Investigation of Affective and Cognitive Characteristics of Student Teachers in the Teacher Training Institutes of Rawalpindi and Islamabad

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Abstract: Objective: The study seeks to analyse the affective and cognitive traits of student teacher in the teacher training institute of Rawalpindi and Islamabad. The present study was quantitative in nature. The survey research design was used to conduct the study. Delimitation: The universe of the study is very large, and it is impossible for the researcher to approach and collect the data from them, which is why the study delimited to the teacher training institutes of Rawalpindi and Islamabad. Population: of the study was all the student teachers who are currently in teacher training institutes of Rawalpindi and Islamabad. The sample was selected from this population. Students, teachers of section 2018 of B.Eds. (Hons) in Rawalpindi. Sample: The whole population was selected of the study. Sample of the study was selected through the simple random sampling technique. Male and female students were taken according to the proportion of population. Tool of the study: The tool used for research was the questionnaire. A questionnaire of favourable numbers of questions was designed. It was containing the indicators of affective and cognitive characteristics of student's teachers. Pilot study: The piloting of the study was done through testing the research tools on selected student teachers from the teacher training institutes of Rawalpindi and Islamabad. The results from those questionnaires were analysed and checked for the validity (coherence with the objectives of the study) Discussions with the experts was also be conducted and suggestions for improvement or administration of the tools was collected and implied. Data collection: The data was collected through questionnaire that was administered to the participants selected in the sample. The researcher herself was administers the questionnaire. Data Analysis: Descriptive analysis technique was used to analyse the data. Simple percentage and frequency distribution analysis was implied on the data using SPSS. The results drawn from the collected data was also be tabulated and was interpreted in the results section. Graphs and charts were also being formed and were added in the results section. Results of the Study: This table shows that Demographic characteristics Age of the respondent’s maximum is 29 and its frequency is 67 and percentage is 16.8%, and minimum ages of the respondents is 19 and its frequency is 22 and percentage is 5.5%. This table shows that Demographic characteristics of the respondent’s maximum frequency are 323 of female and percentage is 80.8 and minimum frequency of the male is 77 and percentage is 19.3. maximum qualification B.Ed. and its frequency is 162, and minimum frequency of M.Ed. is 84 and its percentage is 21.0 and maximum frequency is 200 of 4year experience of teacher and minimum frequency 79 of 5 year of experience of teacher and its percentage is minimum 19.8%. This table shows that besides my teaching subject. I can teach other needed subjects like current events, general knowledge etc. of the respondent’s maximum frequency of strongly agree is 225 and minimum frequency of Agree is 145 and mean is 1.36 and S.D is .481.
Keywords: Affective, Cognitive, Characteristics, Teacher Education, Framework.
1. INTRODUCTION
   This is with the view to develop an effective teacher education framework by using inputs from
   the trainees, in-service teachers and teacher educators and to incorporate their ideas into the structuring
   and organization of not only the educational programmers but also the admission processes into such
   programmers. Using inputs from classroom teachers, teacher trainees, teacher educators as well as
   basic education students, a compilation of the personal and professional characteristics of an effective
   teacher was drawn. These were then developed into a comprehensive open and close-ended
   questionnaire covering trainees’ perception of and attitude to teaching, their belief systems, measures
   of cognitive and affective characteristics as well as a test of personality trait. The main sample for the
   study comprised four hundred student teacher trainees drawn from three universities and one college
   of education from Rawalpindi and Islamabad. The findings showed that student teacher trainees possessed
   varied and widely spread cognitive and affective behaviour some of which is suited for the teaching
   profession. However, the study could not determine if these attributes are reflective of their personality
   types prior to exposure to teacher education or not.

2. DISCUSSION
   To meet the growing demands of teachers at various levels, the teacher education system in
   Pakistan has gone through significant quantitative expansion, yet the quality of teachers’ preparation
   has been overlooked and compromised. The preparation of teachers is critically important because a
   country's modernization and development depend on the quality of its education system that is indebted
   to the quality of teacher education. There is a direct link between education and national development.
   For this, educational programs have to be reorganized and teachers are the main actors in this
   reorganization and transformation. It is, therefore, essential that teacher education programs be
   designed in such a way that the prospective teachers acquire all the relevant skills (Yackulic and
   Noonan, 2003).

