A COMPARATIVE STUDY OF PERFORMANCE OF TEACHERS TRAINED FROM AIOU AND THE UNIVERSITY OF EDUCATION LAHORE

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ABSTRACT

The study was aimed to compare the Performance of Teachers Trained from AIOU and the University of Education Lahore. All the B.Ed. qualified male SSTs teaching English to 10th class were taken as population. There were total 6 SSTs teaching English to 10th class and trained from the University of Education Lahore. After pilot testing the remaining five teachers and their counterparts trained from AIOU were taken as the sample of the study.

The questionnaire and the scale of observation were analyzed by using likert scale and the test was marked and mean and the difference between the means were used to interpret the data.

The findings from the collected data showed that there is very minor difference regarding the performance, effectiveness and professional qualities of the teachers trained from AIOU as well as UE. If there is any difference it is only in fractions. So the study concluded that there is no any significant difference in the performance and effectiveness of the teachers trained from both the universities. The study therefore recommended. The improvement of overall effectiveness of the teachers trained from both the universities by providing them the chances of in-service training, workshops, and refresher courses. The performance oriented pay package, research work and induction through public service commission will also enhance the competence of the teacher.

Keywords: AIOU, UE, Education, Performance, Comparison, Competence, Teacher, Training.
INTRODUCTION

Teacher education is very important for overall education system of every country; it provides knowledge and ability to the teachers that are very important for the best performance of a teacher. It is also mentioned in the National Education Policy (1998, p.61) "The quality of education is directly related to the quality of instruction in the classroom. Teacher is considered the most crucial factor in the entire educational system being major implementer of all educational reforms at the gross root level."

Govt. of Pakistan (1995) stated that the aims and objectives of teacher education are as under:

- To acquaint the prospective teachers with foundation of education and theories of learning.
- To acquaint prospective teachers with modern principles and methods of teaching with special emphasis on children's participation and creativity in teaching learning process.
- To equip the prospective teachers with instructional skills and make them conversant with basic curriculum planning

Furthermore, the 1998-2010 policy declared some objectives of teacher education. Some of these are:

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

To conclude, we can say that teacher education is in fact a training through which we may prepare teachers to perform their duties effectively in their socio-cultural environments. It should cover all aspects of life and should also be able to serve multifarious purposes.

Moreover teacher education should also be compatible with the ever changing values and norms of the society.

And all the modern teaching strategies, future requirements of the society and educational aims and objectives of the society should be kept in mind while designing the infrastructure of any teacher training program.
POST-PARTITION DEVELOPMENT OF TEACHER EDUCATION

According to Govt, of Pakistan (1947), after independence, one of the first and foremost priorities of this newly born country was the development of society through broadening the base of educational opportunities. The main objective of The Pakistan Educational Conference held in Karachi from November 27 to December 1, 1947, was to assist the Government of Pakistan in determining future education policy. Quaid-i-Azam Muhammad Ali Jinnah sent a message to this conference saying that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan.

Education does not merely mean academic education. There is an immediate and urgent need to give scientific and technical education to our people in order to build up our future economic life. We should not forget that we have to compete with the world which is moving very fast in this direction.

REFLECTION OF TEACHER EDUCATION IN NATIONAL EDUCATIONAL POLICIES

Teacher education is the most important sub-sector in the area of education. Keeping its importance in view, a special consideration and stress has been given to teacher education in all the education policies announced by the govt. of Pakistan. In the following lines, this sub-sector is being reviewed in the light of these national documents to give a glimpse of its historical improvement and progress.

The First Educational Conference, 1947
The Committee on teacher training agreed that a properly trained and reasonably well paid teaching profession was essential to the building up of a great State. Therefore it was suggested that the provinces should take prompt and effective measures to ensure (1) the proper training of teachers and (II) an adequate scale of salary. Particularly the Committee stressed upon the desirability of adding research departments to training institutions for the study of special problems relating to teaching profession” (Govt, of Pakistan, 1947).

