A Case Study of the Administrative Practices in Public Teacher Trainings Institutions Affiliated with the University of Karachi (Pakistan)

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Abstract

This study aims at to explore teacher training programs, examining their functions and contributions within administrative practices in Pakistan's University of Karachi-affiliated public teacher training colleges. The study has incorporated stakeholder theory, governance dynamics, and policy implementation and how administrative practices function. The mixed methods study was used a cross-sectional time horizon to gather information from multiple stakeholders. Closed-ended surveys were used to collect quantitative data, whereas open-ended interviewing techniques are used to collect qualitative data. For quantitative data, descriptive analysis was used, and for qualitative data, thematic analysis. The study findings emphasized how these organizations act as vital links between abstract concepts and real-world applications in the classroom, providing teachers with the resources and methods they need to succeed in their positions. Notably, it has also been found that diversity, inclusion, and equity are becoming increasingly important in administrative practices, underlining the necessity of addressing these issues to build a welcoming and helpful learning environment. The furthermore it is also recommended that the importance of visionary leadership and transformative techniques in responding to educational difficulties and encouraging innovation by demonstrating the connection between administrative efficacy and good pedagogical implementation. It is also recommended that the institutions must be on thorough teacher preparation, a variety of teaching strategies, classroom management, cultural awareness, differentiated instruction, assessment methodologies, and ongoing professional development. The study also highlights the need for clear guidelines, accreditation, accountability frameworks, technological integration, equitable instruction, mentoring programs, and long-term policy approaches to guarantee the quality and efficacy of teacher preparation.

Keywords*: Administrative practices, Teachers, Trainings, Institutions, Karachi, University*

Introduction

Institutions of higher learning that specialize in preparing people for careers in education are known as teacher training institutions. By providing prospective teachers with the information, skills, and competencies required to succeed in the classroom, these institutions play a critical role in guaranteeing the quality of education (Schina et al., 2021). Institutions that provide teacher training exist in various shapes and sizes, including colleges, universities, education schools and faculties, and programs for alternative certification. They provide a range of programs and courses to address the needs of people pursuing teaching careers specifically. These programs frequently combine academic coursework with real-world teaching experiences and fieldwork (Gormaz-Lobos et al., 2021).Education theory, pedagogy, subject-specific material, assessment and evaluation, classroom management, and inclusive education are only a few academic topics in teacher training programs. These programs give future teachers a strong foundation in educational ideas and methods (Teo et al., 2021). Programs for preparing teachers often include a large amount of practical teaching experience. These opportunities frequently involve helping more seasoned instructors and observing in classrooms. They allow aspiring teachers to see classroom dynamics, teaching approaches, and student engagement initiatives first-hand (Hill-Jackson & Lewis, 2023). Student teaching or field assignments are crucial components of teacher preparation. As part of these assignments, prospective teachers are placed in actual classrooms and supervised by veteran mentor teachers. Prospective teachers can receive pre-service training at teacher training colleges in Pakistan, which also offer certificates, diplomas, and advanced training programs that lead to the degrees of B.Ed. (Bachelor of Education), Bachelor of Education (B.Ed. Hons), M.Ed. (Master of Education), M.Phil., and Ph.D. (Doctorate in Education). Most institutions offer the well-liked Bachelor of Education educational programs. Teacher training in Pakistan includes both pre-service and in-service components to prepare educators for their roles in the classroom.

Literature Review

Pre-service teacher training in Pakistan typically takes place at universities, colleges, and teacher training institutes. Aspiring teachers enroll in Bachelor of Education (B.Ed.) programs, which are designed to equip them with the necessary knowledge and skills for effective teaching. These programs usually span over a period of 2 to 4 years, depending on the level of education (primary, elementary, secondary) and the specific focus of the program (Rind & Ning, 2023). Additionally, assessments, academic courses, and real-world teaching

