

ANALYSIS OF THE PROFESSIONAL QUALIFICATIONS AND COMPETENCIES OF TEACHER EDUCATORS AND SUBJECT TEACHERS OF EDUCATION

¹*Fatima Zahoor, ²Dr. N. B. Jumani, ³Dr. Allah Nawaz

ABSTRACT--Many researches had stated that world class educational system from pre-school to postgraduate levels could convert the raw talents of its people into productive asset. A world class education system is not possible without world class teachers, most importantly at the foundational level, who instruct, inform and inspire their students to quality learning and scholarship. The present study analyzed the professional qualifications and competencies of teacher educators and subject teachers of education. The respondents were categorized into three groups in order to measure their competencies and professional qualification. These were Heads / Principals, Teacher Educators and Subject Teachers of Education and their students. Questionnaires were used as instruments for data collection. T-test and Percentage were applied for the purpose of analysis. The data analysis states that subject teachers of education were more efficient as compared to teacher educators. At the end, the researcher concluded that majority of the teacher educators and subject teachers of education did not have professional qualification and they had MA education as an academic degree. The results of the study concluded that subject teachers of education were efficient and competent as compared to teacher educators. It is suggested to the policy makers and planers that they may develop separate criteria for the selection of teacher educators and subject teachers of education i.e. level of qualification, experience, professional qualification etc.

Keywords-- Professional Qualification, Competencies, Subject Teachers of Education, Teachers Educators.

I. INTRODUCTION

A world class education system sets the basics for global knowledge economy and molds the raw talents of its people into productive assets for a successful competition of any nation. World class teachers set the foundations for a world class education from pre-school to postgraduate level. Significantly, the foundation standards demand a standard instruction level that may lead the students to quality learning and scholarship. Educational system in any identified human society requires highly skilled teaching staff to raise the standard of Education (Commission on National Education (CNE), 1959; Organization for Economic Co-Operation and Development (OECD) & United Nations

¹*Department of Education, International Islamic University Islamabad, Pakistan. fatimazahoor85@gmail.com.

² Dr. N. B. Jumani²: Professor Department of Education, International Islamic University Islamabad.

³ Dr. Allah Nawaz³: Education Officer, District Education Authority, Multan, Pakistan..

Educational, Scientific and Cultural Organization (UNESCO), 2001; National Education Policy 1998-2010 Likewise, a Report of the Commission on National Education (1959) emphasizes on the high training of teachers in academic terms and in terms of subject matter, moreover, a careful professional training is on demand.

During the past decades, significant research efforts have added a great deal to the body of knowledge about teachers and teaching profession. However, a serious attention has been laid on the nature of teachers' activities and teaching but over the years, a growing interest has been directed to teaching about teaching teachers of teachers—who they are, what they do, what they think and their desired characteristics have often been ignored in studies of Teacher Educations (Lanier & Little, 1986). Correspondingly, a rare amount of research has been conducted on the subject matters like, the competencies of teacher educators, tasks they should perform and meaning of a good teacher. Therefore, not surprisingly, very little has been discovered about the quality of Teacher Educations, and hence, that of Teacher Educators, over the years (Buchberger & Byrne, 1995; Korthagen, 2000; Koster et al., 2005).

Teacher educators are generally considered to be the persons who deliver instructions and provide proper guidance in the field of education, moreover, they serve as a pillar of support to student teachers and who thus render a substantial contribution to the development of students into competent teachers (Koster et al., 2005). A quality education and a quality teacher is the responsibility of Teacher Educators. Therefore, it is crucial to infer the contributing factors for building up the professional development of Teacher Educators, i.e. explicitly setting the quality requirements and environment of specific competencies for them. In this regard, the documentation of professional standards set or implied by professional organizations, institutional guidelines, academic publications, for promotion and tenure with other relevant sources is of a significant value. This is why, the assessment of professional development and performance of Teacher Educators as per criteria is important.

Competencies, with a vast room, encompass the facets of knowledge, skills, attitudes and behavior that are necessary for effective performance in order to conduct any real activity or task. The competencies that belong to teacher educators are skills, descriptions of the knowledge, behaviors and attitudes to perform in a classroom, effectively. They are, in fact, known as minimum standards for the understanding and awareness of Teacher Educators that they may involve in improvement of students' learning.

