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**Professional Development of Teacher Educators:
Challenges and Opportunities**

By

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DEDICATION

This thesis is dedicated to
My amazing and loving parents
You were, and still are, my motivation.

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DECLARATION

I declare that this thesis is entirely my own work.

I declare that no material from this thesis has been used or published before.

I confirm that the thesis has not been submitted for a degree at any other university.

A handwritten signature in black ink, appearing to read 'Naima Qureshi', written in a cursive style.

Naima Qureshi

GLOSSARY

ADE	Associate Degree in Education
AIOU	Allama Iqbal Open University
B.Ed.	Bachelor of Education
CT	Certificate in Teaching
CPD	Continuous Professional Development
COP	Community of Practice
CCCII	Community of Continuous Inquiry and Improvement
DSD	Directorate of Staff Development
GCETs	Government Colleges of Elementary Teachers
GCEs	Government Colleges of Education
HEC	Higher Education Commission
IER	Institute of Education and Research
LID	Learning Innovation Division
MEd	Master of Education
NACTE	National Accreditation Council for Teacher Education
NEP	National Education Policy
PTC	Primary Teaching Certificate
PLC	Professional Learning Community
QAD	Quality Assurance Division
QEC	Quality Enhancement Cells
WFSG	Whole Faculty Study Group
UOX	Given Pseudonym to the researched University for this study

ABSTRACT

This study examines the challenges and opportunities for the professional development of teacher educators in a leading teacher education university in Pakistan. It underpins the participatory and sociocultural perspectives of learning to gain insight into teacher educators' learning. This research deployed a sequential explanatory mixed methods approach, using questionnaires followed by semi-structured interviews. Interviews were conducted with teacher educators, heads of the departments, campus principals and higher management personnel. The study highlights the fact that the teacher educators do not have any formal permanent system of professional development. The findings further reveal the diverse professional characteristics of teacher educators in terms of experience in teaching, research and professional qualifications, which lead to varied learning experiences and professional challenges to teacher educators in their respective roles. Beginner teacher educators with no professional qualification and inadequate teaching and research experience face more challenges in meeting the demands of the higher education settings. Teaching appears to be the major professional role of teacher educators in comparisons to curriculum design, mentoring or engagement in research. This study raises a number of issues regarding professional adequacy and entry requirements of teacher educators, as well as the status of the field of teacher education in Pakistan. A key finding of this study is the contested context of the University as a workplace, which inhibited the professional relationship of teacher educators. This resulted in a balkanized culture, which challenged the learning of teacher educators. In addition, inequitable and insufficient access to resources, lack of professional support from management and excessive workloads limited the opportunities for learning. The study also highlights the fact that teacher educators

are relying more on peer and self-learning. However, peer-learning was not evenly observed across all campuses.

This research improves our understanding of Community of Practice showing that the concept needs to consider power, culture and disentangle the relationship between working conditions and learning. It also gives insight to the conceptualization of workplace affordances by seeing that such affordances are both personal and institutional. In terms of looking at Eraut's ideas of informal learning, this research adds to our understanding that it is not just learning and contextual factors (institutional factors) which affect the learning of the individuals but also their professional context. In this research, professional context includes professional experiences (teacher educators' repertoires in teaching and research), qualifications, their differentiated roles and positions. By doing so the research has added to the discourse of informal learning and provides an empirical study in the field of teacher education. In addition, this research provides deeper insight of teacher educators' learning, and can assist in designing and strengthening the professional development opportunities for teacher educators in Pakistan.

CHAPTER I

Introduction

In this chapter, I will explain my motivation for undertaking this research. I will then state the purpose and significance of the current study which will be followed by the research questions. After this, I will summarize the research design. The chapter ends with an explanation of the structure of the thesis.

1.1. Rationale of the Study

My motivation for undertaking this research arose from my position and professional background in the field of teacher education for the last ten years. This professional journey is the experience of transition from being a teacher, to a Continuous Professional Development (CPD) head, and finally, to a teacher educator. As a Head of Continuous Professional Development Centre at a private Teachers Training Institute of Punjab, Pakistan, I was involved in designing and conducting the capacity building programmes for teachers, as well as teacher educators. This professional role provided me with an opportunity to assist and observe new and experienced teachers, and also teacher educators in their professional endeavours. As a head of the CPD centre in a teachers' training institute and an MPhil student at the University of X, I found numerous opportunities to sit with my fellow teachers and teacher educators. Working with teachers and teacher educators exposed me to the difficulties and challenges that teacher educators face in performing their professional roles.

In 2012, under the Strengthening Teacher Education Programme (STEP) project funded by USAID, I had the opportunity to mentor and observe the teaching of

teacher educators of the Government College of Elementary Teachers (GCET), a government college for training teachers. This experience informed me of different indicators essential to the successful implementation and sustainability for any professional development programme. Meanwhile, I closely observed many challenges and issues that teacher educators face with recent reforms in teacher education in Pakistan. These close interactions with teacher educators stimulated my interest in the work and learning of teacher educators.

In 2012, I was appointed as a teacher educator at University of X and was awarded a scholarship for my Ph.D. by the Higher Education Commission (HEC) of Pakistan. As a teacher educator at the University of X, I was not provided with any formal induction or orientation programme supportive to my role, though my experience as a teacher educator proved very helpful for me in various ways.

I observed that my other colleagues with no teaching or work experience in school or higher education faced more challenges than I did. One of my fellow beginner colleagues faced difficulty in supervising MA students in their dissertations. Other new colleagues struggled with heavy workloads including lesson preparation, teaching, assessment and a range of administrative responsibilities. Insufficient support and information about roles and academic rules and regulations added to the difficulties. It was perplexing; sometimes we were unhappy and frustrated with certain things, but we accepted whatever came to us because we considered it our duty. Sometimes, we viewed ourselves as being vulnerable and de-skilled. We learned many things with time, but in a hard way. A key support mechanism that we were able to draw on was our informal conversations and the sharing of experiences, frustrations, vulnerabilities. Of the four colleagues who joined me on my campus,

only one got the chance to attend an induction programme organized by HEC. Personally, I learned a great deal in first four months of my experience which has given me a real insight into the significance of professional development for teacher educators.

A few months later, I joined the University of Warwick to pursue a Ph.D. The journey of four months as a teacher educator and my interactions with teacher educators were still fresh in my mind which motivated me to investigate learning opportunities and challenges faced by teacher educators. After discussion with my supervisors, I chose to research teacher educator's professional development. By studying the literature in the field of teacher educators' professional development, I realised that the challenges and uncertainties that my colleagues and I faced were not very different from those presented in the literature.

As a teacher educator, I believe that research is the key to development. I think completing a Ph.D. in teacher education will help me to develop insights into the subject, as well as improve my skills in raising questions and researching them. It will also help me in developing insight regarding the policy initiatives and reforms of teacher education in Pakistan, and producing new knowledge in the field of education.

1.2. Significance and Need of the Study

The important role of teacher educators in the teacher education profession has been frequently highlighted in the literature. A study entitled Supporting Teacher Educators by European Commission (2013), conducted by national experts from 26 countries, argued that teacher educators played a central role in each phase of

teachers' career. Teacher educators had also significant participation in the professional development of pre-service and in-service teachers (Smith, 2003).

Shagrir (2010) identified four 'partners' in the teacher education profession: student-teachers, a body of knowledge, teacher education institutions and teacher educators. He further suggested that teacher educators stand at the centre of the profession. This a theme is picked up by others authors including Smith, (2005) and Lunenberg, Korthagen and Swennen (2007) writing about the context of Israel and the Netherlands respectively and also emphasized by Volet and Swet (2010:149) who argued that teacher educators were '*at the core of good teacher education*'. This position of teacher educators among the other three partners is presented in Figure 1.

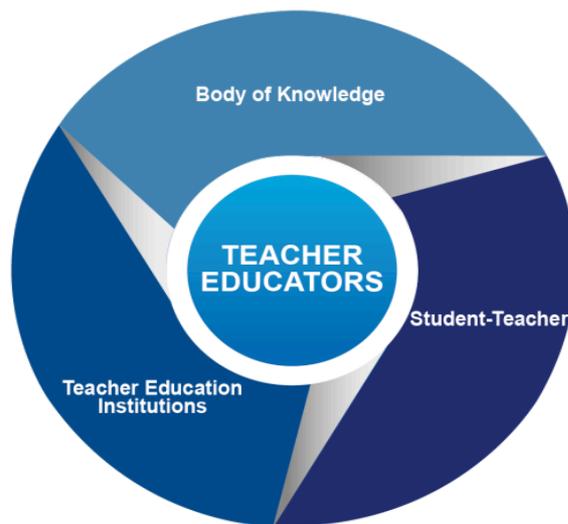


Figure 1: Teacher Educators at the heart
(Based on Shagrir, 2010)

Teacher educators have considerable impact on schools and on future teachers. For example, Koster *et al.*, (2008) mentioned that the quality of teachers affected the learning of pupils (Barber and Mourshed, 2007; Hattie, 2009), and that the quality of

teacher educators affected the quality of teachers (Snoek and Klink, 2011). In the same vein, Furlong *et al.*, (2000:36) evidenced the critical role of teacher educators and observed:

What student teachers learn during their initial training is as much influenced by who is responsible for teaching them as it is by the content of the curriculum.

Given the significance of teacher educators' role in teacher education, the professional development of teacher educators themselves cannot be neglected. Snoek and Klink (2011) further maintained that improvements in the competencies of teacher educators and their professional development are important for producing quality teachers.

Smith (2003:203) described the prominence of professional development of teacher educators, and contended that there were many reasons why professional development of teacher educators was important including: to improve the profession of teacher education; to maintain interest in the profession; to grow personally and professionally; and to advance within the profession.

There is also a long established link between quality of teaching, teachers and teacher educators. This was captured by Turney and Wright (1990), who argued for this interrelationship of quality teaching and quality of teacher educators in the following way:

The quality of teaching depends in large measure on the quality of the teachers; the quality of the teachers depends in large part upon the quality of their professional education; the quality of teacher education depends in large measure on the quality of those who provide it, namely the teacher educators. (Turney and Wright, 1990)

This was picked up by Murray (2006) in more recent literature who also drew on Turney and Wright and agreed on the interrelationship of quality teaching and of teacher educators. In spite of its importance, there is limited research on teacher educators. Some years ago, Lanier and Little (1986: 528) maintained that *'teachers of teachers—what they are like, what they do, what they think—are typically overlooked in studies of teacher education.'* Yet recently for example Swennen, Jones and Volman (2010) highlighted the same gap. There is a limited body of knowledge about teacher educators, and little is known about who the teacher educators are and about the *'what'* and *'how'* of their professional development (Smith, 2003; Murray and Male, 2005; Loughran, 2006). Murray and Male (2005) and Koster and Dengerink (2001) maintained that notwithstanding the wealth of accounts of teacher education, there was little empirical research that focused on teacher educators themselves. As until recently, little consideration has been given to the expertise (professional knowledge and competencies) and professional quality of teacher educators. As Martinez (2008: 35) noted this as following:

Little systematic research has been undertaken to inform us about fundamental characteristics of the professional lives of this occupational group—their qualifications, their recruitment, their career pathways into and through the academy, their teaching and research practices, the problems they encounter, or their professional development needs and practices.

In short, it is frequently highlighted and agreed in the literature that professional development of teacher educators is very important and there is a need to research in this area but not enough has been done to address this need.

Moreover, the process of professional development is complex and calls for an examination the personal, professional and wider context in which teachers work. Among all the studies on teacher educators published in last ten years, only one study is found with the title of Professional Development of Teacher Educators. Most of the other covered ‘Induction’ or ‘Identity’ as reflected in their titles. For example Murray and Male (2005), Murray (2008), Ben-Peretz *et al.*, (2010), Boyd and Harris (2010), Swennen *et al.*, (2010), McKeon and Harrison (2010), Loughran (2011) have also looked at the development of professional identity and have recognised it as the process of becoming a teacher educator. These studies were conducted using mostly interview approaches with teacher educators only. Furthermore, most of the studies have been carried out in the UK, USA and other European countries (Izadinia, 2014).

In Asian countries, especially in Pakistan, there is research on teacher professional development and professional development of faculty members (as general group-non-teacher educators) but very little research has been conducted with regard to the professional development of teacher educators (Khan, 2011). Izadinia (2014:437) in a review of articles on professional identity of teacher educators and faculty induction spanning the previous ten years showed that most research carried out in North America, Europe and Australia. Izadinia further found only four studies on teacher educator identity has been undertaken in Asia; two in Israel, one in China and one in Pakistan.

The existing literature on teacher educator’s professional development was investigated with reference to challenges teacher educators confront during their induction and focused on a newly emerging concept of teacher educator’s identity (Izadinia, 2014). Although, these studies acknowledged the role and significance of

communities of learning and the importance of collaborative and collegial relationships, the need for further studies was frequently highlighted.

A review of the literature demonstrates the need to approach the professional development of teacher educators in greater depth, with their personal and professional experiences (Hodkinson and Hodkinson 2004a; Izadinia, 2014). It also establishes the need to understand the professional development of teacher educators in their own institutional context, and to take into account the broad national educational context in general. Many of the researchers based in western countries have acknowledged that most of their findings were based on western experiences of teacher educators, and warned against generalizing their findings to the context of developing countries. Bronfenbrenner (2004) argued that it is important that studies of teacher educators' professional development be located in social contexts and professional knowledge landscapes (Connelly and Clandinin, 1995) in which teacher educators' work.

Thus, this research is an attempt to fill the gap in the literature on professional development of teacher educators. This study takes a broader view of learning, and considers both formal and informal ways of learning. It takes into account teacher educators' professional experiences, backgrounds and organizational context.

This research also has a methodological strength in that it uses both quantitative and qualitative methods. In addition, views of heads and two elites were also elicited through interviews in order to gain wider perspectives.

This research is also significant within the backdrop of the current education reforms in Pakistan, education system in general, and teacher education in particular. This will be explained below.

1.3. Background of the Study

As will be discussed in the literature review, there is research on the quality and evaluation of teacher education programmes, student-teachers' beliefs, teachers' professional development and the curriculum of teacher education programmes in Pakistan. However, the professional development of teacher educators has been a neglected area of research. There is also very little emphasis in policy documents about teacher educators' practices and professional development, and there are no formal arrangements for the professional development of teacher educators. However, in the last five years, Pakistan's education system has undergone changes which have raised expectations of teacher educators. The New Education Policy (2009) planned for the standardization and institutionalisation of accreditation and certification procedures in the teacher education field. As a result, a number of initiatives were developed by various bodies including the Higher Education Commission (HEC), Quality Assurance Division (QAD) and National Accreditation Council for Teacher Education (NACTE), which established National Teaching Standards for Teachers. These reforms in the system require teachers and teacher educators to build their professional competence, knowledge and skills. They also introduce the expectations that teacher educators will exhibit a high standard of teaching and learning. At the same time, there is a need to look more closely into the needs, challenges and available professional development opportunities of teacher educators, so that they can best be prepared to meet set expectations, and are able to

perform better in their professional roles. This research will help throw light on the needs of teacher educators and the challenges they face.

1.4. Scope of the Study

This research will focus on a public sector university within Pakistan. This is the first specialized teacher education university in the Punjab which provides pre-service education. This university was established in September, 2002, and offers a B.Ed, MEd., M.Phil. leading to Ph.D. and degree programmes in other non-education subjects. It has a total of ten campuses across the Punjab.

1.5. Research Questions

The overarching aim of my research was to investigate the types of professional development opportunities available to teacher educators, their professional learning experiences while performing their roles; and challenges they face in their professional development in general and in their professional endeavours specifically.

To achieve this purpose, the following research questions were formed.

Research Question 1: What are the professional development opportunities available for teacher educators?

Research Question 2: What challenges do they face in their professional development?

Research Question 3: What are the professional learning experiences of teacher educators with various academic and professional backgrounds?

Research Question 4: How do teacher educators learn if formal professional

development opportunities are not available?

To answer these questions, various sub-questions were formed which will be detailed in Chapter 4.

1.6. Research Design

This study has a sequential mixed methods design. It begins as an exploratory study of an under-explored area leading to an explanatory framework.

1.7. Structure of the Study

In the present Chapter, I have explained my motivation for the research, the significance and purpose of the study, and the research design. In Chapter 2, I introduce the context for the investigation, which focuses on the higher education and teacher education system of Pakistan and also covers the background of the University of X and its staff where the field work was undertaken. In Chapter 3, I review the literature and look critically at issues in the field of teacher educators' professional development. In Chapter 4, I present my methodology and the procedures taken to collect and analyse qualitative and quantitative data. In Chapter 5, I present the quantitative findings. The qualitative findings are then presented in Chapter 6 and Chapter 7. In Chapter 8, the findings are discussed in relation to the existing literature. Finally, Chapter 9 provides a summary of the research, explains its contribution to knowledge, its limitations and areas for further studies.

CHAPTER II

The Teacher Education Landscape in Pakistan and the Background to the University of X

This chapter provides an overview of the system as well as issues in the field of teacher education. It will also present a brief outline of the research which has been carried out around the teacher education field generally, and on teacher and teacher educators specifically in Pakistan. It will then present the background to the University of X and its staff. This broad sketch of Pakistan's teacher education system and background of the University of X contextualizes my research.

2.1. Structure of Teacher Education in Pakistan

In Pakistan, the government sector has the largest number of teacher training institutions spread all over the country. The organization and names of public sector institutions differ from province to province. Each province has a different organizational and administrative set-up of teacher training institutions. Common provincial features include the pre-service curriculum and a provincially centralized structure, with most of the institutions functioning under Education Departments rather than the district governments.

Four type of institution offer teacher education including Government Colleges of Elementary Teachers (GCETs); Government Colleges of Education (GCEs); directorates or centres at the provincial level and universities (Khan, 2011).GCETs offer certificate-level courses of one year's duration under the title of Primary Teaching Certificate (PTC), and Certificate in Teaching (CT) for primary and elementary school teachers, respectively. The PTC is offered after matriculation (10

years of education) and CT is offered after ‘intermediate’ (twelve years of education). PTC and CT are offered all over Pakistan except in the province of Punjab where the minimum teaching qualification is an Associate Degree in Education (ADE). The ADE is a two years degree offered after twelve years of education. University departments, IERs and GCEs all offer ADE, One year Bachelor of Education (B.Ed.), B.Ed. Honours (4 years) and Master of Education (M.Ed.). The M.Ed. is also a one year programme completed after the B.Ed. (Khan, 2011).

Table 1, below shows details of the teacher education programmes and levels for which student-teachers are prepared.

Table 1: Teacher Education Programmes in Punjab

(Source: Mahboob and Tallat, 2008: 20)

Programme	Qualification for Admission	Duration	Grade level permitted to teach
B.Ed.	Graduation (14 years of education)	1 Year	Primary (Grade 1 to 5)
BSc, B.Ed.	Intermediate (12 years of education)	3Years	Primary and Secondary (1-8)
M.Ed.	Graduation + B.Ed. (1 year)	1 Year	Higher secondary (6-12) and student teacher of B.Ed.
ADE	Intermediate (12 years of education)	2 Years	Primary (Grade 1 to 5)

At the time of the study, there were 135 pre-service teacher education institutions, with 36,563 teacher educators in Pakistan. Of the 135, 114 institutions were established in the public sector, and 21 were set up in the private sector (Dilshad and Iqbal, 2010). GCEs were affiliated with multiple organising and governing bodies with respect to curriculum, examination, recruitment of teacher educators, budget and administration (Faheem, 2006). These GCEs were affiliated to the Provincial Bureau of Education for administrative purpose; for examination purpose, they were affiliated with Board of Secondary Education (Khan, 2011). Faheem (2006) maintained that the numerous government teacher training institutions at the provincial levels, including the Bureau of Curriculum in Baluchistan, Provincial Institute of Teacher Education, Idara Taleemo Aagahe, Directorate of Staff Development (DSD), University of Education etc., had unclear mandates, with an overlap between their roles and responsibilities. Faheem further stated that although in Punjab, the provision of pre-service and in-service training had been divided between its two apex organizations, the University of Education and Directorate of Staff Development (DSD) respectively, the other provinces were still undergoing institutional clutter. However, at the time of this study, there was no overarching body to regulate and guide these institutions particularly in terms of academic leadership within provincial departments of education (Dilshad and Iqbal, 2010).

2.2. Research in the Field of Teacher Education

The quality of teaching and learning in teacher education institutions in Pakistan has been a concern (Warwick and Reimers, 1994; Hoodbhoy, 1998; Khan, 2011; Dilshad and Latif, 2011). According to Warwick and Reimers (1994:51), high school teachers who were sent to training colleges as teacher educators were those who had either

reached their time of promotion but no one wanted them as school heads, or were school heads who had failed in some way. Therefore, they had *'low morale, a poor opinion of the teaching profession, and serious doubts about themselves as teachers'* (Warwick and Reimers 1994:6). The study also found that there was little opportunity for career advancement in the teaching profession in Pakistan. The only available chance of promotion was based on seniority. Farooq cited by Khan (2011) discussed the fact that many teacher educators had sustained experience of school, but were not particularly motivated in their work because they had detached themselves from working in classrooms earlier in their careers, and had taken on administrative and/or managerial positions in schools before moving to higher education. Research conducted by Khan (2011) found that the majority of the teacher educators had limited skills as researchers, and many were not given institutional support to undertake research.

A project supported by USAID (2006) 'Pakistan Teacher Education Programme and Professional Development' conducted a performance gap analysis and training need assessment of teacher training institution in the public sector in the country. The study included respondents from 24 teacher education institutions, including the University of X, Punjab, which is the university under study for this current project. The study observed the administrative structure of teacher education institutions, the academic environment, the nature of the teacher education programmes and teaching styles practised in these institutions. The report found gaps in training for both pre-service and in-service teacher educators and observed that there was no guidance or induction for a freshly appointed teacher trainers. The fresh appointee was often a secondary school teacher with a Master degree with very little knowledge and experience of higher education setting. Moreover, trainers of primary teachers had

never experienced teaching primary school children. Concerns over the appointment of teacher educators were also expressed in The National Education Policy (Government of Pakistan, 1998:48) which concluded that *'there is no standardized procedure for appointment of teacher educators in teacher training institutions. In [the] existing system, any person belonging to [a] school or college cadre can be transferred to teacher education institutions'*.

The study by USAID (2006) further noted the teacher educators of the GECEs and GCE had opportunities for in-service training, but most of the courses for the teacher educators were curriculum based for example on specific subject topic rather than on pedagogical skills. The individual faculty members' questionnaires indicated that almost 70-80% of faculty members had attended 3-5 different in-service courses on average. About 8-10% of total faculty from 24 sample institutions had opportunities for foreign training too. However, teacher educators did not have any specialised training relevant to their field of teaching.

A report by UNESCO (2006) on the Situational Analysis of Teacher Education in Pakistan reported key issues and challenges in teacher education in Pakistan and argued that teachers in teacher education institutes (GCETs and GCEs) had a shortfall in core competencies fundamental to their profession. These included not selecting teachers on merit, lack of proper screening and relaxing of qualification requirements. Job descriptions and performance appraisals of teachers were missing. The report suggested that teacher educators show poor quality teaching and administer their classes in the traditional teaching style of lecture giving dictation and notes. Trainers were failing to cultivate creative thinking, inquiry and problem solving among their trainees. They refrained from group work and interactive

learning techniques because they had concerns that it might spoil class discipline. Most of them were not aware of their professional strengths and weaknesses. The report also concluded the poor quality of teacher educators is one of the major reasons why Pakistan has not been able to raise its educational level and standards (UNESCO, 2006:45).

The UNESCO report (2006:50-58) summarises the following issues and challenges specific to teacher educators and teacher education institutes.

- Standards had been developed, but student and teacher competencies were low
- Teacher educators were usually inappropriately experienced for their role, generally having little practical experience
- No standards had been described for teacher educators
- Teacher educators were apprehensive of change
- There was a need to recruit teacher educators who were not only academically qualified for their role, but were also suitably experienced
- Teacher educators were transferred with no regard to their relevant experience and qualifications

2.3. Recent Reforms in Teacher Education

The Higher Education Commission (HEC) is the governing body for universities and HEIs in Pakistan and has the main aim of facilitating quality assurance in both public and private sector higher education institutions. The Higher Education Commission of Pakistan has introduced many reforms for the improvement of the quality of education and capacity building. It offered an opportunity for higher education

academics to explore the challenges associated with the job and to equip them with latest professional techniques (Higher Education Commission, 2013).

In 2006, the Higher Education Commission established a Quality Assurance Division (QAD) with the purpose of providing an integrated quality assurance and management service for higher education (HEC, 2006). One of the objectives of the QAD was to develop a viable and sustainable mechanism of quality assurance, which was achieved through the creation of Quality Assurance Agency (QAA) for regulating and facilitating the Quality Enhancement Cells (QECs) at all universities. The QECs now established at 30 public universities have become instrumental in implementing the quality assurance policies developed by HEC. The purpose of these QECs was to enhance the quality of teaching and learning as well as to improve the internal academic and administrative processes, with the main focus being on the self-assessment of different quality parameters. This included: *'programme mission objectives and outcomes, curriculum design and organization, laboratories and computing facilities, student support and guidance, faculty, process control, institutional facilities [and] institutional support'* (HEC 2009:102). Efforts were made to raise the quality in all respects including quality of teaching faculty, infrastructure, curricula, assessment, management and governance, and accreditation of academic programmes and institutions (Batoool and Qureshi, 2008).

The New Education Policy (2009) and higher education commission (HEC), with its various initiatives, aimed at revitalizing the education system with a particular focus on increasing access and quality (Government of Pakistan, 2009). The said policy planned for the standardization and institutionalization of accreditation and certification procedures in teacher education in the country. The Accreditation

Council for Teacher Education (ACTE) was set up at the time of the study at the national level which established National Teaching Standards for Teachers and requirements for teacher education programmes and institutions. Current educational reforms in teacher education in Pakistan have raised expectations. To understand this, I now looked at the context in which implementation is expected to take place. The following section will discuss the context of the University of X, where fieldwork was carried out. This background is important to the current study because it contextualizes the challenges which teacher educators face in their professional development.

2.4. Context of University of X

University X is a multi-campus university with three divisions and ten campuses across Punjab, as shown in Figure 2. Among ten campuses, three of them are in Lahore, which is a Metropolitan city of Pakistan, while the other seven are situated outside Lahore, as indicated with a star on the map below.

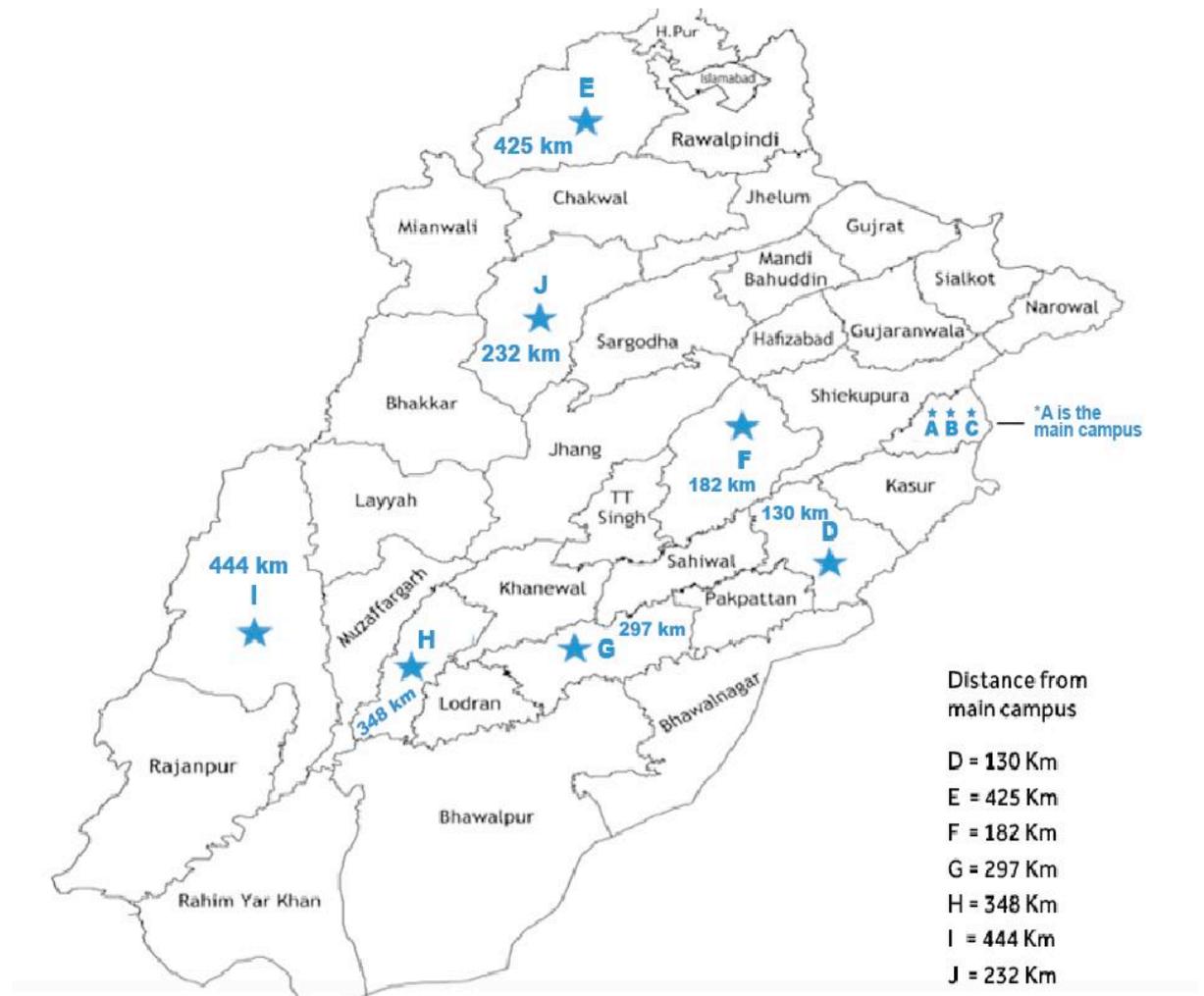


Figure 2: Map of the Campuses of University of X

2.5. Campuses and Teacher Educators' Context

Of the ten campuses, only two were new university campuses, while the other eight campuses were previously either Government Colleges of Elementary Teachers (GCET) or Government College of Education (GCE), as detailed below in Figure 3.

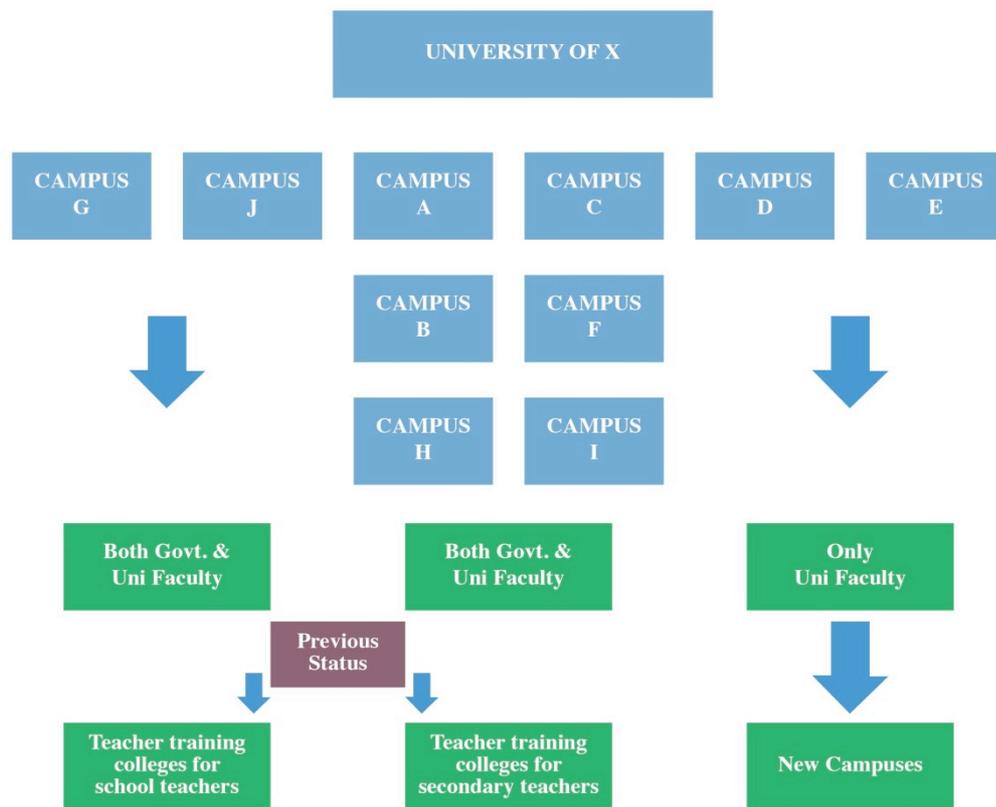


Figure 3: University Campus Context

Eight of the campuses offered PTC (primary teaching certificate), CT (Certificate in teaching), B.Ed., and or M.Ed. All these programmes were affiliated with universities and the administrative control of these colleges were under the education department.

The education department is currently administered by two provincial heads (secretaries of education): a secretary of higher education and secretary of school education. Employees and teaching staff of GCET and GCE were governed by entirely separate administrative authorities. The Government College of Education (GCE) were under the administrative control of the higher education department while the Government College of Elementary Teachers (GCETs) was under the administrative control of school education department. After the establishment of the

University of X, all 90 GCEs and 35 GCETs of Punjab became the constituent colleges of the University of X, and the services of all the employees and teaching staff of these colleges were assigned to UOX, but they remained government employees. Their benefits, seniority, promotion and salary remained with the government of Punjab, although employees had the right to transfer back to the education department and the University also had the right to transfer any employee on administrative grounds. Following a more recent government directive, 33 GCETs and 83 GCEs were detached from University of X, thus reducing the constituent campuses to 2 GCETs and 7 GCEs.

Two GCETs, which were the campuses of the University (Campus G, Campus J), had their own context in terms of the teaching programme they offer: they were previously called “Normal schools”. These ‘Normal schools’ played a critical role in developing elementary school teachers as 'classroom practitioners' through Senior Vernacular and Junior Vernacular Certificate programmes. However, as part of the education reform, Normal Schools were replaced by the Teacher Training Institutions and offered a Certificate in Teaching (CT) and Primary Teaching Certificate (PTC). Through another intervention, the nomenclature of these Teacher Training Institutions was changed to Colleges of Education and Government Colleges for Elementary Teachers (GCETs) Elementary Colleges of Education. The Colleges of Education became responsible for offering a Bachelor of Teaching or Bachelor of Education and Master of Education, whereas the Elementary Colleges of Education continued their CT and PTC courses. With time, CT and PTC courses became obsolete. Hence, an attempt was made to introduce two Diploma programmes (each of 10 plus 2 years and 12 plus 1 and ½ year) and replace CT and PTC courses. These programmes were piloted in some GCETS in 1998, but these programmes were not

successful in the testing phase. Due to the lack of sound empirical evidence about the success of diploma programs, CT and PTC courses continued, but Punjab closed these programmes in 1998. These courses were still being taught in the Elementary Colleges of Education in Sindh, Khyber Pakhtunkhwa (KP) and Balochistan (USAID, 2010). In the context of the National Education Policy (2009), with the introduction of National Professional Standards and 4 year B.Ed. programme as discussed in Chapter 1, a National Task force was set up to study in detail the duration and scheme of study of the prevailing pre-service programs, including Primary Teacher Certificate (PTC), Certificate of Teaching (CT) and diploma courses. They reviewed the content of these programmes, specifically considering their curricula, pedagogy, assessment and teaching practice, and identified that the condition of the teacher training institutions particularly in terms of human resources at the district level was inadequate to transition into a B.Ed. Several provinces expressed concern about holders of PTC and CT certificates and their compatibility with ADE, and how holders of the former certificates will be affected by the transition to the B.Ed. (USAID, 2009). The characteristic of the campuses in terms of their previous and current status, and composition of faculty and heads of the University of X, has been detailed in the following Table 2.

Table 2: Characteristics of University Campuses: Administrative and Academic Control

Campus	Previous status	Faculty *U stands for University and G stands for Government	Headed by	Current Status
Campus A	GCE used to offer B.S.ED. Three year degree program affiliated with University of the Punjab	Both U and G cadre	University appointment	Administrative and academic control of Government cadre faculty is under Punjab Government. Academic and administrative control of University cadre faculty is under University of X.
Campus C	GCE B. Ed. M. Ed. MA Edu Affiliated with PU	Both U and G cadre	Government appointment	Same as above
Campus B	GCE	Both U and G cadre	Government appointment	Same as above
Campus F	GCE	Both U and G cadre	Government appointment	Same as above
Campus H	GCE	Both U and G cadre	Government appointment	Same as above
Campus I	GCE	Both U and G cadre	University appointment	Same as above
Campus G	GCET Previously Normal School CT, PTC	Both U and G cadre	Government appointment	Same as above

Campus	Previous status	Faculty *U stands for University and G stands for Government	Headed by	Current Status
Campus J	GCET (Education Colleges) Normal School	Both U and G cadre	Government appointment	Same as above
Campus D	New campus	Only U faculty	University appointment	All administrative and academic control with UOX.
Campus E	New campus	Only U faculty	University appointment	All administrative and academic control with UOX.

This table demonstrates how the administrative and academic control of each of the two groups of teacher educators (Government and University) were different within each campus due to the history of each educational facility.

Administrative control of government cadre teacher educators was the responsibility of the Punjab education department. Therefore, the promotion policy, pension and transfer of teacher educators was governed and managed by Punjab Government. Academic duties and roles of government cadre teacher educators were assigned by the University of X; while they were sometimes engaged in the administrative task given by Punjab Government. Government teacher educators were not required to conduct research to gain promotion; instead, they were promoted on the basis of their seniority. The differences were also found in the scales of both faculty. Government teacher educators were one scale behind university teacher educators. For example, an Assistant Professor from government cadre was assigned Grade 18, while university cadre Assistant Professor was assigned Grade 19.

In the case of the promotion of government teacher educators, they could be transferred to another public sector institute or college. However, UOX reserved the right to retain government teacher educators in the university if they were only given an NOC (Non-objection certificate).

Conversely, the administrative and academic control of the university teacher educators was the responsibility of the University of X. The University of X was governed by the Higher Education Commission, which is the governing body of all higher education institutions and universities in Pakistan. The promotions, pension, administrative and academic control were under the rule of the Higher Education Commission and managed by the University of X.

Summary:

This chapter has covered the main research studies in the field of teacher education in Pakistan. It also identified the challenges and issues faced by teacher education institutions. It has also discussed the context of University of X and its staff. It highlighted that in the University of X, two groups of teacher educators (government and university) have different administrative and academic control. The next chapter is the literature review which covers the main research studies around teacher educator's professional development and the challenges which they face in their professional development in different contexts.

CHAPTER III

Literature Review

3.1. Introduction

This chapter will cover the conceptual framework and basis for my research study. The framework is based on the integration of several concepts: professional development, factors affecting professional development, participatory and social cultural theory of learning, notion of collaboration and community, teacher educators' learning and challenges in terms of their professional roles.

The first part of the literature review covers: an exploration of the term professional development; the changing paradigm of professional development; formal and informal learning; the concepts of professional learning community and community of practice; and the characteristics and conditions necessary for teachers' professional development. The second part of the chapter looks at the demands and expectations of teacher educators and the challenges they face in their professional endeavours.

SECTION I

The following section describes the term 'professional development', and the changing paradigm of professional development, including formal and informal learning. It will then discuss different approaches to this new paradigm of learning, the introduction to professional learning communities and a community of practice, before discussing how these factors affect teacher educators' learning.

It is important to mention here that I have used the term professional development and professional learning interchangeably in this study. Furthermore, there are far fewer research studies on teacher educators' professional development, thus the literature on teachers' professional development has been used to inform the conceptual framework of the study.

3.2. Professional Development of Teachers

Kelchtermans (2004:217) observed that the amalgamation of the variant definitions of professional development has made it a new 'container concept' in the educational research discourse. It implies that different authors have explained the term professional development in different ways relating to different roles and settings in which teachers work. Guskey and Huberman (1995) also saw that the concept of teachers' professional development can be viewed from various foci and informed by different bodies of research.

Authors including Schön (1987), Hargreaves and Fullan (1992), and Miller and Silvernails (1994) have focused on teacher's reflectivity, introspection, self-analysis, and inquiry. Reimers (2003) defined professional development in a broad sense as the development of a person in his or her professional role. According to Glathorn (1995:42), teacher development can be defined as *'the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically'*. However, this definition focuses on the professional development of individual teachers and neglects the broader view of development related to the teachers' relationship with their colleagues and other professionals, as well as other dimensions of teaching like commitment, motivation (see Grossman 1994). As Day (1994) explained:

It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.
(Day, 1994:4)

Day (1999) defined professional development as a process that continues throughout teacher's life. He also saw emotional intelligence and commitment as important elements of professional development, along with knowledge and skills. Thus, professional development encompasses good practices in teaching as well as understanding the moral purpose of teaching. His definition also reflected the fact that professional development was linked to teachers' relationship and interaction with colleagues and students.

Ganser (2000) goes further, stating that professional development is a combination of formal experiences as well as informal experiences including attending workshops, reading professional publications, watching television documentaries, etc. which may assist teachers in their professional role. Craft (2002) also conceptualised professional development as professional learning that takes place over time in both formal and informal settings across different contexts.

Lieberman's definition of learning includes both formal and informal ways of learning, as Ganser (2000) and Craft (2002) also identified, although Lieberman (1995) further identified the different settings in which learning occurs: i) direct teaching (through conferences, courses, workshops-consultations); ii) learning in school (through for example peer coaching, critical friends, action research, portfolio assessment, working on task together); and iii) learning out of school (through, for

example, reforms networks, school-university partnership, professional development centres, subject networks and informal groups) and learning in the classroom (through, for example, students' responses and questioning). This implies different settings and contexts of learning including formal and informal.

Usually, teachers' professional development has been assumed as a series of workshop and training conducted by an outsider with no follow up (Guskey, 2000). Guskey (2000:5) questioned the tendency for educators to adopt a narrow view of professional development that did not link professional development with day-to-day work of teachers. Fullan (2000) contended that one-shot workshops were ineffective, as the topics were not selected by the teachers. Additionally, this narrow perspective of professional development for teachers had also been criticised since in-charge of the workshops may neglect teachers' opinion and classroom experience. This view of teachers' professional development as a series of activities that were detached from the actual classroom engagement often resulted in teachers feeling that their professional development experience as 'meaningless and wasteful' (Guskey, 2000:4). Guskey (2000) explained since most teachers were not usually consulted on their professional development needs, they often perceived their professional development experience to be as extraneous to the improvement of their teaching practice. As a result, it becomes challenging for teachers to combine and use the knowledge and skills gained from the professional development experiences into their practices. Goodall *et al.*, (2005) and Bolam and Weindling (2006) also identified some limitations in the ways that professional development is organised and delivered. For example, poor criteria to evaluate the effectiveness of the training programmes, one-off events and the lack of time made available for teachers to attend any capacity building workshops.

Guskey, 2000; Villegas-Reimers, 2003; Day and Sachs, 2004, identified new forms of professional development such as study groups, coaching, mentoring, networks and immersion to the inquiry. Moreover, the professional development of teachers was considered a long-term process that included regular opportunities and experiences planned systematically to promote growth and development in the profession. It was also acknowledged that teachers learn over time, and professional development is a long-term process; thus regular opportunities of learning linked to teachers' prior experiences were seen to be more effective as it allowed teachers to relate prior knowledge to new experiences (Day and Sachs, 2004; Ganser, 2000; Bantwini, 2009; Murray, 2010).

Another defining feature of new modes of professional development was that learning needed to be practical in nature, and to be closely linked to, and integrated with the day-to-day work of teachers. Considering professional development as a continuous process and the notion of job-embedded activities (Lester, 2003) and life-long learning (Longworth, 2001) became well established. The importance of professional learning linked and associated with teachers' experiences and workplace context was supported by various authors in educational research (Villegas-Reimers, 2003; Guskey, 2000). Adopting a broad view of learning which stresses the importance of context gave rise to the use and theorising of informal learning (Eraut, 2004; Harbinson and Rex, 2010), life learning (Longworth, 2001) and workplace learning (Billet, 2001a) in teachers and teacher educators' professional development (e.g. Hodkinson, 2005; Bolam, Stoll and Greenwood, 2007; Murray, 2005).

3.3. Informal Learning

Garrick (1998) considered the importance of informal learning as being associated with the economics of post-industrial workplaces, in which organisations have to be more innovative and competitive. However, informal learning has its origin in the work of Knowles (1950), who uses the term to fit the un-patterned needs of the adult in the workplace.

As used in the adult learning literature (Marsick and Watkins, 2001; Eraut, 2004), the phrase ‘informal learning’ refers to the everyday and unstructured ways of learning. Watkinson (2010) offered a simple definition of informal learning as a planned or unplanned learning activity that usually occurs outside any institution or structured classroom environment. Incidental learning was another term which has been noted in Watkinson (2010), who defined it as a sub set of informal learning. He clarified informal learning as planned or unplanned; however he explained incidental learning as unintentional, unexpected and unexamined. Eraut (2004) also defined the characteristics of informal learning such as implicit, unintended, and unstructured learning.

Watkinson argued that theorists behind informal learning (i.e. Dewey, 1964; Kolb, 1984; Schön, 1987) have noted the importance of the workplace for individual’s learning. Eraut (2004) argued the workplace context brings new understanding to learning. He maintained that *‘workplace context is invariably a social one, which influences the way in which people define the situation, select options for actions, and interacts with others with whom they work and learn.’* (Eraut, 2004:253).

Tynjala (2008:130-33) concluded that the integration of formal and informal learning is an essential prerequisite in response to the changes happening in working life. He warned that we should not consider the workplace as a unified environment for all learners. Workplaces can vary in terms of how they support learning. For school teachers, informal learning is often referred to as workplace learning, which occurs in interactions among teachers and their reflection upon their practice (Harbison and Rex, 2010). Discussion of informal learning and workplace learning drew attention to the context in which teachers work and teachers' relationships and interactions with their colleagues. This distinction also permits us to explore different dimensions (i.e. personal, professional and organisational) of learning.

3.4. New Paradigm of Professional Development

As discussed above, teachers' professional development occurs both in a formal and informal way. Formal learning opportunities include attending professional development courses and workshops, and informal learning occurs by interacting with colleagues, reading books, and everyday reflections on teaching. This broader outlook of professional development invites attention to study the professional development of teachers keeping in view their individual personal, professional and the wider organisational context in which they work. A defining feature of new modes of professional development is that learning should be personally meaningful (Day and Sachs, 2004: 3) in the sense that it is *'linked to the interconnections of teachers' biographies, social histories and working contexts, peer groups, teaching preferences, identities, phase of development and broader socio-political cultures'*. Thus, it can be assumed that teachers' backgrounds, their working contexts, and their relationship with colleagues and broader culture may influence teachers' learning

experiences. Kelchtermans (2004) further proposed that it was important to understand teachers' learning against their previous backgrounds, profiles and different stages of careers as well as teachers' expectations about the future. Leitch and Day (2001) alluded to the importance of personal biographies of teachers and emphasised that adult learning should consider both personal and professional learning histories of teachers.

Along with Eraut (2004), it can be concluded that studying the individual professional aspect of learning can offer a deep insight into teacher's learning and challenges of learning; each teacher may have a unique set of experiences and backgrounds which influence how they choose to engage in informal and formal opportunities for learning. Similarly, organisational context can play an important role in setting the context of both formal and informal learning. Eraut and Hirsh (2010:4) maintained that learning can be examined from two perspectives, individual and social. An individual perspective of learning draws our attention to what people know, how they learn and the variations in how people interpret and use what they learn. Meanwhile, the social perspective enables us to explore the social context for learning and different cultural norms, practices and resources that facilitate learning. McKenzie (2001) has also emphasised that for lifelong learning to materialise, it is necessary that individuals and organisation play their part in forming an environment which can facilitate learning.

Thus, in order to understand learning, we need to understand the personal, professional, organisational and socio-cultural context, as seen in the literature (e.g. Ganser, 2000; Guskey 2000, Reimers 2003; Hodkinson, Biesta and James, 2008; Harbison *et al.*, 2010). Therefore, it is imperative to study the factors at individual

level of teacher as well system-related factors which play an important role in teachers' engagement in professional development activities.

3.6. Collaboration, Community and Collectivity

Integrating personal, professional and organisational dimension to understand learning has a close link with the notion of collectivity, collaboration and community and sharing. As many authors note, facilitating the formation of communities can help teachers learn from one another (Garet *et al.*, 2001; Hoban, 2002; Rogers & Babinski, 2002; Hargreaves, 2003; Villegas-Reimers, 2003; Day and Sachs, 2004; King and Newman, 2004). For example, Hoban (2002) stressed the importance of collaboration that led to the formation of communities. He explained learning, professional development and collaboration within the situated theory of learning. The significance of shared experiences has also been noted by McLaughlin and Talbert (2001) who placed collaborative practice in the notion of communities of practice.

Collective participation of teachers from the same department, subject or grade was also considered an important approach to shared learning for teachers (Birman *et al.*, 2000, Guskey, 2002). Birman *et al.*, (2000: 105) stressed that collective participation in professional development results in active learning and proves more meaningful with the teachers' other experiences within school and classroom. Moreover, professional development that involves collective participation, especially for teachers in the same school, is believed to be able to sustain the changes made to their teaching practice. Garet *et al.*, (2001) argued teachers who collaborate with each other found more opportunities to discuss concepts and difficulties that they face in their professional development experiences. Hargreaves (1995) similarly

discussed collaboration as one of the ways for teachers to improve their teaching practice as well as increase teachers' capacity for reflection. Kwakman (2003) viewed that new information or ideas, not only spring from individual learning but to a large extent, also from dialogue and interaction with other people. This reinforced Hargreaves (1995:154) assertion that collaboration can be '*a powerful source of professional learning: a means of getting better at the job*'. Stoll *et al.*, (2006:228) concluded that educational reform progress depends on teachers' individual and collective capacity. They define capacity as a complex combination of motivation, individuals' skill, positive learning, organisational condition, culture and infrastructure.

The two concepts Professional Learning Communities (PLC) and Communities of Practice (COP) have been considered as a way to understand how teachers establish collegial relationships, knowledge sharing and collaboration (Dufour and Eaker 2005; Guskey, 2002, Wenger, McDermott and Synder, 2002; Silins and Mulford, 2002; King and Newmann 2004; Stoll *et al.*, 2006; Selena, Wendy and Ruona, 2007). Selena, Wendy and Ruona (2007) have elaborated how these two concepts have primarily been used as ways to foster school improvement discussed in the next section. These two terms have also given insight into the informal ways of teacher' learning and nature of learning at work (Hodkinson and Hodkinson, 2004; Billet 2004).

3.7. Professional Learning Communities and Community of Practice

The different models of PLC (Professional Learning Communities) and COP (Community of Practice) grew from different theory bases (Selena, Wendy and

Ruona, 2007). These authors explained that models of professional learning communities are drawn from learning organisational theory (Senge, 1990), and community of practice models are drawn from the social learning theory of Lave and Wenger (1991). PLC is a body of research that started in the 1980s, and mostly centred on schools and departments as mediating context for teaching and improving student success (Stoll and Louise, 2007). These two terms have been used interchangeably, which sometimes blurs the clarity of understanding of these two terms.

Dufour and Eaker (2005) applied the model of the professional learning community to the field of education. Their concept of professional learning community centred on the school faculty, who work together to build the capacity of the school for implementing and sustaining change. They defined the term 'organisation' as a blend of efficiency and structure, and 'community' as those individuals who shared a common purpose. This model emphasized the role of principals, parents and community and stresses the cultural change at the organisational level to build the culture of collaboration that would help in school improvement. Another model named the Whole-Faculty-Study Groups (WFSG) was conceptualised by Murphy and Lick (2004) also drawn from Senge's (1990) learning organisation theory. This model was initially implemented as a staff development model for the school system for implementing change in different aspects of the school including curriculum, learning and assessment. The model links a group of teachers in different departments having varied expertise in for example curriculum, instruction and classroom assessment. The model further linked the professional development of different subjects to a collaborative team of teachers who share their individual expertise and experiences and apply their learning to students' needs. In contrast to

the PLC model which recognized the culture shift at the organisational level, this model of WFSG focused on the improvement of practices of teachers or members within a group of the community. In this model, the whole faculty participated in the particular specialised study group and work towards student needs and their improvement. Another model was presented by Hord (2004) on the basis of decades of research in schools. She introduced the concept by naming it Creating Communities of Continuous Inquiry and Improvement (CCCII). This model was based on the assumption that whole staff capacity building is significant in bringing about cultural change. Similar to Dufour and Eaker's (2005) model, CCCII model emphasized the cultural shift at the organisational level but placed more emphasis on reflective dialogue as a way for shared learning to take place (Selena *et al.*, 2007).

Wenger, McDermott and Synder (2002:4) model of Communities of Practice (COP) was defined as '*groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis*'. Communities of practice can have different forms, can vary in size, time of work, location and composition (homogeneous vs. heterogeneous) and can be developed within an organization, or may span across organizational boundaries (Selena, Wendy and Ruona, 2007). Wenger, McDermott and Synder (2002) model of Communities of Practice (COP) was based on the situative theory of learning developed by Lave and Wenger (1991) which derived from the sociocultural theory of learning, as systematised and applied by Vygotsky and his Russian collaborators. Sociocultural theory of learning is understood as involving not only social but also cultural aspects of learning. This approach emphasized the interdependence of social and individual processes of co-construction of knowledge and the means by which individuals learn from one

another. In contrast to Dufour and Eaker (1998) and Hord's model which gave attention to the critical role of leadership and school culture, Lave and Wenger model of COP emphasized more bottom-up approach of learning (Selena, Wendy and Ruona, 2007). The membership of individual teachers and roles of leadership in building the community and knowledge sharing varied across these mentioned models. Major differences in the characteristics of professional learning communities and COP are presented in Table 3.

