic
5. "Teaching is more suitable for females."	05	3.4 %	Gender Oriented
6. "Friends inspired"	04	03 %	Social Orientation
7. "Teaching is a good source of sharing knowledge with others."	03	2.1 %	Altruistic
8. "Good opportunity to serve country"	02	1.3 %	National Interest
9. "Parents inspired/Parents' Suggestion"	21	15 %	Family oriented
10. "More reputable profession"	27	19 %	Perceived status of a teaching career
11. "Teachers Inspired"	03	2.1 %	Perceived status of a teaching career
12. "Teaching as a respectable job."	06	6%	Perceived status of a teaching career
13. "Teaching is more needed for national development."	04	3%	Perceived status of a teaching career
14. "Easy source of employment"	08	5.5 %	Extrinsic
15. "Personal Liking Towards Teaching"	16	11.18 %	Intrinsic
16. "Sibling Inspired"	03	2.1 %	Extrinsic
17. "I enjoy others success."	01	0.7 %	Altruistic
18. "as a source of multidisciplinary learning."	02	1.14 %	Intrinsic
19. "Teaching scope"	01	0.7 %	Extrinsic
20. "Unknown Factors"	21	15 %	"Unidentified factors"
Total	143	100 %	

Table 2 shows various themes from the interviews that a number of motivational factors were attracting the input of students towards the teaching career. Previous studies (e.g., Kyriacou et al., 2003) have categorized the motivational factors into three major categories: Intrinsic, Extrinsic, and Altruistic. However, the problem with such a categorization is that it shadows some of the prominent factors which are difficult to define into any of these categories. Thus, the present study has attempted to add to the categorization so as to give weightage on their own; for instance, religious orientation is hard to put into any of the categories. In addition, teachers perceived status of teaching career could also be a significant and prominent factor on its own to be contributing to attracting the workforce to the teaching profession. Their perceptions about teaching as a career was the most influential factor as it can be seen that the highest number of participants perceived teaching to be a ‘respectable profession’. Likewise, a significant number of that is 25 participants stated that they were not sure what motivated them.

### **Aspirant Teachers’ Expectations from the Program**

It seems difficult to distinguish the motivational factors from expectation factors, as motivation is in disguise. Without considering what aspirant teachers expect from the teaching job, a proper assessment of teachers’ role and engagement in quality teaching may be challenging. Table 3 shows the number of expectations the present study participants hold.

**Table 3.** Student Teachers’ Expectations

<b>Expectations</b>	<b>Freq.</b>	<b>Freq. (%)</b>	<b>Factor Orientation/Type</b>
1. “Enhance my knowledge.”	14	10 %	Knowledge Oriented
2. “Enable me to get a public job.”	02	1.4%	Employment Oriented
3. “Enable me to become a professional teacher.”	56	39 %	Professional Development Focused
4. Enable me to hunt some job	03	2.1%	Employment Oriented
5. Polish my abilities	06	4.2%	Personal Grooming
6. Help me understand teaching concepts	02	1.4%	Professional Development
7. Have no expectations	36	25%	No Expectation



8. Success in life	03	2.1%	Personal Grooming
9. Achievement of teaching degree	14	10%	Certification
10. Get to know about the education system	02	1.4%	Knowledge Oriented
11. That it would be a challenging	03	2.1%	Challenging
12. Easy subjects	02	1.4%	Perceived Ease of Studies
Total	143	100%	

Table 3 shows that prospective teachers expect from the program that it should enable them to become 'professional' teachers. On being asked what they mean by a professional teacher, the participants perceived that a professional teacher is such a teacher who has a lot of knowledge in the relevant field and can teach well. However, it is worth noticing that the second-highest number of participants did not have any expectation. These were such participants who seemed to be pushed by circumstance to get into teaching somehow or by others than their own 'will'. The third-highest number of participants were those who wanted to get the degree only in order to have the required degree for teaching. However, only two participants stated that *education* as a subject of specialization would be easy for them, which apparently seems to be the *underlying, underreported* perceptions of students who get enrolled into the teacher education program.

### **Present Concerns and Worries**

A question aimed to elicit information from the participants regarding their present concerns or worries that they were facing in the currently enrolled program. It yielded a number of concerns. 'No concerns' were also reported, which have been included in the category presented in Table 4.