Gauthier and Dembele (2004) in a background report for Education for All (EFA) Global Monitoring Conference highlighted a fact that a long course of pedagogical research has clearly pointed out that the major credit of Educational determinant in student's learning and achievement goes to teachers' efficient conduct in the classroom. This conduct may include skills, practices and behavior of an effective teacher that can be identified by teacher educator competency framework.

Caena (2013) narrated that specific qualification requirements and professional standards or models of competences are not necessary requirement for Teacher Educators in many countries. The academic competences which are stated in the higher Education context are exception. Most essentially, a vague pattern of national requirements of minimum qualification is prevalent and improvement in this regard is under debate, even in the countries where professional standards are clear.

The degrees like B.Ed./M.Ed./M.A. are required for the field of teaching in Pakistan. A B.Ed. qualified person can teach at school level and M.Ed. or M.A qualified person is able to teach in any education college at intermediate

or undergraduate level. More possibly, persons with same qualification are eligible for teaching in education colleges at B.Ed level.

Statement of the Problem

The present study intends to analyze the professional qualification and competencies of Teacher Educators and Subject Teachers of Education. This is a comparative study as it compares the efficiencies of both groups of teachers. The study also compares perception of heads, teachers and students about these teachers' content knowledge, pedagogical knowledge and pedagogical content knowledge. The study duly considers how far the qualification and competencies added to the performance of these teachers.

Objectives of the Study

- 1) To examine and compare the professional qualifications of Teacher Educators and Subject Teachers of Education
- 2) To analyze the competencies of Teacher Educators and Subject Teachers of Education
- 3) To compare the competencies of Teacher Educators and Subject Teachers of Education.

II. LITERATURE REVIEW

According to Higher Education Commission (H.E.C) equivalence rules M.A Education (2years) degree program is equivalent to M.Ed. The curriculum of mentioned programs/degrees does not define whether the person will join teacher training institution or will be teaching at school or at college level. Basically, the standards on professional level are different for teaching from those necessary for Teacher Educators. Teacher education need the professionals who offer in-service training courses for teachers and school leaders, experienced teachers who act as mentors to new teachers in schools, university lecturers in different subjects, Education staff who teach pedagogy or didactics and researchers of higher level in Education and allied fields. So this issue needs intense attention to form a quality of professional Teacher Educators by offering specialization fields or separate degree programs during their M.A/M.Ed. The revival in educational system with trained and highly qualifies staff may raise the standard of education in any renowned human community. It is inferred from the previous literature that the quality of the teaching staff and faculty can enhance the educational system of any country. Many of the educational documents provoke the teachers' training and importance of their professional qualification in Pakistan. A report by national education commission (1959) clearly indicates that the teachers should have professional training and well academically qualified in the subject whom he or she is going to be teaching. Iqbal (1996) highlights a fact that the quality of teachers is directly proportional to the quality of education. Malik and Azad (2014) emphasizes that the teachers educators must know how to operate teaching related technology, having practical and theoretical knowledge, must know about principles of learning, able to identify the inconsistency and rarity of students and should have the knowledge of human growth and development. Hussain (2004) argued that education can bring about a change in any society. The practical implementation of that change is subject to training of teachers and professional qualification, in a certain society. Aziz and Akhter (2014) in a recent study said that professional training make teachers more competent than that of untrained teachers in the areas of research,

pedagogy, management and assessment. The excellence in teaching profession depends on professional training of teachers (Shahid, 2007). Shulman (1987) documents the availability of professional knowledge to the students and teachers' role in it. Motivation has a deep impact on the effectiveness of teachers' role that is a key element for educational development.

Kayani et al. (2011) provokes the value of trained and competent teachers in a way that well-trained teachers can enhance the quality of teacher educators in different training institutions. Fakhra (2012) also focuses on the skills and knowledge necessary for an instructor when he/she is instructing in the classroom. Arrangement of careful training program of teachers is the only source for obtaining a competent teacher in the present era of teaching learning (Jumani, 2007).

