

## **Importance of Pre-Service Teacher Training and Need of Time to Strengthen at National Level**

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### **Abstract**

*The qualitative research had been carried on to highlight the importance of Pre-Service Teachers, Training programs in the country. It had been observing to underestimate the aforementioned subject during the last decade. For this purpose the topic was selected to carry on research to bring into limelight the importance of pre-service teachers' training programs in the country. The document analysis was done to highlight the importance in the context of international scenario and its requirement in national grid. The recommendations were furnished accordingly.*

**Keywords:** Importance of Pre-Service Teachers' Training Program in national grid

### **Introduction**

Quality education always requires skilled teachers. It becomes very important that the most competent, skilled, and appropriate teacher be recruited into the teaching profession, provided with quality-oriented pre-service teacher training and education program, and afterward opportunities to improve their knowledge and abilities over the entire journey of their career (Cano, 2005).<sup>1</sup>

This study explored all three major components of learning i.e. cognitive, affective and behavioural. This article covers the in-service and pre-service training experiences of the teachers with the students who suffer from disabilities and the children who are not disabled. This suggests the attitude/ behaviour of a teacher with the students with disabilities, and eventually toward inclusion, based on the characteristics of the child, classroom factors, and their experiences. Therefore, attitudes of the teachers are expressed in their behavior in the classroom and (during their experiences of teaching) in their interactions with the students. This research used the observation method to observe the classes, their behavior, the command on the skills, characteristics, factors of the classroom to say that the difference between the pre-service and in-service teachers' training impact on the students either they are a disabled or normal child.<sup>2</sup>

The author relates to the teacher's education by receiving wisdom about learning to teach. According to the wisdom we have received, teaching is a self-taught practice for the teachers, what to teach that must be clear to the teacher if he/she knows his / her subject. A teacher must be trained according to subject and teachers aim to teach students and improve his/her techniques and teaching style through practice. Through their training program teachers are learning, what is the task of teaching? Then through their practice of teaching, they learn a lot and develop their techniques and approaches through their teaching experiences. Pre-service teacher training helps the teachers to learn some supplementary things about learning theory, development of the students, or management of the classroom.<sup>3</sup>

The program for in-service and prospective teachers training in National Education Councils is highlighting the importance of pre-service training and education for teachers in turkey. Since 1939,

<sup>1</sup>Cano, F. (2005). Epistemological beliefs and approaches to learning: Their change through secondary school and their influence on academic performance.

<sup>2</sup>Leatherman, J. M. & Niemyer, J. A. (2004). Teachers' attitudes toward inclusion: Factors influencing classroom practice.

<sup>3</sup> Kennedy, M. M. (1999). The role of pre-service teacher education.

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various national councils of education have been organized in Turkey, and they all have been emphasizing on pre-service teacher training.<sup>4</sup>

As envisioned by the Ministry of Education, the development and advancement of students in Pakistan need dedicated hard work from the teacher representatives who can play a key part in institutionalizing and introducing suitable processes of teaching and learning. Historically, administrative positions including such departmental directors or leadership roles in educational institutions like subject facilitators or coordinators were formed (2006) which needed the development and improvement in the notion of teacher leadership. Furthermore, York-Barr & Duke (2004) describe that in the improvement of educational institutions, the idea of teacher leadership has gone beyond the detention of achieving administrative positions to empower the classroom (facilitator) teachers to play a more significant and active role. On the other hand, in the Pakistani context, the development and practice of a teacher leadership intervention have not yet achieved its full determination on a practical level. Pakistan is one such country where the profession of educating or teaching is the last option for a career for a determined and ambitious person and most teachers are told that they are neither obliged nor encouraged to teach (MOE, 1998, 2009), it may seem like a daunting task to build teacher leaders who can turn school life into self-reliant and skilled individuals of critical thoughts, however, it is not impossible. Moreover, some teacher training and development programs were successful in improving and developing the ability of educators to take on leadership roles even in the difficult context of Pakistan.<sup>5</sup> Pre-service teachers Education is key to professionalism with theoretical and practical parts. Perspective Teachers learn teaching skills and prepare themselves before entering into the classroom for the first time.<sup>6</sup>