Table 3: Comparison of Primary Characteristics of Professional Learning Communities and Communities of Practice

Adapted from Selena, Wendy and Ruona (2007)

Model	Theory base	Membership	Leadership	Organisational Culture	Knowledge Sharing
Professional Learning Community	Learning Organisation	Based on individual status of faculty member	Principals provides staff with information	Shared mission, vision and values; focus on results Collaboration is the key	Discussion of new knowledge is limited and not discussed in detail
The Whole-Faculty-Study Groups (WFSG)	Learning Organisation	Mandatory; entire school faculty participates Study group of 3-8 members	Leadership is shared within the study groups	Data-based student needs drive the work, all study groups may have different focus	Work is made public through action plans, study logs Sharing of information is on annual basis
Creating Communities of Continuous Inquiry and Improvement	Learning Organisation	Based on individual status of faculty member Size of learning team varies from few people to whole faculty	Provided by principal Provide supportive conditions within school	Shared vision and values, shared practice	Teachers participate in reflective dialogue, feedback and peer coaching is used as a way of sharing knowledge
Communities of Practice	Social Learning	Participation is voluntary Self-selected or assigned by the organization	Distributed Leadership comes both from formal and informal leaders within and outside the community	Organisation values, innovation and knowledge sharing	Knowledge sharing occurs mainly within the community; although sometimes discussion and knowledge sharing occurs across community boundaries

Selena, Wendy and Ruona (2007) themselves argued that in all models of PLC and COP, the role of leadership, the organisational culture based on shared vision, collaboration, team learning and shared practice, have been emphasised in some way. Nevertheless, Selena, Wendy and Ruona (2007) maintained that the type of culture that is strived for in each model of professional learning community might not already exist in each organisation. As Knight (2002) suggested, the need to gain insight of the conditions that may make it difficult to establish collegial relationships, shared knowledge and collaboration (also see Drago-Severson and Pinto, 2006). These authors argued that scholars and researchers should be working to elucidate the connections between formal and informal learning that take place at the individual, group and organisational level.

Stoll and Louis (2007) also suggested that learning should be shared, and whole school communities need to work and learn together. They also warned that the applicability of the theoretical ideas and prescriptions of professional learning communities based on the evidence to the UK's current school may have been limited. Additional unforeseen national factors should be kept in view to inform the literature around professional learning. This also suggested that the theories of professional learning communities may have a different interpretation and influencing factors and characteristic in any particular context, whether departmental, school, organisational or national.

3.8. Factors affecting Community and Collaboration

Scholars such as Hord (2004), Murphy and Lick (2004) and Silins and Mulford (2002) argued that professional learning communities and communities of practice are a way for schools to work collaboratively and to learn from each other. Salena,

Wendy and Ruona (2007) viewed collaboration as important but noted that in some schools certain factors and conditions made it difficult to develop learning communities. These factors, including organizational structures and leadership, have been explained in the wider literature, for example by Caldwell and Johnston (2001) and Supovtiz, (2002). Moreover, Silins, Zarins and Mulford (2002a) identified weak professional communities and inadequate time for reflection affecting collaboration; traditional hierarchal arrangements; lack of access to resources; and ‘balkanisation’ of staff; time constraint; lack of coordination; non-participatory decision making, were also recognized as inhibitors to the successful development of professional learning communities (Silins, Zarins and Mulford, 2002a; Hargreaves and Fullan, 2012). McLaughlin and Talbert (2001), like Selena, Wendy and Ruona (2007) noted that levels of collegiality among staff members even within the same district could be very different depending on the professional learning communities in which teachers work.

It is important to note here, as discussed above, that collaboration in itself does not result in teachers’ learning. Teachers’ experiences and priorities are very central in terms of how and when they will engage in collaboration. For example, Clement and Vandenberghe (2000) argued that collaboration in itself is not the most promising path in professional development. They proposed balance between collaborative work and individual autonomous work and argued that the context within which teachers work with each other was equally important and had an effect on teachers’ collaboration. Wilson and Berne (1999) alluded to the importance of context when they contended that future research in professional development should look how contexts enable teachers’ learning. In this regard, they claimed that little effort had been given in explaining how contexts may (or may not) assist learning.

Achinstein (2002) shared the same concern for balance between collegial collaborative work and individual autonomous work but understood it within the concept of conflict. He claimed that conflict was inherent in any community and that communities of colleagues were arenas of disagreement, diversity and discussion. Therefore, close collegial communities could hinder opportunities for learning without recognizing the conflicts. He further claimed that how individuals acknowledge each other's differences would make a difference to individual as well as the organizational capacity to learning. Kelchtermans (2004) went further showing how the ongoing processes of negotiation, power and influence, and the explicit and implicit attempts to control working conditions determined whether and in what ways teachers could develop professionally. He, therefore, placed the issue of power relations at the centre of teacher professional development and teachers' learning.

Some of the problems associated with s COPs relate to the *'hoarding of knowledge, clique formation, limitation of innovation, and exclusiveness with regard to membership'* (Selena, Wendy and Ruona, 2007: 21). They asserted that COP literature emphasised social aspect of learning but neglected the role of leaders or to the culture outside of the community. Hodkinson and Hodkinson (2004) also offered criticism by saying that it had a predominantly participatory perspective of learning but neglected the personal disposition and contextual factors. They extended their criticism to Engestrom's writing (2001) whereby the subject is seen as a part of the activity system to which he/she/they belong, but the nature of these subjects as people with biographies and identities developed partly outside those systems and appeared largely absent. Hodkinson and Hodkinson (2004) concluded their criticism by saying that these theories neglected the personal disposition and importance of

context in relation to learning or being associated with any form of community of practice.

Teachers' relationships with colleagues and their personal dispositions were considered important factors in their workplace learning (Hodkinson and Hodkinson, 2004; Hodkinson, 2005 and Kelchtermans, 2004). For these authors, workplace learning varied according to the precise contexts and forms of relationships teachers have. Contextual factors which may offer particular issue within any community of practice and the researcher's task is to identify the consequences of these issues for learning. Hodkinson and Hodkinson (2004) further argued that the significance of individual dispositions and biography in relation to the community of practice development was acknowledged but underdeveloped. They argued that Lave and Wenger (1991) were categorical about the significance of power relations in constructing access to workplace learning but did not address these power relations in detail. They suggested paying attention to the disposition of workers/learners, the context of the social structures or activity systems or the communities of practice in which they belonged. Smith (2003) also raised the issue of power relationships within a COP, since these may inhibit entry and participation. Contu and Willmott (2003) proposed the need to study macro-structural relations that existed outside the realm of the community that influence power relations and interaction within the community.

3.9. Relationship between Learning and Context

The study of the context is important to understand teachers' professional learning as discussed by many learning theorists. Hodkinson and Hodkinson (2004) argued that both personal disposition (e.g. interest, motivation) and workplace structures could develop deeper insight into teachers' learning. Bourdieu (1994) saw that the individual and social structures were inseparable. He further elucidated it as people are *'influenced by and influences the social structures around them, more than structures are represented through individuals'* (Bourdieu: 15). Brown, Collins and Duguid (1989) further explained the relationship between learning and context by saying that it is simulated to consider learning and context as separate. They defined a mutual relationship between context and person and described that each person is a part of the context and in the same way, each context offers opportunities for individuals to learn. Similarly, Brown's cautioned us to recognize an individual as a part of the context. Thus, it can be assumed that an individual's learning, social relations and context are interrelated. To study individuals' learning without studying context can be problematic.

Fuller and Unwin (2004) studied the workplace settings in the UK (industry and secondary schools) to explain the nature and procedure of learning at work. They used Lave and Wenger's situative learning theory. They emphasised that institutional environment and settings play an important role *"in the configuration of opportunities and barriers to learning that employees' encounter"* (Fuller and Unwin, 2004: 49). They further concluded that the personal disposition and organisational context both contributes to form the workplace settings.

Billet's (2001) theory of workplace learning also added to our understanding of workplace learning by focusing on factors within work practice that either facilitated or restrained individual's learning and participation at work. He described *affordances* as the activities and guidance which may provide by the workplace to facilitate an individual's learning. Billet (2004) emphasized on the importance of the relationship between the learners' interests and dispositions, and the kind of affordances that are offered in any workplace. As a result, affordances take in an individual's interest as well as opportunities for learning. Hodkinson and Hodkinson (2004) commented that Billet's theory does not offer a detailed explanation of how individual's already developed and developing biographies might offer opportunities for learning to themselves or others. It is also important to understand the dynamics of teacher educators and to consider how different teacher educators, new and experienced, with varied backgrounds and interests, build their relationship with each other, the challenges they face and the opportunities they offer for learning of others.

This criticism by Hodkinson and Hodkinson (2004) implies individual and contextual should be studied. Moreover, the factors which affect PLC and COP also need attention to broaden our understanding of contributors which facilitate and hinder in developing the communities and as a result, affect learning. I argue that along with personal and organisational factors, teacher educators' professional backgrounds and experiences also present an important aspect to understand learning. I believe that teacher educators' learning can be best understood by studying the mutually constitutive interrelationship between their professional context, their dispositions and the departmental context, that is to say, departmental community of practice within which they work and wider policy and management

issues of their institution. Therefore, this research will also attempt to focus on the interrelationship between personal, professional and wider institutional contexts and their influence on learning.

3.10. Organizational Factors and Professional Development

The importance of school organisational support for effective teacher professional development has now been well-established (Darling-Hammond, 2000; Guskey, 2000; Villegas-Reimers, 2003; Stoll *et al.*, 2006; King and Newmann, 2004; Harbison and Rex, 2010). All these authors stressed the need to understand structural or procedural barriers that exist within organisations which might hinder effective professional development. King and Newmann (2004) observed that although the aim of teacher professional development was to enhance student achievement, it was greatly influenced by the organisations in which students and teachers work. The design of professional development should consider not only how individual teachers learn, but also how schools as organisations influence teachers' learning or are influenced by teachers' learning (King and Newmann, 2004). Harbison and Rex (2010) further noted that that school culture as the site of informal learning was also considered as a crucial factor in forming the relationship among teachers which help them in mutual learning. Knight (2002:152) concluded that *'the quality of teachers' learning comes from the quality of their department and /or schools as learning organisation.'* This significance of school as an organisation that influences the teachers' learning suggests that professional development needs to involve the growth of a teacher as a professional as well as the development of the system. Thus, it can be assumed that effective professional development should focus not only on the capacity building of an individual but also on the system as well. Guskey

(1995:119) also supported the interdependence of meeting both teachers' and school's needs in understanding the context. In this regard, he proposed finding '*the optimal mix of individual and organisational processes that will contribute to the success in a particular context*' (Guskey, 1995: 119). Lester (2003) noted the need for structure in professional development programmes within hectic the school environment. He maintained that teachers' workload and involvement in curricular and extra-curricular matters would have a negative influence on teacher's professional development. Therefore, the importance of leadership and their commitment to teachers' professional development is profound. The importance of support by school leaders and administrators for professional development was raised as one of the six recommendations made by an international study conducted by the OECD from 2002 to 2004. The report stated that policy should be in place to provide schools with more responsibility for teachers' professional development. The notion of support for professional development is not only limited to the school as an organisation but also calls for a wider support at the institutional level. According to OCED (2005):

The quality of teaching is determined not just by the 'quality' of the teachers although that is clearly critical but also the environment in which they work. Able teachers are not necessarily going to reach their potential in settings that do not provide appropriate support or sufficient challenge or reward (OCED, 2005: 9).

Kelchtemans (2004:224) emphasised the impact of policies at the institutional level on schools in claiming that '*policy environment deeply affects teachers' professional identities, as well as the goals, content and form of their professional learning*'.

Darling-Hammond (1994) echoed the same importance by stating that different institutional challenges including tradition, the low status of teachers and lack of incentives, finances and policy support may affect the school. Thus to understand learning, we need to relate it to what Harbison has defined as macro-context i.e. organisations and institutions (like department, school and country) and micro-context at a particular time, place and with particular participants. Harbison and Rex (2010:268) further noted that understanding learning as a socio-cultural phenomenon, explained that learning was not only cognitive but also ‘contextually situated’ and central to the context within which the individuals interacts.

Different contextual factors which influence learning have been studied in detail by Eraut (2004). In a multi-agency project on early career professional learning of qualified nurses, graduate engineers and trainee accountants in their first year of employment. He (2004) noted that the following factors (illustrated in Figure 4) affected workplace learning:

- Feedback- related to confidence, learning, retention and commitment
- Challenge- the right level
- Appreciation-of the value of their work, by others
- Support- for their personal sense of agency.

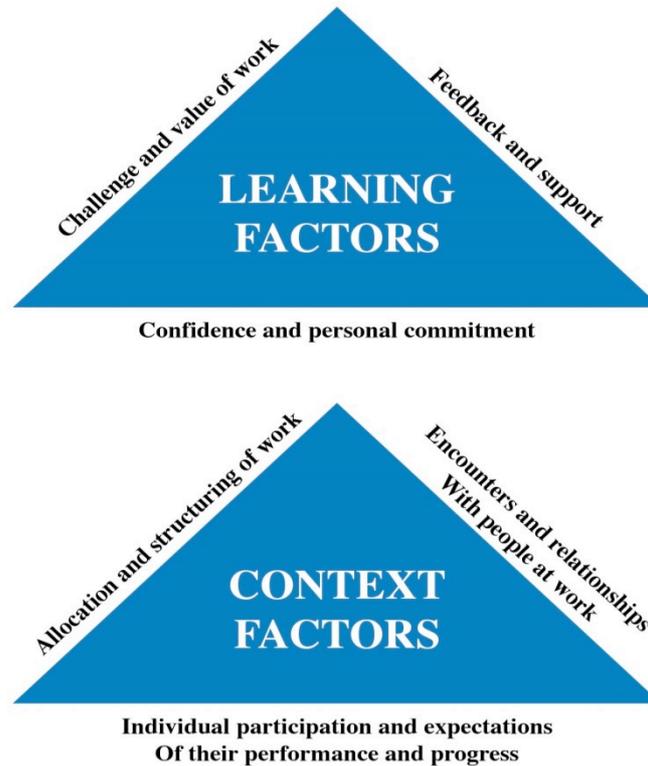


Figure 4: Factors Affecting Learning at Work
(Eraut, 2004:269)

Eraut (2004) detailed ‘personal level factors’ (such as commitment and confidence) but also included ‘work related factors’, including the allocation of work, policies, relationship with colleagues and structures. This implied that for successful learning, both the personal and contextual level factors had significant value in workplace learning. Therefore, it can be assumed that institutional and organisational structures and support seemed paramount in influencing teachers’ learning and setting the context of workplace learning overall. Eraut (2004) found that learning from others and the challenge of the work both proved to be the most important dimensions of learning. Thus, they defined learning both from individual as well as organisational perspective.

3.11. Summary

The professional development of teachers has been studied and presented in the relevant literature in many different ways. But at the core of such endeavours, there is the understanding that professional development is a continuous process. It is evident from the above-mentioned literature that social, personal, professional and institutional context have an important influence on teachers' learning. Each context offers different responsibilities and expectations for teachers and may impose constraints and opportunities for learning at the same time. Therefore, professional development can take different dimensions, and can vary in different settings. The literature also showed that learning can take different forms including formal and informal. Therefore, there is a continuous need to study the backgrounds of teachers, the expectations of education systems in which teachers work, teachers' working conditions and the opportunities and challenges of learning that are available to them (Avalos, 2011).

SECTION II

In the following section, I will discuss the varied roles teacher educators perform, challenges they face and formal and informal ways of professional development of teacher educators, which are significantly discussed in the literature.

3.12. Demands and Roles of Teacher Educators

In UK, USA and other European countries, teacher educators work in university departments and colleges of higher education and schools (Koster *et al.*, 2005; Shagrir, 2010; Smith 2010, Snoek and Klink, 2011). Some teacher educators have the dual role of teacher and teacher educator within the school, which Zeichner

(2010:94) referred to as *'hybrid educator'*. With the diverse roles, teacher educators have to play in the teacher education field within schools, and higher education settings, expectations and roles of teacher educators are varied.

In recognizing the central position of teacher educators in the field of teacher education (Shagrir, 2010), different authors (e.g. Murray, Swennen, and Shagrir, 2009; Swennen, Jones and Volman, 2010; McKeon and Harrison, 2010) have detailed the various expectations and roles of teacher educators. These roles include curriculum design; supervising student-teachers on their school placements; working with school based mentors; liaising and collaborating with school based mentors and tutors; engaging in scholarship and research, including writing for publications; and academic administration (Murray, Swennen and Shagrir, 2009; McKeon and Harrison, 2010). These roles are related to those three areas of teacher education field which Shagrir (2010) identified. These have been illustrated in the following Figure 5.

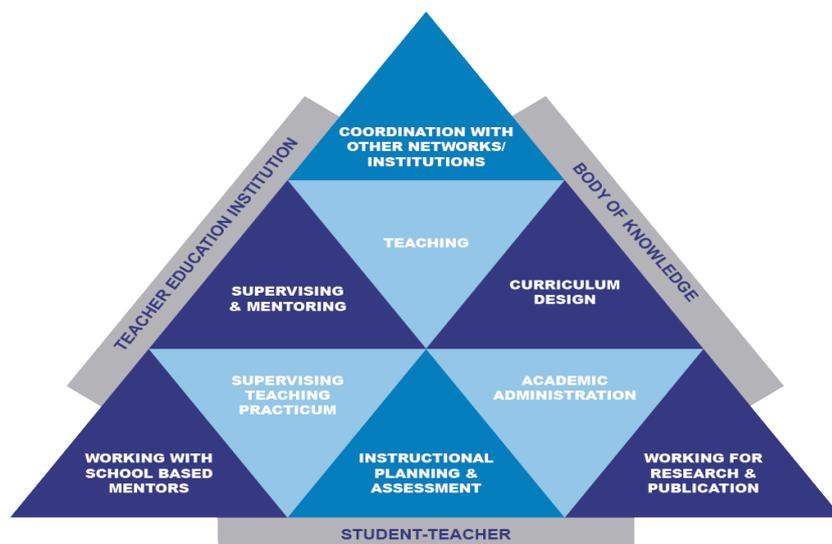


Figure 5: Roles of Teacher Educators

Based on Murray *et al.*, 2009; Swennen *et al.*, 2010; McKeon *et al.*, 2010; Shagrir, 2010

These complex and multi-dimensional roles are explored in the context of standards and competencies of teacher educators in various countries including the Netherlands (Koster and Dengerink, 2001), the United States (Klecka *et al.*, 2008), and Israel (Smith, 2003). At the time of the study, there were no nationally stated standards for teacher educators' professional knowledge in England. Though in many countries in Europe including UK, teachers in higher education now have to undertake formal courses to teach in higher education such as Post Graduate Certificate in Higher Education in the UK, the Basic Qualification for teaching in Higher Education in the Netherlands (Murray, 2008).

Smith (2003:5) argued that the Standards for Teacher Educators defined areas of responsibilities and competencies for teacher educators. They also provided teacher educators with a guideline for continuous independent professional development and also represented the characteristics of a teacher education profession. By examining the standards for teacher educators in The Netherland and America, it is clear that teacher educators are required to have a mix of competencies and knowledge. For example, Professional Standards for Dutch Teacher Educators highlighted areas such as content competencies, pedagogical competencies, organisational competencies, group dynamics and communicative competencies and personal competencies (Koster and Dengerink, 2001: 32). In the case of the Netherlands, Koster and Dengerink (2001) also identified abilities and skills against each competency area for teacher educators. For example, against *content competencies*, the relevant ability and skill identifies '*teacher educators are able to acquire and maintain knowledge and skills to do with their own discipline*' (Koster and Dengerink, 2001:349).The Standards for Dutch Teacher Educators also added research as an important teacher

educators' professional expertise and suggested that teacher educators were expected to contribute new knowledge in the field of teacher education (ibid).

The American Teacher Education (ATE, 2002) defined seven standards required of Master teacher educators which included modelling professional practice, inquiring and contributing to teaching and learning, reflect on their own practice, providing leadership in education, collaborating inside and outside the institution, serving as an informed and critical advocates for high quality education and contributing to improve teacher education. Standards for teacher educators in Israel also indicated research as an additional function of teacher educators. Furthermore, the promotion criteria within teacher education institutions in Israel included developing new programmes and learning material, quality of teaching, taking initiatives in the field of education, active role in decision making, providing counselling to schools, and publication in well-known referred journals (Oranim, 2002; Katz and Coleman, 2002).

At the time of the study, there were no separate professional standards for teacher educators in Pakistan. In 2009 in Pakistan, National Professional Standards for Teachers (2009) were developed for school teachers. Standards included subject matter knowledge, human growth and development, knowledge of Islamic ethical values, instructional planning and strategies, assessment, learning environment, effective communication and proficient use of information communication technology, collaboration and partnership, continuous professional development and code of conduct and teaching of English as a second language (National Professional Standards for Teachers: 9). It may be observed that these standards were more focused on the teaching and learning process (subject knowledge and skill to teach)

and did not have any focus on research and inquiry as indicated in other standards discussed above. Within formal document on Standards for Teachers, it is stated that teacher educators may follow the same standards as those of teachers. Can it be assumed that teachers and teacher educators should have same competencies, knowledge base and skills as teachers? What professional roles should teacher educators perform? What specific requirements and expectations are placed on teacher educators in Pakistan? Given the recent attention to teacher education programmes through accreditation of teacher education programmes and licensing of teachers through quality standards, it appeared that policy measures in the field of teacher education in Pakistan still neglect the recognition of teacher educators as specific group of professionals as reflected indifferent European countries (Snoek *et al.*, 2011). The teacher education field in Pakistan is still in its infancy stage, although, it has been recognised that standards for teacher educators are needed to develop faculties serving in staff Colleges of Education, Institutes of Education and Research, University departments and other teacher education institutes (Ministry of Education, 2009).

Studies carried out in Western countries showed a disparity between what teacher educators were expected to perform and what knowledge and competencies they should have (Korthagen, 2000, Koster and Dangerink, 2001). Cochran-Smith (2003) noted the disparities between the multiple demands placed on teacher educators in United States and the lack of attention to policies and curriculum that would facilitate their ongoing learning. In the case of teacher educators in the Netherlands, Korthagen (2000) argued that teacher educators have been a neglected group and have not been formally educated to carry out their roles. In Norway, teacher educators have started working together to develop a culture of research with the

goal of making research an integrated part of their teaching in response to the global context (Holmesl and Tarrou, 2001). In Israel, to support the teacher educators, MOFET have begun to develop an experimental program wherein teacher educators from diverse teacher preparation institutions across Israel come together to create a learning and teaching community of the nation's teacher educators (Korthagen, 2000). Nevertheless, studies have frequently identified that much research is needed in terms of what specific professional roles teacher educators are performing, what experiences they have, what competencies and skill they have while they enter into the field of teacher education, and what challenges they face in performing their roles.

The majority of the studies underlined the issues and dilemmas around entrance of school teachers as teacher educators in teacher education institutes and department of education in universities. These studies also raised the question of entry criteria for teacher educators and the difference in teaching and pedagogical skills between school and higher education settings. The following section presents the issues and challenges which teacher educators have to face upon their entry into teacher education with various professional backgrounds and challenges they face in their professional endeavours.

3.13.Challenges of Teacher Educators

Recent research on the professional development of teacher educators contributes to our understanding of various aspects of teacher educators' work and challenges. One challenge which is frequently mentioned in the literature related to the transition of a teacher to teacher educator centred on the theme of *identity* and *becoming* (e.g. Murray and Male, 2005, Murray 2008; Boyd and Harris, 2010; Swennen, Jones and

Volman, 2010). Swennen, Jones and Volman (2010) argued that the professional development of teacher educators was generally considered as the development of a professional identity. They studied the literature to analyse how the identities and sub-identities of teacher educators have been implicitly or explicitly described in the research studies including school teacher, teacher in higher education, teachers of teachers and researchers. They discussed the interrelationship between contexts and concluded that the identity of teacher educators develops within the social, political and historical contexts in which they worked. They further argued that

The professional development of teacher educators was shaped by their personal motivation and initiative as well as by the possibilities and impossibilities of the context of teacher education and the wider context of education (Swennen, Jones and Volman, 2010: 135).

Teacher educator's entry criteria into teacher education field, that is to say their backgrounds and experiences, may provide a useful lens to study the learning and challenges of teacher educators. Entry into teacher education varies from country to country. In The Netherlands, as in England and Wales, teacher educators are often appointed on the basis of their experience in teaching and having experience as a school teacher is regarded as a precondition for being a good teacher educator (Harrison and McKeon, 2008:164). They have also been expected to have a research degree. Finland teacher educators are academics and expected to hold a Ph.D. degree (Kosnik *et al.*, 2011). This implies that teacher educators have different characteristics, professional experiences, backgrounds and competencies. Authors including Ducharme (1993), Murray, (2003), Murray, (2005), Swennen, Jones and Volman (2010) suggested that research into teacher educators' learning and

challenges should be taken into account positions and professional responsibilities which may be varied in each context. Gallagher *et al.*, (2011) also emphasised that it is important to study teacher educators' challenges and opportunities of learning by situating them into their respective department and university context. Thus, it is important to study the challenges and issues of teacher educators with reference to their context in which they work. Different challenges which teacher educators have to face in their settings and in performing their professional roles will be discussed in more detail below.

3.13.1. Teachers as Teacher Educators: Differences and Dilemmas

As discussed before, most of the studies carried out on teacher educators have focused on the transition from school teaching to higher education settings and centred on the concept of identity. They have presented insight into how teacher educators who have teaching backgrounds in schools develop their professional identities as teacher educators and what challenges they face in developing their identity in new environment of higher education (i.e. Ducharme, 1993; Murray and Male, 2005, Murray 2008; Boyd and Harris, 2010; Swennen, Jones and Volman, 2010). The reason behind this may be that initial teacher education is now situated within research-intensive universities, or in what might be referred to as professional universities (Murray, 2005; Robinson and McMillon, 2006; Pham, 2000). In the United Kingdom, these were previously referred to as teacher training colleges before they were subsumed by established universities or took on university status themselves. As a result, teacher educators are identified as teachers in higher education because of the fact that they work in higher education. The same appears

the case with Pakistan teacher education context, which has been discussed in Chapter II (see Section 2.2 and 2.5).

Several authors (Murray and Male, 2005; Zeichner, 2005; Martinez, 2008; Mayer *et al.*, 2011) mentioned that, worldwide, most teacher educators have been teachers before becoming teacher educators. Lunenberg (2014) argued that teachers who turn into teacher educators sometimes do not recognize the significant difference between the two professions and soon find themselves challenged with many new circumstances. Although, different authors including Twombly *et al.*,(2006), Greensfeld and Lehman (2007), Van Velzen *et al.*,(2010) saw that having school teaching experience helped teacher educators develop relevant skills such as the ability to communicate and engage students, sensitivity to group-dynamics and the ability to create stimulating learning environment in the classroom. Additionally, school teachers had the organisational skills and specific content knowledge of subject disciplines. However, studies have highlighted various areas of stress for new teacher educators including understanding new professional roles, lack of pedagogical skills to work with adult learners and an inadequate professional and academic knowledge base to work in higher education (Murray, 2003; Van-Velzen *et al.*, 2010).

The process of change from school teacher to teacher educator is characterised as a transition (Murray and Male, 2005; Harrison and McKeon, 2008; Swennen Lunenberg and Korthagen 2008b). Smith (1999) noted that a major difference in the professional knowledge of teachers and that of teacher educators may be found in the skill of teaching different audiences, children and adults. The transition from expert teacher to beginning teacher educators in higher education has been identified in a

number of studies as both complex and stressful (Murray, 2005; Boyd, Harris and Murray, 2007), although these authors recognised that teacher educators with school teaching experience may bring many teaching skills and pedagogical knowledge with them. Murray and Male (2005:126) distinguished between the work of teachers, *as first-order teaching*, and the work of teacher educators *as second-order teaching*. Murray and Male (2005) elucidated that teachers teach in *first-order teaching* when they teach the pupils in schools and teacher educators as a *'second-order practitioners*, when they are involved both in school teaching and teacher education in higher education. McKeon and Harrison (2010) emphasized that beginning teacher educators move from *'first order teaching'*, as practised by teachers in schools, to *'second order teaching'* as teacher educators in higher education institutions, and, therefore, require extended pedagogical skills. Swennen, Shagrir and Copper, (2009) further added that although there are some similarities between a teacher and a teacher educator, there are many differences as Zeichner (2005:118) noted that *'one's expertise as a teacher does not necessarily translate into expertise as a mentor of teachers'*. He further argued that a teacher educator needed a strong theoretical knowledge as he was not a teacher at school but in higher education. The move of expert teachers into the world of higher education to become teacher educators is described by Hamilton, Loughran, Marcondes (2009: 210) *'as a shift, to more expansive academic expectations as teacher educators for the development, communication and critique of knowledge of practice in scholarly ways'*. This implies that teacher educators are expected to create new knowledge and do research for which indeed they need expertise and theoretical knowledge.

Most studies addressed the tension and challenges of teachers who became teacher educators and struggle with the higher education settings (Dawson and Bondy, 2003;

Murray and Male, 2005; Harrison and McKeon, 2008; McKeon and Harriosn, 2010; Shagrir, 2010; Van Velzen *et al.*, 2010; Dinkelman, 2011). Studies including Murray and Male, (2005), Swennen, Volman and Essen (2008) Harrison and McKeon, (2008), McKeon and Harrison, (2010) demonstrated that not all teacher educators have a strong identity as teachers in higher education, especially when they were former school teachers. Studies have also shown that teacher educators past careers in school hold onto their ex-identity as school teachers and some never adjust to the norms of the HE sector and were seen as '*semi-academics*' (Murray, 2002:7). Murray and Male (2005) doubted that teacher educators with the background experience of school teachers associate themselves closer to their school teacher identity than with teacher educators although they seemed to make a difficult transition towards research in higher education settings. In the study of Murray and Male (2005), eight teacher educators who were in their first year of induction also showed concern about teaching, for example, how to construct and deliver lectures, how to pace and time seminars, and how to manage discussion-based learning. It is also interesting to note that most of the teacher educators in their study reported emphasising their school teaching experience and making use of accounts from their time in schools when teaching ITE students. They considered their school teaching experience as central to their credibility as a teacher educator and emphasised their previous identities of being a good school teacher. Murray and Male (2005) maintained that to become second-order teachers, novice teacher educators not only needed to acquire new knowledge and skills required in higher education settings, but they also needed to redefine their professional identity. Studies have also found out that school teaching experience is not sufficient to perform the role of teachers of teachers (Greensfeld and Lehman, 2007; Noel, 2006; VanVelzen *et al.*, 2010).

Studies have further concluded that school teachers who start working in higher education have to develop specific knowledge and skills to work with adult students, to work with different pedagogical teaching and assessment methods, and to work in a different, and often larger, organisational context (Harrison and McKeon, 2008; Kosnik and Beck, 2008; Murray, 2008). Ritter (2007) in a self-study pointed out that those teachers who become teacher educators are rarely aware of the qualities required to become a teacher educator. He also reflected '*I will never again take for granted these skills, expertise and knowledge required to be a teacher educator*' (Ritter: 107). This showed that teacher educators require specific knowledge, expertise and skills.

Smith (2005) indicated that further research is required to learn how to design programmes for the professional development of teacher educators. How teacher educators who enter the profession with school teaching experience and with or without teaching experience, and how they are supported and inducted into the profession is another important aspect to look at. Induction is another prominent theme which has been addressed in different studies on teacher educators (Van Velzen *et al.*, 2010; Boyd and Harris, 2010, Swennen, Jones and Volman, 2010, Shagrir, 2010). These studies have highlighted the different challenges which teacher educators have to face into their entry into teacher education field.

3.13.2. Induction

There are number of studies which have been conducted in regards to the induction of teacher educators which also informed us as to what challenges teacher educators face upon their entry into the profession of teacher education and on their transition from school to higher education settings (Smith, 2005; Murray 2008; Boyd and

Harris, 2010;McKeon and Harrison, 2010; Ritter, 2009;Shagrir, 2010; Van Velzen *et al.*, 2010; Wood and Borg, 2010).

As has been discussed before, teacher educators often enter the profession with their experience of teaching in school; nevertheless, studies including Harrison and McKeon, (2008), Swennen, Jones and Volman, (2010), Griffiths, Thompson and Hryniewicz (2010) equally emphasised the significance of induction and maintained that teacher educators despite being having experience as a teacher need induction.

As discussed before, teachers in higher education now have to undertake formal courses to teach in higher education, such as the recently introduced Post Graduate Certificate in Higher Education in the UK or the Basic Qualification for teaching in Higher Education in The Netherlands. Most teacher educators with teaching degree did not always had to take these courses, and often induction provision was found informal within teacher education departments (Murray 2008). Kosnik and Beck (2008) and Murray (2008:118) in their studies on induction concluded that induction for teacher educators often took place in the '*micro communities*' within teacher education departments, often with the help of senior staff members who acted as mentors. Murray (2008) further added that sometimes even department heads did not seem to have substantial time to support beginner teacher educators during their induction years. She believed that lack of awareness about work-based learning in teacher education and prevailing culture of individualism added to the problem. She thus suggested the need to have a more collaborative culture and for induction programmes to be managed and operated effectively. Murray (2008) meanwhile indicated that, in England, only one third of the institutions for teacher education had an organized induction scheme for new colleagues. According to this study,

the role of the mentor was sometimes undertaken by the head of the department or another executive. Murray (2008:131) observed that in the absence of any formal structure of mentoring programme in universities, *'there is a danger of converging appraisal and probationary requirements with mentoring and coaching'*. Problems arising through lack of induction were also noted by Zeichner (2005). He reflected on his past experience of being a first year teacher educator, and mentioned that he had not been provided with any training on mentoring new teachers either by school or a university and he relied on the support from his experienced colleagues in schools or professors from nearby universities. He further pointed out that teacher educators were not supported by any formal support to mentor prospective teachers, with the assumption that a good primary or secondary teachers will carry on their work with prospective teachers without any formal preparation. He argued that many universities *'treat teacher education as a self-evident activity both for school and university based teacher educators'*(Zeichner, 2005:118). In their survey study, Swennen, Jones and Volman (2010) also confirmed that the transition towards higher education was problematic for beginning teacher educators and that most of them expressed a lack of guidance and formal induction programme.

The study by Murray and Male (2005), based on 28 beginning teacher educators, concluded that teachers who became teacher educators have problems translating instructional skills learned in primary or secondary education to working with adults. They argued that usually teacher educators in England had teaching experience in school and tended to have less relevant experience for their new role. Although in their career in schools, they might have been mentoring student teachers; the school settings and settings of higher education vary in a number of ways, especially in terms of teaching, and undertaking research, which will be touched upon later in

detail. Murray and Male (2005), also suggested that teacher educators should acquire knowledge about how (young) adults learn and how they can support the learning of these adults (Murray and Male, 2005). Themes of '*survival*', anxiety about '*fitting in*' and striving to make sense of higher education work were central to the explanations of life in the first year of teacher education work in the study of Murray and Male (2005:130). Teacher educators in their studies reported feeling *exposed*, *vulnerable* and *uncertain* about their new teaching roles in higher education. All teacher educators stressed the need to develop new pedagogical knowledge of how to teach in higher education. Apart from lack of formal induction programme and lack of appropriate teaching experience, undertaking research and publication were prominent challenges.

3.13.3. Research

Studies included Lunenberg and Willemse, (2006), Kitchen *et al.*, (2010), Vincent and Roden (2014) noted that teacher educators face challenges in preparing teacher candidates for the field while contributing to the scholarship of teacher education. Gallagher *et al.*, (2011) in a study in Canada argued that teacher education was multifaceted involving curriculum, pedagogy and research, yet most teacher educators were provided with little professional development provision or mentoring. Nevertheless, the academy expects teacher educators to engage in scholarly endeavour of research as well (Beck and Kosnik, 2001; Ducharme, 1993). Furthermore, the academy attach higher status to scholarship work over teaching expertise (Korthagen, Loughran and Lunenberg, 2005; Martinez, 2008). This dilemma between teaching and research has been noted as a source of 'tension' and 'frustration' for teacher educators by Cole (1999: 284). Murray (2005) and Pham

(2011) similarly argued that teacher educators require support and mentoring so that they could successfully negotiate the conflicts of teaching practices and scholarship. Even at many US colleges and universities where research has not traditionally been the primary emphasis, teacher educators are now required to conduct and publish research at the same time as they are expected to develop new programmes, teach courses, and work with school based teachers (Menz, 2009). Lunerberg, Dengerink, and Korthagen (2014) stated that it is usually expected that teacher educators should get involved in research. This is not only observed in western countries (Jaruszewicz and Landrus, 2005; Gemmell, Griffiths and Kibble, 2010; Griffiths, Thompson and Hryniewicz, 2010; Murray and Kosnik, 2011), but in other countries such as Saudi Arabia (Chetty and Lubben, 2010; Borg and Alshumaimeri, 2012) and in Pakistan (Khan, 2011).

Some studies have shown that involvement in research was not recognized by teacher educators themselves as a significant characteristic of being a good teacher educator. Smith (2005) in his study based in Israel and Sweden collected information about the professional knowledge of teacher educators from novice teachers (i.e. who have been taught by teacher educators) and experienced teacher educators in two countries. He concluded that even though there was much overlap in the professional knowledge of the two groups (novice teachers and teacher educators), there were distinct differences between the perceptions of these two groups about the expertise of teacher educators. Research conducted by Smith (2005) indicated that only 18 teacher educators out of forty who filled in the questionnaire were involved with research. None of the teachers in Smith's study stated research as a feature of being a good teacher educator. This parallels the findings from Wold, Young and Risko (2011), who sent a questionnaire to 61 school teachers. Only 6% of these

teachers found their quality as a teacher was dependent on whether their teacher educator did research. It has also been found that research can take on different interpretations as an academic role. In a study by Murray and Kosnik, (2011), teacher educators had different thoughts in terms of what research involvement meant for them. For some, doing research was about reflecting and reading, while for others, it meant doing fieldwork and exploratory research and publishing the findings. In addition, a study conducted by Chetty and Lubben (2010) of 20 teacher educators generated a variety of opinions of the role of researcher, for example, being a coach of research carried out by students. This implies that research as a professional role can have different dimensions and teacher educators might engage at different levels depending on their experience and understanding.

Menter and Murray (2009) argued that most academic staff in UK teacher education universities had the prime responsibility of teaching; however, sometimes this prime function is seen as a separate endeavour from other activities, including research. Munn and Baron (2008: 340) argued that this can be named as a 'dual economy' within faculties of education, where the faculty is divided into teacher educator and researchers and often staff found challenges between these two forms of activity (Christie and Menter, 2009). It is also proven in the some research studies that teacher educators primarily see themselves as teachers of teachers rather than researchers. A study by Griffiths *et al.*, (2010), who interviewed six teacher educators and their six research supervisors, approved this conception. This also agrees with the findings from the collective self-study by Gemmill, Griffiths and Kimble (2010).

Teacher educators' research activities and the expectations of the institution to undertake research also varied in UK universities. Murray and Male (2005) conducted a study with 28 beginner teacher educators that showed only one teacher educator had sustained experience of research; the rest had only an orientation to research which they developed through Masters level work or their own ITE courses. For nine teacher educators who were working in 'new' universities, research was not a requirement, while for those working in 'old' universities, research was seen as important, partly because of the probationary requirements set by these institutions. Murray and Male (2005) concluded that probationary teacher educators had to face many challenges in their engagement with research, preparation of lectures and other administrative jobs which they were asked to perform. The findings from the studies by Murray and Male (2005), Murray (2005), Murray and Kosnik, (2011) showed the contrast between the growing stress which institutions of higher education place on research for teacher educators and the actual engagement of teacher educators in research.

Many studies have shown the different practical problems that teacher educators face in their engagement with research. For example, one study by Jaruszewicz and Landrus (2005), based on a questionnaire sent to 57 teacher educators, yielded a variety of factors which inhibited their involvement in research. These included lack of time and lack of information. Lack of support from their supervisor and their assistant were also seen as significant difficulties. Lack of time was also seen as an obstacle in the studies carried out by Murray and Male (2005), Borg and Alshumaimeri (2012), and Gemmell, Griffiths and Kimble (2010). Griffiths Thompson and Hryniewicz (2010) also reported lack of time, information, and support as vital limiting factors with regard to teacher educators' involvement in

research. Research by Griffiths, Thompson and Hryniewicz (2010) showed that an intensive teaching load resulted in a limited time for research. They further mentioned that regular inspection and validation by the government was an added pressure on teacher educators. Moreover, they concluded that teacher educators saw teaching as the central and most important part of their work as a result of their background as a teacher, and therefore, they tended to give priority to the contacts with students and addressing student-teachers' need over doing research (Griffiths, Thompson and Hryniewicz, 2010: 253). Teacher educators seemed to struggle with these pressures: they felt that the attention to their role as a researcher undermined the importance of their roles as teachers of teachers (Jaruszewicz and Landrus 2005; Mayer *et.al*, 2011).

From the above-mentioned research studies, we can see that although research has been considered an important professional goal for teacher educators, there was a gap between expectations and support provided by the institutions. Studies also showed that teacher educators with school teaching experience tended to find research to be a more challenging role, and preferred to teach rather than to be engaged in research. This invites attention to study the professional knowledge-base of teacher educators, their experiences in teaching and research but also the backgrounds of their professional and national settings (which may require various expectations of teacher educators depending on the contexts). Given the various roles which teacher educators perform, it is also important to see how teacher educators develop themselves and what research evidence indicate about the learning of teacher educators.

3.14. Learning of Teacher Educators

The following section presents evidence from research studies which show how teacher educators learn formally and informally within their workplace.

3.14.1. Formal Qualifications

Research shows that programmes offered for teacher educators in England, Israel and Canada have seemed to contribute to the professional development of teacher educator although nature and duration and effectiveness of these programmes varied in each country (Smith 2003; Murray, 2008; Harrison and McKeon 2008, 2010; Shagrir, 2010).

One example of an institute providing teachers educators with the opportunity to learn from each other is a formal one year programme offered by MOFET Institute in Israel (Shagrir, 2010). The one-year programme (one day a week, 112hours) offered to serve the university and college-based lecturers, as well as school-based mentors of student-teachers. The study revealed different examples of learning from each other and the opportunity to work with colleagues.

In the case of England, a study by Murray (2008) showed that 8 out of 35 new teacher educators had undertaken a Postgraduate Certificate Teaching in Higher Education when they started in their role at the university. Other new teacher educators who already had school teaching experience seemed to have been exempted from this qualification. Harrison and McKeon (2008, 2010) noted that teacher educators who already had teaching experience but were new teacher educators did not find this postgraduate certificate course very useful, because of their extensive teaching experience. They found that the course had a focus on

teaching and avoided helping teacher educators become familiarized with the research culture and teaching in higher education.

3.14.2. Informal and Participatory Learning

Research studies showed that most teacher educator learning was informal and unplanned (Smith, 2003; Murray 2008; Van Velzen *et al.*, 2010). Smith (2003) also concluded that many beginner teacher educators only occasionally receive any kind of mentoring; therefore, their professional development was often individual, incidental, spontaneous and unconscious (Smith,2003), and based on trial and error (Harrison and McKeon2008). Van Velzen *et al.*, (2010) argued that the learning of teacher educators was usually informal workplace learning. However, several studies highlighted the important role of mentors for the professional support of teacher educators (Murray, 2008; Harrison and McKeon; 2008, 2010; Mayer *et al.*, 2011). Mayer *et al.*, (2011) also concluded that a mentor could play an important part in assisting new teacher educators to understand the culture of the university and to find a balance between research and teaching in their work. A study by Harrison and McKeon (2008, 2010) showed that all interviewed teacher educators were allocated a mentor, but the mentoring appeared incidentally, and the mentoring sessions were without an agenda and reports. The teacher educators did not have a clear understanding about the role and expectations of mentors.

Many teacher educators in the studies of Murray (2008), Harrison and McKeon (2008) and Van Velzen *et al.*, (2010) indicated that they learned from colleagues in daily practice, at the micro-level within the department or team. Dinkelman, Margolis and Sikkenga (2006) in their self-study as teacher educators mentioned that in the absence of any formal support for the role as a teacher educator

they relied on their expertise as a teacher. As discussed earlier, in Section I of this chapter, a participatory approach to learning was characterised by teacher educators who improved practice through shared expertise, learning in a community of practice and collaboration. LeCornu and Ewing (2008) argued that participation in a community of learners may encourage the professional development of teacher educators. Clark (2001) similarly concluded that conversation, collaboration and community could contribute significantly in building a community of practice and promote professional development.

Hadar and Brody (2010) examined the influence of participation in such a community by developing a layered model based on their study of eight teacher educators in a professional development community. The first layer was called the 'breaking of isolation', and is based on association, a shared topic, and a safe environment. The second layer is called 'improvement of teaching', which involved skill acquisition, classroom implementation, documentation and collegial reflection. As the professional development community developed, the third layer, which they named as 'professional development', appeared. The study by Greensfeld and Lehman (2007) further indicated that communities of learners, particularly those aiming at inquiry, creation and representation of new knowledge, contributed to the process of change in thinking; they also realized the importance of working in partnership with schools and of conducting research collaboratively with a colleague. In South Africa, where teacher education colleges have recently been merged into higher education institutions, Robinson and McMillan (2006) recognised that there was substantial conflict between teacher educators' focus on their students and the pressure to conduct research; they suggested participative action research as a way of attending to the primary requirement of teacher education while building a

community of practice. Chauvot (2009) emphasised the importance of interaction with colleagues, in committees and colloquia within the university department and at conferences as a form of informal learning. A study by Kosnik *et al.* (2011) dealt with the design and realisation of a Canadian initiative, aimed at a group of doctoral students who wanted to become teacher educators. Among the group twelve doctoral students had teaching experience. These students had monthly meetings on a voluntary basis for three years. This community was called '*Becoming Teacher Educators*' (BTE). The students remain involved in different activities i.e. lectures, discussions with guest speakers, discussing scholarly articles with members of the BTE group about their research, and discussing their teaching experiences. Authors like Smith (2003), Hodkinson and Hodkinson (2004) and Murray (2008) frequently emphasised the role of teacher education institutions as important supportive environments which enable teacher educators to learn from both positive and less successful experiences.

The research studies stated above showed that communities help teacher educators to learn, although the key to understanding any informal way of learning is to understand the contextual conditions in which teacher educators work. This can give a more realistic picture of the learning of teacher educators (Harbinson *et al.*, 2010). The micro and meso context, as well as teacher educators' own professional experiences and background, play a role in determining how and why they would engage in any community (Hodkinson *et al.*, 2005, Harbison and Rex, 2010). Thus, a deeper understanding is needed to see how teacher educators with different experiences and backgrounds can share common interests to contribute as a member of professional community, and how the organisational structure and context forms the shape for informal learning.

3.14.3. Self-study

Self-study and studying one's own practice have also proved effective means for teacher educators to develop professionally. Many authors including Loughran (2002), Loughran and Berry (2005), Dinkelman (2011), Schuck, Aubusson and Buchanan (2008), Zeichner (2007), and Gallagher *et al.*, (2011), maintained that self-study provided a useful opportunity for teacher educators to reflect on their own practice in a systematic manner. Establishing and sustaining self-study communities of practice is one way in which teacher educators can develop safe spaces for conversation, collaboration, and professional development (Kitchen and Parker, 2009). Loughran (2002) maintained that self-study can be a powerful way of improving the practices of teacher educators individually, collaboratively, and collectively. However, Loughran (2002) emphasised that the self-study model of professional development cannot be successful if the members of the organisation do not work together to support each other. Thus, collaboration and working together seems to be an important part for the entire professional development endeavours of teacher educators. Since any collaboration with peers, joint reflection and engaging in self-study with colleagues is situated with the institutional contexts in which teacher educators work (Lunenberg and Willemsse, 2006), relationships among teacher educators and a supportive environment become paramount for any kind of collaboration among teacher educators.

The literature discussed above shows that teacher educators learn in both formal and informal ways. The interrelationship of learning and context calls for taking into account both professional and organisational settings of teacher educators can provide in-depth understanding whether teacher educators' workplace and

demonstrate how fostering a supportive environment, which provides opportunities to collaborate and learn from each other, is crucial to the teacher educators' professional development.

Summary

In this chapter, I have reviewed the literature on different aspects of professional development of teacher educators. It demonstrated that teacher educators learn by informally collaborating and learning from each other, through self-study, reflection on their experience and by participation in a formal course. Additionally, most of the literature produced on teacher educators' professional development pertain to teacher educators who have been teaching in schools and is centred on the theme on identity transition. These studies confirm that although teacher educators draw on their previous experiences of teaching, they struggle to meet the expectations of higher education settings due to the different roles and challenges which teacher educators face. In this regard, the key challenges of teacher educators highlighted in the literature include the expectations of higher education work, especially in undertaking research; developing the pedagogical skills to teach adult learners; and the absence of formal induction programmes.

Implication of the Literature for this Study

This study is based on the foundation that teacher educators' professional development is an ongoing and continuous process of formal and informal learning. I believe teacher educators' backgrounds, their professional trajectories, interaction with colleagues, contexts and organisational settings in which they work, all affect and encompass the professional development of teachers. This research will take a

broader view of learning, and will consider both formal and informal ways of learning while studying the professional development of teacher educators. Fishman *et al.*, (2003) claimed that continuous research on teachers' professional development will help to create an empirical knowledge base that links various forms of professional development to effective teacher learning. This research would add to an empirical knowledge base that links various forms of professional development (formal and informal) to understand teacher educators' learning and will bring new perspectives to research on teacher educators' learning by looking at professional and organisational context.

It will take into account the professional experiences of teacher educators as well as the institutional context and organizational support, to gain a comprehensive insight into their challenges and opportunities of learning. This is represented in the following Figure 6.

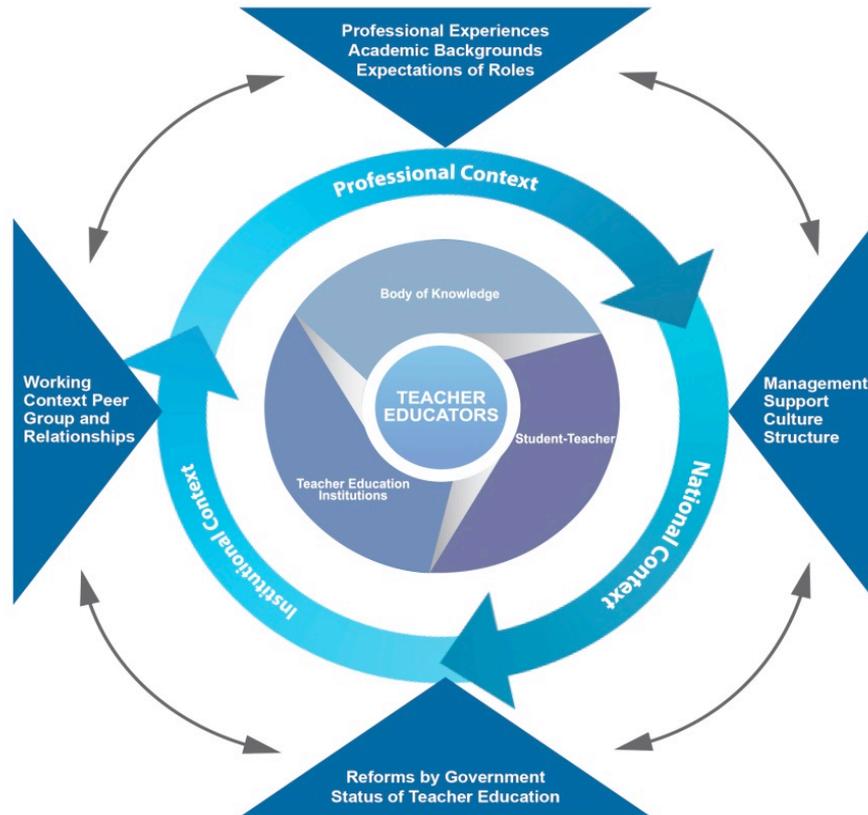


Figure 6: Teacher Educators' Professional Development

The importance of bringing to the fore the professional and institutional context in the discourse of teacher educators' professional development and learning has been highlighted. Studying these professional and organisational contexts of teacher educators would also help to identify the challenges and opportunities of their informal learning. Professional context considers teacher educators' academic backgrounds, professional experiences, and the professional roles they perform. Taking into account teachers educators' professional context adds to our understanding of how teacher educators with varied backgrounds, experiences and roles, bring challenges and/or offers opportunities to learn. Studying the university context offers a macro dimension that addresses the leadership, system support,

institutional policies and formal professional development provisions for teacher educators.

The research also looks into the micro and meso context of teacher educators i.e. departmental and organisational context in which teacher educators work and how it offers challenges and opportunities for learning. Studying these professional contexts and organisational contexts will help to identify the challenges and opportunities of informal learning. In this way, this research adds to an empirical knowledge base that links various forms of professional development (formal and informal) and will bring a new perspective to research on teacher educators' learning by considering professional and organisational context. The literature mentioned above around PLC and COP highlights the need to explore factors which facilitate or hinder in forming communities. Studying the professional context of teacher educators with varied backgrounds and experiences, and understanding the dynamics of macro settings, will also contribute to our understanding of the notion of professional learning communities and communities of practice. In addition to this, it will consider how structures, the culture of the organisation, collegial relationship and support of leaders, all help teacher educators in their learning. The answers to these questions will demonstrate the learning of teacher educators, and add to the existing understanding of professional learning communities and communities of practice.

