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## Teacher Educators' Interpersonal Behavior: Difference in Perceptions among Trainee Teachers from Public and Private Pakistani Teacher Education Institutions

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**Abstract**

Research into the education system of Pakistan has revealed that disparities exist in various aspects between public and private sector institutions. However, the interpersonal relationship between teacher educators and the trainee teachers in public and private teacher education institutions has been rarely addressed to understand the disparity between the perceptions of these two groups. This study investigates the differences in perceptions of trainee teachers at the public and private teacher education institutions about their teacher educators' interpersonal behaviour. The data were collected through convenience sampling from 193 trainee teachers of one public and two private teacher education institutions of Karachi. The results suggest significant differences between the perceptions of trainee teachers of public and private institutions. Trainee teachers from private institutions rated their teacher educators higher on the variables of Leadership, Friendliness, Student Freedom, and Understanding, whereas trainee teachers from the public institution rated their instructors higher on Strictness, Admonishing, Uncertain, and Dissatisfied. In the second phase of the sequential study, focus group discussions were conducted in the public institution. The results revealed that significant differences in teaching quality prevail in public and private sector teacher education programs. This study adds to the body of research into the affective domain of teacher education programs in the Pakistani context.

**Keywords:** teaching quality, teacher education, interpersonal behavior, teacher educator, public education, private education.

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## INTRODUCTION

It is generally believed that good quality of teaching is the backbone of any education system; hence the quality of teacher education programs determines the strength of the overall system of education. It has been observed that countries that have focused on teacher training are experiencing remarkable outcomes. Finland is considered the best example in this regard where only the best students are selected as future teachers and they are required to complete intensive and rigorous teacher training programs before they start their teaching careers (Sahlberg, 2011). Although teacher education in Pakistan has witnessed improvement in infrastructure and training techniques during the last decade, various aspects of quality still remain under criticism (Javaid, Ullah, & Yousaf, 2015). Previous research on teacher education in Pakistan has not investigated quality issues related to the affective domain, for instance regarding teacher-student interaction, as Ali (2011) indicated that “critical domains such as personal, social and ethical, immensely emphasized in the international literature, have received little or no attention in Pakistani context” (p. 208), in comparison to the sizable body of analogous work available in the international context.

Several studies have provided important insights into the teachers' interpersonal behavior as an essential component of quality of teaching (Maulana, Opdenakker, Brok, & Bosker, 2012; Maulana, Opdenakker, Stroet, & Bosker, 2013; Breklemans, & Wubbels, 1991; Brok, Levy, Breklemans, & Wubbels, 2005). The importance of interpersonal behavior in teacher education is twofold: It not only has an effect on the outcomes experienced by trainee teachers, positive or otherwise, but it also influences the cognitive and affective outcomes of their students in future (Aleccia, 2011; Luneberg, Korthagen, & Swennen, 2007).

The education system in Pakistan is divided between public and private sectors at all levels, and there are significant disparities between these two main streams of education. In this regard, teacher education is no exception. This disparity bears significance as it affects the quality of education provided in these sectors. Teachers in the public sector are more qualified, have job security, and enjoy significantly higher salaries, however, their teaching and professional behavior lag far behind those of teachers working in the private sector (Imran, 2008; Hamid-Ullah, 2005; Iqbal, 2012).

This study investigates the differences in the perceptions of teacher educators and trainee teachers of the public and private teacher education institutions about the teacher educators' interpersonal behavior, for the reason that intensity of problems may be different in two sectors, i.e. public and private teacher education institutions.

This study uses the Model of Teacher Interpersonal Behavior (MITB) which has been successfully employed by a number of previous studies (eg, Tsai, 2017; Korthagen & Evelein, 2016; Brok, Breklemans, & Wubbels, 2004; Brok, Leavy, Breklemans, & Wubbels, 2005), although it has scarcely been used in Pakistan to the best of the researcher's knowledge. Questionnaire on teacher interaction (QTI) has been used as the research instrument in this study, which was developed by the same authors, Wubbels, Créton, and Hooymayers (1985), to collect data on variables included in MITB. Two hypotheses have been derived to be investigated for the present study:

H<sub>0</sub>: There is no significant difference between trainee teachers' perceptions of teacher educators' interpersonal behavior in public and private teacher education institutions.

