A Cursory Review of the Importance of Teacher Training:
A Case Study of Pakistan

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Abstract: The main purpose of this study is to the cursory survey of some erstwhile studies on teachers training in the context of Pakistan. The role of education is undeniably crucial in the development of human capital and consequently the entire society. Where, the importance of teacher is widely accepted in making the future of human-beings. Teachers are those selected people who having the candle of enlightenment, knowledge and the key to success. The success a nation is depends upon the success of education system, while the success of education system depends upon the quality of teachers, where, the quality of teachers based on the quality of teacher training. Several issues have been found after reviewing some relevant studies on teacher training. In light of the findings, this study suggests that policy makers need to prepare proper education policy in order to improve teacher education, which will ultimately enhance student achievement. Apart from the government, all public, private sectors and degree awarding institutions which are autonomous bodies are required to update the curriculum for teacher training in Pakistan to the internal level.

Key words: Education • Teacher • Teacher Training • Review • Pakistan

“The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.”

American Commission on Teacher Education reported [1].

INTRODUCTION

The Importance of Teacher Training: Education plays a paramount role in the development of a society. In the real sense, education civilizes, enlightens and makes life much progressive of the human-beings. Therefore, education is very much important for the development of individual and entire society. Education is a never ending procedure of internal development, progress; knowledge and even it begin from the crib to the grave. It has been observed that education is one of the vital components which supply to the development of a country and the success of the mob. It endorses consciousness between people by accomplishing them strong to ‘read’ the world [1-2]. Education is the strong pillar of advancement of any nation in the world. This is because of education that man becomes progressive in his thinking, problem solving, culturally rich, emotionally established, mentally aware, morally honest, physically and mentally strong and healthy, self-confident, horizon broad, socially effective, spiritually progressive and adequate level of behavior and attitudes. According to [3] any type of improvement and development in the world is the direct effect of education it is an entrenched fact. It is believed that the skills, talents and knowledge of teachers stubborn the quality of the whole system of education [4]. Education set up and organizes native resources. Education also brings higher ranks of public commitment and contributions [5].

The main purpose of this study is to the cursory review some previous studies on the importance of education and training of teacher in Pakistan. After reviewing prior studies on the area of interest will helps to understand issues related to teacher education in the country. In addition, some policy implications would be recommended in the light of the findings of the study. Therefore, the fallout of this study will positively guide the policy makers to formulate right and appropriate policy in order to improve quality teacher education in the country.
It is perceived that during the past sixty four years the educational system of Pakistan has been the mark of testing in the form of a quantity of major policy packages and modifications. A large number of education policy declarations persisted at the status of seminar recommendations and could never be executed. There are many motives for this, but the most important is maybe that the government has not changed its general primacies in order to readdress funds from other budgets to education [6]. Pakistan is fronting the contest of quality and quantity. Our act in preserving a sensible standard of education is equally depressing. We grip an unsatisfactory record in the increase of educational chances in the country. Even though a number of overpriced experiments, Pakistan is still treated among those countries in the world, which have minimum literacy rate. It is very amusing to note that in the former 12 years the literacy rate according to authorized allegation has been certified as annual increase of one percent while population has been increasing over three percent each year [7]. Since the establishment of the country the Government of Pakistan has been anxious with the quality of teachers and teacher training programmes. For this purpose, the Pakistan Educational Conference in 1947 documented the demand for trained teachers and asserted that an accurately trained and intelligently well-paid teaching occupation was necessary for country development [8].

The role of teacher is recognized in making the future of any human being. Teachers are those selected human being who having the candle of enlightenment, knowledge and key of success. Teachers are the strong pillars not only of the society but of the nation. The success and progress of any nation is depends upon its sincere and good teachers. The importance of teachers is evident in the development of any progressive society for many reasons. Therefore, teacher importance in the life of a nation cannot be ignored. Teachers seem to be the foundation of the entire educational process. The success of any education system is established only on the quality of teachers [9]. It is the teacher who treats and molds the child mind into various forms accordingly and positively. A teacher plays a vital role in the character and personality building of a child. Teachers are answerable for redesigning the attitudes and civil behaviors of the students [10]. According to [11] teaching is examined the most admiring occupations in all civilizations of the world. Teachers can produce ‘sophisticated’ and ‘cultured’ infancies in this modernized age of universal competition [12]. Mostly, teacher education intended to train potential teachers with acceptable instructions, pedagogical skills and knowledge and to improve their qualifications and performance towards the respected profession of education [9].

Teaching practice is very important part of teacher training programme. Teaching is an art but struggle, patience and additional work is necessary for it. Through teaching practice student teachers find a chance to increase knowledge, predominantly in the areas of teaching techniques teaching principles teaching psychology and teaching methods. There is a big chance for student teacher during teaching practice because during teaching practice student teachers are in a position to increase their knowledge and solve their glitches which they fronting during teaching.