**Table 4.** Current Concerns and Worries of the Prospective Teachers

Concerns/ Worries	Freq.	Freq. (%)	Factor Orientation/Type
1. Lack of ICT sources	02	1.4%	Learning Resources
2. No concerns/worries	30	21%	.....
3. Policies are not clear	04	03%	Procedural Issues
4. Lack of reading material	03	2.1%	Learning Resources
5. Lack of Internet Facilities	08	6%	Learning Resources
6. Irrelevant consent	02	1.4%	Curriculum Related
7. Content too large to cover	02	1.4%	Curriculum Related

8. Lack labs facilities	02	1.4%	Resources Oriented
9. Heavy workload/assignments	10	7.1%	Workload Oriented
10. Financial burden	03	2.1%	Financial Related
11. One year wasted after ADE to B.Ed. transition	14	10%	Procedural Worries
12. Lack of text relevant books	02	1.4%	Learning Resources
13. Medium of instruction issue: English language deficiencies	03	2.1%	MOI Related
14. Institutional affiliation related concerns (in case of College)	01	0.7%	Procedural Issues
15. Teachers' apathy	01	0.7%	Quality Teaching Issues
16. Repetition of subjects/overlapping courses	04	3%	Curriculum Related
17. Content is boring	05	4%	Curriculum Related
18. Confusing Degree (only elementary)	06	4.2%	Procedural Issues
19. Ineffective classroom teaching	06	4.2%	Quality Teaching Oriented
20. Rude behavior of teachers	05	4%	Quality Teaching Oriented
21. Useless degree/No market value except a permission to teach	07	5%	Perceived Ineffectiveness
22. ADE status is confusing (wanted to switch field)	10	7.1%	Procedural Issues
23. Unfair assessment	01	0.7%	Teaching Quality
24. ADE does not create subject specialist	10	7.1%	Policy Related issues
Total	141	100%	

The explanation regarding the factor on serial 18 in Table 4 was the one currently they were being offered only B.Ed. Hons. Elementary program. They were worried only regarding if they would ever be able to teach at the secondary level. They seemed a bit unclear about the career as teachers. This seemed to be a genuine issue as indicated by many others that have spent four years in the teacher training they were not being offered B.Ed. Hons. At the secondary level. Their worry that they would be doing another four years B. Ed Hons. If they wanted to become a teacher at the secondary level, was the grey area policymakers, or the college administration could not communicate to them properly. Other issues indicated were those that were commonly reported in previous studies, such as

quality teaching-related issues, lack of resources, decreased teacher motivation (Ahmad et al., 2014).

### **Aspects of the Program the Prospective Teachers were satisfied with**

One of the key questions asked from the research participants aimed to explore various aspects of the program in which they felt satisfied. The aspects that came to the surface from the interview data are listed in Table 5 against the number of participants indicating their satisfaction overall.

**Table 5.** Satisfactory Aspects

<b>Aspects Codes</b>	<b>Frequency</b>	<b>(%)</b>	<b>Categorizations</b>
1. Teaching quality	42	31%	Teaching Quality
2. Learning Environment	09	7.5%	Learning Environment
3. Syllabi	10	08%	Curriculum
4. Assignments	01	0.7%	Teaching Quality
5. Practicum	16	12%	Teaching Quality
6. Help me understand teaching concepts	06	4%	Teaching Quality
7. Teacher cooperation	18	13%	Teaching Quality
8. Not sure	13	10%	
9. Management	02	1.5%	Management
10. Facilities	01	0.7%	Facilities
11. Academic engagement	02	1.5%	Management
12. All aspects	12	09%	....
13. Multidisciplinary nature of learning	02	1.5%	Teaching Quality
<b>Total</b>	<b>134</b>	<b>100%</b>	

The prospective teachers were asked a question with the purpose of illicit their satisfaction on the aspects of the program with which they felt dissatisfied. The aspects with which the participants reported their dissatisfaction overall had been presented in Table 6.

**Table 6.** Areas of Dissatisfaction on the Program

Aspects Codes	Freq.	Freq. (%)	Categorization
1. Practicum	10	6.7%	Teaching Quality
2. No such aspect	44	29.7%	....
3. ADE to B. Ed transition rules/process	11	7.4%	Degree Rules
4. Assignments/workload	11	7.4%	Teaching Quality
5. Rules and regulation/Unclear policies	04	2.7%	Degree Rules
6. Resources (lib, lab etc.)	07	4.7%	Resources
7. English medium	04	2.7%	English Medium
8. Content courses	13	8.7%	Curriculum
9. Peer cooperation	02	1.4%	Organizational Culture
10. Time management	03	2%	Management
11. Academic performance	01	0.6%	Teaching Quality
12. The nature of the degree itself	13	8.7%	Degree Status
13. Teaching quality	13	8.7%	Teaching Quality
14. Teachers attitude	04	2.4%	Teaching Quality
15. Subject specialization learning	02	1.4%	Curriculum
16. Assessment system	02	1.4%	Teaching Quality
17. Campus facilities	03	2%	Resources
18. Learning environment	01	0.6%	Learning Environment
Total	148	100%	

A quick look at Table 6 shows that two key areas the participants were showing dissatisfaction in are: (1) The nature of B. Ed Hons. Itself. Most of the respondents were from the ADE program; however, both the degrees caused some confusion in the minds of the aspirant teachers. (2) The students at the ADE level were confused about what this degree means. They had questions like, at what level will they be able to teach having only an ADE degree? Will they be able to do specialization in other subjects if they quit education after ADE? How could they continue from ADE to B.Ed? Hons. There was examination incoherence between the sampled college and the affiliated university, which caused one-year wastage of the pre-service teachers. Who and how ADE would be granted? And so many other questions.

