

EDUCATOR TRAINING SYSTEM IN GERMANY AND ITS ADOPTION PROSPECTS IN PAKISTAN FOR DEVELOPMENT OF QUALITY EDUCATORS

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Abstract

Teacher training system as transcribed through assessment system in the field of education adopted by Germany is definitely valid in Pakistan, if subsequent procedures are adopted which include 1) selection of teacher on the basis of graduation as minimum qualification for PST in addition to 3 years professional training on teaching methods and classroom management. In case of elementary and higher secondary classes, the teacher must have to get one-year specialization for these levels of class. The evaluation of candidates intend to enter teaching profession, must be of international standard and candidate's examination should be based on several descriptive and objective type tests. After appointment of teachers, a follow-up system should be introduced to assess the teaching quality and other classroom approaches of teacher, satisfaction of students etc. Working conditions for teachers at school level needs significant improvement mainly by designating positive and constructive administration that swiftly facilitate the classroom manager and other elements for efficient classroom management. The posting of teacher should be well away from his native place enabling him to focus his teaching assignments rather to be a part of family problems. Highly efficient teachers need to be ranked for salaries and other financial incentives and a fair system may be developed so that motivated and efficient teachers are rewarded and the teachers who are not working on target should be administratively punished by curtailing the allowances or stopping annual

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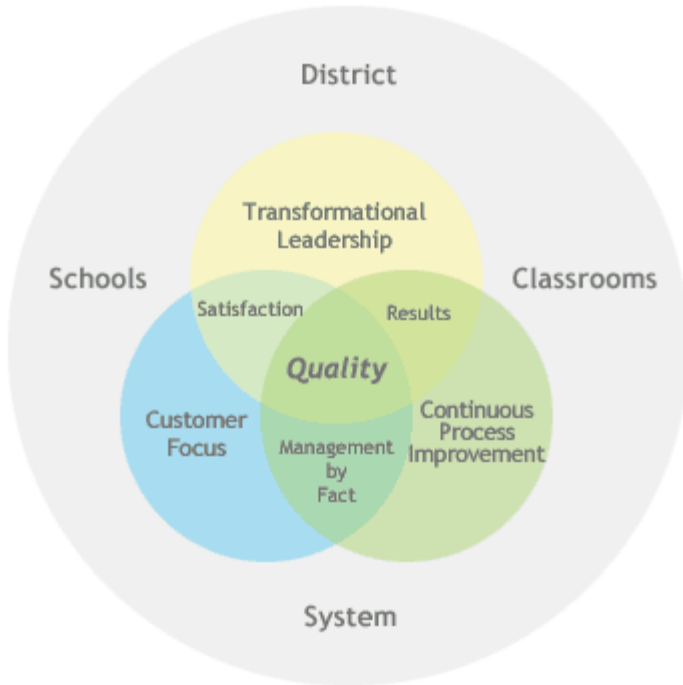
increments. Additional incentives and allowances for posting at difficult/isolated places may be given to the teachers for motivation and improving the sense of responsibility and achieving the desired results in relation to effective learning of the students. The survey results also showed that the teachers in education profession are positive and motivated to work, but the working conditions hinder to successful destiny to this effect. The respondents agreed that they may be trained effectively on the patterns described in the German teacher preparation system, but the weaker foundation of the teaching strength is perhaps causing lack of confidence, motivation towards the effective job. A vertical administrative redress has also been suggested by the respondents; while the menace of corruption in the system and negative role of teacher associations needs to be eradicated.

Keywords: *Teacher preparation, Training System, Germany, Pakistan, Adoption*

Introduction

Educating people is an art of great importance but the tasks given for educating people are very difficult repeatedly faced by the sciences, and these difficulties are also associated with the politics as well as with the society. Educators are regularly confronted with the process of education and social pressure. The causes are examined by them and assess the social conditions and consequences (Shami, 2006).

Effective Education System



Source: Quality Education Associates:
<http://www.qualityeducationassociates.com/school.html>

Figure 1: Effective Education System

The educators focus the objectives, legitimize and made the educational process and training systems effective. The educator attempts to rectify uninvited tendencies with their own proposals of reformation and with their own concepts and also find remedies for the issues and problems develop time to time. In case the educators could attract the attention of politicians, the renewal and direction of educational system can be influenced. In this case, the sciences in relation to education get vital popularity among the graduates of secondary school. The young people take great interest in the

prospect of new concepts that can replace the old structures at school level. This study compares the teacher training system and consequent follow-up among Pakistan and Germany. Germany practiced huge loss during World War-II, while in the same extent of time Pakistan get freedom.