H<sub>1</sub>: There is a significant difference between trainee teachers' perceptions of teacher educators' interpersonal behavior in public and private teacher education institutions.

## THEORETICAL FRAMEWORK

### **Different Approaches to Study the Teaching Quality**

There are three generally agreed upon approaches to study the quality of teaching: *subject-content perspective* which is about content of any subject delivered in a particular setting, *learning*

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*activities perspective* which is about how a teacher carries out learning activities, and an *interpersonal perspective* which is about the way teacher interacts with students in the classroom. Interpersonal perspective can be studied either from teachers' perspective or from students' perspective that is a rather new approach as opposed to the former one (Brok et. al., 2004).

In addition, when we investigate *interpersonal perspective of teaching*, it is important to understand that it is an *ongoing system* that is students' perceptions regarding teachers' interpersonal behavior develop with the passage of time, after taking many classes and interacting with the teachers many times. When students ask questions or answer the questions, seek help or perform something outstanding, then the way teacher interacts, i.e. way of talking, gestures, supports, or taunts repetitively, helps students form an opinion of his or her interpersonal behavior (Brekelmans, Wubbles, & Brok, 2002; Brok et al., 2002).

### **Teachers' interpersonal behavior in the classroom**

It is generally accepted that there are various interpersonal, emotional, and cultural factors in the learning environment (learning environment implies different contexts where a student learns, for instance classroom) that may affect the quality of learning and teaching (Brekelmans et. al., 2002; Brok et. al, 2002). Teachers' interpersonal behavior in the classroom is a cornerstone of the overall environment (Jhonson & LaBelle, 2017; Tsai, 2017; Wubbels, Levy, & Brekelmans, 1997; Brekelmans et el., 2002) and vital for student engagement in learning activities (Misbah et al., 2015; Teli, 2016).

A teacher can portray appropriate interpersonal behavior only when s/he knows to face the challenges in the classroom, and demonstrates his/her competence in front of the students. On the contrary, when teachers are not properly trained to confront the practical challenges, they not only face problems particularly at the beginning of their careers, but also there is a significant negative impact on their students (Korthagen & Evelein, 2016).

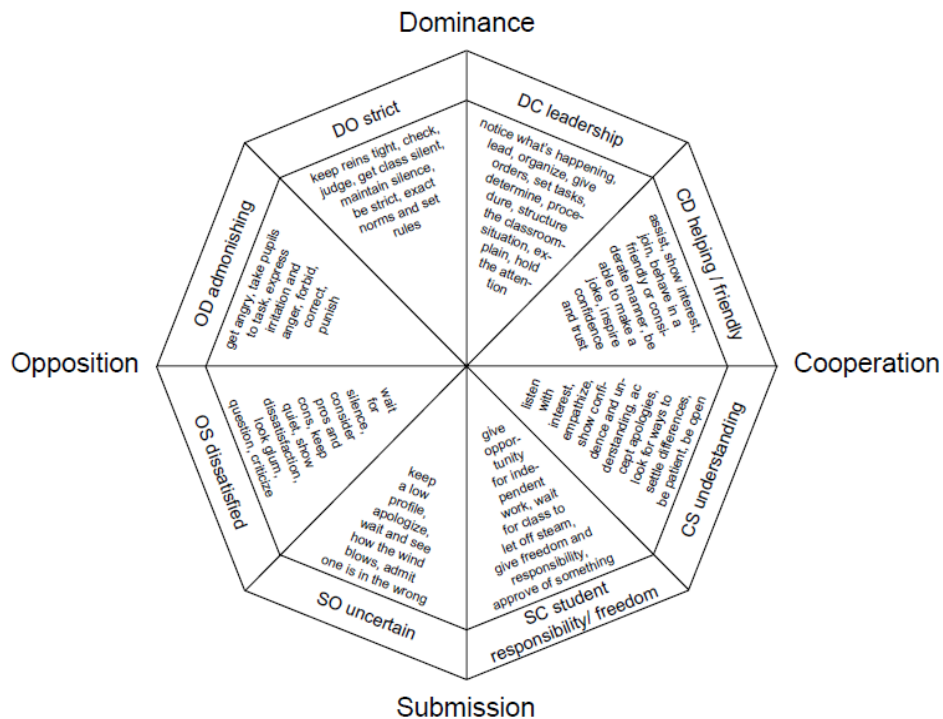
### **Model for Interpersonal Teacher Behavior (MITB)**

