

# ROLE OF TEACHER TRAINING INSTITUTIONS IN DEVELOPMENT OF PROFESSIONAL ATTITUDE IN TEACHER TRAINEES

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## ABSTRACT

*Teacher always passes through challenges and teaching is a profession to be dealt gently and sensibly. Hence, only adequately trained teachers with entire motivation can shoulder this nation building responsibility who knows the value of professionalism in teaching. In Sindh province the educational scenario is not encouraging one and apart from the increasing opportunities for teacher training and handsome salary packages in the government schools, the teaching quality is deteriorating. The teacher needs dedication and determination for continuation in his learning process during his service as well as who intend to enter this profession. It felt imperative to analyze the extent of success at teacher training institutions for the development of professionally strong teachers. Although the development of teacher training institutions is visible in regards to their enrolled strength, but the teacher output at school level is not promising. This showed that there is lack of interest and motivation among the teachers even who got teacher training at these institutions. Probably the teacher trainers do not consider the impact assessment on their trainees and motivation among them during and after training; while simply awarding teacher training completion certificate is not the*

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*solution of the problem. It is no doubt the teachers do not obtain teacher training for their development, but they achieve training certificate for their job confirmation and salary increment. Moreover, there is no assessment of teacher's skill for quality teaching and evaluation of the performance at school level through student examination. It seems inefficiency contribution of teacher training institutions may be little, but better to investigate, if something wrong with the institutions. The analysis determines that quality minds for teaching profession are not being selected and merit is not being considered for appointment of teachers, particularly in the primary school level teachers. There is need for trained and motivated teachers with sense of responsibility; while the teacher recruitment criteria need to be improved. The psychiatrists should have a role in selection process; while the periodic evaluation of the teachers needs to be strictly practiced. If the problem is at school level teaching of the trainee teachers, then this associates with the recruitment of poor people for this profession; while the need is to appoint quality minds for high skilled profession.*

## INTRODUCTION

The quality of learning and competence level among teachers and the students is the major constraint to develop improved teaching staff for schools in the public sector of Pakistan. Low level of education qualification required to become a primary school teacher is one of the reasons. In Pakistan is generally said that if a youngster is not well in studies, get him appointed as primary teacher. Because of poor criteria of teacher appointment at primary level, the quality of the primary education in most parts of the country in the government schools has become poorest.

It is mentioned that one of the prerequisite for enhancing productivity is the need of competency levels and education in Pakistan both are subject to several issues such as student teacher ratio at institute level, the role of education institutes and efficiency emphasis upon teacher

training. This research paper explored whether aspects interlink together influencing the education standards and alternately affecting managers' productivity, leading to less income opportunities. The paper is divided into three parts.

Part one explains a historical perspective of education, its inter-linkages with human resources capacity and its effective role maximizing/contributing to productivity, part two review state overall and general objectives and methodological explanation, whereas part three focuses on present analysis, findings and conclusions.

## **LITERATURE REVIEW**

The growth and progress of an increasingly interconnected and globalizing world is entirely linked with the quality of education; because quality education develop minds to motivate the nation; while poor minds guide the people at their level to adverse direction. There is great impact of a teacher at school level; hence the competent and motivated teacher will make his students national assets; while the incompetence and unmotivated teaching will obviously develop menace stuff in the school as well as in the societies. The multifaceted educational impact on all spheres of human existence proves its essentiality for development of true policies (GOP, 2007).

Sarah, 2007 explains that there are number of issues related to education sector in Pakistan. These issues combined together have significant impact towards achievements of the education sector. Figure 02 highlights the major factors influencing the sector.

## **State of Education in Pakistan**

There are 227,791 institutions in Pakistan as per the statistics in the 2005 census; and they have enrollment of 33.38 million with 1.357 million teaching staff. Out of the total number of these institutions, 67% are in the public sector managing 64% of student enrolled with them and 53% of the teaching staff. There are 76047 educational institutions (33%) in the private sector with 12 million enrollment and 47% of the total teaching staff. The below given figure shows that 74% of the institutions are in the rural areas and 26% are the urban schools. Out of the total rural institutions, 79% are government schools and only 21% are private institutions. In urban institutions, 67% are private schools and 33% are government schools (Economic Survey of Pakistan, 2007). Out of the total 33,379,578 enrolled students in the public and private institutions, the male students were 57%; while females were 43%; male teachers were 49% and 51% female teachers in the urban areas. Out of the total 1,356,802 teachers, male teachers were 49% and female teachers 51%. Out of the total schools, only Punjab possesses 48% schools, 22% in Sindh, 17% in the KPK only 5% in Balochistan, merely 2% in Northern Areas, while in Azad Jamu & Kashmir 3% in and 1% are in the Capital Territory.