Generally, admission in the simultaneous educational programs is always based on the results of secondary school and admission in the continuing courses always depends on the university education results. There is strong competition for teacher education programmers to enroll in some countries. Teaching is considered a backup plan as a profession since it was regarded as a second or even a third option for higher education from the university. The duration of teacher training programs for teachers is varied around the world, the duration of training is three years to six years. In some cases, one of the important considerations is the ability to execute and use of research in both situ and elsewhere. There are some basic elements all over the world of teacher education and training programs. Schulle and Dembélé (2007) recommends that there are several factors and aspects that policymakers need to consider when deciding the duration of training for pre-service or initial teachers: possible shortages or excesses of teachers, financial constraints, the quality and expertise in the content knowledge of the teacher candidates, their pedagogical knowledge and ability, and the general condition of the labour market.<sup>7</sup>

The human being is a supreme creature in the universe due to education and education is essential for his survival in the world. It is an important investment for the development of human and economic and is always influenced by the environment in which human beings exist. The most crucial factor is the quality of interaction between teachers and taught in the classroom. The quality of any education system entirely relies on the quality its of teachers. Appropriate teacher preparation is the most effective means of improving educational practices. Thus, teacher education and suitable pedagogy are very important. Various innovations are proved to be true to use in teachers' education for teachers' professional development and replace the traditional approaches in teachers' education. There is a need to review the teacher education curriculum, instructional set up, and the teaching methodologies for imparting training to teachers. According to the Asian Development Bank, improvement in the quality of teaching is essential for producing a more capable workforce. Education must meet the needs of a rapidly growing economy for competent problem solvers who are imaginative, adaptable, and creative. To accomplish this, the changing skills are required of school

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<sup>4</sup> Tarhan, O. (2015). The State of in-service training of teachers and teacher training in national education councils.

<sup>5</sup> Rizvi, M. (2015). Teacher education pedagogies related to preparing preservice teachers as leaders in Pakistan.

<sup>6</sup> Ahmed, M.-E.-. (2012). Factors Affecting Initial Teacher Education in Pakistan.

<sup>7</sup> Scott, D., Posner, C. M., Martin, C. & Guzman, E.(2018). *The Education System in Mexico*.

graduates that must be reflected in the teacher training. This requires new approaches, as most teachers continue to teach in traditional ways in which they were taught.<sup>8</sup>

The archetype of reflective practices in teacher education is one of the reform efforts that the education community has taken, such kinds of reform efforts like pre-service teaching programs and reflective practices can bring about significant improvement in teaching. Reflective practice in pre-service teacher training means teachers' thinking about what he/she is doing in the classroom? looking at what departed well, what didn't go fine during teaching, what he/she should do and what he/she could have done in a different way (Joan Y. Pedro, 2005).<sup>9</sup> Teacher training and education programs have introduced many strategies for motivating pre-service teachers to think critically about their learning methods and procedures. This approach (pre-service teaching programs) has been used to develop effective teachers in basic technical and professional teaching skills.

### **Statement of the Problem**

Teacher education has been practicing last 3 decades initially the CTC and PTC were offered but from the last few decades, it had been updated B.ED and M.ED program had been introduced and gradually with the advancement with teacher education through a continuity research project, these teacher education program had been enriched with modern approaches of teaching methodologies. From the last 2 decades, the terminology pre-service and post-service have been using. Since the inception of education program in Pakistan it has been observing that teacher quality in teacher education was not up to mark. The previous government certainly decided to windup the pre-service teacher education program. As a researcher, it was shocking news for the educationist. The world superpower American had been an emphasis on training teachers from the last century. In my opinion, this step is supposed to be the distraction of all research and gave in the teacher's training/teacher education. Huge research work has already been done polytheistic field.

### **Objectives**

1. To explore the significance of pre-service teacher training programs
2. To bring into limelight the negligence in the country apropos of the teacher education program.
3. To highlight the applicability of pre-service teacher program in practical life

### **Literature Review**

Most previous investigations about teachers' attitudes toward integration and inclusion individually focused on either in service or pre-service teachers. This research has found that when early childhood teaching training programs were provided, teachers reflected more positive and encouraging attitudes about participation, i.e. training and knowledge about the students who have disabilities and different hand-on activities and direct practices for working with them (Dinnebeil, McInerney, Fox, & Juchartz-Pendry, 1998), support from the administration (Odom & McEvoy, 1990), and personnel support during the classroom activities (Rose & Smith, 1993). The nature of coursework during teaching (especially precise strategies and techniques for working with the students who have impairments or disabilities) and practical (direct practices and experiences with the students who have some sort of physically, visually or hearing impairments) for pre-service teachers, are important in developing and maintaining the positive and encouraging attitudes toward diversity in students (Miller & Stayton, 1996; Proctor & Niemyer, 2001).