While reviewing the literature related to teachers' interpersonal behavior, it was observed that ".....within the broad research area of classroom learning environments, concern regarding the study of teacher–student relationships has been based largely on the work of Wubbles" (Brown, 2014, p. 224). Besides individual work, Wubbles has worked extensively with other researchers within the same domain of teachers' interpersonal behavior. In this regard, Model of Teacher Interpersonal Behavior (MITB) is very prominent (Korthagen & Evelein, 2016).

Wubbles et al. (1985) developed a model to map teacher interpersonal behavior by adopting the model of interpersonal behavior developed by Leary (1957). Their model is a very widely used model to map interpersonal behavior in research (Korthagen & Evelein, 2016). They

divided the Model for Interpersonal Teacher Behavior into two dimensions: Proximity and Influence. The Proximity dimension starts with cooperative behavior and ends with opposition behavior. The Influence dimension starts with dominant behavior and ends with submissive behavior as represented in figure 1.

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**Figure 1.** The Model for Interpersonal Teacher Behavior

Wubbels et al. (1985) divided this model into the following eight categories depicting four positive and four negative aspects of teachers' interpersonal behavior. Leadership, Helpful/Friendly, Understanding, and Student Responsibility/Freedom are the positive aspects of the model, whereas the negative aspects are depicted by Uncertain, Dissatisfied, Admonishing, and Strict. Based on the model of Wubbels et al. (1985) this study examines the teacher educators' interpersonal behavior in public and private institutions.

**Teacher Educators' Interpersonal Behavior**

Trainee teachers come from different social and educational backgrounds. Along with their differences in moral values and emotional intelligence, their experiences of student life have a great influence on their behavior when they become teachers (Koster, Korthagen, & Schrijnemakers, 1995; Feiman-Nemser, 1983). Thus, it is the responsibility of the teacher educators to assess their dispositions and guide them accordingly to prepare them as competent teachers for their practical life. Teacher educators can portray the role of an ideal teacher to develop the same qualities in their students (Gallavan & Leblanc, 2009; Korthagen, 2004).

**Different Perspectives to Study the Teachers' Interpersonal Behavior**

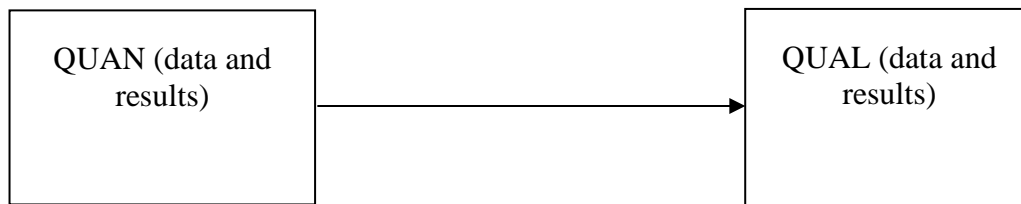
Teachers' interpersonal behavior can be studied from three different perspectives: The administrators' perspective, the teachers' perspective, and students' perspective. It is the students' perspective that has not been studied in the Pakistani context. In particular, trainee-teachers' perceptions regarding their teacher educators are very hard to find out. Studying the students' perspective is fruitful because of many reasons. Brok et al. (2004) has discussed different arguments in favor of using students' perceptions. Firstly, according to psychologically oriented research, what students learn in the classrooms cannot be explained better by anyone other than students themselves. Secondly, it is easy to collect data on students' perceptions. Thirdly, students' perceptions are based on various lessons they have attended in the classroom. Fourthly, students' perceptions are averaged to draw an inference; therefore, they explicitly define personality of a teacher. Lastly, students' perceptions are accumulation of various experiences with the same teacher in various different situations.

