Teacher Training at Secondary Level in Pakistan: Provisions and Condition

By

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Abstract

This paper, is result of unabridged research on secondary education which occupies the most conspicuous and earnest position in any system of education. The commencing idea was to explicate the nature, objectives, and significance of secondary education, which is by no mean static and gridlocked. Some success with the emphatic research led to unfold role of teaching training in secondary education with further classification of in-service and pre-service trainings. Encyclopedic research, thorough going study, and replete analysis of facts and figures are the tools of data collection used for this dissertation. The data was analyzed and conclusions were drawn that teaching trainings (pre-services and in-services) are paramount to improve professional knowledge, skills and attitude of teachers in order to educate children more effectively, as there is growing emphasis on the needs for continuing training of teachers themselves.

Keywords: *Secondary Education, Teacher Training, Pre-Service Training, In- Service Training, Future Teacher Training*

Introduction

Secondary education is an important sub-sector of the entire education system. On the one hand, it provides middle level workers for the economy and on the other it acts as a feeder for the higher levels of education. Aggarwal (1988) found "The quality of higher education which is expected to produce high quality professionals in different fields of social, economic and political life of the country depends upon the quality of secondary education". Ali (1970) describe that "This level of education therefore needs to be organized in such a way that it should prepare young men and women for the pursuit of higher education, as well as make them able to adjust with their practical lives meaningfully and productively".

Amala & Anupama (2004) studied that "The secondary education is a stage where a student enters adolescence. This is the most crucial stage of life. Betts and Frost (2000) explain "The basic perceptions and modes of behaviour start taking shape, and problems of adjustment with the new roles in life assurances". "Four years of secondary education, therefore, provide an excellent opportunity for the educators and educationist to conceive and launch programmes which initiate the learners into proper forms of behaviour and attitude, which lead to decent productive and peaceful life in future" (Iqbal, 1996).

In determining the effectiveness of a national system of education, secondary education is universally recognized as a fundamental stage. Borko and Putnam (1996, p.124) point out "Developed countries such as united state, U.S.S.R, and many of the European countries are concentrating their attention on and research in exploring better

solutions to the ever increasing problems faced by young people at secondary school level". Most of the people, who comprise the skilled man power of a nation, are trained before the end of their high school years. "The quality of higher education is dependent upon the quality achieved at the stage of secondary level" (Calder, 1989). Aggarwal (1988) noted "The formation of character and foundation of future leadership are laid at this stage, which comes at a time when the youth is in his formative adolescent stage".

According to Hashim (1995, p.25) "Secondary education in Pakistan, as in any other country cannot profitably be studied unless the needs of the society and the child are fully assessed". In order to analyze the education provided at this stage, consideration must be given to the social and cultural values of individuals and to the development of potential talents. "This would necessitate the recognition of national culture and sub-culture in which schools exits. Consideration must also be given to the nature of the learning process" (Farooq, 1993). Adequacy of an educational system can only be assessed when secondary education is viewed in a world wide perspective. "An educational system rapidly becomes obsolete and irrelevant to students needs unless administrative and instructional leaders keep abreast of the new trends and development of secondary education in different sectors of the world" (Callahan, 1995).

"Secondary education occupies the most critical position in any system of education. In any society the position of secondary education is generally paradoxical. It is expected to play a transitional role between basic education and further development of country" (Chhaya,   2004). Thus the complexion of subjects at this stage generally militates against each other. The group it deals with is generally at the volatile pre-adolescent stage when the boys and girls are experiencing the most intensive experience of their lives both physically and emotionally. Cohen (2004, p.223) found "The output of the secondary schools in developing countries primarily comprises those who want to enter life and thus queue up for already restricted employment opportunities".

"They have abandoned traditional and agricultural vocations and obviously dream for a white collar job in a nearby city: hence migration this creates immense disparity between supply and demand, resulting in related to their subject cluster at secondary stage" (Common wealth, 1993). Dean (1984) stated "A highly aspirant group reverting to joblessness leads to frustration and chaos in the society". Another pressing problem at this stage is that of overloading of curricula. "If there is societal problem not easily amendable to other solution, Schools are called upon to sort it out, if crimes figures increased, schools are called upon to teach morality. (Heyneman, 1974: P.54)

Such indeed the demand of society on secondary school which has resulted in overburdening of curricula and students, particularly parents have severe reaction against school management. Diamond (1991) explained "Diversification of school curricula and introduction of occupational streams has necessitated the institutionalization of guidance and counseling services in schools". "The developing countries which are already seized with the problem of providing suitably trained science and technical teachers, can hardly afford to supply guidance and counseling teachers to schools" (Donald, 2000). The experiments of pilot and comprehensive schools in Pakistan have suffered a great deal because of non availability of specialized guidance and counseling services.