Teacher Recruitment System in Pakistan

At the time of initial recruitment of teacher at all school levels, the candidates are only demanded academic qualification and mostly the teachers are trained during service.

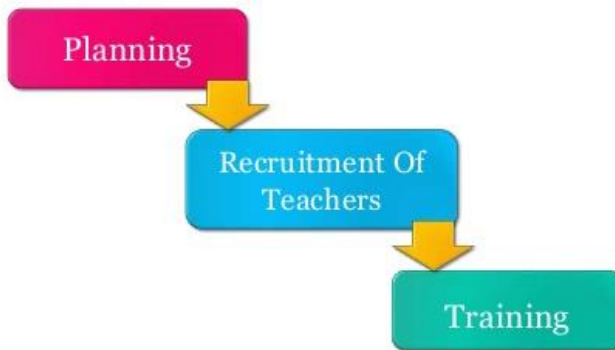


Figure 2: Teacher Recruitment System in Pakistan

Pakistan situated in the Southern Asia, neighboring Arabian Sea, connected with India on the east and Iran and Afghanistan on the west and China in the north. It is a Muslim state comprising ninety-seven percent (97%) Muslim preponderance among these seventy-seven percent (77%) Sunni, twenty percent (20%) Shia's and rest of three percent (3%) are mixture of Christian, Hindu and other societies. The Pakistan literacy rate was forty-eight points seven (48.7%) in which sixty-one points seven (61.7%) of male and thirty-five points two (35.2%) of female, correspondingly (GOP, 2007). There was a number of political system, the federal government engaged in all feature of education viz., primary, secondary and higher education, because provincial government are not powerful as

compared to federal government because of macro policies and because the worldwide policy are through and accepted by the federal government. Pakistan independence has been watching obstacle in unbalanced political government (Shami, 2005, 2006).

Germany remains a key member of the Europe's economic, political, and defense organizations. European power struggles immersed. The 91.5% people in Germany speak German language, 2.4% speak Turkish language and other 6.1% (Schulz, 1990) people which included different nations speak Italian, Greek, Russian, Polish, Serbo-Croatian and Spanish. In Germany, there is close connection between practical and theory taught by the teachers. However, there may be varied guidelines associated with the type and state of the school. It is necessary for a student who is going to join as a teacher, either in primary, secondary or vocational school to complete the required training for teaching in these related subjects and fields at the school. Other than the university education, for teaching at any level, the training is required in subjects related to educational sciences and two other subjects that also need to be taught later. The first phase of training finishes with first state examination that needs to be completed successfully with high score when the student goes through internship programs of 18-24-months during probationary teaching period. After second state examination, this practical phase of trainings finishes (Angelika, 1997). Other developments in social scenario also challenge the educator; as the population of the senior citizens is at increase and unemployment rate is increasing and enough free time is available with them as recreational free-time. The subjects related to educational sciences critically monitor and determine these changes and trends and observe the related research projects and their academic programs. Studies on education of seniors, research on recreation or unemployment ramifications should be the continuous feature of education science. Broad assortments of subject material comprising in programs elucidated by Germany education sciences. These assortments are key inputs for

foreign students which provide ideal chance for international education for learning and contributory to development in educational systems in individual countries as well developed and highly qualified educators / teachers as well as scientists (Anonymous, 2005; Tajima, 1999; Tajima, 2002).

Significance of the Study

Germany practiced huge loss during World War-II, while in the same extent of time Pakistan get freedom. Germany and Pakistan considered as same age countries. In this study, the efforts and measures governed by Germany with respect to teacher education were discussed and reasonably investigate with Pakistan. Besides these, alternative opportunities regarding teacher training system for enhancement of the excellence of education in country governed by Germany were also scrutinize to implement in Pakistan.

With the recognition of mentioned above point of view for Pakistan, the query come up is that at hand teacher education system accomplished of satisfying the indicated necessities? In Pakistan there was no logical answer yet not generated. But by checking one search parallel circumstances in a number of other countries where effort was made to solve the problems. Their policy of achievement and understanding grind their insight of thing they look. It is imagined that this issue may hone the peculiarity's achievement in their own state and motivate the developed ideas useful in context of education particularly. Hence there is a serious need of such study that the teacher development process developed in Germany resulted in highly quality teaching stuff and this study would assess their practical viability for preparation of effective teacher in Pakistan.