experiences (student teaching) are all part of the pre-service teacher preparation program. Education, psychology, curriculum design, instructional strategies, classroom management, and subject-specific pedagogy are just a few of the topics covered in the courses (Shaukat et al., 2023). The Bachelor of Education (B.Ed. Hons) in Teacher Education is an undergraduate degree program offered by teacher training institutions in Pakistan that offers a comprehensive and specialized approach to preparing students for a career in education (Rashid et al., 2022). The B.Ed. Hons in Teacher Education degree provides more emphasis on research, advanced coursework, and specialization in certain areas of teaching and learning while building on the fundamental ideas covered in a conventional B.Ed. program (Iqbal et al., 2022). Similarly, the primary objective of the B.Ed. Hons in Teacher Education program is to equip aspiring educators with a deeper understanding of educational theories, teaching methodologies, and pedagogical practices. Through a combination of theoretical knowledge and practical experiences, students gain the necessary skills to become effective and reflective educators who can make a positive impact on their students' lives (Qureshi & Kalsoom, 2022).

Additionally, the research component of the B.Ed. Hons in Teacher Education program is one of its distinguishing qualities. Research projects, independent studies, and dissertation work are frequent requirements for students. Students can investigate educational difficulties and add to the body of knowledge in the field of teacher education by focusing on this area of research. These specializations may include Early Childhood Education, Special Education, Educational Leadership, Curriculum Development, Instructional Technology, and more. Students can choose a specialization that aligns with their interests and career goals, enabling them to develop expertise in specific areas of education (Qureshi & Kalsoom, 2022).

In the realm of teacher education institutions in Pakistan, the pursuit of advanced degrees such as the M.Ed. (Master of Education), M.Phil., and Ph.D. (Doctorate in Education) represents an unwavering commitment to the enhancement of pedagogical practices and the cultivation of skilled and impactful educators. The M.Ed. serves as a foundational steppingstone, equipping individuals with a comprehensive understanding of educational theories, instructional strategies, and classroom management techniques. Graduates with an M.Ed. are well-prepared to excel in various educational settings, having honed their abilities to create engaging and inclusive learning environments (Ali et al., 2022). At the pinnacle of teacher education lies the Ph.D., the highest academic achievement in the field. Moreover, the quality of pre-service teacher education plays a crucial role in shaping the effectiveness and competence of teachers in Pakistani's institutions. Well-prepared teachers are more likely to

be successful in fostering positive learning outcomes and meeting the needs of their students (Rind & Ning, 2023). In addition, after completing the B.Ed. in Teacher Education, B.Ed. Hons in Teacher Education program successfully, graduates are well-equipped to start their teaching careers. They have a thorough comprehension of educational ideas, the capacity to create lesson plans that are effective, and the self-assurance to enthrall and motivate their students. Many graduates pursue careers as teachers in elementary, secondary, and other educational institutions of Pakistan. Many individuals choose to continue their education by earning masters or doctoral degrees, which allow them to focus on certain branches of education or educational research. Others may choose to pursue additional studies in education or related subjects. Likewise, Karachi University might collaborate with schools and educational institutions to provide on-site professional development and mentoring for in-service teachers (Dayan et al., 2022).Also, in-service teacher education recognizes that teaching is a dynamic field and that continuing education is crucial to remaining efficient and current in the classroom. In-service training opportunities are frequently offered by schools, school districts, and educational institutions to make sure that their instructors have the assistance and tools they need to succeed in their positions (Ali & Rehmat Shah, 2023).

Administrative practices in teacher training institutions of Pakistan

The management and functioning of Pakistani teacher training institutes are governed by various organisational structures, rules, and processes known as administrative practices. These procedures are designed to guarantee efficient management, efficient operation, and the accomplishment of the institution's objectives (Qureshi & Kalsoom, 2022).The duties, responsibilities, and reporting lines for various administrative posts are clearly outlined in the organisational frameworks of Pakistan's teacher training institutes. This structure aids in creating distinct lines of responsibility and avenues for communication, supporting effective management and decision-making (Irshad et al., 2022).Practises in financial management are essential for the survival and expansion of institutions that train teachers. Budgeting, financial planning, resource allocation, and expense monitoring are all part of these procedures. In Pakistan, teacher training colleges frequently undertake quality assurance and accreditation procedures (Shah Bukhari et al., 2022). In order to regulate many elements of operations, administrative policies and procedures are formed in teacher training institutes. These guidelines could address student conduct, punctuality, academic honesty, grading, evaluation, and appeals procedures (Sain, 2023).