Rationale of Secondary Education in Pakistan

According to Farooq (1993, p.45) "The cycle of secondary education is completed in 5 years, the required age are initial to 6th grade (1st grade at secondary level) is 10th plus". "Though transitionally middle school (compulsory grades vi to vii) is a part of secondary education but in principle secondary education is considered to consist of grade ix and xii (Frykholm, 1998). Iqbal (1996) described that "Education policy introduce time to time urge that grade xi and xii, presently known as higher secondary education, should ultimately be must in the secondary stage". Though middle stage is as considered from grade 6-8, but all the middle school arrange schooling from grade 1-8. High schools impart instructions from 6-12 grades. Aggarwal (1988, p.145) found "originally the idea was conceived to arrange instructions for class ix to xii in order to introduce 3-tire in the country. The medium of instruction at secondary level is the national language with the exemption for public schools where English has been opted as medium of instruction". Hashim (1999) found that "Secondary education is completion of study for all those don't want to continue their study more".

"Secondary education should be determined by the needs of the society to be served, the character of the individuals to be educated, and the knowledge of educational theory and practice available" (Marlow and Rao, 2005). These factors are by no means static. Mohanty (1995, p.114) found "Society is always in process of development and the character of the secondary-school population undergoes modification; and the sciences on which educational theory and practice depend constantly furnish new information" "Secondary education, however, like any other established agency of society, is conservative and tends to resist modification" (Naik, 1998). Following objectives found to be common in all countries in the region tended to be long term goals which have change little over time.

Changes in Society

Olson and Osborne (1991, p.56) found "As a citizen, he must to a greater extent and in a more direct way cope with problems of community life, State and National Governments, and international relationships". As a worker, he must adjust himself to a more complex economic order. As a relatively independent personality, he has more leisure. "The problems arising from these three dominant phases of life are closely interrelated and call for a degree of intelligence and efficiency on the part of every citizen that can not be secured through elementary education alone, or even through secondary education unless the scope of that education is broadened" (Qureshi, 1997). According to Rashid (1998) "The responsibility of the secondary school is still further increased because many social agencies other than the school afford fewer stimuli for education than heretofore". In connection with home and family life have frequently come lessened responsibility on the part of the children; the withdrawal of the father and sometimes the mother from home.

Health

"Health needs, can not be neglected during the period of secondary education without serious danger to the individual and the race" (Rice, 2003). Cowell. (2000, p.221)

describe "The secondary school should therefore provide health instruction, inculcate health habits, organize an effective program of physical activities, regard health needs in planning work and play, and cooperate with home and community in safeguarding and promoting health interests". To carry out such a program it is necessary to arouse the public to recognize that the health needs of young people are of vital importance to society, to secure teachers competent to ascertain and) meet the needs of individual pupils and able to inculcate in the entire student body a love for clean sport: to furnish adequate equipment, for physical activities, and to make the school building, its rooms and surroundings, conform to the best standards of hygiene and sanitation.

Discharge the Duties

To discharge the duties of life and to benefit from leisure, one must have good health. "The health of the individual is essential also to the vitality of the race and to the defense of the Nation" (Rivkin and Rowland, 2005) Health education is, therefore, fundamental.

Worthy Use of Leisure

Ruhela and Singh (1990, p.25) found "Secondary Education should equip the individual to secure from his leisure the recreation of body, mind, and spirit, and the enrichment and enlargement of his personality". This objective calls for the ability to utilize the common means of enjoyment, such as music, art, literature, drama, and social intercourse, together with the fostering in each individual of one or more special vocational interests. "Heretofore the high school has given little conscious attention to this objective. It has so exclusively sought intellectual discipline that it has seldom treated literature, art, and music so as to evoke right emotional response and produce positive enjoyment" (Sharma, 2005). Its presentation of science should aim, in part, to arouse a genuine appreciation of nature.