National educational Policy (1998-2010) also explains that for bringing change in the scenario of education the role of teacher educators is very vital. Previous studies of different researchers such as the studies of (Goldhaber & Brewer, 1996); Ahiz & Princewell, 2011 ; Cukjati, 2007 ; Abe & Adu ,2013) explain the professional qualification of teachers. Korthagen & Kessels (2001); George (2004); Koster et al. (2005) describes the competencies of teachers' educators. On the other hand studies of Veer (2004); Lassa (2004); Hammond (2009) analyzed about the competencies and qualities of subject teachers. Smith (2003) examines this issue by discussing about the subject teacher and teacher educators by using these dimensions: characteristics of the good teacher educators, professional knowledge of teachers and trainers difference between the experience of teacher educators and classroom teachers. This was the counterpart of the idea commonly started at the earlier of this century that a good academic student was destined to be a good teacher was sure to dominate this profession in practice (Korthagen & Russel, 1995).

Smith (2003) looked into this matter and exhibit a clear difference between the experiences of teacher educators and classroom teachers in different areas, such as, quality of knowledge, coordination of reflectivity and cognition, , knowledge of how to create met new knowledge, professional maturity and independence and the comprehensive understanding of the education system.

Smith (2005) delineates the difference of opinion of both, teacher trainers and novice teachers, instead of the fact that for the sake of growth good trainers show patience, support and empathy for student teachers. Similarly, many good teachers who became the teacher trainers were thrown into the deep end, after an application procedure that was aimed primarily at checking their competence in the specific discipline and experience as a teacher. Caena (2013) narrates that teacher educators include: experienced teachers who performed their duties as mentor to new teachers in institutions, professionals who provide in-service training courses for teachers and school leaders, staff of higher education who are teaching pedagogy or didactics, university teachers in all different subjects that future teachers study, researchers in education and related areas. support and empathy for student teachers. While confirming this view point, Ethell and McMeriman (2007) said that the joint thinking of expert teachers caters the better comprehension in terms of theoretical and practical components of teacher education. Particularly for teacher educators, a variety of techniques has been mentioned by Loughran and Berry (2005) that can be used by their students to access non-cognitive knowledge. In this context, Ducharme, (1993); Guilfoyl, (1995); Regenspan (2002) highlights the complex dual role of teacher educators.. Kitchen & Russell (2012) describe that the duty of educators is tough, they convoy the message how to teach is hard job because the trainer harder get training for

their job. Wilson (2001) mentions a fact that teacher educators mostly work under heavy time pressure. According to Ducharme (1993) the educators manage to get some favor from their surroundings.

Kanter (2014) narrates about the significant value of competence. The era of globalization demands the assets of connection, networking and competency for the sake of one's survival. Hartanto (1998) presented the indicators for the sake of human competition. First indicator is the intellectual competency related to the professional skills, second, the competence is obtained from the association of the network, third is the credibility of competence. Johnson (1999) highlighted in his study that competence is a logical and reasonable action and it demands satisfaction with the objective condition to achieve something. Moreover in a study Wijaya and Rusyan (2000) follows the idea about competence that it is a general idea of the conduct of educational staff or teachers of the qualitative nature and has a valuable significance. The following components of the competence are developed by Mamun and Muhammad, (2009) that are to be possessed by educators. First is the performance component, second, teaching subject component, third, the teaching process component, fourth is the personal adjustment component, fifth one is vocational education component, Sixth, the attitude component containing the quintessential elements of attitudes, values and roles that are important to base all the skills of educator

So this issue needs intense attention to form a quality of professional Teacher Educators by offering specialization fields or separate degree programs during their M.A/M.Ed. The present study was undertaken to analyze the professional qualification and competencies of Teacher Educators and Subject Teachers of Education.

III. METHODOLOGIES

Study Population

The study was exploratory in nature. A field survey was conducted to examine the professional qualification of teacher educators and subject teachers of education through a personal profile Performa. Their competencies were investigated from their heads and students through questionnaires, separately. The population of the study included all Govt. colleges and Govt. Elementary Teacher training colleges of Punjab. All the heads/Principals and students of Govt. Elementary Teacher training colleges and Govt. Colleges where Education was taught as a subject were the part of population. All Teacher Educators who taught at the B.Ed. and M.Ed. levels and teacher who taught Education subject at intermediate and BA level students were also included in the population of the study.