### **Research Question**

This study aimed to address the following research question:

RQ: How does the teacher educators' interpersonal behavior impact the trainee teachers' perceptions in public and private sector institutions?

### **METHODOLOGY**



**Figure 2.** Sequential Explanatory Mixed-Method Design

Source: Creswell (2008), p. 557.

### **Research Design**

This study utilizes mixed method approach which is growing in importance and earning significant recognition. An important element in the success of this method is that “it is an intuitive way of doing research that is constantly being displayed through our everyday lives” (Creswell & Clark, 2011, p. 1). The importance of the qualitative and quantitative approaches, employed on their own, cannot be denied. Rather, the choice of approach depends on the circumstances. In this case, a thorough investigation of the quantitative and qualitative research questions posed by this study called for the use of the sequential explanatory mixed-method approach.

The explanatory mixed-method design is also known as explanatory design. When employing this method, the researcher focuses mainly on quantitative inquiry but uses qualitative methods to elaborate on the results. Figure 2 summarizes such a research design, with the uppercase letters in the left box showing the major role of the quantitative method and those in the second box showing the lesser emphasis on the qualitative approach.

The sequential explanatory mixed-method approach has been extensively used in educational research (p. 560). Not surprisingly, it is a very simple design calling for two separate operations: collection and analysis of quantitative data that is then refined or investigated. According to Creswell and Plano-Clark (2011), researchers who select a sequential explanatory mixed-method design should keep the quantitative perspective in mind, when posing their research problem and establishing the purpose of their research. Thus, in this study, the first and larger portion of the study was quantitative, and the research method employed in the first phase was a cross-sectional survey.

### **Participants**

Although a complete list of all the teacher education institutions in Karachi City is not available, the three main streams of teacher education programs are easily identifiable: public colleges of education, private colleges of education, and the education departments of various private-sector and public sector universities. This state of affairs lent itself to the use of the convenience sampling technique.

Three institutions of Karachi were selected for collection of data. The selected public institution has larger enrollment than any private institution. The two private institutions selected for the study have similar histories of long service and feature qualified teaching staff, sufficient resources

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and sizeable enrollment to make them comparable to other private institutions. They are also recognized by the National Accreditation Council for Teacher Education (NACTE)—notably, not all private institutions are accredited. All the three institutions offer a 1-year B.Ed. program. The respondents of the current study comprised 123 B.Ed. students from the public institution and 70 students from the two private institutions. Not surprisingly, only 14.5 % of respondents were male, as the teacher education programs have much larger enrolment of female students.

**Table 1.** Subscales of the Questionnaire on Teacher Interaction

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|   |   |
|---|---|
| <b>1. Leadership (DC)</b>                     | Selects classroom tasks and the means by which they are to be accomplished, monitors the pulse of the classroom happenings, and is capable in the environment overall |
| <b>2. Understanding (CS)</b>                  | Understands students' viewpoints and engages with those who hold different opinions   |
| <b>3. Uncertain (SO)</b>                      | Does not act with confidence  |
| <b>4. Admonishing (OD)</b>                    | Is short-tempered and aggressive, criticizing inappropriately   |
| <b>5. Helping/friendly (CD)</b>               | Supports student task accomplishment and exhibits friendly behavior   |
| <b>6. Student responsibility/freedom (SC)</b> | Frees students to select their own tasks  |
| <b>7. Dissatisfied (OS)</b>                   | Habitually criticizes students' work  |
| <b>8. Strict (DO)</b>                         | Controls the classroom strictly   |