Scholastic experiences, knowledge of the subject material, competency, and accomplishment of teaching and talents of the teacher have active effect on the teaching-learning process. The quality of education is directly connected to the quality of teaching in the classroom. The teacher is examined the most important factor in achieving all education improvements at the central level. According to [13] the quality of teacher training programmes has an inequity due to the nonexistence coordination with the schools system and there is also need to improve by rereading the prospectus according to the requirements of changing values and stresses of the modern-day world. The aim of pre-service or initial teacher education and training programmes is, to prepare teachers to enter the profession, whether these programmes anxiety teacher training curricula or subject-specific learning [14].

**Teacher Training in Pakistan:** According to the prior studies, the significance of teacher training in the promotion of society is very much clear. In this regard to review some earlier studies on training of teacher education are indispensable because literature review brings a flaw less vision about the prior relevant studies. It provides base and also increase knowledge that where are the gap and how the gap can be mitigated. The importance of literature review also documented by some earlier studies for example [15] mentioned that, a thorough literature review creates credibility of the researcher of the study, so he/she can acquire the whole advantage of his/her work. Literature review shows the gap between the researcher’s interest and knowledge of the subject area [16]. The existing literature shows that theoretical as well as empirical studies on teacher training in the context of Pakistan are very limited. However some
Table 1: Literacy Rate—Global Ranking

<table>
<thead>
<tr>
<th>Name of Country</th>
<th>Population</th>
<th>National Income</th>
<th>Literacy Rate %</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liechtenstein</td>
<td>37009</td>
<td>US$3.2 billion</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>Andorra</td>
<td>85082</td>
<td>US$3.16 billion</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>514862</td>
<td>US$42.9 billion</td>
<td>100%</td>
<td>3</td>
</tr>
<tr>
<td>China</td>
<td>1.34 billion</td>
<td>US$11.3 trillion</td>
<td>95.1%</td>
<td>114</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>21.7 million</td>
<td>US$116 billion</td>
<td>91%</td>
<td>121</td>
</tr>
<tr>
<td>India</td>
<td>1.22 billion</td>
<td>US$4.76 trillion</td>
<td>62.8%</td>
<td>186</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>161 million</td>
<td>US$311 billion</td>
<td>57.7%</td>
<td>193</td>
</tr>
<tr>
<td>Pakistan</td>
<td>190 million</td>
<td>US$524 billion</td>
<td>54.9%</td>
<td>198</td>
</tr>
</tbody>
</table>


- Top 5 are European countries - Literacy Rate Rank (out of 215 countries)
- Definition of literacy rate: age 15 and over can read and write

Figure 1: Trend of Pakistan's Literacy Rate


Prior studies are for example, [17] noted that teacher education comprises all formal and informal strategies, actions and capabilities so that they train potential teachers with knowledge, attitudes and performances needed to do their duties effectively and calmly in the classroom, school and broader association. [18] in their study observed that teacher education is a method and teaching is an act of actual base of teachers.

It is evident from Table 1 that Pakistan ranking on the basis of literacy rate is recorded 198, where literacy rate is estimated 54.9 percent. The data statistics demonstrate that Pakistan ranking is even below from Sri Lanka, India and Bangladesh. Moreover, Figure 1 shows trend in Pakistan’s literacy rate during 2001-2012.

In a report [19] shown that emerging issues regarding teacher education in Pakistan are: budgetary and financial constraints and aren’t effectively equipped to meet the need of a dynamic system of quality teacher education; severe lack of facilities (such as buildings, equipment, furniture, teaching aids, library books along with other reading materials); defective examination system; teacher absenteeism, imperfect management, shortage of supervision and accountability exercise. It has been observed that almost in-service training for teacher educators is non-existent in the country. Though, only for pre-service teacher education total institutions are estimated 135 where 114 are public and the rest 21 are private. The report further added that in Pakistan number of years to complete Pre-Service include are Primary Teaching Certificate (PTC) is one year course to teach Grade I-V; Certificate of Teaching (CT) is also one year course to teach Grade I-VIII; Bachelor of Science (B.S. Ed.) (12+3) is three years course to teach Grade VI-X; Bachelor of Education (B.Ed.) (14+1) is one year course to teach Grade VI-X; Master of Education (M.Ed.) is one year to teach Grade VI-X plus student teachers of PTC, CT and B.Ed. and supervision; and Master of Arts in Education (M.A.) is two years to teach Grade VI-X and Student teachers of PTC, CT and B.Ed. and supervision. In Pakistan eligibility criteria admission in teacher education programs are: such as for PTC criteria is Matric and Secondary School Certificate, criteria for CT is Intermediate; criteria for B.Ed. is Intermediate, criteria for M.Ed., M A (Education) is also Bachelor (B.A. or B.Sc.).
Table 2: A few previous selected studies relevant to training of teacher in Pakistan