Table 1: Population of the study

No. of Govt. Colleges where Education is taught as subject (selected divisions)	202
No. of Govt. Elementary Teacher Training Colleges (selected divisions)	14
Principals of Govt. colleges	202
Principals of Govt. Elementary Teacher Training Colleges	14
Subject Teachers of Education	350
Teacher Educators	160

Students of Govt. Colleges	23328
Students of Govt. Elementary Teacher Training Colleges	17672

Sample Selection

Multi-stage sampling technique was used for the selection of sample. At first stage, 10 percent of districts (4 divisions of Punjab) were chosen by simple random sampling technique. At the second stage, selection of colleges was made. All Government Teachers Training Colleges and Govt. Colleges of these selected divisions were considered in the study where Education was taught as a subject, by using universal sampling technique. The respondents were comprised of three types of groups in order to measure competencies and professional qualification, i.e., the Heads / Principals (to measure professional qualification and competencies of Teacher Educators and Subject Teachers of Education), the Teacher Educators and Subject Teachers of Education (to analyse professional qualification) and lastly, the Students (to measure competencies of Teacher Educators and Subject Teachers of Education).

Table 2: Sample Size

Unit of Analysis	Sampling technique		Sample size		Research instruments	Preseason for selection of unit of analysis
	Teacher training colleges	Govt. colleges	Teacher training colleges	Govt. colleges		
Heads	Universal sampling technique	Universal sampling technique	14	202	Questionnaires	For analysing professional qualifications and competencies
Teachers	Random sampling technique (33%)	Random sampling technique (33%)	54	150	Professional qualification, Performance, Observation	For analysing professional qualifications and competencies
Students	Random	Random	400	400	Questionnaire	For analysing

	sampling technique (Yamane formula)	sampling technique (Yamane formula)				competencies of teachers and Subject Teachers of Education
--	-------------------------------------	-------------------------------------	--	--	--	--

IV. RESEARCH METHODOLOGY

Personal Profile Performa and questionnaires were used as instruments to collect the data from the heads / Principals, Subject Teachers of Education and Teacher Educators of Teacher Training Colleges and Govt. Colleges of the Punjab.

Statistical Analysis

For data analysis, t-test and percentage were applied for the purpose of analysis. The analysed data were presented in the tabulated form along with detailed interpretation.

V. RESULTS AND FINDINGS

We collected data from teacher educators and subject teacher of education regarding their personal profile i.e. Gender Qualification, Professional Qualification, Experiences, and Diplomas etc. Data was collected from heads and students of Govt. colleges where education is taught as subjects and Govt. Elementary teacher training to measure the competencies of teacher educators and subject teachers of education.

Table 3: Frequency Distribution of Respondents with Regard to Professional Qualification

Professional Qualification	Subject teacher of education		Teacher educators	
	Frequency	Percentage	Frequency	Percentage
None	115	76.6%	38	70.3%
CT	04	2.6%	02	3.5%
B.Ed	31	20.6%	08	14.8%
M.Ed	00	0.0%	06	11.1%
Total	150	100%	54	100%

Table 3 shows the results regarding professional qualification of subject teacher of education and teachers educators. The subject teachers of education and teacher educators give views about the professional qualification respectively. A good number of (76.6%) subject teacher do not have any professional qualification, 20.6% have degree of B.Ed and 2.6% have certificate of teaching (CT) as a professional qualification. On the other hand, in majority, (70.3%) of the teacher educators do not have any professional qualification, 14.8% have B.Ed degree and 11.1 % have M.Ed degree and 3.5% have certificate of teaching as a professional qualification. The above results conclude that most of the subject teachers of education and teachers' educators do not have any professional qualification.

Table 4: T-test between heads of Government College and Teachers Training College regarding overall competencies of teacher educators and subject teachers of education

Variables	Heads				F	Sig.	t-test
	GC (n = 201)		TTC (n = 14)				
	Mean	SD	Mean	SD			
Command over the Subject	19.74	2.31	19.71	2.40	.002	.966 NS	.034
Design Teaching Programme for Desired Outcomes	24.39	2.25	24.43	2.21	.012	.911 NS	-.057
Subject-Specific Technology	10.58	2.33	10.57	2.41	.000	.995 NS	.009
Lesson Planning Skills	19.29	3.30	19.29	3.41	.000	.988 NS	.009
Lesson Presentation Skills	23.56	4.08	23.57	4.15	.005	.942 NS	-.013
Lesson Management Skills	14.15	3.01	14.14	3.11	.000	.999 NS	.008
Maintaining Social	11.13	2.18	11.14	2.25	.001	.973 NS	-.01