Methodology

The survey research has evolved over the years to become a popular methodology of social sciences (McMillan, 1999). Present study features a descriptive survey method. Surveys are very commonly used to investigate relationship between variables (Gall, 1996). Survey research design has advantages over other research designs, as such it is economical, the rapid turn-around in data collection, and the ability to identify attributes of a population from a group of individuals (Creswell, 1994).

For this investigation, Germany was selected to investigate their teacher education issues / peculiarities and efforts taken or being considered regarding their solution. In the light of the results, implications are being considered and development/ improvement in terms of their practicability in Pakistan was examined. This research study is purely descriptive comparison of situations, problems and solution strategies in relation to teacher-training. For this purpose, the following steps of methodology have been developed. The secondary data were managed on the following aspects in relation to Educational Infrastructure, Teacher-Training/Teacher Education in Germany and in Pakistan:

The survey followed a questionnaire and I developed questions that provided insight to my first two research questions. After development of the items on the survey, the matter was discussed with my colleagues to get the survey executed. Such little pilot research assisted me to verify the questions clarity and regulate the online process of response collection. For creation of the survey, the questions were divided into different groups and the survey arrangement comprised of different questions and the sample teachers were asked to make choice from multiple choice questions having option explaining answers in provided text-boxes. The text-boxes were provided for additional responses to questions.

The population that the researcher strived reaching included faculty and teacher trainees, teacher trainers and educationists in current rhetoric and composition doctoral programs. Fifty (50) teachers of Teacher Training Institutions was the study population. Face and content validity was established by having members of my PhD Supervisory Committee/Advisory group to review the instrument and provide recommendations for revision; accordingly, minor revisions were made. Data thus obtained were analyzed using descriptive statistics through SPSS computer package.

Data Analysis

The descriptive and numerical data were subjected to statistical analysis using SPSS and MS-Excel computer software packages. The descriptive statistics was employed to analyze survey data collected from the respondents which involve percentages on the basis of respondent frequency and central tendencies were measured using means/averages. The analyzed data were presented in numerical tables. The qualitative data were subjected to analyze by content analysis using explanations, discussions and narrations. The Statics (ver 8.1) was employed to derive ANOVA and this software package also calculated standard error of mean, Probabilities and coefficient of variation. A critical view was given to the results of analyzed and interpretation was made in order to draw meaningful the conclusions.

Results and Discussion

The data (Table-1) indicates that 78% of the respondents were agreed to adopt the Germany teacher education system in Pakistan. On the other hand, 22% of them asked that there was no need to adopt Germany teacher education system in Pakistan.

Table 1: Perception on adoption of Teacher Education system of Germany to produce quality teachers in Pakistan

Perceptions	Frequency	Percent
Yes	39	78.0
No	11	22.0
Total	50	100.0

Respondents' Satisfaction on Educators Preparation System

The data (Table-2) indicates that 16% of the respondents were satisfied and 84% showed dissatisfaction on syllabi of educator development program in the country, 72% were agreed and 28% did not agree to be useful for Pakistan as the Germany is highly developed country and resource allocation parity may remain an issue. Similarly, 88% respondents agreed and only 6% disagreed on the existing educator training program. According to the respondents, a separate university of education needs to be established at provincial level and such university only produce quality teaching stuff. Likewise, 22% of the respondents opined that educator training programs provide positive results and achievements are comparable with the teacher development program in advanced countries of the world which is need of 21st century in international perspective. However, 39% of the respondents showed no opinion; probably they even do not understand the importance of quality teacher. Some 44% respondents in the study domain agreed but 56% disagreed over the importance of improved teacher training programs at government level. Some 41% respondents agreed that significant efforts for development of teacher preparation program are needed in the country to improve the teacher quality comparable to developed nations and 82% of them disagreed and showed satisfaction over the ongoing system. Moreover, 26% respondents were positive to disclose that teachers trained locally are capable

enough to compete with teacher development trend abroad; while 74% respondents kept calm perceiving nothing. The majority (90%) of respondents have studied syllabi of educator training programs in the country; while 5% gave no opinion. Some 70% respondents agreed and 30% disagreed when they were asked whether they had studied educator training program syllabi of Germany.