Moreover, most of the research so far has been carried out in western contexts, whereas this research focuses on a teacher education university in Pakistan. This unique study will examine and explore the professional experiences of teacher educators with varied backgrounds and professional experiences in an under-reported national context.

CHAPTER IV

Methodology

4.1. Introduction

This chapter comprises five sections. In the first section, I will briefly discuss the ontological and epistemological foundation of this research. The second section will include a description of the strategic map of my research and elaborate on my research design as well as ethical consideration. The third section will then detail the research questions and data collection methods. The fourth section will comprise details about the population and sample of my study. The chapter ends with a description of the process of data collection and analysis including issues of trustworthiness and reflexivity.

SECTION I

4.2. Ontological and Epistemological Foundation

According to Barab and Schuh (2007:67), philosophical perspectives reflect certain assumptions '*with respect to the nature of the world and how we come to know about it*'. Indeed, the understanding of different philosophical assumptions has helped to position this study and provided a rationale for the conceptualization of the research process. According to Creswell (2012:15), good research needs researchers to make '*assumption*' evident, or, at least, provide an awareness of them in the course of their investigation. According to Grix (2004), research is best done by setting out clearly the relationship between what a researcher thinks can be researched (ontological

position), what we can know about it (epistemological position) and how to go about acquiring it (methodological approach). In simpler words, ontological assumptions inform our epistemological assumptions, which (in turn) inform our methodology, and these all give rise to the methods employed to collect data.

I will briefly explain below how this research is positioned within philosophical assumptions. Epistemology and ontology have to do with the essence of knowledge, truth and being: ontology is the study of what we know, *what is reality* and our relationship to reality; epistemology is the study of *how we achieve knowledge*, or rather, how we think we achieve knowledge.

This study takes as its basis the definition of ontology given by Matthews and Ross (2010:18), who explained the term ontology for social sciences researcher as '*the way the social world and the social phenomenon or entities that make it up are viewed*', and what can we know about these social phenomena. These social phenomena may include social groups of people like the family, ethnic group, institutions and organizations, as well as social institutions, events and social behaviour (Mathew and Ross).

This study has been based on the *ontological assumption* that the phenomenon of professional development is neither objective nor subjective, but contextual, deeply rooted in professional, organizational experiences of teacher educators. Here, I adhere to what Silverman (2000:99) presents as '*social reality as constructed in different ways in different contexts*'. In the case of my research, examining the learning of teacher educators, it is important to recognise and acknowledge the professional context of teacher educators, who may have different professional backgrounds and experiences when they join as a teacher educator in higher

education setting. Similarly, it is important to take into account the organisational context which encompasses an understanding of the workplace learning and support as well as perspectives of campus heads and other stakeholders to have a deeper insight how teacher educators learn. Moreover, one of the rationales of my inquiry relates to the national context, where teacher educators have been increasingly required to respond to priorities and expectations which are formalised by different Government initiatives, as discussed in Chapter 1.

Keeping in mind the complexity of studying the phenomenon of learning, as discussed in Chapter I (Section 3.9), constructivism is seen as a suitable ontological position for this study, believing that realities are social, specific and constructed (Punch, 2009) social phenomenon (Mathew and Ross, 2010) and their meanings are constantly being experienced and understood by social actors (Brayman, 2008). According to constructivism, there is no social reality apart from the meaning which we give it as a social actor. It asserts that the social phenomena which make up our social world are continually being reviewed and reworked by those involved in them through social interaction and reflection. Social researchers bring their meaning to their social world (Mathew and Ross, 2010). According to constructivism, realities are local, specific and constructed, and external to the actor (Bryman, 2008), are socially based, and depend on the individuals or groups holding them (Guba and Lincoln, 2008).

In adopting constructivism as the ontological position, an organization (i.e. University of X) can be viewed as a social entity and a part of the social world, which includes professional development or learning of teacher educators as social phenomenon. Here, teacher educators, heads of departments/campuses, and the Vice

Chancellor may be considered as social actors as depicted in Figure 7 below. Including the social actors, entities like culture, resources or any other part of the entity, which has a part to play in forming the organization or giving or adding meaning to the social phenomenon of professional development, will be important in forming meaning.



Figure 7: My Ontological Position

With constructivism as my ontological position, I take socioconstructivism as an epistemological foundation for my study, which asserts that knowing is distributed in the world, among objects and individuals. As explained earlier, constructivists believe that reality is socially constructed and pluralistic and that knowledge and truth are created rather than discovered (as viewed by the positivists, see Richards, 2009). Researchers within this paradigm are thus oriented to the richness of a world that is socially determined, and view knowledge and reality as socially constructed.

Prawat and Folden (1994) describe socioconstructivism from a contextualist worldview; supporting the notion that knowledge is linked to actions and events that occur. Their definition emphasises the process between the individual and society. Socioconstructivism as a learning theory is influenced by the constructionist paradigm of learning. The addition of the Vygotskian prefix “socio” to the term “constructivism” indicates the acknowledgement of cultural and contextual issues in learning situations (Vygotsky, 1978)

The chosen theoretical framework of this study, based on the situative and sociocultural theory of learning, also suggests that considering the personal, professional, organizational and national context is necessary while examining the cases of learning of teacher educators. The relationship between the learning and context is considered significant by Brown, Collins and Duguid, (1989) and is also supported by Hodkinson and Hodkinson (2004: 168), who argued that *‘each person learns in a context, but that each person is a reciprocal and mutually constitutive part of that context’*. Context may include the professional context, the departmental context, the institutional context (i.e. university context) and the national context

This study examines teacher educators’ perspectives of their professional development to understand how they learn formally and informally. The main focus is on teacher educators with different experiences and roles in different departmental and campus contexts; how these complex and diverse roles bring challenges, conflicts and dilemmas in their professional life. Obviously, the picture is complex. For example, not only do the kinds of support for teacher educators vary from one campus to another in numerous ways, but teacher educators also perceive and describe their experiences differently in different roles and support provided, and

face different challenges in result. To make sense of the complexities and to study the context, constructivism and socioconstructivism were chosen, as they allow valuing multiple perspectives.

SECTION II

4.3. Research Design: Use of Mixed Methods

The rationale behind adopting a mixed methods approach in this study emerges from two important considerations: first, the epistemological and ontological position of the researcher with regards to the research that is linked with the underpinning theoretical and conceptual framework and, second, to achieve the objectives of the study, to address the planned research questions with the optimal capacity (Morrison., 2007). Cohen, Manion and Morrison (2007:78) insist that research design is governed by the notion of *'fitness for purpose' and that there is no single blueprint for planning research'*. As Frankel and Wallen (2003:44) maintain, qualitative research can be combined with quantitative research, but *'the important thing is what questions can be best addressed by which method or combination of methods'*. The justification for this strategy is also emphasized by Morse (2005), who stated that rationale behind mixed methods is *'to obtain different but complementary data on the same topic'* (Morse, 2005:586) to best explore and conceptualize the research questions.

My research aims to develop an understanding of teacher educators' experiences of professional development which are socially-situated. In particular, I look at the challenges and the professional development opportunities available for teacher educators from different professional backgrounds and experiences, keeping in mind

the varied context in which they work. A detailed description of previous work experiences of teacher educators and the situation of their campus in terms of resources and professional practices is thus of the utmost importance. In order to have an in-depth understanding of the phenomenon under study and to get to know the perspectives of maximum teacher educators about their relevant campus, it is assumed that this can be done most successfully by employing both quantitative and qualitative methods for data collection. Therefore, to achieve this purpose, a quantitative method of data collection i.e. questionnaire was used to capture the situation of each campus, and to include the perspectives of teacher educators as fully as possible. However, as the epistemological *belief* of the inquiry was that learning is a social phenomenon and *knowing* is distributed among individuals and can be explored in-depth by reaching more people relevant to the study. In this mixed-methods research, I took multiple perspectives of teacher educators, heads and others to enhance and enrich the meaning and insight of professional development relevant to their experiences and contexts. Therefore, qualitative method of data collection was also used, i.e. in-depth interviews with teacher educators, heads and other stakeholders.

Thus, for this research study, pragmatism serves as the foundation for deploying a mixed methods approach using questionnaires and semi-structured interviews. Pragmatism is seen as a rejection of the forced choice between positivism and constructivism in relation to methods and epistemology, instead embracing both points of view. Rather than concerning themselves with questions about reality and the laws of nature, pragmatics embraces the 'dictatorship of research questions' (Tashakkori and Teddlie, 2003).

Pragmatism, unlike postpositivism or interpretivism, does not take an extreme position, but rather values *what works* (Cresswell, 2003: 4). Creswell (2003) notes that pragmatism is not committed to any one system of philosophy and reality; rather it implies mixed methods research, in which the inquirer draws liberally from both quantitative and qualitative assumptions when they engage in the research. Researchers can use the method, technique or procedures to meet their needs and purposes, and hence, are liberated from specific methodologies (Creswell, 2003). It is important to consider that pragmatism does not combine positivism and interpretivist, but rather, refutes both of them on the basis that truth is neither always absolute nor subjective, but '*truth is what works*' (Dewey, 1964:198). Although some researchers have promoted the superiority of their favoured approach over others, there seems to be a general agreement in recent years that the '*paradigm war*' is over (Creswell, 2003; Tashakkori and Teddlie, 2003).

The literature on mixed methods research has presented a range of advantages of mixed methods research design over qualitative or quantitative designs. Mixed methods are used as a way of avoiding biases that are intrinsic to single-method approaches (Denscombe, 2008). Johnson and Onwuegbuzie (2004:15), argue '*that the goal of mixed method research is not to replace either of two approaches but rather to draw from strengths and minimizing the weaknesses of both in single research studies and across studies*'. Mixed methods research involves the intentional collection of both quantitative and qualitative data, combining the strengths of each to answer the research questions. Tashakkori and Teddlie (2003) explain three areas where mixed methods are superior to a mono-methods research design i.e. answering the confirmatory and exploratory questions simultaneously;

providing stronger inferences through depth and breadth in answer and providing the opportunity through divergent findings for an expression of differing viewpoints.

Mixed methods research has many benefits; however, it has some weaknesses too. Onwuegbuzie and Johnson (2006) found validity issues in representation, legitimation, and integration of mixed methods study. However, Bazeley (2002) affirms that in mixed methods research the issues of validity, trustworthiness and credibility must be assured through the application of rules and procedures and attention to quality criteria. Creswell insists that for the mixed methods researcher, the project will take extra time because of the need to collect and analyse both quantitative and qualitative data, and the researcher requires expertise in both qualitative and quantitative approaches. I have taken care of these mentioned issues, as explained later in this chapter.

4.3.1. Rationale for Using Mixed Methods

The benefit of using mixed methods research is that by using multiple methods, researchers can gather and analyze noticeably more and different kinds of data than they would be able to using just one method. All research methods have limitations, and using a design with more than one method is regarded as tending to average out error associated with individual methods (Creswell, 2003; Robson, 2002; Denscombe, 2002).

Using mixed methods in this research has benefits in relation to design, data collection and analysis. The use of mixed methods for data collection from a range of people has benefitted this study by adding different perspectives and covering different contextual settings and has also added depth and richness to the findings. In

relation to data collection, using questionnaires in all the campuses added greater scope and breadth to the findings because a wide range of views were gathered from a greater number of teacher educators across ten different campuses, which would not have been possible otherwise. Similarly, greater depth was achieved through the use of interviews which questionnaires alone could not elicit.

Often, quantitative research prepares the necessary background for drawing a general conclusion or results, such as humans' social patterns (Neuman, 2000), while qualitative research is found to be beneficial for different types of exploration and interpretation of data, such as individual personal experiences (Polit and Beck, 2006). In this study, questionnaires provided me with a '*broad understanding of surface patterns*', while interviews provided '*depth and roundedness*' (Mason, 2002: 62) to the data. The use of questionnaires and interviews allows for complementary, but different questions to be addressed by the most appropriate method when there is a choice (Robson, 2002). In this research, more factual questions and the initial background information of teachers, professional experience, the roles they perform and the challenges they face were covered in the questionnaire; and those requiring more expansive answers, for example, reasons and explanation of the challenges, were elicited in the interviews. Foss and Kleinsasser (2001: 275) hold a similar view, namely that multiple data reflects an attempt to secure an in-depth understanding of the phenomena in question, providing '*rigour, breadth and depth*'. It is this desire to encompass breadth and depth which has prompted the use of mixed methods for the purposes of this research.

Nasreen (2012) notes that most Ph.D. studies in Pakistani universities have traditionally been based on survey analysis and do not provide an in-depth and

rigorous understanding of researched areas. The research repository of the Higher Education Commission (HEC) in Pakistan does not have any study specifically based on teacher educators' professional development. A review of the international literature showed that most studies are carried out on the basis of the professional development of teacher educators, using a single approach of inquiry. In particular, there is little empirical research to cover the perspectives of both micro and macro stakeholders in order to understand the phenomenon of teacher educators' learning in-depth. Therefore, this research aimed to employ both methods of data collection and deployed various stakeholders to have a greater understanding of the topic under investigation.

I also reflected on the following reasons for employing mixed methods, as identified by Greene, Caracelli and Graham (1989) as the strength of mix-method studies as shown in Table 4 below.

Table 4 : Broad Purpose for Mixed-methods Applied to this Research

Rationale	Application in this Study
Triangulation (i.e., seeking convergence and corroboration of results from different methods studying the same phenomenon)	Data gathered from questionnaires and semi-structure interviews are analysed together to understand the phenomenon.
Complementarity (i.e. seeking elaboration, enhancement, illustration, clarification of the results from one method with results from the other method)	Background information of the teacher educators working in ten campuses of University of X and general situation of their respective campuses are taken from the questionnaires at first place and clarification and explanations were sought later from semi-structure interviews.
Development (i.e. using the results from one method to help inform the other method)	In light of the results of questionnaires in each campus, semi-structure interview protocols are prepared accordingly for teacher educators and heads.
Initiation (i.e., discovering paradoxes and contradiction that lead to a reframing of the research question)	Interview protocol for the heads and other stakeholders are amended after finding any issues emerging from the questionnaire about the phenomenon under study.
Expansion (i.e., seeking to expand the breadth and range of inquiry by using different methods for different inquiry components)	Using questionnaires enable to reach maximum teacher educators across campuses and semi-structure interviews with different stakeholders helped to gain a deeper insight about the research problem.

In considering the type of mixed method strategy, I reflected on the criteria suggested by Creswell (2003:211) and Johnson and Onwegbuzie (2004). Johnson & Onwegbuzie (2004:22), which illustrated nine different mixed method research strategies for integrating data using a design matrix.

For this study, after assessing the feasibility of a mixed approach to data collection, a sequential exploratory mixed methods design (Johnson & Onwegbuzie, 2004) was used for this study. This followed the Quant →QUAL design, which indicates that it is a sequential study; quantitative followed by qualitative as dominant status i.e.

focusing on the interpretation of the participants' multiple perspectives. Creswell, (2003) explains this stage as the implementation stage, which entails whether the researcher collects the quantitative and qualitative data at the same time (concurrent) or in different phases (sequential). In the case of this study, questionnaires were administered first across all campuses to the teacher educators, to have a snapshot of their background, experience and general views about the phenomenon. These were followed by semi-structured interviews, focusing on the explanations of the factors identified in the questionnaire and the interpretation of individual teacher educators' perspectives on their learning. Mixed methods studies can emphasize one approach over the other, or give each approach roughly equal weight (Frankel and Wallen 2009). Creswell (2003) explains this as a priority stage, where the priority or weight given to quantitative or qualitative data depends on various factors, such as interest of the researcher, or what the researcher wants to emphasise in the study. Predominantly, my study was qualitative, based on semi-structured interviews with teacher educators and heads.

Quantitative and qualitative data can be integrated at various stages of the research (Creswell, 2003). In this research, data was gathered through a questionnaire first, followed by semi-structured interviews. The qualitative and quantitative data was integrated during the interpretation and analysis phase of the study. In this study, findings were presented in a thematic sequence relating to the relevant research questions. This quantitative and qualitative analysis enabled comparisons to be made with some integration of the findings from both methods. Qualitative and quantitative data sets were analysed separately, and conclusions were drawn that incorporate both data sets (Creswell, 2013). The qualitative part of the analysis complemented the quantitative analysis. This enabled me to bring together both

quantitative and qualitative data and to avoid the problem of treating the quantitative and qualitative components as separate domains (Bryman, 2008). Comparison among the multiple data sources served to validate data interpretation through triangulation.

4.4. Research Setting

The University of X was selected as the research setting. In order to gain a picture of the professional practices of teacher educators in the university in general, and to get to know any particular opportunities and challenges at campus or departmental level of the university in relation to professional development, a questionnaire was conducted in first phase of this research. However, I was interested to see the contextual variables of different campuses which seemed to look different because of their locations, and in terms of management at campus and departmental level. Therefore, semi-structured interviews helped me to gain an in-depth understanding of the campuses. These interviews were conducted with different social actors i.e. macro, meso and micro level. However, as the focus of this study was on teacher educators, one-to-one semi structured interviews were conducted with teacher educators from all the ten campuses of the University of X, so that I could have a detailed description of the experiences of all the respondents within their particular settings. Teacher educators' experiences remain the focus of this study, but the examples of their experiences were studied in the professional context, as well as the context of their respective organizational settings i.e. departmental context or campus context. The overall strategic map of my research is presented in the following Figure 8.

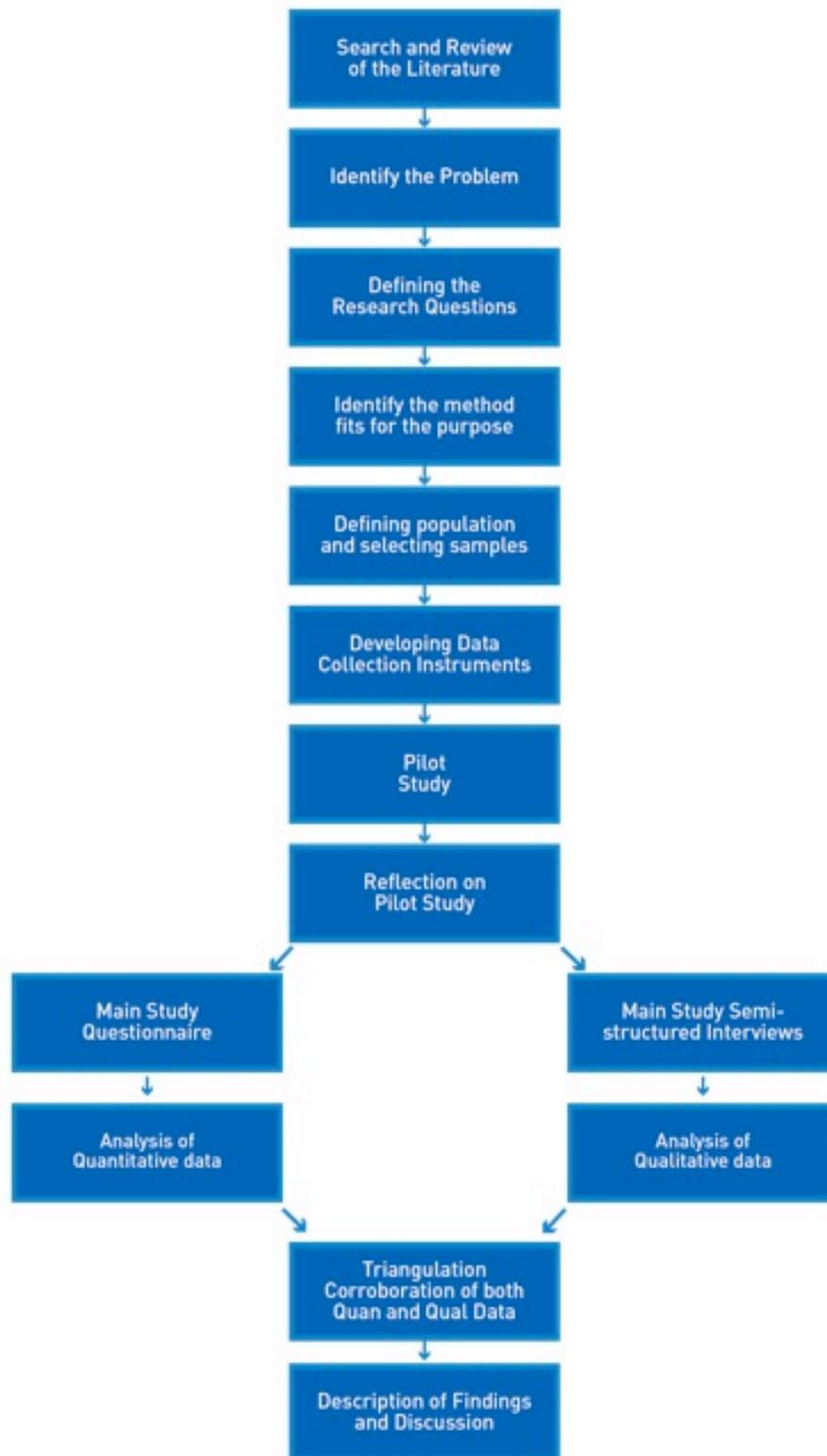


Figure 8: Strategic Map of Research

SECTION III

Research Questions and Research Methods

In this section, the research questions and focus of the research will be presented. Second, the rationale for using the research methods will be explained.

4.5. Research Questions

The following research questions were formed for the study.

1. What are the professional development opportunities available for teacher educators?

This was the overarching question for my research to know about the existing system or ways of support for teacher educators in terms of their professional development.

2. What challenges do they face in their professional development?

The second research question was aimed to know about the challenges of teacher educators in their professional development.

3. What are the professional learning experiences of teacher educators with various academic backgrounds and experiences?

This was the third main question of the study. The question aimed to examine the professional learning experiences of teacher educators with various professional experiences and backgrounds. How are these experiences different in performing their various roles in particular settings, and how does it result in their learning in different ways, and as a result, what are the challenges they have to face? To achieve the purpose of this question, the following two sub-questions were developed:

- i What are the different professional roles teacher educators perform?
 - ii What challenges do they face?
4. How do teacher educators learn if formal professional development opportunities are not available?

Last question of the research study was to know how teacher educators learn if formal professional development opportunities are not available.

4.6. Research Methods

Robson (2002) suggests that the research purpose leads to the research questions, and research questions guide research methods and sampling strategy. To achieve the purpose of this study, a pragmatic approach was followed, using both quantitative and qualitative research methods. The rationale for using the questionnaire and semi-structured interview is explained below.

4.6.1. Semi-structured Questionnaires

This study followed a sequential mixed method research design. First the questionnaires were distributed to all the teacher educators of University of X teaching in the Education Department across all ten campuses of the University. A questionnaire can give a detailed and quantified description from a large number of respondents, with the potential to obtain responses from a wide audience efficiently (Cohen, Manion and Morrison, 2000; Gillham, 2005; Gray, 2009), therefore, it was decided to use questionnaires for this study to obtain a general description and profiling of teacher educators, as well a snapshot to the experiences and challenges. Questionnaires were used to obtain the background snapshots of all the education

campuses within the university in regards to professional practice, and the views of teacher educators in their particular settings i.e. department and campus setting. Moreover, as teacher educators were the focus of my study, questionnaires were circulated to all the education departments of 10 campuses of UOE. In this way, it was possible to collect the demographics of the target group, and to have data on a number of variables, such as teacher educators' professional and academic backgrounds, their professional experiences, challenges, barriers to their professional development, the roles they perform, the professional support they receive and the challenges they face.

The questionnaire was structured, and contained mostly closed questions that provided data that is amenable to collation and analysis (Cohen, Manion and Morrison, 2000; Munn and Drever, 2004). In addition to the closed questions, open-ended questions were added to elicit more detailed responses and opinions that could inform the interviews (Creswell, 2005). Questionnaire details are given later in this chapter. Naturally, there are limitations to using questionnaires, as not all self-report data may be truthful, and may be superficial, providing descriptions rather than explanations or evaluations (Munn and Drever, 2004). To offset this, interviews were used to illuminate the responses to the questionnaire. In addition, face-to-face interviews enabled me to probe and explore answers (Munn and Drever, 2004).

4.6.2. Semi-structured Interviews

Semi-structured interviews were chosen for this research. Semi-structured interviews refer to a context in which the interviewer has a series of questions, usually in the form of interview schedule, and the researcher has the freedom to ask further questions in response to what are seen as significant replies (Bryman, 2008). The

aim of using semi-structured interviews was to explore in-depth details about participants (David and Sutton, 2004) by conducting a face-to-face interactional exchange of dialogue which may allow the researcher and participants to develop unexpected themes (Mason, 2002). A semi-structured interview format provided me with the flexibility to adapt the questions to the responses given (Cohen, Manion and Keith, 2003) and to explore fully the views which emerge during the interview. The reason for using semi-structured interviews was also to help the participants voice their experiences, unconstrained by any perspectives of the researcher or past research findings.

One of the advantages of conducting semi-structured interviews in my research was that it allowed participants to *'raise additional or complementary issues, and these form an integral part of the study's findings'* (Beardworth and Keil, 1992:261-2). A weakness is *'interviewer flexibility in sequencing and wording questions can result in substantially different responses from different perspectives, thus reducing the comparability of responses'* (Patton, 1987: 116-117). One of the advantages of semi-structured interview is that having a series of open-ended questions helps the interviewer to record, summarize and analyse the responses more easily (Bell, 2006). The interview schedules comprised open-ended questions, *'as open-ended question can catch authenticity, richness, depth of response, honesty and candour'* (Cohen, Manion and Morrison, 2000: 255). Creswell (2008) argues that open-ended questions allow the participants to best voice their experiences unconstrained by any perspective of the interviewer or past research findings. Moreover, an interviewer can ask specific questions to elicit certain information, so he/she has better control over the types of information received. Semi-structured interviews provided me with the opportunity to explore the implicit and unobservable aspects of teacher

educator's professional life and roles.

Interview with Teacher Educators

Thirty eight semi structured interviews were conducted, with teacher educators teaching at B.Ed. and M.Ed. level in all ten campuses of the University of X. Interviews with teacher educators focused on their experiences, challenges and opportunities and other aspects related to their professional development.

Interview with Heads and Elites of the University

Eight interviews from principals and heads of departments were conducted. These interviews provided valuable information regarding available institutional support and professional development opportunities for teacher educators. An interview was also conducted with the Vice Chancellor of the university. The purpose of the interview was to obtain his perspective on professional development of teacher educators. A representative of the Higher Education Commissions (HEC) on Quality Assurance and Professional Learning was also interviewed to gain information about the expectations of teacher educators after current reforms by the HEC, and the support for professional development for teacher educators. The sample of my study explained above and its rationale is presented in Table 5.

Table 5: Sample of the Study and its Rationale

Level	Sample of the study	Rationale for selection	Method used
Macro	Director General of Learning and Innovative Division (LID) from Higher Education Commission	Apex body for all matters pertaining policy, plans, funding standardisation of higher education institutions/universities in the country	Semi-structured interviews
Meso	Vice Chancellor of the University/ Head of Department/Principal of the campus	Responsible for provision of professional development opportunities and other resources within universities	Semi-structured interviews
Micro	Teacher Educators	Main focus of the inquiry	Semi-structured interviews Questionnaire

A summary of the research methods, respondents to my research and how specific method will address different research aspects are given below, in Table 6.

Table 6: Research Methods and Corresponding Research Focus

Method	Respondents	Nature of Data	Focus on Research Question
Semi-structured questionnaires	Teacher Educators	Quantitative and Qualitative	<ul style="list-style-type: none"> • Demographic information • Academic and Professional experiences • Involvement in professional roles and professional development activities • Challenges and opportunities • Current practices at universities
Semi-structured interviews	Teacher Educators Vice Chancellor Heads of Departments Representative of HEC	Qualitative	<ul style="list-style-type: none"> • Experiences, challenges and opportunities • Opportunities they make available for the staff • Expectations from teacher educators

This following section will cover the, ethical consideration if the study, pilot testing, management and analyzing the quantitative and qualitative data.

4.7. Ethical Consideration

Cohen, Manion and Morrison (2007) mention that in order to protect the rights of the participants, it is important to carefully consider the guidelines of the institution where the researcher and the research participants are based, to ensure compliance with their ethical procedures. For this research, the ethical guidelines of BERA (2014) (and the University of Warwick ethical guidelines) and code of ethics for undertaking research in Pakistan are followed; this relates to voluntary participation, informed consent, confidentiality, anonymity and the right to withdraw at any stage (see Gray 2009:58).

I was aware of the ethical issues and considerations throughout the research process. Participants of the research are given entitlement to privacy, informed consent, voluntary participation, and right to withdrawal at any stage of the research (BERA, 2014). For details of the ethical approval of this study, please see Appendix I. These issues were all given careful attention before and during the research. Application for ethical approval was submitted to Institute of Education, University of Warwick in advance to get an approval for data collection for a pilot study and the main study. The letter was provided by my supervisors on University of Warwick letter head, covering my status as a PhD researcher and mentioning the aim of my research (See Appendix II). Prior to data collection, a supporting letter providing all the necessary details including the purpose of the study, a supporting official letter from my supervisor and a copy of the ethical approval sought from the University of Warwick was sent to university of X for approval to collect data from different campuses and teacher educators. A separate information sheet, a supporting official letter from my

supervisor and a letter of request for data collection was also sent to each campus head before starting data collection. (See Appendix II, IV)

All the copies of the questionnaire were sealed in separate envelopes for teacher educators, along with a covering letter (see Appendix V) and information sheet. A consent form was attached to the questionnaire, ensuring the anonymity and confidentiality of the research participants. Informed consent was sought in advance from the respective teacher educators, head of the institution and principals of campuses, before collecting the data.

Before the start of the interviews, the participants were informed about the purpose of the research, the time the interview would take to complete, the plans for using the results from the interview, and the availability of a summary of the study when the research was completed. The participants were assured that even at the start of the interviews; their names would be kept anonymous, while reporting the data. The names of the campuses and participants remained anonymous, and were given codes for the thesis. For example, to report the data, codes TU1, TU2 to represent university teacher educators and TG1, TG2 to represent the government teacher educators. Similarly campuses were coded Campus A, B and C etc. to ensure the anonymity of the campuses. Codes were also assigned to the questionnaires, to identify the campus. As data was collected from 10 campuses, each campus was given a number 1 to 10. To distinguish the cases within campuses, a code was sought out, while transcribing the interviews, which also showed their campus name, their academic status in the campus (university or govt. cadre) and their names to identify gender. These codes were sorted out to refer to the cases to access full interview transcript while analyzing the data. Participant's permission was sought

out before recording their interviews. All the participants were informed that the interviews would be recorded, while the names of the participants would be kept anonymous while reporting and analyzing the data. It was also conveyed to the participants that they had the option to withdraw from the study for any or no reason, and at any time. After transcribing the data, the transcriptions were sent to the respondents to check whether transcriptions represented what they meant, and whether they wanted to add or delete any particular responses. In this regard, responses were positive from the respondents, and they showed their willingness to use their responses for the research.

4.8. Piloting

A pilot study is a good way to see whether a research idea is feasible (Robson, 2002) and through piloting, the research tools are reviewed to see whether they generated the data required. Gillham (2005) suggests that it is most important to develop interview questions that are relatively distinct from one another, thus avoiding overlapping redundancy. With this in mind, a list of questions was drafted based on issues and concepts in the literature review. The literature (Bell, 2014; Gray 2004) suggests that piloting is an important process in designing and refining the research instruments. Yin (2003) also indicates that a pilot study can help to refine the content of the questionnaire. Thus, in this study, a pilot study was used to help in the design and refinement of the research questions (Bell, 2014; Gray 2004) and to improve the content of the questionnaire (Yin, 2003). Piloting also proved useful for me, as Bell (2014) suggested gaining ideas on how to record, administer and analyse findings on a trial basis.

Aim of piloting the questionnaire

The researcher can enhance the reliability and practicability of the research instrument through the piloting process. (Cohen, Manion and Keith, 2003). My aims of piloting the questionnaire were:

- To refine the content of the questionnaire items;
- To clarify the instructions and improve lay out;
- To eliminate ambiguities or differences in wording;
- To measure the completion time;
- To identify commonly misunderstood or un-attempted item.

Respondents and Setting

During pilot study, a total of 25 questionnaires were distributed to 3 campuses of the University keeping in view the timescale and resource implications. The sample for the pilot study consisted of both male and female teacher educators. Out of 25, I received 17 completed questionnaires from three campuses detail of which is given in the following Table 7.

Table 7: Questionnaire Distribution for Pilot Study

Campus	Questionnaire Distributed	Returned
B	9	7
C	6	3
A	10	7
Total questionnaire distributed		25
Total questionnaire completed		17

Procedure

A covering letter was also attached to the questionnaire, which covered the details about me, the purpose of the survey and all the necessary ethical considerations (see

Appendix II, III). Prior to the distribution of the questionnaire, I met the heads of departments and sought their permission verbally to distribute the questionnaire. All the heads showed their willingness to distribute the questionnaire, and asked me to contact the respondents by myself. I completed my M.Phil. at the same university and therefore a few of the faculty members were known to me. And I did not find any difficulty in approaching faculty members from main campuses to participate in the pilot study. In order to obtain a maximum of responses, I contacted different respondents in person and distributed the questionnaires by hand.

Peer and Expert Review

To ensure the content validity of the questionnaire, two local experts from Pakistan, one who works in University of X and one from another university, were consulted to offer feedback on the questionnaire. I had individual feedback sessions with both to see if they could suggest any items that should be included in the questionnaire to better answer the questions being posed. One of them completed the questionnaire and provided valuable feedback, while the other gave feedback after having a detailed look at the questionnaire. I also took peer review with colleagues in one of the campus before distributing the questionnaire. This exercise proved very helpful in identifying some important points. All the suggestions were incorporated into the questionnaire after reviewing it with my supervisors. The following adjustments were made in the questionnaire items after the piloting.

Changes to the Questionnaire

I revised the various items in questionnaire after receiving reviews from peers and experts. It is elaborated in Table8.

Table 8: Revision of Questionnaire Items after Piloting

Item No	Item description	Remarks of the respondents and subsequent adjustments
15	Were your expectations regarding your role met when you joined the institution?	A few of the respondents did not seem to answer this question and left it blank. I still decided to continue with this question as I considered it important.
18	How much do you enjoy the following? Academic Administration Mentoring	A few respondents were not clear about these two terms “academic administration” and “mentoring”. I substitute the word “academic administration” to “administration” and “mentoring” to “advising students” to make it understandable.
26	In your opinion What is Continuous Professional Development?	Out of 17 respondents, 6 did not answer this question and left it blank. One respondent remarked that <i>“few items require descriptive answers which are very much time taking, so I skipped a couple of questions.”</i> I concluded that there is little chance of adding any other open ended questions as most respondent did not feel it convenient to answer any open ended questions.
27	Which aspect of your present job do you find most challenging? (if any) Why? Explain briefly-	Respondents remarked that this item is similar to item no 20 and explanation of different aspects of job created confusion. I deleted the question no 29 in final version of the questionnaire.

The questionnaire was reviewed with the supervisors after the pilot study. It was clear from the analysis that the response rate of a few of the items was low, for example the option of *mentoring* regarding different roles did receive very low response rate, therefore it was replaced with the term *‘advising students’*. The following is the detail of items which were deleted or amended after the pilot study.

Item 11- Why did you decide to come to this profession? Mention briefly?

Item 16- Did you find any difficulty regarding performing your role in initial days of your joining? If yes mention briefly.

Item 21- Has any aspect of your previously performed role facilitated you in performing your current job? If yes explain your answer?

Item 29- Which aspect (s) of your present job does you find most challenging? (If any) Why? Explain briefly.

Item 32- Do you share your success regarding your professional role with anyone else? If yes, with whom and why? Please explain.

Item 33- Do you share or discuss your problems or success regarding your professional role with any one? If yes with whom and why-Please explain.

Item 20 asked respondents to tick the relevant box about the most challenging job and briefly indicate the reason why? This item was changed to a rating scale with “6” being the most challenging and “1” the least challenging, to better analyse the findings.

Item 30 was also changed from tick the relevant box to a rating scale, with ‘8’ being the *most* and ‘1’ being the *least challenging* barrier to professional development.

Item 27 was about how often the different activities form part of professional development. The descriptors of this question were changed from *Never, Seldom, Very Often, Quite Often* and *Always* to *Rarely, At least once a week, Once a month, Few times a year* and *Mostly*, to describe the answers in more appropriate and measurable way.

Item34- Part B

The following items were related to the teacher educators’ practices of discussing and sharing ideas in the university.

01-University teachers have opportunities for discussion on their problems.

10- University teachers frequently discuss their current issues of teaching with each other.

13- Most of the time, university teachers learn informally by sharing their ideas with each other.

35- University teachers can better learn by discussing their problems with each other.

36- University teachers can better learn by sharing their success with each other.

Among the above mentioned items, only item 01 and item 35 were considered to be included in the questionnaire. Item 10, 13, 36 were deleted from the questionnaire.

Item17 from Part B

‘University teachers do not have enough time to share and discuss their practices with each other’ was changed to ‘University teachers have enough time to share and discuss their practices with each other’.

The following items from Part B were found not to give useful information regarding the main research questions, and so were deleted from the questionnaire:

Item31- Self-study is an appreciable way of professional growth.

Item 24- I have the ability to do research.

Item23- I can design my own daily schedule.

Item37- With the passage of time I am improving.

It seemed more appropriate to divide Part B of the questionnaire into two sections; professional practices of the university and professional practices of teacher educators as an individual.

Previously, there were forty five items in this section. After the pilot study, in final version of questionnaire, twenty items were under the *professional practices of other teacher educators of the university* as general and fifteen items are related to the

professional practices of teacher educators as individuals.

4.8.1. Reflection on Pilot Study

The analysis of the responses to the questionnaire identified the need for some modifications to the questionnaire. The responses to the pilot study were from a relatively small number of teacher educators, and were not considered to adequately represent the views of the target population. The implications were that a larger sample size would be helpful in representing all campuses of the university. Moreover, I decided to cover all campuses of the University of X, for representativeness, breadth and trustworthiness of the result. I am not sure whether focusing only on two or three campuses would have yielded the same results which I now have including all campuses across Punjab. It had been suggested to include observations and focus groups, but given the time and other resources constraints, I used only questionnaires and interviews as my data collection methods. The findings from the questionnaires were also intended to inform the development of the interview as a research tool.

The piloting of the interviews was a good learning experience for me since it helped to validate the feasibility of research questions. I learned that most of the questions were worth exploring and elicited sufficiently rich data. Teacher educators were very open in sharing their challenges and issues in regard to their professional development, which gave me confidence that my identity as a professional and as a part of the University of X was not affecting them as participants in the research.

A pilot study also provided an opportunity to practice interview skills. In initial interviews, I dominated the flow of the conversation; however, in subsequent

interviews, I practiced the techniques of eliciting information from participants and listening to them carefully before asking the set questions. I could not include a male teacher educator for my pilot study interviews. However, while selecting the main study, it was carefully considered that the sample should be representatives of male and female participants. The semi-structured interviews were piloted with five teacher educators, and two Heads of department. Due to time and resource constraints, the pilot study was conducted with the teacher educators of the Lahore campuses only. Likewise, I realized that although teacher educators shared their experiences with ease, probes and prompts were needed to clarify the context and meaning of their experiences and to obtain deeper information from the participants. No questions were revised in interview schedule after piloting; rather it became apparent there was a need to sequence the questions differently, according to the respondents' experience. So I was pragmatic in making decisions about which questions to ask first or how to sequence the questions according to the professional experience of the teacher educators and their academic status (University or Government employed).

In most places, there was also a need to clarify terms like 'induction', 'professional development' and 'teacher educators', as some of the teacher educators did not appear to be familiar with these terms; examples were also used to make these terms more understandable for the teacher educators, so that they could respond appropriately. In the main study, care was taken when using these terms and examples were provided when appropriate, to make these terms clear and what they meant to the research.

The pilot study allowed me to be aware of some practical issues that might arise in the final study. For example, a quiet place must be selected to conduct the interviews. One of the interviews was conducted in an office adjacent to the main road and day care centre next to the office. This created issues for the sound quality for the audio tape recording. The pilot study confirmed the need to send a reminder to teacher educators in order to improve the response rate, as recommended by Creswell (2014).

4.9. Quantitative Data Collection, Management and Analysis

The design of my questionnaire was done carefully, in line with the research questions and objectives. My design was influenced by Cohen Manion and Keith (2003) who proposed that the process of designing a questionnaire is about turning a general purpose into a concrete researchable one. My questionnaire was a combination of close ended, yes/no questions, rating scale, ranking and open ended questions. The purpose of each item was considered with reference to the research questions, and grouped into a logical sequence detail of which is given later in this section. The questionnaire design was structured with most of the questions closed and determined in advance (Gillham, 2005:2). The questionnaire consisted of closed questions designed according to Likert type scale to measure the frequency with which teacher educators carry out different practices with regard to their professional development. Closed ended questions were considered valuable because the items could be answered quickly, to be completed and coded easily (Gray, 2004; Gillham, 2005) which means that they are easier to computer analysis, but they do not enable participants to add explanations to their selected response. Therefore, with a few questions, a blank space was provided against each given response for the

participants to add optional explanations. Some open ended questions were also added to the questionnaire in order to collect some useful information. Details about the questionnaire were given later in this section. The design of the questionnaire also took into account the recommendations of Johnson and Onwuegbuzie (2004) with respect to the brief introduction to the researcher, instructions to complete the questionnaire and assurance of the anonymity of the respondents. My name and address were provided, and the purpose of my research was outlined in the questionnaire.

4.9.1. Content and Organization of the Questionnaire

The content and organisation of the questionnaire was based on the research objective of the study as suggested by Johnson and Onwuegbuzie (2004) and the items were numbered, grouped and organized into a logical sequence. Negative wording, sensitive topics, and threatening questions were avoided. The questionnaire began with simple general items about the demographic characteristics of the respondents before specific items on professional development opportunities and challenges.

4.9.2. Parts of the Questionnaire and its Focus

The questionnaire consisted of 25 questions. The first nine questions covered the demographics of the participants, like age, gender, academic and professional qualification, teaching experience, professional background and their year of joining in the university. Questions 10 to 17 aimed to ascertain whether teacher educators had attended any induction and or training programme after joining service in the university. The next three questions, 18-20, were added to obtain information about

their engagement in different professional roles i.e. teaching, research, administration, advising students and supervising teaching practicum. Teacher educators were also asked about their most challenging role, and to explain its reasons. Question (21) was an open ended question to access their views of CPD.

The later part of the questionnaire from Questions 22 to 24 aimed to know about professional practices of teacher educators i.e. how often are they involved in formal professional development activities? Moreover, how do they engage in different informal ways of learning i.e. discuss lesson plans with other colleagues, share ideas with other colleagues, network with other teachers etc. These questions were followed by asking about the barrier they faced in their professional development. The last question was comprised of two parts. One part was focused on aspects of organizational professional context and available support and later they were asked to give their opinion on their own professional practices. Finally, the teacher educators were thanked for their participation. The purpose and sequence of the questions were as follows. I developed the questionnaire by keeping in mind the objective of my study. Each question had a purpose and relevance to main research questions. The purposes of the items, grouped into a logical sequence, are outlined in the following Table 9.

Table 9: Questionnaire Items, Type and Purpose

Item	Type	Purpose
1-9	Answers required a choice of one response, from 4 to 5 given options, or a dichotomous (yes or no) response.	To elicit responses about demographic information about the respondents i.e. age, gender, academic qualification, professional qualification and experience
10-17	Answers required a dichotomous (yes or no) response and stating the topics and duration of the training	To know about their joining in the university and participation in the orientation and training programme after joining
18-19	Four item scale from <i>large extent</i> to <i>Not at all</i> and from <i>daily</i> to <i>once in 3 months</i>	To collect information about their current dominant roles and academic activities which they enjoy
20	Ranking (from “6” is the most challenging and “1” is the least challenging)	To know about the most challenging role and its reasons
21	Open ended response required	To know about their opinion on what is continuous professional development?
22-23	Five item scale from <i>Rarely</i> to <i>Mostly</i> and <i>Once a week</i> to <i>Never</i>	To know about their engagement in professional development activities (formal and informal)
24	Ranking (from “8” is the most important and “1” is the least important barrier)	To elicit responses about barriers to professional development and their reasons
25 A	Likert scale to rate their responses ranging from number one to five. Number one represented <i>Strongly Disagree</i> while number five represented <i>Strongly Agree</i> .	To identify their opinion about availability of professional support from the university
25 B	Likert scale to rate their responses ranging from number one to five. Number one represented <i>Strongly Disagree</i> while number five represented <i>Strongly Agree</i> .	To know about their own professional practices and experiences

A few questions were asked to have a background snapshot of the participants, and a few questions were aimed to elicit their perceptions about professional development

opportunities and challenge the face. The correspondence between the questionnaire items and the research questions is outlined in Table 10.

Table 10: Correspondence Between Research Questions, Questionnaire items and Literature

Research Questions	Corresponding questions in questionnaire	Literature
What are the professional development opportunities for teacher educators?	Item 22 , 23, 25 (a), 25 (b)	Swennen <i>et al.</i> , 2008 Shagrir, 2005 Korthagen <i>et al.</i> , 2005 Murray <i>et al.</i> 2009 Harrison and Mckeon , 2008, Koster <i>et al</i> , 2008 Guskey, 2003, Wenger, 1998 Shulman, 1998 Hodkinson <i>et al.</i> , 2004 Fuller <i>et al.</i> ,, 2005
What are the professional experiences of teacher educators (with various academic and professional backgrounds)?	Item 3 to 9 (academic and professional qualification and experience) Item 10 to 17 (orientation and training after joining the university)	Eraut, 2000 Trowler and Knight, 2004 Bourdieu, 1987 Kosnik and Beck, 2008 Ganser, 2002
What are different professional roles teacher educators perform?	Item 18, 19	Ducharme , 1998 Murray <i>et al.</i> ,, 2008
What challenges do they face?	Item 20, 24	Swennen <i>et. al.</i> , 2008 Hokka <i>et al.</i> , 2012 Maguire, 2000 Furlong, 2007

4.9.3. Selecting the Participants

Before leaving for final data collection, I received the faculty list from the Registrar office of the university from campus A. As my research aim was to investigate the professional development for teacher educators, their challenges and opportunities, my target population for administering the questionnaire was all the teacher educators serving in education programme across all ten campuses of the university. Hence, participants were sampled purposefully (Muijs, 2010). The purpose was to achieve a maximum variation of responses, and to gain a comprehensive picture of the perceptions and practices of teacher educators from across all campuses. The total number of faculty members serving in education programme was calculated at 165 across all campuses.

4.9.4. Obtaining Permission and Administering Questionnaire

Before sending out the questionnaire, I made an introductory phone call to all respective principals of the campuses. I communicated to them my position as a lecturer at the University, the purpose of the research and the nature of the questionnaire, and requested that they distribute the questionnaire to all members of education department. I made frequent calls to campuses about completing the questionnaire. In a few cases, where I was facing delays, the principal of my campus (Campus B, Lahore where I am a Lecturer) made telephone calls to request that the campus principals give a timely response. Before starting the visits, I contacted the principals to find out whether questionnaires had been completed or not. I received 109 completed questionnaires from the 165 distributed, a response rate of 64%.

4.9.5. Analysing the Questionnaire

Quantitative data analysis may be done through basic statistical calculations, which provides an understanding of the data (Pell and Fogelman, 2002). The data from the closed questions were analysed using SPSS to produce frequencies and descriptive statistics to understand the data and to identify particular trends in the data. All ten campuses were also coded 1 to 10 when entering the data into SPSS. Data generated from the various items produced both qualitative and quantitative outcomes. Questionnaire items have been numerically coded to enter into SPSS.

4.10. Qualitative Data Collection, Management and Analysis

This section presents the process of qualitative data collection, the pilot study and the organizing and analysis of qualitative data. According to Creswell (2008), the process for collecting qualitative data is comprised of the following steps: identify the participants and sites, gain access, determine the types of data to collect, develop the data collection forms, followed by a preliminary interview, and finally administer the process in an ethical manner. I will describe the process in detail.

4.10.1. Developing an Interview Guide

An interview guide was drafted based on the key areas of my research questions. Supervisors were consulted about the structuring and nature of the questions included in the interview guide. An interview guide is a script that lists the questions that are to be asked through in the course of an interview, in a more or less regular format. It thus provides topics within which the interviewer is free to build a conversation, but at the same time, will maintain the focus on a particular, predetermined research topic (Patton, 2002).

In the interviews, teacher educators' experiences were approached according to:

- i. Professional background;
- ii. Teaching experience;
- iii. Induction experiences;
- iv. Teacher educators' experiences in different roles;
- v. Challenges concerning their different roles and professional learning;
- vi. Opportunities of learning in a formal and informal way.

Within these different overarching themes, several questions were intended to open up the conversation and guide the interview. These questions were asked in a more or less predetermined order, and this interview guide helped me to have some level of control during the interview process, that is, if the respondents were taking the conversation in another direction or if the conversation slipped into issues that were outside the focus of the research. As Rapley (2004:27) points out, interviewing is never "*just conversation*" even though it may take a conversational form, since the interviewer must have some level of control. The interview schedules were designed for teacher educators, heads, Vice Chancellor and representative of the HEC (see Appendix VI, VII, and VIII).

The interview schedule, with the rationale of the questions asked, is explained below. The interview guide was set in two parts, one their present status, induction experiences, roles they perform and challenges they experienced in overall professional learning. The second part was more focused on their current professional practices as professionals, and the way they learn in a formal and informal way.

Part A: Introduction, past professional experiences, induction experiences and dominant professional roles and challenges

This part of the interview guide provided the introductory questions, intended to gain an overall knowledge about the professional qualification, experience of work, academic status and specifically working experience in higher education setting and at UOX. As the professional context of teacher educators was explored in relation to understand their learning and challenges, these sets of questions were asked at the beginning of the interview.

- General Introduction;
- Academic and professional experience;
- Teaching experience and experience in higher education settings;
- Experience before coming to higher education setting;
- Experience and duration of work in University of Education;

The following two questions attempted to explore whether university teachers had attended any induction programme, and how they had been supported in their early days in regards to their professional development and orientation to the system.

- Have you attended any induction programmes after joining this role?
- How do you familiarize yourself with the practicalities, systems and processes of higher education?

During the interviews, it became apparent that the University of X had two sets of teacher cadre i.e. university and government cadre, therefore, their responses to the above mentioned questions appeared very different to them, according to their context, and brought forward new views and experiences in relation to challenges they faced, since teachers had different experiences according to their selection criteria and orientation programme. Responses to the question of scale and position

from two different cadres provided a new direction to the research findings, and brought an unexpected theme to this research. Both groups of teacher educators shared their views regarding challenges, conflicts and dilemmas to their professional endeavors which I had not identified as an aspect to focus in my interview protocol. The following sets of questions were aimed to know what roles teacher educators had to perform and whether they had any prior experience of performing these roles.

- What are your major responsibilities here?
- How do you prepare yourself for teaching?
- How much time do you spend on research?
- Have you got any prior experience of teaching and research before?

The following three questions were aimed to know about the professional context of the teacher educators.

- Which part of the job do you feel more demanding and challenging? And why?
- What challenges do you face in performing your different roles as a professional?

The following question was asked after determining their answer from above mentioned questions.

- How did you overcome these challenges?

Different questions were asked in between, in relation to their experiences within their past and present professional context, rather than being confined to the questions set in the interview guide. Many of the teacher educators spontaneously shared their challenges and opportunities for learning, while they (also) shared their past professional experience. They felt excited to freely express their opinions and

during the interview, demonstrated many examples of their challenges which they faced during their teaching time in university overall. Sometimes, it felt that teacher educators were sharing their experiences as a form of narrative of their professional experiences and answered most of the questions before they were formally asked. However, I referred back to the research guide, so that, as the interviewer, I could cover every aspect of my research questions, and used follow-up questions to gain clarity in regards to responses, to ensure that I had a clear understanding of the depth of each individual's responses. Their views nevertheless proved very useful to uncover few points and aspects which were not obvious to me at the start.

Part B: Current professional practices, professional development opportunities and ways of Learning

The following questions were asked from teacher educators about their professional practices, professional development opportunities and ways of learning.

- What are the current professional opportunities for you?
- How did you benefit from the current professional development opportunities here?
- What do you do to improve your knowledge and skills for your current professional role?
- Who facilitates you more in performing your various job and how?
- Is there any particular role you are not able to perform and why?
- How did you learn in performing different roles which you have not done before?
- How did you cope with the challenges which you face in your professional role?
- How did you overcome the difficulties and challenges which you experienced regarding your professional development?
- How do you learn in a formal and informal way?
- What are the activities (formal and informal) which supported you in your

learning to perform better?

Finally, the above mentioned questions were aimed at eliciting more detailed or specific information relating to their challenges and ways of learning. They were used to help understand what professional development opportunities were available on campus, what benefitted them, and who helped them in their learning if formal professional support was not available. These questions also revealed very useful information about the professional culture of the campus in general, and the university in particular. Nevertheless, as per the focus of this study, these set of questions were geared more towards knowing deeply how they learn in formal and informal way within their own past, present professional experience, professional context (setting of their department and colleagues) and organizational context i.e. campus context. The questions stated previously were asked in a more or less different order in relation to the responses received from each of the respondents. For example, when asked what are the current professional opportunities here, few of the teacher educators responded to these questions and immediately starting sharing what they do if they have not be provided formal support. In a way, they were reflecting on their learning process and had revealed different challenges and opportunities, and had different perspective on their learning within their context.