Ethical Character

In a democratic society ethical character becomes paramount among the objectives of the secondary school. Sanders (1998, p.152) explain "Among the means for developing ethical character may be mentioned the wise selection of content and methods of instruction in all subjects of study, the social contacts of pupils with one another and with their teachers, the opportunities afforded by the organization"

Process of Growth

Education must be conceived as a process of growth. Only when so conceived and so conducted can it become a preparation for life? "In so far as this principle has been ignored, formalism and sterility have resulted, for example, civic education too often has begun with topics remote from the pupil's experience and interest" (Siddique, 2005). Reacting against this formalism, some would have pupils study only those activities in which they can engage while young. Siddique (1991) describes "This extreme, however, is neither necessary nor desirable. Pupils should be led to respond to present duties and, at the same time, their interest should be aroused in problems of adult life". With this interest

as a basis, they should be helped to acquire the habits, insight, and ideals that will enable them to meet the duties and responsibilities of later life. Smith (1969, p.225) noted "Similarly in home-making education, to neglect present duties and responsibilities toward the family of which the pupil is now a member, is to court moral insincerity and jeopardize future right conduct". With present duties as a point of departure, home-making education should arouse interest in future home-making activities and with that interest as a basis give the training necessary.

Explicit Values

The number of years that pupils continue in school beyond the compulsory school age depends in large measure upon the degree to which they and their parents realize that school work is worth while for them and that they are succeeding in it. Rashid (1998) found "Probably in most communities doubt regarding the value of the work offered causes more pupils to leave school than economic necessity". Consequently, it is important that the work of each pupil should be so presented as to convince him and his parents of its real value.

A wide range of subjects:

In order to test and develop the many important capacities and interests found in pupils of secondary-school age, the school should provide as wide a range of subjects as it can offer effectively.

Exploration and guidance:

Especially in the junior high school the pupil should have a variety of experience and contacts in order that he may explore his own capacities and aptitudes. Through a system of educational supervision or guidance he should be helped to determine his education and his vocation. These decisions should not be imposed upon him by others.

Adaptation of content and methods:

The content and teaching methods of every study should be adapted to the capacities, interests, and needs of the pupils concerned. In certain studies these factors may differ widely for various groups of pupils, e.g., chemistry should emphasize different phases in agricultural, commercial, industrial, and household-arts curriculums.

Flexibility of organization and administration:

Flexibility should be secured by "election" of studies or curriculum, promotion by subjects from the beginning of the junior high school, possible transfer from curriculum to curriculum, provision for maximum and minimum assignments for pupils of greater and less ability, and, under certain conditions, for the rapid or slow progress of such pupils.

Differentiated curriculums:

The work of the senior high school should be organized into differentiated curriculums. The range of such curriculums should be as wide as the school can offer effectively. The basis of differentiation should be; in the broad sense of the term, vocational, thus justifying the names commonly given, such as agricultural, business, clerical, industrial, fine-arts, and household-arts curriculums. Provision should be made also for those having distinctively academic interests and needs. The conclusion that the work of the senior high school should be organized on the basis of curriculums does not imply that every study should be different in the various curriculums. Nor does it imply that every study should be determined by the dominant element of that curriculum. Indeed any such practice would ignore other objectives of education just as important as that of vocational efficiency.

Teachers Training

"Those education and training activities engaged in by primary and secondary school teachers and principals, following their initial professional certification and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively" (Vashisth, 1992). Verendra, Wray and Singhai (1991, p.231) describe "Teacher training programmes are designed to promote the continuous development of the teacher after he enters the teaching profession by providing a planned and systematic instruction within an educational setting". Amala and Anupama (2004) found "The need of further study is directly related to the ability of teacher to perform his teaching task. The more the nature of his role changes the more frequently the teacher must receive in service education". An experienced teacher may need such added training because of a change in his assignment, location of work or socio-economic composition of the population.

Pre-Service Training in Pakistan

Various programmes on elementary education have, so far, concentrated on in-service teacher training since the vast majority of teachers are in schools and need immediate attention. Farooq (1993, p.156) noted "The pre-service training remains within the realm of government initiatives and not many changes have come about in their content and approach. It is found to have the following characteristics":

- There is a lack of relevance of many of the training components to the real needs of the teachers and the demands of the actual classroom situations they might face.
- The training in the teachers' institutions is itself very mechanical in nature.
- There is a lack of emphasis on and inadequate time devoted to teaching the practical aspects of classroom work. (e.g., teaching strategies, classroom management techniques, reading and language teaching skills.)