Teacher education and training practices in Mexico and Mexican schools are the forms of partnership between teacher education institutions. These training institutions for teacher education are considered the same as schools, higher education colleges, and a complete formal institutional structure that offers teacher training programs that are responsible to improve the quality of teachers. Maandag and his collaborators developed a fivefold model to explain this relationship. Kennedy describes his notion about the teaching ways that (as cited in Haberman, 1985; Lortie, 1975; Nemser, 1983) people who teach are highly likely to teach in the way they themselves have learned. It means that a teacher will teach his/her students in the way he/she has been taught in their pre-service practice.

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<sup>8</sup>Raza, M., Hafeez, A. & Ambreen, M. (2016). Pre servive teacher education in Pakistan: application of innovative approaches.

<sup>9</sup>Pedro, J. Y. (2005). Reflection in teacher education: Exploring pre-service teachers' meanings of reflective practice.

Principals or heads of any educational institution (who have the experience in the educational field) are more aware to the activity of problem-solving and are able to convey the values in the better way which they bring to solve the problems (Leithwood & Stager, 1989) mentioned in Kennedy's research. The person experienced more things able to handle the different difficult situations as he/she experienced in their past and learned they are being able to solve those problems in their future because they experienced that and know how to handle that situation.

### **Methodology**

#### **Research Design**

We employed a qualitative research method for this study. We used this method to gain insight into nature and the need for pre-service teacher training programs. Strauss and Corbin (1998) describe their notion and say that "qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thought processes, and emotions that are difficult to extract".

The method which we used for our present study was the case study, we select the pre-service teacher training program as our case study and analyze the documents. Case studies, in which the researcher explores in depth a program, an event, an activity, a process, or one or more individuals (Creswell, J. W. 2016). Yin (1994) argues that, during the study experience of any research problem in its natural setting, the case study approach makes use of various methods of data collection such as interviews, documentary reviews, archival records, and direct and participant observations. Through this case study approach of qualitative research, categories and themes are developed that hopefully are closely related to the purpose of the study and also to the study's participants.

#### **Data Collection**

This study comprised a document analysis to evaluate the current need for pre-service teacher training programs. We selected secondary data sources, these sources mainly contained research publications, relevant books, and technical documents. The useful and valuable understanding was also obtained after the analysis of 9 research articles, which was conducted by the students of M. Phil Education.

#### **Document / Data Analysis**

Overall 9 research articles were retrieved from different websites in the period April-May, 2019. These articles were highlighting the different aspects of teacher education programs globally. The entire article had been selected in which the significance of pre-service teacher training programs was paid due heed. Those articles were selected for analysis in which importance of pre-service teachers' training programs were proved as success in respective countries.

#### **Discussion**

The approaches of the teachers towards inclusion seem to have been guided by their personal experiences and expertise in the diverse classrooms, and that the teachers have adopted comprehensive approaches to dealing with them (This is the approach of teaching that acknowledges the students' differences and diversity, empowering all students to gain knowledge of the course, participate fully in all training tasks and show their knowledge and expertise during the assessment) by engaging all the students in the studies, including all those students who have some kind of impairments or disabilities during the activities in the classroom. While the teachers executed inclusive practices, they pointed out that appropriate and proper pre-service training, administrators support, and provision from the resource persons is very important to promote a successful and effective inclusive environment in the classrooms. Implications of teacher education programs are discussed in the given article for pre-service training programs to work with the pupils who have some sort of impairments and providing them suitable practical experiences in inclusive environments (Jane M. Leatherman<sup>1</sup> & Judith A. Niemeier, 2004).<sup>10</sup>

The study concerns only one form of pre-service teacher education programs, i.e. B .Ed. program. The Teacher Education Program is an effective tool for educating and making the teachers competent. The B. ED is a one-year duration program which provides training and educate to the prospective teachers. Similarly, M. ED is also a one-year teacher education program that provides the training to the teachers after getting the B. ED and Mater degree in any subject by both prospective and in-service teachers. These programs are held in some selected collections of colleges and universities in Pakistan. There is also an M.A in Education Program but the duration of this program