Environment							4
Appropriate Teaching Methodologies	13.73	3.39	13.62	3.66	.083	.773 NS	.114
Maintaining Class Discipline	6.72	1.38	6.77	1.48	.025	.875 NS	-.121
Teacher Classroom Behavior	13.60	3.44	13.69	3.71	.023	.878 NS	-.096
Formulation of Appropriate Questions	15.71	2.95	15.69	3.20	.056	.813 NS	.023
Checking of Homework and Class Work Regularly	16.12	1.47	16.14	1.51	.000	.997 NS	-.045
Inspiring Confidence in Students	14.13	1.90	14.14	1.96	.006	.939 NS	-.016
Monitor Student Progress and Provide Feedback	14.10	2.94	14.14	3.01	.007	.934 NS	-.053
Evaluation Skills	10.68	2.09	10.71	2.13	.012	.914 NS	-.065
Overall competencies	227.6	29.21	228.62	31.13	.009	.927 NS	-.117

The above mentioned Table 4 describes the opinions of heads of Govt. Colleges and Govt. Elementary teacher training colleges regarding the competencies of subject teachers of education and teacher educators. On average, regarding competencies of subject teachers of education is (227.63) and the teacher educators is (228.62). The spread of distribution shows that performance of subject teachers of education is relatively efficient as compared to the teacher educators; however, this difference is very less and not significant (measured through F test). Competencies of subject teachers of education is not significantly different from teacher educators since T statistic is (-.117) and P-value is greater (5%) so we do not reject null hypothesis for no significant difference in performance of both groups of teachers.

Table 5: T-test between students of Government College and Teachers Training College regarding Overall competencies of Subject Teachers of Education & Teacher Educators

Variables	Students				F	Sig.	t-test
	GC (n = 400)		TTC (n = 400)				
	Mean	SD	Mean	SD			
Command over the Subject	26.373	2.456	24.140	2.291	6.367	0.012*	- 13. 293
Design Teaching Programme for Desired Outcomes	18.928	4.639	25.103	3.217	114.756	0.000**	- 21. 877
Subject-Specific Technology	5.320	1.635	8.280	1.384	9.612	0.002*	- 27. 630
Lesson Presentation Skills	26.228	6.640	18.710	3.573	9.104	0.003*	- 19. 939
Lesson Management Skills	12.503	2.317	9.918	2.177	0.176	0.675NS	- 16. 263
Maintaining Social Environment	9.873	2.310	13.915	7.660	5.239	0.022*	- 10. 106
Appropriate Teaching Methodologies	16.608	2.970	12.325	3.581	29.981	0.000**	- 18. 317
Maintaining Class	6.593	1.790	8.663	1.506	25.444	0.000**	- 17.

Discipline							695
Teacher							-
Classroom Behavior	16.145	2.950	13.118	2.534	1.867	0.172NS	15.572
Formulation of Appropriate Questions	16.969	3.225	13.378	2.471	5.725	0.017*	17.589
Checking of Homework and Class Work Regularly	15.915	3.484	11.573	2.757	4.876	0.028*	19.536
Inspiring Confidence in Students	17.975	3.515	21.180	4.283	2.708	0.100NS	11.565
Monitor Student Progress and Provide Feedback	11.938	3.093	8.918	1.999	54.932	0.000**	16.400
Evaluation Skills	11.895	2.814	9.028	2.264	4.009	0.046*	15.880
Overall competencies	231.781	35.522	179.789	20.036	77.950	0.000**	25.346

The above mentioned Table 5 documents the results about the views of students of Govt. Colleges and Govt. Elementary teacher training colleges regarding the competencies of subject teachers of education and teacher educators. On average, regarding competencies of the subject teachers of education is (231.781) and the teacher educators is (179.789). The spread of distribution shows that performance of subject teachers of education is efficient as compared to the teacher educators, this difference is very high and significant (measured through F test). Competencies of the subject teachers of education is significantly different from teacher educators since T statistic is (-25.346) and P-value is less (5%) so we reject null hypothesis for significant difference in performance of both groups of teachers.