Due to this there is a resultant poor quality and low level of expertise of students graduating into primary teaching. Thus, the inculcation of the basic skills should be foremost and the school and classroom contexts should be kept in mind while carrying out the same.

In-Service Training in Pakistan

It has been widely recognized that periodic in-service training is essential in order to compensate for the shortcomings in or lack of training of those teachers who are in the field along with keeping them refreshed about recent pedagogical developments. Callahan (1995, p.226) found "In view of this, the in-service teachers training, of varying duration and frequencies, happens to be an important component of the programs like DPEP, and others". These trainings, indeed, have gone a long way in breaking the inertia and cynicism among the practicing teachers. However, the following need further attention:

- Recognition of the benefits of good, traditional, teaching methods.
- Understanding of thinking of new methods of teaching on the part of teachers.
- Recognition of differentiated levels of expertise among teachers and the need for different types of in-service courses to cater to those needs.
- Correct interpretation and application of the new approach.
- More attention to other pedagogical practices like group work, multi-grade teaching, class assessment etc.

Teachers Training Institutions in Pakistan

Hashim (1999) found "Teaching is a fun that required training teachers training programs are established in all over the world to fulfill the teaching requirements. It's a process by which teachers become aware with teaching methods. In Pakistan teachers training programs are held in following institutions".

Colleges of Elementary Teachers Training: Teachers are trained at primary and elementary level in these institutions. These courses are P.T.C (primary Teaching certificates) at primary level and C.T (certificates of teaching) at elementary level. O.T (Oriented Teacher) is another teacher training program by which teachers are able to teach Persian, Arabic or Urdu at secondary level after passing the particular subject exam.

Colleges of Physical Education: Physical education teachers are hired at elementary and secondary level that is called P.E.T. for these purpose colleges of physical education are established. In these institutions teachers are trained from primary to higher level.

Colleges of Education: Secondary level teachers training are provided in these institutions. Minimum required education for this training is graduation.

Institutions of Doctorate Education: M. Ed, M.A, education, M. Phil and Ph.D. programs are established in these institutions. To provide highly educational scientists, researchers, planners, advisors and experts, doctorate is purposed.

Training Need at Secondary Level

Siddiqui (1996, p.133) suggested "The institutions preparing secondary school teachers are known as college of education. Advanced training and professional growth by awarding M.A Education/ M.Ed is the task of institutes of education and research or department of education". "A good number of INSET agencies these days are assigning a heavy weight to the purpose of up gradation of academic qualification of practicing teachers" (Khurshid, 1998). Whereas apart from this particular aim there are a number of

other and some times more important goals that these agencies need to strive to achieve through their courses and programs.

> To provide adequate professional training so as to make teaching learning effective
> To keep the teacher abreast of new developments in curricular subjects and pedagogy.
> To upgrade the academic qualification of teachers.
> To develop the skills and attitudes responsive to emerging national development goals and programmes.
> To make the teachers aware of the problems of the community and to develop the necessary skills and attitudes enabling them to be effective change agents in the community.

These needs helps in the fulfillment of various in-service education and training needs which form an INSET need continuum ranging from schools system's performance improvement needs to individual teacher's performance improvement and development needs. These needs have been spelled out below:

❖ Total school performance improvement needs.
❖ Individual teacher performance needs.
❖ Career development and advancement need of the individual;
❖ Advance professional knowledge acquisition need of the teacher
❖ Need for extension of personal or general education, not in the area of related subjects or education itself

These needs may be presented through the diagram which suggest; that there exits a kind of conflict between the needs of individual teachers and those of employing authorities.

		Purposes		
School/ Group Performance	Individual Performance	Career Development	Professional Knowledge	Personal Education
A	B	C	D	E
School System Needs				
			Individual Needs	

On the basis of various reports on INSET submitted in various international conferences and workshops organized by common wealth secretariat, UNESCO and its Asian programmes for educational innovation and development six objectives of INSET in developing countries of Asia Including Pakistan have been developed. These objectives seems to be more directly related to INSET needs of our schools and teachers,

1. Providing professional training and qualification to untrained working teachers. Although majority of our teachers are inducted after obtaining a specified initial teacher training still there are some teachers in certain provinces who were appointed without any prior training for teaching. For them there is legitimate need of providing a first level INSET programme.