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<sup>10</sup> Leatherman, J. M. & Niemeier, J. A. (). Teachers' attitudes toward inclusion: Factors influencing classroom practice.

is two years like other M.A. It is also run by selected colleges and universities and it is considered equal to MED program

Quality education always requires skilled teachers. It becomes very important that the most competent, skilled, and appropriate teacher be recruited into the teaching profession, provided with quality-oriented pre-service teacher training and education program, and afterward opportunities to improve their knowledge and abilities over the entire journey of their career. Therefore, it is important to have a rejuvenation focus on teachers' education to ensure that teachers are equipped with the knowledge and skills needed to cope with their new demands.

Language is becoming a very effective and useful instrument with the improved ability of communication technology. The programs for teacher education should be improved in order to develop the competitiveness of language among our teachers. Modern time needs multilingual skills and abilities, including new computer languages that are destined to emerge with the development and expansion of computer technology. To find out the impact of B.Ed. programmed on the attitude of teacher trainees towards teaching. Teacher training and education programmed is an effective way of making a teacher competent and efficient. Socio-economic status and type of institution do not contribute towards reaching the extent of pupil-teachers significantly.<sup>11</sup>

Pre-service training programs may be conducted as a secondary part of courses. It is necessary to take into consideration the needs which determine the types of programs that are appropriate. The pre-service training and the qualification necessary to join the teaching profession which may vary both within the country and across countries.<sup>12</sup>

Teachers learning to take place when a teacher performs the task to do the practice of his/her work and improve his/her method of teaching during his/her practice. As in this the word wisdom explains the understanding of learning to teach. The teachers mostly learn from their experiences they know that what is actually to happen when they come into their teaching profession. The teacher knows better because she has already learned a lot in her teaching practice when they experience something then they develop their own techniques and styles from those experiences they learn about classroom management and child development through their pre-service training. During that pre-service training, teachers learn how to engage students in class and what is appropriate classroom behavior. Pre-service teacher training is important to promote such a change in thoughts. This pre-service teacher training to be found directly among teachers' previous experiences and practices as the students in classrooms and their experiences as prospective teachers in classroom. Through all these experiences' teachers build up thoughts that will help and guide their future practices.<sup>13</sup>

In his article Tarhan (2015) describes that "the state of in-service training of teachers and teacher training in national education councils" has talked about the national education councils conducted in turkey in which different perspectives about the teacher training were discussed. From reading this article we can clearly indicate that turkey as a developed country is very much concerned about the preparation and training of the teachers and in different national education councils, they made sure that training of the teachers should be the first and foremost concern of the government. The first national education council was organized in 1939, in addition, the last education council was held recently in 2010. As we can see the significance of prospective(future) teacher preparation and training can never be denied and other than our beloved country Pakistan, most of the countries are really concerned about the prospective(future) teacher preparation and training.<sup>14</sup>

In 2012, the curriculum for ADE and BEd (Hons) elementary was amended by the Higher Education Commission (HEC). In accordance with the standard and in pursuit of the merits of other professional and specialized degrees e.g. law, medicine, or engineering, the four-year BEd (Hons) degree was started. The aims of this degree were to prepare the prospective(future) teachers as specialists and professionals, for this purpose they need comprehensive and advance knowledge of content and deep-rooted professional education (HEC, 2012). The clinical models were introduced for

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<sup>11</sup> Allen, J. M. & Suzie, E.W. (2014). Integrating theory and practice in the pre-service teacher education practicum.

<sup>12</sup> Brouwer, C.N. (2010). *Deterring long term effects of pre-service teacher education* (3<sup>rd</sup> ed.).

<sup>13</sup> Kennedy, M. M. (1999). The role of pre-service teacher education.

<sup>14</sup> Tarhan, O. (2015). The State of in-service training of teachers and teacher training in national education councils.

the preparation of teachers, these models of developing and preparing teachers provide opportunities for in-service teachers to learn with experiments as professionals. In these clinical models, there is emphasis on gaining appropriate insights into facts and authenticities of schools and classrooms at the ground-level by monitored field practices and experiences, along with the development and advancement of teachers' awareness about educational matters, vocational pedagogies and methods, and expertise in the subject knowledge. Prospective teachers also have the opportunity to participate in classroom activities, management responsibilities and in the research projects throughout the teaching practice.