Statement of the Problem

Public teacher training colleges in Pakistan connected with the University of Karachi suffer many real-world problems and difficulties with administrative procedures. These difficulties may affect how well these institutions are managed and run (Awan et al., 2022). This study investigates the administrative procedures used by the University of Karachi-affiliated teacher-training institutes, particularly those run by public sector administrations. The execution of administrative practises, such as delivering appropriate student support services, maintaining buildings, and giving faculty members chances for professional development, can be hampered by a lack of resources (Abdallah, A. K., & Abdallah, R. K. 2023). Bureaucratic processes and red tape can occasionally obstruct administrative practices in public entities. Complex reporting systems and time-consuming approval procedures can slow decision-making and make it more difficult for the institution to adjust quickly to changing circumstances (Barakat 2022). There is a scarcity of literature that has used this methodology recently, this study combined quantitative and qualitative methodologies using a mixed methods approach. Descriptive and thematic analysis are two data analytic techniques used in this study for the qualitative and quantitative data, respectively (Sahibzada et al., 2022). The administrative procedures used by educational institutions for teachers in Karachi, Pakistan, are the main subject of the research. This location has been chosen to shed light on the setting, issues, and procedures of teacher training institutes functioning under public sector administrations in this metropolitan centre, (Naveen 2022).

Significance of the study

This study's addition to the body of information about administrative procedures in teacher training institutes gives it theoretical value. The study fills a gap in the literature by offering insights into the theoretical frameworks and concepts that can guide effective administrative practices in this setting by examining the context of institutions affiliated with the University of Karachi and run by public sector administrations. It broadens theoretical views by investigating how administrative theories and models may be used and modified to address teacher training institutions' particular difficulties and dynamics. The potential of this study to enlighten and enhance administrative practices in teacher training institutes makes its practical significance clear. For managers, decision-makers, and other stakeholders involved in the administration and governance of these institutions, the study's results and insights might be a useful resource. The study's recommendations and best practices can assist in

directing the formation of policies, decision-making procedures, and the creation of efficient administrative strategies. Ultimately, this may result in better institutional performance, better teacher training, and an area with greater educational standards.

Research Questions

RQ1.   Do the principals of teacher training institutions utilise "organisation" in their day-to-day administrative practices?

RQ2.   Do the principals of teacher training institutions utilise "direction" and coordinated efforts in their day-to-day administrative practices?

RQ3.   Do the principals of teacher training institutions utilise the function of "division of work" and hierarchy of authority in their day-to-day administrative practices?

RQ4.   Do the principals of teacher training institutions adopt "supervision" and "motivation" in their day-to-day administrative practices?

RQ5   Do the principals of teacher training institutions adopt the bureaucratic model of leadership in their day-to-day administrative practices?

Research Methodology

This study used a mixed-method research approach to collect both quantitative and qualitative data. The study sample consisted of deans, department heads, and teaching faculty from different teacher training institutions affiliated with University of Karachi. The purposive sampling technique was employed in the study. Qualitative part data was collected by conducting open-ended interviews while in quantitative part questionnaires were used. The research instrument has 42 measures and based on the sample size estimation formula of sample-to-item ratio of 5:1 ;(Memon et al., 2020; Suhr, 2006), the study identify 210 minimum responses from the sample population. Therefore, the study has collected 276 survey responses and the profile of the respondents is provided in table .2. Therefore, the study has collected six open-ended face-to-face interviews and profiles of the respondents are provided in table 3.

Discussion and Analysis

Table 1Demographic Profile of the Respondents (n = 276)

		Frequency	**Percent**
Age Group (Years)	20 - 24	45	16.3
	25 - 29	37	13.4
	30 - 34	53	19.2
	35 - 39	51	18.5
	40 - 44	45	16.3
	45 and above	45	16.3
Gender	Male	140	50.7
	Female	136	49.3
Academic Qualification	Bachelors	91	33.0
	Masters	92	33.3
	Post-Masters	93	33.7
Professional Experience	1-5 years	66	23.9
	6- 10 years	77	27.9
	11- 15 years	64	23.2
	Above 15 years	69	25.0
Professionalism Exhibited by the Staff	Very satisfied	63	22.8
	Satisfied	69	25.0
	Neutral	80	29.0
	Dissatisfied	64	23.2