VI. CONCLUSION

Majority of the teacher educators and subject teachers of education did not have professional qualification and they had MA education as academic degree. According to the views of principals of Govt. colleges and teacher training colleges no significant differences found in the competencies of subject teachers of education and teachers

educators in following indicators such as command over subject, design teaching programme for desired outcomes, uses of subject specific technology, lesson planning skills, lesson presentation skills, lesson management skills, maintaining social environment, utilization of appropriate methodologies, maintaining class room discipline, classroom behavior of the subject teachers of education is not significantly different from teacher educators, formulation of appropriate questions in classroom, checking of homework and class work regularly, inspiring confidence in students, monitor student progress and provide feedback and usage of Evaluation Skills. The principals of Govt. colleges and teacher training colleges indicated that competencies of subject teacher of education are not significantly different from teacher educators. Both groups of teachers showed similar performances. However responses of students of Govt. colleges and teacher training colleges show that competencies of subject teachers of education are significantly different from teacher educators. Subject teachers of education presented efficient performance as compared to teacher educators. The responses of students of Govt. colleges and teacher training colleges describe that significant differences exist in performance of subject teachers of education and teachers education in the following indicators of competencies i.e. command over the subject of subject, design teaching programme for desired outcomes of teacher and usage of subject specific technology, teacher educators were efficient as compared to subject teachers of education. Whereas Lesson presentation skills of subject teachers of education and teacher educators are not significantly different from each other. Maintaining social environment in the classroom by teacher educators is significantly different from subject teachers of education. Usage of appropriate teaching methodologies, maintaining classroom discipline, classroom behavior, formulation of appropriate questions, checking of homework and class work regularly, inspiring confidence in students, monitoring student progress and provision of feedback and evaluation skills, subject teachers of education showed significantly efficient performance as compared to teacher educators. At the end it is concluded that competencies of the subject teachers of education are significantly different from teacher educators. It is suggested to the policy makers and planers that they may develop separate criteria for the selection of teacher educators and subject teachers of education i.e. level of qualification, experience, professional qualification etc. In-service training, refresh courses and workshops and diplomas may be conducted for both subject teachers of education and teacher educators.

VII. DISCUSSION

The present study was undertaken to analyze the professional qualification and competencies of Teachers Educators and Subject Teachers of Education. It had been a comparative study. Data was collected through questionnaire.

In order to know the professional qualification of subject teachers and Teachers Educators the researcher had used personal profile Performa. It was revealed that majority of the Teachers Educators and Subject Teachers of Education did not have professional qualification and they had MA education as an academic degree. It was, however, found that Subject Teachers of Education were efficient and competent as compared to the Teachers Educators irrespective of their professional qualification. According to Adieze, (1986) non-qualified and non-professional teachers in teaching profession are killing the profession because they are not really teachers. He

regarded them as “bird” of passage that create unnecessary vacuum whenever they see greener pasture and better prospect in the profession they are originally trained for.

Regarding competencies of the Subject Teachers of Education and Teachers Educators, data were collected from heads and students of Govt. Colleges separately. In these colleges, Education is taught as a subject. Heads and students of the Govt. Elementary teacher training colleges were also the population of the study. These colleges provided training to future teachers. The quantitative data analysis of heads’ views indicated that there were no significant differences regarding the competencies of Subject Teachers of Education and Teachers Educators. Whereas, students’ responses about Govt. colleges and Govt. Elementary teachers training colleges showed that there existed significant differences between the competencies of Subject Teachers of Education and Teachers Educators. Now the question arises why the differences existed between the heads’ views and students’ views regarding the competencies of Teachers Educators and subject teachers of education. In researcher’s, opinion the reasons for their views is that students are directly interacted with their teachers in the classrooms. Different indicators of teachers’ competencies such as command over the subject, usage of technology, classroom behavior, maintaining classroom environment etc. are related to the students. Students deeply observe their teachers so their views regarding teachers’ competencies are different as compared to heads of the institutions.

The data analysis stated that Subject Teachers of Education were more efficient as compared to Teacher Educators. The same point of views was discussed by Ali (1998) about the staff of Govt. Elementary teacher training colleges (GCETs) that the staff of these colleges was not properly trained. Inappropriate teaching methodology was used by them as well as teaching practice of future teachers was not properly supervise by them for enhancement of teaching skills.