Commission on National Education, 1959
"The Commission on National Education (1959) says that the training of the staff of the teacher training institution would depend largely on the professional competence of the members of the staff of the training institutions. The Commission also suggests that it is necessary to establish training colleges for the training of teachers.

For the preparation of adequate numbers of training staff for teacher’s training institutions and to keep them continuously aware of the school problems and work, the following programme was considered essential:
Each Wing of Pakistan should have a staff training college for primary school teachers training institutions.

There should be a research unit in each college where problems related to primary teacher training can be investigated.

Every staff member of these colleges should be selected periodically preferably at the end to the every five years - to serve as a teacher in a typical school so that he may keep himself thoroughly aware of school needs and problems” (Govt. of Pakistan, 1959).

**The National Education Policy, 1972-80**

To cope with the shortage of teachers at all stages, teacher education program will be re-organized and innovative techniques will be introduced to facilitate the teacher education. It was estimated that 2, 35,000 elementary and secondary school teachers and 3,00,000 adult and continuing education teachers, both men and women, will be added during the next eight years to presently existing 1, 60,000 teachers. There are 12 teacher training colleges and 55 teacher education institutions of lower level.

They can produce about 1, 04,000 teachers of different levels during the coming 8 years. The study of education, as a subject, will be introduced in secondary schools and in general colleges to meet the requirements.

The students who will pass this subject at the matriculation, intermediate or degree level examinations will be eligible to teach at primary, middle or high school levels, respectively”. (Govt. of Pakistan 1972).

**The National Education Policy, 1979**

Teacher is the central figure of the entire educational system. Effective teacher should not only have adequate knowledge of the subject matter and techniques of teaching but our teacher must also have full commitment to the ideology of Pakistan. Prospect teachers will be required to possess strong commitment to the ideology of Pakistan.

All teachers will be required to undergo at least one in-service training course during every five years to ensure their continuous professional growth.”

The Allama Iqbal Open University has already launched a comprehensive programme for the training of teachers. This programme will be further strengthened to train the huge number of teachers for all levels. All the Primary Teacher Training Institutions and Normal Schools will be upgraded to Colleges of Elementary Teachers to promote the pre-service teacher education.

The Academy of Higher Education of the University Grants Commission will provide pre-service and at least one in service training opportunity to all the University and College teachers during every five years.
National Education Policy 1992
This policy recognizes the need to improvement of the quality of education at all levels, and delivery of primary, middle and high school education by improving teacher education programmes and by enhancing the instructional material as well as teaching aids. It was also emphasized that the teachers should be motivated to improve their effectiveness in teaching learning process. That is why the policy suggested starting a system of rewards and incentives for the teachers and their high status in the society.

Moreover the policy provided guidelines for intimate association of teachers and scholars with the process of educational reconstruction. The policy demanded from the teacher to revive his commitment to the profession to improve the quality of education (Govt, of Pakistan, 1992).

The National Education Policy 1998-2010
Following were the main points that were focused upon
"At present, a few institutions in the country offer an integrated programme at B.Sc. plus B.Ed, level known as B.S.Ed programme. This programme has proved successful as it attracts students at F.Sc level and inducts them in the teaching profession by providing them 3-year integrated training with the benefit of two degrees. It enables the student to receive the qualifications of both the B.Sc and B.Ed levels and enables them to pursue their higher studies at M.Sc and M.Ed levels. This open-ended facility to pursue either of the two programmes has attracted a vast number of talented students to the teaching profession.

It is proposed to expand this facility horizontally to those students who want to pursue general education as well as obtain a B.Ed degree through an integrated B.A. plus B.Ed, programme at the colleges of education. The students of these programmes will have the opportunity to continue their studies at M.A., M.Sc. or M.Ed. Levels. These teachers will be equipped with academic background of school subjects and be trained in pedagogical skills to teach students from grades 6 to 10. All colleges of education will offer this combined degree programme to meet the emerging needs of quality teacher education at the secondary level.