4.10.2. Population and Sample for the Qualitative Data

The research setting of the current study was the University of X, Punjab, Lahore. Hence, the ten campuses of university of education were considered as the population of the study. The campus map has been presented earlier in Chapter II Figure 3.

The sample of the study comprises of all teacher educators who teach to B.Ed. and

M.Ed. programmes in all campuses of the University of X.I decided to opt for purposive sampling to collect quantitative and qualitative data (Kumar, 2011). It was acknowledged that the sample should be representative in terms of gender, professional experience and academic status. Nevertheless, I was considerate in selecting participants who have given their consent for interviews. During the initial data collection, it became obvious that there were some distinct scale differences within the faculty of the university, one belong to university cadre and other from government cadre. Therefore, in the subsequent interviewee selection, it was decided that both should be taken into consideration in the selected sample. The demographics of the interview participants are given below in Table 11.

Table 11: Demographics of Interview Participant

Campus	Total	SSS	L	AP	University	Govt.	Male	Female
G	6	3	3	0	3	3	3	3
I	5	0	2	3	3	2	3	2
F	6	0	6	0	3	3	3	3
J	3	0	2	1	3	0	1	2
C	3	0	2	1	3	0	1	2
H	3	0	3	0	1	2	1	2
B	2	0	1	0	1	1	0	2
E	3	0	2	1	3	0	2	1
D	5	0	3	2	5	0	1	4
A	2	0	2	0	2	0	2	0
Total = 38					27	11	17	21

4.10.3. Selecting the Participants

In this study, the aim was to collect a rich, multifaceted, and representative data set, encompassing as wide a variety of teacher educators' accounts as possible; hence a profile of different teacher educators was prepared from different campuses. One of the professors of the UOX provided the list of staff members of different departments. As mentioned earlier, the intention was to choose purposive sampling

(Silverman, 2004). The focus was on having representatives of different categories of gender, professional status and experience, to make sure that there was at least one representative from all the professional groups in the department: assistants, lecturers, and male, female and university and government teachers.

In a few cases where there was no access to the principals of the campuses for interviews, opportunistic sampling was used, and the senior member of the department was chosen in place of the heads. In these two instances, the heads themselves had nominated a senior member in their place and offer their excuse due to unavoidable commitments on the day of the interviews.

4.10.4. Conducting Interviews

After gaining the permission of the principals from the respective campuses in order to have access to teacher educators, fieldwork was started. Individual interviews were tape-recorded, although, notes were taken of importance during the interview process. As Creswell (2008) points out, audio-taping an interview provides a detailed record of the interview, however, taking notes during the interview and having questions ready to be asked can be used as backup, especially if the participants are reluctant to be audio-taped. These notes also helped me to speed up my transcription process and to record any particular situations during the interview day. In a few places where it was felt appropriate, translation in English was conducted at the same time, and summarized what they had shared immediately; they then confirmed or explained further to me if there was any confusion or uncertainty in my understanding. Recordings were checked at the beginning of interviews to make sure the recorder functioned properly. Individual interviews lasted from about forty minutes to one hour. One interview with the head of the department took two hours,

as in between, she has been receiving the calls, although interviews with elite took twenty five minutes to half an hour.

4.11. Qualitative Data Analysis

Basse (1999:84) states, data analysis is *'about is an intellectual struggle with an enormous amount of raw data in order to produce a meaningful and trustworthy conclusion which is supported by a concise account of how it was reached'*.

Highlighting the significance of qualitative data analysis, Watling (2002: 264) argues that *'the important thing in qualitative data analysis is that researcher makes the decisions thoughtfully, systematically, critically and in ways which can be accounted for'*. Bearing in mind the nature of my research, I completed the analysis and coding manually instead of using any software; as reading the transcript gave me a chance to interpret the data meaningfully and analytically as in case of teacher educators; responses were varied according to their different professional and organizational context. Thus, doing coding manually helped me to make a constant comparison without losing the context of the response with direct contact of each transcript. Before analysing the data, I transcribed all the interviews and organised them so that the systematic process of analysis could be undertaken.

4.11.1. Transcribing Data

Transcribing began whilst the data was still being collected. Starting transcribing at an early stage helped in speedy transcription, as the interviews were fresh. It also gave the opportunity to recall the interview situation and make important notes. Listening to interviews also gave me the opportunity to find out any shortcomings of the questioning techniques, and to focus more on specific questions which were not

well covered in the first interview. Thus, as the interview progressed, the interview and questioning skills improved. After finishing the data collection, the data were transcribed from digital files on the computer. It was a lengthy process; however, spending more time on this exercise helped with the analysis, because it was possible to gradually see recurring themes in the interview transcripts. Goodson and Sikes (2001) suggest that repetitive listening and transcribing, and being closely engaged with the data, enable a researcher to develop themes for further analysis.

The interviews were conducted in Urdu. In a few cases, teacher educators used English in replying. Notes were taken in English at the same time, and were checked with the respondents in terms of whether my translation was sufficiently accurate.

4.11.2. Managing the Data

To work with qualitative data means working with a massive volume of data. The records of the audio tapes were kept in a highly systematic manner, so that it was accessible and manageable for future use. File folders were created for each teacher educator. Each tape and interview transcript was labeled, and all the transcripts were subsequently organized campus wise in a computer file, so that anonymous individuals' responses could be traced in future, while undertaking an analysis and collating the responses from different campuses. Each teacher educator was given a code name (i.e. TUV1, TUB3) to represent the campus name and teacher educators. Interview tapes of each campus were labeled with the date and time it was conducted. As a backup, prints were taken of all the transcripts, and assigned a pseudonym so that they could be easily sorted out.

4.11.3. Analysing the Data

The main strategy of analysis in the current study was to organize the data and generate themes drawing out from all the responses by teacher educators, heads and elites. I used the ‘*constant comparison*’ (Cohen, Manion and Morrison, 2007: 599) technique which looks for ‘*patterns and processes, commonalities and differences*’ and draws out themes accordingly (Thomas, 2009:198). For the purposes of the analysis of the qualitative data, I did not strictly follow the steps for data analysis mentioned by one author. Rather, I developed my own steps of analysis according to the nature of my data based on the guidelines and steps mentioned by different authors including those by Miles and Huberman's (1994) and Bogdan and Biklen (2007). My data analysis comprised of the following stages.

Preliminary Stage

After transcribing all the interviews, I read the transcripts carefully. At the preliminary stage, I analysed each teacher educator's response and started highlighting key words and sentences with using colours in Microsoft word file as highlighted below in Figure 9.

Classification of Responses in Order

At this stage, data was analysed following a systematic approach question by question as per interview guide. Thus, all the responses of teacher educators were sorted out in order, as scheduled in the interview guide. Due to variations in terms of experience of teacher educators, I had to sequence the questions in a different order during interview process, therefore, responses were not found to be in the predetermined order scheduled in the interview guide. Thus, to make the analysis

more systematic, I collated the teachers' individual answers to the same questions. Even in this process, I used the pseudonym in front of each teacher educator's response, so that I could refer back to the full transcript while making the analysis, and could associate teacher's particular responses with their associated professional context. In this process, I remained conscious that each response should not lose its meaning and context, so I selected a specific response with their particular corresponding context, to understand its full meaning. In this way, in a few instances, I had to pick out the whole paragraph, instead of choosing the few lines which showed their explicit response. For this level of classification of responses, while stating the question at the above, I organized the whole data according to the sequence of the interview guide. An example is exhibited in the following Figure 9. I used the set overarching questions from the beginning of the study to guide the interview schedule. Therefore, this stage in the generic classification of responses was a top-down, deductive, or *a priori* approach.

Current Professional Development Opportunities

What are the current professional opportunities for you?/How do you benefit from the available professional development opportunities?	
VUR2:	
We don't have such opportunities here but our colleagues of education share with each other as English department is separate so we don't discuss with them so much. But education faculty share with each other.	Don't have such opportunities
VG1:	
Different type of activities which we conduct ---mostly AIOU workshops are held over here and we train ourselves our students how to prepare their lesson plans	AIOU workshops
VGC1:	
Our university conducted few very good workshops with CEDA and for university employee there are refresher courses, like people are sent to according to their subject specialty. University used to organize that although not much but they should continue to do.	Conducted in the past but now very few , not much
VUA2:	
There is no faculty development programme.	No faculty development programme
I think there should be PD programme if we can't manage these programmes, teachers cant progress and can't teach to the contemporary demands if we want to polish teachers we should range PD programme along with service of the teachers.	
DUS2:	
I think we are totally neglected here. And I think we are here in a long distance which is very alarming factor here---very alarming factor--- What so ever my suggestion goes here is that it should be on monthly basis --it should be regularly there---when I was there in UK, I was also linked to this area , my area was ELM ---they have focused much on teachers training, teachers have to visit the	Neglected area

Figure 9: Example of Analysis I

In order to understand teacher educator’s individual professional background and experience, I also collated two or more questions together to make meaning and explain findings. For example, as shown in the Figure below, question related to duration at the university, their reason for joining the teacher education and past professional experience, were grouped together in three rows to relate their responses with their background. Similarly, all responses from thirty eight teacher educators were grouped together. This grouping also helped me to see any similar and differentiated cases at first glance.

One example of such a response is shown in Figure 10 below.

How long have you been teaching here? What did you do before coming in to HE? Why did you choose this profession-reasons/circumstances?

VUR2	University Employee	Have professional Exp.
How long	Why did you choose this profession?	Past academic and professional experience
Now it is been 4 years that I have been teaching here.	When I was in FA then it was my interest to come to the teaching profession. My motivation was my teachers. Our teachers were very motivated, they used to give time to students without any incentive. So I get very motivated and I choose Education as a subject in FA and BA. Then I did MA and MPhil and I earned gold medal in my MPhil from Islamia University, Bhawalpur.	I taught in a school for 2 years and then I selected as a lecturer and taught in a college for 3.5 years in Govt Degree College Kabirwala. I taught in Islamia University Bhawalpur for one year and then I joined University of Education.
VGKI:	Transition from Govt. To Uni.	Have professional Exp.
I joined this campus in 2000 when I was promoted as SS---	Because I use to like my teachers—my own teachers were very devoted—even our school teacher use to give us extra time after our school time—without any incentive—they were very incentive—I inspired from my university teachers—I was fond of teaching, I think I can convey my thoughts to other people easily. <i>my favorite job is teaching –you stay active being a teacher and you update your knowledge you build a link with students so that is very good</i>	My job is from Govt sector—I joined here as SSS before that I had school experience as head of a middle school—then I worked as assistant education officer—then I worked as Incharge Headmistress of school. I was promoted as SS in Arabic—before that I did MED from IER ---I joined hostel and carry on my study—I am here for last 13 years---basically my subject is Arabic but I have MED, when our credit course are not completed within our subject area then we were given education courses to teach, all my job is total 26 years---
VGY1:	Transition from Govt. To Uni.	Have professional Exp.
VUM2: HGM	University Employee	No Professional Exp.
I have been working in this university for the last 7 years. I spent 1 year in Attock campus then I was transferred in this campus in 2008.	I am teacher by choice. I still remember when I secured 2 nd position in FA, I was interviewed and among the position holders I was the only one who said that I want to become a teacher. So I became teacher and I don't have any regret. I think if I have been in any other profession I would have misfit. Other reason could be that I belong to	I am MA English, MEd, Diploma in English Language from NUML University. I had my professional degree before joining the university.

Figure 10: Example of Analysis II

Data Display and Exploratory Analysis

Miles and Huberman (1994) suggest ways of displaying data for a single case and across different cases. They advise a researcher to use matrices or networks to present data. I used columns and rows to put the data in meaningful order. This data display enabled me to explore, to describe, and to explain the data. Each response was linked to a pseudonym which presented the individual name, as well as the campus name. I started analyzing the data by placing key words in margins, or highlighting them with different colours. I went through all segmented data and labeled them with the key words that emerged directly from that data with reference to the theoretical framework of the study and also based on the frequency of the responses. I started to identify the categories or sub-themes within the data and

grouped the data which shared the same meaning, using colours for those lines which were most representative for each sub-theme. In this process, I was able to identify a set of sub-categories and key categories or themes as shown in Figure 11.

Professional Practices

What do you do to improve your own knowledge and skills? / Who facilitates you more in performing your various job and how?	
VUR2:	
I myself is interested in research and teaching so I buy new books, I purchase them. I have made a library in my house. I read them. I use internet and buy all the expense by myself. I download all the notes and arrange them in different categories. I prepare lectures and give them enough time. I update my notes every year. I include examples in my lectures, add new knowledge and tell my students about new researchers so students get motivated. So I use books, notes, internet and give time, study and then I prepare my lectures.	Book reading 1 Update my notes Internet 1
VGK1:	
Honestly, we are performing so many roles that we cannot give enough time to update ourselves—we are not doing research because that time I need to give to my kitchen –I use relevant books and prepare my lecture with all my honesty-- No there is no such custom in Pakistan ---you just learn by seeing people --people don't share so openly.	Book reading 2 Observation 1 Self-learning
VGY1:	
With the help of courses and workshops which I have attended , I learn by discussion and studying different books and magazines , by sharing, reading and internet	Courses, workshops Discussion, Sharing 1 Reading 3 Internet 2
VGCI:	
I study books, we share from our colleagues as well.. with the passage of time you get to know students and you learn how to tackle them, we observe others, we see studies from different countries what practices they are doing. Nowadays everything is available.	Book reading 4 Sharing with colleagues 2 Observation 1
VUM2: Hafiz Ghulam Murtaza	
Definitely by self-reading-research, book reading –net browsing and we take material from net related to our	Book reading 5

Figure 11: Example of Analysis III

In contrast to the first stage stated above, this stage of identifying sub-themes was determined using a bottom-up, inductive, or *a posteriori* approach. Miles & Huberman, 1994 suggested that qualitative data tend to be analyzed through an inductive, ongoing and evolving process of identifying themes within a particular context. Qualitative research uses an inductive strategy in data analysis, in which meanings emerge through the data. Creswell (2005) also asserts that the qualitative process of data analysis is an inductive one, in which the data is examined from a "bottom-up" approach (Creswell, 2005: 231). The specific data was examined to

identify more general themes that were used later, to understand the meaning of the data.

The sub-themes were unknown before the start of the analysis. Each sub-theme was determined by reviewing all the responses. Responses that consistently reflected a sub-theme were then selected and grouped together, and named 'theme'. At the end, I went through all the sub-categories and categorized them under a main category or theme, if that category has occurred a number of times in an interview. The category was written next to the text in right side margin of the Table. This phase of the analysis was a lengthy, flexible and evolving one, which permitted the inclusion of new categories and the revision of existing ones. Miles and Huberman (1994) distinguish between first- and second-level coding. In the first-level coding, I attached labels to groups of words. As I proceeded to the second-level or 'pattern' (Robson, 2002) coding, I categorised the initial codes into a smaller number of related themes.

Making Connections to the Research Questions and Interpretation of Findings

The whole data analysis process was linear, but iterative, and involved continually moving back and forth within the entire data set. The coding process enabled the prevailing patterns to be identified when the teacher educators describe their experiences. I continuously discussed and shared the whole process of analysis with my supervisors to ensure the objectivity in coding and categorizing from the main data. I now had the raw and original interview transcript and the reduced transcript, arranged according to themes. After all the data was divided into themes, I reviewed the data within each category and an understanding of each theme was reached. I continued to discuss, analyse and interpret the teacher educators' experiences in

relation to the research questions and the conceptual framework of this study. Quotes and verbatim responses were used to maintain the 'feel' of the responses (Kumar 2011).

Interpretation and Writing up

Findings were reported as a cross-case basis, meaning that patterns were searched for and analysed both within and across individual interviews, rather than regarded as the expression of individual identity (Hodkinson and Hodkinson, 2004). This meant that the analysis focused on collective and shared meanings across the whole data corpus and not, for example, on individuals perspectives. This was also a way of protecting the anonymity of the responses and the campus. In few instances explicit contrasting views were reported while comparing the responses of government and university teacher educators; in this case, I used maximum verbatim responses to be as objective as possible, and selected words and phrases as close as possible to what teacher educators or heads have explained or used.

As the current study employed mixed method research, at this stage integration of two sets of data (quantitative and qualitative) and findings from multiple data sources (teacher educators, heads and elites) were involved. Thus, this process of triangulation of multiple data sources and strategy aimed at achieving trustworthiness. Interview data was triangulated with teacher educators, heads and elite responses wherever possible. Similarly, evidence from both data sets was presented together, to explain and interpret the findings. I looked for similar and different patterns from the two data sets and data sources, and established relationships within the themes. An example of integrating of two data sets is given below in Table 12.

Table 12: Example of Integration of Quantitative and Quantitative Data

Theme/Category	Interview question	Question in questionnaire
Professional experiences, qualification and background	Tell me about your professional and academic background.	Q1-9 (Teacher educator characteristics, professional qualification and teaching experiences)
Induction	When did you join this university? Have you attended any training when you joined this university?	Q10-13
Professional roles	What are the different professional roles you perform as a teacher educator?	Q18-19
Challenges in professional development	What are the challenges which you face in your professional development?	Q24, Q25 (item e.g.04,01,08,15,19,06,20,09)
Challenges in professional roles	Which role you find most difficult to perform and why?	Q 20
Informal and formal experiences of learning	How do you learn if professional development opportunities are not available? What do you do to improve your knowledge and skills?	Q 22, Q 25 (item e.g. 10,11, 1, 6, 2, 15)

4.12. Trustworthiness of the Study

Being predominantly a qualitative study, I used the framework of Guba and Lincoln (2008) for ensuring the trustworthiness of the study. Guba suggested four criteria to be considered by qualitative researchers in pursuits of trustworthy research including credibility, transferability, dependability and confirmability. Shenton (2004) have provided a list of provisions based on the constructs provided by Guba that may be made by the researchers to ensure that phenomenon under study has been recorded

and presented accurately. Below I describe how I have addressed the trustworthiness of my research against the four criteria presented by Guba and Lincoln (2008).

4.12.1. Credibility

Guba and Lincoln (2008) argue that ensuring credibility is one of most important factors in establishing trustworthiness which deals with how congruent the findings are with reality. To achieve this aim, attention was paid to the selection of research design, study participants, data collection methods and the data analysis framework (Cohen, Manion and Morrison, 2007). I have employed questionnaires and interviews as a data collection strategy in other similar projects to the current study. Whilst questionnaires and interviews have some common methodological limitations, they have some individual characteristics which results in individual strength, as I have addressed in Section II. Moreover, methods of data analysis (Miles and Huberman (1994), Marriam (2009) have been used that are well established, particularly in the field of qualitative research and in the field of education in general. I also employed triangulation of data sources (Shenton, 2004) which involves a range of informants about the phenomenon under study. In this research, the head of the campuses and two elites were included to gain a richer picture of the situation. Although the focus of the study was on teacher educators, information provided by the people in the management i.e. heads of the campuses/department and two elites, were considered invaluable in understanding the contextual settings of the campuses and highlighted other issues relating to the professional development of teacher educators. In particular for this study, documents produced by different donor agencies on teacher education field, National Education Policy 2009 and other official publication on initiatives in the field of

teacher education in last five years have been reviewed in detail to enhance the wider contextual information and background of this study, as discussed in Chapter 1.

Moreover, a range of teacher educators (with different academic and professional background and status) from all ten campuses of University of X across Punjab were selected for the study to reduce the effect on the study of particular group of teacher educators or local factors peculiar to one institution (Shenton, 2004). Ethical considerations, including voluntary participation, informed consent, confidentiality and the right to withdrawal (BERA, 2014) were followed in the study, from data collection to the interview stage, which is another way of ensuring credibility.

Frequent meetings with my supervisors and sharing my process of data analysis also helped me to widen my understanding of undertaking qualitative data analysis. Opportunities to present in conferences and to receive feedback from peers and other academics in the field enabled me to strengthen my arguments in the light of the comments made and questions asked.

Member checking (Guba and Lincoln, 2008) was also carried out with the respective participants, which is the another way of achieving credibility. It involves giving the participants of the study an opportunity to read the transcript to ensure that their views are recorded accurately. With the time and resources limitations, I could not conduct member checking with all of my participants of the study. Nevertheless, during the interviews I made notes and undertook member checking with the participants, as explained earlier.

A detailed description of the phenomenon is another provision for ensuring credibility. I was sure to include the profile and backgrounds of teacher educators

and heads, context of the campuses and the University of X, context of the country and teacher education field in Pakistan to provide a better insight to the findings and to illustrate the actual situations and context.

In this study, the questionnaire was carefully constructed, keeping in mind the relevant issues which were frequently highlighted in the literature. A pilot testing of the questionnaire was carried out prior to conducting the main study to determine the validity and reliability of the questionnaire items. The questionnaire was filled in by 109 respondents across ten campuses, making it a reasonable sample size. Moreover, the reliability analysis was performed to the two parts of the questionnaire i.e. *professional practices of the university* and *practices of the teacher educators* to measure the consistency of the two constructs. Cronbach's alpha was calculated at .86, which *exceeded* the threshold level of .7 which is conventionally applied to indicate an adequate level of internal consistency reliability (Cronbach and Shavelson, 2004). An interview guide was also prepared after pilot testing. On the basis of feedback received from pilot testing, I modified the questionnaire, as discussed previously.

4.12.2. Transferability

Transferability is related to the provision of background data to establish the context of study, and detailed description of the phenomenon in question to allow comparisons to be made (Shenton, 2004). This is achieved when the researcher provides sufficient information about the self (the researcher as instrument), processes and participants including all the contextual factors impinging on the inquiry (Guba and Lincoln, 2008). In this study, it has been addressed by detailing its conceptual framework and detailing all its contextual factors which have been taken

care of while studying the phenomenon. It also included the location of the study and profiles of teacher educators. Other studies in different contexts that employ the same methods could be of great value. However, the importance of context which forms a key factor in any qualitative research should not be disregarded, as suggested by Shenton (2004).

I have clearly explained my ontological, epistemological and methodological assumptions at the start. Moreover, details on the selection of participants and study procedures have been detailed to guide future researchers who may wish to replicate the study. Creswell (2003) believes that the information about the researchers' position and the biases and values of the researcher enhance the study's chances of being replicated in another setting.'

4.12.3. Dependability

Guba and Lincoln (2008) note the close relationship between credibility and dependability, and argue that ensuring credibility helps in ensuring the dependability of the study. Shenton (2004) advocates that in practice, to address the dependability issue more directly, process within the research i.e. research design, detail of data gathering and limitations of the study, must be reported in detail. I have devoted particular attention to detailing all this in respective sections of this chapter.

4.12.4. Confirmability

The concept of confirmability is the qualitative investigator's comparable concern to objectivity (Shenton, 2004). Shenton argues that steps must be taken to help ensure that the findings of the study are the results of the experiences of the respondents, rather than the preferences of the researcher. This has been ensured in this research

by choosing an established way to analyse qualitative data. Moreover, using verbatim responses during analysis ensures that voices of the teacher educators are captured accurately. The role of triangulation, admitting the researchers own predispositions (Miles and Huberman, 1994), recognition of limitation of the study and in-depth methodological description are suggested to ensure confirmability (Shenton, 2004). This has been achieved in this research.

4.13. Reflexivity

I acknowledge that as a new teacher educator in University of X and my position as a professional teacher educator being associated with a renowned institute of teachers training institute in Pakistan for last five years, I might be regarded as an 'insider researcher' (Busher, 2006). Denscombe (2003) argues that personal identity and acquaintance with the researcher may contaminate the data with biases. To this extent, I was aware that my professional background and personal knowledge in the field may have led me to be subjective, and it is difficult to keep myself totally indifferent from the context and ethos of teacher education field in general. Nevertheless, I was aware of the need for reflexivity (Morrison, 2007). Morrison (2007:32) defines reflexivity as *“the process by which researchers come to understand how they are positioned in relation to the knowledge they are producing”*.

Curtin and Fossey (2007), argue that reflexivity can be demonstrated by being transparent throughout the research process. In order to interpret the findings without bias and to prevent my own value judgements, I practiced reflexivity throughout, from data collection to the findings stage of my research work.

Triangulation of data sources and a mixed method approach proved to be useful to endure credibility of the research, as was discussed in detail in previous section. Using in-depth interviews eliciting on the experiences and challenges of teacher educators might mean that the participants were afraid of losing their credibility. I thus obtained consent from respondents before conducting the interviews. As a researcher, I made sure in the beginning of conducting the interviews that data collected through interviews will be interpreted objectively and respondents will be coded while quoted in the research. Thus, confidentiality and anonymity of the participant data is given high priority (BERA, 2011) while undertaking data collection. In questionnaires, teacher educators were not required to put their name, thus maintaining the privacy and '*attraction of anonymity, non-traceability and confidentiality for respondents*' (Cohen, Manion and Morrison 2007: 207). In addition, during the qualitative data analysis stage, I reiterated between my interpretation of the findings and the theoretical framework that underpinned the research. Moreover, constructive feedback from my supervisors proved really useful at the writing up stage, to avoid any subjective statements or making conclusions without evidence.

4.14. Summary

This study is intended to investigate how teacher educators learn in formal and informal way and what challenges they face in their professional endeavours taking into account their professional and organizational context. This chapter has detailed my ontological, epistemological and methodological stance. It has further provided the rationale for using mixed methods, and has given an explanation of the ways in which data was collected. This study has employed a sequential exploratory mixed

method to gain insight into professional learning of teacher educators and their challenges. In first phase 165 questionnaires were administered to ten campuses of the University of X, out of which 109 were received. The second phase of the study involved semi-structured interviews which were conducted from forty eight respondents including teacher educators, heads and two elites. In this study, qualitative data were analysed through open and thematic coding, by using Miles and Huberman framework of qualitative data analysis. The quantitative data were analysed using descriptive statistics i.e. frequencies and percentages. At the end, conclusions were drawn incorporating both data sets. In the following two chapters, I will detail my research findings, namely the results of the quantitative and qualitative data analysis.

CHAPTER V

Quantitative Findings

Teacher Educators' Questionnaires

5.1. Introduction

This chapter reports the findings from the questionnaire survey. The survey covered the roles teacher educators perform, the formal and informal learning opportunities for teacher educators, the professional practices and challenges of teacher educators, and the culture of the university in terms of professional support, as the main components. The data have been organized and presented in sequence to answer questions 1 to 25. The two open-ended questions are analysed (separately) at the end of the chapter. The quantitative data have been analysed using descriptive statistics i.e. frequencies and percentages.

The findings are organized into the following sections.

- i. Teacher educators' characteristics;
- ii. Induction Experiences of Teacher Educators;
- iii. Perceived Importance of Professional Development;
- iv. Teacher Educators' Professional Role: Involvement and Challenges;
- v. Formal and Informal Professional Learning Opportunities;
- vi. Challenges in Professional Development;
- vii. Professional Practices of University;
- viii. Professional Practices of Teacher Educators.

Before presenting the quantitative findings, the following Table 13 presents the number of responses which were received across all campuses.

Table 13: Number of Questionnaire Received

Campus Code	Faculty members in Department of Education	Questionnaire Received
A	25	4
B	44	22
C	15	6
D	14	8
E	8	6
F	20	19
G	10	10
H	21	11
I	10	9
J	15	14
Total	182	109

A list of 182 faculty members of the education department was compiled across the ten campuses of the university. A total of 109 questionnaires were received from all campuses; a response rate of almost 60%. This was a good response rate overall. The lowest response rate was from the main campus (Campus A), from which only four out of 25 questionnaires were received. From Campuses I, J, F, however, the response rate was almost 100%. A positive explanation for this differential response could be that since Campus A is a relatively big and busy campus in comparison to other campuses, therefore the faculty at Campus A might have less free time to respond to the survey.

5.2. Teacher Educators' Characteristics

The questionnaire included items on the demographics of the respondents including their professional and academic qualification and experiences. This section covered Q 1 to Q 9. First of all, percentages were calculated regarding the demographic background questions of the respondents i.e. age, gender, qualification and experience. (Table 14).

Table 14: Gender and Age of Respondents

Gender	Total (n= 109)	(%)
Male	32	29
Female	77	70
Age	Total (n=103)	(%)
Under 25	2	1
25-29	22	20
30-39	45	41
40-49	21	19
50-59	12	11
60	1	

As can be seen, a large majority of the respondents were females. This is in proportion to the larger population of female staff in the teacher education sector in Pakistan. Similarly in the university under study, the female to male teacher educator ratio was found to be 70:30. It is a usual trend that females are more attracted to teaching profession in Pakistan because of flexible timings and the honour and respect associated with the teaching profession. As regards to age, the modal age was 30-39, and the median age was 34. This value reflects that most of the new faculty across different campuses of the university were relatively young in age and had

started their career only recently. Another reason might be that usually after receiving MPhil or PhDs in the age of 30s, most postgraduate students apply for teaching positions in the university and colleges. Moreover, since the university is a newly established university so comparatively new and young faculty had joined in last five years.

Professional and academic qualification

Table 15 shows teacher educators' qualifications. Of the 106 respondents, nearly half had MA/MSc, around a quarter had an M.Phil., degree, while 11% had Ph.Ds. This suggests that a large majority of teacher educators had Master level qualification. This could be attributed to the fact that any person with MA/MSc. level qualification is eligible to join as a teacher educator. Moreover, relatively less number of MPhil and Ph.D. indicates that having a post graduate research degree is desirable but not an essential criteria for teacher educators.

Nearly half of the teacher educators had an M.Ed. degree, under a third had a B.Ed., 3% had a PTC, and 5% had a CT qualification. This indicates that professional qualification of teacher educators is varied. Although sizeable majority had professional qualifications but few did not have any professional qualification of teaching. MEd is a postgraduate qualification for secondary school teaching whereas BEd. is postgraduate degree required to teach at primary level. Data also showed that few teacher educators had old teaching qualifications (i.e. PTC and CT). These old teaching qualifications of few teacher educators were not a surprising finding. A follow-up interview revealed that these teacher educators had school teaching background, i.e. they were government teacher educators who were teachers in schools before their career progression and then later joined as teacher educators in

colleges. These findings suggest that the entry criteria for teacher educators continue to be based on seniority rather than on qualification and professional experience.

Table 15: Professional and Academic Qualification of the Respondents

Academic Qualification (n) = 106		
Qualification	Frequency	(%)
MA/MSc	63	58%
M.Phil.	30	27%
Ph.D.	12	11%
Professional Qualification (n)= 71		
Qualification	Frequency	(%)
CT	4	5%
PTC	2	3%
B.Ed.	25	35%
M.Ed.	37	52%

Teaching experience

Nearly all respondents indicated teaching experience. However, the level of teaching (i.e. school, teaching, and university) varied across teacher educators.

Of the 102 respondents who reported their level of teaching experience, nearly half had university experience, over a third had college level experience and less than a quarter had school level experience.

Table 16: Teaching Experience of the Respondents

Teaching Experience (n) = 106			
No		Yes	
Frequency	Percentage	Frequency	Percentage
6	5	90	93
Teaching Place Total (n) = 102			
Place of teaching	Frequency	Percentage	
University	48	47%	
College	38	37%	
School	16	15%	

This suggests that all teacher educators had different experience trajectories. It also shows that very few teacher educators i.e. 15% had school level teaching experience which is considered desirable in most of the western countries. It also suggests that teacher educators with school teaching experience might not have adult teaching experience. Similarly, teacher educators with university level experience might not have experience of school teaching. The varied experiences of teacher educators might have different impact on their experience of teaching as well as on their interaction and quality of training to student teachers.

5.3. Induction Experiences of Teacher Educators

The next four questions (Q.10 to Q.13) aimed to elicit responses regarding joining, expectations of the role and induction experiences of teacher educators. With regard to the length of service, nearly half of the total teacher educators had been teaching at the university for seven years since the university was founded. It shows that they had fairly substantial teaching experience. 20% joined the university in the last five

years which seemed to be a good length of service and 30% attended in last three years. This suggests that almost all teacher educators have an established association with the university in terms of their years of service.

The majority of respondents, i.e. 66%, reported that their expectations regarding their role were met to a moderate extent, 30% to a small extent and only 4% to a large extent. It shows that teacher educators' expectations were not met equally and it could not be taken for granted. This called for explanations in the interviews. The responses also varied in the question regarding participation in any induction programme. Majority of the respondents, i.e. 52%, indicated that they had attended the orientation programme, 33 % said they did not attend, and 15% stated that an induction programme did not take place. It shows the gap in the system in terms of provision of induction programme for beginner teacher educators. Out of 59 teacher educators, half respondents reported that orientation was conducted by University of X, around a quarter indicated *some other organisation*, and *Higher Education Commission* (HEC) and 5% responded that orientation was organized by the Directorate of Staff Development (DSD). It suggests that induction programmes had not only been organised by the University of X, but also by DSD and HEC. This shows that induction programme varied in terms of its organization and delivery. This might result in different arrangements of induction programmes in terms of its nature and duration. More explanation on was elicited in the interviews.

5.4. Perceived Importance of Professional Development

One of the questions in the survey asked about the perspectives of the importance of professional development. Half of the respondents reported that it was extremely important, 39% said very important and 10% answered somewhat important.

Similarly, nearly half of the respondents said that they had not attended any training programme after joining the university while 47% had. The duration of the training, which respondents mentioned, varied from one week to three months. This indicates the in-consistent arrangement of professional development opportunities. Findings suggest that continuous professional development (CPD) was considered important by teacher educators but not required for teacher educators.

Teacher educators were asked about their opinion on CPD in an open-ended question. In response to this question, 73 out of the 109 respondents described CPD in varied ways. Most of the responses (n= 39) suggested a traditional view of CPD, focusing on attending training courses and workshops. This is reflected in the selected responses given below:

- *Teacher training programme, workshops, conferences can contribute to continuous professional development*
- *All activities we learn during teaching and through training like seminars workshops are CPD. This continues throughout our career of teaching. programmes for faculty development.*
- *Career long professional development courses, trainings, mentoring , peer appraisal, Induction programmes*
- *Continuous training programme for professional development*
- *CPD exposes teachers to opportunities to attend conferences/workshops related to the job*

Only eight teacher educators, cited informal and collaborative experiences with colleagues and students as a form of CPD. This is shown in the following responses.

- *CPD is a learning activity , CPD is a self-directed process that ensures competence to practice, taking knowledge and skills into practical experience*
- *CPD is a process of socialization, training which enhance professional skills*

- *The development which is not only dependable on classrooms, But it can be at home or in society is called continuous professional development*

Three of the respondents viewed CPD as a responsibility of the external organization instead of considering themselves as agents of their own development. 19 respondents stressed on the importance of CPD to develop their professional growth and knowledge. Few examples are given below:

- *CPD is bringing improvement in one's professional activities by using available source. Becoming innovated, more committed and professional is part of CPD*
- *CPD means growth in professional competencies, to me it is a mind-set, attitudes, practices of a professional that leads him/her to keep on learning even by teaching, advising, supervising and doing administrative job.*
- *CPD means to update your knowledge regarding your subject, expertise in teaching skills due to daily challenges in teaching field*
- *It helps growth opportunities to the audience to improve teaching, research and student supervision qualities and help them professionally*
-

5.5. Teacher Educators' Professional Role: Involvement and Challenges

Enjoyment in Professional Roles

Respondents were asked about their engagement in, and enjoyment of various academic roles. (Table 17)

Table 17: Enjoyment in Professional Roles

Roles	Large Extent		Moderate Extent		Small Extent		Not at All	
	(n)	%	(n)	%	(n)	%	(n)	%
Teaching	90	83	16	15	2	2	1	.9
Advising Students	51	48	48	45	4	4	2	2
Research	44	41	46	42	13	12	05	5
Supervising Teaching Practicum	43	41	46	43	9	8	7	7
Administration	21	20	47	43	21	20	17	16

There was a noticeable difference between responses across various academic roles, particularly between teaching and research. 83% respondents answered that they enjoyed teaching to a large extent. 41% indicated that they enjoyed research to a large extent. Advising students also seemed to emerge as an enjoyable activity, with 48% answering that they enjoyed advising students to a large extent; likewise, 41% of respondents answered that they enjoyed supervising teaching practicum to a large extent. On the other hand, under a quarter said that they enjoyed administration to a large extent. Teacher educators reported that administration is the least enjoyable role as it involved a lot of time. This suggests that teacher educators enjoyed the roles which involved direct interaction with students like teaching and advising students. Scholarly activity like research which had less interaction with students was considered less enjoyable. This called for more explanation in the interviews.

Involvement in Various Roles

In response to involvement in various roles, 95% respondents answered that they engaged in teaching daily. Similarly the highest percentage of respondents, i.e. 64%, said that they advise students daily. 37% respondents said that they engaged in research once a week. Similarly, there were variations in response to administration

role, with only 30% of respondents saying that they did it once a month. Supervising teaching practicum came out as an activity that happened once in 3 months, and 43% respondents indicated it this way.

Responses show that teaching and advising students seemed to be dominant roles, which teacher educators perform daily. There is consistency when we compare these responses with responses to the item in (Table 17) in that teaching and advising students were considered as more enjoyable activities than research and administration. Heavy involvement in teaching role suggested a wide-spread assumption that teacher education programmes in Pakistan are teaching driven rather than practice and research-focused.

Challenges in Various Roles

Teaching and research appeared to be the most challenging roles in teacher educators' work with over 80% reported it. Supervising teaching practicum appeared as a least challenging role. In the following Table (18), '6' is the most challenging while '1' is the least challenging.

Table 18: Challenges in Professional Roles

Academic Roles	6		5		4		3		2		1	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
Research	35	32.7	35	32.7	15	14	8	7.5	8	7.5	6	5.5
Teaching	37	34.3	27	25	14	13	12	11.1	8	7.4	10	9.3
Administration	17	16.2	15	14.3	36	34.3	18	17.1	10	9.5	9	8.6
Advising Students	16	14.8	16	14.8	28	25.9	24	22.2	23	12	11	10.2
Supervising Teaching Practicum	9	8.5	18	17.0	29	27.4	25	23.6	9	8.5	16	15.1

30% respondents mentioned that administration and advising students were very challenging roles. Supervising teaching practicum carried the lowest percentages i.e. only 25% respondents marked it as being a most challenging role. Optional responses were invited from the respondents to explain the reasons behind their selection of what constituted the most challenging roles. Teaching was considered to be a challenging job, with seven respondents mentioning that it required continuous development in knowledge and skills. Dealing with students and meeting their individual needs were also reported as a challenge by six teacher educators. Lack of facilities and resources were cited by seven respondents as a challenge to research. Lack of time was also reported by four respondents as a challenge to research. Administration was considered as a challenge because of its time consuming nature. These responses were elicited in more detail in the interviews.

5.6. Formal and Informal Professional Learning Opportunities

There was also a variation in response to the question regarding how different professional activities like workshops, courses, conferences and discussion form professional development opportunities for teacher educators (Table 19). More than half of the respondents indicated their involvement in informal ways of learning such as self-study, observation and discussion with colleagues while less than a half indicated rare involvement in formal opportunities of learning such as workshops, conferences and attending courses. It seems that since teacher educators do not have formal professional development opportunities, they engage themselves more in informal ways of learning. Data also suggests that teacher educators are less engaged in more advanced and reflective forms of learning like action research and using study groups.

Table 19: Involvement in Professional Learning Opportunities

Activities	Rarely F/ %	At least once a week F/ %	Once a month F/ %	Few times a year F/ %	Mostly F/ %
Single workshops	42.9	5.7	10.5	34.3	6.7
Long courses	47.5	6.9	9.9	34.7	1.0
Attending conferences	42.9	5.7	10.5	34.3	6.7
Discussion with colleagues	5.7	22.6	11.3	8.5	51.9
Self-study	4.7	18.9	4.7	3.8	67
Observation	8.4	14.0	3.7	11.2	62.6
Writing Journals	47.1	7.8	7.8	30.4	6.9
Using subject study groups	31.1	6.8	20.4	20.4	21.4
Action research	31.1	3.8	8.7	30.8	20.2

Informal Professional Development Activities

One of the key questions of this research was about the teacher educators’ informal ways of learning such as discussion of lesson plans with other teachers, sharing ideas on student-teacher work, sharing ideas on research with colleagues, observe other teachers teaching, be observed by other teachers, team teaching and network with other teachers outside the organization (Table 20). Responses showed that activities such as discussion with others and sharing ideas were carried out mostly once a week. For example, nearly half reported that they were engaged once a week in discussions and sharing ideas with other colleagues. More than a third of the respondents indicated that they did share ideas on research with other colleagues once a month. Around a quarter indicated their involvement in being observed by another teacher, team teaching and networking with other teachers outside organization only a few times a year.

Table 20: Involvement in Informal Learning Opportunities

Activities	Once a week	Once a month	Few times a year	Once a year	Never
Sharing ideas on student-teacher issues/work with colleagues	53.3	22.4	19.6	1.9	2.8
Discussion with colleagues	45.4	21.3	15.7	4.6	13.0
Share ideas on research with colleagues	33.6	34.6	21.5	4.7	5.6
Observe another teacher teaching	18.7	29	18.7	14.0	18.7
Be observed by another teacher	22.4	14.0	29.9	3.7	29.9
Team teaching	11.1	10.2	19.4	6.5	2.8
Network with other teachers outside organization	8.3	15.7	25	13.9	37.0

5.7. Challenges in Professional Development Activities

The question about teacher educators' involvement in different formal and informal development activities was followed by questions about their views on barriers to their professional development. Lack of resources, lack of training and lack of opportunities were considered to be the most frequently mentioned barrier to professional development. This was followed by lack of time, lack of colleagues support and lack of experience. Lack of confidence was considered as the least challenging barrier. The following table (Table 21) presents the percentage value in descending order. '7' is the extremely challenging and '1' is the least challenging.

The data suggests that teacher educators thought that they were less supported by the system in terms of resources and opportunities of professional development. While they had considered themselves appropriate to the role, lack of confidence was considered as a least challenging barrier.

Table 21: Challenges in Professional Development Opportunities

Reasons	7	6	5	4	3	2	1
Lack of resources	34.0	22.0	4.6	23.57	4.6	6.4	2.8
Lack of training	28.4	21.1	8.3	19.2	5.5	4.6	12.8
Lack of opportunities	23.9	14.7	10.1	19.35	9.2	8.3	12.8
Lack of time	13.9	14.8	14.8	15	14.8	8.3	8.3
Lack of colleagues support	10.1	11.0	15.6	23.57	9.2	11.9	16.5
Lack of experience	9.3	7.5	15.0	19.6	13.1	18.7	16.8
Lack of coordination between you and your head	8.3	6.4	5.5	27.5	8.3	15.6	28.4
Lack of confidence	4.7	2.8	7.5	11.2	15	15.9	43.9

An open-ended question was also asked regarding the most important barriers in their professional development. Altogether, only 14 respondents from 6 different campuses provided this explanation; these responses were considered helpful in informing the interview design. Three respondents from Campus G felt that they had limited opportunities for professional development and for participating in courses and seminars. These respondents also mentioned that they felt ignored, given that they were located in far off areas (e.g. more than 400km from the main campus). Three respondents from Campus F mentioned lack of resources. The lack of management support and uncomfortable relationship with higher authorities were

also reported by respondents on Campus E. These issues were discussed in more detail during interviews with teacher educators.

5.8. Professional Practices of the University

The data gathered on a 20-items Likert scale under *current professional practices of the university* and *teacher educators* focused on the general practice, culture and support of professional development. For the purpose of analysis, statements regarding the professional practices of the university are categorized into three parts; *provision of opportunities and resources*, *expectations of the university* and *opinion about professional development and Self-study*.

The data were grouped into three categories: Agreed (strongly agree and agree); Undecided and Not agreed (Neither agree nor disagree); Disagree (Strongly disagree and disagree)

Provision of Opportunities and Resources

More than half of the respondents agreed that university teachers had opportunities for dialogue and discussion, while less than a quarter disagreed with this statement. Almost half of the respondents agreed that university teachers had enough time to share and discuss their practices with each other, while around a quarter disagreed. This shows that teacher educators had diverse opinions in terms of provision for time for sharing and discussion. Similarly, nearly half agreed that university teachers found enough time during the day to plan instructions, while above a quarter disagreed. There was diversity in the opinions regarding standards for teacher educators to follow. 46% agreed that university teachers had to follow some standards to follow, whereas 30% disagreed.

Nearly half of the respondents agreed that heads provided a clear role specification to new university teachers after joining, whereas under a third disagreed. Same ration of the respondents agreed that heads provided professional development opportunities, while above a quarter disagreed. Less than a third respondents agreed that new university teachers were provided with full training when they joined the university, whereas more disagreed. (Table 22)

Table 22: Provision of Opportunities and Resources

S#	Statements	%	%	%	%	%
		SA	A	NA/D	D	SD
04	Professional development opportunities are available to the university teachers	9.3	29	20.6	23.4	17.8
01	University teachers have the opportunities for dialogue and discussion	17.6	50	14.8	11.1	6.5
08	University teachers are provided with some standards to follow.	5.6	40.7	24.1	26.9	2.8
15	University teachers have enough time to share and discuss their practices with each other.	13.2	40.6	20.8	17.0	8.5
19	University teachers find enough time during the day for planning instructions	9.3	38.0	19.4	25.9	7.4
14	Heads provide clear role specification to new university teachers after joining.	8.6	37.1	23.8	21.9	8.6
06	Most of the professional development opportunities are arranged by the head of the institution.	7.4	37.0	20.4	23.1	12.0

Expectations of the University

This category described the expectations of the heads and the university regarding professional development. 73% of the respondents agreed that the heads had high expectations from them. 70% agreed that university teachers were willing to help each other in case of a problem while 65% agreed that research was considered to be an important academic responsibility. 57% agreed that the university teachers took full advantage of any professional development opportunities. Half of the respondents agreed that senior teachers offered their help to novice university

teachers while 29% disagreed. 50% agreed that most of the university teachers found time to sit with students to discuss their problems, while 29% disagreed. 44% of the respondents agreed that senior university teachers welcomed the novice teachers to observe their teaching, while 32% disagreed with this. Writing a reflective diary and engagement of senior teachers with research appeared to account for the least percentages among all other statements, with only 32% and 39% agreed with them respectively (Table 23).

Table 23: Expectations of the University

S#	Statements	%	%	%	%	%
		SA	A	NA/D	D	SD
16	Head has high expectations for the faculty.	19.4	53.7	14.8	10.2	1.9
03	University teachers are willing to help each other in case of any problem.	22.2	48.1	12.0	12.0	5.6
02	Research is considered to be an important academic responsibility.	25.0	40.7	15.7	13.9	4.6
07	University teachers take full advantage of any professional development opportunities.	13	42.6	24.1	15.7	4.6
05	Senior university teachers offer their help to novice university teachers.	9.2	43.1	18.3	22.0	7.3
11	Most of the university teachers find time to sit with student teachers to discuss their problems.	4.7	46.2	19.8	18.9	10.4
17	Senior university teachers welcome the novice university teachers to observe the teaching.	6.4	37.6	23.9	19.3	12.8
13	Writing a reflective diary is appreciated by the head of my department.	5.5	26.6	33.9	25.7	8.3
10	Senior university teachers are more engaged in research.	4.7	34.6	20.6	21.5	18.7

Professional Development and Self-study

The responses showed that most of the respondents (78%) agreed that professional knowledge and skills improved by self-study. The majority of the respondents (82%) agreed that any professional development programme would help teachers to

perform their role better (Table 24). This suggests that teacher educators are keen to have more support for their professional development.

Table 24: Views about Self-Study

S#	Statements	%	%	%	%	%
		SA	A	NA/D	D	SD
18	Professional knowledge and skills are improved by self-study.	30.6	48.1	11.1	8.3	1.9
12	Any formal professional development programme will help teachers to perform their role better,	28.7	53.7	11.1	4.6	1.9

5.9. Professional Practices of Teacher Educators

There were 15 statements about professional practice of teacher educators. The percentage value (in descending order) of the professional practices of teacher educators is reported in the Tables (25-29). These statements were grouped as follows: support by others, skills and experience, expectations of teacher educators, mode of learning and opinion about teaching job.

Support by Others

85% respondents agreed that they could perform better with support from others. This shows that teacher educators regarded collaboration and support as an important aspect of their professional development. Almost a similar percentage agreed that discussion provided them with the opportunity to try out new things. 74% agreed that they had the opportunity to collaborate. This indicates that they had opportunities to collaborate. A relatively smaller percentage indicated that their mentor had helped them in all the jobs they did. (Table 25)

Table 25: Support by Others

S#	Statements	%	%	%	%	%
		SA	A	NA/D	D	SD
1	I can perform much better if colleagues support me.	33.6	51.4	10.3	2.8	1.9
6	Discussion with colleagues gives me opportunity to try out new things in my teaching	36.1	47.2	6.5	8.3	1.9
2	I have the opportunity to collaborate with other teachers in my university.	14.8	59.3	13.0	8.3	4.6
15	My mentor helped me in all my jobs to perform.	12.1	40.2	27.1	15.0	5.6

Command of Subject

Table 26 presents data on the teacher educators' command to teach, previous experience and the preparation for the role they were given.

Table 26: Subject Knowledge and Skills

S#	Statements	%	%	%	%	%
		SA	A	NA/D	D	SD
3	I have a strong command in the area in which I teach.	32.4	57.4	8.3	.9	.9
8	My previous experience helped me a lot in teaching the teachers.	48.6	35.5	12.1	2.8	.9
12	I was prepared for the new role when I joined this job.	27.1	58.9	7.5	4.7	1.9

90% teacher educators agreed that they had strong command in the area in which they teach. This reflects the high level of confidence teacher educators have in their subject knowledge. Majority of the respondents said that their previous experience helped them in teaching the teachers while only 12% disagreed. 86% agreed that they were prepared for the new role when they joined the job, while only 6% showed disagreement. This shows that teacher educators found themselves prepared in terms of their subject knowledge and skills. It also indicates that mostly teacher educators considered their previous teaching experience helpful for their role as a teacher

educator.

Expectations of Teacher Educators

Table 27 shows the expectations of teacher educators regarding different aspects of the professional development. 84% agreed that professional development opportunities should be organized for university teachers. This shows that teacher educators prefer more organized and formal professional development opportunities. 92% agreed that they could perform much better if more time were allocated. This shows that teacher educators felt that their performance was affected by lack of time. Nearly half of the respondents agreed that they would like to be more involved in research. This was elicited more in the interviews.

Table 27: Expectations of Teacher Educators

S#	Statements	%	%	%	%	%
		SA	A	NA/D	D	SD
9	Professional development opportunities should be organized more frequently for university teachers.	48.6	35.5	12.1	2.8	.9
4	I believe that I can do much better if more time is given.	34.3	54.6	5.6	5.6	-
5	I would like to be more involved in research.	38.0	47.2	9.3	3.7	1.9

Mode of Learning

Two items were aimed at eliciting the responses of the participants in regards to their mode of learning. 92% of respondents were of the view that they learned by themselves, while only 53% said they learned by attending workshops and courses (Table 28). This suggests that in the absence of formal opportunities provided by the university, teacher educators relied more on self-learning.

Table 28: Mode of Learning

S#	Statements	%	%	%	%	%
		SA	A	NA/D	D	SD
10	I learn most of the things by myself here	42.1	49.5	8.4	-	-
11	I learned most by attending workshop and courses outside the organization.	19.8	34.0	22.6	16.0	7.5

Teaching Role

The views of teacher educators were sought regarding teaching and the importance of training to teach students. 91% agreed that training was necessary to teach teachers. The majority viewed teaching as a satisfying job rather than a challenging job. Nearly all viewed teaching as a satisfying job. Almost 80% agreed that teaching students was a challenging job.

Table 29: Teaching Role

S#	Statements	% SA	%	%	%	%
			A	NA/D	D	SD
7	Training is necessary to teach teachers.	57.4	33.3	5.6	2.8	.9
14	Teaching student teachers is a satisfying job for me.	41.1	47.7	10.3	.9	-
13	Teaching student teachers is a challenging job for me.	26.2	51.4	15.0	6.5	.9

5.10. Summary of the Quantitative Findings

Quantitative findings indicate that teacher educators had varied teaching experiences in university, colleges and schools. This was attributable to the fact that entry criteria for teacher educators was varied, and this resulted in a large group of teacher educators having a wide range of teaching experiences in schools or higher education settings.

It is worth noting here that induction is primarily considered to be the responsibility of the organization. Since HEC, Pakistan, is an external body, so there is a probability that few respondents did not understand the difference between induction and training programme. However, to have clarity on this aspect, a question on induction programme was included in the interviews to have more detailed explanation of their understanding of the induction programme. Conversely, in response to the question of attending the induction programme after joining the university, it was found that more than half of the respondents said that they did not attend any. This indicated that the university did not have any permanent and consistent system of an induction programme for teacher educators.

A large majority of teacher educators seemed to be more engaged in teaching than in other professional roles for example research and teaching practice. This suggested that teacher education programme was more teaching and theory driven.

