

# Major Issues Of Teacher Education In Pakistan

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## Introduction

The main characteristics of the teacher are igniting the imagination, hope, and love of learning and a good teacher knows how to take best from students (Barone & Eisner 1977).

Teaching is the nobler and valuable profession and is responsible to make a nation and universe (Adithan, 2014).

Relevant and culturally appropriate teacher education program context addressed by the teacher education included environmental, social, and economic for both pre-service and in-service (Urevbu, (2017).

Teacher education is all formal and informal activities and experiences for student teachers which help to acquire knowledge for the teaching profession. It is the process and procedure for transmission of skills, knowledge, and subject matter (Day, (2002).

Teachers are the main player of society and if any country wants to develop their nation, they should focus on their teacher's development. Promoting quality education is one of the major

SDG and all countries trying to achieve it but without teacher support, it is impossible for any country. For the development of the teachers the teacher education programs are the main source every county trying to develop the status of their teachers by providing the pre and in-services programs (Dakar FoA).

Ahmad (2012) stated that Teacher education for the prospective teacher to prepare them how to become effective teachers and go through the proper process when they get training includes theoretical and practical aspects of the teaching environment.

Ali (2011) contended that the role of the teachers is very critical in society and for that the need for professionalism is raised day by day, Professionalism includes knowledge, understanding, skills, attitude, and critical analysis qualities. These competencies make teachers effective and help them to fulfill the responsibilities described by the education and this profession for them. The role of the teacher is not limited to only the transformation of the knowledge but also creating an environment for innovation and research in the school and society.

Teacher education program for pre-and in-service teachers addresses environmental, social, and economic context (Urevbu, 2017).

The four major and important components of teacher education are, first educational prospective, second enhance their learning and subject, third pedagogy, fourth expertise. Teacher education improves the quality of teachers like subject mastery, knowledge, skills, critical thinking, deep understanding related to responsibilities, and professional skills (Day, 2002).

In 1804 there were two teachers training institutions in Lahore and Karachi and responsible to provide only non-formal teacher training programs. In 1854 the institution of the normal school at Karachi began to offer J.V, certificate known as Junior Vernacular (Shah et al., 2011).

In 1947 the year of independence at that time 22 teacher training institutions were in Pakistan. And the criteria for admission were elementary and high schooling. The certificates were named Junior Vernacular (JV) and senior Vernacular (SV). JV certified acquired teacher eligible for a primary school teacher and SV eligible for an elementary school teacher (Siddiqui (2004).

According to the 1959 commission the teacher should have academic and professional training and also highlighted the pragmatic recommendations (GoP, MoE, 1959, p.259).

In 1985 Shahid argued that equipment and staff improvement is necessary for teacher training programs.

The National Education Policy (1972-1980) recommended and focus on the requirement of the teacher education program at all stages, also put light on innovative techniques and facilities for teacher education which will help to improve the status (GoP, MoE, 1972, p.23).

In 1976 the teacher education curriculum was revised as the result of 1972 recommendations (Khan, 2011, p.105).

Shahid (1985, p.41) stated that the problem basically in the implementation process the recommendation and revision process was great but there was a problem in practice.

The National Education Policy (1979) recommended that the improvement in the number of the institutions is required also established the in-service training center in provinces. For that suggested providing in-services training in Allam Iqbal Open University.

In National Education Policy 1992 till 2010 proposed to strengthening in services institutions of teacher training and 1998-2010 also introduce Bachelor in Education (BA.ED.), and also offer a special incentive for teachers training institutions and rural females' teachers to attar talented students into the teaching profession. The vocational and technical training was also highlighted (GoP, MoE, 1998, p.45-47).

In 2001 the Government of Pakistan take action for education sector reform and aimed to evaluate the NEP (1998 -2010). And ESRs emphasized teacher education, curricula revision, and examination reforms (GoP, MoE, 2001, p.35-36).

The diploma of education was launched under the ESRs and replaced the primary teaching certificate (PTC) and Certificate of Teaching (CT) and the results 250 teacher resource centers were established and 175,000 teachers were trained across the country (GoP, MoE, 2003, p.17-18).

In 2009 National Policy recommended under the stakeholders and federating units the degree of B.ED. and PTC and CT phased out (GoP, MoE, 2009, p.33-35).

A total of seven major education policy documents was produced by the Pakistan Government for the improvement and development of the quality of education, medium of instruction, science, and Islamic education. Along with the teacher education training programs but still, facing challenges of developing the quality of education.

In China, for training student-teacher, there are three institutions one is for secondary teacher school, and in this student-teacher prepared for primary and pre-schooling education. Second

normal college kind of junior college and prepare for the junior secondary school. The third is a normal university and prepares student-teacher for senior-secondary schools.

In Japan, teacher education aimed to develop a sense of professionalism and dedicated career educators and also train teachers for over some the societal problems which are the barrier for them in the playing role of teaching. Teacher education program equipped with technology, based on a diverse and multicultural society. (Fujita, 1991 & 1997).