Table 2: Perceptions of Respondents for Teacher Education System in Germany and Pakistan

Statement to perceive	Yes		No		Total	
	N	%	N	%	N	%
Satisfied with the syllabi of teacher training program of Pakistan	8	16.0	42	84.0	50	100
Pakistan, being a developing country, could offer free teacher training program	36	72.0	14	28.0	50	100
Is it better for teacher training program that the government may open a separate university of education in each province	44	88.0	6	12.0	50	100
Teacher education give positive results according to advanced country Teachers training program, a need of 21st century in the light of international perspective	11	22.0	39	78.0	50	100
Government giving importance to improve teacher training programs in Pakistan	22	44.0	28	56.0	50	100
Any significant trend of making teacher training program in Pakistan better as compared to developed countries	9	18.0	41	82.0	50	100
Pakistani trained teachers competent to compete with the teacher trend abroad	13	26.0	37	74.0	50	100
Studied the syllabi of teacher training programs of Pakistan	45	90.0	5	10.0	50	100
Studied the syllabi of teacher training program of Germany	35	70.0	15	30.0	50	100

The data (Table-3) illustrated that 86% of the respondents were positive and satisfied with the educator training program in the country and supported that foreign trainers should visit Pakistan and train teachers to meet 21st century educational challenges; while 14% did not show satisfaction over this process. Likewise, 38% respondents agreed that teachers from Pakistan should go abroad for achieving multidimensional teacher training on modern lines, but 62% respondents did not express their agreement for abroad teacher training. Besides, 22% respondents showed satisfaction with objective of the educator training programs in the country described in course outlines at M.Ed., B.Ed., P.T.C., CT., O.T. Etc. but majority (78%) did not show satisfaction over the course objectives. The majority (90%) of respondents did not show satisfaction over the achievements from the educator training programs in the country and only 10% were satisfied. Similarly, 76% respondents were not satisfied over HEC led aims and objectives in regards to educator training program in the country, particularly in Sindh province at university level; while only 24% favoured the HEC aims and objectives. The majority (92%) showed dissatisfaction on the achievement of aims and objectives by the elementary colleges in regards to educator training program and 8% showed satisfaction over their strategy. A high majority (94%) positively opined that refresher courses for educator teacher training are beneficial for teaching profession and only 6% disclosed that the refresher course did not add anything to the teacher.

Table 3: Satisfaction level of the respondents for teacher training programs launched by the

Statement to perceive	Yes		No		Total	
	N	%	N	%	N	%
Better for teacher training program of Pakistan, that the foreign teacher trainers may visit Pakistan and train your teachers according to the requirements of 21st century	43	86.0	7	14.0	50	100.0
Pakistani teachers going abroad for getting modern multidimensional training of teacher training is sufficient	19	38.0	31	62.0	50	100.0
Satisfied with the aims and objective of teacher training programs of Pakistan, described in course outlines in every subject at every level i.e., B.Ed. M.Ed. P.T.C. CT. OT. Etc	11	22.0	39	78.0	50	100.0
Satisfied with the present funding of teacher training programs in Pakistan	5	10.0	45	90.0	50	100.0
HEC (Higher Education Commission) achieve aims and objects of teacher training program in Pakistan on university level	12	24.0	38	76.0	50	100.0
Elementary colleges of Pakistan achieve their aims and objects of teacher training program	4	8.0	46	92.0	50	100.0
Refresher course of teacher training program beneficial for teaching profession	47	94.0	3	6.0	50	100.0

The information (Table-4) depicted that 20% respondents agreed and 80% disagreed the validity of efforts taken for improvement of educator training program in international perspective; while majority (92%) supported educator training and refresher courses and considered PhD and publications as essential part of professional

teacher, but 8% did not show any perception. Similarly, 24% respondents perceived positively that educator trainers select and employ effective and meaningful teaching methods comparable to advanced countries, but the majority (76%) did not perceive this strategy positively. However, some 30% respondents agreed with the perception that educator trainer developed the communication skills in line with the international perspective educator trainer but 70% respondents perceived that the educator trainer are not effective to develop communication skills of the teachers.