Teaching and research were found to be the most challenging roles, whereas, supervising teaching practicum was found least challenging. Lack of time and resources were identified as the major reasons for lack of engagement in research. Self-study, observation and discussion with colleagues were found to be the most frequent forms of professional development while conferences, workshops and courses were rarely reported in terms of participation. This reflected that in the absence of formal professional development opportunities, teacher educators tended to engage more in informal ways of learning. It was noted that teacher educators were more involved in informal professional development activities such as peer learning i.e. discussion with colleagues and sharing ideas with other teachers, rather than team teaching. This showed that peer-learning was limited only to verbal

exchange and sharing of ideas rather than working collaboratively physically. Limited engagement with other teachers outside the organisation also indicated that teacher educators had not access of networking with other teachers. Lack of resources, lack of training and lack of opportunities were found to be the most significant barriers to their professional development. It shows that teacher educators' professional development is given low priority and this is alarming since the university is a specialised teacher education university. Lack of confidence was found the least challenging barrier to professional development of teacher educators. This shows that teacher educators find themselves prepared for their roles. This could be attributed to the fact that in Pakistan there is no formal qualification and rigorous performance evaluation criteria for teacher educators; hence, teacher educators do not find any shortcoming in their own skills as teacher educators. This might have an adverse effect on their own professional development as it can lead them not to reflect themselves as professionals and as a result they would tend to find drawbacks in the system.

The role of the heads with regard to provision of professional development opportunities was not mentioned often. This implies that either the heads did not consider academic supervision as part of their role, or they had not received any professional development training to support their staff. At the time of the study, there had not been separate training and qualification for heads; any senior teacher or teacher educator could be promoted to the headship role on the basis of their seniority. This is again a very significant area of concern in the field of teacher education.

CHAPTER VI

Qualitative Findings

Teacher Educators' Interviews

6.1. Introduction

This chapter details the findings from the interviews of teacher educators. Research findings are presented under each research questions with the dominant categories and sub-categories.

6.2. Sample of the Study

A total 38 interviews were conducted with teacher educators across all the campuses of the UOX. Among the respondents, the experiences of teacher educators varied in length of experience between one to ten years of experience. The sample (n= 38) represented teacher educators both to the university and government cadre across all ten university campuses. Among the sample respondents (n= 38), 17 were male and the rest were female. 27 respondents from university cadre while 11 were from government cadre; hence, sample was representative in terms of gender and representation of both cadres. In this research, government cadre teacher educators would be identified as (TG), and university cadre teacher educators would be identified as (TU). Campus names are coded as well, to ensure anonymity. They were called as campus A, Campus B, etc. Table 30 shows the distribution of gender, academic status and university and government cadre.

Table 30: Gender, Designation and Cadre Distribution of the Respondent

Campus	Total	SSS ¹	L ²	AP ³	University	Government	Male	Female
Campus G	6	3	3	0	3	3	3	3
Campus I	5	0	2	3	3	2	3	2
Campus F	6	0	6	0	3	3	3	3
Campus J	3	0	2	1	3	0	1	2
Campus C	3	0	2	1	3	0	1	2
Campus H	3	0	3	0	1	2	1	2
Campus B	2	0	1	1	1	1	0	2
Campus E (new campus)	3	0	2	1	3	0	2	1
Campus D (new campus)	5	0	3	2	5	0	1	4
Campus A	2	0	2	0	2	0	2	0
Total = 38		3	26	9	27	11	17	21

In the interviews, teacher educators' learning was approached from three points of view, to include their past professional experiences, their experiences of joining UOX, their professional practices as a teacher educator, their experiences of working

1. Senior Subject Specialist(designation for government school teachers)

2. Lecturer

3. Assistant Professor

as teacher educators in different roles and the resulting challenges and opportunities of learning. The first research question was: **What are the professional development opportunities available for teacher educators?**

6.3. Formal Professional Development Opportunities

It was also pertinent to know about the past professional backgrounds of teacher educators to get to know about their professional context; therefore, firstly teacher educators were asked about their academic and professional experiences. It was imperative to know what kind of professional support was available for teacher educators across different campuses before investigating how teacher educators learn. Following three sub questions were included in the interview guide to explore the experiences of teacher educators regarding their current professional development opportunities.

- i. Have you attended any induction programmes after joining the university?
- ii. What are the opportunities for your professional development?
- iii. How do you benefit from the available professional development opportunities?

The purpose of asking these questions was to investigate the experiences of teacher educators regarding the provision of formal professional development opportunities in the form of induction programmes and other opportunities for learning. Responses have been formed under two categories; induction experiences of teacher educators and professional development opportunities.

6.3.1. Induction Experiences

The responses regarding the provision of induction programme across all campuses were mostly found to be consistent, with no marked differentiation according to the location of the campus, gender or the status of the teacher educators. Among the sample selected, there were only a few examples of teacher educators both from university ($n= 7$) and government ($n=3$) cadre who stated that they participated in the induction programme arranged by Higher Education Commission or University of X (UOX). Table 31 given below shows the number of teacher educators who attended the induction programme.

Table 31: Provision of Induction

Status	University Teacher Educators	Government Teacher Educators
Attended	7	3
Not attended	23	7

Although the small number of respondents who had attended the induction programme saw it as a valuable source for professional learning overall, there were concerns about the consistency and appropriateness of the programme on the part of teacher educators. One university teacher educator (TU10) who joined the campus soon after the inception of the university in 2003 mentioned that she attended the induction programme organized by UOX. She also added that this was the only opportunity she received when she joined the university, and she showed concern that teacher educators who reside in far-off campuses have not been given importance.

Yes, we have been provided 2 to 3 days workshops related to IT and there were 3 months PGD in teacher education which I have attended in

township campus. It was related to teaching and teaching in education.
(TU10)

Three teacher educators had mixed opinions about the suitability and relevance of the professional development programme they attended, and emphasised that there were no regular professional development opportunities. They explained that the programme had less relevance to people who already had a degree in education. One teacher educator (TU34) from Campus D talked about the Post Graduate Diploma (PGD) she attended, although she pointed out that there was no permanent policy and consistency in arranging induction programmes for teacher educators, and now even this PGD programme had been abandoned. She further expressed that it was not beneficial for colleagues who had an education degree, because the content covered in the course was already known to them. On the other hand, the programme was not designed to address the professional needs of subject specialist teacher educators; therefore, it was not useful and was abandoned. Others had the mixed opinions:

People from other subjects use to say that we should be taught the pedagogy of our own subjects while we are taught Education. There was no certificate for that course, nor was there any output, no result and it was abandoned a few years back. (TU34)

A teacher educator (TU33) from Campus D who did not have professional qualifications in teaching but had a Ph.D. talked about the value of the programme and shared that he had learned new skills through this programme. He also showed concern about the consistency and limited duration of the programme. One teacher educator (TU22) from Campus C, described his positive learning experience regarding the induction programme which was arranged by the Higher Education Commission. He reflected on his experience:

I have also attended a training course that was conducted by HEC that was for newly inducted lecturers and those who have less than 5 years of experience throughout Pakistan...this was a very good experience in

my job and I learned many new things with respect to my profession.
(TU22)

As explained earlier, induction provisions for teacher educators differed across all campuses, with the majority not attending any orientation programme. Twenty three teacher educators from university cadre and seven from government cadre reported that they did not attend any induction programmes. For teacher educators who had not taken part in the official induction programme; provision was mostly limited to brief orientation sessions, or informal communication of roles and regulations by the head of department. A teacher educator from Campus D, meanwhile, stated that head of the department communicated the rules and regulations verbally.

No, there was no induction programme, our head of department just guided us personally. He communicated the roles and regulations, however they were not written. (TU29)

Teacher educators (i.e. TU32, TU14) also felt that there was no system of induction provision for new faculty in the country. The following extract showed the disappointment of a teacher educator regarding the absence of an induction programme:

I did not have such training, which would have been useful when coming here. In our country I think there is no such system...but there was no induction or introduction programme...no training at all...that is I can see a gap, a deficiency in the system. (TU32)

One teacher educator (TU24) who joined in Campus H in the middle of the academic year shared that she had not been provided with any formal orientation or induction. Government teacher educators also mentioned that they had not been provided with any capacity building programme or formal induction programme when the campuses were subsumed to university campuses. One teacher educator explained that he was serving in a college and he just received a letter to join the campus I.

No, it was just after selection that I received a letter to join this campus.
(TG7)

One government teacher educator from Campus G, when asked how she had been supported during the transition period from college to university campus, said:

Actually our appointment letter describes that, but no separate orientation like this. (TG1)

Among the respondents, there were very few examples of opportunities regarding the familiarization of teacher educators with the system and transition from college to university. Teacher educators from the government sector echoed that they had not been provided with any induction programme to become more familiar with university rules and regulations and showed concerns over this transition. These teacher educators were already serving in these colleges as teacher educators before the upgrading of UOX. One government cadre teacher educator (TG9) from campus I stated:

As such there was no induction programme as to how to teach in UOE. We have been appointed through the Public Service Commission. (TG9)

Teacher educators also shared that roles and responsibilities were not provided in writing, and often extra academic duties are assigned to them in different meetings by the head of the department or principals of the campus.

There was no written roles and responsibility as such, the timetable was just given to us which tells us about the work load, and other duties are decided in meetings. (TG 15)

One of the respondents mentioned the considerable tensions she experienced in joining the university, and expressed her dissatisfaction regarding the nature of the induction programme. One experienced university teacher educator from Campus E, who had vast experience of working in colleges as a special education teacher and also held a PhD degree did not show much concern over not attending any induction

programme. He expressed his wish to share the professional experience which he had accumulated during his years of experience in colleges with his new colleagues at the university. He said:

There was no induction programme. Being from the teacher education field I knew that this was a specialized university in education so that was the motivational factor for me to join. I think I can contribute in a better way but we have not received any induction. (TU30)

6.3.2. Value and significance

All teacher educators, both from university and government cadre, emphasised the value and significance of induction programmes. One teacher educator (TU1) who did not have professional qualification in teaching but had experience of teaching in schools and universities stated:

My previous work experience in school, college and university helped me a lot. (TU1)

The same respondent acknowledged the importance of induction programmes for those who had no prior teaching experience and qualification. A teacher educator from the government sector (TG1) also echoed the limited support for beginner teacher educators and emphasized the fact that induction programmes should be provided. She stated that:

It is very important because you get a guideline to follow...a new person when he comes does not know anything, he just follow other people just like students who choose subject just to see their friends.(TG1)

Another experienced teacher educator from the government sector felt that induction programmes should be regularly introduced for beginner teacher educators to equip them with new teaching techniques.

Their confidence level should be checked, teacher educators should not just

follow the lecture method, they should be aware of different techniques, how to handle the children. Even after orientation, training courses must carry on which can groom their personality. (TG3)

The same was emphasized by another experienced university teacher educator (TU4) who had been teaching in schools and had old professional qualification in Education i.e. PTC and CT which was an old qualification to teach in schools. He joined the university in 2007 and had no previous experience of teaching in universities, but did his M.Phil. from a public university.

I think there should be a proper orientation programme when new teacher educators are appointed in this university because every organization needs an orientation programme to develop their organization. (TU4)

Another teacher educator (TU5) who had been working in the university for the last 7 years and had professional qualifications and experience of teaching in schools emphasized the induction programme was not needed to help beginner teacher educators familiarized with the organization and its system. He further elaborated that induction programmes were very beneficial for inexperienced teacher educators to equip them with new pedagogical skills.

Many teachers come here who don't have any degree like a B.Ed.. So they complete their education and start teaching; for them, it is important that they should have such a type of training or orientation. (TU5)

One teacher educator (TU16) who was studying an M.Phil., but had no previous experience of teaching or any professional qualification of teaching with her explained that she studied from the same campus and afterwards, was selected as a teacher educator; this was why she was familiar with the system and faculty, and did not face any difficulties.

Thank goodness, I did not face any difficulties, I have seen many people who face difficulty –I had the advantage that I was familiar with the

system, staff and teachers so I did not face any difficulty. (TU16)

6.3.3. Provision of Professional Development Opportunities

This section presents the responses of teacher educators regarding the availability of formal professional development opportunities for teacher educators and the issues and challenges they raised in the results regarding non-provision of professional development opportunities. Teacher educators shared their experiences of professional development opportunities in relation to their own personal, professional and campus context. The findings are grouped together on cross-case basis across each campus and type of teacher educator.

Across the ten campuses, all the respondents said that there was no formal permanent system for professional development. There were a few government cadre teacher educators and university teacher educators who commented that they had been provided opportunities to attend training and workshops in the past by CEDA and HEC, but currently, there were no arrangements for their professional development.

They further explained that opportunities available were insufficient. Although some teacher educators (e.g. TG3, TG7, TU19, TU35, and TU10) had attended the induction programme or capacity building workshops in the past organized by UOE or previous colleges, they did mention the effectiveness of those programmes. They further added that the provision of professional development opportunities was not equal and accessible to all teacher educators. Only a few among the whole staff were selected; hence not all benefitted from few available opportunities.

In particular, government teacher educators across campuses reported that they

attended the training programme in the past arranged by the university with the collaboration of different donors' agencies, and occasionally by the HEC. They showed their concern that available opportunities were only for university faculty, and they had not been provided any support by the university.

One such teacher educator from government Campus G reflected on the provisions of professional development courses in the past, mentioning that now there were opportunities for university teacher educators, but they were not provided on regular basis.

Our University conducted a few very good workshops with CEDA and for university employees; there were refresher courses that people were sent to according to their subject specialty. The university used to organize this, although not much and they should continue to do. (TG3)

This response was reflected by another government teacher educator from campus I who highlighted the previous events of training which were arranged every now and then by different donor agencies when the college was not subsumed to the university campus. He also mentioned the usefulness of the training which HEC organised on his campus.

Before there were trainings in 1997, there was an in-country fellowship programme for 90 days---in 2004 HEC conducted a week long which was very innovative and different. (TG11)

One respondent from government cadre (TG17) from Campus F acknowledged that a few years ago, he had attended training related to computer skills, but after that, they had not been given any chance to attend the training. The same was reported by a senior government teacher educator (TG25) from Campus H.

There is no such systematic training like this. I have joined different training on different topics. Sometimes they arrange this for teachers. But there is no continuous arrangement.

Similarly there were examples from university teacher educators who endorsed the

fact that professional development arrangements for teachers are not permanent or consistent. TU31 from Campus E reflected on his previous experience of attending professional development workshops, and found them very useful. He elaborated:

The main headquarters in Lahore organizes these workshops and they call people from all campuses , Agha Khan university did computer assisted courses , and we were not aware about ICT before, but after that, we did well and learned.(TU31)

The same was reported from teacher educators of Campus J. in the following way:

One, two years before there were workshops and courses that we use to attend by CEDA or NAHE but now in last 3 years we have not received any invitation to participate and the university does not arrange such workshops. (TU19)

The other teacher educators (e.g. TU1, TU4, TU5, TU18, TU6, TU29, TU14, and TU34) from different campuses reported that there was no system of professional development in the university. The following extract showed the concern:

There is no faculty development programme---I think there should be a PD programme, if we can't manage these programmes, teachers can't progress and can't teach to the contemporary demand. (TU4)

Surprisingly, there was a contrasting view about the availability of professional development from teacher educators on Campus E. A senior teacher educator (TU37) from this campus seemed very satisfied with the professional development opportunities, and indicated his involvement in different donor funded projects.

We have collaborated with different donors from 2006 to 2012...these projects have provided us with a lot of opportunity to learn new things ...apart from this we have attended a lot of workshops --so I think that in being a faculty member of this campus we have lot of opportunities to develop our teaching , research and other skills.(TU37)

One senior teacher educator who had been the head of the department in this campus seemed to be more disappointed, and remarked:

There is no formal system of CPD now; neither mentoring nor NAHE, PGD, CPD, collegiality, mentoring nothing is there I don't know what will happen. (TU37)

This showed a contrast in the perception about the provision of professional development opportunities among different teacher educators, and in different campuses.

The findings showed that all the respondents across government and university cadre (e.g. TU4, TU13, TU1, and TG9) understand the importance, value and need for professional development for their growth and development, for the profession of teacher education and for the university as well. One teacher educator explained:

Teacher educators are teacher of teachers, if they are not aware about new subjects and do not have access to new concepts then definitely how their students will learn-- they will suffer. (TU13)

A further teacher educator, meanwhile, appreciated the efforts of the previous management and said that the performance of teacher educators can be improved with the professional development opportunities.

Higher management is not giving much attention to this –I do not know what the reason is...but I think it should be done so that we can perform better, but unfortunately it is not happening. (TU1)

Government teacher educators also agreed on the significance of the professional development for teacher educators. One of them said

If the university provides professional development opportunities then we can compete with developed countries and can become like them, if not like them at least better. (TG9)

It was obvious from most of the responses that teacher educators were keen to have professional development opportunities. They recognized the gap in the system and the significance of professional development opportunities, and seemed interested in learning and improving themselves.

The second research question was: **What challenges do they face in their professional development?**

The findings showed that professional development opportunities were inconsistent, and that there was no formal system of professional development opportunities. A major finding of the study was the conflict between government and university teacher educators in terms of their individual professional development experiences and challenges. The findings are presented as follows:

6.4. Challenges in Professional Development

Teacher educators highlighted a number of challenges which they have to face in their professional development. Lack of access, lack of facilities and conflict between government and university teacher educators appeared to be the most significant challenges which teacher educators consistently reported.

6.4.1. Lack of access

Sixteen teacher educators across campuses complained about lack of access and unequal division of professional development opportunities. Teacher educators from far off campuses (i.e. Campus E, F, G, H, I) frequently mentioned that due to being far from the main campuses, they were not invited to professional development opportunities.

One teacher educator from Campus G recognized that because of being far from the main campus, their campus had been deprived of the opportunities.

Maybe it is considered a neglected area, as compared to big cities as Campus A, and Campus F. (TU1)

He added that professional development workshops and courses should be arranged in their respective campuses, instead of inviting them to the main campus. He further suggested that local professionals and educationalist can be invited to their campuses

to deliver workshops and courses. Giving financial autonomy or funds to campuses for the professional development of teacher educators was another suggestion which he put forward. Same concern of lack of access was reported by a teacher educator from the south campus I, who said:

I think we are totally neglected here. And I think we are here at a long distance which is very alarming factor here—very alarming factor
(TU6)

It was worth noting that teacher educators from new campuses of the university (Campus D, E) also reported lack of staff, lack of facilities and in-sufficient support for their professional development. One teacher educator from Campus E, complained regarding lack of staff and resources.

Our head office is in Lahore so we do not have much faculty or departments here in this campus so it is the responsibility of the higher authority to arrange professional development opportunities for us.
(TU31)

Another teacher educator from Campus D, which was a university campus, shared the same concern that far-off campuses were deprived of professional development opportunities.

There is a very rare chances of professional development in these far away campuses like G, H, E and somewhere else. (TU33)

He also added that the process of selection of teacher educators for attending the courses and participation in PD opportunities seemed very unfair and bureaucratic.

He said

People who are revolving around higher authorities have a lot of opportunities, even some people got once or twice in a year here and abroad, but we people have not been provided any opportunity. (TU33)

This concern of unfair distribution of professional development opportunities was also echoed by other teacher educators, for example TU27, TU5, TU13, TU21, and TG25. One teacher educator shared her concerns about the selection criteria to attend

the professional development programme.

Very few training programmes are offered to teachers and there are so many people and then selection criteria –I do not know the selection criteria for who is selected, and on which basis. (TU32)

The above responses suggest that teacher educators felt that professional development opportunities should be arranged by the university. There was only one teacher educator (Head of the Department of Education), who stated that although the university provided some opportunities to teachers, basically it was their own responsibility to learn and grow as a professional. She also acknowledged that she was not aware of what the selection criterion is for attending the workshops announced by the university. However, she emphasized the fact that a needs assessment and follow up to the training programme should be compulsory.

6.4.2. Lack of Facilities

Lack of facilities, professional support and resources in the campuses were reported by almost all teacher educators. One teacher educator from Campus J seemed very unhappy that there were insufficient resource and support from the management. She also mentioned she has not been helped in terms of accommodation when she was called to attend the training programme in the main campus.

No professional development is here...professional development should be for all—when I was called for training, they did not give me any facility...I took a private hostel. (TU18)

The same concern was shown by one teacher educator of Campus H, namely that teachers are not facilitated in terms of their professional development. Teachers had to travel to other cities to attend trainings and workshops.

Unless you provide facilitation and incentives in trainings and refresher

courses; teachers would not be interested. (TG26)

He also shared his experience that he attended the training which was organized by an NGO and received resources and books, but now due to lack of space, he could not utilize the available resources. The same concern regarding neglecting quality was shared by a senior university teacher educator from Campus E. He added that teacher education is a 'deprived' department in Pakistan, and that teachers were not given due status and respect. It was worth noting that all 3 teacher educators (TU29, TU30, and TU31) from Campus E which were new university campus complained about lack of facilities and resources. As one teacher educator stated:

We do not have proper books and reference books available in our library, but a few books we have purchased by ourselves. (TU29)

Another teacher educator added that this campus did not have hostel, cafeteria and sports facilities. He mentioned that faculty had to travel long distance to this campus, which added to their fatigue and difficulties. He suggested that the university should emphasize infrastructure, and faculty should be hired locally. Teacher educators (i.e. TG12, TU14, and TU16) from Campus F also reported the lack of resources. They complained that the library did not have research journals, and the latest books. They shared the fact that students and staff both faced many problems in teaching and research because of lack of access to computer and internet facilities. On the other hand, one teacher educator from main campus shared that previously they were facing issues like lack of books, internet and computer facility but now the university was spending money and infrastructure, and resources are improving. He also added that now the university had also provided laptops to faculty members.

Yes, there are challenges like challenges of facilities--however with the passage of time, the university provided lot of facilities like libraries, multimedia and even laptop. (TU37)

6.4.3. Conflict between Cadres

Twenty teacher educators across the campuses highlighted issues between government cadre and university cadre faculty members. These issues were seen as a cause of conflict and an unhealthy relationship between teacher educators. Five teacher educators from Campus F and J who were interviewed seemed quite unhappy with the management of their campuses. Their campus was headed by government sector staff. They were of the view that campuses should be headed by the university cadre staff who should have relevant qualifications. There were 6 Campuses (B, G, F, C, J, and H) which were headed by government sector people. The head of Campus G and J had degrees in Urdu and Islamic studies respectively. Campus F head was a female who had a degree in History, and also a professional degree in education and had experience of teaching in schools and colleges. Campus B, which was located in the city, was headed by a government faculty member but she had PhD in Education. The profile of these heads will be described in more detail later.

A serious issue of conflict between university and government faculty was noted on Campus J. A University teacher educator seemed very frustrated over the discrimination between two cadres in her campus. She added that in her campus, most of the staff in administration belonged to the government cadre, and that people did not follow any rules and regulations and did not perform their duties efficiently. She shared her grievances in the following way:

In this campus, one person who is from government sector, used to introduce herself as a director, despite being in Grade 17. She did not perform any duty...I wonder sometimes why they are even here but I cannot have clashes with them...but I feel as if we, the university employees do not have any value. (TU18)

She also added that she was particularly faced discriminated and a biased attitude,

and did not get either a support or welcoming attitude from the head.

I was asked to go away from the building...I said I do not want to be isolated, I came here to serve, I was asked to put my table under a tree...I was not having air conditioner in my room while all of others had. (TU18)

One other teacher educator from the same campus endorsed the fact that there was a conflict among cadres. She further added these differences among cadres resulted in a communication gap between teacher educators.

Exactly, rather there are many differences between these two cadres, firstly university cadre people are youngsters, secondly they have come from university sector and have been in co-education and they know the university culture while government cadre people treat children like government school teachers and they try to snub them and have indifferent attitude with us as well. Because of this, there is difference in their approach and communication. Rather the communication gap is very wide, when your mentality is different you are different, here both cadre are different from each other. (TU19)

Another teacher educator from the same campus (TU20) who had some experience of working in government sector shared that he did not face any difficulty in dealing with government staff. According to him, he totally understood the government rules and regulations regarding promotion. While commenting on the differences regarding status and academic expectations of government cadre staff particularly in research, he explained this diffidence in some detail:

As far as research is concerned , they say that yes, we do not need research-- in their statue ,research is not there—they use to say that ‘if research is not there, will we get promotion? Or will we not get benefits? Is it necessary for a good teacher to do research? We have 30 years of experience...we are not here because of research’. (TU20)

It is worth stating here that research is not a requirement for government teacher educators for their promotion, while university teacher educators can only be promoted when they publish. This will be touched upon in more detail later. But he mentioned that this division of cadre was problematic.

...but we definitely take inspiration from them...if we follow their track, then we will not gain anything. (TU20)

However, he emphasized that both cadres should cooperate with each other and government cadre staff should be considered our *part and parcel* and university leadership should address this issue immediately to resolve this conflict. Two university teacher educators from Campus E also highlighted the same issue of conflict between the status of government and the university cadre faculty. One of the interviewees (TU29) discussed the fact that all campuses should be headed by the faculty of university staff who had a qualification in education. In his interview, he further commented that his head did not have any background in the education field, so he was unable to understand the requirements and needs of teacher education.

I think that a science person who does not have a B.Ed., he has PhD. in science, can have a command of science but he will not be aware of the essentials in the teacher education field and cannot understand the importance of research in education. (TU29)

He pointed out the differences between cadres in campus J in the following way:

If Senior Subject Specialist (SSS) has higher authority than PhDs, then how can faculty members with a PhD perform? (TU29)

He also criticised other government cadre staff and heads of the campuses, stating:

You have the example of campus F, H and J,--they don't have interest...they just "look busy do nothing" they know that their promotion is from the Government of Punjab so they don't need to study. (TU29)

On the other hand, nine teacher educators from the university sector and two from the government sector (e.g. TU16, TU14, TU21, TU 33, TU30, and TG12) also highlighted that they had not been provided with sufficient facilities for their professional development, because government sector heads did not recognize the importance of research and did not provide them enough professional support. They also showed their concern that even university leadership was not run by

educationist, and they did not respect Ph.D. people and did not support research and professional culture in university.

There is no research facility because unluckily, the people who are sitting in main office are non-PhDs. (TU13)

Although Campus C was in the main city which was headed by the government faculty, one interviewee (TU23) of this campus also criticized this division between staff and commented that this conflict was not helpful for the learning of teachers and students and cause *politics* in the university. She further added that she had not been supported well in terms of resources, as the administration headed by government staff did not understand the requirements and needs for contemporary teaching and learning.

In this campus, specifically faculty of college cadre, they are from 13 years more than 15 years, and they are very conventional and traditional teachers here...the head of this campus is going to retire very soon and he is very reluctant to provide facilities even to senior staff members like me.(TU23)

She also added that for getting multimedia into the classes, the terms and conditions were strict and involved penalties in case of any damage, which was the reason that she has bought her own multimedia for her classes. She said that for younger faculty, it was more difficult to access and put requisitions for the available facilities. The same concern about the lack of facilities and audio-visual aids was raised by a teacher educator from Campus F. She commented that government cadre faculty is not interested in the use of modern technology in their classes.

They are not interested in multimedia, we want to use it, if the university has given this campus the status of a university then faculty should be hired accordingly or treated as we get treated... (TU16)

The same concern was shown by two teacher educators from Campus F. They said that government cadre teachers were following the traditional method of teaching

and following outdated textbooks, and they did not encourage them to use updated notes. This has affected them, to the extent that slowly they would adopt the same methods if they had not been encouraged to do otherwise, or provided with facilities and professional support.

I am surprised that students are being taught with low level books which are available in the market. There was no such trend in other campuses where I worked before.(TU13)

6.4.4. Different Professional Practices and Expectations of Two Cadres

Twenty three teacher educators also raised issues about differences in cadre; the attitude and norms of university and government sector. Teacher educators did not seem to be satisfied in this situation when both (government cadre and university cadre) were working in the same department, while having a different set of expectations, specifically in terms of research. They felt the fact that government sector people were not required to do research for their promotion, and thus, they were not motivated to do research, while university teacher educators had to publish research articles to gain promotion. Because of this conflict of interest and demands, teacher educators of both sectors did not get along with each other very well. Different voices across campuses are presented below in terms of how teacher educators have described this issue.

One teacher educator from Campus E, while commenting on government cadre staff, said:

They have different norms, needs, demands...their attitude is different. They have different benefits. They do not have the requirement to do research to gain promotion, so quality is zero there. (TU29)

Respondents from main campuses (Campus A and Campus C) shared the same

opinion that there were different requirements for the promotion of the two groups which caused tension between teacher educators.

It is a problem here, more than 200 people are from government cadre so it looks that there is difference in culture in government institution and in university, University teaching is a full time, very intensive and hard job, we have to prove ourselves professionally, as compared to government or school cadre people...there are also other clashes, They are not interested in research. It is not required for their promotion. (TU37)

One other teacher educator from Campus F explained that most of the time, government sector staff were involved in other administrative tasks which had been assigned to them by the Punjab Government. Moreover, she felt that university teacher educators were not motivated by government staff because of the differences in the expectations of their roles, especially in terms of the requirement to engage in research.

Here the majority of the staff are from government cadre...they have typical thoughts, I mean as you do not have someone who can push you, who can buck you up...they know that they are permanent so they do not feel the need to update their knowledge.(TU16)

The same concern was shown in the response of a teacher educator from Campus J, below, who raised the difference in terms of the scale of two teacher educators.

Especially in university, if we do not do not publish we will not get promotion while government cadre people are not required to do anything and they use to have 2 scales in one year. So these things become a disappointment for us...they are on their 20 scale because of their M A degree and we are still lecturers after doing an MPhil.(TU19)

One university teacher educator from Campus C, which was headed by a government cadre head, shared the same concern in terms of differentiation in scale, and said that this conflict was creating *grouping* among staff members.

So there is communication gap or I do not know what to say but that thing exist here...it is damaging, it creates the grouping...this grouping

should end. (TU21)

She also added that this grouping should end and they should both learn from each other's experiences. One teacher educator in the main city campus (Campus B) mentioned that she had faced some problems in adjusting her ability to work with older government staff, but at the same time, she had learned many things from them. She also added that in other departments of her campus, she noted clashes between government cadre and university cadre staff.

There are other new colleagues who used to say that we are not comfortable, there is an age difference , they are rigid and they have different priorities so we don't feel comfortable sitting with them, so that's why we prefer to sit with other staff rooms...(TU27)

Conversely, government cadre teacher educators showed concern that they had been deprived of professional development opportunities by the university. They also said that most of the administrative roles as well as academic duties were performed by the government staff when the university did not have enough administrative and academic faculties. One such comment was strongly advanced by a government cadre staff on Campus F, who explained that the university had started hiring staff in 2006, but before then, it was they (government sector staff) who had managed all the administrative and teaching jobs at the university. He showed concern over the decision of the university to transfer government faculty to other institutions at the time of their promotion.

Because government people hard work, this university is a growing university...when there is time for promotion instead of settling us, they transfer us to other institutions by saying that we do not need you. (TG26)

One teacher educator from Campus I stated that the university was not taking advantage of the expertise of existing government staff.

University has not done anything for us nor have they used our expertise. My own expertise is 'item analysis' and 'test construction' but the university did not take any work from us. We want to do work but university has not taken any services from us [laugh]. (TG9)

The third research question of the study was: **What are the professional learning experiences of teacher educators with various academic and professional backgrounds?**

The third research question of this study aimed to know which different roles teacher educators performed and what challenges they faced in their professional development endeavors, keeping in regard their professional experiences and background.

6.5. Professional Development Experiences and Roles

Responses showed that all teacher educators were involved in teaching and teaching practice, whereas teacher educators' involvement in research seemed to be limited. Teacher educators shared their individual experiences and challenges with regard to the different roles they perform. Responses have been categorized into three major areas; challenges in research, challenges in teaching and challenges in academic administration. These three challenges are further sub-divided into different barriers and challenges which they have identified as a challenge in performing different roles.

6.5.1. Challenges in Research

Teacher educators mentioned the challenges both in conducting, as well as supervising research for student-teachers when inquired about challenges in research.

Teacher educators reported that lack of time, lack of professional support and large number of students in classes as major issues in conducting research.

Lack of support

Fifteen teacher educators commented that there was no encouragement and support in terms of facilities and resources for conducting research. These responses were noted across all campuses and teacher educators. It was noted that university teacher educators specifically shared these issues in comparison with government teacher educators. Teacher educators from new campuses (D, E) shared the fact that university employees were not supported well in terms of publishing research articles. They said that universities did not provide any incentive for good teaching and research, and expressed the fact that if teachers were not motivated and not given rewards, then they did not feel motivated to perform better. As one teacher educator stated:

We do not have research opportunities. If someone wants to do research then no support is provided by the institution. If we want to get our article publish then there is no support. (TU33)

Another teacher educator who was undertaking Ph.D., pointed out that the university did not provide any good incentives for conducting research.

There is no encouragement from the university, we just get 2 thousand rupees (£15) after getting an article published, and it takes one year to publish an article. (TU29)

Teacher educators from main campus (TU37, TU38) shared the same issue of lack of support and incentive by the university in conducting research. Another issue of lack of support and opportunities for research was shared by a new university teacher educator from a city Campus C. She was enrolled in an MPhil programme, and

showed interest in taking part in research activities but had doubts over the monopoly of senior teacher educators in research projects. She stated:

I guess there are some research projects but they go to senior members and we are not included in that, and I do not know why they are reluctant, it might be possible that they think they are more capable of doing this and we are not that experienced. They think as if these projects are solely their property⁴. (TU21)

In addition, respondents highlighted the fact that faculty was not supported in terms of applying for study leave and higher degrees, and the difficulties increase significantly when one had a full time job and family. These issues were specifically highlighted by a teacher educator at Campus F.

Basically our department does not easily allow to do research as such, if you want to have quality teachers, then you should provide opportunities for professional growth, if you say that a person works here from 8 to 4 or 5 and then in second time they do their MPhil, then it is not possible, we at least cannot do it. (TG12)

Her colleague from the same campus (TU13) echoed the same issue, namely that he had to struggle to apply for study leave, but he could not take advantage of this opportunity. One other fellow colleague from the same campus mentioned that there was no forum for discussion about research activities, and that was why teachers felt hesitant to get involved in research. She further added that lack of facilities and infrastructures created hurdles in conducting research, not only for teachers but also for students. She pointed out that the campus had only one computer lab and did not have any net facility. This was the reason that students could not access the latest books and articles for their research.

There is no such forum to discuss and share research; rather we have to

⁴ Urdu expression: vo unko apne jageer samjh laite hein

finalize the research topics, that is why teachers feel some hesitation and they feel it is too difficult. (TU16)

A senior university teacher educator from the same Campus F commented that lack of facilities and resources was not the issue of far-off campuses, and that even in the main campus, the library was not equipped with the latest journal and facilities. He further emphasized that research was a very important part of professional development of teacher educators and they should be provided with research forums and workshops on quantitative and qualitative research to develop the research skills of teacher educators. The same was endorsed by another teacher educator from Campus D who had been working on city Campus A for some years. As she stated:

In terms of research culture and activities related to research, I would say I did not find anything encouraging on either of the campuses...there is no need to make comparison but I would say lack of research culture is very common everywhere, maybe all over the Pakistan. (TU32)

She reflected on her past experience of working on main Campus A, and said that although she was helped there in terms of facilities, other issues within the department caused her distress and tension, and she was unable to concentrate on her research. The same was stated by a senior teacher educator (TU38) who had been heading the department of education in Campus A, and said that issues within administration and department become hurdles to engage in research or any other scholarly work. One teacher educator felt very annoyed about the decision to shift the status of research as an optional subject in an MA degree. She said that there was no culture of research already, and after this decision to exclude the research from the scheme of studies, questioned how one could develop that culture.

There is no evidence for research culture when university has given the research as an optional status as a subject, how you can develop the research culture...nobody is motivated. (TU18)

Commenting on the research culture, another teacher educator (TU14) said that the thesis requirement had been exempted from the Masters programme, which was not useful for teacher educators and student-teachers, since teacher educators were not already interested in research, and now they would not even be able to conduct and supervise research. It was noted that teacher educators from university campuses D and E (e.g. TU 32, 33, TU34, TU29, TU30) were involved in writing articles and in higher studies, despite their concern over lack of support and encouragement from the university. One such teacher educator explained,

Informally, we try to do so, as we usually publish articles by ourselves and try to attend seminars as well; it is all our own effort. (TU30)

The same was expressed by teacher educator TU 32, who said that in her campus D, at least faculty was making an effort and was engaged in higher degrees.

Lack of time

Lack of time seemed to be one of the most significant challenges for both new and experienced teacher educators in conducting and supervising research. Fifteen teacher educators mentioned that due to their involvement in teaching and other administrative duties, it was difficult for them to conduct research. Lack of time was specifically mentioned by senior teacher educators who were given additional administrative task by the management, for example (e.g. TG28, TG26, TU37, and TU38). Similarly beginner teacher educators (e.g. TU27, TU1, TU21, and TU34) showed their concern that due to their involvement in teaching they were unable to give time to research. One senior teacher educator who belong to government cadre and was the head of Education programme in main city Campus B mentioned that due to her involvement in administrative tasks, it became challenging for her to spare time for research.

[laugh] It is a very sensitive and important question. Research is a very sketchy area. Initially I was not involved in many administrative tasks, but now I have to share a lot of workload so I do not have much time for research. (TG28)

She also mentioned that because she had been working in colleges which lacked a research culture, she could not recognize the importance of research in her past career, and now she understood its significance, but could not find time, as she considered research to be a very ‘demanding’ and ‘hectic activity’. Another Govt. teacher educator who was also a manager of student affairs on Campus H explained that due to his involvement in administrative roles and heavy teaching workload, he was left with no time to think about conducting research. He said:

You have observed me today, I have so much work to do, how can I give time to students now , in this situation where I have ten enquiries to handle how can I do research. (TG25)

Another teacher educator also mentioned that because of his involvement in administrative jobs, he was unable to do research. He was also the head of department on main Campus A.

As far as research is concerned if I have time, I mean if I am not busy in administrative tasks then I do not feel any hurdle in conducting the research; nobody stops. (HU5)

Lack of time to sit together with colleagues was also mentioned as one of the barrier for professional development. They identified that they had expertise, but due to lack of time, they could not sit with other teacher educators to share ideas. This was specifically mentioned by young teacher educators (e.g.TU27, TU1, TU21) on campuses F, C, B, who were more involved in teaching roles.

Actually the main issue is to spare time to read, which seems difficult with a heavy teaching load. (TU22)

One teacher educator who has Ph.D. qualification and had been heading the education department also mentioned that he had to face so many issues and internal

conflicts in the department when he was involved in academic administration that he was unable to give proper time to research. As he stated:

I enjoy teaching and research but time spent on the negative issues of administrative nature that my job remained a challenge as a teacher and as a researcher. (TU38)

Although he said that his interest in continuous reading and experience helped him in teaching and research, he would have performed much better if he had been given quality time to prepare classes and for reading.

Student number and lack of potential in students

Nine teacher educators (e.g. TU23, TU16, TU21, and TU22) specifically mentioned that they had difficulty in managing research supervision, because of the large number of students. At the same time, teacher educators identified lack of potential in students as being a reason for research to make supervision more challenging. One new teacher educator, who did not have any prior experience of teaching and research in higher education while talking about the roles of supervising research, explained that her own limited experience of supervising and conducting research was one reason for the challenge. She explained that in being the only special education teacher in her department she had to supervise 20 theses, which was a very *difficult* and *challenging* task for her. She further added that the lack of potential of students added to her difficulty in performing this role.

Above average students do not choose to come to the education field to be very honest, so that is why it was very difficult to give them research experience, and if it is your own first experience to supervise thesis, then it becomes even more difficult. (TU21)

Another young teacher educator who had been working in UOX for 4 years and himself was enrolled in an M.Phil. Education programme stated that he faced

challenges because of the lack of potential in students for research; further supervision of a large number of students added to his burden. He shared that because of lack of potential in his students, he had to guide them each step, which made this role very challenging.

Because these students have never conducted research so they feel difficulty... this is a challenge for us to guide the students at each and every step. (TU22)

One teacher educator from Campus E also mentioned that in these sub-urban areas, students enroll in education programme just to earn a degree and job, not to gain knowledge. He also said that the lack of potential in students and student strength in classes were other reasons why research supervision was a challenging role. He further added that providing research with the status of an optional subject in an MA programme was the right decision by the administration.

I think it depends on the region. Here people get education to get a job and degree not to seek knowledge... it is a right decision, how can you supervise 100 students. They don't have an interest and aptitude for research. (TU29)

One female teacher educator from Campus D who earned her Ph.D. from a UK university also referred to the same problem of students' strength, which made this role of supervising research *a very lengthy, hectic and tedious procedure*. Although while reflecting on her past experience, she stated that her MA degree was in computer sciences and her English language ability was also limited. She acknowledged that her hard work and participation in research projects of different donor agencies had given her the opportunity to develop her skills in research and academic writing. She seemed quite satisfied with her current involvement in conducting, as well as supervising research. One government cadre teacher educator

mentioned that supervising research was a challenging job, as it required a lot of effort and time.

Supervising research is very challenging and I have to do a lot and study different theses, we have to spend a lot of time on it. (TG2)

It was also noted that teacher educators with less teaching and research experience found this role of research supervision more challenging than teacher educators who had research experience and had been performing the role for a number of years. On the other hand, it was noted that experienced teacher educators (e.g. TU14, TU37, TU38, TU18) who had extensive experience in the job and holds PhD degree did not specifically mention supervising research as a challenging role; rather they mentioned the challenges in conducting research which were attributed to lack of time and their involvement in administrative tasks. One such teacher educator said that he did not face any problems in supervising research. As he explained:

Actually I have done my own thesis in MA Education, MED , PhD so I did not feel any difficulty; however there is no limit of knowledge which you learn with the passage of time and experience , so I think in this sense I did not face any problems.(TU37)

6.5.2. Challenges in Teaching

Teacher educators particularly identified issues which they had to face in teaching. Large number of students in classes, difficulty in teaching new subjects and understanding the semester system were identified as significant issues by teacher educators with regard to their role in teaching. It was noted that issue of large number of students in the class and difficulty in teaching new subjects were more noticeable in the responses of those teacher educators who did not have teaching experience. Similarly, government teacher educators who did not have experience in

working and studying in semester system identified issues in understanding the system requirement and meeting its demands and requirements.

Student numbers

Respondents identified that they had to face problems in teaching because of the large number of students in classes. Teacher educators' shared the fact that due to the large number of students, giving individual attention to students had become a problem. This was mentioned by different university teacher educators (e.g. TU27, TU1, TU5, TU24, TU21, and TU35).

I have 50, 60 students in my class, I cannot be interactive with my class, so I had a problem with teaching. (TU5)

These teacher educators are from campuses which have a large number of students in classes e.g. Campus B, Campus F, Campus C or from the campuses which have less staff members for example Campus G. Campus B and campus C are the campuses in the main city whereas Campus F is also located in an urban area of Punjab. One teacher educator from Campus G who was teaching MA English classes as well as involved in teaching of MA Education and MEd classes mentioned:

Teaching is very challenging and demanding. I am teaching 19 credit hours. Definitely it is not easy, it takes a lot of time. (TU1)

Difficulty in teaching new subjects

Eight teacher educators mentioned that they faced problems in teaching in their early years. They describe lack of support and guidance for their teaching. None of these eight teacher educators had any previous experience of working in higher education settings. One university teacher educator (TU13) was enrolled in MPhil programme

and had MA education, but did not have any professional qualification i.e. B.Ed. or M.Ed. or teaching experience of working in higher education settings mentioned that there was no professional support and training available for him that how to teach and he did not have any exposure to teaching in university before. As he mentioned:

There was no one to guide, nobody tell us anything. And I was not having any experience of teaching in University before so just try myself to adjust with the environment and it took almost a year. (TU13)

Same concern was shown by another teacher educator who was enrolled on the Ph.D. programme, She did not have any professional qualifications, or any experience of teaching in schools or universities. She indicated that teaching a new course was difficult:

When I was assigned the first course, it was challenge for me, although I had had exposure to teaching to adults, but still you know if you are dealing with a new course, a course you have not studied in your MA or PhD then it becomes a challenge. I cannot say that teaching is not a challenge, yes; I mean for a novice person, every task is challenging. (TU27)

One young teacher educator who had no experience of teaching in higher education, nor had any professional qualification in teaching, mentioned that it was challenging for her to manage motivation and interest in the class. One teacher educator, while reflecting on his previous experience of teaching, mentioned that he was not having any practical experience at the start, so he faced a lot of problems in teaching. He mentioned that he did not have any experience of teaching in schools and universities before, and was appointed soon after finishing his Ph.D.

I faced a lot of problems because I did not have any practical experience. I had to seek lot of help from my seniors, and within 1 to 2 years I felt comfortable with that particular problem. No problem at all now. (TU33)

It was further revealed from a few responses of the teacher educators that they had been asked to teach a course which they had not studied themselves in their

postgraduate studies, and that they did not have any prior experience of teaching that subject. Five teacher educators touched upon the fact that they had a lot of difficulty in teaching a new subject, but with time, they gained the experience of developing their course and teaching them. For example, one said:

I am basically trained as a Math educationist over here, once I was given a course 'history of education' to teach, I have never studied this, that was not my field, but I have to teach that. Although later I enjoyed that course.
(HU6)

The same problem was mentioned by another teacher educator (TU38) on the same campus, who encountered the same problem in teaching a course on entrepreneurship for which he did not have any expertise or background knowledge. Nevertheless, these teacher educators suggested that teacher educators should not be given a course in which they did not have any previous background or experience. One government teacher educator expressed the fact that after transforming the colleges into university campuses, a lot of new courses have been introduced for which they have not been given any guidelines and orientation and they thus have to face a lot of issues in teaching those course.

We used to face problems in teaching when new courses are there, and we were not given any orientation. (TG9)

Three teacher educators (i.e.TG12, TG15, TU13) from Campus F specifically mentioned the issue that distribution of courses among faculty member is not considered according to the expertise and field of the teacher educators. Administration used to allocate the courses to teach on the basis of the need to settle the timetable and to manage equal work distribution among faculty members, which resulted in teaching courses in which they had no expertise. One teacher educator shared that teacher educators should be given courses according to their qualification and experience. As she stated:

One cannot justify the teaching if he/she does not have proper qualification in that subject. (TG12)

Understanding and meeting the demands of semester system

Six teacher educators reported challenges in understanding the needs and requirements of the semester system. Additionally, they also pointed out that to meet the demands of the semester system in term of its assessment requirements, devising quizzes, midterm exams and presentations made teaching more difficult. These challenges were particularly noted in the responses of the government teacher educators, who did not have experience working in the semester system. They also explained that the increased teaching hours and assessment raised by the semester system added to their work load. They further mentioned that they did not have such a workload in colleges. One government cadre teacher educator from Campus H who was also in charge of managing student affairs commented:

In the semester system, you have to handle 69 students and then you have to mark the paper; you have to give the results on time. It is making teachers overburdened and nobody understands this. (TG26)

Another teacher educator pointed towards the teaching practice, and said that he found it different and hard, in comparison to the duties which he had been performing in colleges.

There were many difficulties, besides, teaching other assignments were new for me as compared to other general colleges, for example examination and teaching practice and examination system are different here. (TG7)

One teacher educator who belonged to government cadre mentioned that although she had been working with an annual system, she faced a lot of challenges in the new system, although she acknowledged that her way of teaching had improved with time.

There are many changes like in the syllabus; previously there was annual system, now we have a semester system but our methodology used to improve with time. (TG9)

6.5.3. Challenges in Administration

It was clear from the responses that teacher educators did not enjoy administration and found it very difficult and challenging. Six teacher educators mentioned that their involvement in administration left them with little time to spend on preparation of their teaching. One teacher educator mentioned that

I had a problem with teaching and teaching along with administration becomes challenge because you are busy in other things, and you do not have time to prepare. (TU37)

One said that she found administration difficult because she did not have interest in administrative tasks. She expressed the fact that she did not like administration because few tasks were assigned to her immediately, which clashed with her already tight schedule. At the same time, she thought that her head might wish her to develop a managerial and administrative skills. This was why she had been assigned administration job every now and then. She expressed that she found herself more at ease working with her own head of department, since dealing with other department heads made her job more difficult, because she did not have this same rapport with those outside her department.

All the work of administration I find difficult, research and teaching I enjoy. (TU27)

Two respondents (TG15, TG7) from government cadre highlighted that dealing with new administration was difficult, because every administration has their own demands and style, and to cope with the new administration is not easy.

There were many difficulties at each step, of a different nature. New administration works in their own way...so to cope with new people and

doing administrative task was not easy. (TG7)

Last research question of the study was: **How do teacher educators learn if formal professional development opportunities are not available?**

Lastly, teacher educators were asked whether, if formal professional opportunities were not available, how should they improve their own knowledge and skills, and what are the opportunities for them to learn.

6.6. Teacher Educator' Learning

Most of the responses mentioned by teacher educators can be categorized under informal ways of learning like reading books and articles, discussion, the use of internet, observation, and discussion from previous colleagues and supervisors, as well as involvement in different committees. Responses are categorised as following against the number of responses received in Table 32.

Table 32: Ways of Learning

Categories	No. of Responses
Self-study : Books and Readings	23
Peer learning and Discussion	20
Informal learning	15
Internet	15
Observation	4
Questioning	3
Self-assessment	2
Involvement in different Committees	1

The three most significant responses; self-study, discussion and use of internet are described in further detail below:

6.6.1. Self- study

It was obvious from the responses that most of the teacher educators (23) mentioned self-study as their foremost way of learning. There was no differentiation in the responses of new and experienced or university or government cadre teacher educators. Book reading and self-study were reported consistently in all responses as a way for teacher educators to improve their knowledge and skills. However, while explaining individual ways of learning, teacher educators simultaneously highlighted the issues as well which they had to face. Therefore, those issues have been added in the quotations below to contextualise their experiences. Government teacher educators (e.g. TG3, TG12, and TG 28) specifically mentioned the use of books as their way of learning.

One senior female teacher educator from the government cadre did not mention her engagement in research activities or use of internet, but said that teacher educators should be equipped with new methodologies and the latest knowledge.

I don't feel there is any problem, I usually read myself, but we should be aware of the new researches. (TG3)

One government cadre teacher educator who had MA English and was not affiliated to higher studies expressed the fact that she did not have interest in research, although she reported self-reading and books as her source of updating her knowledge and preparation of her classes. She also complained about having insufficient library facilities in the campus.

We use reference books, sorry to say there are no reference books here in the library, I usually use my old university library or I borrow from my teachers and then I prepare my lectures. (TG12)

One teacher educator who had an M.Phil. in Education and had been working in UOX for four years seemed very interested in self-learning, and looked very enthusiastic about the preparation of his lectures.

I myself was interested in research and teaching so I bought new books, I purchase them. I make a library in my house. I read them. I use the internet and I bear all the expenses by myself. I update my notes every year. (TU1)

A senior teacher educator with more than 20 years of experience mentioned use of books and reading as a way of learning. He also emphasised the significance of updating knowledge in the field, and also raised concerns about lack of quality books and journals in the library.

Actually, teachers mostly have study habits, so I download books and thesis from net, and then I visit different libraries and discuss new ideas with colleagues. (TU14)

Book reading and using self-study as a way of improving their knowledge were seen as significant means of learning in all the responses of teacher educators. Teacher educators from far off campus often reported that they had not been provided with sufficient facilities. One such teacher educator from university cadre did not seem to be entirely satisfied with the professional learning opportunities, but he seemed very self-motivated and said that he had to keep himself updated, as this was a professional duty. As he explained

I am totally active with the changes around. I am involved in continuous reading and I myself am interested to know what new happening in the world is. We cannot just depend on training. (TU6)

A young female teacher educator with MPhil qualification who had no previous experience of teaching appeared to be very positive about her own learning, and

expressed herself as a ‘*self-learner*’ and considered reading as a foremost way of learning.

I usually solve my problems myself; I seek help from my seniors if I encounter any problem which I am unable to solve. I am basically is a self-developed personality—I study different websites and study different topics then I go to the class. (TU27)

6.6.2. Peer Learning and Discussion

After self-study and book reading, discussion with colleagues appeared to be the most frequent way of learning which teacher educators mentioned when sharing their experiences of learning. Twenty teacher educators mentioned *discussion* and *informal learning* as a way of their learning and professional development. Nevertheless, there were examples where teacher educators mentioned that due to being overworked and involved in teaching, there was no time available to sit together with colleagues. It was interesting to note that a few teacher educators explicitly mentioned some colleagues in their faculty with whom they are more comfortable to share and discuss. Some examples of where teacher educators mentioned discussion as a way of learning are listed below. One senior university cadre teacher educator from Campus F seemed very motivated, and said that he benefitted from formal and informal learning opportunities. However, he raised concern that teacher does not take much interest on their professional development.

I think every person learns sometimes formally, and sometimes informally. I seek so many things from my students and colleagues, and prefer to share ideas in groups but it is personal commitment otherwise no university or any organizational order can work. (TU14)

One teacher educator from Campus I expressed the motivation and interest in learning from his colleagues. She specifically mentioned that her head of the campus

always motivated the staff to share ideas among themselves. She further explained that mostly, they used discussion as a way learning, and that they learned informally. She called this peer learning. As she stated:

We learn through our colleagues. If we have any problem, then we can also discuss it with our principal. He motivates us to visit the library and discuss things after class. (TG9)

One university teacher educator from Campus B also mentioned that in the absence of formal opportunities, they learned either by self-study or discussion with colleagues.

As such, there is no formal system. Informally or by self-study or we learn by discussion with colleagues...if I am not aware about any topic then I take guidance from other teachers... I am used to sharing and I must be thankful that they also share with me. (TU27)

There were examples from Campus J where respondents mentioned that they did not find any formal and informal support for learning on campus. They complained about lack of professional culture and support from the department and colleagues. One teacher educator shared her feeling about the culture of the department, which she found very discouraging. She expressed:

Here staffs engage in other domestic talk which I do not like, so I usually have a discussion with only Ms. X. Here we do not have a professional culture; I tried for four years to develop this culture, but to no gain. (TU18)

The same concern was shown by another teacher educator from the same campus, who raised the issue that on the campus, they did not find any environment for learning and professional support.