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Methodology used</th>
<th>Findings of the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>[24]</td>
<td>Mix-method (phenomenology and content analysis), sample size 200 B.Ed (1yr) qualified &amp; experienced teachers</td>
<td>One year curriculum partially fulfilled the needs of the teachers</td>
</tr>
<tr>
<td>[25]</td>
<td>Mixed method Qualitative &amp; Quantitative, primary &amp; secondary data</td>
<td>The results shows that Among SAARC countries system of education, Pakistan has many mismatches</td>
</tr>
<tr>
<td>[13]</td>
<td>Review article on the investigation of interplay between historical legacy, culture and ITE/training policy</td>
<td>In Pakistan, scarce resource base, fragmented organizational structure for ITE and lack of a national vision and political will</td>
</tr>
<tr>
<td>[26]</td>
<td>Survey questionnaires and personnel interviews, Sample randomly chosen</td>
<td>The study found many mismatches in B.Ed. One year programme</td>
</tr>
</tbody>
</table>

Source: Authors compilation -ITE: Initial teacher education

-SAARC countries- Pakistan, India, Bangladesh, Sri Lanka, Bhutan, Nepal and Maldives

In Pakistan after more than fifty years, the developmental indicators are yet not satisfactory. The participation rate at higher education is relatively meager comparing to other countries of the region. There are a series of problems including of quality of staff, students, library, laboratory and other reading materials [20]. In a comparative study on teacher education program in Germany, Japan and Pakistan [21] identified a number of problems including absence of accountability, shortage of incentives, meager hope of a career track and motivation which are facing by the teachers. Consequently, all these issues collectively seem to be boundlessemerging from the failure of the system. In a similar study, [22] after reviewing literature found that education system affected by these problems: poor finance, lack of motivation among teachers, teachers transfer based onfavoritism and nepotism, political interference, appointment of under qualified teachers, shortage of teaching staff and lack of teaching and learning resources. Further, the findings of the study suggested that the glitches of teachers could be resolved by producing an environment of trust and strengthening the process of accountability in the school systems, minimized political interference and merit must be followed in teacher recruitment, provision of facilities to the teachers and increase teaching learning materials. Moreover, prevailing professional development programs should be run on systematic basis to improve teaching skills of teacher’s. In every field of life training plays a central part. In this study, through primary data training role is checked in education sectors of Pakistan. The data were collected from untrained and trained teachers. Results showed a clear cut differences between the performance of trained and untrained teachers. In the study trained teachers are found more efficient in their presentation than untrained teachers [23]. Some selected earlier studies carried out on training of teacher in Pakistan are summarized in Table 2.

**CONCLUSION**

This paper aims to review some articles on teachers training in Pakistan. Undeniably, education plays a vital role to improve human capital and help in the development of a society. While, education really civilizes, enlighten and make life much progressive of the human-being. Education is a never ending procedure of internal development, progress; knowledge and even it begin from the crib to the grave. There is no disagreement in the close relationship between education and teacher. Therefore, role of the teacher is widely accepted in making the future of human-being. Teachers are those selected human being who having the candle of enlightenment, knowledge and the key of success. Teachers are the strong pillars not only of the society but of the nation. The success and progress of any nation is depends upon its sincere and good teachers. The success of any education system is established only on the quality of teachers but quality based on quality teacher training.

After reviewing relevant studies, it can be concluded that in Pakistan teacher education confront from the problems such as financial constraints, shortage of facilities (such as buildings, equipment, furniture, teaching aids, library books, reading materials); defective examination system; teacher absenteeism, imperfect management, shortage of supervision, absence of accountability exercise, shortage of incentives, meager hope of a career track, lack of motivation among teachers, teachers transfer based on favoritism and nepotism, political interference, appointment of under qualified teachers, shortage of teaching staff and lack of teaching and learning resources [13, 20, 22, 25]. It has also been found that the performances of trained teacher are better than untrained teachers. One year curriculum of B.Ed. could incompletely fulfill the needs of the teachers in Pakistan [24-28]. The findings of this study reveal that the policy makers are required to formulate sound education
policy in order to improve teacher education, which will improve student performance and consequently social welfare of the country will upsurge. Apart from the government, all public sector, private sectors and degree awarding institutions which are autonomous bodies need to bring reform in the curriculum for teacher training in Pakistan. It is suggested that a mix methodology i.e., qualitative and quantitative needs to be followed in order to understand and mitigate the gaps problem in teacher training in Pakistan.

REFERENCES