Table 4: Perceptions of respondents on launching improved teacher training systems

Statement to perceive	Yes		No		Total	
	N	%	N	%	N	%
Improvement of teacher training program of Pakistan appreciable in the light of international perspective	10	20.0	40	80.0	50	100.0
Pakistan has emphasized on teacher training and refresher courses of teaching and has laid emphasis on PhD degree and research publication as a necessary professional part of teacher	46	92.0	4	8.0	50	100.0
Teacher trainer select and apply an appropriate method for meaningful teaching as compared to advanced countries	12	24.0	38	76.0	50	100.0
Teacher trainer develop the communication skills according to advance countries teacher trainer	15	30.0	35	70.0	50	100.0

Discussion

The reasons constraining educational quality in public sector institutions include political influence behind appointment of

teachers; illegal posting of lower grade officers against key posts; incompetent administrators without awareness of business rules; non-existence of audio-visual aids for educator training; non-availability of latest issues/editions of books; imposing ban and lifting ban on appointments against national interests and discontinuation of increments on higher education.

The teachers' education institutions could not produce quality teachers due to financial corruption/lacking funds/equipments, conventional curricula outline, administrative mismanagement, non-existence of effective monitoring and evaluation system, system lacking facilitation/reward on achievement, political influence, imparity and inconsistency in administration system, lacking delivery of scientific innovations, coordination lacks among sister institutions.

The education system and teacher training programs could succeed if education sector works independently without political influence, modern technologies and audio visual aid system, regular teachers trainings, bilateral link between countries where quality teachers, provision of skilled and motivated teachers, curriculum and syllabus should be positive in all respects and constructive by nature, adequate funding for teacher education, innovated content teaching, strong follow up, monitoring and evaluation system of content teaching. Germany and Pakistan differ significantly in teacher training programs due to their socio-economic system trends and standards, policy implementation approaches, and much difference in cultural, philosophical, and ideological approaches. The teacher education system in Pakistan can be overhauled by review and innovating the curricula of teachers, providing books and media means, eliminating political interference, strict implementation of policies regarding teacher education, sending teacher for training abroad, uplift teaching industry and improving commercial lacks of working environment, esteem living the curricula of teachers education, develop true motivation and willingness of teacher for achievement of professional

goals. The weaknesses in teacher education system with particular reference of Germany include poor teachers' refresher courses system, integrity lacks, poor working atmosphere, poor academic background of trainee teachers and inefficient classroom execution, non-existence of teacher evaluation for delivery at classroom level and inappropriate content knowledge or skills.

In case of needed measures for quality teacher development, there is need of innovative/non-conventional training methods, improved curriculum in accordance with the global perspective, teacher training system should be correlated with the system adopted in Germany, teacher selection/recruitment should be on merit and a test from a recognized testing service be offered and minimum passing marks should not be less than 60.00 percent. Moreover, there should be effective monitoring and evaluation system that what the teacher delivers at classroom level; and the teacher trainees during training may be facilitated in all respects including financial incentive adequately.

Conclusions

There are multiple factors and reasons constraining educational quality in public sector institutions which mainly include non-existence of merit in appointment of teachers, poor academic background, lack of motivation, poor teacher training strategies, non-availability of modern means for teacher education, incompetent administrative management and political influences. Although, there is vital difference between Germany and Pakistan in socio-economic status, but in teacher training programs highly developed teaching staff may be sent abroad and their minds may be utilized locally. There is need to innovate teacher curricula, providing well established electronic Libraries and demonstration. The weaknesses in teacher education system with particular reference of Germany include poor teachers' refresher courses system, integrity lacks, poor working atmosphere, poor academic background of trainee teachers

and inefficient classroom execution, non-existence of teacher evaluation for delivery at classroom level and inappropriate content knowledge or skills.

Recommendations on Structural Overhaul

- The teacher educators are suggested to review the German teacher education programs carefully and in view of that the curriculum may be innovated for teacher development along with an effective monitoring and evaluation system
- The teacher education system may be upgraded to an independent body with involvement of German teacher educators in collaboration with the local teacher educators
- The teacher educator should be at least a gazette officer and empowered administratively to evaluate teachers at institute and at field as well
- Subject-wise teacher educators may be appointed and a teacher educator better to have PhD degree in addition to M.Ed. in specialized subject.
- The Education Research Journal process should be strengthened and quarterly issue may be ensured
- The Teacher educators needs to be considered for achievements awards in addition to financial aid and other benefits on achievements.

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