There is no system of professional development...if teachers make an effort by themselves, then it is fine, otherwise the university is not making any effort. There is no system of collegiality. (TU19)

One female teacher educator from Campus C mentioned *discussion* a valuable

source of learning but expressed concerns that she could not find enough time to sit with her colleagues because of her work load. As she stated:

We do discuss and learn from each other, but rarely do we get time to sit with each other, we have 15 to 18 credit hours teaching, so after such a work load you do not have any time to visit the staff room or talk to anybody. Like at school I have to go, take my classes and go back. (TU21)

Another teacher educator who had studied from the same campus expressed the fact that although it was difficult to sit together, he made an effort to spare the time to sit with his colleagues.

I share with my colleagues they are also my friends. I share with my seniors from my teachers specially those teachers who taught me in MA classes. (TU22)

Another teacher educator from Campus H mentioned that she used to have a discussion with her colleagues occasionally, but whenever she got the chance, she found it very useful. When she was asked the reason why she could not find quality time to have discussion with her colleagues, she explained:

...may be time constraint. Everybody has their own timings. My time is different from them so that is one reason. (TG25)

One other teacher educator added:

Informally if I cannot understand anything, then I usually discuss it with my senior colleagues. I take guidance from them; I am not hesitant to ask. (TG26)

One senior teacher educator from the Campus B mentioned that she learned a lot from her young colleagues as they had the latest information and knowledge.

I do like discussing different issues with anybody who is available, for example my junior and senior colleagues and from new teacher educators who are entering in our faculty as they are equipped with new knowledge and I always like to discuss things with them.(TG28)

One senior female teacher educator who has earned Ph.D. from UK appeared to be

self-initiated and satisfied person when she shared her experiences of learning. She explained that she contacted professionals outside the organization in case she needed any support.

I think whenever I have any problem I reach out to the people who are of our status, and we discuss openly, if I feel there is any problem, which is very rare, I have contacts with my supervisors in UK and my ex-colleagues. (TU23)

All teacher educators from Campus E talked about the positive culture of their campus. One teacher educator from the university Campus E shared about the professional culture of the campus and seemed very contented. He highlighted that

We have small staff and all are qualified, and they are MPhil and PhDs, sharing of thoughts is there and we discuss in our tea session, and we always try to improve our research and discuss it among ourselves, which is how we should publish, so we share ideas from each other and help each other. (TU29)

Another teacher educator of the Campus E who has a degree in Fine Arts mentioned:

We get together at tea time ...so those who are experts in the education field I discuss with them, or if they want to take my help, I offer my support... we have a very good culture; we are very good at cooperating with each other. (TU31)

The same experience was reported by all teacher educators from campus D, which was a university campus.

Yes, we share it with our colleagues. It is informal system, not fixed liked monthly or annually, when the director feels it is necessary, he calls the meeting, we have informal discussions most of the time.(TU34)

One male teacher educator from main campus A shared the fact that he keeps on learning with the passage of time, and professional development is a 'continuous process'.

I also improve my knowledge with continuous study and even the collegial practices of my senior colleagues...we have a culture of sitting

together; sometimes we sit and discuss the methodologies of research and other research issues. (TU37)

From the same campus, a contrasting view was presented by a teacher educator who has been heading the department as well. He seemed very disappointed, and said that department lacked professional culture and collegiality among colleagues.

6.6.3. Informal Learning

A probing question was asked from teacher educators; how did they learn if they had not been provided with any induction programme? Fifteen teacher educators commented that they learned over time by performing their roles, and learned from seniors or leaned through trial and error. It was noted in the responses that government teacher educators were not provided with any transition support and capacity building when teaching colleges were given the status of university campus. Similarly, new university teacher educators who did not have any teaching and professional qualification expressed the fact that university did not arrange any formal programme for them. It was noted in the responses of both groups that they had to learn by *themselves*, through *trial and error* or *with time*; this therefore characterised their learning as informal.

The following examples from government cadre teacher educators exhibit their nature of informal learning. One government teacher educator talked about his transition from college to university and expressed that he did not find any academic support in his new role at the university. He said:

...problems which I faced I learned from those problems, I have encountered so many problems here, and working in colleges and university is different from teaching practice...but I have learned from the experiences of my seniors. (TG7)

One experienced teacher educator from government cadre (TG28) and head of department of Campus B mentioned that she did not attend any induction programme; however, she mentioned that beginner teacher educator are guided by the principal and head of the department. She also raised concerns about the experience of faculty members who were given the responsibility to guide the new teacher educators. She explained:

Generally it happens that whenever a teachers enters this faculty, they are directly meeting the principal,, and after giving them paper of joining she verbally guides them and she generally calls the relevant exiting members and then there is the coordination expected between them....(TG28)

A young teacher educator from the same Campus B acknowledged that she had been given orientation and support from her head of the department, although there was no formal induction programme.

Other examples from university teacher educators exhibited that they learned by themselves and they have not been provided with any written rules and regulation.

Whatever problems we encounter, we use to solve it on daily basis, otherwise there are no rules and regulations-nothing. (TU12)

One respondent, as a new teacher educator, expressed her tensions which arose when she had been given a thesis to supervise without any guidance and support. The following extract shows this:

With the passage of time, they asked us to do this, to do that. Rules and job description were not provided in writing. When a person joins at the start, he does not know what to do, but when I had to supervise more than 20, it was very hectic job for me, and it was even impossible, but I was supposed to do it. (TU21)

6.6.4. Internet as a way of learning

Fifteen teacher educators mentioned the use of internet as a way of their learning. They used the internet to search for new research and to access information about the latest topics and about subjects which they had not studied before. However, it was also mentioned by teacher educators of far-off campuses that internet facilities were not provided by the institution, and they had to arrange it by themselves. It was noted in the responses that university teacher educators mentioned the use of the internet as a way of learning more, in comparison to government teacher educators. Some examples where teacher educator mentioned about the internet and its usage for their improvement in knowledge and skills are as follows:

One teacher educator explained that she used the internet to teach her subject and to include activities in her lecture.

I consult the internet and whenever I go to class I am already prepared and I usually use the help of IT, especially when I am teaching phonetics and phonology. (TU10)

It was apparent from the responses that the internet was a great source of learning while teaching new subjects or new topics. For example, one teacher educator reported

The Internet is a major source. Any new topic or subject which we have not studied in our postgraduate studies, like for me sustainable development was a new course. I have to take all the information from the net so we do it through self- study. (TU16)

A further teacher educator mentioned that the campus did not provide internet and lab facilities; as he pointed out,

Here we have issue of access to the internet...I have managed by myself with a laptop and internet device. So we try to manage by ourselves. (TU13)

It was also reported that internet was a great way to have access to latest information and to access latest researches.

We make use of international research studies; what practices they are doing. Nowadays everything is available through the internet. (TG9)

Even a teacher from main campus mentioned about the problem of shortage of electricity and besides reading, he mentioned that he had been using internet as a source of his learning when he was a school teacher

The Internet is a big source, although we do not have access as is the case in developed countries, but I have arranged the internet and computer by myself....at the university, there is shortage of electricity but due to my own internet connection I have access to the internet. (TU38)

6.7. Summary

Qualitative findings showed that there was no permanent system of induction or professional development for teacher educators in the university. Teacher educators who had attended an induction programme showed their concern about the appropriateness and relevance of the programme to their needs. Lack of resources, lack of access and lack of professional support appeared to be the most significant challenges which teacher educators reported. A significant finding of the study was that there are two groups of teacher educators in the university that is government and university teacher educators who are managed by two different administrative bodies. Teacher educators reported differences in the position and scale of government and university teacher educators reported as one of the major cause of unhealthy relationship between teacher educators. Teacher educators indicated their concern about the differentiation of scale and professional expectations in terms of research between both groups of teacher

educators. Findings showed teacher educators' limited involvement in research because of lack of time and excessive teaching load. Self-study, discussion and use of the internet were reported as foremost way of learning. In the absence of formal professional development opportunities, most teacher educators reported their learning as informal. The next chapter will present the findings of the university management interviews.

CHAPTER VII

Qualitative Findings

University Campus Management

7.1. Introduction

This research included interviews with various stakeholders of the university to gain in-depth knowledge of the teacher educators' learning and challenges. After interviewing teacher educators, heads of the department and principals were interviewed to know their perspectives on teacher educators' professional development, challenges and opportunities. Two elite interviews were also conducted, one with Vice Chancellor of the University and one with the Director of Learning and Innovation Department at the Higher Education Commission.

The following questions were posed to head of the campuses, focusing on the professional development of teacher educators, their challenges and opportunities for learning.

- i. How do you induct your new staff?
- ii. What is the system of professional development of teacher educators in your department or campus?
- iii. How do you view the challenges in teacher educators learning?
- iv. What do you think are the challenges which teacher educators have to face in performing their different roles?
- v. How do they learn if formal professional opportunities are not available?

Of the 10 campuses, only eight head of departments/principals were interviewed. One head of the department was interviewed during the pilot study; therefore, he was not included in the main sample. Another head of the campus refused to take part in the interview. Each interview lasted between thirty minutes to one hour, and was conducted in the staff room, or in the offices of the respective heads.

My aim was to interview the heads of the campuses; however, in the case of three campuses, the heads were not available. Thus, I interviewed the heads of the Education department. Therefore, the sample included three heads of departments and five principals/Directors. Brief profiles of the heads and coding used to report the findings are given below in Table 33.

Table 33: Profiles of Heads/Principals

S. No	Head of Department, Principal	Government University	Male/Female	Qualification	Designation	Code *U stands for University & G stands for
1	Director	University	Male	Ph.D. Education	Ass. Professor	HUO1
2	Head of Dept.	University	Male	Ph.D. Education	Ass. Professor	HUA2
3	Principal	Government	Female	MA History	Associate Professor	HGF3
4	Principal	Government	Female	MA Urdu	Senior Subject Specialist	HGF4
5	Head of Dept.	Government	Female	M.Sc. Psychology	Assistant Professor	HGM5
6	Principal	University	Male	Ph.D. Zoology	Associate Professor	HUD6
7	Head of Dept.	University	Male	Ph.D. Education	Ass. Professor	HUL7
8	Principal	Government	Female	Ph.D. Education	Professor	HGLB8
9	Principal	Government	Female	MA Islamic Studies	Senior Subject Specialist	Did not agree
10	Head of Dept.	Government	Male	M.Sc. Psychology	Ass. Professor	Was included in pilot study therefore, did not include in final sample

The findings have been categorized into the following significant categories which emerged from the above mentioned interview questions:

- i. Induction and orientation practices for Teacher Educators
- ii. System of professional development
- iii. Challenges in professional development
- iv. Challenges in research
- v. Informal learning

vi. Conceptions of heads about Govt. and University teacher educators

7.2. Induction and Orientation Practices for Teacher Educators

All the heads (eight) mentioned that there was no formal induction programme for teacher educators. This was revealed from the responses that teacher educators are hired centrally from the main campus and they joined at different times of the year as per demand and need of the respective campuses. All heads mentioned the absence of formal induction programme. Informal orientation and verbal communication of roles and responsibilities were mentioned as part of the informal induction programme by heads.

Two heads (HU1, HG4) from Campus (G) and (D) mentioned that they arranged a small tea party to welcome new teacher educators and provide them with their roles and responsibilities:

We arrange a small party to welcome them and if they need any guidance or book we provide them. (HG4)

The Head of Campus F (HG3) explained that formal orientation could not be arranged as faculty members join at different times of the year, as and when they were required. Therefore, roles and responsibilities were communicated to them when they joined the campus. It was noted from the responses that the university did not provide written roles and responsibilities to teacher educators.

We usually communicate from time to time. As such we do not have any written rules. (HU1)

The principal of the Campus B, (HG6) also explained that there were no written rules and regulations and she used to direct teacher educators to relevant head of departments for any guidance and facilitation.

Head of the department from Campus E reflected on his experience of induction as a teacher educator. He expressed that he did not attend any induction, but he was affiliated with the education field; this is why he did not face any problems in adjustment. It was interesting to note from the interviews with the heads, that while explaining the induction provisions for teacher educators, they also expressed their views on the differences in the attitudes of university and government teacher educators in understanding the culture of the university.

The head of Campus G, while discussing the difference between government and university teacher educators, mentioned that old (government) teacher educators were experienced teachers and were fully aware about general administrative issues and rules of the university. Conversely, new (university) teacher educators took time to adjust to the environment.

Old teachers know the culture as they have been doing jobs they just take time to adjust to in the new environment but new appointees have to face some difficulties, we need to be very kind with them, few understand themselves as supernatural⁵ but then we need to deal with rules and regulations, sometimes we deal with strictness but it is very rare. (HG7)

Later in the interview, she suggested that for new teacher educators, a training programme of three to six months should be devised to guide the teacher educators with rules and regulations.

⁵ By supernatural , she is referring to the sense of superiority of university teacher educators

One university sector head (HUO1) discussed the fact that teacher educators, who had a degree in Education, were familiar with the basics of education and administration; therefore, they derive benefit from the theoretical knowledge of their subjects and did not face many problems in teaching as well as in understanding the system of the university.

I think that teachers who come in education field and have qualification like MED and MA are already trained, They know the basics of education, research and administration, whereas teachers like with MSC chemistry or Maths do not know the basics of teaching, so for them it can be a problem.(HUO1)

The head of the department (HUL7) from the main Campus (A), who had been affiliated with UOE for long time, shared details about induction provision and 60 credit hour course which university used to offer to teacher educators. After giving a detailed history of the induction programme and professional development provisions for teacher educators, he summed up that it was because of the reluctance of teacher educators that this program was abandoned, and now the same teacher educators say that university did not provide anything for their professional development.

I think we worked very well in first 6 years after that, because of pressure of new faculty members who are now saying there is no system they were saying we do not need it because they said they do not need it, and it is unnecessary; we do not have any system now. (HU5)

7.3. System of Professional development

Campus heads were asked whether there was any system of professional development for teacher educators. All the heads reported the inadequate provision of professional development programmes. Four of the heads shared examples of professional development programmes which were organized by the university in the

past; however, they mentioned that there was no continuous or ongoing arrangement of professional development opportunities. During the interview, they also shared their opinion regarding possible constraints in the way that professional development programmes and opportunities in the system were set up.

First, in 2005 it was very good system that teachers had to undertake post graduate diploma in education...but for certain reasons, it become redundant in 2009. (HU1)

One head of the campus (HU2) argued that the university should be responsible to arrange for professional development programmes. He also indicated that his campus did not have adequate funds and personnel to employ staff development activities.

Another head shared the same concern:

I think there is negligence on part of professional development system in the institute. (HG4)

The heads also added that they needed professional development for them as well as within the faculty. One senior head of the campus who had been working as a teacher educator and teacher for many years in schools and colleges added:

Training should be for administrators as well, so that we can perform; these opportunities are very less, no formal opportunities are there. (HG3)

A similar viewed was shared by other heads of the departments (i.e. HU2, HG4, HG5, HU8). They suggested that staff development programmes should address the needs of the heads as well.

We all need such opportunities so that we have an in-depth understanding of various concepts that enable us to facilitate students. (HU5)

One head (HUD6) specifically focused his response by reporting that in his campus and in university they do not have enough senior faculty i.e. associate professors. In the university, he was the only associate professor in the university faculty. He commented that the university did not have any firm rules for promotion of teacher

educators during their probation period. He said that it was not essential to publish during the probation period, and that this was the reason why teacher educators were not engaged in research. He suggested that the probation period should provide an opportunity for staff members to perform to the required standard, and should ensure that teacher educators in overall terms were the right fit for the role to which they had been appointed. He further added that the performance of teacher educators should be accessed periodically in their probation period and during their career.

The Director of the main campus also specifically mentioned this:

As I mentioned, the highest career level person here is an Assistant professor; we do not have associate professor and professors, and we are all in learning mode. (HU5)

7.4. Challenges in Professional Development

All heads of the campuses reported various reasons as challenges for the professional development of teacher educators, and reported specific issues in relation to their campus.

One head particularly reported that for Campus D, the major limitation is that they are neglected as being far away from the main campus.

No, any teacher from our campus has never sent to the trainings ever. It is just (main campus) people who use to go in trainings, we are neglected. If there is some workshops by any Donor Agency, they have never thought about it that we can invite people from other campuses. (HU1)

He also added that the university did not have clearly defined standards of performance and well established policies that could support professional development in the university. He also reported that there was an induction programme for newly inducted teacher educators in the past, but it could not continue because of resistance from the teachers who were not from the field of

Education.

One other head from Campus E reported the same concern, namely the lack of staff and resources in his campus.

We do not have experts here so that we can conduct seminars here, it is a small city, people feel hesitant to come here and we have small faculty. (HU2)

Lack of opportunities and resources was a common theme that pervaded the responses of the head teachers based in far off campuses. A female head of department from Campus H, indicated the same reason

I think, they do not think it is compulsory, nobody takes an interest...may be lack of resources. (HG4)

She also seemed to be very skeptical about the selection of the staff for the training programme, how and when they got the invitation and who were preferred to attend the training programme.

I do not have any knowledge about it. Few people use to go there if there is any course, like sometimes English staff used to go. (HG4)

Lack of interest from the management in professional development activities and coordination among campuses were among the other concerns which were mentioned by one female head of Campus F. She stressed that there should be opportunities to work together with the people in other campuses. While commenting on the professional development opportunities for teacher educators, she stated:

Lack of interest is one reason why there is gap in the system, we do not have coordination among campuses, and we should have at least one combine dinner of all campuses so that we can learn from them. (HG3)

When the head of the department from Campus A highlighted that there was no follow-up of the training programme and teachers used to take the training opportunities as leisure. He expressed:

We do not have any culture of professionalism...university send the teachers to HEC trainings, they used to have a cup of tea, received their TA/DA⁶, come back and join the institution again. (HU5)

When asked about the selection criteria of teacher educators in attending the training, he identified that university receive a very short notice for any training programme. Thus, it becomes so problematic to call people from far off campuses, so we called people from the nearby campuses.

As far as I remember, it proves in certain cases that people from Lahore are preferred, but it is not always true. (HU5)

Lack of access and opportunities were seen as barriers to the professional development of teacher educators and overall, these were pointed out as a gap in the system.

7.5. Challenges in Research

When heads were asked how they viewed the challenges of teacher educators in performing their roles more specifically, they discussed the composition of two cadres, different set of skills in teaching and research and challenges they have and what challenges they face in result. Five heads in particular mentioned the challenges which teacher educators face and ways how he facilitated them in association of their roles as researchers.

The Head of Campus I seemed very confident while stating his contribution as a head of the campus and how he has motivated his staff toward research.

People do not usually come to research because they think that it is a very difficult job. We work together here... I have told them the way of

6. TA: Travelling allowance, DA: Daily Allowance (the remuneration which is usually given to teachers when they were sent to the trainings)

promotion and told them that by doing research, not only will they get promoted, but also they will feel powerful. (HUD6)

The head of the main campus mentioned the lack of Ph.Ds on the campus, but at the same time, he pointed out that hiring professors and conducting research required funds, and hiring all new teachers could incur financial difficulty for UOX. Heads also highlighted various reasons which teacher educators face in conducting and supervising research. Most of the reasons highlighted by head of the campuses were associated with capacities and skills of teacher educators. One university head (HU1) said that teacher educators who did not have a higher qualification faced problems in supervising research. He mentioned that research had been excluded from MA programme. He specifically mentioned that he allocated the supervision of MA research to those faculty members who have Ph.D. degree. As he stated:

I use to observe those who do not have B.Ed. and MEd and do not have research degree they face problems and I think university should prefer those people who have done research work. (HU2)

One university head (HU2) complained that they had fewer opportunities where faculty and staff could engage themselves in the learning process of research. He suggested that some research capacity building programme should be introduced so that students could be motivated. He also identified the same problem as the head (HU1) about the capacity of the staff to conduct research who had not carried out research in the past as the part of their academic qualification. He further pointed out that it became a burden for staff because the campus had very less faculty with research qualification like MPhil and PhD. One head of the department from Campus H also expressed the fact that the most important challenge was that they had limited staff to supervise research. She was also of the view that those teacher educators who did not have an M.E. or MA education found the supervision of research more difficult.

Those who have degree in Physics and Psychology but do not have M.Ed. so when they were asked to conduct thesis they find it difficult because they do not have experience in education, they are not trained in that. (HG4)

One head of department from the main campus mentioned that because of the heavy teaching workloads, faculty could not spare time to produce research. He expressed his the challenge of engaging in research in the following way:

I am too busy. I am doing teaching, I am an academic administrator at the same time, I have been involved by the VC in different activities...-I do not find time to do research...I can come up with some good research ideas but then somebody has to push me to complete that. [laugh] (HU5)

One previous head of the department (TU38) reflected in his interview about a workshop in which a need assessment in conducted to access the problems of teacher educators which they face in conducting research. The results of need assessment identified that lack of knowledge and lack of competence of teacher educators in research was the most important factor for the poor quality of research. He said:

So those who do not know what is research how can they supervise it. (TU38)

He added that after the need assessment of teacher educators, it was decided by the management to offer workshops and courses to enhance their skills. Consequently, a capacity building workshop was conducted in a far off campus. He explained further that only two teacher educators attended the workshop, whereas, workshop could not be continued in main campus because of lack of support from the management in terms of provision of food and transport facilitation. From the responses of the heads, it may be concluded that there were various reasons which hindered teacher educators in terms of research including, lack of time, lack of research skills and knowledge, lack of trained faculty in the campuses and lack of interest.

7.6. Informal learning

Heads were also asked how teacher educators learned in absence of formal professional learning opportunities. All heads, when answering this question, talked about the learning environment of the campus.

One university head of Campus D which was the university new campus, talked positively about the collaborative learning environment of his campus. He explained whenever teacher educators face any problem they did not hesitate to discuss and share with each other.

They discuss with me or they discuss among themselves; if there is any individual problem which I can resolve they come to me. (HU1)

He talked about different subject specialist groups within the staff in his campus. He said that we all exchange ideas and learn from each other. He added that the culture of his campus was very collaborative, and teacher educators used to share and discuss the issues mutually.

Head of Campus E also talked about the collaborative culture of the campus and highlighted that in education department we all have MPhil and PhDs who initiated many academic activities in the campus.

We have a small staff and all are qualified...sharing of thoughts is there, and we discuss in our tea session, and we always try to improve our research and facilitate each other. (HU2)

Discussion with others and collaboration was also revealed from another response of the head of the department of the Campus (HG4), who stated:

Yes, if there is a problem or any topic anything like many of our science teachers do not know about the subject which is related to teaching so we discuss among ourselves. We do not face any problem; we learn from each other, no body hesitates. (HG4)

Three heads (HG7, HG3, and HU8) seemed very satisfied about their way of managing the staff and overall working of her campus. They said that it was necessary to acknowledge the faculty strengths and weaknesses and to allocate them responsibilities accordingly.

All are not the same I attach the slow workers to the efficient workers so they start working with their pace. Everybody comes at time. I do not have any complaints from my faculty. But my institution is doing very well.
(HG7)

When the Head of the department of the main Campus A was asked about the culture of the campus, he showed his concern regarding lack of time and workload. In contrast to the heads of Campuses D and E, he shared that he did not find time to sit with his colleagues, as everyone was engaged in teaching and did not have any common spare time.

I think we do not have time to learn...like if you spend a week, you will see that people are busy in teaching and they are going home that is it. So a culture of university where professor comes and stay for hours does not exist in the university. There is no common hour where everybody is free. (HU5)

Answers revealed how heads perceive the culture of the campus and ways they support their staff and provide opportunities for their learning. It was noted that all heads, while talking about the culture of the campus highlighted the inter-organizational relationship among staff members as well as the ways how these two groups are different from each other. This will be detailed below.

7.7. Conceptions of Heads about Government and University

Teacher Educators

A further aspect which was highlighted by all heads and teacher educators was about the overall culture of the campuses and the intrapersonal relationship between teacher educators. It was noted that they (teacher educators and heads) both have conflicting opinions about two cadres of teacher educators i.e. government cadre and university cadre. During interviews with heads, all heads of the campuses mentioned this as a challenge and hindrance to the professional development of teacher educators and the overall learning environment of the campuses. Interestingly, there was a contrasting opinion among government and university cadre heads about these two cadres. These conflicting opinions were concerned with the issue of professional status of two groups, conflicting requirements and expectations for the promotion, experiences in teaching and research, and overall attitude and motivation of teacher educators. The findings have been grouped under two categories:

- Professional status and professional expectations of two groups
- Learning Attitude of Teacher Educators

7.7.1. Professional status and expectations of two groups

Of the eight campuses, where heads were interviewed, four heads were associated with government cadre, while four were from university cadre. Professional status and difference in scale of two groups was one conflicting concern which was talked about by both cadre heads.

The Head of Campus F from government cadre seemed very frustrated about the unequal division of professional development opportunities among two groups of

teacher educators. She said that the two groups were not treated equally by the university

All opportunities are only for university employees, and this is why government cadre people are not sent to the training programmes, why the university has not given them laptops. (HG3)

She also expressed her anger over this differentiation, and showed her concern that there was no coordination between these two groups, which could be 'damaging' for the university. She blamed the university management over this conflict. She expressed that this *gulf* is broadening day by day between cadres.

The university has created this gulf, why have they developed this culture, if government teachers cannot be treated equally then they should sent back to their parent organizations. (HG3)

She suggested that university should take advantage from the *experiences* of the government teacher educators for the benefit of the university.

One university head expressed his view about the promotion criteria of government teacher educators which not only affected their motivation and engagement to do research but cause demotivation for other young teacher educators as well.

(On the) College side, people's promotion is by seniority, on the school side people have promotion by seniority and what is their concern with research, they are not motivated and university people when they see these people lose their motivation. (HU8)

During the interview, he also mentioned that the member of government cadre was not oriented towards higher education requirements and that they had left the campus because they were not ready to perform the roles which were expected from them. He expressed the fact that the previous principal who left the campus was a very honest man, but he did not have suitable qualifications, research experience and university system orientation, so he left the campus. He said that government teacher educators did not have any orientation towards research.

When teachers will not stay in the university and will not be ready to perform how they will come to know what the university is, you will be surprised to know that few people from government cadre do not know what is a research journal. (HU8)

The department head of the main Campus (HU5) was of the view that because of the difference in academic qualifications, government cadre teacher educators could not be given the same status as university teacher educators.

Many of them are not qualified to become a university teacher; they do not have the required qualification. (HU5)

He also added that because in the college sector, teachers were not obliged to update their knowledge, this was why teachers from government cadre were not required to enhance their professional knowledge. He quoted two examples of government faculty members who were professors in scale based on the length of the service even they had no research record. He also pointed out that college sector people used the old course files, and new teachers used the same old files and follow them so how new teacher educators perform better.

A senior member of the staff felt that because of this differentiation in terms of scale between these two cadres, they did not enjoy good relations with fellow colleagues, which affected the overall culture of the university. He used the word “gulf” while talking about the differences of these two groups. He mentioned that in a few campuses where government cadre people were heading, they had biased attitude towards university teachers. He stated that government teacher educators were not given as much workload as new university teachers. While he also reflected on the arrogant attitude of university teacher educators when they were appointed in Grade 18 with only MA degree. While commenting on university teacher educators he said:

They own a very different attitude because to receive 18 scale in Pakistan is a big thing, so they feel they are special I have observed this;

a lecturer feels he himself is a professor. [laugh] (TU38)

7.7.2. Learning Attitude of Teacher Educators

Heads offered mixed opinion regarding the teaching and learning attitude of the two groups. One university cadre head (HUD6) shared his opinion about differences in learning attitude and interest of two groups of teacher educators. He mentioned in particular the difference in the teaching and research interests of the two groups. He pointed out that old teachers were reluctant to change and to use any new techniques in their classroom. Following extract exhibits that:

Experienced teachers are tired, you can motivate a new person you can take work from them you can ask them to make their lectures on multimedia you can train them , you use overhead projector or use techniques but old people generally think that we are very superior people. (HU8)

He further added that it was difficult to bring any change in old staff. He emphasized that university should hire those people who have interest and background in research.

You can bring changes in new people, you cannot change old people, they do not want to bring any change so if university appoint any person then make sure whether he has this capacity to do research or not. (HU8)

This opinion was in contrast to other heads (HU5), who acknowledged that although government teacher educators did not have a research background but they had vast experience in terms of interacting with students in comparison with the new appointee teachers who did not have any teaching background.

Teachers who are employed by the university, most of them have directly joined after having their education completed so none of them have experience of teaching on the other side government teachers they have experience of teaching at college level and from there they have moved to teacher education institutes so I can see the difference. (HU5)

A senior university teacher who had been working in schools for many years and had been working as a head in the main campus expressed the same opinion about the teaching skills of beginner teacher educator. He felt that there were very rare cases where young teacher educators who did not have teaching experience could teach effectively; this could only be an ‘*exceptional*’ case. Since, he had been heading the department, he shared that it was noted in evaluation forms received by the students that new teacher educators were harsh with students and that they were authoritarian in the class.

One government head teacher from Campus F did not seem to be very satisfied with the learning attitude of new teacher educators. She expressed the fact that new faculty members did not learn from their seniors

New generation are reluctant to ask and learn from seniors--- they do not respect seniors---they do not think that they should learn from seniors If you give them feedback then they do not like it and think that they have been observed.⁷

One department head from government sector from Campus H commented positively about university teacher educators, and said that most of the time university teacher educators were very good who take initiatives.

Obviously, if they face any problem, they should not hesitate to ask, they should ask openly and do discuss in the same way experienced teacher educator should share their experiences with open heart and convey it to the juniors and guide them with love. (HG4)

Analysis of these responses regarding two cadres provided some insight into how these two groups were perceived by the heads, and how the different learning and professional attitude of two groups contributed to the professional environment of the campuses. Contrasting opinion about the capacities of these teacher educators

7. Urdu expression : jassose ho rhe hy mere

(government/university), their professional status and expectations of roles were very obvious by both cadre heads.

7.8. Vice Chancellor views on Professional development and Support

The following main questions were asked from Vice Chancellor of the University in relation to the research study.

- i In your view what is professional development and how it is important?
- ii Which steps did you take for the professional development of teacher educators?
- iii Most of the teacher educators reported that lack of funding and resources is major hurdle in their professional development? What is your view about it?

Findings have been categorized under the following three significant categories:

- Professional development
- Steps taken for professional development

7.8.1. Professional Development

While expressing his view about professional development of teacher educators, he emphasised the importance of the formal professional development for teachers. He said although teachers learn from experience, interaction with colleagues and students and through teaching over a period of time but this process can be very slow. He added that institutions can play their part in providing formal opportunities for teachers

I think some kind of steps by the institution to promote to improve the professionals can bring some assistance to the teachers.

After talking about the significance of professional development he indicated that

teacher educators did not have English language proficiency. He said teachers in this university were not capable of delivering their lectures in English therefore English language should also become the part of our professional development.

Spoken English is one area where we should hold regular courses, this would develop confidence among teachers and as a consequence professional development will also be there. That is how I see it.

It is interesting to note that teacher educators similarly raised this issue of lack of proficiency of students in English language, which was a hurdle for them to undertake research, whereas, the Vice Chancellor talked about the lack of proficiency in English language of teacher educators. Later in his interview, he talked about the research capability of teacher educators. He did not seem very positive about the skills and capability of the teacher educators and students in research. He said that teachers are not fully aware what research is

We really need to educate teachers on this thing that what exactly is research; my view is that most of our faculty has little knowledge of what exactly is research and how to conduct the research.

He also showed his resentment over research topics and areas which were presented by PhD students. He said in my opinion that these topics are redundant. He said that although he was from the science field, he could say that research students in the university were not able to bring innovative research topics, and this is one area where we can support research students.

7.8.2. Steps taken for Professional Development of Teachers

He was asked what steps he had taken in relation to the professional development of teacher educators. He admitted that he could not do a lot of work in the area of professional development, because of his involvement in non-academic issues of the university. However, he identified the following steps which he has taken so far:

- Expedite the evaluation⁸ process of PhD theses
- Revise PhD rules and regulations
- Encourage the faculty to broaden their area of research
- Plan to conduct language courses for the faculty
- Hold conferences
- Give feedback to the staff after receiving their evaluations

He also mentioned that he had recently invited experts from USA who delivered few seminars on research design and methods for the faculty, and as a result, he received very good feedback from students and teachers. He said that now it is the responsibility of the Head of Department of Education to carry on with these steps. When he was asked about the issue of lack of funding and resources which were talked a lot by teacher educators. He replied:

I do not think university has suffered from lack of funding, it is not a problem with us, we can actually handout this money to the teachers whosoever writes a paper.

He did not mention in his interview about lack of resources, books and internet which teacher educators and heads frequently mentioned in their responses. He also mentioned about the recent establishment of Directorate of Research (DOR) in the university. He explained that this directorate would aim to collect the academic and research profiles of all the teacher educators across campus, and then by making research groups encouraging the staff to conduct research. He also said that they were trying to encourage the teacher educators to give them monetary benefits as well.

8. PhD theses are sent to the external reviewer in foreign universities for evaluation

7.9. Director General of Learning and Innovation Cell, Higher Education Academy

One representative from Learning and Innovation Cell, Higher Education Academy was interviewed. The interviewed focused on the following main aspects.

- i. System of Professional development for teacher educators;
- ii. Selection Criteria and follow up of the training programmes;
- iii. Expectations of teacher educators;

She discussed different initiatives which HEC had introduced in relation to the training of teachers and teacher educators in universities. She emphasised on the value and significance of the professional development of teacher educators for the quality of teaching.

The quality of teaching is highly dependent on quality of educators, quality of teacher educators is vital because they are teachers of teachers, they should have formal qualification as well as specialised training to build their capacity.

She talked about the faculty development programme conducted by HEC, which was offered to all the faculty members. She stated that the main aim of this programme was to build the capacity of the Masters trainers in foundation areas of teaching like Psychology, micro-teaching, assessment and testing, research, learner psychology and English language. She felt that due to the budget constraint and other administrative issues, HEC could invite only one or two members of faculty from each university to attend training in HEC. She reported that they always provided a timeframe of six months to universities to arrange for follow-up and cascading the training but sometimes universities themselves did not take initiatives to take advantage of the trained master trainers.

We can invite only one faculty member from each university as a Master trainer. The basic survival of the Islamabad training is on cascading; one to many and many to many more---universities do not take the responsibility ...it is the big dilemma.

While talking about the UOX, she said that UOX had to play an important part in ensuring the quality of teacher education in Pakistan.

You have a big responsibility because you are teaching teachers. Your teachers should be abreast with latest knowledge and modern method of teaching so that they can become the role model.

She stated that they could only provide limited assistance to the universities in setting up their internal system of professional development; however, it was the core responsibility of universities to establish and continue a proper system of professional development.

7.10. Summary

This chapter presents the interview findings of the university management. All heads of the campuses reported that there was no permanent and on-going opportunities of teacher educators' learning. Heads reported informal orientation and verbal communication about the roles and responsibilities as a part of informal orientation for new teacher educators. Lack of resources and lack of access to professional development provisions were especially reported by heads of far-off campuses as a significant challenge to teacher educators' learning. It was also noted in the findings that heads have limited involvement in academic decision making of the university academic matters. Heads reported that beginner teacher educators with no research experience found more challenges in supervising research. They suggested the need for a permanent induction programme for beginner teacher educators to train them in research and teaching skills. Heads of the University campuses talked about the collaborative culture of the campuses, whereas, other heads of the campuses reported

conflicts between two groups of teacher educators in their respective campuses. Heads of both cadre reported contrasting opinion about the government and university teacher educators in terms of their professional attitude. The Vice Chancellor did not mention about the lack of resources in campuses, he focused more on the limited capacity of research skills and English language proficiency of teacher educators and students. However, he acknowledged that he could not do much in terms of the professional development of teacher educators because of his involvement in administrative issues.

CHAPTER VIII

Discussion

8.1. Introduction

The purpose of this study has been to explore how teacher educators, working in a teacher education university in Pakistan, learn and what challenges they face in their professional development. The literature review chapter revealed some of the gaps in the present discourse of informal and workplace learning of teacher educators (see section 3.3). This study adds to our understanding of the learning and professional challenges of teacher educators by devoting particular attention to the professional context, organizational context and interrelationship of both to learning. Through data analysis and presentations of findings (Chapter 5, 6, 7), the teacher educators' experiences of professional development, the challenges they face and the views of headteachers on these challenges and opportunities for learning have been analysed.

Table 34 shows the categories and sub-categories which were used in the analysis of the interview data. I will present a holistic account, focusing on three large themes: the organizational context; the professional context of teacher educators; and the learning of teacher educators overall.

Table 34: Themes and Categories

Themes	Organizational Context	Professional Context	Experiences of Learning
Categories	Sub-categories		
Professional development opportunities and challenges	Unhealthy Relationship between Government and University teacher educators	No formal mechanism of professional development	
	No transition support for government teacher educators	No induction programme	
	Conflicting positions and scale	Lack of professional support	
	Unequal and insufficient support	Limited support for beginner teacher educators	
Professional roles and experiences			
		Varied professional experiences and trajectories	
		Teaching, Research, Teaching Practice	
		Lack of time	
		Lack of support and facilities	
		High student strength	
		Lack of support in teaching new subjects	
		Understanding and meeting the demands of semester system	
		Time consuming	
		Lack of interest	
Learning			
Formal and Informal ways of learning			Informal learning (Self-study and incidental learning)
			Peer-learning and discussion
			Support from senior colleagues
			Internet

8.2. Organisational Context

The university context appeared the most significant influence on teacher educators' learning, which had not envisaged at the beginning of the research. The key issue regarding context was that university had two groups of teacher educators i.e. university and government. These two groups were associated with different administrative and academic governing bodies with respect to their recruitment, promotion, pay and scale. Government teacher educators were the employees of the government sector, under the academic and administrative control (pension, promotion and pay, etc.) of the Government of Punjab. This group had been teaching in College of Education or Government Colleges of Elementary Education before resuming into the university. Meanwhile, the university teacher educators were hired after University was founded in 2002, and they were affiliated and governed by the rules and regulation of the university and higher education commission. Among the ten campuses of the university, eight campuses had been colleges of teacher training before, while only two were the new campuses of the university. Therefore in all the new campuses, there was only university faculty, whereas the other eight had a mix of university and government faculty. This meant there was a division among teacher educators both between and within campuses in terms of their scale, position, professional backgrounds and experiences, as discussed in Chapter II.

It appeared from the findings that the university had inequitable structures and dissimilar employment status of teacher educators. These differences led to a differentiated provision of facilities for teacher educators and promotion policy. These structural issues of the university and the consequential differences between

two groups of teacher educators were noted in the accounts of heads and both group of teacher educators.

These differences were seen as causes of frustration and conflict among university and government teacher educators and heads. University teacher educators across campuses felt that the two group of teacher educators were not treated equally in terms of access to professional development opportunities and work equity. University teacher educators felt that government teacher educators were at an advantage in campuses where they hold administrative positions or campuses which were headed by government faculty. Government teacher educators were seen less efficient by university teacher educators. In contrast, government teacher educators felt that university teacher educators were naïve in teaching, considered themselves superior, and did not follow rules and procedures. Thus, both groups felt themselves disadvantaged in their own positions and found this situation challenging. Both groups expressed this unequal treatment and felt that they had been discriminated in terms of access to professional development opportunities.

These findings highlighted the significance of workplace factors such as restructuring and redeployment, organizational structures and context within the process of learning at work. This has been noted in a range of management and organizational research studies. However, the binary breakdown which has been found here has not been reported elsewhere.

This restructuring also seemed to restrict the learning environment, lacking clarity and failure to promote the required support for teacher educators. Fuller and Unwin (2003) and Ashton (2004) in their research outside the teaching field had concluded how organizational structures and workplace context could create

opportunities or barriers to learning for the employees. They explained that in the expansive working environment, individuals had been given equal opportunities to learn and had equitable policies for all the employees which were likely to increase the professional and organizational development. In my study, teacher educators were challenged because of the discerned administrative policies. Thus, under the current university structure, teacher educators fail to promote harmony with each other which restricted their learning.

The findings of my study further demonstrated that the university's organizational structure and context left insufficient and inequitable support for teacher educators within and across campuses. This had a far reaching effect on the distribution of professional development opportunities. Both quantitative and qualitative findings suggested lack of access, unequal opportunities and lack of recognition as major professional challenges. Specifically, teacher educators from far off campuses found themselves neglected in the provision of professional development support and resources in comparison to their urban colleagues. They frequently mentioned lack of resources, books, and library and internet facilities in their campuses, which they also reported as challenges in the preparation of their teaching and undertaking research. Teacher educators from the southern campuses which were in some distance (i.e. 442km, 346km, 295km, 254km—refer to full map see Figure 2) from the main campus described themselves as *'neglected'* and *'isolated.'*

I think we are totally neglected here—we are here in a long distance which is a very alarming factor (TU6).

This demonstrates that there was a clear sense of unhappiness and disempowerment in teacher educators' responses. Teacher educators specifically favoured localised trainings, having supportive learning environment and arrangement of courses and training in their respective campuses. Teacher educators, particularly in remote campuses, underlined the fact that they need more support and opportunities than teacher educators in city campuses. They highlighted that they have to face higher cost in terms of time and money to participate in any professional development programme organized in the main campus.

These findings resonate with Zin's (1997) study which had identified several institutional structures, including provision of funding, time and technology, variety of professional development opportunities both off and on campuses which facilitate teachers' development. The findings of the study also seemed parallel with Cuervo (2005) and Mulcahy (2006), who identified major areas of difference that impacted on the professional development needs of rural and remote teachers including access and isolation. Cuervo (2005:116) summarised several research studies conducted in Australia, a country that had sporadically scattered rural communities over a large land area by stating that one of the difficulties faced by the Australian rural education system is teachers' professional development due to their remote locations. Mulcahy (2006) labelled this situation a '*social justice issue*'. He stated that rural teachers were often restricted in terms of provision of resources than their urban and suburban colleagues. My research suggested that the structural feature of the university had caused inherit disadvantages for teacher educators working in far off campuses. These constraints had a significant influence on the professional development of teacher educators.

Moreover, there were examples when teacher educators and heads not only showed their concern over access to resources but also lack of information, and lack of involvement in decision making and academic planning. Responses from the head of departments showed that they did not have any involvement in decision-making and planning for the professional development of teacher educators. Heads critiqued the selection criteria and access to information regarding courses and professional development workshops. They showed their departments' constraints in taking up the possible opportunities, leaving them *marginalized* and *disempowered*. Access to knowledge about organization among employees and managers were considered important in the studies of the workplace and organisational learning. For example, Ashton (2002:48) shed light on the issue of access in his studies on workplace and organisational learning. He concluded that in some instances some managers had more access to knowledge that subordinates were not entitled to know. Thus, workers' learning was restricted due to the lack of access to relevant knowledge about the organization, its objective and its organizational system. This issue of access and restricted information of selection criteria and available opportunities which appeared in this study are parallel to the study of Ashton (2002). In this study, it seemed that campuses heads and teacher educators had no access to information nor were they involved in professional development policies. When the city university head was questioned on this, he stated that in some cases the university used to receive information regarding training very late, so it was difficult for them to invite teachers from far off campuses. This indicated that the flow of information among different tiers or training provider was neither smooth nor fast.

Again, lack of involvement in decision-making and lack of recognition was particularly noted in the responses of teacher educators of far off campuses. Teacher

educators felt that university did not recognize their strengths and capabilities. It was interesting to note that this issue of non-involvement was reported by both the government and university teacher educators. One head of the university campus reported:

*Yes, due to access and being far, we are not involved in any academic planning, but we are taking part by force.*⁹ (HU1)

This demonstrates how the bureaucratic culture of the university affected the teacher educators: the top-down policy of decision making and academic planning offered less support for the learning of teacher educators. This institutional culture restricted teacher educators and the ability of heads to contribute positively to their learning.

Young and senior teacher educators who were involved in higher studies also felt that they were isolated and did not get the opportunity to become involved in academic planning of curricula, teaching practice, research and other matters. These findings resonate with the research on beginner teacher educators by Martinez (2008: 38) which echoed the same tension of *powerlessness* to exert any influence in the higher education setting. Both groups of teacher educators explained that there was far less sharing among teacher educators across campuses, as exhibited in the following extract:

There is no sharing; all ten campuses are disconnected from each other.
(TG26)

It seemed there was a divide not only between teacher educators but also within campuses as well. Moreover, there seemed to be a clear communication gap within

9. Urdu expression: [you kahen k hum dake se un pesawar how hoe hein]

□

the campuses of the universities which influenced the learning of teacher educators. As was discussed earlier, there was communication gap and a gulf between the two cadres of teacher educators; it was also clear that even between the campuses there was no norm of sharing, collaboration and collegial support. This lack of collaboration appeared to inhibit *connectedness* (Hug and Mollar, 2005) among teacher educators. Teacher educators working in different departments appeared to be disconnected from each other. This resulted in all teacher educators feeling isolated and disempowered. It is often reported that there seems to be a '*grave deficiency of social capital*' (Hargreaves and Fullan, 2012:90) among teacher educators. Communication, collaboration and working together constitute social capital which support the teachers and contribute to the benefit of the individual, as well as an organization. This support group and social capital seemed to be missing in the current context of the research. Heads and teacher educators emphasised the need for mutual cooperation and shared responsibility for the progress of the university but did not find it.

These results are parallel with the study of Chaudhary (2012) on professional development of Pakistan' tertiary teachers which concluded that workplaces for tertiary teachers were largely unsupportive environments that did not build cultures of meaningful interaction among teachers for their learning and development. He suggested that teachers needed a supportive and nurturing environment which was more realistic, accessible, continual and equitable which would facilitate learning from each other. In addition to cultural considerations, both qualitative and quantitative findings did not provide any examples of in-house training or mentoring programme, despite authors such as Williams, Ritter and Bullock (2012) suggesting

that social and institutional cultures, and the professional relationships that develop within them, contribute greatly to the development of teacher educators.

The main factors which have been studied under this theme of organisational context include structural issues, lack of collegiality among teacher educators, lack of supportive context, in-equitable access to information and resources and lack of sharing, also resonate with the study of Massey *et al.*, (1994). This study described characteristics of university departments that successfully encourage collegiality among faculty members as supportive culture, frequent interaction and tolerance of differences, workload equity and consensus decision-making. Massey *et al.*, (1994) also argued that collegial organizations place a lot of emphasis on sharing, consensus building and collective responsibilities with no difference in one's status and where individuals interacted as equals.

This research has highlighted those factors that negatively influenced the learning of teacher educators in different variables of context i.e. contested organizational context, difference in structuring and position, differences in repertoire of skills, lack of access, lack of recognition and encouragement. These factors seemed counterproductive to developing a collegial relationship, collaboration and communication.

In addition, the findings also uncovered the differences in teacher educators' affiliations, their professional repertoire especially in terms of publishing research and teaching skills. For university teacher educators, research and publication were obligatory for promotion as per university rules and regulations, whereas, for government teacher educators, research and publication were not necessarily required. This led to a noticeable difference in both groups in terms of their

professional and academic expectations as well as repertoire and was seen as a source of tension between two groups of teacher educators: both groups commented negatively on each other's teaching and research skills.

The literature on management and organizational studies had also emphasized the need for a supportive environment for workplace learning i.e. learning that is interconnected and inter-dependent at the individual, community, and organizational level (Senge, 1990; Argyris and Schon, 1996; Nonaka *et al.*, 2001; Billet *et al.*, 2001; Fuller and Unwin 2003; Ashton, 2004). This interconnectedness and interdependence require a supportive culture in creating and strengthening learning conditions. In this study, the basis of inter-connectedness was missing at the individual, as well as organizational level.

These differences in the position, scale and professional repertoire of teacher educators also seemed to result in an unhealthy relationship and lack of collegiality among teacher educators. Each group seemed to have their unique combination of expertise, but instead of sharing expertise with each other, differences in positions prevented them from working and learning from each other. They did not seem to share their respective knowledge and expertise with each other. Thus, structural and administrative issues resulted in teacher educators' demarcations and grouping.

8.2.2. Balkanization

Due to the binary division, there appeared a communication gap between teacher educators. Differences and conflicts among the groups can be described with the

notion of *balkanization*¹⁰ which was used by Hargreaves and Fullan (2012) in reference to the grouping among teachers in schools. They concluded that balkanization led to *poor communication, indifferences or subgroups going their separate ways* (Hargreaves and Fullan, 2012: 116). They identified four broad subsets of collaborative cultures including balkanization, contrived collegiality, professional learning communities and clusters, networks and federations. They maintained that '*Balkanization*' of teachers was often found in high schools and large elementary schools, where competing groups of teachers seek power for their own ends and reduce professional interaction and collegiality. Hargreaves and Fullan (2012: 115) argued that a balkanized culture restricted teachers in sharing and learning from each other. It resulted in teachers attaching themselves to a particular group with whom they worked and socialized most often. They characterized balkanized culture as exhibiting poor communication practice, lack of collegiality and isolation. Such a climate was not conducive to school improvement efforts, whereas schools with a collaborative culture supported the atmosphere of collegiality, trust and quality work for students and teachers.

Day and Saxe (2004) used this notion of balkanisation with regard to teachers' professional development and argued that among many other factors, teachers' professional development was linked to the working context of the teachers. If teachers did not have a positive relationship with their colleagues, they would miss out on opportunities to collaborate and discuss their professional experiences and

10. Balkanization, is a geopolitical term. After the First World War, the term 'Balkanization', generally understood to be the break-up of larger political units into smaller, mutually hostile states manipulated by great powers, gained official linguistic recognition and acquired several negative connotations as a threat to international order, stability and peace (Huliaras, 2001: 182)

ideas with each other. Day and Sachs (2004) further argued that a school culture may support learning both negatively and positively as seen in the literature review. In this research, these two groups of teacher educators did not appear to compete with each other to seek power and did not, for example, find themselves in direct competition for promotion and resources. The lack of professional interaction and collegiality in this context seemed to exist because of differences in their positions and the structural issue of the university. This closed interaction also seemed to create a communication gap between teacher educators thereby restricting their professional interactions, relationships, collaborations, and their professional development.

This balkanized culture did not help teacher educators to promote an atmosphere of collegiality, trust and positive relationships. The teacher educators were divided by norms and status which led to an unwelcoming attitude towards each other affecting negatively the learning environment. This cycle of differences and resulted binary division is shown in the following Figure 12.

Figure 12: Balkanisation

In my research, the difference between the two groups can be described as lack of ‘synergy’ and an ‘uncomfortable equilibrium’ between teacher educators. Hodkinson and Hodkinson (2004) used these terms to explain the differences and conflicts between teachers. Alternative studies carried out on the professional development of teacher educators showed that an important aspect of a learning community was to establish a collaborative and collegial relationship (e.g. Clark 2001; Dinkelman, 2001; Loughran, 2002; LeCornu *et al.*, 2008; Murray, 2005; Ben-Peretz *et al.*, 2010; McKeon and Harison, 2010). Thus, to develop collaboration and positive relationships among teacher educators, a supportive environment becomes paramount (e.g. Lunnerberg *et al.*, 2006; Khan, 2012; Ciuffetelli *et al.*, 2010). This current study presented a case of a binary divide which resulted in failure to share and learn from each other and to form a learning community.

Another study by Lave and Wenger (1991) maintained that learning was centrally concerned with social relations and belonging, which was a similar theme discovered

in this research. However, Lave and Wenger (1991) were criticized for underplaying the relationship between working conditions and learning (Kelchtermans, 2004), and the power relations (Selena *et al.*, 2007) which may cause clique formation and inhibit learning community. By comparison, this study provided further insight into how working conditions can influence the relationships and forming in learning community. The conflicting positions and status differences that co-exist in the one place affected the way teacher educators perceived each other and created an unhealthy professional relationship. This balkanized culture appeared as one of the significant challenges which teacher educator faced in their workplace. Nevertheless, teacher educators and heads recognized the need for collegial support and a supportive environment.

In my research, the binary division of teacher educators negatively affected the social relations and hindered opportunities for sharing among teacher educators. These findings should be seen in the context of a wider literature with, for example, OCED (2005: 169) stressing the importance of the quality of relations with students and colleagues, facilitation by school leaders, provision of resources, good working conditions, and opportunities to improve and develop skills. Nonaka *et al.*, (2001) used a useful Japanese concept ‘ba’ which meant a shared space for emerging relationships and for sharing knowledge and learning. ‘Ba’ consisted of physical or virtual spaces, or a combination of these, which provided a forum for developing individual and collective knowledge something that was missing for the teacher educators in this study.

Parker (2008) argued that in the absence of a supportive environment, teacher educators did not openly share their skills, which hindered their ongoing

development and learning in the workplace. William, Ritter and Bullock (2012) stressed the need for beginning teacher educators to find social, emotional and intellectual spaces within teacher education, and to learn in supportive communities. These intellectual spaces were missing for teacher educators in my study.

The above findings and discussion has focused more on the organizational context. The following section will focus on the professional context of the teacher educators, and will highlight how professional contexts influenced the learning of teacher educators.

8.3. Professional Context

The previous theme explained how the differentiated positions and unequal access to learning opportunities for two groups of teacher educators influenced teacher educators' learning. My study also provided examples of the ways that professional characteristics and experiences of teacher educators (i.e. individual academic and professional backgrounds and experiences, different promotion criteria and positions) seemed to influence not only on the learning of individual teacher educators but also the overall learning environment of the university. This interrelationship will be elaborated and further discussed below.