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### **Variables of the Study**

#### ***Interpersonal Teacher Educator Behaviour***

Data regarding the perceptions of trainee teachers on the teacher-educators' interpersonal behaviour were collected through the *Questionnaire on Teacher Interaction (QTI)*. This questionnaire was developed by same researchers from Netherlands (Provide names here.), who also developed MITB, and it consists of the same variables, i.e. leadership, helpful/friendly, understanding, student freedom, uncertain, dissatisfied, admonishing and strict. These variables and sample items are mentioned in Table

### **Instrument**

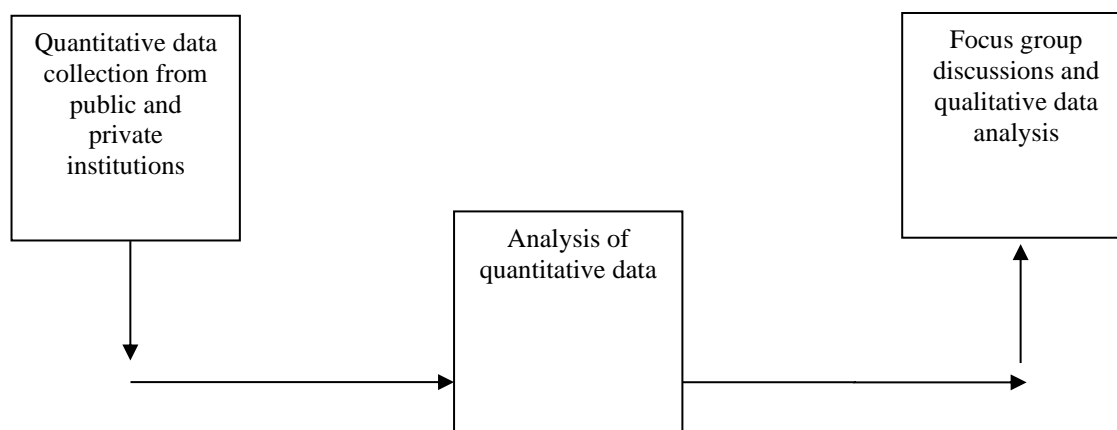
#### ***Questionnaire on Teacher Interaction (QTI)***

The Questionnaire on Teacher Interaction (QTI) measures students' opinions about interpersonal behavior of their teachers and features two versions of the questionnaire: The student version and the teacher version. Both versions are identical, except for the replacement of "this teacher" in the student version with "I" in the teacher version. Teachers can either use one version or both the versions simultaneously in order to understand what students think about their classroom behavior. Since 1985, when Wubbels et al. developed this questionnaire, it has been judged reliable and valid in various studies (Passini, Molinari, & Speltini, 2015; Misbah, Gulikers, Maulana, & Mulder, 2015). This instrument has been translated and validated in various languages and countries, and it has also been used with trainee teachers as well (Korthagen & Evelein, 2016). In this study Australian version has been used which is in English, consists of 48 items, and is available free of cost.



### DATA ANALYSIS

This study was conducted in two phases as recommended by Creswell and Clark (2011). In the first phase of the study, quantitative data were collected through QTI and analyzed with pair sample *t* test. The mean scores obtained for all eight subscales saw differences between perceptions regarding teacher interaction reported by trainee teachers from private institutions (who scored their teacher educators higher on the subscales Leadership, Friendly, Understanding, and Student Freedom) and those from public institutions (who scored their teacher educators higher on the subscales Uncertain, Strict, Dissatisfied, and Admonishing).