It was interesting to discover that there existed significant differences between the Subject Teachers of Education and Teacher Educators concerning essential teaching skills. The Subject Teachers of Education were found more competent as compared to the Teacher Educators in lesson planning, lesson presentation; maintaining classroom climate, command over the subjects, usage of appropriate teaching methods, maintaining classroom discipline and classroom behavior. Wijaya and Rusyan (2000) clarify that competence is an overview of the qualitative nature of the conduct of teachers or educational staff seems very significant.

However, both groups of teachers had the same traditional methods of assessment and evaluation. There were found no significant differences between the performance of both groups of teachers’ formulation of questions, closure of the lesson and usage of evaluations skills of both groups of teachers. Akbar (2002) enlightens some skills for effective teaching that a teacher should plan the lesson according to the needs of students, present the material effectively, keep a good and pleasant learning environment, develop a strong interaction between students and teacher, maintain good discipline in the classroom, ask the right questions and use appropriate questioning during the lesson and use assessment techniques to assess student achievement.

To sum up, the results of the study indicated that whatever the qualification and competencies be, Subject Teachers of Education were found more efficient and more concerned with the outcomes of their efforts as compared to the Teacher Educators.

VIII. IMPLICATION OF STUDY

The study carries significance from a number of angles as spelled out below:

The study will be significant for policy makers, planners, curriculum developers, educationists, teachers and administrators regarding professional qualifications and competencies of Teacher Educators and Subject Teachers of Education.

This study is also likely to be of significance for prospective researchers who may explore several others angles of the professional qualifications and competencies of Teacher Educators and Subject Teachers of Education.

REFERENCES

1. Abe & Ade. (2013). Influence of Qualification on development and assessment of computer programmed instructional package on energy concept in upper basic technology in Ekiti state. *I Sci. Technology*, (3), 611-618
2. Ahiazu, L., Pricewell C. (2011). Standardizing the motivational competencies of Academically qualified teachers and professional teachers in Nigeria. *Learning change Int. Association for teaching and learning (IATEL)*.
3. Akhtar, T. (2011). Analysis of Discrepancies between Skills Acquired During Teacher Training Programs (B.Ed&M.Ed) and Skill Required in Actual Classroom.
4. Buchberger, F., & Byrne, K. (1995). Quality in teacher education a suppressed theme. *European Journal of Teacher Education*, 18(1), 9-23.
5. Caena, F. (2013). Perspectives on Teacher Educator policies in European countries: an overview. *European Commission*.
6. Cukjati, F. (2007). *National Professional Qualifications Act*. Ljubljana publishing house. The
7. Ducharme, E. (1993). *The Lives of Teacher Educators*. New York, Teachers College Press.
8. Ethell, R., & McMeriman, M. (2007). Unlocking the knowledge in action of an expert practitioner. *Journal of Teacher Education*, 51(2), 87-101.
9. Fakhra, A. (2012). Impact of Faculty Professional Development Program of Higher Education Commission on Teachers Competencies and Motivation at Higher Education Level in Pakistan (Doctoral dissertation, University of the Punjab, Lahore).
10. George, H. (2004). *Issues in teacher education in England and Wales*. London: Greenwood Press.
11. Goldhaber, D. D., & Brewer, D. J. (1996). Evaluating the effect of teacher degree level on educational performance.
12. Govt. of Pakistan, (1959). Report of the commission of national education Pakistan.
13. Govt. of Pakistan, Ministry of Education. (1998 -2010). *The National Education Policy*. Islamabad, Pakistan.
14. Govt. of Pakistan. (2009). *The National Education Policy*. Islamabad, Pakistan.
15. Hammond, D.L. (2009). *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. Published by the National Staff Development Council and The School Redesign Network at Stanford University, USA.
16. Hartanto. (1998). *Human resources competences*. Bandung: University of Education.
17. Hussain, S. (2004). Effectiveness of teacher training in developing professional attitude of prospective secondary school teachers (Doctoral dissertation, PMAS-Arid Agriculture University, Rawalpindi).
18. Iqbal, M. Z. (1996). *Teachers training: The Islamic perspective (Vol. 7)*. Institute of Policy Studies and

International Institute of Islamic Thought.