   In Pakistan, it suffers from three major shortcomings. Firstly, it tends to imitate American
   teacher education, which, according to their own standards is under criticism for being deficient in
   developing teacher abilities for effective practice. Secondly, fragments of periodic experiments of
   American teacher have seeped into Pakistan’s teacher preparation programs. It has resultantly become
   an amalgam of incompatible ingredients which forces it to become too theoretical. Thirdly, Pakistan
   teacher education is woefully oblivious to the ground realities of schools and offers no answers to the
   problems posed by inhospitable conditions in which the teacher is required to work. The essence of a
   teaching process is to facilitate learning (Cazden 2001) and promoting students’ engagement has long
   being recognized as a precursor to learning. Student engagement is concerned with the interaction
   between, time, and effort invested by students. The teacher plays a fundamental role in motivating the
   students which leads to engagement. The term engagement refers to students’ feelings, experiences,
   and participation in academic and non-academic activities (Appleton et al. 2008). Student’s engagement
   is influenced by personal factors such as age, gender, race, and self-efficacy; social factors
   such as familial and peer and other social influences. Engagement is an essential element in the
   learning process because learning requires engagement for proficiency attainment and knowledge
   acquisition (Shi 2010). Students’ engagement is a multifaceted construct comprising the cognitive, the
   affective, and the behavioral dimensions (Fredricks et al. 2004, Wang & Holcombe 2010). Students’
   engagement is also a part of the learning process that refers to a student’s cognitive involvement, active
   participation, and emotional engagement with specific learning task. Thus, based on the definition;
   student’s engagement can be further defined as students’ emotional attachment towards the learning
   process which can be perceived as a motivated behavior.

   In any educational system, the teacher performs the significant function of perpetuating
   society’s heritage and energizing human resources towards social progress. This supports the fact that
   the teacher is an important variable in the teaching-learning situation.

   It was noted that the teacher factors include attributes such as teacher’s knowledge base, sense
   of responsibility, communication skills, his affective and cognitive skills, in-service training, and
   inquisitiveness. Teachers must possess the vital skills, personality characteristics and behaviours that
   students perceive to impact their motivation to learn, since it is a teacher’s job to connect with each
   student to foster the passion and excitement to learn (Littkey, 2004)
To meet the growing demands of teachers at various levels, the teacher education system in Pakistan has gone through significant quantitative expansion, yet the quality of teachers’ preparation has been overlooked and compromised. The preparation of teachers is critically important because a country's modernization and development depend on the quality of its education system that is indebted to the quality of teacher education. There is a direct link between education and national development. For this, educational programs must be reorganized, and teachers are the main actors in this reorganization and transformation. It is, therefore, essential that teacher education programs be designed in such a way that the prospective teachers acquire all the relevant skills (Yackulic and Noonan, 2003).

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National Education Policy (1998-2010) observes: “The qualitative dimension of teacher education program has received marginal attention resulting in the mass production of teachers with a shallow understanding of both the content and methodology of education. The existing teacher training system in Pakistan is not adequately responsive to the demands for quality education. (Govt. of Pakistan, 1998, p. 47-48).

Educational Technology’s history is traceable back to the end of the Second World War. At that time, Educational Technology emerged as a separate domain of its own. Since its beginning, the Educational Technology has passed through three major stages, the first being „Mass Instruction”, second „Individual learning” and third „Group learning”. The first stage is concerned with the process of teaching a vast number of people simultaneously by a small number of instructors or trained teachers.

3. RESULTS AND DISCUSSIONS

This study was designed to analyses investigation of affective and cognitive characteristics of student teachers in the teacher training institutes of Rawalpindi and Islamabad. The primary data was collected through the questioner schedule. In this chapter all the results are discussed which are derive from the analysis of the data.

Table 4.1 Demographic characteristics age of the respondents (n = 400)

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>21</td>
<td>20</td>
<td>5.0</td>
</tr>
<tr>
<td>22</td>
<td>54</td>
<td>13.5</td>
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<tr>
<td>23</td>
<td>61</td>
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<td>24</td>
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<td>25</td>
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<td>26</td>
<td>40</td>
<td>10.0</td>
</tr>
<tr>
<td>27</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>28</td>
<td>26</td>
<td>6.5</td>
</tr>
<tr>
<td>29</td>
<td>67</td>
<td>16.8</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Table 4.2 Demographic characteristics of the respondents (n = 400)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>323</td>
<td>80.8</td>
</tr>
<tr>
<td>Male</td>
<td>77</td>
<td>19.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Ed</td>
<td>162</td>
<td>40.5</td>
</tr>
<tr>
<td>MA</td>
<td>154</td>
<td>38.5</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>84</td>
<td>21.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Year</td>
<td>121</td>
<td>30.3</td>
</tr>
<tr>
<td>4 Year</td>
<td>200</td>
<td>50.0</td>
</tr>
<tr>
<td>5 Year</td>
<td>79</td>
<td>19.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Table 4.3. Teaching subject, like current events, general knowledge etc.

<table>
<thead>
<tr>
<th>Teaching Subject</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>255</td>
<td>63.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>145</td>
<td>36.3</td>
<td>1.36</td>
<td>.481</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100.0</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. LITERATURE CITED


11. Department of Organizational Behavior, Weatherhead School of Management, Case Western Reserve University, Cleveland, OH.