**Figure 3.** Sequence of Data analysis

The results show that Paired sample *t* statistics at 0.05 alpha levels are significant for each pair or subscale, leading to acceptance of the alternative hypothesis: There is a significant difference between trainee teachers' perceptions of teacher educators' interpersonal behavior in public and private teacher education institutions. On the basis of these results, focus group discussions were conducted in the public sector college. The sequence of the study is depicted in figure 3.

### RESULTS

**Table 2.** Validity of the Instruments in the Pakistani Context

| <i>QTI Scales</i>      | <i>Cronbach's Alpha</i> | <i>Items</i> |
|------------------------|-------------------------|--------------|
| Leadership             | 0.843                   | 6            |
| Helping/Friendly       | 0.873                   | 6            |
| Understanding          | 0.839                   | 6            |
| Student Responsibility | 0.668                   | 6            |
| Uncertain              | 0.652                   | 6            |
| Dissatisfied           | 0.752                   | 6            |
| Admonishing            | 0.719                   | 6            |
| Strict                 | 0.742                   | 6            |

#### Pilot Testing

Before conducting the main study, a pilot study was conducted in a public institution in Karachi City using a sample of 27 students enrolled in a B.Ed. program. The English version of the questionnaire was used on the basis of the assumption that the respondents, mostly graduates or undergraduates, are able to understand English. In order to check the internal consistency of the instrument, a few students were asked about the meaning of certain words, such as *mocking* and

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*enthusiastically*. All the computed alpha coefficients, Leadership (0.843), Helping/Friendly (0.873), Understanding (0.839), Uncertain (0.652), Dissatisfied (0.752), Admonishing (0.719), and Strict (0.742), were found significant.

**Investigation of the Quantitative Research Question**

A paired sample *t*-test compares the means of two related groups using the same continuous dependent variable. For this study, the null hypothesis used for paired sample *t*-testing was  $H_0: \mu_1 - \mu_2 = 0$  (Aczel, Sounderpandian, Saravaan, & Joshi, 2012). Positive values show that  $\mu_1$  is greater than  $\mu_2$ , likewise negative values show that  $\mu_1$  is smaller than  $\mu_2$ . The paired *t*-test statistic follows the *t* distribution with  $n - 1$  degrees of freedom.

**Table 3.** Comparison of Mean Scores of Trainee Teachers from public and private institutions

| <i>Pairs</i>    | <b>Paired sample <i>t</i>-test</b> |                  |                   |          |                       |
|-----------------|------------------------------------|------------------|-------------------|----------|-----------------------|
|                 | <i>Mean</i>                        | <i>Std. dev.</i> | <i>Std. error</i> | <i>t</i> | <i>sig (2-tailed)</i> |
| Leadership      | -4.94714                           | 1.496            | 0.178             | -27.660  | 0.000                 |
| Strict          | 4.53643                            | 0.333            | 0.039             | 113.970  | 0.000                 |
| Uncertain       | 3.47629                            | 2.368            | 0.283             | 12.280   | 0.000                 |
| Student Freedom | -0.74429                           | 1.100            | 0.131             | -5.659   | 0.000                 |
| Friendly        | -6.27492                           | 0.424            | 0.050             | -123.600 | 0.000                 |
| Understanding   | -5.71071                           | 0.892            | 0.106             | -53.514  | 0.000                 |
| Dissatisfied    | 2.54786                            | 1.105            | 0.132             | 19.288   | 0.000                 |
| Admonishing     | 3.84686                            | 1.136            | 0.135             | 28.314   | 0.000                 |

A significant difference was identified between the perceptions of trainee teachers from public institutions and private institutions regarding the interpersonal behavior of their teacher educators at a 0.05% level of significance. Negative *t*-values of the variables Leadership (-27.66), Student Freedom (-5.659), Friendly (-123.603), and Understanding (-53.514) indicate that scores for the public institution were lower than those for the private institutions. Conversely, positive *t* values of the variables Strict (113.97), Uncertain (12.280), Dissatisfied (19.288), and Admonishing (28.314) indicate that scores for the public institution were higher than those for the private institutions.