TEACHER'S COMPETENCIES

"Teachers qualification and subject knowledge had strong correlation with student's achievement. Teachers own subject knowledge and formal education had more impact on student's performance than did their pre-service training" (Shami, 2005). Competent teachers should have broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction. Proficiency in using the modern technology is another dimension of teacher's competence. Thus, the question "What must teachers know about using technologies?" should be answered in the context of the different sets of knowledge and skills that effective teachers possess.
A review of research on teacher knowledge and teaching standards suggests that over time effective teachers develop the following skills and behaviors:

- Teachers are aware of their professional responsibilities and effective human relations and can communicate effectively.
- Teachers know how to plan, prepare for, and design effective curriculum, assessment tools, and instruction strategies.
- Teachers are reflective practitioners and can demonstrate knowledge of content and pedagogy in a good manner.
- Teachers are professionals committed to lifelong learning.
- Teachers know how to direct students through course content, engage them in learning and enhance their ability to think critically, creatively, and reflectively.
- Teachers know how to assess and evaluate the work of the students, how to provide them effective feedback, and how to apply what they have learnt to improve instructions.
- Teachers know and can organize physical space of the classroom, establish a culture of learning and manage the students’ behavior.
- Teachers are effective classroom managers and know how to motivate students and establish a culture for learning.
- Teachers understand how children learn and develop.
- Teachers know the subject matter they teach.
- Teachers are adept in locating, creating, and using curriculum resources and technologies.
- Teachers embrace student diversity, understand the community context, and know how to identify the strengths and needs of individual students.

The acquisition of technology knowledge and skills must be concomitant with the development of a broader array of competencies. Technology is perceived as a means to an end (improved teaching) rather than as an end in itself (Siddiqui, 2004).

**PERFORMANCE STANDARDS FOR A TEACHER**

No other personality can have more powerful influence than a teacher on a society. He affects the students through his affection, love, character and competence. A popular teacher becomes a role model for his students. The students try to follow their teacher keeping in mind all the good qualities of their teacher. He can lead them anywhere. During their early education, the students take guidance from their teachers to build up their future.

All these things refer to the performance of a teacher “The capabilities, competencies, results, affects and outcomes of a person’s work are called his performance. When it refers to a teacher, it means that how a teacher does perform his duties in the school or classroom”. Sultana (2000) has defined the terms performance, tendencies, capabilities and competences as:
“Teacher Performance; refers to observable behaviors, both verbal and non-verbal.

- Tendencies; refers to what the teacher typically does in the average or normal teaching situation.
- Capabilities; refer to what the teacher is able to do when, when trying his best.
- The competencies; Include those attitudes, understanding, skills and behaviors believed necessary to facilitate the intellectual, social, emotional and physical growth of the children”. (p.34)

So, teaching behavior of the teacher depicted through result or through student’s achievement can be called his performance. But the students achievement does not totally depend on the performance of teacher, many other variables may involve in his achievement.

UNIVERSITY OF EDUCATION LAHORE

Govt. of the Punjab (1999, p.34) states “there are government colleges for elementary teachers, colleges of education, departments of education and institute of education and research for the purpose of training of teachers”. According to the University of Education Ordinance (2002), “All colleges of education and colleges of elementary teachers became constituent of the university. Services of the entire govt. staff were transferred to the University of Education. 42 university colleges of education and PITE became under function of the University of Education Lahore.” As the final report of teacher training project, Govt. of Punjab (1999) “the Punjab has 36 govt. college for elementary teachers, 6 colleges of education, two departments of education in Multan and Bahawalpur universities and one institute of education and research, University of the Punjab Lahore.”(p.34)

The working services of teachers and all govt. colleges for elementary teachers (GCETs) have been changed, the university college of education under the supervision of University of education Lahore, Punjab. 45 colleges are the affiliated colleges of university of education Lahore. And following are the B.Ed. programmes offered by the University of Education Lahore.