In Singapore, teacher education reforms are reviewed throughout the year because of continual changing and development at a global level. Ministry of education in Singapore focuses on paradigm-shifting and directs the strategies for teacher education to meet 21<sup>st</sup>-century challenges as well (Gopinathan, 1999; Sharpe & Gopinathan, 2002).

The Ministry of education attracts the high graders for becoming a teacher and it is the main criteria the teacher's academic background should be strong so they will be able to teach the new generation. For that, they conduct an interview and aptitude test for filtering the best and competent teachers (Teo, 2000).

The teacher obtains the teaching license after professional training and transparent assessment in Thailand from 2005 (Teacher and Educational Personnel Act, 2003).

More or less every country at the National level do work hard for enhancement of teacher's quality but unfortunately, the challenges still faced by the teacher education all over the world including Pakistan there are common challenges which are following:

### **Challenges of Teacher Education**

#### **Theoretical based Curriculum:**

The curriculum is based on theoretical and practical design but the traditional teaching methodology cause creating boredom among student-teacher. Lacking practical activities and new updated information and knowledge the curriculum methodology converted into a memorization method rather than improve student-teacher creativity (Slavich & Zimbardo, 2012).

#### **Bottlenecks in training and professional development**

In Pakistan, the number of skilled teachers is less because of a smaller number of professional teacher training institutions. 1.4 million teachers are working in both sectors, 43pc of teachers are not trained formally, 58% are untrained and rest are trained with old curriculum and if we compare 207,774,520 population of Pakistan (Wikipedia, 2017) and only 275 teacher institutions are available in Pakistan (Oakes, Lipton & Anderson, 2015).

If we compare only 1pc teacher training institutions in the private sectors having 8% teachers and 99pc in public sectors having 92% teachers. (Pakistan National Statistics, 2018).

### **Minimum monetary allocation in the budget**

According to the 2018-19 report only 0.015pc allocated to the teacher education from 2.1pc of GNP for education which indicates a very less pc for development such a skilled teacher. Due to this the shortage is faced by the teacher institutions like building management, Laboratories, Libraries, Teaching aids, and resources or equipment. Due to less amount budget, teacher education institutions are not able to achieve the international criteria (Hakro, 2007).

### **Stereotype Teachers:**

Traditional teachers are not willing to accept the new art of change in teacher education or teaching methods. They are rigid and ignore the new knowledge methodologies in teaching.

### **Political Interference:**

In Pakistan from the initial stages, we face the problems like political parties' influence, mafia, nepotism, and pressure of authoritative groups. It is also influenced by education sectors like other institutions of the country that is the reason why teacher selection is not based on merits. When unskilled teachers train the student-teacher of course the result will be zero (Gujjar, 2010).

### **Lack of National Policy Implementation:**

The teacher education policies are well-drafted but the problem is implementation because the majority of teachers are not aware of the details. In Pakistan, there is a culture that people interpret things and documents according to their point of view which creates misunderstanding among the relevant population.

### **Lack of innovative work:**

Pakistan has been facing a big challenge that is lacking in the innovation and research field. The cause behind it, teachers and student teachers are not interested and lacking in research and innovation skills. Due to the non-serious behavior and busy earning they destroy the concept of innovation and research work (Zaki, 1989).

### **Issues of in-service Program:**

Teacher education demands every teacher to participate actively but in Pakistan and India females as comparatively males are not interested in activities. Another problem in teacher education is the absence of good master trained teachers and supervisors. Teacher training programs are time taking and full of activities and need proper instructions to run this program but we don't have master trainers and fewer supervisors (Unterhatler 2005).

### **The dearth of Professionalism:**

Professionalism is the charm of teaching and teacher education but in Asian countries teachers and the education system destroy this concept and manipulate it in their context. Due to the Lacking of professionalism the education system in Pakistan, India, Malaysia facing issues like corruption and nepotism. In teacher education, it is ignored rigorously and results from a lack of practice and implementation. The requirement of teacher education has not been fulfilled and it makes issues in product and outcomes (Arooj, 2012).

### **Corruption**

Due to the low salary, political parties influence and nepotism environment become verst day by day and it gives birth to another challenge that is corruption in education and among teachers. Lacking check and balance and proper monitoring raised this problem. In Pakistan, the councils like The National Council for teacher- education (NCTE), only focus on documentation and fill the papers rather than see the original problems and issues in teacher education (Rehman, 2011).

### **Selection procedure based on commercialization**

This is one of the big problems in teacher education institutions that they become commercialized and focus on fees structures and earing rather than focus on admission producers. Management allows all candidates to take admission without taking into consideration of their attitudes toward the teaching profession. Due to this, the quality of teachers and teaching decreases day by day. The quality education criteria will not fulfill in this situation because for raising the quality of education we need an excellent teacher (Aggarwal, 1996).

### **Problems of Practice Teaching**

In teacher education, the major part of the program is teaching practice but unfraternally in Pakistan it is taken as grand and ignore all requirement the important areas like trained supervisor, selection of a school for practice, lacking in cooperation of cooperative teachers, lacking in resources/ teaching aids and feedbacks, etc., only focus on fulfilling the given forms and completion of lesson planners. The major part like innovation, creativity, implementation of theory, and learning was ignored (Gupta, 1999).