Table -1 reveals the age group between 20-24 years has 45 respondents, accounting for 16.3% of the total sample. Other age groups, from 25-29 to 45 and above, show similar proportions, each constituting around 16-19% of the sample. Majority of respondents are male, with 140 individuals (50.7%). Female respondents account for 136 individuals (49.3%). The respondents' academic qualifications are divided into three categories: Bachelors, Masters, and Post-Masters. The number of respondents with Bachelors, Masters, and Post-master's degrees is quite evenly distributed, with each category having around 33% of the total respondents. The distribution of professional experience is categorized into four ranges: 1-5 years, 6-10 years, 11-15 years, and above 15 years. The largest group of respondents falls into the category of 6-10 years of experience, with 77 individuals (27.9%). The satisfaction levels are categorized as very satisfying, satisfied, neutral, and dissatisfied. The highest

satisfaction level reported is Neutral, with 80 respondents (29%). The satisfied and very satisfied categories have 69 (25%) and 63 (22.8%) respondents, respectively, while dissatisfied has 64 (23.2%) respondents.

Structural model

Structural model refers to the statistical technique used to assess the hypothesized theoretical relationship between latent constructs for hypothesis-testing (Hair et al., 2012). It has been estimated using PLS bootstrapping at the recommended 5000 subsamples and two-tailed analysis with a 5% probability level (Hair et al., 2013; Hair et al., 2014). Table 2 below shows the results of a hypothesis test using PLS path modelling.

Table 2
Path Modelling Analysis using PLS Bootstrapping

	Estimate	S. D.	t-Stats	Prob.	f^2	VIF
CE -> TTI	0.100	0.082	1.219	0.223	0.013	1.661
COM -> TTI	0.377	0.049	7.664	0.000	0.241	1.300
CP -> TTI	0.046	0.060	0.767	0.443	0.002	2.531
DL -> TTI	0.133	0.050	2.654	0.008	0.022	1.784
HA -> TTI	0.662	0.060	11.010	0.000	0.341	2.833
LE -> TTI	0.097	0.083	1.162	0.245	0.013	1.580
MO -> TTI	0.301	0.096	3.149	0.002	0.099	2.020
SUP -> TTI	0.302	0.096	3.144	0.002	0.087	2.330