Table: 1
Elaborates the B.Ed. programmes under UOE Lahore

<table>
<thead>
<tr>
<th>Programmes of training</th>
<th>Enter qualification</th>
<th>Duration of training</th>
<th>Classes to teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.Ed. (12 + 3)</td>
<td>HSSC</td>
<td>Three years</td>
<td>VI - X</td>
</tr>
<tr>
<td>B.Ed.(14+ 1)</td>
<td>B.A./B.Sc.</td>
<td>One year</td>
<td>VI - X</td>
</tr>
</tbody>
</table>
Secondary School Teacher Education curriculum has been revised by the National Committee of Experts. The revised curriculum has been introduced w.e.f. September 1976. Innovations like the semester system, non-vocational training of teachers, introduction of agro-technical subjects and Three-Year B.Ed, training programme have been recommended in the revised B.Ed. Programme. It is expected that this programme will produce better teachers. New scheme of studies for B.Ed. Programme is as under: One year B.Ed program (14+1). The duration of this training program is 48 weeks. It is expected that this program will be replaced in due course of time.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BED401</td>
<td>Introduction to education</td>
<td>75</td>
</tr>
<tr>
<td>BED402</td>
<td>English language communication skill</td>
<td>75</td>
</tr>
<tr>
<td>BED403</td>
<td>General method of teaching</td>
<td>75</td>
</tr>
<tr>
<td>BED404</td>
<td>Introduction of computer in education</td>
<td>75</td>
</tr>
<tr>
<td>BED405</td>
<td>Teaching as profession</td>
<td>75</td>
</tr>
<tr>
<td>BED406</td>
<td>Cogitation and development</td>
<td>75</td>
</tr>
<tr>
<td>BED407</td>
<td>Assessment in education</td>
<td>75</td>
</tr>
<tr>
<td>BED408</td>
<td>School and classroom management</td>
<td>75</td>
</tr>
<tr>
<td>BED409</td>
<td>Teaching practice</td>
<td>75</td>
</tr>
<tr>
<td>BED410</td>
<td>Elementary school curriculum</td>
<td>75</td>
</tr>
<tr>
<td>BED411</td>
<td>Method of teaching Urdu at elementary level</td>
<td>75</td>
</tr>
<tr>
<td>BED412</td>
<td>Method of teaching English at elementary level</td>
<td>75</td>
</tr>
<tr>
<td>Two elective course</td>
<td></td>
<td>75+75</td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td>1250</td>
<td></td>
</tr>
</tbody>
</table>

**SCHEDULE OF WORK**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First semester</td>
<td>18 week</td>
</tr>
<tr>
<td>Evaluation and planning</td>
<td>1 week</td>
</tr>
<tr>
<td>Short-term teaching practice including</td>
<td>4 week</td>
</tr>
<tr>
<td>Demonstration of criticism lesson</td>
<td></td>
</tr>
<tr>
<td>Second semester</td>
<td>18 week</td>
</tr>
<tr>
<td>Break for evaluation and planning</td>
<td>5 week</td>
</tr>
<tr>
<td>Teaching practice term</td>
<td>1 week</td>
</tr>
<tr>
<td>Winter and spring breaks</td>
<td>1 week</td>
</tr>
<tr>
<td>Total</td>
<td>48 week</td>
</tr>
</tbody>
</table>
ALLAMA IQBAL OPEN UNIVERSITY (AIOU)

People Open University was established in 1974 under an act of parliament. In 1977, it was renamed as Allama Iqbal Open University.

The main objectives of the university as stated in the act may be enumerated as under:

- To provide facilities to the people who cannot leave their homes and jobs in such a manner as it may determine;
- To provide facilities to the masses for their educational uplift as it may determine;
- To provide facilities for training of teachers in such a manner as it may determine;
- To provide instruction in such branches of learning technology or vocation as it may deem fit, and to make provision for research and for the advancement and dissemination of knowledge in such manner as it may determine;
- To hold examination and to award and confer degree, diplomas; certificate and other academic distinctions.