8.3.1. Interrelationship of Professional and Organisational Context: Learning and Challenges

In my research, the professional characteristics of teacher educators appeared to be an important factor in setting the learning environment of the university. Most of the university teacher educators shared that they did not feel encouraged to learn from their senior government fellows, who had very different professional

backgrounds and interests. University heads commented that government teacher educators were less motivated to engage in research and did not use modern teaching methods and content to teach. They felt that in the absence of support and encouragement from their government colleagues, university teacher educators had started following the same practice. Thus, it seemed that government teacher educators appeared to contribute less positively to the learning environment of the university because of their traditional professional practices.

As discussed earlier, government teacher educators mostly had school or college teaching backgrounds. A few of them did not have a professional qualification for teaching since college teachers did not require those. Teacher educators with school teaching experience had the old qualification of teaching and had limited orientation and practice to modern teaching methods. Moreover, they had not received any induction programme or capacity building programmes when joining as a teacher educator in the university. These professional practices of government teacher educators seemed to parallel the findings of a study by Khan (2011) which was based on the professional development of two teacher educators¹¹ from Government College of Education (GCE) in Pakistan. Khan reported that both government teacher educators tended to advocate the '*traditional*' pedagogies. He concluded that this issue of using the old method of teaching could be attributed to the fact that teacher educators themselves had been taught by the same old

11. The government teacher educators in current study are among the same cadre of GCEs as in Khan's study.

methods, such as delivering lectures and dictating notes, and they received limited support or induction programme(s) when they joined the university.

In addition, this research also showed that government teacher educators seemed to have a more restrictive learning environment in comparison to their fellow university colleagues. The partial reason why university teacher educators did not seem to find aspiration to engage in research was that they had not seen an active participation of their fellow government colleagues either in research or in terms of using new pedagogical methods. However, the limited professional adequacy of government teacher educators highlighted in my study cannot be attributed solely to their professional backgrounds. The university also seemed to offer a *restrictive workplace environment* (Fuller and Unwin, 2004) to government teacher educators since it had not offered them any formal learning opportunities to update their knowledge and skills. Current research showed that firstly, the position of government teacher educators (and their affiliation with the Punjab Government) was a key determinant which did not allow them to access professional development openings and support offered by the university. Government teacher educators had not attended any organisational induction to learn about the new system of the university, for example, teaching practice, semester system of examination, mode of assessment etc. Moreover, government teacher educators felt more challenged and overburdened as compared to their previous role as college or school teachers. It seemed that the university overlooked the learning of government teacher educators. The university had not offered any monetary benefits to encourage government teacher educators in research activities, nor were any continuous arrangements set in place for their capacity building. Furthermore, being administered by the Punjab Government, promotion policies did not require government teacher educators to

take part in research or any other scholarly activity. Thus, the organisational structure appeared another contributor which challenged the learning of teacher educators.

These findings can be explained with reference to the management and organizational literature. For example, Fuller and Unwin (2004) in their studies of management and organisational field argued that personal disposition, as well as support from the managers determined the engagement of individuals towards learning. They introduced the term '*learning territory*' which referred to the *range* of learning opportunities for employees. They further mentioned that the workplace seemed to be a key *region* for individuals in terms of their positioning as employees and their experiences of workplace learning to introduce both formal as well informal learning. However, they pointed out that the learning territories of individuals and workplace learning contexts influenced each other. From my research, it appeared that for government teacher educators, their learning territory was not taken care of by the university management. Furthermore, government teacher educators' professional trajectories and their position seemed to influence their engagement with learning opportunities. Thus, the study showed the importance of Fuller and Unwin's statement (2004: 36) that '*both individual disposition and organisational context come together to develop settings of workplace learning, each impacting on and (re) shaping the other*'. This implies the importance of both individuals and organization to develop settings for learning.

As discussed above, teacher educators seemed to form the learning environment of the university. In other words, workplace affordances seemed to be shaped by teacher educators. Similarly, as mentioned before, the university as a *workplace learning environment* also appeared to set the conditions and nature of affordances

for learning of teacher educators in terms of expectation of work, the given status of teacher educators, their relationships and the provision of support and resources. This interrelationship between individual and context is emphasized by Brown *et al.*, (1989: 33), who argued that *'it is not that each person learns in a context, but rather each person is a reciprocal and constitutive part of that context, and any separation between the person's learning and the context in which they learn is artificial'*. This suggest the relationship between context and learning. The professional practices of teacher educators, their roles, positions and particular affiliations with different administrative bodies affected their learning environment. This context shaped by their character and reactions towards their engagement in learning, and provided a basis for others to develop. It seemed that the university context was restrictive and less facilitative for the professional learning of government teacher educators as well as university teacher educators in terms of their access to professional learning opportunities.

From the above discussion, it may be concluded that the university context was paramount in shaping the learning environment for teacher educators in terms of its resources, practices and relationships. At the same time, teacher educators' professional context, their position and professional repertoire also appeared to influence the learning environment of the university. This interrelationship presented the informal learning and workplace settings for teacher educators. The reciprocal relationship also offered a new perspective to understand the learning and challenges of teacher educators. This interrelationship is exhibited in Figure 13 below.

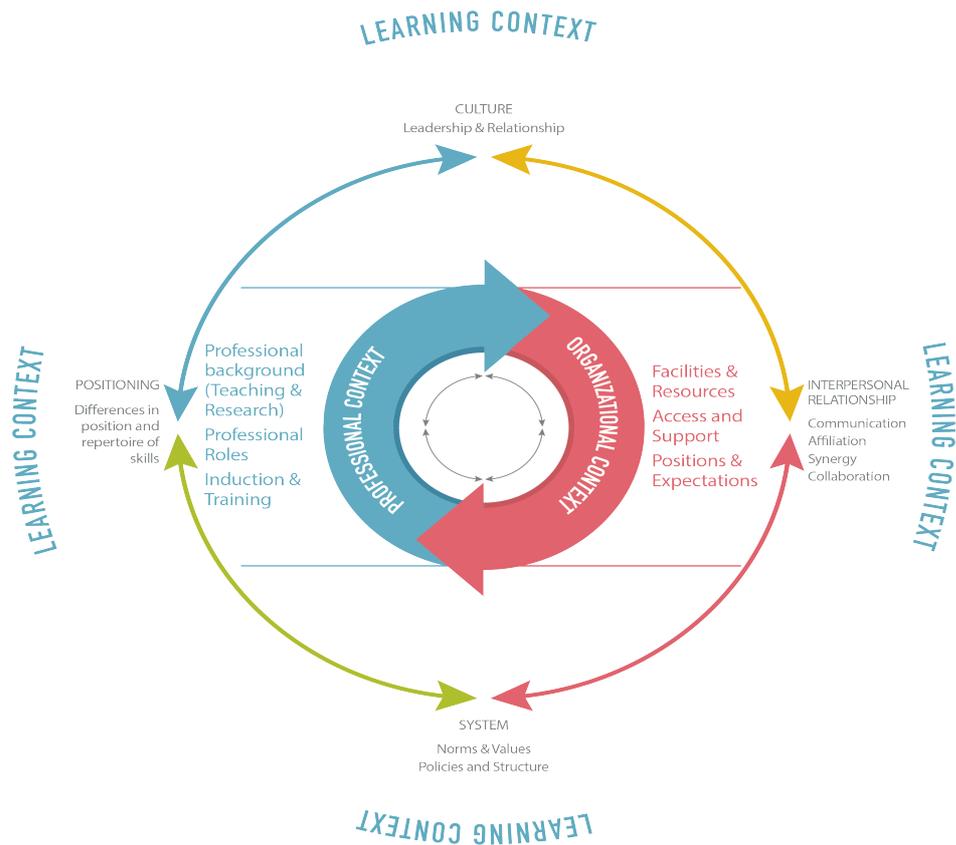


Figure 13: Interrelationship of Organisational and Professional Context

This reciprocal relationship parallels Bateson (1988: 29) argument that ‘...context is not about physical location or physical setting...context is a particular whole which a given part helps compose, not something separate from or abstracted from that part’. This implies that an individual may constitute a part of the whole and also help in the formation of others. An individual might facilitate the learning environment by collaboration and positive relationships or can restrict it. Since Bateson’s epidemiological stance on learning also implied that learning is social and relationships and collaboration are key fundamentals of learning, therefore, the individuals in a particular context might help or restrict the formation of any particular learning environment. Evans *et al.*, (2006: 10) also

suggested that ‘...importantly, individual employees (at all levels) bring their own experiences of life and learning into the workplace and thus contribute to the shaping and development of the learning environment’. This, therefore, suggests that every individual contributes to the workplace environment by bringing their unique experiences. The experiences might include each individual's attitude, values, power, interest, motivation and social skills. These experiences might also determine the kind of relationship one individual might have with others. At the same time, as discussed above, context itself might facilitate the formation of relationships positively or negatively.

In my research, the influence of the workplace setting on teacher learning resonated with the study of Fuller and Unwin (2004) who studied the contemporary workplace settings in the UK (industry and secondary school) to explain the nature and process of learning at work. They used Lave and Wenger to understand workplace learning and concluded that the institutional environment and settings played a key role in offering opportunities and barriers to learning. This current research has acknowledged the situated nature of learning, although it is different from Lave and Wenger's concept of communities of practice, in that my research addresses the particular organisational and professional context of teacher educators. It adds to the knowledge of the participatory learning and communities of practice, showing that professional and organisational contexts might facilitate and inhibit the professional relation between teacher educators.

The understanding of workplace settings illustrated in this research gives new insight into the informal learning of teacher educators by taking the perspective of Billet's (2001) theory of workplace affordances. In my research teacher educators'

professional trajectories, experiences and positions were the major contributors to the learning environment of the university. Billet (2004) argued that the way the workplaces afforded opportunities for learning was an important aspect of workplace learning. Workplace affordances may constitute workplace values, norms, practices and relationships. The learning landscape of teacher educators can be considered not only in terms of the physical resources but also individual professional experiences of teacher educators as well, as these seemed to play an important arena for other teacher educators' learning, and thus, could be named as 'workplace affordances'. Thus, in this research, it seemed that workplace affordances were formed by teacher educators as well as by the support and facilities provided by the university and its background.

The different promotion policies, different administrative and academic controls, discerned interests, conflicting relationships and positions of teacher educators contributed to workplace affordances. The two different administrative and academic controls under one working place also resulted in inequitable distribution and access to resources on the basis of teacher educators' status. Thus, a university setting which inhibited both government and university teacher educators' learning formed a culturally and historically derived workplace (Billet, 2010: 210) which had its own values, norms and learning environment. The binary divide of teacher educators added a new layer of affordances which is characterised by *workplace demarcations*, *workplace cliques* and *balkanization*. Moreover, heads of campuses, whether they were from government or university faculty determined differentiated affordances for teacher educators in different campuses. This has led me to explain and represent the workplace setting of the university in relation to the teacher educators' learning using the model presented by Billet (2011). Billett's conceptualisation of workplace

learning as an interdependent process between workplace affordances and individual participation in work looks particularly useful in providing the basis to explain the relationship between university context as setting workplace affordances, teacher educator's engagement, or participation in learning, as presented in Figure 14.

The left-hand-side of Figure 14 represents the affordances that the university provided for teacher educators, which included contested university context, discerned status and positions of teacher educators, relationship and unequal and insufficient professional development opportunities. The right-hand side signifies the unique professional characteristics of teacher educators, comprising their professional repertoire, norms, values and interest. In my research, workplace affordances (support, status, encouragement) and teacher educators' interest and motivation, prior affiliation seemed interrelated and set the condition for informal learning. This interrelationship provided an explanation for the workplace settings of the university, whilst giving insights into the challenges to informal learning of teacher educators.

Billet (2001) argued that workplace affordances could lead to learning opportunities, which could be a source of contestation and had a direct facilitating or restricting impact upon participation.

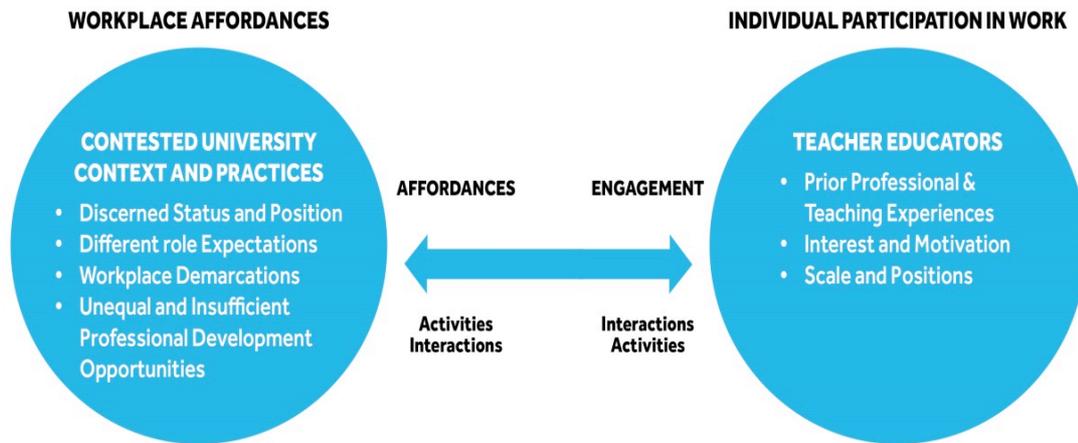


Figure 14: Learning of Teacher Educators: Workplace Affordances and Individual Participation

(adapted from Billet (2001:211))

The findings also provided examples of how the contested context of the university and its resulting unequal distribution of professional support and limited provision of resources became the main challenge to the learning of both groups of teacher educators. Thus, engagement and participation in research for government teacher educators seemed less valued concerning their academic expectations. In the case of university teacher educators, they seemed challenged because of limited resources and the constrained learning environment of the university. Thus, for university teacher educators, although, they were obliged to take part in research, the university did not appear to offer them substantial support and provision of resources and time. This situation may be explained with the notions of ‘*affordance*’ and ‘*participation*’ introduced by Billet (2001). He focused on the dual bases of workplace affordances for learning and individual participation in the activities and guidance provided by the workplace. Billet (2001) further maintained that workplace affordances alone could not facilitate learning. How individuals value opportunities is equally

important as Valsiner (1994) similarly argued, the *degree of similarity or relatedness* between individuals' value and what the workplace affords might determine the commitment of individuals towards learning. In this research, this interrelationship seemed less facilitative for teacher educators' learning.

8.3.3. Individual Professional Context of Teacher Educators and Learning: A Constitutive Relation

The findings also showed that the individual professional characteristics of teacher educators seemed to form a learning context for teacher educators which I named the 'professional context'. This professional context included professional qualifications and experiences of teacher educators, their repertoire in teaching and research and discerned expectations of work. This professional context also appeared as an important contributor to the learning environment of the university, which in turn affected the teacher educator' learning. The findings also provided examples of different factors which affected the workplace settings of teacher educators. These factors were divided into three categories, as modelled in Figure 15, and are explained in relation to the factors which Eraut (2010:54) called *learning* factors and *context* factors. The first triangle of learning factors included the value and place of research in teacher educators' work, experience of teaching in higher education, feedback, motivation and support. The second triangle of context factors included scale and positions, the relationship with each other and the expectations of the performance of teacher educators. The third triangle which I named as professional context mirrored the individual professional experiences of teacher educators i.e. their affiliation with University or Government cadre, qualifications and repertoire in teaching and skills.

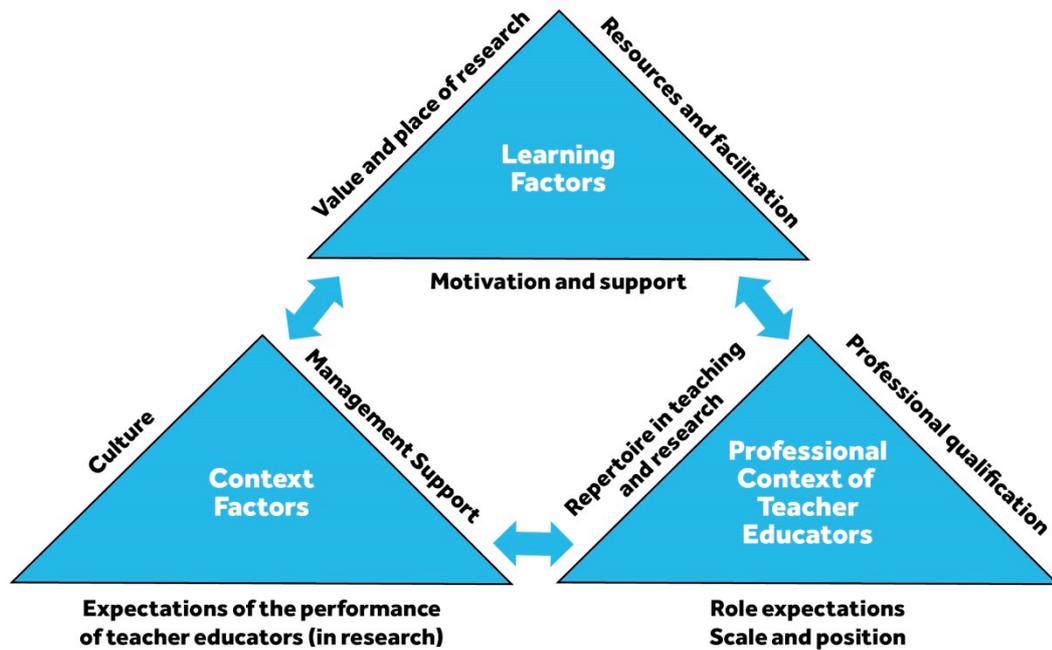


Figure 15: Factors Affecting the Learning of Teacher Educators
Three-triangle model (adapted from Eraut, 2010:31)

Figure 15 also demonstrates how the professional context of two groups of teacher educators influence the nature and context of the working environment and the ways in which teacher educators learn and support each other. Similarly, learning factors and context factors were interrelated and influence each other.

8.4. Professional Experiences and Roles of Teacher Educators

8.4.1. Professional Qualification and Experiences

Qualitative findings indicated the varied professional characteristics of government and university teacher educators in terms of their academic and professional qualifications and teaching and research experience. It was found that university teacher educators were enrolled in higher education studies more than government teacher educators. Among 26 university teacher educators who had MA degrees at

the time of their appointment, more than half were enrolled either in MPhil or PhD., whereas amongst the 11 government teacher educators, only one had an M.Phil. degree and two were currently undertaking an MPhil. Most of the government teacher educators were Master degree holders. This is similar with the findings of Farooq (1990) and Karim (2010). A progression in academic qualifications was found in university teacher educators more than government teacher educators. The reason behind this might be the difference in the promotion criteria of the two groups: government teacher educators were promoted on the basis of their length of service whereas university teacher educators were promoted on the basis of their academic qualifications and research publications. A comparison between the subject specialisations of the two groups also showed that few government teacher educators had worked in schools and colleges, and had their MA degree in Arabic, Fine Arts and Urdu, Sociology, Political Science, Mathematics and Sociology. In contrast, most of the university teacher educators had their MA/MPhil degree in Education or English. It was also found that government teacher educators had various job titles as SSS (Senior Subject Specialist) and HST (High school teachers) as their previous affiliations with schools, whereas university teacher educators had titles such as Lecturer or Assistant Professor.

The professional qualifications of teacher educators were varied too. The quantitative findings suggested that only one-third of teacher educators had professional qualifications, with only 8% of teacher educators holding one of the old qualifications for teaching. The qualitative findings showed that twenty three teacher educators did not have any professional qualification (i.e. B.Ed., M.Ed.). Having been affiliated to the college sector as a lecturer, eight government teacher educators among the interviewees did not have professional teaching qualification i.e. B.Ed. or

M.Ed. To be a college lecturer in Pakistan, professional qualifications were not a necessary criteria; any individual with an MA degree could join as a lecturer in college after passing a minimum criteria. This resonates with the findings of the research of Karim (2010) who identified that government teacher educators did not have professional qualification or degree. Among interviewees two teacher educators from government cadre who had been serving in schools had a PTC (Primary Teaching Certificate) and CT (Certificate in Teaching), which was an older qualification to teach at primary and secondary classes respectively. This showed that government teacher educators had school or college teaching backgrounds. By comparison, six university teacher educators did not have any professional degree B.Ed. or MEd., which raises the question of how individuals without any professional training would be able to teach effectively to prospective teachers and indicates a weakness in the recruitment policy for teacher educators in Pakistan.

As discussed earlier in Chapter (II), teachers in schools and colleges were promoted to the teachers training colleges on the basis of their seniority. According to Khan (2012), teachers who become teacher educators did so because they did not want to continue teaching in schools. This tradition of transfer of teachers from schools to teacher training colleges as teacher educators was also noticed by Warwick and Reimers (1995) and Kizilbash (1998) and implied that, in the past, teacher educators were inducted without considering required qualifications and experience. This transfer rule was also highlight in a report by UNESCO (2006) and even in a national report (Government of Pakistan, 1998). UNESCO (2006) also highlighted that teacher educators were usually inappropriately experienced for their role with no practical and suitable experience. Any reform in the field of teacher education would

not bring fruitful results until the government sets a comprehensive policy on the entry criteria of teacher educators.

Moreover, the profile of the respondents compiled after qualitative analysis revealed differences in term of their experiences in teaching and research. Findings suggested that all government teacher educators had MA degrees (in education or non-education subjects) and substantial school or college teaching experience, but were not required to undertake research. In addition, as teaching in schools and colleges was not underpinned by research, none of these government teacher educators had any research or publication record. This difference in the professional characteristics of government teacher educators, especially in terms of research, was also been highlighted by Khan (2011). Another possible reason for teacher educators not to be involved in research could be that they themselves did not consider it important to improve their qualifications or developing useful skills. Rehmani (2006) concluded in her study that it was easier for the teachers to prepare notes and use them repeatedly than any innovation in teaching, as there was hardly any change in the curriculum year on year. In this situation when teacher educators were not challenged, they seemed content with whatever academic and professional qualification they had.

On the other hand, examining the profile of university teacher educators revealed that although 17 teacher educators were enrolled in M.Phil., and Ph.Ds, their teaching experience in school or higher education was minimal. It was noted that eight other teacher educators had no previous experience of teaching either in schools or in higher education settings. Five university teacher educators had substantial experience of teaching in schools and university settings. Three teacher

educators had little or no experience of teaching in higher education as well as those who did not have M.Phil./Ph.D. degree or any research experience at the time of their appointment as a teacher educator.

The findings showed that both groups of teacher educators had unique characteristics. Although the government teacher educators did not seem to engage heavily in higher education degrees like Ph.D. and M.Phil., they had teaching experience. On the other hand, university teacher educators, with less school teaching experience were engaged in undertaking M.Phil., and Ph.D. Quantitative findings also showed that respondents had varied experiences of working in school, colleges and universities. These varied professional experiences and qualifications of teacher educators appeared to be different from those of teacher educators in Western countries. With the considerable expectations and roles of teacher educators in European countries mentioned in Chapter III, the entry criterion of teacher educators in these countries is also rigorous. For example, the academically based teacher education found in Finland imposes high standards on teacher educators. They are considered to be academic professionals who are responsible for conducting research themselves, keeping up active social relations and providing research based teacher education. Thus, for example, to be appointed as a senior lecturer in a teacher education department in Finland, one must have a doctoral degree and a high level of pedagogical competence. This showed that in the Finish system, teacher educators were mostly recruited from the field of higher education, and only a few of them were qualified as school teachers (Murray, 2004). Similarly, teacher educators in Israel were almost all academics with a Ph.D. Meanwhile, in the UK system, teacher educators working in ITE courses were certified school teachers with a significant career record in primary or secondary schools (Murray, 2004) however, a Ph.D. was

not necessarily a required qualification to become a teacher educator in Colleges of Higher Education.

The findings of this study shed light on the fact that in Pakistan at the time of this study, there was no special certificate or qualification to enter in teacher education profession as a teacher educator. A professional teaching qualification such as M.Ed. or B.Ed. was considered to be an added advantage but not essential. Similarly, any individual having a Master degree, with or without teaching experience, can become a teacher educator. Moreover, teacher educators did not explicitly require any scholarly work record or higher degree like M.Phil. or Ph.D. to become a teacher educator in university. This was indicated both by the findings of the questionnaire and interviews. At the time of the study, there were no separate standards for teacher educators in Pakistan. Following the National Education policy (2009), Ministry of Education developed Standards for Teachers in 2009. National Professional Standards for teachers states that *“Although the standards are aimed for primary level beginning teachers, these standards can be adapted and used for secondary level teachers and teacher educators”* (Ministry of Education, 2009). This gave the impression that teaching in schools and teaching in higher education did not need specific competencies or set of skills.

8.4.2. Professional Roles

The qualitative findings showed that teaching and supervising student-teachers in practice were found to be the most significant roles for all teacher educators. Involvement in research activities was seen as absent or insignificant as compared to teaching and supervising student-teachers. This was also supported by the quantitative findings, which resonates with Khan (2010). The qualitative findings

further indicated that both groups of teacher educators had very low research or publication records. Only one head of the campus ¹²(HU8), seemed very satisfied with his research productivity, although, he did not mention his heavy involvement in teaching, this could be attributed to the fact that in his campus there was no degree offered in his specialized field. It seemed that university teacher educators were found to be engaged in higher education or research activities because they were expected to publish research. Government teacher educators as per their promotion criteria were not expected to produce research. The low engagement of teacher educators in research could be attributed to the design and curriculum of teacher education programme in the country which require them to engage in teaching rather than in research (Akhtar, 2010). The teacher educators themselves did not see research as important in their professional practice nor had they used research in their teaching. Khan (2012) also concluded in his research that 65% teacher educators did not conduct any research work in their institution, with most of their research engagement focussing on the supervision of MEd., students.

The findings did not provide any strong evidence of teacher educators' drawing on research when preparing their teaching. It seemed that teaching was considered to be separate from other professional endeavours: using research and inquiry based teaching was not practised. Previous research had also noticed this gap, with Kizilbash (1998), Khan (2011), and Akhtar (2010) discovering that teacher educators gave innovative methods of teaching a low priority and mostly used a lecture style when teaching their students. They concluded that teacher educators' practices were

12. He was the only Associate Professor of the university at that time of research in the university

influenced by their own backgrounds and expertise and norms and culture of the institutions where they worked - as discussed in Chapter II, teacher education colleges in the country historically had an exam oriented approach of teaching (Kazilbish, 1998, Siddiquie, 2007). It seemed that teacher educators after joining the university followed the same tradition of teaching for the exam. Khan (2011) noticed that teacher educators advocated the pedagogies used by their own teacher educators or senior colleagues. The literature also showed that structure and culture of the institutions were some of the most powerful factors which could shape teacher educators' practices (Murray and Male, 2005, Khan, 2010). Changes in the professional practices of teacher educators need an effective support system and systematic reform in the overall structure of the institution. However, in practice, the university had overlooked the needs of teacher educators and had not provided them with enough support for their continuous professional learning. Furthermore, none of the teacher educators, not even the head of department with a Ph.D. qualification, mentioned their involvement in curriculum design, mentoring student teachers, working with school-based mentors or engagement in research and publication. Yet an important aspect of teacher educators' work is their involvement in educational research activities (Cochran-Smith, Zeincher, 2005, Murray, 2005). My research thus presented a contrast between Pakistan and teacher educators in other European countries. As discussed in Chapter III, teacher educators in most of the European countries (i.e. UK, the Netherlands, Israel, and the USA) were expected to have substantial content knowledge, pedagogical skills, content, communicative, research and reflective competencies. Some of these countries had Standards for Teacher Educators in place for assessment and continuous development of teacher educators. These standards also required teacher educators to make an impact on education

within and outside the institution through their engagement with research and scholarship. Curriculum design, working with school based mentors, engaging in scholarship and research, including writing for publications were considered prominent roles of European teacher educators as showed in Figure 5 in Chapter 3. However, in the current research, teaching was seen as the most significant role.

The situation of Pakistan's teacher educators portrayed through this research showed a marked contrast with the expectations, roles, entry requirement and required competencies of teacher educators in other countries.

8.5. Challenges in Professional Development

Teacher educators highlighted issues including lack of support, facilities and resources as a challenge to their professional development but specifically mentioned these with reference to research. Heavy teaching workload and administrative engagement were mentioned as barriers. The absence of any induction provision and the lack of support for research were significant challenges which are reported in both quantitative and qualitative findings by both teacher educators and heads. I will discuss these challenges in detail below, in the light of the international literature.

8.5.1. Provision of Induction

Findings showed that lack of induction provision seemed to be a significant challenge both to government and university teacher educators, with both the quantitative and qualitative findings demonstrating that there was no permanent mechanism of induction for teacher educators and any provisions for induction varying across all campuses and among all teacher educators. Of the total respondents (thirty eight interviewees), only seven teacher educators from university

cadre and two teacher educators from government cadre participated in an induction programme arranged by HEC or UOX, while the rest of twenty two teacher educators from university cadre and seven from government cadre did not attend any induction programme. The quantitative findings also showed that half of the teacher educators did not attend any induction programme. Government teacher educators were specifically asked whether they had received any induction programme after resuming as a faculty of UOX. Almost all government teacher educators commented that they had not been provided any induction programme or any capacity building programme. They also mentioned that they had faced challenges in adjusting to the new system of the university in terms of assessment and teaching requirements of the semester system.

As such there was no induction programme, such as how you have to teach in UOX ,they did not provide us any induction programme, we learned by ourselves. (TG9)

Findings were parallel with the study of Khan (2011) in which teacher educators faced lack of induction and support in their transition from teacher to becoming a teacher educator; thus learned through trial and error on an individual basis. In Khan's study teacher educators relied on their own efforts to adjust.

However, government teacher educators mentioned that the University had launched an MSc in Education programme, but this was discontinued. Similarly, twenty two university teacher educators reported that they had not received any induction programme when they joined the university and found the early period of their joining very challenging and stressful. They further stated that they had not been provided with any written advice or guidance. The findings of this study were consistent with the exploratory research of the Association of Teacher Educators

Europe (ATEE) in six different countries (Val-Velzen, 2010) which demonstrated that induction was quite problematic and that none of the teacher educators experienced a satisfying induction into their institute and the profession. As Val-Velzen (2010) elucidated, organizational induction refers to the induction into the teacher education institute and professional induction is about becoming a member of the profession. The research in other parts of the world has also highlighted the lack of formal induction for teacher educators; most teacher educators have to find their own way, and this can lead to a *'lonely and difficult introduction'* to their new profession (Murray and Male, 2005; Ritter, 2007).

In this study, a beginner teacher educator (TU21), who entered without substantial experience of research, reported tensions in supervising the research work of student teachers. Apart from the work on her own MA dissertation, her experience of any kind of research was very limited. The following extract portrays her tension:

...suddenly I got 25 theses in my first session...it was a very hectic job for me and it was even impossible, but I was supposed to do that. (TU21)

This challenge of limited support in research for beginner teacher educator seemed to be parallel to one of the beginner teacher educator Khan's study (2011), which focused on identities and practices of teacher educators in Pakistan. Here respondents shared the same experience of limited research support and having to draw on their own Master thesis. These findings resonated with work by Murray and Male (2005) on 25 teacher educators in UK, which revealed that beginner teacher educators felt de-skilled, isolated, anxious, vulnerable and insecure about the expectations on their performance. Martinez's (2008) study on teacher educators also mirrored the challenges of coming to the terms with research culture of universities.

Martinez concluded that beginner teachers found this leap into research culture ‘onerous’ and ‘frightening’.

A sense of being perplexed and left out was also noted in the responses of both government cadre and new university cadre teacher educators. Teacher educators used phrases and examples like *left to one’s own devices*¹³, *thrown in at the deep end*¹⁴, *building a house without a map*, and so on. This response of helplessness was also evident in Martinez, (2008: 40-41) in which one respondent strongly endorsed a sense of “*feeling thrown in at the deep end*” and argued that institutions and teacher education professional community had a responsibility to our newest members, rather than treating them as “*self-basting turkey to do it themselves*” (ibid).

All the heads of the campuses (eight who were interviewed) mentioned that there was no formal induction programme although all teacher educators (government and university cadre) and all heads saw the significance of such programmes especially for beginner teacher educators. When the head of the main campus was asked about this lack of provision, he mentioned that previously there was an arrangement for a one week induction programme comprising of different topics e.g. the semester system rules and regulations, use of Power Point and multimedia in lectures, presentation skills, and that he himself designing and delivering the programme for newly hired teacher educators. But with the change in administration and resistance of teacher educators, this programme was abandoned:

13. Tamak Toyyan Marna-Urdu Expression

14. Pahar se Dhaka de dena

We had the system, a very good system, now if someone says that there are no PD activities available to the system it is not true. Teacher educators state that we do not need this programme.

One senior teacher educator (former head of department in main campus) also felt that the induction programme could not be implemented because of a lack of acceptance from teacher educators. One university head explained that a programme was withdrawn in 2009, as teacher educators with science backgrounds (e.g. M.Sc. Chemistry or Psychology) had questioned its appropriateness. However six teacher educators who had attended induction found it a valuable source for professional learning, although, they were concerned about its consistency, appropriateness, and lack of facilitation by the management. One respondent who attended felt that he did not get an opportunity to cascade the training to his fellow colleagues, nor was he asked by the management to do so. Meanwhile Elite II from HEC, during the interview emphasised the responsibility and active role of the university to cascading the induction programme within universities.

This entire situation presents an unsatisfactory arrangement of induction for teacher educators. Lack of consistency and appropriateness of the programme and lack of a proper implementation strategy and facilitation were all highlighted by both teacher educators and heads. The verbal communication of roles and responsibilities and a departmental welcome party were seen as offering little support. The background literature emphasised the significance of an induction programme for the transition of teacher educators into the profession (Murray, 2008, Boyd, Harris and Murray 2007), but this support was missing in this study.

8.5.2. Research

The quantitative and qualitative findings suggested that the lack of time in conducting research were seen as a significant challenge. Heavy involvement in administrative roles and teaching, lack of support and facilities were also raised as further challenges.

Lack of time

Of the thirty eight interviewees, thirty two highlighted lack of time as a major constraint which they faced in conducting research. Eight teacher educators, both from government and university cadre, particularly felt that their engagement in administrative activities was impeding their engagement in research. It seemed that senior government teacher educators were usually engaged in administrative issues within those campuses which had both the university and government teacher educators, and they were found to be less engaged in research. Similarly, university teacher educators, in particular, mentioned that involvement in administrative tasks had restricted time for research and scholarly activities. It was specifically noted in the responses of government teacher educators that they did not consider lack of knowledge or orientation to research as a reason for their limited research productivity.

Overall, both government and university teacher educators, (especially senior teacher educators) complained about how heavy involvement in administrative tasks inhibited their engagement in research, and that they were not supported well in their roles as researchers. Comparable conclusions were reported in research by Borg and Alshumaimeri (2012), which demonstrated a gap between the expected research

productivity of academics and the support they received from their university. In their study, lack of time and lack of knowledge were reported to be the most common reasons for not reading or doing research. Lack of time for engagement in research was also observed as one of the issues pertaining to teacher educators' professional development in the study by Karagiorgi and Nicalaidou (2013) and Velzen *et al.*, (2010) in the Greek-Cypriot and Netherlands contexts respectively. However, in this research, lack of knowledge about research was not reported by teacher educators as a challenge.

Beginner teacher educators mentioned that their heavy teaching workload was a significant barrier in research. Moreover they complained about extra administrative duties which they were asked to perform from time to time. Most beginner teacher educators were involved in higher studies. They also mentioned that coping with their own study and performing heavy teaching and administrative duties at the same time was a challenge. These reflections are echoed in the responses of teacher educators in a study conducted by Kitchen, (2005) who reported how the autonomy of the first year teacher educators was accompanied by particularly *overwhelming workload* as they prepared all lecturers and course materials for the first time, and struggled with assessment loads. These findings also resonate with the study carried out by Velzen *et al.*, (2010: 70) about the needs of beginning teacher educators which concluded that time constraints thwarted the intentions of teacher educators to engage in scholarly activities, prepare lessons and attend courses.

Heads of department specifically mentioned the issue of heavy workload in terms of teaching when asked about their research productivity. In the current study, all teacher educators suggested that research, teaching and academic administration

should be considered evenly while setting the workload for teacher educators. The discrepancy between teaching, research and promotion criteria was also noted by the university teacher educators. This problematic relationship of teacher educators to research was also seen in other parts of the world (Cochran-Smith 2005; Lunerberg & Williams, 2006; Robinson and McMillan, 2006). In many countries, teacher educators had a dual role; they were expected to be experts in teaching while they were judged according to the quality of their research and the number of publications they produce (Korthagon, Loughran and Lunenberg 2005). Ducharme (1993), Maguire (1994), Murray (2001, 2005) and Lucas (2007) also acknowledged that the fragmentation of teaching and scholarly related academic activities is an ongoing tension internationally within the higher education sector.

These findings are similar to a research study done by Hokka (2012) in Finland, which demonstrated that teacher educators found it impossible to conduct research within working hours since teaching and other responsibilities take so much of their time and effort. Although, it had been noted earlier in Literature Review that in Finland, having a doctoral degree was required to join as a senior lecturer in teacher education department, the issue of engagement in research for Finland senior lecturers was not very different. For example, in his research, Hurley (2013) argued that the requirement for high quality teaching may leave little time available to focus on research. Hurley and Taylor (2010) also support the claim that a key challenge for academics to achieve consistent scholarly output is the competing tensions between research and teaching workload.

Lack of facilities and support

Twenty three teacher educators further highlighted the lack of facilities and management support as a barrier to engage in research. This was particularly felt by those who do not have any teaching and research experience. Limited support for research was also shown in the responses of beginner teacher educators. They added that they were not given enough incentive or facilitation to produce research articles. This challenge to engage in research was also seen in Hokka (2012), in which teacher educators strongly voiced lack of resources as an obstacle. Peterson (2011) further found that early career research staff expressed marked discontentment at not being able to spend sufficient time on research issues.

In addition to the lack of facilities, teacher educators complained about the lack of support and insufficient monetary benefits for conducting research. Beginner teacher educators who were appointed with a Master degree reported that they were not supported well in terms of flexible timings in order to make themselves available for a study leave. They added that publications and research were impossible with full time teaching responsibilities. They further complained that the university expected them to engage in research but did not provide them with a supportive environment.

Teacher educators from remote campuses noted that their ability to conduct research was hindered by an under-resourced library and minimal internet facilities, something which they felt also affected the learning of their students as well. Six teacher educators from Campus (F) and Campus (E) reported that they did not have a proper library in the campus. Meagre rewards by the university for publication was also highlighted as a challenge. These findings resonate with Billet and Pavlova (2005) and Vahasantanen and Billet (2008), who maintained that the university

context requires teacher educators to work as academic researchers and to produce international research reports, but it offered only limited resources for them to practise their agency as researchers. Research by Swennen, Shagrir and Copper (2009) also had similar findings in a wider study with teacher educators, which highlighted the lack of opportunities to communicate and collaborate with colleagues, and the many different tasks (mentoring, lecturing, research) that they were required to carry out as well as the limited resources available, such as lack of physical work space. Khan (2011) had also noted this inadequate support for teacher educators and saw this as typical in Pakistan. He suggested providing substantial professional development opportunities for teacher educators to maintain research productivity.

The irony is that while this research indicated serious barriers to teacher educators' engagement in research, the University's Annual Confidential Report (see Appendix IX) and policy for promotion of teacher educators expected teacher educators to be more active researchers. The issues which teacher educators highlighted (lack of research culture, lack of involvement of teacher educator in research and the lack of support for teacher educator to undertake research) pose questions as to the viability of research-informed teacher education provision in Pakistan, and the position and quality of teacher educators as an occupational group within the higher education sector. It is also worrying since University of X was the first teacher education university in Pakistan, and its vision statement was '*to make the university a thriving hub of educational research and knowledge creation*'. The University seemed to be a teaching-orientated university, where teacher educators were struggling to get involved in research because of their teaching workloads. This teaching tradition may be attributed to the fact that eight campuses of the university were derived from

teaching colleges, which had minimal (or no) research culture. The context of the University of X seemed to be similar to the regional universities in Australia, which Pham (2000) discussed in a study. He saw that regional universities were mainly derived from former colleges of advanced education and had a focus on teaching rather than research. However, he reported that academic staff in these universities were expected to contribute to the research output, which left the teachers feeling frustrated and helpless. These feelings of frustration were also seen in the responses of teacher educators in the current study, since their promotion was based on research. Regardless of all these challenges, all teacher educators frequently emphasised their roles as active researchers working for the quality of the teacher education programmes, as well as for their own professional credibility in the field.

8.6. Experiences of Formal and Informal learning

This study also aimed to explore how teacher educators learned and improved their knowledge through formal and informal learning opportunities.

8.6.1. Formal Learning Opportunities

The qualitative and quantitative findings showed that the university did not have formal professional development opportunities for teacher educators. As discussed earlier, there was no provision of formal induction programme for teacher educators. These findings are consistent with a study of Ali (1998) in which he argued that in Pakistan, due to the absence of a comprehensive policy for in-service programmes, teachers did not get opportunities for professional growth and development. Lack of professional development opportunities for teachers and teacher educators were also noted by Farooq (1990) more than a decade ago and, until recently, the situation was

not satisfactory. For example, Khan (2010) and Akhtar (2011) also reported that a considerable number of teacher educators did not get an opportunity to attend any seminar or conference within the country or abroad.

This situation presents a serious concern over the quality of teacher education overall. Government teacher educators also noted their concern over the inequitable access to professional development opportunities and lack of induction. There is a little possibility to improve the teacher education programme without improving the quality of teacher educators. Literature showed that quality of teaching is associated with teachers' qualification and professional development and training. The literature also highlighted that through formal professional development opportunities, professionals get to learn new things and can share knowledge and good practice with each other (Smith, 2003). It is frequently recommended that for improving the quality of teacher education in the country, there is a need to establish a proper human resource development and management structure to develop the capacity building of teacher educators and leadership cadre (Kizilbish, 1998; Government of Pakistan, 2009; The National Education Assessment System, 2008).

The National Education Policy (1998-2010) recognized that a professional development programme for teachers and teacher educators was needed in order to meet the challenges of globalization and emerging needs. It aimed to institutionalize the in-service training for teachers, teacher educators and educational administrators. However, this study did not provide any evidence of effective support mechanisms for teacher educators despite them playing a central role in developing effective teachers (Koster and Dengernik, 2001; Zeichner, 2005). In the absence of an effective system for the professional development of teacher educators, efforts to

improve the quality of education would not be successful. For developing effective teachers, teacher educators themselves need to be trained (Karim, 2010). The findings also suggested that in the absence of professional development opportunities, teacher educators learned through self-study i.e. reading books. Those teacher educators who mentioned self-study in interviews also mentioned occasional and incidental learning as a way of learning. Fifteen respondents mentioned the internet as a source of their self-learning and a way of updating themselves with latest information and knowledge in the field. Twenty teacher educators underlined discussion as a way of their learning. Nine respondents specifically mentioned that their school teaching experience helped them to carry out their teaching and to interact with student-teachers in a better way. Only three teacher educators mentioned questioning as a way of learning, while two mentioned self-assessment, and three mentioned observation as a way of their learning. None of the teacher educators mentioned self-study (as a mean of research), or action research to improve their knowledge.

8.6.2. Informal Learning Opportunities

It is not possible to discuss all the ways of informal learning instead I will discuss three which were reported frequently in qualitative interviews; these being informal learning, peer-learning and previous school teaching experience.

Informal learning

Altogether twenty teacher educators who did not attend any induction or capacity building programme stated that they learnt by themselves. They elaborated that in the absence of structured and formal professional development opportunities, they

learned either through peer interaction or by performing their roles over time and gaining experience.

Seven teacher educators from the government cadre said that they learned informally when they met challenges in, for example, understanding the system of examination, in using different medium for instruction, and in preparing notes for students. It was noted in their responses that in the absence of any professional support, they learned *with time, encountering with problems* on daily basis or *occasionally* sharing with their colleagues. For example, as one teacher educator explained:

We learn informally, it is peer learning basically, we discuss when we sit with each other. (TG9)

These findings resonated with the study of Val-Velzen *et al.*, (2010) which revealed that in absence of induction programme, the informal support which was suggested by the majority of participants was a close collaboration with colleagues, getting information and help from colleagues, or by observing colleagues at work and reflecting on work with other colleagues. However, in my study, observation and reflection did not appear as a form of learning.

Other university teacher educators mentioned that the majority of their learning took place through daily work experiences in the university, by performing their roles, or by encountering problems. Learning was mainly seen as *informal* or *non-formal*. These finding are consistent with the findings of the study by Murray (2008: 129), which showed that in some institutions in UK, teacher educators had limited access to formal sources of professional development, and their learning was individual, *ad hoc* and reactive. Seven teacher educators specifically mentioned that in the absence

of written rules and regulations and formal professional support, whatever they learned was through trial and error.

Here, no Terms of Reference (TOR) are provided. We do it on observation basis and experimental basis, there is no scientific method, a lot of mistakes are used to occur in this process, we learn by trial and error. (TU1)

Harrison and MacKeon (2009) also found that beginning teacher educators in England relied on trial and error learning in the absence of formal and informal professional support.

Eight teacher educators who did not attend the training programme mentioned that they were guided by their head of the department. At their time of appointment, they were given a verbal explanation of their role, responsibilities and expectations from the heads. It appeared that that there was no formal support mechanism for beginner teacher educators to learn new skills and knowledge, and those who could not attend the training programme characterised their learning as self-learning.

To be very honest, in our professional development the most important role is self-learning (TU21).

The findings of my study also supported previous research on induction support for ELT faculty at Pakistan higher education institution (Shigri, 2009) which confirmed that tertiary faculty induction was at best informal, and at worst non-existent.

Reflection, action research and observation as a professional practice and a way of learning were hardly mentioned by respondents in the qualitative findings. This ran parallel to quantitative findings, where 32% wrote a reflective diary. The findings from the quantitative data corroborated that teacher educators were more involved in informal learning activities. For example out of 110 respondents, 71% indicated self-

study as a way of their learning and only 45% of respondents said that they rarely attended workshops, long courses and workshops. In Pakistan, a study done by Jaworski, (1996) showed that teachers' engagement in reflective process enabled them to improve their teaching. The same results were found in the study of Choksi and Dyer (2000) which provided evidence that teachers' participation in action research helped them to develop better understanding of teacher's work and professional development needs. Research studies have reported on the benefits of using action research and collaborative inquiry not only for school improvement (Fullan and Miles, 1992) but also for initial teacher's preparation at the in-service level (Cochran-Smith and Lytle, 1990). However, my study did not provide any strong evidence of using action research nor in teacher educators engaging in a reflective process. One of the reasons could be that in the absence of professional standards and quality mechanism, teacher educators were hardly challenged to be innovative and creative. Moreover, as discussed earlier, the traditional curriculum in ITE did not encourage teacher educators to use innovative methods.

Peer-learning -Discussion: Departmental Context versus Individual Learning

All teachers are learners with their colleagues (Louis et al., 1995:5)

The qualitative findings showed that in the absence of formal learning opportunities, teacher educators learned through discussion with their colleagues. It was also noted that discussion seemed to be centred on helping and consulting colleagues in case of difficulty in teaching a new topic or subject, exchanging teaching notes and occasionally discussing research ideas with senior colleagues; especially in case of university teacher educators. However, the in-depth cross-analysis of the data revealed that discussion and sharing of ideas were not the same across all campuses.

The overall culture of the campuses resulting from varied composition and differences of teacher educators (as discussed earlier) appears to have had a significant influence on how, and to what extent teacher educators preferred to engage in discussion with fellow colleagues. Thus, these findings gave an explanation as to how department leadership as well as the composition of faculty members within different campuses of the university (whether government and university faculty or having all university faculty) overall influence the learning of teacher educators.

The findings of the study showed that sharing and discussion were more evident in university campuses (Campus D, Campus E). In one of University campus (Campus D) all respondents agreed that that they had a very collaborative culture, and that they shared and learned from each other.

We have small staff and all are qualified and they are MPhil and PhDs, sharing of thoughts is there (TU29)

The head of this campus endorsed the culture of sharing and learning from each other in his campus.

We initiated many things here, we have all qualified staff here...sharing of thoughts is there and we discuss in our tea session. (TU30)

Sharing of thoughts and learning from each other, the positive culture of the campus and support from the head were mentioned by teacher educators in Campus E. In this campus, interviewees included two with PhDs, one of which recently joined after completing her Ph.D. from UK. Three other staff were involved in an MPhil programme. One teacher educator signified the collaborative learning environment of the campus, and indicated that since this was a university campus, colleagues worked better within this environment.

We are very cooperative with everyone. We do not have any kind of rift or hesitation...our campus is the university campus, all faculty members are from the university, no problem at all (TU33)

This clearly showed that they perceived the university context to have an influence on their collegial relationship and thus on their learning. The head of the campus (HU1) also talked about the positive learning environment of the campus.

We have mutual collaboration among ourselves, if we have any problems we discuss them mutually (HU1)

Discussion with colleagues, learning from another and the sharing of ideas and thoughts were seen as ways of learning informally in these two campuses. These extracts showed the culture of knowledge sharing, where teacher educators valued each other's expertise and tried to improve their own practices. The head of the campus appeared to demonstrate his commitment to providing support and help for the learning of teacher educators. The support of the heads parallels Kennedy (2011), who concluded that school leaders must take responsibility for providing a supportive climate for collaborative and informal learning of teachers. This is named as the 'sharing culture' (Comeau-Kirchner, 2000; Damodaran and Olphert, 2000) or the knowledge-friendly culture (Davenport *et al.*, 1998). These findings also support earlier assertions that individuals form the learning environment. In the above examples of Campus D and E, it can be assumed that although they faced challenges in terms of resources, the professional characteristics of teacher educators and collegial relations added another form of affordances for learning from each other. All teacher educators across the two campuses were enrolled in higher studies, and, therefore, appeared very active and motivated about their learning. At the same time, these teacher educators contributed positively in building the cooperative culture in

their campuses. This gave support to the notion discussed earlier, namely that context and learning are interrelated, and that each person is a part of the context, thus contributing to the learning environment of the settings in which they work.

The findings from Campuses D and E (as mentioned above) were similar to a study by Hodkinson and Hodkinson (2004), of secondary school teachers working and learning in four subject departments in two English schools. The study concluded that in spite of the similarities of occupational context which affect the way the departments operate, distinct differences were found in their cultures and working practices, which in turn, influenced teachers learning. Two departments in each school had very collaborative cultures and teachers, both experienced and novice, regularly learned from one another.

In contrast, in the other campuses where there were both government and university faculty, their learning was more individualistic and self-learning. It was particularly noted in Campus F and Campus J, where both heads of the campuses were from government cadre. A less supportive culture, lack of support from the head and a less sharing culture were noted in all the accounts of four teacher educators who were interviewed from this Campus (F), as one teacher educator's response indicated:

Actually discussing such issues means that you are inviting troubles for yourselves so instead of being your problem solved, you invite problems for yourself. (TG12)

The response of the Head of the Campus (F) similarly indicated that she was unhappy with university teacher educators.

They do not respect seniors. They do not think that they should learn from seniors. If you give them feedback, they take it negatively. (HG3)

The relationship between heads and teacher educators in these campuses appeared problematic and less cooperative. Some scholars, such as Fullan (1987), state that school leaders are important for successful school improvement programmes because they provide support for the professional development of teacher educators (something also raised as one of the six recommendations made by an international study conducted by the OCED from 2002 to 2004). Teacher educators did not seem satisfied with the campus environment and the less facilitative role of the head. On the other hand, heads did not express positive opinions of the learning attitude of teacher educators. Teacher educators from this campus mentioned self-learning and book reading as their dominant ways of learning. They did not appear to engage in discussion or learning from each other. Similarly, teacher educators of Campus (J) did not seem very satisfied with the learning environment of the campus. Two university teacher educators who were interviewed from this campus reflected that there was a less collaborative culture and no opportunity for discussion and learning from one another. Self-learning appeared as a way of learning from in the absence of a supportive environment. One account of the teacher educator exhibited that:

Nobody facilitates me, here is no facilitation, here in staff they have other domestic talk which I do not like, and here we do not have a learning culture. (TU18)

The opinions of the head of this campus could not be presented here, as she did not take part in the interview.

The above mentioned two cases (Campus F and J) had a less collaborative and learning culture, and teacher educators talked more about self-learning. There were no examples of sitting together and sharing with each other. Accounts of teacher educators from Campuses F and J demonstrated that their learning was more

individualistic because of a less facilitative leadership. The accounts of teacher educators from Campuses D and E also highlighted the significance and influence of departmental culture and learning environment on how teacher educators learned. This meso-context of department provided an additional dimension to understand the learning of teacher educators, something also noted by Hodkinson *et al.*, (2004) who stated that among the four departments that engaged with their study, two departments worked in a less collaborative way and their learning was more individualistic. Although teachers learned from each other, their learning was mainly dependent on reading books and journals, which was vastly different to the learning in the other two departments, which had collaborative culture and where teachers tended to learn and share from each other.

The findings also back up a survey by Lohman (2006: 152) which examined factors influencing the engagement of public school teachers in informal learning activities. This revealed that teachers preferred more interactive learning activities such as talking and sharing materials with others than independent learning activities, such as searching the internet and reading professional publication. However, the degree to which such interactions were possible was found to vary, based on the availability and support of colleagues in the work environment. Findings from Kwakman's study (2003) about the factors affecting teachers' participation in professional learning activities also provided evidence that collegial availability and support, as well as organizational climate for learning, were factors influencing participation in informal learning activities.