## **Teaching Force**

So far as the housing of teaching force is concerned, primary schools possess almost 50 percent of the teaching force and account for 314,712 teachers; while 109,327 teachers are housed by the middle schools and 162,430 teachers have been employed at the high schools and some 23,849 teachers are teaching at the higher secondary schools. The share of female teachers is 36.12% of the entire teaching strength in primary schools; 47.94% in middle schools, 32.5% in high schools and 39.07% in higher-secondary schools. Overall the highest number of teachers at all schooling levels are reported in the Punjab province when compared with the other provinces/regions of the country (Shami et al., "Pakistan Education" 2005).

### **Schooling Experience of Teacher Trainees**

The element that is fundamentally important in education is the candidates' schooling years before entering education department in the capacity of teacher. In the developed countries of the world, the normal requirement for entering to public sector teaching is 11-12 years of schooling. However, if reference is Pakistan, unluckily we cannot expect the candidates for teaching profession with 11-12 years schooling after graduation. At the end of 20th century in most of the South Asian nations, a teacher trainee needed 10.7 years of schooling; while in the southeast Asian nations 10.5 years were needed to enter teacher training institution; while in Latin American countries 9.3 years of schooling were needed for entering teaching training institution. Similarly, in most of the African nations 9.6 years of schooling on average were required before entering the teacher training institution (Edward and Dunkin, 2007).

### **Pupil: Teacher Ratio**

At primary level, the pupil: teacher ratio in Pakistan is highest among all levels of schools that stands at 33. The pupil: teacher ratio is 22 at the middle schools levels which is the lowest among all school levels (Shami et al., "Pakistan education" 2005). At high schools level and higher-secondary schools, the pupil: teacher ratios stand 26 and 27, respectively. The primary school pupil: teacher ratio in Balochistan is lowest (27) and highest in KPK (40). For middle school level, the pupil: teacher ratio is lowest (13) and highest in Punjab (25). At high school level, the pupil: teacher ratio in Sindh is 19 against 31 in Punjab; while for higher-secondary school level, the pupil: teacher ratio in Sindh is 24 against 33 in Punjab (Kardar, 2005; Shami et al., "Pakistan education" 2005).

### **Teacher Education Institutions in Pakistan**

In Pakistan, there are some 275 institutions providing teacher training which included IERs (Institute for Educational Research), BC (Bureau of Curricula), ETC (Elementary Training Colleges) as well as teacher trainers provided at the high schools in the public sector. The teacher training institutions are established in all the districts of the country in all the provinces where in-service as well as pre-service teacher training is imparted. Moreover there are some 300 DTRCs (Decentralized Teacher Resource Centers) that have been developed by the Education Sector Reform Program covering all the provinces. Although, these teacher training institutions are providing pre-service and in-service training to the teachers, but the quality of the training is not assured. It is need of the time to establish a cadre of resource persons strategically selected various organizations and the teacher training is needed to be strengthened to cater the quality needs so far as the teacher competence is concerned.

The quality of learning and competence among the students and teachers has been the major problem in Pakistan and if quality parameters towards students and teachers are taken in account, this would be poorest in the while south Asian region. The educational qualification of a candidate for primary school teacher is not being given required consideration and a considerable ratio of primary teachers appointed are below the minimum competence requirement as a primary school teacher and in result the foundation of the children is not upto the mark. Increasingly establishment of institutions and increasing enrollment is of no mean if the quality learning and quality teaching is not taken into account. This would be only possible with the strong class room activity. At present, only 8-10 percent of the children could enter college level education and for university this percentage decreased more than its half (Shami et al. 2006).

Among primary providers, the role of Bureau of curriculum and extension wing (BoC) Sindh and PITE is significant who offer pre-

service and in-service teacher education. Moreover, in the universities, their education departments offer teacher training for B.Ed., M.Ed., Ph.D levels through Colleges of Education and through their IERs. In addition, there are twenty three GECEs that offer PTC, CT, OT and DTC courses for primary level teacher education and middle school level teachers. The GECEs in coordination with Regional Education Extension Centers, ETRCs, Teacher Training Centers are under the administrative control of BCEW. The BISEs (Boards of Intermediate and Secondary Education) are the bodies that provide certification to the teachers on completion of education courses; and the BoC collaborates curriculum development with the Federal Ministry of Education's Curriculum Wing and Sindh Textbook Board in the development of textbook. The short term in-service courses on special topics are organized generally through financial assistance of various donor agencies.

In Sindh province the PITE meets the in-service training, development of the training material and activities related to research on these aspects. For the in-service training programs of PITE, the services of faculty of the Bureau's GECEs are utilized alongwith their own staff and use their physical structure for organizing the workshops. Similarly, Bureau and PITE collaborates to provide in-service training. It is also to mention that the Bureau and PITE Sindh are the independent institutions but they are responsible before Secretary Education Sindh and receiving budgets to meet their financial requirements from the Education department. The PITE Sindh that is under the administrative control of Education Department Sindh does not possess full time faculty and they organize their activities by borrowing the faculty from GECEs. The PITE has just five regular staff members, four of them are on secondment from the GECEs. The PITE Sindh does not possess any regular plan and organize trainings upon request of donor agencies or when under the special schemes they are assigned for trainings by the government of Sindh which also include the training untrained primary school teachers in Sindh.