Above table has shown that CE ($\beta = 0.100$; $p > 0.05$), CP ($\beta = 0.046$; $p > 0.05$), and LE ($\beta = 0.097$; $p > 0.05$) all have a positive but statistically insignificant effect on TTI. Similarly, COM ($\beta = 0.377$; $p < 0.05$), DL ($\beta = 0.133$; $p < 0.05$), HA ($\beta = 0.662$; $p < 0.05$), MO ($\beta = 0.301$; $p < 0.05$), and SUP ($\beta = 0.302$; $p < 0.05$) all have a positive significant effect on TTI. Moreover, all indicators have VIF coefficients below 5, indicating that multi-collinearity issues amongst variables are not present.
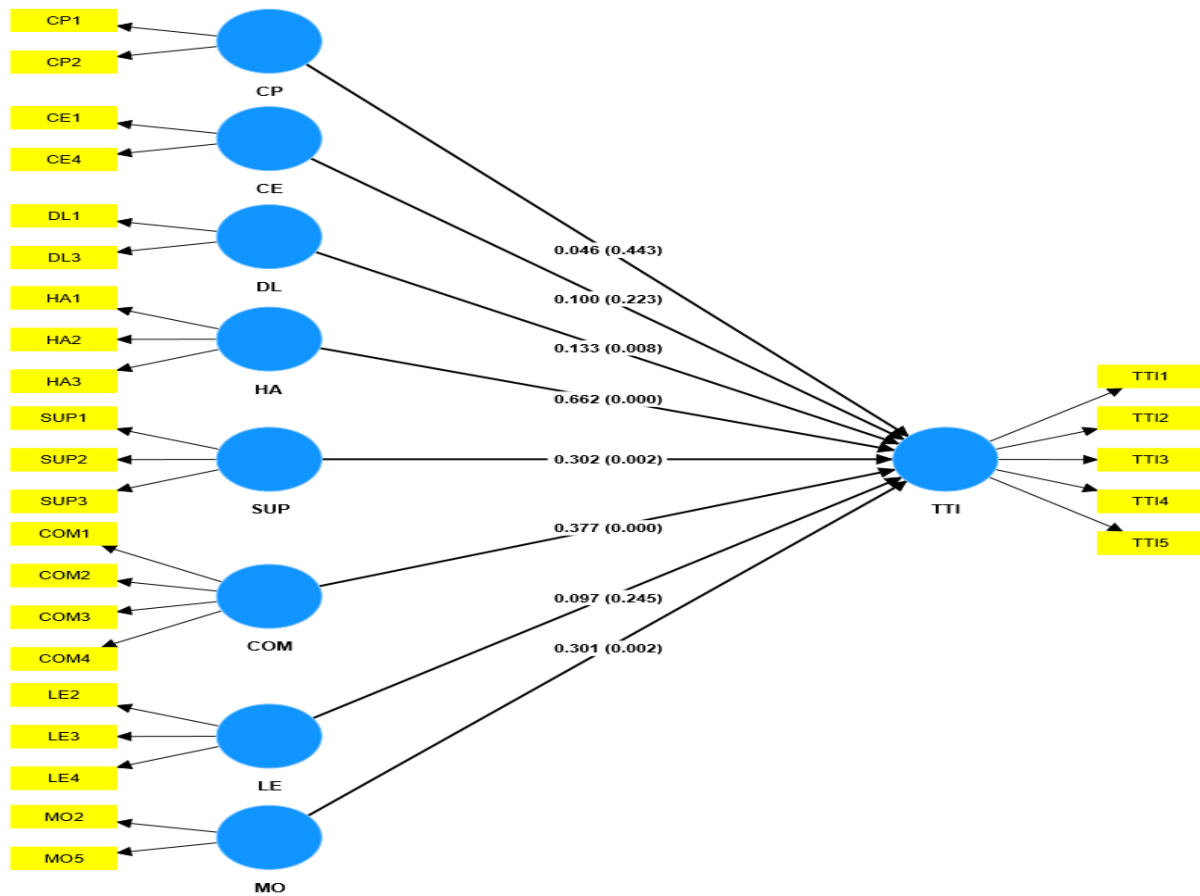
Figure 1
PLS Bootstrapping Illustration

Table 3
Respondents' Profile

Respondent	Gender	Designation	Qualification	Experience
A	Male	Head of Teacher's Training Institution	Bachelor's degree and 2-year diploma in elementary education	10 years
B	Female	Teaching Faculty	M.Ed.	5 years
C	Male	Head of the Department	Master's degree in educational administration	12 years
D	Female	Head of Teacher's Training Institution	M.Ed.	12 years
E	Male	Teaching Faculty	M.Ed.	10 years
F	Female	Teaching Faculty	M.Ed. And Ph.D.	10 years

Respondents A, B, and F emphasize the significance of diversity, equity, and inclusion in educational settings. They underscore that diversity promotes fresh ideas, understanding, and various perspectives. Respondent A emphasizes treating everyone equally and fairly, while Respondent F emphasizes developing inclusive curricula that reflect various viewpoints and cultures. This shared emphasis on diversity and inclusion demonstrates a dedication to establishing a setting where all views are heard and respected. Respondents B and D emphasize the importance of having a variety of viewpoints in administrative practices. They emphasize how diverse teams are more attentive to detail and make better decisions. Cross-functional teams, open-door policy, and regular meetings promote cooperation and exchange of various ideas. This focus on teamwork and diverse viewpoints shows a conscious effort to draw on various experiences for better decision-making.

Respondent C, Respondent E, and Respondent F emphasize the importance of cultural competence and awareness. The inclusion of cultural diversity in lesson planning and the learning environment is covered by respondent C. While Respondent F emphasizes culturally responsive teaching training sessions to remove prejudices, Respondent E discusses training on cultural competency. These procedures are intended to support an inclusive learning environment and ensure instructors are sensitive to cultural differences. Respondents B, E discusses equity and fairness, and F. Respondent B talks about fostering respectful expression of different viewpoints and making it simple for people to join employee resource groups.