The curriculum for ADE and BEd (Hons) education is a detailed and comprehensive document that includes program descriptions, results of courses, approaches of learning and teaching, syllabus, and topics for each course that need to be completed. From traditional paper and pencil exams to reflective diaries or journals, student interviews, classroom reflections, and designing lesson plans for teaching, a shift has been made. For most of the courses teaching and learning methods include such as teamwork, role-playing, presentations, workshops, discussion, inquiry teaching and learning, peer and professional learning. An appraisal of the courses was presented in the updated and revised ADE and B. Ed (Hons.) programs for prospective(future) teacher training which indicates that there is a lack of implementation in practices.<sup>15</sup> It is the fact that Perspective teachers with teaching pedagogies can better understand how to cope with students. They can apply different methodologies while teaching the students having individual differences.

Pre-service teacher training is very important in our Pakistan because it gives a lot of knowledge to learners and educates the learners. The purpose of teacher training to enhance their knowledge and further transfer to learners with different new techniques and approaches. The article I read in the same thing how can teacher training be made better with different approaches and how they can implement during the pre-service teacher training. My document analysis focused on how we can improve the quality of the program for pre-service teacher preparation and training in Pakistan through the use of different innovative approaches. Unfortunately, our country doesn't focus so much attention on this program.

This study highlighted that pre-service teacher training program not only provides real-life experiences and skills through the practices for pre-service teachers, it indicated that personal professional and personal skills of pre-service teachers could be upgraded through participation in a service-learning program. During pre-service training, prospective educators understood and prepared to reflect through the courses of studies, field activities, and practical experiences, and they involved in the reflection in different contexts.

When prospective teachers are doing pre-service training, then they reflect through their actions in their in-service teaching practices. This approach has facilitated to develop effective teachers with the basic and valuable teaching skills, I identified that the reflective practices paradigm is alternative and innovative ways to assist teachers, in which teachers learn how they can meet the diverse requirements of their students.

The programs for pre-service teacher training can provide esteemed learning experiences. It also provides understandings into the perfection of prospective teacher training in the teacher education programs as well as proposes the ways in which teacher educators can support and help in the development of beginning teachers.

### **Findings**

1. Teachers executed wide-ranging and comprehensive practices through engaging all the students and also by including those students who have some kind of impairments or disabilities, in classroom activities. While the teachers have adopted inclusive practices, they also stated that suitable pre-service training, administrators support, and support from resource persons are essential to provide a positive and successful inclusive environment. (Leatherman1 & Niemeyer, 2004).
2. Workshops were being held to train teachers in pre-service programs, which proved to be effective and useful in many cases. The expansion of education that took place in the 1930s and socialist education movement was started. In socialist movement, many teachers had

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<sup>15</sup>Rizvi, M. (2015). Teacher education pedagogies related to preparing preservice teachers as leaders in Pakistan.

played an effective role. The fact is that teachers have to take the assembly of progressive and immediate results, in which to take the account of individual, relational, communicating, penal, pedagogic and official issues needs a new approach is needed to train in-service teachers and for their growth.(Santillan,2012).

3. Capable teachers comprehend the practical and conceptual learning, they could recognize effective strategies and techniques of teaching to meet the students ' requirements and could choose and make use of appropriate methods for teaching that help students to meet their learning objectives and goals.
4. Although the teachers had previously complained to authorities, they have still believed that authorities and specialists are more qualified, knowledgeable and persuasive (Biggs,1999).
5. Traditional authoritarian analysis of development and training approaches of pre-service trainee teachers in Pakistan reveals that they prepare the teachers as professionals who can only apply in their classrooms, the same authoritative training model. The recent approaches of teacher education with the development of leadership show that in the in-service teacher training and education programs the concentration and motivation are very limited. The key problem with the education of in-service teachers is that after teachers received higher education and skills, they prefer to move to management positions from the classrooms. Pakistan needs classroom teachers who are capable of initiating and maintaining school improvement (MOE, AEPAM, 2013).
6. Pre-service teacher training has a vital role in Education. But in Pakistan, Our Education Sector is heavily influenced by Political interference and criticism.
7. Awareness about the use of innovative approaches.
8. This study reveals that the pre-service teachers raise their theoretical and conceptual perspectives through courses, at the same time they also develop practical experiences through their practices and fieldwork during the training. The pre-service teachers clearly connected their understanding and knowledge of reflection and learning to reflect on what their instructors taught them in the various courses of teacher education (*Reflection in teacher education, 2005*).