TEACHING PROCESS

The Allama Iqbal Open University being a distance education institution uses various channels to correspond and teach its students in an effective manner.

The main components of its multimedia package are the following:

- Correspondence material which includes self-learning study package and supplementary study materials, (Text books and study guides etc.).
- Radio and television broadcasts of the packages generally related to the study materials.
- Satellite transmission of AIOU on PTV-2; which is beaming out its transmission through satellite to more than 45 countries.
- Non-broadcast Media that Includes slides, audiocassettes, fillip charts, and leaflets (generally for basic courses) and also audio video cassettes as integral part of learning material is also being used by the AIOU.
Tutorials are arranged to provide the students contact sessions and academic guidance facilities at study centers.

- Face-to-face teaching has recently been started for those courses, which require intensive practical/lab work or skill development.
- Group Training workshops are also arranged for postgraduate programs, generally at MA/M.Sc./M.Phil and Ph.D. levels.
- Internship of short term and long-term duration in industrial or business concerns for B.B.A and M.B.A programs.
- As an instrument of instruction, continuous assessment by the tutors and general academic guidance of students course assignments are there as a compulsory component.
- Final Examination is held at the end of the semester or course.

REGIONAL NETWORK OF AIOU

The university has established its Regional Centers or part-time Regional Coordinating Officers at almost every district headquarters throughout the country. And about 900 study centers are established during a semester which is managed through the university's regional campuses and centers. Each student is assigned to a tutor who is a subject specialist. Approximately 25000 tutors are appointed in both the semesters that are responsible to arrange the tutorials and workshops or practical training at their respective study centers. Moreover, all the regions have been linked with the Central Data Base through Email/Fax/Internet dial up to facilitate better and faster communication, removal of student complaints, and responses to queries.

WORKSHOP- AN OVERVIEW

It is the re-orientation of knowledge that a student has gained during the study of courses. At the same time, workshop is the beginning of practical work. The workshop is conducted under the supervision of a senior educationist.

The name of the tutor along with the name of the school in which the workshop is conducted are informed by the concerned Regional Director. Two supervisors assist tutor. Tutor informs the details of the workshop at least two weeks before the commencement of the workshop. He/She evaluates the performance of the students, keeping in view the attendance, discipline, level of participation, level of contribution, and other activities carried out during the workshop.

The students have to write down forty lessons with their details on a register, which are maintained by each student. The head of the Institution and the tutor are vetted each of forty lessons. Head of institutions issued a certificate showing that specific student has completed forty lessons up to the satisfaction. This makes student eligible to deliver the final lessons.
ASSESSMENT

Final lessons are observed by an evaluation team headed by a senior professor of a university/IER or College of Education where B.Ed. classes are being taught. Head of the institution, supervisors, DEO or his/her nominee and AIOU representative are the member of the team.

Final lessons are written in files (each in separate file) and are submitted to the concerned Regional Director along with the register of 40 lessons.

Moreover, A.V. aids prepared for the lessons are also deposited in the office of concerned Regional Director.

PROCEDURE TO PREPARE THE RESULT

Procedure to prepare the result of a course is given as under:

- Weight age for course assignments and final examinations is 30:70 respectively.
- Minimum required marks to pass the assignments and final examination are 40%

Aggregate of the components should be 40%

Weightage (30%) of the marks secured in course assignments (40%) 40x30 = 12%

Weightage (70%) of the marks secured in final examination 40% 40x70 = 28%

Total = 40%

B.Ed. Programme Through Non-Formal System Scheme of Studies

Compulsory Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective of Education</td>
<td>Half</td>
</tr>
<tr>
<td>School Organization of Management</td>
<td>Half</td>
</tr>
<tr>
<td>Research Evaluation of Guidance</td>
<td>Half</td>
</tr>
<tr>
<td>Education Psychology</td>
<td>Half</td>
</tr>
<tr>
<td>English (Compulsory)</td>
<td>Half</td>
</tr>
<tr>
<td>Islam, Pakistan and Modern World</td>
<td>Half</td>
</tr>
</tbody>
</table>
Workshop Elective Courses:

**Teaching of Pakistan Studies**

- Teaching of English: Full Credit
- Teaching of Islamiat: Full Credit
- Teaching of Home Economics: Full Credit
- Teaching of General Science: Full Credit
- Teaching of Urdu: Full Credit

**Science Stream**

- Teaching of Mathematics: Full Credit
- Teaching of Biology: Full Credit
- Teaching of Chemistry: Full Credit
- Teaching of Physics: Full Credit
- Teaching of General Science: Full Credit

**Total Duration:** Three Semesters. One and Half Year

**Duration of Workshop and Practice Teaching:**
- Two weeks duration for workshop and four weeks for teaching practice along with two elective courses.

**Elective Courses:**
- Two Elective Courses containing 40 lessons each in practice teaching.

**Admission Criteria:**
- 50 per cent for boys and 45 per cent for girls.

**Regional Offices in Pakistan:**
- 39 Regional Offices

**Tutors' Qualification:**
- M.A., M.Ed., Grade 17 and above with 5 years teaching experience.

**TEACHING PRACTICE RULES**

Each student prepares detailed lesson plans on the topic he/she has already presented. Teaching aids are prepared/made available during the 40 lessons.

Each lesson of the student is supervised by the head of institution or his nominee (both should be at least M.A/M.Ed.) and written guidance in specific terms are provided on each lesson. Please be specific and avoid giving general remarks. Head of Institution issued a certificate to the students concerned who have completed their 40 lesson successfully. During the delivery of 40 lessons, tutors and supervisors evaluate the presentation of at least 10 lessons. They also give comments for improvement on individual's register.
FINAL LESSONS

Final lessons are two in number. Topic of each lesson depends on student’s choice. University has no provision of TA/DA or any other expenditure incurred during the workshop. (Faculty of Education, 2004)

OBJECTIVES

- To have a view of historical progress in teacher education programs being offered by AIOU and the University of Education Lahore.
- To investigate the effectiveness of distance and non formal system of education in AIOU and formal system of education in the University of Education Lahore.
- To get the opinion of the head teachers regarding the competencies and weaknesses of the teachers trained from the both streams.
- To collect the views of the head teachers for further improvement in performance of the teachers.

METHODOLOGY

The study was descriptive in nature and the survey method was used for data collection.

The populations of the data were all the SSTs teaching English to the 10th class in the govt. high schools in tehsil Wazirabad Pakistan were considered as population.

And all the heads of those institutions and the students of 10th class being taught by the above said teachers were also considered as population.

Table: 1
Number of Secondary School Teachers according to the staff statement of December 2010

<table>
<thead>
<tr>
<th>Session</th>
<th>No. of male teachers</th>
<th>No. of female teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>172</td>
<td>77</td>
<td>249</td>
</tr>
</tbody>
</table>

Table reflects that the number of male SST’s is greater than the female SST’s.
Table: 2
Students Enrolled in tenth class in the secondary Schools of tehsil Wazirabad for the year 2009-10

<table>
<thead>
<tr>
<th>Session</th>
<th>No. of male Students</th>
<th>No. of female Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>2267</td>
<td>1093</td>
<td>3360</td>
</tr>
</tbody>
</table>

Above shows that total number of male students enrolled at secondary level in tehsil Wazirabad is greater than female students.

Table: 3
Number of heads of secondary schools in tehsil Wazirabad

<table>
<thead>
<tr>
<th>Session</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>24</td>
<td>17</td>
<td>41</td>
</tr>
</tbody>
</table>

Table: 3 reveals that the number of male heads is greater than female heads of secondary schools in tehsil Wazirabad.

Sample
After pilot testing all the five remaining SSTs trained from UE and their counterparts trained from AIOU were taken as sample. And the heads of the high schools where the sample teachers were teaching and 10th class students being taught by every sample teacher were included in the sample for study.