Table 4

Summary of the hypothesis testing

Hypothesis Statements		Decision
H1.	Administrative practices by the principals of teacher training institutions have common purpose.	Not supported
H2.	Administrative practices by the principals of teacher training institutions have coordinated efforts.	Not supported
H3.	Administrative practices by the principals of teacher training institutions have division of work.	Supported
H4.	Administrative practices by the principals of teacher training institutions follow hierarchy of authority.	Supported
H5.	Administrative practices by the principals of teacher training institutions have supervisory skills.	Supported

H6.	Administrative practices by the principals of teacher training institutions have motivational skills.	Supported
H7.	Administrative practices by the principals of teacher training institutions have communication skills.	Supported
H8.	Administrative practices by the principals of teacher training institutions adopts bureaucratic model of leadership.	Not supported

Conclusion

This study aimed to investigate the administrative practices of teacher training institutions affiliated with the University of Karachi that are run by public sector administrations. Teacher training institutions provide prospective teachers with the knowledge, abilities, and competencies necessary to thrive in the classroom; as a result, these institutions are important to ensuring the quality of education. They also provide a variety of programs and courses to especially meet the needs of those pursuing careers as teachers. The programs usually incorporate fieldwork, classroom instruction, and coursework. Institutions that provide teacher education usually provide opportunities for professional development to currently employed teachers. Institutions that provide teacher training also have set rules and procedures and continuously monitor the admissions processes.

Moreover, the study also found that academic programs and curriculum are developed at teacher training institutions to meet the demands of teacher education. Academic councils or curriculum development committees are responsible for overseeing the development and upgrading of curricula, to ensure that they adhere to changing demands from the educational community and national standards. Additionally, the institution's principle serves as its head administrator, overseeing its general operations and ensuring that its goals and objectives are achieved. Likewise, administrators create an organizational environment that supports effective teaching and learning as well as the overall success of the institution by creating clear frameworks, putting policies and procedures into practice, fostering communication, and ensuring quality assurance. Overall, teacher training institutions serve as the essential basis of the educational system by educating and supporting reflective teachers. They contribute to the improvement of education by providing prospective teachers with the resources, knowledge, and experiences required to create effective learning environments for students.

Recommendations

Recommendations for teachers training institutions.

The finding showed that teacher training institutions hold significant practical implications for the education system, teacher quality, and student learning outcomes. These implications span various areas and are essential for effective teacher preparation and development. Therefore, institutions specializing in teacher training are crucial to developing competent teachers. Effective teacher preparation programs ensure that instructors have the pedagogical abilities, subject-matter expertise, and classroom management strategies they need. Teacher training institutions should equip educators with the knowledge and skills to work with students with disabilities and ensure inclusive education. Training in differentiated instruction and individualized support can enhance the ability to cater to diverse learners.

Moreover, Reflective teachers are more inclined to modify their pedagogical approaches, which improves student involvement and academic performance. Furthermore, establishing close ties with parents and the community can be stressed by teacher training institutions. Teachers are more likely to foster a supportive learning environment if they can work effectively with parents and community members.

Recommendations for policymakers

While policymakers play a crucial role in shaping the education system, their decisions profoundly impact teacher training institutions, educators, and ultimately, student learning outcomes. So, there are numerous practical implications that policymakers should consider. Moreover, policymakers should design policies that promote continuous professional development for educators. This includes funding opportunities for teachers to attend workshops, conferences, and courses to enhance their skills and stay updated with the latest educational trends. Incentivizing institutions to incorporate the latest educational research into their programs can lead to more effective teacher preparation. However, adequate funding is essential to maintain the quality of teacher training programs. Policies should allocate sufficient resources to ensure that teacher training institutions can provide comprehensive and effective education to future teachers. Ensuring consistency between teacher preparation and other education policies creates a coherent and effective system. Policymakers can promote an atmosphere that supports high-quality teacher preparation and, in turn, positively impacts the future of education by concentrating on standards, accountability, professional development, technology integration, and other pragmatic issues.

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