2. Upgrading the qualification of serving teachers whose original qualification may have been rendered out of date by educational changes and by reforms in the teacher education process. No country of the world can afford to ignore this purpose of INSET. The process of improvement and change in teacher preparation programmes is continuous and therefore, it demands that INSET activities should always continue to pay attention on this objective.

3. Arranging refresher courses particularly to familiarize teachers with modern practices being encouraged in the schools. Every school seeks to improve the competence of teachers in their teaching subjects and in practical teaching skills. The need to update teachers in production of teaching material use of audio visual aid and application of evaluation techniques is widely felt across the country.

4. Disseminating specific educational innovations such as curriculum change introduction of socially useful productive activity and work in schools, population education and teacher participation in non formal education of children in deprived sections of society etc.

5. Amelioration of quality of educational management and administration at all levels is an important goal of INSET. This may involve retraining of teachers to enable them to take up new responsibilities outside the classrooms for which their earlier training and experience may no have prepared them.

6. Improving the quality of teacher education. There is a growing emphasis on the needs for continuing training of the teacher educators themselves.

It is felt that most of the INSET goals expressed above are based on its needs as perceived by the employers or educational administrators and as a result they reflect very little of the needs as perceived by teachers as individuals. In many countries there is a growing concern expressed towards providing teachers such INSET opportunities as would allow them to improve themselves academically and professionally which in turn would serve as a   mean of promoting better morale and stronger professional consciousness among them and would also provide avenues for advancement in the career structure of the profession.

So it is strongly argued that while planning INSET programmes and activities attention should be paid on both systems and schools as well as individual teacher's need, although in many a case the balance may be kept tilting in favour of school's and system's needs. It may be provided any time between a teachers joining of his services till his retirement from the educational set up in any capacity. It may and rather should be provided repetitively as per the demands of the individual ands collective needs. The duration infect would depend on the nature of personal, professional, group, school local

and national educational problems and needs arising from time to time due o various changes taking place at different levels in the society and their implication for schools classrooms and individual chalk face practitioners.

At the same time it is also meant for all those personnel who are in one way or the other involved in the task of planning organizing providing supervision, monitoring evaluating and facilitating education. Thus apart from teachers we can consider of school inspectors headmasters curriculum developers school counselor education officers teacher educators resource persons text book writer and INSET workers ass fully eligible to receive the benefits of INSET as and when there needs and situation around them so demand. Of course such a broad spectrum of INSET would obviously require a much more elaborate arrangement of facilities and nature system of INSET than what we have at the moment at our disposal.

Problems and Defects in Teachers Training

Teachers training education have some defects and facing problems as under:

1. In these institutions, only concern is with course completion and experienced teachers. These two aspects are not enough for teacher training.
2. Curriculum for teacher training not fulfills the requirements of modern era.
3. Educational research is not possible on waste area due to low expenditures for teachers training programs
4. Low salary packages not allowed competent people to join this profession.
5. Educational facilities are not proper provided to the teacher training institutions.
6. There is no teacher training at college level, only master's degree is required. It is necessary at secondary level only.
7. In Pakistan there is no interaction between teacher training institutions and don't get experience from other institutions.
8. Ineffective methodology is used to convey the lecture.
9. There is no emphasis on communication skills in English language which creates problem in professional life.

Suggestions for Teacher Training In Pakistan

1. Child centered learning has limited applicability in large class situations and needs to be re-interpreted and adapted to suit a different cultural context.
2. Teacher should include the benefits of well planned formal teaching.
3. Innovative as well as interactive teaching should be exercised in large class settings.
4. Need of in-service training to ensure coherent development opportunities for teachers.
5. There is a need for capacity building at levels closest to schools and Teachers.
6. Teachers salaries should increase to raise the morale of competent people for adopt teaching profession.
7. Educational research should be encouraged for effective change in educational thoughts and theories.
8. Curriculum in teachers training institutions should according to advanced era and teachers have to know about information technology.

9. Effective educational facilities and sources should provide to teachers training institutions for better training.
10. Teacher training programs should established at college level

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