**SECOND PHASE OF THE STUDY**

**Qualitative Questions.** Building on the findings of quantitative part of the study, the following qualitative questions were used for a focus group discussion:

- Why do you score your educators as poorly as you do?
- What elements engage students in learning?



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**Table 4.** Comparison of Themes between Two Groups

| <i>Themes</i>       | <i>Group 1</i>   | <i>Group 2</i>                             |
|---------------------|--|--|
| Good teachers       | Majority   | Difficult to find                          |
| Exaggeration        | Allegations of unreasonable behaviors and frequent exaggerations made by poor students | Reports of unreasonable behaviors accurate |
| Future concerns     | Job opportunities  | Job opportunities                          |
| Threats             | Rarely   | Frequently                                 |
| Biased behavior     | Rarely   | Frequently                                 |
| Accountability      | Present  | Needed                                     |
| Counseling          | Present  | Needed                                     |
| Unwilling admission | No willingness to take admission   | No willingness to take admission           |

Both focus group discussions were conducted in Institution 1, the public sector institution. The first group was invited, whereas the second group volunteered to participate as well when they learned that their counterparts in the first group would be participating in a group discussion. Participants from the first group rejoined the second group and, interestingly, expressed slightly differing opinions. The first group had three participants, the second seven. The participants from both groups were holders of master's degrees in different subjects of social sciences, except for one participant who held a bachelor's degree in the humanities. Both discussions were captured using an audio recorder.

**Process for Investigating Qualitative Questions.** To evaluate the qualitative data, the researcher adhered to the guidelines provided by Creswell (2008), which outline a sequential inductive process through which proper findings can be obtained.

**Themes.** Faced with a limited amount of qualitative data, manual analysis was preferred over the software-based analysis. The data were transcribed and coded, and then various themes were identified among the perceptions of trainee teachers.

**Good teachers.** Respondents from the first group were more positive in describing the behavior of their teachers, as they reported that most of their teachers were cooperative and explained things clearly. All three respondents reported having "good teachers—they are cooperative and help outside classroom as well." They found no issues with the behaviors of their teacher educators. The members of the second and larger group, in contrast, were hard pressed to name any devoted teacher. More than once, they said, teacher educators had made mocking remarks in front of the whole class that made students feel "embarrassed."

**Exaggeration.** A few students from the first group suggested that students who are not punctual and not good at studies sometimes complain about and exaggerate the inappropriate behavior of their teacher educators when they are criticized for their own irresponsible behavior—noting that they themselves had no complaints about these same teachers. Conversely, members of the second group asserted that even studious and punctual students suffer from the unprofessional behavior of teacher educators. They also pointed out that exaggeration cannot exist without the presence of an originating issue.

**Future income and career concerns.** Both groups were interested in becoming high school

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teachers or gaining lectureships. One member of the first group, who had a master's degree in public administration, said, "I applied for JST [junior schoolteacher position, announced by the Sindh Public Service Commission] and could not [apply] for HST [high school teacher position] because I did not have [a] B.Ed. degree." Trainee teachers from the second group frequently mentioned that even for those who have earned a master's degree, a B.Ed. degree creates additional job opportunities. They also mentioned the post of HST as a career goal.

**Threats.** Trainee teachers reported that teacher educators sometimes engaged in threatening behavior, mostly regarding marks. "One of my teachers," reported one student, "asked me to resign from the designation of class representative despite the fact that [the] whole class selected me, because he wanted to appoint another student. When I did not obey him, he threatened me [, saying] that he [would] not let me pass my B.Ed. for six years".

When asked for a response to this disturbing statement made by a trainee teacher, participants from both the groups did not question the authenticity of the story, although students from the first group pointed out that the behavior of one teacher cannot be generalized to all.

**Biased behavior.** Members of the second group described favoritism and biased behavior, including gender-biased behavior, with one student stating that, "if a teacher keeps pointing out one student, it indicates [bias concerning] that person."