My study also provided examples of factors which inhibited teacher educators to learn and share from each other. These examples were seen in Campus A, Campus C,

Campus H and Campus I, where teacher educators reported lack of time and heavy workload as particular challenges. These campuses also had a relatively larger number of students and staff in comparison to other campuses. Five teacher educators from these campuses complained that they could not get a common time to sit together, as everyone was engaged in teaching and had to follow their schedule. The head of the main campus (HU6) mentioned that he had not met any new teacher educator since he joined as a head, and also complained about the lack of time and heavy workload. Lester (2003) in his research also noted the need and importance of structure within school environment for the successful implementation of professional development programmes. He argued that in the busy routines of teachers with administrative, curricular and extra-curricular matters, it becomes impossible for teachers to involve themselves in professional development activities. Garet and his colleagues (2001) also concluded that school organisational structures must provide sufficient time and support for the professional development of teachers.

I think we do not have time to learn, you will see that people are busy in teaching and they are going home, and there is no one hour where everybody is free (HU6).

The other teacher educator who had been working as a head in main campus (TU38) reflected that he found a less collaborative culture, which restricted the teacher educators' ability to learn from each other. He pointed out that formal opportunities of learning can never replace informal learning.

Things which are needed like mentoring, collegiality or formal system that is missing, individually how much a person can achieve in isolation. (TU38)

Although one teacher educator from the south campus (Campus I) indicated that due to geographical location they were not talked freely with their female colleagues. It was the only example from the study when gender difference was seen as an obstacle to learning from each other. However, he attributed lack of time as a challenge to discussion and sharing among colleagues.

It appeared from the findings that the organizational structure appeared to play a role in the informal learning of teacher educators. Findings indicated that teacher educators had more free time to talk to each other in their routine (i.e. tea time) in Campus D and Campus E, where the staff and students number was lower in comparisons to main campuses. While in city campuses (e.g. Campus A and C) teachers felt that they had less time and extensive workloads. These findings backed up Rehmani (2006) who concluded that school teachers' workload and absence of formal settings to share experiences with each other were the main challenges of learning. Lohman (2006) also provided evidence that the lack of time frequently restricted the participation of teachers in informal learning activities. Deal (2003) contended that an organization's structure may be described as *a skeleton or architecture* of the workplace. He argued that often formal structures i.e. policies, goals, environment, and hierarchical levels shaped the informal structures and relations that are closely linked to the organizational culture (Heide *et al.*, 2005).

In my research, it was the size of the campus and workload of the teacher educators which appeared determinant factors in setting the conditions for informal learning of teacher educators. Lohman (2006:152) also advocated that *unencumbered time* must be built into a professional's work day to facilitate teachers' informal learning. In the examples of campuses, informal structure i.e. their routine, free time, tea time were

seen to be different, which influenced when they got the opportunity to talk to each other. However, there were other factors which cannot be ignored including leadership of the department, policies, resources and goal of the organisation.

The study indicated that the cultures of all campuses, as well as the professional context of teacher educators, had a significant influence on teacher educators' learning. Departmental context, professional characteristic of teacher educators, and the forms of relationship between teacher educators, had explanatory value for understanding teacher learning.

Previous School Teaching Experience

Nine respondents who had teaching experience in schools attributed their previous school teaching experience as a way of learning. They acknowledged their previous experience by giving examples of what they had learned from schools and how that experience helped them in their teaching in the university. The examples included familiarisation with different teaching techniques, dealing with varied needs of students and applying classroom management techniques to manage their classes. It seemed that teacher educators who had school teaching experience did not see teaching in school as different from teaching in the university. One teacher educator considered his experience of school teaching to be very valuable.

It would have taken me ten years to learn all these things but I was already familiar, and I gained this experience from school, so I did not face any difficulty. (TU29)

Two teacher educators indicated that having a repertoire of teaching skills helped him to become a professional, experienced teacher educator. It is important to note here that teacher educators did not specifically mention differences between teaching

in school and teaching in higher education. For them, this transition from school teaching to teaching in higher education seemed very smooth except the challenges in engagement with research. Murray (2005) and Velzen *et al.*, (2010) also noted that teaching experience in schools could facilitate teaching in higher education, but they also argued that teaching in these two contexts could not be considered the same as new teacher educators needed to take account of the different context higher education presents. Beginner teachers needed to appreciate the new challenges: good teachers do not necessarily become good teacher educators. Korthagen, Loughran and Lunnenberg (2005) also felt that the difference between a teacher and a teacher educator was not seen as significant.

8.7. Summary

The findings of the study suggested that most of the challenges which teacher educators faced in their professional development were associated with the organizational structure and context of the university. The findings also suggested that these differences between the groups resulted in unhealthy relationships and poor communication between teacher educators and influenced the organizational culture of the overall university. The results from the study showed that teacher educators had varied learning experiences and challenges in their respective campus context in which they were working. The results also showed that the varied professional background of teacher educators, status in their present context, their institutional context and the role of heads, influenced their learning in various ways. However, the lack of a formal induction programme impeded the learning experiences of teacher educators, and they faced difficulty in adjustment and understanding the expectations of their roles. Lack of resources, lack of time, lack of

professional support and lack of culture were reported consistently as challenges to professional learning. This research highlighted variables of contexts i.e. contested organizational context, difference in structuring and position, differences in repertoire of skills, lack of access, lack of recognition and encouragement, and these had significance in explaining how the learning of teacher educators was restricted. The findings also showed that teacher educators relied more on self-learning, discussion and involvement in higher education. Although peer-learning and discussion were not evenly noted across all ten campuses, campuses with collaborative culture and facilitative leadership found more opportunities for informal learning, while campuses with less supportive leadership found limited opportunities for informal learning.

CHAPTER IX

Conclusion

This chapter summarises the research, presents its key findings and draws conclusions. It also presents the contributions made, the recommendations for future studies as well as limitations and the implications of the research.

9.1. Summary of Research, Key Findings and Conclusions

This study focused on the professional development of teacher educators of University of X, a public sector teacher education University in Pakistan. The overarching aim of this research was to investigate the types of professional development opportunities available to teacher educators, their professional learning experiences while performing their roles, and what challenges they face in their professional development in general, and in their professional endeavours in particular. The study underpins the participatory and sociocultural perspective of learning to gain insight into teacher educators' learning and challenges. It has taken into account the professional and organizational contexts of teacher educators, including their professional backgrounds, the roles they perform and formal and informal opportunities for learning within their workplace.

This research deployed a sequential mixed methods approach, using questionnaires followed by semi-structure interviews of teacher educators, heads of the department, campus principals and university higher management, in order to fully understand the phenomena under study and to strengthen the trustworthiness of the research

findings. Quantitative data were gathered from 110 teacher educators across ten campuses of the University of X. Semi-structured interviews were conducted with 38 teacher educators, eight head of the departments and two elites. The qualitative data were thematically coded, while quantitative data were analysed using descriptive statistics analysis.

Considering the purpose of this research, four main research questions have been formed. The key findings and conclusions for each research question are stated below

Research Question 1: What are the available formal professional development opportunities for teacher educators?

Both the quantitative and qualitative data suggested that there was no formal permanent system of professional development for teacher educators. Inconsistent and unequal access to professional development opportunities were also noted in the responses of both government and university teacher educators. It was found that teacher educators who had attended training did not find any forum to share their learning with other colleagues, thereby hindering the learning chain in passing on knowledge and contributing to a conducive learning environment. Though the importance and value of professional development has been recognised by university as well as government teacher educators, this is not followed through in practice.

The findings indicated that there is no formal induction programme for newly-appointed university teacher educators. It was revealed from the responses of teacher educators that most induction provisions occurred within department and often in the form of a meeting or a welcome party. The majority of the heads were providing

administrative support to teacher educators, though this has been restricted to verbal communication about their roles and responsibilities and orientation to the university rules and settings. Professional support from the heads was only provided in two university campuses. This could be attributed partially to the fact that these two university campuses did not have the bifurcation of cadres and resulting conflicts, although more in-depth research would be needed to gain deeper insights.

Beginner teacher educators experienced their early period of joining as very challenging and stressful, since in the absence of a formal induction programme, they found difficulties in adjusting to the academic expectations of higher education work, particularly to become involved in research and publication. This highlights the fact that there is no support mechanism for beginner teacher educators who had joined without prior experience of teaching and research. It also raises questions about the professional adequacy of newly-appointed university teacher educators for their expected professional roles. There is also a need to define the roles of teacher educators to understand their professional development needs.

The findings indicated that government teacher educators did not have any professional development opportunities from the university. Furthermore, it was seen that government teacher educators had not been provided with any orientation or organizational induction when teaching colleges were shifted to the status of universities. Government teacher educators faced difficulties in coping with the new university system of examination (i.e. mode of assessment and teaching) and coping with the associated additional academic and administrative workload of university settings. Most of the Government teacher educators have not experienced the semester system themselves as postgraduate students, so for most of them, this

transition from working in colleges into a university system was not smooth. The issues raised in this research provided empirical evidence which was highlighted previously in the context of teacher education in Pakistan in terms of transfer of teachers to teacher education colleges, without considering their preparation for the roles as a teacher educator. This research also highlighted that not only could a change in professional roles cause stress among teacher educators, but also, the change within organisational setting could influence the professional development of teacher educators. The research highlighted that university restructuring and redeployment of teaching colleges to the university contributed to the challenges of government teacher educators. These structural changes in the University not only influence the distribution and access of professional learning opportunities for government teacher educators but also were a key challenge to the supportive learning environment of the university. It therefore calls for the need for organisational induction which appears totally neglected in the case of government teacher educators in current research. Furthermore, it can be concluded that any induction programme or professional development programmes should be aimed to develop in relation to the individual roles and existing professional experiences of teacher educators.

This issue which government teacher educators raised regarding insufficient orientation to the university system and lack of support in their on-going professional development reflects the fact that the learning of government teacher educators is easily overlooked. Government teacher educators have to rely on their prior experience of school and college teaching; however, as established in the literature, relying on prior experience of school teaching is not sufficient for teacher educators to teach in higher education settings. Indeed, the current research also

raises the issue of quality teaching when teacher educators themselves have not been given provision of their own continuous learning. The lack of knowledge about the competencies and skills required for teacher educators seemed an important issue which suggests that teacher educators are still not recognised as a professional group in Pakistan. There is also a need to draw on the existing knowledge, skills and experiences of each teacher educator brought from previous careers in school, university settings or any other educational settings.

Research Question 2: What challenges do teacher educators face in their professional development?

Lack of access, resources and insufficient professional support were reported consistently as a significant challenge in the professional development of teacher educators. Teacher educators and heads from remote campuses reported lack of resources, facilities and access to professional development opportunities as a significant challenge to their professional development. They also complained about favouritism and absence of needs assessment in selecting the teacher educators for the professional development programmes. The lack of profiling of teacher educators appeared to be an underlying reason of this problem.

Lack of democratic decision-making emerged as another challenge in the professional development of teacher educators in the University of X. Heads and teacher educators of remote campuses also reported that they had not been involved in any academic and administrative decision-making which highlights the power relations and hierarchal structure of the organization. These power relations and the lack of collaboration among different tiers of the university faculty negatively influenced the overall university culture and learning of teacher educators.

The excessive workload of senior teacher educators in teaching and administrative tasks is noted as a significant challenge to their engagement in research. Findings also highlighted the disparities between teaching and research which has also been indicated as a challenge to teacher educators in other parts of the world. This also suggests that teacher educators might not be able to contribute new knowledge in the field of teacher education.

Heads of department were also over-burdened with administrative work and did not find the time to organise capacity building of teacher educators. Professional support by the heads was limited to providing guidance on day-to-day activities, timetabling and general administrative tasks. Their roles and responsibilities did not seem to include academic leadership and mentoring. Current research did not provide any example of mentoring. This led to the conclusion that heads of the department are neither trained to provide academic leadership to their staff nor is it considered a professional role for them.

This research revealed that the bifurcation of faculty in terms of their scale and position and dissimilar academic and administrative policies resulted in *balkanisation* and contributed to the less-facilitative learning environment for teacher educators. Communication, collaboration and collegial relationship which are considered important for sustained growth and learning of teacher educators seems missing among teacher educators in the current university context. Lack of collegial relationships and synergy among university and government teacher educators emerged as a major challenge in learning of teacher educators. The findings signify that teacher educators faced challenges on campuses (which has both university and government cadres) in learning with each other through

collaboration and discussion. This also supports the notion that *learning is social and relational* and each individual contributes to form the learning environment for others; though may facilitate or restrict informal learning opportunities in any given workplace. It may be concluded from the findings that teacher educators not only impact on the learning of other teacher educators but also shaping the context of learning overall. This research highlights the need for collegiality, positive relationships and supportive organisational cultures for the learning of teacher educators. This interdependence of professional and organisation context influencing the learning of teacher educators coincide with the assertion of Billet (2002) and Fuller (2005) that interrelationship of professional context and organisational context is paramount in understanding the learning. In current research, it seemed that the professional context of both teacher educators seems paramount in shaping the learning environment of the University as well as impacting on each other learning as well. Thus, there is a need to realise the learning opportunities which each individual can offer their colleagues. The individual experiences of teacher educators a government and university teacher educator may function as an arena for teacher educators' learning.

The individual professional repertoire of teacher educators mentioned in this research represents another set of factors named as *professional factors* which presents another level of workplace learning factors given by Eraut (2010) including learning and contextual factors. The diversity of context (i.e. professional context, learning context and organisational context) and its relationship which is highlighted in current research makes a significant contribution in understanding the informal learning of teacher educators in Pakistan. These contextual characteristics provide the baseline for further research on the learning of teacher educators in Pakistan.

Moreover, it also adds knowledge to the current discourse of workplace and informal learning of teacher educators in higher education settings internationally.

Conceptualisation of Billet's (2001) model of workplace learning as an interdependent process between workplace affordances and individual participation in work provided the explanation of teacher educators' professional context, organisational context and its interrelationship to learning. I argued that teacher educators' own interest, professional repertoire and practices offers workplace affordances for other teacher educators. Moreover, the university contested context offered restrictive workplace affordances for both group of teacher educators in terms of inequitable distribution of professional learning opportunities, workplace demarcations and unhealthy relationships. This research has acknowledged the situated nature of learning by Lave and Wenger (1991), although it is different from Lave and Wenger's of Communities of Practice in that my research addresses the particular organisational and professional context of teacher educators. This adds to the understanding of participatory learning by highlighting that the professional and organisational context may facilitate or inhibit individuals to learn and share from each other.

The unsupportive contexts and dissimilar policies of the university inhibit the professional learning of teacher educators. In the case of the government cadre staff, their previous affiliation with school influenced their professional repertoire especially in terms of research. Since as a school teacher, research was not a professional requirement for them nor was the teaching in school underpinned by research. Nevertheless, this study revealed that government teacher educators did not find an *expansive working environment* (Fuller and Unwin, 2004) to develop their

skills in research. In addition, they did not see any benefit of engaging with research as, administratively, they are still under the control of Government of Punjab (GOP), according to which undertaking research and publication is not obligatory for their promotion. On the other hand, university teacher educator's promotion is based on their research productivity, but they are challenged with lack of opportunities, time and support. Thus this research concluded that the context of the university, its discerned policies for two groups of teacher educators appear to play a crucial role in the configuration of the opportunities and barriers to learning that teacher educators receive.

Research Question 3: What are the professional learning experiences of teacher educators with various academic and professional backgrounds?

Findings of the study revealed the diverse characteristics of teacher educators in terms of experience in teaching, research and professional qualifications. It was also noted that a few teacher educators enter the field with no professional qualification, teaching and research background. This sheds light on the fact that there is no specific requirement and pre-requisites to enter into the field of teacher education in Pakistan. It also raises the question of professional adequacy of teacher educators in Pakistan. The lack of formal induction programme and Standards for Teacher educators also identify the gap in the teacher education system and neglect from educational policy makers in Pakistan. This situation indicates that teacher education as a field has not been recognised as a profession in Pakistan. Although recent efforts by HEC in standardisation of teacher education programmes and devising the Standard for Teachers is a way forward, there is still relatively little recognition that teacher educators are a specialist group of professionals, even in the education

policy. There is thus a pressing need to recognise the status of *teacher educators* to raise the quality of teacher education in Pakistan.

Challenges in research which teacher educators reported in this research poses questions over the over the future quality of research-informed teacher education provision in Pakistan as well as the quality of teacher educators as an occupational group.

Teaching and supervising research were seen as the most dominant part of the role of teacher educators irrespective of their experience. Moreover, in current research, none of the teacher educators, and even the head of department with a Ph.D., mentioned their involvement in curriculum designing, mentoring student teachers, working with school-based mentors and engagement in research and publication to add to their knowledge base. This implies the major difference in teacher education programme and its delivery and also indicates a marked difference between the expectations, roles, entry requirement and required competencies of teacher educators in Pakistan and European countries.

Involvement in research activities appeared insignificant compared with participants' other tasks. Both quantitative and qualitative data suggests that teacher educators are largely involved in teaching although teaching and research have been considered as separate endeavours in current research by teacher educators as it was often viewed as separate in other countries as well (Boyd *et al.* 2010).

Research Question 4: How do teacher educators learn if formal professional development opportunities are not available?

It was revealed from the study that self-study (reading books and articles) is considered to be a major way of learning for teacher educators. In absence of formal learning opportunities, informal way of learning such as discussion with colleagues and reading books and using internet were found as a way of learning. Action research, team teaching, reflection and mentoring were not mentioned by teacher educators in current research as professional learning opportunities. This may be due to the fact that they do not have opportunities to be engaged in such activities, or they are not aware of these ways of learning.

In the absence of formal professional development opportunities, *incidental* and *occasional* learning is seen as important characteristics for teacher educators' professional learning. Peer learning and discussion with colleagues was seen more obvious in university campuses. Informal collegial support was seen more apparent in new campuses in comparison to campuses with both government and university teacher educators. It can be concluded here that organisational environment, professional characteristics of teacher educators and their relationship with each other are paramount for the informal learning of teacher educators. Although teacher educators drew on support from their colleagues (to some extent) in few campuses, neither quantitative nor qualitative data provided any evidence of teacher educators' involvement in any structured collaborative work or any form of collegial interaction such as team teaching or peer observation and reflection.

9.2. Limitations

In this research, the data collection was based on interviews and questionnaires. By combining respondents i.e. teacher educators, heads and elites, I was able to generate rich data to answer the research questions of the study. Thus this research has contributed to both literature and methodology for further studies on teacher educators' professional development. Nonetheless this study has a number of limitations due to which the findings must be interpreted in relation to the following.

Looking first at the actual fieldwork undertaken, several issues are apparent. The research had to be restricted to only one university of Pakistan, making generalizations to other teacher education institutions in Pakistan less easy.

The participants were under constant work pressure of teaching, invigilation and marking of exams; therefore, sometimes, few heads and potential teacher educators for the study could not be approached in few campuses.

Because of time constraints, I was not able to analyse all the quantitative data before starting interviews in two campuses. Therefore I could not follow the sequential research method exactly on some occasions.

Owing to the word limit of this study, a detailed description of campuses and heads could not be provided in the main body of the research.

9.3. Possible Area for Further Research

This study has provided key insights into the understanding of teacher educators' professional learning experiences and challenges. There are some key tentative areas which might help to explore the area of professional learning of teacher educators through further research. For example, for future research, the age, experience, status and gender of teacher educators would be worth exploring while making analysis and/or comparison in their professional development. The individual portraits or life stories of teacher educators and a detailed study of contextual factors of individual campuses would be likely to produce rich data for future study. More qualitative research would be needed to acquire a sense of ethos and workplace practices of teacher educators of different campuses and institutions.

Although this research has raised various issues that surround teacher educators in Pakistan, nevertheless, more in-depth understanding of various aspects of teacher educators' roles and challenges is required. Because of the time constraints, this research cannot address all organizational, social and cultural issues (at micro and macro level) confronting teacher educators in Pakistan. There is a need to study all macro and micro level issues which have remained unanswered or could not be explained in detail in this research such as institutional policies and role of heads of department in each context.

Within the context of the campuses studied in this research, role of head of departments and leadership might offer an interesting future direction for research on this topic.

9.4. Recommendations

The following recommendations are made based on the evidence obtained from the interviews of teacher educators and heads and my own understanding, which I have developed during this course of my study.

Professional development programmes, especially induction programmes, should be systematically organized, giving equal opportunities to all teacher educators regardless of their status and campus location.

Beginner teacher educator often reported unfamiliarity about their set of professional expectations and it is suggested that they should be provided explicit roles and responsibilities in writing by the University.

There is a dire need to devise the workload of teacher educators, taking into account the different roles which teacher educators have to perform. It is also essential to reduce the workload of teacher educators, since they need more time for scholarly activities. More resources and support may be provided to the university faculty in the conduct of research.

There is a need to recruit the teacher educators who have professional qualification of teaching and have substantial teaching and research experience and also providing the full support for beginner teacher educator who have entered without any teaching and research experience. It is crucial that appropriate learning opportunities for all teacher educators be provided as a core function of teacher education faculties. Earley (2004) pointed towards continuous professional development as the collective responsibility of both staff and the organization in which they work.

There should be an internal system of capacity building of teacher educators, so that teacher educators can take advantage of the existing experiences of teacher educators. There should be a clear agreement at policy level not to introduce non-teaching courses (i.e. IT and business etc.) if UOX has been given the status of a teacher education university. Moreover, the differentiation in the pay scale and positions of two faculty cadres may be addressed and same promotion policies may be adopted for both groups.

9.5. Implications of Research

The findings of the study have some implications for various stakeholders of teacher education field in Pakistan. Professional teacher education associations and donors who are working in the teacher education field can benefit from this current study to deepen their understanding on case-specific details of each campus and teacher educator to design the professional development programme for teacher educators.

This study highlights the need to build an understanding of the context in which the teachers work and an appreciation of teachers' experiences as a source of knowledge while introducing any reform in the field of teacher educator's professional development. This study provides empirical and theoretical understanding about teacher educators' learning in Pakistan and to the challenges of teacher educators of the first specialised teacher education university in particular. The Higher Education Commission, Accreditation Council for Teacher Education and Government of Pakistan can benefit from the contextual factors and challenges of teacher educators which this research highlighted while revamping and restructuring teacher education institutions particularly GCEs into university campuses. Information from this kind of study will help to make comprehensively informed and enlightened decisions

about policies and practices for improving the quality of teacher education and learning of teacher educators.

As highlighted in this research, there is no specific professional criterion for teacher educators in Pakistan. The establishment of standards for teacher educators could certainly be a way forward and can be useful in discussing the definition, roles and expectations of teacher educators (Fisher *et al.*, 2008: 10).

Thus, it can be concluded that systematic professional development is needed within teacher education institution as an integral part of the teacher educators' work responsibilities (Smith, 2003). There is also a need to re-think the transfer rules of teachers within teacher education department. It should not be assumed that any senior primary or secondary school teacher can become a teacher educator. In addition, there is a need to devise strategies for trained teacher educators to scaffold the trainings in their respective campuses.

The university also needs to have clear and written role specifications and expectations of teacher educators and it should be clearly communicated at the beginning of their appointment as a teacher educator. There has to be clear role specifications and training for heads as well, in terms of academic leadership and mentoring.

The issues and challenges raised in this research by teacher educators also provide some basis for policy implication with regard to the recruitment and selection of teacher educators. It identified the need to set minimum criteria for the selection of teacher educators and also to pay attention to the on-going development of experienced teacher educators who have a professional trajectory as a school teacher

but do not have pedagogical skills and research training to train prospective teachers for the 21st century. Indeed this is very important for University of X, as it is a specialised teacher education university in Pakistan.

9.6. Contribution to Knowledge

This research contributes to the field of professional development of teacher education which is an underexplored area. This is the first ever study of teacher educators in Pakistan specifically in the first specialist teacher education University of Punjab. The findings are also particularly significant in the backdrop of the current reforms in the field of Teacher Education in Pakistan. Indeed, they have added knowledge to the challenges and professional development opportunities of teacher educators.

This is the first research project of its kind to build both empirical and theoretical understanding of teacher educators' professional learning. In doing so, it has adopted a holistic view of professional development by looking at both formal and informal learning taking into account the professional and organizational context of teacher educators. In this way it has added to the literature.

Methodologically this study has contributed by using mixed methods and triangulation of the respondents at micro, macro and meso level all of which has provided a deep and holistic insight. As discussed in Chapter 1, there is little research about teacher educators' professional development that combines both qualitative and quantitative data in one study. In this study questionnaires and interviews provided convincing details of teacher educators' learning. In addition, I was able to gain a holistic view of teacher education by keeping in mind the multiplicity of teacher educators' roles, the unique profile of teacher educators, the

complex nature of their organization and the inevitable dynamic interactions between teacher educators and their culture milieu.

In particular, this research has identified an important aspect of the organizational context and structure of the University of X. By looking at the contested context of the University, this research has highlighted the binary division and balkanization of teacher educators which challenged the learning of teacher educators.

Moreover, in this research, studying the ten campuses of the University of X, located in different geographical locations of Punjab enabled more in-depth understanding and analysis regarding institutional contextual factors which played a pivotal role in the learning of teacher educators. Studying different teacher educators (Government and University) across campuses has shed more light on professional learning of teacher educators keeping in view their specific professional context and gave an opportunity to make a comparison across campuses and also between teacher educators. Doing this has broadened the understanding to Community of Practice by highlighting the relationship of working conditions (i.e. power culture) and learning. It also gives insight to the conceptualization of *workplace affordances* by seeing that affordances are both personal and institutional. In terms of looking at Eraut's ideas of informal learning this research adds to our understanding that it is not just learning and contextual factors (institutional factors) but also the *professional context* which effects learning. In my research, professional context is included the professional experiences of teacher educators, their differentiated roles and positions. This has added to the present discourse of informal learning of teacher educators.

My Reflection as a Researcher

This research has been an insightful experience for me as a researcher and as a teacher educator. The research has also been a way of capacity building for me as an informed practitioner who has now become more aware not only to the learning and challenges of teacher educators in Pakistan but also has deeper insight in the field of teacher education. This research has also given opportunities to other teacher educators to voice their views and experiences about their learning and challenges in professional development. Through positive attitude and cooperation of all teacher educators and heads, I was able to generate knowledge which was much needed in the field of teacher education in Pakistan. This was just a small step; the journey on this learning path is still continuing.

No story is ever complete. Every beginning leads to an apparent end and every ending sprouts into a new beginning. (Unknown)

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APPENDIX I: Application for Ethical Approval for Research Degrees

Name of the Student: Naima Qureshi **Course:** Ph.D. Education

Student ID: 1165606

Project Title: Professional Development of Teacher Educators at University of X, Lahore, Punjab, Pakistan

Supervisors: Mrs. Mary Briggs, Dr. Goodall Janet

Methodology:

- Semi-structured interviews (Semi structure interviews will be conducted from teacher educators and head of the institute. They will all be recorded. Their interviews will be recorded. Prior permission will be granted from them about recording the interview. Information sheet regarding the study and confidentiality of the participant will be provided to them as well.) Information sheet attached is attached with this document.
- Questionnaires. Questionnaires will be distributed to teacher educators only
- Desktop Survey (literature and relevant document review)

Participants:

- Participant of the research will be teacher educators (teaching to B.Ed. and MEd level of different campuses across Punjab) of University of X, Lahore Pakistan. 6 interviews will be conducted from teacher educators and 30 to 40 questionnaires will be distributed to teacher educators.
- Head of the Institution/campuses of University of X, Punjab. 6 Heads of the institutes will be interviewed.
- Programme Manager of Higher Education Commission, Pakistan. (Interview will be conducted only from programme managers)

Respect for participants' rights and dignity:

How will the fundamental rights and dignity of the participants be respected, e.g. confidentiality, respect of cultural and religious values?

- Purpose of the research and potential benefit of the research will be explained to them in detail.

- Participants will be given all the liberty to withdraw from the research at any stage if they wish to do so and they will not be asked for the reason of withdrawal.
- Informed consent will be taken in advance from respective teacher educators, head of the institution and Principals of campuses before collecting the data.
- Participant teacher educators will not be forced to share any details which they will not be agreeing to share.
- Appropriate language will be used during interviews and questionnaires. No additional remarks on their feedback will be made which might hurt them or make them uneasy.
- Questionnaire is developed primarily in English and would be translated in Urdu for the participants to make it clear and straightforward. All information would be provided about the study to the participant. Information sheet regarding the study will be on first leaf of the questionnaire and information regarding interview will be given to the participant for interview as well in writing as well as verbally. (Information sheet is attached)

Privacy and Confidentiality:

How will confidentiality be assured? Please address all aspects of research including protection of data records, thesis, reports/papers that may arise from the study:

- All the data gathered from the study will be used only for academic purpose and will not be shared with any one for any other purpose.
- Data will be sorted securely and kept for a period of no more than 10 years.
- Data will be sorted in a safe and private place where data collected cannot be approached by any other person and all data will be kept in locker after use.
- It will be ensured that access is restricted as much as is consistent with the need of the research.
- The names of the respondents will be kept anonymous. They will be named as teacher educators in the study. Coding will be given to respondent to report the data i.e. Teacher Educator A, Teacher Educator B etc. to maintain anonymity of the participant. All questionnaires will be anonymous.
- All the questionnaires will be provided in sealed (private and confidential) envelopes by the researcher and will be returned by the respondent to the researcher in provided sealed envelope to ensure the confidentiality. All the

filled questionnaire will be collected from the respondents in a sealed envelope by the researcher by hand.

- All interviews will be conducted in a private room to ensure privacy.
- Purpose of the research will be explained in writing as well in each questionnaire given to the participants.
- Prior permission will be taken to record the interviews.
- Questions will be repeated during the interview if any question appears to be unclear to the respondents.
- Data collected from the study, its interpretation will be discussed with the participants for verification.

Consent - will prior informed consent be obtained?

From participants? Yes **From others?** Yes (Head of the Institution, Programme Manager of Higher Education Commission. Pakistan.)

Explain how this will be obtained. If prior informed consent is not to be obtained, give reason:

- Consent will be obtained by writing letters to the head of the institution/respondents and mentioning clearly about purpose of the research and all relevant details. All measures regarding confidentiality and privacy will also be mentioned in the letter.

Will participants be explicitly informed of the student's status?

- All participants will be told that this study is a part of doctoral thesis.

Competence

How will you ensure that all methods used are undertaken with the necessary competence?

- Researcher will pilot the instrument to ensure its suitability for the research.
- Researcher has extensively read about different methods of research keeping in view the nature of the study.
- Second, research articles around this topic are read to see what methods are employed in those to ensure that in the current study appropriate method has been chosen.

- Discussion with supervisors has also been made.

Protection of participants

How will participants' safety and well-being be safeguarded?

- It will be emphasized and made clear in the beginning of the research that the role of the researcher is independent so that participants can contribute their ideas and experiences without fear of losing their impression and respect.
- It will be ensured that data collected from the respondent will not be share with anybody within and outside the organization or any other third party.
- Any details and experiences shared will be discussed only for academic purpose and anonymity will be maintained throughout the study.

Child Protection

Will a CRB check be needed? (NA)

Addressing Dilemmas

Even well planned research can produce ethical dilemmas. How will you address any ethical dilemmas that may arise in your research?

- Nature and purpose of the research will be communicated clearly to all the participants in detail verbally as well as in writing.
- Data gathered will not be shared with their respective higher authorities so their reputation will not be at risk in any way or will not harm them as professionals.
- It will be ensured that their details and all mentioned experiences will be dealt with confidentiality and anonymity.

Misuse of research

How will you seek to ensure that the research and the evidence resulting from it are not misused?

- Data will be kept in confidence and will not be shared with any one.
- Data will be analysed with the help of appropriate expertise without identification of any participant.

Support for research participants

What action is proposed if sensitive issues are raised or a participant becomes upset?

- All participants will be given detail about the purpose and nature of the study (on first leaf of the questionnaire and before the interview). Their consent will be sorted out beforehand.
- Only prepared and willing participants would be approached for the study.
- It will be communicated to them clearly that their refusal to participate in this study will not involve any penalty. If during the study, if any participant becomes upset they will have the right to withdraw from the study. They will even have the right to refuse to give answer to any particular question.
- Even after giving interview, if any participants want to withdraw themselves as part of the study, they will have full right to do that.
- Further, each participant will be provided a transcript of the interview to give them an opportunity of deleting any word or detail which they may perceive as identifying the,
- Participant will be allowed to withdraw from the study at any stage.
- Anonymity of the respondents will be maintained in the research.
- Background information of the respondents and their experiences will not be disclosed to anyone.
- Identity of the respondents will be protected in all cases.

Integrity:

How will you ensure that research and its reporting are honest, fair and respectful to others?

- Triangulation will be done to ensure the trustworthiness of the research.
- Direct quotation will be used to avoid misinterpretation.
- Data will be shared with the participants to ensure that its interpretation has been rightly done.
- Clear criteria will be made to analyse the themes emerging from the data.
- Interpretation of the data will be done under the guidance of supervisors.

Name G. Kindry Date 27.10.12
Signature [Handwritten Signature]
Stamped

the attribution of authorship by yourself or publications?

a doctoral study will be co-authored with the be solo authored after the completion of the

Notes of Action

Please specify other issues not discussed above, if any, and how will you address them.

- Not any

Signed

Research Student: Naima Qureshi

[Handwritten Signature]

Date 2/10/12

Supervisor: Mrs. Mary Briggs

[Handwritten Signature]

Date 2/10/12

Dr. Goodall Janet

Action:

Please submit to the Research Office

Action taken

Approved

- Approved with modification or conditions-see below
- Action deferred. Please supply additional information or clarification-see below

APPENDIX II: Letter for Access



Institute of Education
The University of Warwick
Coventry CV4 8EE United Kingdom

Date: 1st November, 2012

Subject: Questionnaire about Teacher Educators' Professional Learning

To whom it may concern

I am a doctoral student conducting research under the supervision of Mrs. Mary Briggs and Dr. Janet Goodall at the University of Warwick. My research focuses on Professional Learning of Teacher Educators: Challenges and Opportunities. This study is designed to examine the teacher educators' perspectives of their professional development. Further this research will draw on the experiences of teacher educators and their views about the opportunities and challenges they have to face working in higher education. This study is an exploratory study of University of X (UOX) and data will be collected from all the 10 campuses of UOX. In so doing, I would like to request you to fill in the attached questionnaire. After the surveys have been completed, please return them to Naima Qureshi in the postage-paid envelope provided. If you would like more information about the study before filling the questionnaire you can contact me via email naimaqureshi@yahoo.com or phone on 0321-4236474.

Thank you for your time and cooperation.

Naima Qureshi
Research student
University of Warwick. UK

Supervisors:

A handwritten signature in cursive script that reads 'Mary Briggs'.

Mary Briggs
email: mary.briggs@warwick.ac.uk
Tel number 0044 2476523216

Dr. Janet Goodall
janet.goodall@warwick.ac.uk
00 44 247651172

APPENDIX III: Information Sheet for Teacher Educators



INFORMATION SHEET FOR TEACHER EDUCATORS

Professional Learning of Teacher Educators: Challenges and Opportunities

TEACHER EDUCATOR QUESTIONNAIRE

As part of PhD in Education
Student No: 1165606
University of Warwick, UK

Campus: _____ City: _____

ABOUT THE STUDY

This study "Professional Learning of Teacher Educators: Challenges and Opportunities" is a Doctoral study undertaken by Naima Qureshi (Student No 1165606) at University of Warwick, UK. This study is designed to examine the perspectives of teacher educators regarding their professional development. Further this research will draw on the experiences of teacher educators and their views about the opportunities and challenges they have to face in setting of higher education.

This research is an exploratory study of University of X and data will be collected from all 10 campuses across Punjab.

CONFIDENTIALITY

All information collected in this study will be treated with strict confidentiality and will only be used for academic purposes. This questionnaire is anonymous. Participation in this study is voluntary and any individual may withdraw at any time. If you don't want to participate in the study even if you have given prior consent, you can leave the questionnaire blank.

ABOUT THE QUESTIONNAIRE

- This questionnaire asks for information about your academic and professional experiences.
- Please write how much time it took you to fill in the questionnaire.
- Most questions can be answered by marking the most appropriate option.
- When you have completed this questionnaire, please put it in the attached sealed and stamped envelope and post it.
- If you would like more information about the study before filling the questionnaire you can reach me by email naimaqureshi@yahoo.com or call me at Ph: 0321-4236474.

Thank you very much for your cooperation!

APPENDIX IV: Information Sheet for the Head of the Institute



INFORMATION SHEET FOR HEAD OF THE INSTITUTE

Professional Learning of Teacher Educators: Challenges and Opportunities

INTERVIEW INFORMATION SHEET

As part of PhD in Education
Student No: 1165606
University of Warwick, UK

Campus: _____ City: _____

ABOUT THE STUDY

This study "Professional Learning of Teacher Educators: Challenges and Opportunities" is a Doctoral study undertaken by Naima Qureshi (Student No 1165606) at University of Warwick, UK. This study is designed to examine the perspectives of teacher educators regarding their professional development. Further this research will draw on the experiences of teacher educators and their views about the opportunities and challenges they have to face in setting of higher education.

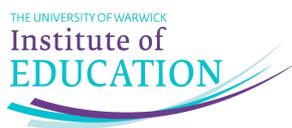
This research is an exploratory study of University of X and data will be collected from all 10 campuses across Punjab.

CONFIDENTIALITY

All information collected in this study will be treated with strict confidentiality and will only be used for academic purpose. Participation in this study is voluntary and any individual may withdraw at any time. You have the right to refuse to answer any particular question. Individual responses would only be seen by me and my supervisors, and responses will be reported in summary form.

You have full right even after your interview to ask for your data not to be included if you feel you don't want to take part in the study. Your refusal to participate will not involve any penalty or harm to your reputation.

APPENDIX V: Questionnaire for Teacher Educators



1. Gender <input type="checkbox"/> 1. Female <input type="checkbox"/> 2. Male	2. Age <input type="checkbox"/> 1. Under 25 <input type="checkbox"/> 3. 30-39 <input type="checkbox"/> 5. 50-59 <input type="checkbox"/> 2. 25-29 <input type="checkbox"/> 4. 40-49 <input type="checkbox"/> 6. 60 plus	3. Highest academic qualification <input type="checkbox"/> 1. MA/ MSc Area of Specialization _____ <input type="checkbox"/> 2. M. Phil <input type="checkbox"/> 3. Ph.D. _____		
4. Highest professional qualification <input type="checkbox"/> 1. C.T. <input type="checkbox"/> 4. M.Ed. <input type="checkbox"/> 2. PTC <input type="checkbox"/> 5. Any other _____ <input type="checkbox"/> 3. B.Ed. _____	5. Do you have any IT skills? (If yes) mention here: <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	6. Have you had any experience other than teaching before joining the university? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No		
7. (If yes to Q-6) In which capacity did you worked outside teaching and how long? 				
8. Have you had any teaching experience? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	9. If you have teaching experience, where have you been teaching? <input type="checkbox"/> 1. School <input type="checkbox"/> 2. College <input type="checkbox"/> 3. University			
10. When did you join this institution? <input type="checkbox"/> 1. In last 3 years <input type="checkbox"/> 2. In last 5 years <input type="checkbox"/> 3. In last 7 years	11. Have you participated in any orientation programme? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Did not take place <input type="checkbox"/> 3. Could not attend			
12. If yes, who organized that orientation programme? <input type="checkbox"/> 1. Directorate of Staff Development <input type="checkbox"/> 3. Your Own University <input type="checkbox"/> 2. Higher Education Commission <input type="checkbox"/> 4. Any other Organization _____	13. Were your expectations regarding your role met when you joined this institution? <input type="checkbox"/> 1. Small extent <input type="checkbox"/> 2. Moderate extent <input type="checkbox"/> 3. Large extent			
14. How important is professional training to perform one job in a better way? <input type="checkbox"/> 1. Extremely important <input type="checkbox"/> 3. Somewhat important <input type="checkbox"/> 2. Very important <input type="checkbox"/> 4. Not very important	15. Did you get any professional training after joining the service in university? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No			
16. If yes, What was the duration of the training? 	17. What were the topics of the training programme? 			
18. How much do you enjoy the following activities?				
	Large Extent	Moderate Extent	Small Extent	Not at All
Teaching	_____	_____	_____	_____
Research	_____	_____	_____	_____
Administration	_____	_____	_____	_____
Advising Students	_____	_____	_____	_____
Supervising Teaching Practicum	_____	_____	_____	_____
19. How frequently are you involved in the following?				
	Daily	Once a week	Once a month	Once in 3 months
Teaching	_____	_____	_____	_____
Research	_____	_____	_____	_____
Administration	_____	_____	_____	_____
Advising Students	_____	_____	_____	_____
Supervising Teaching Practicum	_____	_____	_____	_____

20. Please rank the following jobs in order of challenge you face in the university and give the reason for most challenging job.

("6" is the most challenging and "1" is the least challenging).

	6	5	4	3	2	1	State reason for most challenging job
Teaching	<input type="checkbox"/>						
Research	<input type="checkbox"/>						
Administration	<input type="checkbox"/>						
Advising Students	<input type="checkbox"/>						
Supervising Teaching Practicum	<input type="checkbox"/>						

21. In your opinion what is Continuous Professional Development (CPD)?

22. How often do the following form the part of your professional development?

	Rarely	At least once a week	Once a month	Few times a year	Mostly
Single workshops	<input type="checkbox"/>				
Long courses	<input type="checkbox"/>				
Attending conferences	<input type="checkbox"/>				
Discussion with Colleagues	<input type="checkbox"/>				
Self-study	<input type="checkbox"/>				
Observation	<input type="checkbox"/>				
Writing journals	<input type="checkbox"/>				
Using subject study groups	<input type="checkbox"/>				
Action research	<input type="checkbox"/>				

23. How frequently do you do the following activities?

	Once a week	Once a month	Few times a year	Once a year	Never
Discuss your lesson plans with other teachers/colleagues	<input type="checkbox"/>				
Share ideas on student-teacher issues/work with colleagues	<input type="checkbox"/>				
Share ideas on research with colleagues	<input type="checkbox"/>				
Observe another teacher teaching	<input type="checkbox"/>				
Be observed by another teacher	<input type="checkbox"/>				
Team teaching	<input type="checkbox"/>				
Network with other teachers outside organization	<input type="checkbox"/>				

24-Give number from 1 to 8 to the following barriers you face in your professional development?

"8 is the most and "1 the for the least

	1	2	3	4	5	6	7	8
Lack of training	<input type="checkbox"/>							
Lack of colleagues support	<input type="checkbox"/>							
Lack of time	<input type="checkbox"/>							
Lack of resources	<input type="checkbox"/>							
Lack of experience	<input type="checkbox"/>							
Lack of confidence	<input type="checkbox"/>							
Lack of coordination between you and your head	<input type="checkbox"/>							
Lack of opportunities	<input type="checkbox"/>							
State if any other reason: Give explanation to the most important barrier:								

25. Part B- Current Professional Practices of University

To what degree do these statements describe the professional practices of your university?

	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly disagree
1. University teachers have the opportunities for dialogues and discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Research is considered to be an important academic responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. University teachers are willing to help each other in case of any problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Professional development opportunities are available to the university teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Senior university teachers offer their help to novice university teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Most of the professional development opportunities are arranged by the head of the institutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. University teachers take full advantage of any available professional development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. University teachers are provided with some standards of performance to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. New university teachers are provided with full training when they join this organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Senior university teachers are more engaged in research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Most of the university teachers find time to sit with student teachers to discuss their problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Any formal professional development programme will help teachers to perform their role better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Writing a reflective diary is appreciated by the head of my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Heads provide clear role specifications to new university teachers after joining.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. University teachers have enough time to share and discuss their practices with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Head has high expectations for the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Senior university teachers welcome the novice university teachers to observe their teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Professional knowledge and skills are improved by self-study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. University teachers find enough time during the day for planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. University teachers find most of the learning opportunities outside the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part C- My Professional Practices:					
Read the statement and tick against the relevant box.					
	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly disagree
1. I can perform much better if colleagues support me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have the opportunity to collaborate with other teachers in my university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have a strong command in the area in which I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I believe that I can do much better if more time is given.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I would like to be more involved in research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Discussion with colleagues gives me opportunity to try out new things in my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Training is necessary to teach teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My previous experience helped me a lot in teaching the teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Professional development opportunities should be organized more frequently for university teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I learn most of the things by myself here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I learned most by attending workshop and courses outside the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I was prepared with the new role when I joined this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Teaching student teachers is a challenging job for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Teaching student teachers is a satisfying job for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My mentor helped me in all my jobs to perform.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU SO MUCH FOR YOUR TIME



APPENDIX VI: Interview Protocol for the Heads/Principal of the Campuses



INFORMATION SHEET FOR PRINCIPALS/HEADS OF THE CAMPUSES UNIVERSITY OF X

Professional Learning of Teacher Educators: Challenges and Opportunities

As part of PhD in Education
Student No: 1165606
University of Warwick, UK

Campus: _____ City: _____

ABOUT THE STUDY

This study "Professional Learning of Teacher Educators: Challenges and Opportunities" is a Doctoral study undertaken by Naima Qureshi (Student No 1165606) at University of Warwick, UK. This study is designed to examine the perspectives of teacher educators regarding their professional development. Further this research will draw on the experiences of teacher educators and their views about the opportunities and challenges they have to face in setting of higher education.

This research is an exploratory study of University of X and data will be collected from all 10 campuses across Punjab.

CONFIDENTIALITY

All information collected in this study will be treated with strict confidentiality and will only be used for academic purposes. This questionnaire is anonymous. Participation in this study is voluntary and any individual may withdraw at any time. If you don't want to participate in the study even if you have given prior consent, you can leave the questionnaire blank.

INTERVIEW QUESTIONS

1. What is the system of induction for teacher educators in University of X and/or in your campuses?
2. In your view how important is professional development for teachers educators?
3. What are your expectations from teacher educator regarding their academic role?
4. How do you involve them in professional development opportunities?
5. What do think are the challenges which teacher educators have to face in performing their jobs?
6. How do you view the learning of different teacher educators and their engagement with different professional roles?
7. What are the professional development opportunities in your campus?
8. What do you do to facilitate new teacher educators?
9. Do you assign different roles to new teacher educators than experienced teacher educators?
10. Do you think that new and experienced teacher educators face different kind of challenges?
11. What do you recommend to your faculty regarding professional development?

Thank you very much for your cooperation!

APPENDIX VII: Interview Protocol for the Vice Chancellor of University of X



INFORMATION SHEET FOR VICE CHANCELLOR OF UNIVERSITY OF X

Professional Learning of Teacher Educators: Challenges and Opportunities

As part of PhD in Education
Student No: 1165606
University of Warwick, UK

ABOUT THE STUDY

This study "Professional Learning of Teacher Educators: Challenges and Opportunities" is a Doctoral study undertaken by Naima Qureshi (Student No 1165606) at University of Warwick, UK. This study is designed to examine the perspectives of teacher educators regarding their professional development. Further this research will draw on the experiences of teacher educators and their views about the opportunities and challenges they have to face in setting of higher education.

This research is an exploratory study of University of X and data will be collected from all 10 campuses across Punjab.

CONFIDENTIALITY

All information collected in this study will be treated with strict confidentiality and will only be used for academic purposes. This questionnaire is anonymous. Participation in this study is voluntary and any individual may withdraw at any time. If you don't want to participate in the study even if you have given prior consent, you can leave the questionnaire blank.

INTERVIEW QUESTIONS

- 1- In your view how important is professional development for teacher educators?
- 2- What changes/reforms did you bring to the system for the professional development of teacher educators of University of X?
 - (i) Which steps University is undertaking for the promotion of research culture in the university?
 - (ii) How are you facilitating the staff for their professional development?
- 3- What are your expectations from teacher educators of University of Education as a first specialized university in Pakistan?

Thank you very much for your cooperation!

APPENDIX VIII: Interview Protocol for DG, Learning Innovation Centre, HEC



INFORMATION SHEET FOR FOR DIRECTOR GENERAL LEARNING INNOVATIVE DIVISION HIGHER EDUCATION COMMISSION, PAKISTAN

Professional Learning of Teacher Educators: Challenges and Opportunities

As part of PhD in Education
Student No: 1165606
University of Warwick, UK

ABOUT THE STUDY

This study "Professional Learning of Teacher Educators: Challenges and Opportunities" is a Doctoral study undertaken by Naima Qureshi (Student No 1165606) at University of Warwick, UK. This study is designed to examine the perspectives of teacher educators regarding their professional development. Further this research will draw on the experiences of teacher educators and their views about the opportunities and challenges they have to face in setting of higher education.

This research is an exploratory study of University of X and data will be collected from all 10 campuses across Punjab.

CONFIDENTIALITY

All information collected in this study will be treated with strict confidentiality and will only be used for academic purposes. This questionnaire is anonymous. Participation in this study is voluntary and any individual may withdraw at any time. If you don't want to participate in the study even if you have given prior consent, you can leave the questionnaire blank.

INTERVIEW QUESTIONS

- 1- What changes/reforms did you bring to the system for the professional development of teacher educators?
- 2- How are you facilitating the staff for their professional development?
- 3- How do HEC select the faculty and what is the system of follow up for professional development of university teachers?
- 4- What steps HEC is undertaking for the promotion of research culture in the university?
- 5- What are your expectations from teacher educators of University of X as a first specialized university in Pakistan?

Thank you very much for your cooperation!

APPENDIX IX: Performance Evaluation Report

	UNIVERSITY OF EDUCATION PERFORMANCE EVALUATION REPORT	Teaching Staff
Division/Campus: _____ Department: _____		
Period: _____ To: _____		

The rating in the following sections should be recorded by indicating appropriate box. The ratings denoted by alphabets are as follows:

'A' Exceeds Expectations 'B' Meets Expectations 'C' Needs Improvement 'D' Unacceptable

Section I: Personal profile: (To be filled in by the officer reported upon)

Name (in capital letter)							
Father Name							
Post held during the period		Status of service					
Academic qualification		Academic qualification enhanced during the year					
Conference/Workshop/Courses Organized/Attended**				A	B	C	D
				7.7 6	5 4	3 2	1 0
Title	Nature	International/National	Duration with Dates				
Research (Supervision/Guidance of Graduate/Post-graduate/Ph.D. Thesis):				A	B	C	D
				7.7 6	5 4	3 2	1 0
B.Ed./B.Sc (Hons.)		Master		Ph.D.			
Total Number of Publications:				A	B	C	D
				7.7 6	5 4	3 2	1 0
Research		Other					
Research accepted for publishing during the year							
Title				Journal			
Research published during the year. (Use additional sheets if needed)							
Title		Journal		Volume			
Job Description (Assignments/Achieved Targets)				A	B	C	D
				7.7 6	5 4	3 2	1 0
Assignments/Achieved targets: It should reflect your work plan or team's objectives. They should reflect the qualities you will need to achieve your expected goals. The key activities (e.g. teaching, projects, tasks) should be indicating the column demonstrated performance, should show a brief account of performance on the job during the period supported by statistical data, where possible. Target given and actual performance against such targets should be highlighted; reason for shortfall, if any, may also be stated.							
Expected outcomes		Key activities to achieve targets		Demonstrated performance			
Assignments / Achievement targets							

Signature of the teacher

Date 31.12.2013

**Canceled as needed

Section II (Evaluation by the Reporting Officer)

Knowledge of job and technical know how:

<ul style="list-style-type: none"> • Possesses skills and technical competence to perform duties. • Keeps up with current developments. • Learns and apply new skills. • Uses of available resources. 	A	B	C	D
	7.7 6	5 4	3 2	1 0

Communication Skills:

<ul style="list-style-type: none"> • Communicates effectively • Prepares well for classroom. • Guides students. • Assesses students regularly • Diagnoses remedy of student's difficulties. 	A	B	C	D
	7.7 6	5 4	3 2	1 0

Team Work/ Cooperation:

<ul style="list-style-type: none"> • Has good relation with superiors, colleagues subordinates • Works with others in a team. • Strikes balance between team and individual responsibilities. 	A	B	C	D
	7.7 6	5 4	3 2	1 0

Initiative/Interest/Motivation:

<ul style="list-style-type: none"> • Accepts of responsibility. • Looks for and take advantage of opportunities. • Seeks opportunities to increase job skill and knowledge. 	A	B	C	D
	7.7 6	5 4	3 2	1 0

Adaptability/Flexibility:

<ul style="list-style-type: none"> • Adapts to changes in work environment. • Manages competing demands. • Accepts criticism and feedback. 	A	B	C	D
	7.7 6	5 4	3 2	1 0

Adherence to Office Discipline:

<ul style="list-style-type: none"> • Punctuality, regularity 	A	B	C	D
	7.7 6	5 4	3 2	1 0

Integrity:

<ul style="list-style-type: none"> • Uprightness, financial responsibility 	A	B	C	D
	7.7 6	5 4	3 2	1 0

Creativity, Inventiveness:

<ul style="list-style-type: none"> • Has capacity to think independently and conducts research. • Uses innovative methods and generate new ideas 	A	B	C	D
	7.7 6	5 4	3 2	1 0

Managing Employee – Colleagues:

<ul style="list-style-type: none"> • Sets appropriate goals and performance standards • Gives direction/guidelines and monitoring of employees • Delegates responsibilities • Provides recognition/feedback to employees • Develops subordinates skills and providing motivation • Inspires respect and trust others 	A	B	C	D
	7.7 6	5 4	3 2	1 0

Tick (✓) appropriate

Honest		Corrupt	
Exceeds Expectations > 79	Meets Expectation 60-79	Needs Improvement 40-59	Unacceptable <40

Pen Picture

With focus on the officer's strength, weaknesses and special aptitudes.

Name and Designation of Reporting Officer

Signature with date

Section - III

Remarks of the Countersigning Officer

Name and Designation of Countersigning Officer

Signature with date