As far as B.Ed. Hons. is concerned it was divided as B. Ed Hons. Elementary/Secondary. In each case, it was a four years degree program. The candidates were confused whether they would ever be able to teach at the

secondary level with the 'elementary' in their degree or would they have to get another B.Ed. Hons with a 'secondary' tag on their degrees. Similarly, teaching quality was also, for many, not a satisfying aspect.

## **Discussion**

The present study unfolds a number of significant findings worth consideration for the policymakers and teacher educators. From the first major theme of findings, it was revealed that there are a number of motivational factors that attract the input to the workforce of teaching in the country. The majority of the participants perceive 'high' of the teaching career as a career but what happens to the teachers when they actually start teaching is an important question that can be better answered from the data from the field. In what sense people perceive teaching as a *respectable job* has its roots in social values and belief system. However, at the policy level, there appear to be no such measures such as teachers' social status and other social security matters are not taken up in comparison to other jobs such as engineering, banking, business and other bureaucratic jobs. Previous studies also report pre-service teachers holding this perception in the context of Pakistan (Khan, 2017). There are also reports on the low level of teacher commitment while they are in service (Mehmood, 2011). A number of studies indicate a positive relationship between teacher motivation and their tendencies towards lifelong learning, their commitment to their job, and their self-efficacy perceptions (Akyol, 2016; Khan, 2017; Mehmood, 2011).

With regard to the expectations, the teacher training program should not only become a source of granting certificates or degrees for the sake of certificates or degrees; rather, they should enable teachers to be able to have a respectable career in the field of education or even in other social sectors. Employability is the key factor with which the prospective teachers expect more (Akar, 2012; Akbar & Akhtar, 2013; Khan, 2017; Kyriacou et al., 2003). Many other factors are also rooted or linked with the factor of economics one way or the other (Akar, 2012).

The third area of the study findings was the student-teachers present concerns and issues. Some of the concerns were pertinent to the program, which has recently gone through some major changes and the participants feel that they were not clear about the rules and policies regarding recognition of the said program at various stages. In the Pakistani education system, clarity of rules and rule formulation and their interpretation has been a perpetual issue already reported by many other studies (UNESCO & USAID, 2006; ICG, 2014). One such concern that came to the surface was the transitional process from ADE to B.Ed. Hons., in case of those colleges which are not authorized to confer the degree, however, allowed to offer this program needs clarifications.

The last two areas of the study findings regarded the aspects of the program that the prospective teachers felt satisfied or dissatisfied with. The learning

environment in the institutions could not yet be promoted to a level in which student teachers would feel that they were getting what they aspired for. The most perceived aspect is ‘teaching quality’, which indicates that teaching quality has improved. However, teacher cooperation and quality of content courses are such areas in which a lot more is required. Many of the participants found the content of courses overlapping and repetitive. They felt almost bored of going through the same mil.

## **Conclusion**

Teacher education has recently gone through a number of changes in terms of its structure and standards of quality teaching and learning. With the implementation of such changes, new issues and concerns have been reported by student teachers (Ali, 2011; Batool, Nasir, & Majeed, 2016). Thus, in order to identify and understand various issues and concerns of student teachers, the present study aimed to explore the concerns faced by pre-service teachers in three public sector institutions. The researcher was enlightened by the study that a number of issues connected with student teachers’ motivation and expectations were reported, as also found by Ayub and Rauf (2016). The key area of the participants’ concern was the existing status of the new program, which was not clearly communicated to them by teacher educators or university administrations. The researchers also got the impression that there were some rules which seemed to be vague in nature along with a no-provision of rules in certain matters such as transitional process from ADE to B.Ed., in case of colleges offering ADE program. A significant and also consistent with previous studies finding was the indication of improvement in the quality of teaching at the university level (Khan et al., 2016.). Hence, it seems appropriate to suggest that there is a need for longitudinal survey research studies in order to keep the policymakers updated on the areas of pre-service and also in service teachers’ motivational level, their present concerns and issues along with their level of satisfaction and dissatisfaction. It will inform the policymakers and teacher educators to make the changes that are required in the filed not perceived at a distance.

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