**Accountability.** "Permanent public-sector jobs and absence of check[s] and balance[s] allow teacher educators to have their own codes of conducts and [engage in] exploitation of students," asserted a student from the second group.

## DISCUSSIONS

The aim of this sequential explanatory mixed method study was to examine the difference in teaching quality of public and private teacher education institutions. This study adopted the interpersonal perspective to investigate the teaching quality and selected MITB that is a well validated model for teacher interpersonal behavior. Utility of MITB is also well proven for teacher-educators' interpersonal behavior as well.

In the first phase, quantitative data were collected and analyzed. The perceptions of interpersonal behavior of teacher educators held by students from the private sector were better than those of their counterparts from the public sector. However, these results cannot be generalized to all public and private institutions as the study relied on convenience sampling for data collection. Using probability sampling techniques was not possible as the preparation of a complete list of all institutions, followed by random collection of data, was beyond the available resources and strength of a single researcher. This study, nevertheless, provides insights useful to future researchers.

It is significant to note that although none of the studies conducted in Pakistan have particularly focused on teacher educators' behavior, the results of this study are generally consistent with the findings of Dilshad (2010) who analyzed the quality of teacher education programs. After analyzing a random sample collected from the public-sector institutions, he concluded that "teacher educators therefore need training in the field of guidance and counseling" (p. 90). However, these results are in conflict with the findings of Khan and Saeed (2010) who found the quality of teaching in public-sector B.Ed. programs to be satisfactory.

The results obtained through the quantitative part of this study were significant enough to prompt an investigation into the accuracy of the students' reports. Thus the second phase of the study was undertaken applying the qualitative method, using focus group discussions as a tool, to investigate the grounds on which the trainee teachers from public institutions rated their teacher educators higher on the negative dimensions of the interpersonal behavior. Notably, the members of the first and smaller group changed their opinions from "slightly" to "moderately" in response to the claims of the larger group, raising questions about the accuracy of their overall feedback. A negligible number of trainees did not alter their opinions. The themes of exaggeration and overall good teachers originated

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with those students.

According to the majority of the focus group participants, teacher educators received low scores in response to threats, biased behavior, and lack of accountability. It is worth mentioning that trainees do not have any recourse through counseling or other means by which they may share their problems while seeking solutions to them. In the private sector, however, members of the management are relatively cooperative, willing to listen and ready to step forward to solve students' problems. Indeed, in one comparison of public and private schools, "students stated that they [could] easily approach their principal whenever they needed" (Iqbal, 2012, p. 46). In the researcher's opinion, when the trainees got a chance to register their opinions, they responded enthusiastically. The second qualitative question dealt with trainee teachers' motivation for study in teacher education programs, in absence of motivating behavior of teacher-educators. The results of the focus group discussion revealed that all the participants had career expectations as their source of motivation.

### **Conclusions and Recommendations**

This study compared the teaching quality in public and private teacher education institutions. The rationale behind this comparison was that previous research has highlighted the disparity regarding teaching quality between Pakistani public and private educational institutes, so the present study investigated whether this disparity also exists between public and private teacher education programs in Pakistan. To obtain data regarding teaching quality, this study selected *interpersonal perspective approach* with an extensively validated measure QTI using a convenience sample from three main stream institutions. The results supported the alternative hypothesis that a significant difference in teaching quality is present in public and private teacher education institutions.

It is evident that teachers' behavior is an important indicator of the quality of a learning environment (Dilshad, 2010; UNICEF, 2000). Thus authorities in higher education, such as the Ministry of Education, Higher Education Commission (HEC), Pakistani teacher educators and administrators of teacher education institutions, must create an environment in which prospective teachers effectively acquire required knowledge, competence and skills to become effective teachers. Such a goal can be achieved, in part, when teacher educators transform themselves into role models for the trainee teachers (Aleccia, 2011).

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