Research Tool
The purpose of the study was to have a comparative study of the performance of the teacher trained from the Allama Iqbal Open University and from the University of Education Lahore. To meet the requirements of the study a questionnaire for the heads of the institutions, containing likert scale options was designed and sent to the heads of the sample schools.

Then the researcher himself visited the sample schools and observed the performance of sample teachers in their classrooms

CONCLUSIONS AND DISCUSSION

It was conclude by keeping in view the objective of the study that there is no significant difference among the teachers trained from the University of Education
Lahore and the teachers trained from the Allama Iqbal Open University Islamabad as far as the observance of the objectives of their institution before teaching a lesson, lesson planning by the teachers, intellectual caliber of the teachers, their professional qualities and the qualification of the teachers is concerned.

Data collected by the questionnaire and through the observation showed almost the same results with a very minor difference. So we may conclude that the B.Ed. programs offered by both the universities have nearly equal effectiveness on the prospective teachers.

As far as the effectiveness and the measures for further improvement of the teachers trained from the both universities is concerned, most of the heads were of the view that regarding the command over subject matter, use of teaching methodology according to the situation, evaluation techniques, diagnosis of the difficulties of the students, creation of effective learning environment, guidance of the students and the teachers’ performance when they know that they are under observation, there is no any significant difference between the teachers trained from AIOU as well as from the UE.

And the same are the results regarding the use of modern teaching techniques, use of A.V.aids, and collaboration with the students is concerned. The responses concerning the teaching style and beginning of the lesson also showed the equality of the teachers trained from both the universities.

The difference was there but that was very minor even in fractions which do not show any significant difference.

In the light of third objective regarding the further improvement in effectiveness and competency of the teachers almost all the respondents, though with a very slight difference, were of the view that all the teachers trained from the both universities are committed to their jobs and try to improve their effectiveness and competency by consulting the headmaster in case of any problem, by improving their qualification, by taking guidance from the seniors, by trying to change their teaching methodologies to meet the new challenges and through team work.

Though the AIOU trained teachers are a little more consistent in all these aspects but the UE trained teachers are also trying their best for further improvement.

For further improvement in the performance and effectiveness of the teachers most of the headmasters suggested that both groups of teachers should have more contacts with the parents, should have peer counseling and should participate in refresher courses.
Moreover supervision of the headmaster is also helpful for them. On the other hand the respondents had given stress on the participation of the UE as well as AIOU trained teachers in the external evaluation of Board of Intermediate And Secondary Education to improve their professional abilities.

To summarize the above discussion we can say that the difference is very minor but it exists. Keeping the findings of the responses of the headmasters to the questionnaire and the data gathered through the researcher’s observation of the teachers while they were teaching in the classroom, we can say that though there is no any significant difference in the performance, effectiveness, and competency of the teachers trained from AIOU and the teachers trained from the University of Education Lahore.

But if we have to give the decision even with the minor difference then we can say that AIOU trained teachers are more effective and better performers as compared to the teachers trained from UE. This statement is also supported by the results of the test conducted in the classes being taught by the teachers trained from both the universities.

**RECOMMENDATIONS**

Keeping all the findings and conclusions in mind the following points are recommended to improve the situation prevailing in our high schools regarding the performance and competencies of the teachers trained from AIOU and UE.

The overall effectiveness of the teachers trained from both the universities may be improved by through in-service training, workshops, and refresher courses. Government as well as NGOs may encourage the teacher training institutions to make their teacher training programmes more effective by introducing the latest technologies. It is desirable to make the teachers responsible through their practice in creative thinking, hard work and self assessment.

The involvement of the teachers in the research work may enhance the teachers’ competencies and performance. The effectiveness and performance of the teachers may be assured by giving them performance oriented pay packages and promotions.

The group discussions of the teachers of different institutions may also enhance the performance and competencies of the teachers. Involvements of the teachers in the tasks like paper setting, timetable and course outline preparation may enhance their competency and performance.

The entrance of the SSTs should be through Public Service Commission to have a good number of capable teachers.
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