### **School placement**

During the practicum, the important stage is to select the schools for the practice and it is very difficult for the supervisors and the institution. Government allots the list of schools to the institutions but it is not enough because the cooperation, environment, resource, and cooperative teachers' permission are the major barriers.

### **Cooperative teachers**

The cooperation and feedbacks of cooperative teachers are very important in teaching practice but it is a major challenge to get all cooperative teachers on the same page. Because of limited time, overloaded and frustration of excess work make them isolated.

### **Poor Academic Background of Student-Teachers**

For becoming a teacher, we need competent candidates who have energy, passion, internal motivation, and good academic background but In Pakistan, the most ignored part is the Academic background of the teacher-student. When students have difficulties in reading and writing especially in a second language, they face problems in achieving the criteria. The selection for teacher education is the major area when the selector considers this aspect which is necessary for the teacher education program. It is just like becoming a doctor needs some criteria in selection same as becoming a teacher needs some criteria.

### **Unplanned and insufficient co-curricular activities**

Every program needs to have the flavor of co-curricular activities with proper planning. In teacher education, we can see the boring environment and unplanned activities culture. Due to the restriction from the management and higher authorities and teachers. For innovation and creation, we need a free platform with proper instructions and planning. It will provide the opportunity for the teacher students to learn new things inactive and joyful environment.

### **Lacking in feedback mechanisms**

The improvement occurs when an individual has feedbacks but in our education context teachers and supervisor are fail to provide effective feedback regarding the teaching practice and work of student-teacher like assignments, projects, etc.

### **Scientific and technological challenges**

The curriculum is not providing the learning opportunity regard scientific study and technology due to the traditional teaching method. Both student teachers and teachers are not aware of the new technologies and not interested in spending time on research, projects creative assignments, and learning new technologies (Naseem, 2011).

### **Online teaching challenges**

All over the world curriculum fails to train online teaching because it is not made for online teaching and the ignore behavior from teachers to learn new strategies in Covid 19 situation is another problem. The current webinars are not enough to train our teachers and it is a big barrier nowadays. In upcoming years, the current curriculum will not be useful, we need to focus on new reforms in the curriculum for facing a coming challenge for student teachers.

## **SUGGESTIONS**

### **Revised Curriculum**

The curriculum should be revised based on new trends and technologies and the teachers and supervisors also train for the implementation of the new teacher education curriculum.

### **Focus on critical pedagogy in teacher education**

It is the responsibility of teachers in teacher education programs to teach student teachers how to become critical teacher who has the sense of analyzing, synthesis, negation, discourse, and discussing things in logical and rational based.

### **The strict control of the regulatory body**

All the check and balance processes conducted by the regulatory bodies should be fair enough for reducing problems and issues. Provide feedback to the institutions for improvements.

### **Train teachers to develop scientific and innovative skills**

It is an urgent need in Pakistan to develop the skills of innovation and research projects among the teacher also it is the big responsibility of institutions to provide funds and support for this purpose.

### **Trained supervisors**

Provide in-services supervisor training program for improvement and enhancement of quality of supervisors. It will improve the teaching and feedback qualities which are a requirement of the program.

### **Admission policies**

Aptitude and attitude tests are the main requirements of teacher education because it is necessary to cap the pipeline and filter quality teachers who have the potential to become critical and effective teachers.

### **Teacher education and ICT**

The teacher education program needs changes and integration with information communication technologies so the student teacher will train to overcome upcoming challenges of online teaching.

### **Budget allocation**

Teacher education and institutions need proper funds and budgets for the fulfillment of the international criteria of teacher education.

### **Students Teacher support program**

Student-teachers coming from especially rural areas have issues regarding the fiancé and funds. It is the responsibility of every institution that runs teacher education programs to help financially support the Government.

### **Enhancement of professionalism**

It is important for every teacher who is related to the teacher education program to demonstrate their professional skills to the student-teacher. It will help student teachers to decimate the actual context and meaning of professionalism.



### **Goal-oriented teachers**

The teacher education program should be responsible to develop goal-oriented teachers those seniors with their profession and try hard to achieve their goals. It all depends on the training provided by the teachers.

### **Discourse time of teachers to teach and students to teachers**

It is the responsibility of every institution to provide discourse time to their teacher and students so they will discuss current problems related to teacher education and training. Also, find out the solution based on mutual understanding. It will provide the platform for developing leadership among the teacher and students also it motivates to do something in different ways.

### **Conclusion:**

The field of teacher education is quite evident from the above discussion that it is facing challenges. Governments trying hard to cope with the problems and do efforts for the development of teachers but still, we don't achieve that success in the field of quality education. The major problem is lacking implementation and acceptance of the new technology and strategies. The rigid behavior of teachers towards traditional teaching is the barrier. The need to create critical behavior and thinking of teachers, schools' authorities, and policies makers. Also, there is a requirement to change the attitudes of students' teachers towards the teaching profession. It is not a part-time job; it is the responsibility to change the Nation. The degrees are just a piece of paper without potential, knowledge, and skills and it is an urgent need to focus on skills, critical thinking, and lifelong learning.

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