**Conclusion**

1. Pre-service training is essential for all the teachers (the one who teaches a normal child as well as a teacher who teaches disable child) because through that they would be teachers had got the experience that how to teach, manage the children and handle different situations in the classroom. She/he got all this experience through pre-service training. If a teacher without these training then they experience their skills in most probably in the in-service job and this is not beneficial for students that are why training for the pre-service teachers is essential all over the world.
2. In pre-service teacher education and training which must be offer workshops for teachers to enhance their skills of teaching.
3. In order to improve the education system, it becomes important to recruit highly qualified and appropriate teachers in the profession, and provide them with the high-quality teacher education and training programs, and give them the opportunities to upgrade their knowledge and develop their skills throughout the careers.
4. The training of pre-service teacher helps to improve the teachers' skills as they experience different thing in their training that experiences motivate them to do more better and hard work and give them the opportunity to learn new techniques that how to handle different classroom situations how to engage students in their learning how to build skills in students.
5. We can indicate that turkey is working on the pre-service training of the teachers. And it has been organizing national education councils for this purpose. Our government should also realize the importance of this matter in Pakistan.
6. The world is changing rapidly and at the same time the educational system is changing, even in the developing countries, it is very difficult to cope with their constant demands. Furthermore, in a country like Pakistan where for decades the system of education has been performing disastrously, it more difficult to deal with future educational demands. In addition, a courageous, passionate vision is needed to get people involved in the difficult and

- demanding task of changing the dilapidated system where many people have given up hope. (Barber, 2013, p. 67)
7. Despite criticism on education and training for pre-service teachers the Government should focus to improve the quality of Pre-service training of teachers. Because fully prepared prospective teachers can be better rated and successful than untrained teachers.
  8. This study explores the ways in which pre-service teachers learn about innovative teaching methods in reflection and has insights for teachers who train prepare pre-service teachers to turn into reflective practitioners.
  9. When pre-service teachers join the field of teaching after its training, they think about their knowledge during teaching and improve their teaching skills and expertise and enhanced their professional abilities of teaching (Reflection in teacher education, 2005).
  10. One such ambitious vision is to train teachers as leaders, which needs immediate implementation. In Pakistan, transforming the standard education in schools, it's not a simple task. In order to improve education and schools, there will be a need for educators who can organize themselves to affect state and organizational barriers. This indicates that achieving social or institutional change is very difficult.

### Recommendations

1. As we can clearly indicate the importance of pre-service teacher training has been emphasized in turkey and turkey is well known for a good education, so that Pakistan has to work in the favour of pre-service teacher training because its importance has been realized by other countries like turkey. And it will be good initiative for Pakistan to provide the pre-service teacher training at its best so that we may progress in this field in future.
2. This study reveals the importance of training programs for pre-service teacher which is enhanced in Mexico. They develop model for teaching practices and providing workshops for teachers to train them. As well as in Pakistan there should be more workshops for teacher training. They should provide good facilities for better development in future.
3. Promote the active involvement and dedication of authority among the prospective teachers.
4. Involve teachers in critical assessment activities.
5. Develop a cooperative learning environment and professional networks for improvement in learning among the teachers.
6. Provide pre-service teachers with working experiences with in-service teacher leaders.
7. Prepare the moral and ethical reasoning of pre-service teachers.
8. Teaching techniques and use of different innovative approaches are very effective in teacher training programs through this they can aware of the reality and enhance their communicative approaches (focused on four skills, listening, speaking, reading and writing) also the development of cognitive approach and the improvement of teacher self-conscious learning.
9. The government of Pakistan should prepare pre-service teachers for quality education, within the setting of authentically lived experiences and also provide opportunities and possibilities for pre-service teachers to create tangible outcomes of the ideological reconfigurations that are the part of analysis, so that they can evaluate the quality of their endeavours and continue to improve their teaching skills and advance them.

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