19. Johnson, L. H. (1995). Total quality management handbook. New York: McGraw-Hill.
20. Jumani, B. N. (2007). Study on the Competencies of Teachers Trained Through Distance Education in Pakistan.
21. Kayani, M. M., Morris, D., Azhar, M., & Kayani, A. (2011). Analysis Of Professional Competency Enhancement Program Of NAHE On The Performance Of College Teachers. International Journal of Business and Social Science, 2(18).
22. Kanter, R. (2014). Overcome the eight barriers to confidence [Harvard Business Review]. Retrieved from <https://hbr.org/2014/01/overcome-the-eight-barriers-toconfidence/>
23. Khan, S. C. (2004). From practice to policy: Making a difference. Karachi: Teachers' Resource Centre.
24. Kitchen, & Russell. (2012). Canadian Perspectives on the Self-Study of Teacher Education Practices published by Canadian Association for Teacher Education (CATE).
25. Korthagen, F. A. J. (2000). Teacher educators: From neglected group to spearhead in the development of education. (pp. 35-48). Leuven: Garant.
26. Korthagen, F. A. J., & Kessels, J. (2001). Linking theory and practice: Changing the pedagogy of teacher education. Educational Researcher, 28(4), 4-17.
27. Korthagen, F.A.J., & Russell, T. (1995). Teacher who teach teachers: some final consideration. (187-192).
28. Koster, B., et al. (2005). Roles, competencies and training of teacher educators, a new challenge. In E. Befring(Ed.), Teacher education for equality. (pp. 397-411). Oslo: Oslo College.
29. Koster, B., et al. (2005). Quality requirements for teacher educators. Teaching and Teacher Education, 21(2), 157- 176.
30. Lassa, P. N. (2004). Teaching Mathematics in Nigerian Primary schools,' Ibadan: UPL National Council for Curriculum Assessment (2005). Discussion Paper on International Trends in Mathematics. A paper published by the Government of Ireland.
31. Lanier, J., & Little, J. (1986). Research on teacher education. In M. Wittrock (Ed.), Handbook of research on teaching (3rd ed.) (pp. 527-569). Macmillan: New York.
32. Loughran, J., & Berry, A. (2005). Modeling by teacher educators. Teaching and Teacher Education, 21(2), 193-203.
33. Malik, A. A. (2015). Identification of The Factors of Quality Teacher Training and Development of a Model Program in Pakistan. Vfast Transactions on Education and Social Sciences, 5(2).
34. Mamun, M.A., & Mohamad, A.B. (2009). Management Education for Contemporary Challenges: The Role of Business School. European Journal of Scientific Research, 30(4), 649- 661.
35. Regenspan, B. (2002). Parallel Practices: Social Justice-Focused Teacher Education and the Elementary School Classroom. Counterpoints. Peter Lang Publishing, Inc., 275 Seventh Avenue, New York, NY 10001.
36. Shahid, M. S. (2007). The professional relevance primary school teachers: A neglected area of teacher education. In National Conference on the Changing Role of Teacher Education in the Era of Globalization, Institute of Education and Research, University of the Punjab, Lahore (April 16-17).
37. Shulman, L.S. (1986). Those Who Understand: Knowledge Growth in Teaching. Educational Researcher, 15(2), 4-14.
38. Smith, K. (2003). Teacher educators' professional knowledge; how does it differ from teachers' professional knowledge. American Educational Research Association conference, Chicago, IL.

39. Smith, K. (2005). Teacher educators' expertise: what do novice teachers and teacher educators say? *Teaching and Teacher Education*, 21(2), 177-192.
40. Veer, U.2004. Modern teacher training. Anmol publication pvt.LTD.New Delhi India p97.
41. Wijaya,&Rusyan.(2000). Akuntabilitas&AspekPendukung. Jakarta: STIM LPMI Press.
42. Willson, et al. (2001). Teacher Preparation Research: Current Knowledge, Gaps, and Recommendations. A Research Report prepared by the Center for the Study of Teaching and Policy in collaboration with Michigan State University.USA
43. Wilson, S., et al. (2001). Connecticut's story: A model for state teaching policy. *Teaching Quality Policy Briefs*, (4), 1–8.