The ineffective teaching has become a major problem, as a consequent of ineffective teaching the most of the students particularly in the rural schools are not of such a development to go for secondary and higher secondary levels. Hence, more than 50 percent of the rural children did not reach the secondary and higher secondary levels. The colleges in the rural areas and in the cities surrounded heavily by the rural people are also facing similar problems and quality of education is deteriorating with the time. The ineffective teaching is mainly caused by the untrained teachers, who are not motivated and acquainted with proper teaching methods and performing teaching as the formality. Thus, merely even not more than 10 percent students could enter in the universities for higher education and could not compete for university entry examinations. Hence, it is really harassing that only 10 percent of the students could enter the universities for higher education and 90 percent students are composing the non-professional strength (Khan 2004).

The postgraduate courses in education are being offered by the colleges of education those are affiliated institutions with the universities; but their financial requirements are catered by the EDO College Education. The staff working in these colleges belongs to the Education department Sindh and not from the universities. Whereas, the Universities are chiefly degree awarding bodies in regards to teacher education and some role they play in prescribing the curriculum and syllabus.

The Aga Khan Foundation has vital role in development of education in the country and they have establish many educational institutions and also providing teacher training. Among the autonomous universities, the Aga Khan University is first one private institution, that has its head quarter in Karachi and considered as the major educational source. They offer multiple courses for education, training and research in the teacher education and health sciences as well. It is harassing that in the country 64% boys and 75% girls do not go school and in FATA and other northern areas, Aga Khan



Development Network launched many programs to help villagers by building 450 classrooms, and on their credit there are 22,900 boys and girls they were educated and 1,700 teachers were trained and they prefer women teacher to be trained (Sarah, 2007).

### **Analysis and Discussion**

According to there are 80 teacher training institutions in Sindh and these institutions impart teacher training to the teachers of primary, elementary, secondary and higher secondary teaching staff in the province. Regardless the existence of huge teacher training infrastructure, the teaching at almost all levels in the government schools is not only ineffective but only a fewer students could enter colleges for graduation and even only few could enter universities for higher education. This dilemma has attracted the people to send their children in private schools and the society is experiencing serious disappointment in case of educational quality at the government schools. However, the problem is not that the why parents send their children to private schools; but the issue is the capacity of private schools. The private schools only accommodate merely 20 percent of the school going children, and 80 percent children still to be accommodated by the government schools, because the government schools have standard infrastructure, proper classrooms, laboratories, playgrounds and almost all facilities required by the children. On the other hand, 80 percent private schools are executing with poor infrastructure, congested classrooms, no playgrounds, no laboratories, no science halls etc. This could be said as the misery of the nation. The existing national school infrastructure is not being utilized only because of ineffective teaching. However, it is imperative to go for solution of this national problem and training institutions needs to improve their performance. The teacher performance may be evaluated on yearly basis and stronger evaluation system may be introduced.

## CONCLUSIONS

The context of this study reflects that although, the apparent role and progress of the teacher education institutions is satisfactory in relation to trainee teachers enrolled by different institutions; but the average output of these trained teachers is yet a question mark. The quality of education is continuously following deteriorating trend against the increasing training opportunities and improving salary incentives. It is quite obvious that, either the trainee teachers are less interested in getting training and they do get training only get confirmation of their service in the education department, or they do not apply whatever skills they learnt at the institution during training. This indicates that there is no problem with the role of teacher training institutions, but it is to investigate, if something wrong with the institutions, it is high time to recover. On the either side, if the fault is at teachers' side at school level teaching, there is a question mark for the recruitment procedure and perhaps authorities are appointing poor minds for high skilled profession.

## RECOMMENDATIONS

- The basic need is selection of quality minds for teaching profession; and for recruitment of teaching staff private testing services may be arranged.
- No teacher should be appointed without 2 years teacher at primary and elementary level teaching; and for secondary and higher secondary schools, the B.Ed. and M.Ed. alongwith their graduation should be compulsory.
- The recruitment of the teachers should include the teaching demonstration, attitude of the candidate, and student motivating skills in addition to his academic qualifications.
- The psychiatrists should also be included in the recruitment committee and their recommendations for appointment may also be taken into consideration.

- Periodic evaluation of the teachers may be strictly practiced and would be appreciable if annual evaluation of the teachers is made necessary.
- Inspections of the students may be regularized and teachers may be given rewards for quality and effective teaching and punished for ineffective and poor performance at merit.
- It is also suggested that strict evaluation of the teacher training institutes and trainers may also be carried; whether the ineffective teaching of the teachers rooted there.

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